

MODUL BAHASA INGGRIS UNTUK GURU SD

(PSD 225)

Materi 8

The Principles of Teaching Vocabulary for Children

Disusun Oleh

Prayogo Hadi Sulistio, M.Pd

UNIVERSITAS ESA UNGGUL

2018

**The Principles of Teaching Vocabulary for Children**

1. **Introduction**

This module becomes a part of Teaching English for Young Learners in English Education Department. Teaching Vocabulary is the third topics being discussed of this subject. It discusses how to teach vocabulary to the young learners. The module starts with the definition as well as the explanation about what is teaching and what does it mean by teaching vocabulary. After that, the module gives tips how to teach vocabulary and the students know how to develop the soft skills of themselves. At the end of this lesson, students are expected to be able to teach the children.

This module can be used as reference for the students who would like to learn about teaching vocabulary for young learners. The students may practice to teach according to what’s written in this module.

1. **Basic Competence**

Students are able to comprehend the basic principles of teaching vocabulary for children

1. **Kemampuan Akhir yang Diharapkan**

Students are able to applied the principles of teaching vocabulary for children

1. **Learning Activities 1.**

**The Principles of Teaching Vocabulary for Children**

Teaching is the didactic process in which both the teacher and student participate, and its main goal is to promote and support learning. According to Johnsson Walker (1828) teaching means instructing, informing as a master; delivering any doctrine or art or words to be learned; or giving intelligence. (Kimble Garmezy, 1963:133) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”

According to Brown (2000) teaching should be defined with a term of learning, because “teaching” facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process.

According to the Macmillan English Dictionary, the word ‘vocabulary’ means all the words in a particular language. Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than “words“.

**Vocabulary Acquisition**

Vocabulary Acquisition through Reading Similar to L1 acquisition, reading is believed to be one of the most important resources for acquiring L2 vocabulary in an incidental manner. Incidental learning occurs as a result of a number of exposures to unknown items during the reading process, meaning being obtained by either guessing or consulting a dictionary (Hulstijn, 2005).

Although the role of reading in second language vocabulary learning is widely accepted, there are several limitations to this approach. First, guessing from the reading context may be inaccurate, time-consuming and cognitively demanding (Huckin and Coady, 1999). Even when a dictionary is consulted, the learner may soon forget more than half of the words (Hulstijn, Hollander and Greidanus, 1996).

Studies suggest that incidental learning typically yields vocabulary gains in meaning recognition only but not in production (Pitts et al., 1989; Horst et al., 1998). Secondly, researchers generally agree that vocabulary retention rate is rather low; the average gain ranges from 1 to 5 words per text (Pitts et al., 1989; Knight, 1994; Paribakht and Wesche, 1997; Horst et al., 1998). One of the reasons why the learning process is so slow is that multiple exposures to target words are required. Waring and Takaki (2003) proposed 8 encounters with the target item as the minimum figure to ensure retention. In a similar vein Brown, Waring, and Donkaewbua (2008) concluded that 7–9 encounters are necessary for acquisition and to reduce attrition. A recent study by Pellicer-Sánchez and Schmitt (2010) shows that 5–8 exposures to target items are needed for incidental learning to occur and 10–17 can accelerate the learning.

**Vocabulary Learning**

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited

vocabulary in a second language, impedes successful communication. Considering the

importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1997); Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Gu

(2003); Marion (2008); Susanto (2016); and Nation (2001) and others have realized that the

acquisition of vocabulary is essential for successful foreign language use and plays an

important role in the formation of complete spoken and written texts.

Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing (Nation, 2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e g., Nation, 2001; Alqahtani, 2015).

In English language, there are diverse formats its vocabulary, such as **phrasal verbs** and **word derivation**. Phrasal verbs may not be easy for English learners to learn since they have more thanone or two expressions and multiple syntactic patterns. Phrasal verbs can be applied in distinct waysbetween American and British English. They are usually two-word phrases consisting of verb +adverb or verb + preposition. For example, ask some one out means invite, blow up means explode,break down means the function and working are stopped.

Schmitt Norbert and Marsden Richard (2006) note that the number of English lexicon is huge, which is basically from Old English and from the Norman combination of Latin-derived terms. This explains why English learners usually have to spend long several years mastering English. In order to accumulate sufficient words in mind and establish vocabulary proficiency, some scholars have proposed pedagogies of teaching and learning.

Based on Zhang’s (2009) research, “There is evidence that semantic prosody, a novel linguistic theme, should attract much attention in ESL/EFL (English as a second/foreign language) word learning and teaching.” Research suggests that inappropriate word choice arising from ignorance of semantic prosody is frequent among ESL/EFL learners. To pay sufficient attention to this issue, Zhang introduces the notion of semantic prosody and provides an overview of studies of semantic prosody from five perspectives:

* **Monolinguistic**
* **Cross-linguistic**
* **Register**
* **Lexicographical**
* **Interlinguistic**.

From the perspective of semantic prosody, language learners should be able to make themselves integrate into immersing environment of whole-English.

From views of globalization trend, Lin (2009) emphasized that interlinguistic type of communication through simplified vocabulary can be applied in order to make compensation of limited vocabulary accumulations. Four strategies of communication can be utilized to facilitate words in order to communicate in a fluent way.

**The Importance of Vocabulary**

It is experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. ( McCarthy, 1990, p iix)

It is generally known that for communication, neither written or spoken, the vast knowledge must be in grammar and vocabulary. These two areas of language acquisition must go hand in hand in the teaching process. In spite of this, vocabulary is the building stone in learning foreign language. One can communicate with a little grammar, but it is almost impossible to communicate with a little vocabulary.

**The Lexical Approach**

In 1993, Michael Lewis published book with new method called The Lexical Approach and it was, and still is, a new method of language teaching. It is focused on lexical items more than grammar. Lewis says that „language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. (Lewis, 1997, p 3)

He also summaries the lexical approach as development of current thinking by invalidating the grammar and vocabulary distinction and placing lexis in all its forms at the center of language presentation and practice.

According to the lexical approach, learners should not be taught words alone and then communicate through grammar rules. They should learn lexical chunks like collocations, phrasal verbs, idioms, social formulae etc.

**Principles in Teaching Vocabulary**

Each language teacher should bear in mind two basic principles: 1. adapt your presentation and choice of vocabulary to the level of the learners 2. teach new words in groups When teaching new vocabulary items, each teacher should bear in mind the level of his or her learners.

Teaching beginners would be different than teaching advanced learners and teaching nine-year old would require different ways of presentation and aids than at fifteen-year old. These aspects are very important when choosing the technique for the presentation. For instance, teaching the word ‘love’ should need quite different ways for different level of the learners. When presenting this word to nine years old, the best way would be to draw two young people smiling at each other, or kissing each other, and to put them in a heart. This technique can be used among fifteen years old but the appropriate definition can be used as well. Love is ‘a very strong emotional and sexual feeling for someone’.

If possible, new words should be taught in relations to each other. Vocabulary items should be presented in topics, e.g. Family, Animals, Food etc. If words like a mother, a father, a brother and a sister are presented in one lesson and words like a dog, a cat, a hamster and a pig are presented in the other one it would be easier for the learners to remember and recall them because they are associated with a certain topic. Whereas teaching expressions like a mother, a dog, a tree and a school altogether in one lesson would be quite difficult for learners to remember and later on to recall.

There are some other relationships in which vocabulary items could be taught:

* Synonyms. These are words with similar meaning. E.g. ‘Enormous’ means the same as ‘very large’.
* Antonyms. These are words with opposite meaning. E.g. day-night, male-female.
* Complements. One word is defined by being not the other. E.g. ‘Single’ means not married.
* Converses. One word is the converse of the other. E.g. parent-child, buy-sell.
* e) Hyponyms. These are words that belong to one superordinate. E.g. car, van, bus, lorry are hyponyms of the superordinate word vehicle. (Lewis, Hill, 1992)

2. Presenting the meaning of the words Language

Teachers are responsible for creating conditions that encourage vocabulary expansion, and a well-chosen way of presenting the meaning can help the learners acquire new words better. The teacher may introduce new words in two ways:

1. the meaning and then the word

2. the word and then its meaning

Add 1. The way of introducing meaning and then the word is typical for pictures and visual aids. Learners first see the meaning, e.g. a picture of an apple, and then they hear the word, an apple. The attention is focused on meaning, then on the word itself.

Add 2. The way of introducing word and then the meaning is common for written texts. In the sentence “My dog plays in the garden” the word in the garden is presented first and then the explanation follows. Learners should guess the meaning first and then the picture or drawing or simple definition could be used. This time learners focus on the word first and then they develop its meaning.

Both these ways are relevant to spoken and written form and it is up to the teacher which way he or she chooses. The choice also depends whether the meaning is being explained “on purpose” as a part of presentation of new words or whether the meaning is being explained “by chance” as an unknown word that has appeared during the lesson.

**Using Translation**

Translation is traditional way of explaining the meaning of words. It could be done by the teacher or with using a dictionary. The advantage of translating the word by the teacher is that this method saves time. On the other hand, this is not very effective way of acquiring new words because learners are just passive recipients.

Using bilingual dictionaries could be rather tricky. Before starting to use bilingual dictionaries, learners should be taught how to use them. Most of young learners have never worked with a dictionary and even do not know that the dictionary is divided into two parts: English-Czech, Czech-English.

The Czech alphabet is quite similar to the English one but learners may forget that there is no letter CH in English alphabet and so they must find words beginning with ch- at letter C. It has been already mentioned that using bilingual dictionaries could be rather tricky. This means that learners usually take the first meaning they find and do not look at the other meanings. This could be misleading when they find an unknown word from a text.

There are several kinds of learner dictionaries:

1. Dictionaries organized alphabetical.
2. Dictionaries organized according to meaning categories.

These are classed as a thesaurus. Each category includes only a limited number of words and their definitions are provided in the learner’s mother tongue.

3. Picture dictionaries. These are organized either alphabetically or thematically.

4. Specialized dictionaries. These are, for example, dictionaries of idioms, collocations or phrasal verbs, business dictionaries, technical dictionaries etc. (Thornbury, 2002)

Children may need dictionaries for the whole period of their language learning and so teachers cannot leave the dictionaries work to children but they should teach them useful strategies.

1. Look at the organization of the dictionary.
2. Look at the list of abbreviations and entries.
3. Each dictionary has written first and last word of the page above each page. If we need, for example, find the word “sweep“ and we have opened the dictionary at page with word „red“, we know that letter S is after R, so we have to browse through the dictionary forwards.
4. Before looking for the unknown English word, think about its word class, e.g. noun, verb, adjective etc.
5. After finding the word, check the word backwards. E.g. after finding the word “odplatit“ pay back, find in the English-Czech part „pay back“ and check if the meaning is the same.
6. Go through the example sentences and expressions to learn about the usage of the word.

**Using Realia**

Using realia, or real objects, is very effective way of presenting meaning of new words. This is the way how learners learnt their mother tongue. They simply saw an object, touched it and heard its name. A minor disadvantage is that as realia can be used only concrete nouns. On the other hand, realia are everywhere. Lots of helpful objects, e.g. door, windows, clock etc., are in the classroom and the teacher can just point to them.

Realia are not only this equipment, but also maps, postcards, souvenirs etc. The best way of using realia is when learners can not only see them, but also touch them or even taste them. It is excellent when the teacher speaks about, for example, Christmas pudding and he or she brings a picture of it and describes how it tastes, how it is being eaten, how it is prepared and all these things. But it is more worth when the teacher makes the Christmas pudding and brings it into the classroom so that everybody can see it, touch it and finally eat it.

Realia should be used whenever possible. Firstly, it saves time when the teacher just points to an object instead of drawing a picture or thinking of a suitable definition. Secondly, the best way how to learn the foreign language is the way how we learnt our mother tongue.

**Using Picture**

Pictures are very worth materials for language teachers. There are lots and lots of various pictures in magazines and newspapers that teachers can cut. Teachers can also make his or her own pictures by drawing or he or she can just ask pupils to draw them. Using pictures in the language classroom as such, can be divided into two basic areas:

1. Pictures like magazines and newspapers cut-outs and drawing on the paper
2. Drawings on the blackboard

Paper pictures are well worth because they can be easily stored and reused whenever we will need them. The advantage of cut-outs from magazines is that they are colourful. They look realistic and we can teach a various range of vocabulary on them.

E.g. colours, shapes, actions, seasons etc. On the other hand the black-and-white pictures, either cut-outs from newspapers or paper drawings, can explore learners´ fantasy because they can simply imagine the colours.

Drawings or sketches on the blackboard are usually used when there is no real object or an appropriate picture at hand. The teacher does not have to be an artist to be able to draw basic objects and learners, usually young ones, are able to recognize the object after drawing few lines. While drawing, the teacher can describe what is he or she drawing. When drawing, for example, a house, the teacher can say: ‘This is a door, here are two windows, a roof and a chimney’. Such drawings on the blackboard can help the teacher quickly to show the meaning of a word. They are also very economical because they are washed after the lesson is over.

**Using Actions and Gestures**

As I have already mentioned, realia are limited in the choice of words that they can express. These are concrete nouns. Actions are also limited as they can only express verbs. Some can argue that mime belongs to the category of actions as well and through mime we can also show a house or a ball. For purpose of explaining the meaning of an unknown word in foreign language teaching, however, there are much more better ways to express concrete nouns than mime. Further, also gestures are limited in adjectives. I have put actions altogether with gestures in one category because the teacher usually uses just his or her body.

**Total Physical Response**

The main method that is used, when explaining the meaning through actions, is Total Physical Response (TPR). „Total Physical Response Method was developed in order to reduce the stress people feel when studying foreign languages.“ (Larsen Freeman, 1986, p 116) The main principle of TPR is to reach learners to understand by listening first and start speaking when they feel ready.

TPR is aimed for commands. The basic commands are, for example, Open your books! Sit down! Stand up! Don’t speak! etc. Not only these commands used within the classroom language are taught through TPR, but also those such as Play the piano, Kick a ball, Sleep, Smile etc. The teacher says, for example, „Kick a ball“ and then shows its meaning by kicking an imaginary ball. Learners then can kick also an imaginary ball after the teacher says to do it.

TPR is successful mainly within young learners because they have feeling they are playing a game.

**Using Definitions and Situations**

Using definitions and situations to explain the meaning requires certain knowledge of the language as well as general knowledge. Learners also have to have an appropriate lexicon to be able to identify described word. To be able to understand definition of the word ‘uncle’ – my mother’s or father’s brother – learners have to know who this brother really is. They also have to have basic knowledge of relationships within the family.

Situations do not just describe the target word but they use it in certain situation. E.g. “Yesterday, I got up at 3 o’clock. I went to Brno by train. I spent eight hours at seminar and two hours shopping. The train was delayed so I had to wait for another one in the rain. The travelling was very TIRING. I finally got home at half past eleven and I was so TIRED that I immediately fell asleep.“ It is much more easier to learners to remember a word when they have this word accompanied by some situation.

**Guessing The Meaning From The Text**

Guessing is a very useful way of learning phrases and structures. Learners will always meet words that they will not understand but when they develop the skill in guessing the meaning from the context their communication will be easier. Learners may also learn a lot of grammar rules, as they will analyse the sentence.

Guessing is best done when the text or situation has a familiar topic and there are logical relationships in the text. When reading the text, there appear lots of clues that can help the learner guess the meaning. The two most important are general knowledge and knowledge of the subject.

**Vocabulary within the classroom language**

Classroom language is the language that is being used in the lessons. In English lessons the English language should be used whenever possible. There are some situations when the mother tongue is really needed but there are situations when the mother tongue should not be used at all. These are for example instructions, commands, assessments and comments.

**Presenting new vocabulary within the classroom language**

Being said to them even they do not understand the individual words. Intonation, gesture, facial expressions and actions all help to tell them what the message probably mean. By understanding the message in this way they learn new words, concepts, expressions and they start to understand the language. This skill should be support and developed through classroom language. We can do this by making sure we make full use of intonation, gesture, actions, demonstration and facial expressions to convey meaning parallel to what we are saying.

Even at beginner’s stage, if learners get used to hearing mostly English during their lessons, they will very soon understand the words they have not directly been taught. Learners are being taught many words and expressions unconsciously through classroom language. This way of learning is called indirect method. We do not need to teach words like a book, an exercise book, a pen, a pencil, open, close. When the teacher says: “Open your books, please.“ And he or she takes his or her own book and opens it, learners are able to understand what they are supposed to do.

I use lots of handouts in my lessons and pupils always stick them into their exercise books. The first lesson I took glue and showed them that I wanted them to stick their handout. The other lesson I just said: “Please, take your glues and stick your handouts into your exercise books.“ Few pupils did it and few of them did what they saw doing their classmates. A few lessons later everybody knew what to do when I asked them to take their glues and stick their handouts. They have learnt what words like glue, stick and handout mean.

Classroom language is an important part of language teaching. Learners learn many new words and expressions in a natural way. They also have the feeling of success because they are able to understand what the teacher wants them to do.

**Teaching Children**

Teaching children is not the same as teaching teenagers or adults. Each age has its own difficulties and specific needs. It is proclaimed that children learn better and faster than adults but on the other hand children have the short-term memory. It means that they are able to store the items of information for short period of time. We will now focus on nine to ten and eleven to twelve year olds as these groups of age will be dealt in the practical part with.

**Motivation**

Children are motivated quite easily in their first years of language learning. In addition, they are able very early to understand basic commands and expressions and they can also respond to them. They feel immediate success and are eager to learn more and more. Foreign language is new for them and they like trying new things, it is an adventure for them.

**Teach children how to learn**

When children come to the language classroom, they already have experience with learning writing, reading or Maths. But as the language learning is new for them, they do not have any strategies how to learn vocabulary, how to learn to speak etc. The teacher should tell children how to learn this and that and teach them and show them some strategies or techniques. When learning, for example, vocabulary:

* Cut pieces of paper and write on one side the English word with pronunciation and Czech equivalent(s) on the other side. When you will see the Czech word “maminka“, you will say the English word aloud, turn the piece of paper over and check it. You can practice Czech-English or vice versa.
* Keep vocabulary notebooks. Divide each page into three columns. In first column write English word, in the middle one pronunciation and in the last one Czech equivalent. Then cover the first column and as you see Czech word you will say it in English. Again, you can practise Czech-English or vice versa.
* Record the vocabulary onto a CD or a cassette and listen to it as often as possible.

**Change the activities**

Children need a variety of activities. They have short concentration span and when they do one activity for a long time they get bored. It does not mean that the teacher must not use the same activity more than once. “Children benefit from knowing the rules and being familiar with the situation. Use familiar situations, familiar activities.“ (Scott, Ytreberg, 1991, p 6)

The teacher should use the same activities but with little change. Children love playing Bingo. They could play it almost every lesson but the teacher must change the topic. One lesson, for example, the items can be numbers, but the other lesson they should be colours or clothes items but not numbers!

Children learn by doing things and they should be active and involved in the learning process as much as possible. Teachers should not forget that children are also physically active. They like physical movements of any kind. Songs, chants and rhymes can be used also altogether with movements, e.g. dancing, clapping hands etc.

Teachers also should not forget games. They are important part of a child’s world and children love anything that makes fun. Many teachers regard games as a waste of time or they use them just as fillers at the end of the lesson. But games provide an opportunity for the real using of language while the mind is focused on the “task“ of playing the game. Furthermore, they are also helpful because learners feel that certain words are important and necessary.

There are lots and lots of games like Bingo or Word football that do not take a lot of time and make children feel good in the language classroom.

Children like learning foreign languages in general. They consider it exciting and it is quite easy for them to acquire the pronunciation and new words. They live in their own world where fantasy is endless and speaking foreign language is adventure for them. Working with children is profit for the teacher, because they can lead the activities their own way and they can surprise the teacher by their creativity almost every time.

Children are able to follow the set rules but the teacher should not be strict every time and he or she should let children choose the technique they will deal the problem with. They also feel responsible when they are directly involved in the learning process and their results are better then.

**Approaches**

Teachers or tapes first? One of the most frequently asked questions teachers have is whether their learners should listen to them or the tapes first. When teachers focus on classroom interaction, teachers can use their talks to deliver the tasks and engage students to the designed activities. Teachers can present the new words and patterns in the form of puzzles. For example, teachers can ask What kind of food do you like?

When the students do not seem to understand what it means, we can encourage students to ask us the same questions then let them guess the meaning from our respond to the questions. If we answer by saying a certain food that they are familiar with, with a little smile or gesture to show that we like it, students can guess the meaning of the pattern from the context. Students can then start asking and answering the questions among themselves. By doing this, Paul (2003: 72), argues that students learn through sensing whole chunks of language, and through thinking and guessing.

When teachers put a lot of emphasis on teachers’ talks, clear and accurate pronunciation plays a very important role. Wrong pronunciation is harder to mend when the model pronunciation is inaccurate from the beginning because students repeatedly do the same mistakes. Therefore, teachers should make sure they know exactly how to pronounce the words to be presented in class.

On the other hand, in most listening activities, children simply listen carefully to the material. Activities and practices are postponed until students finish listening. Therefore, when children listen to tapes first, they tend to guess and interact less. So, it is better to do come kind of practice before listening.

Students can arrange a set of jumbled pictures based on what is played on the recording. Listening activities can also be designed as an interactive activity in which students do what is stated in the recording. When listening to songs or chants, children can sing along or imitate what is played. Here is an example of a chant that would engage students in a more active listening activity:

What time is it? What time is it? It’s five o’clock. It’s five o’clock. What time is it? What time is it? It’s six o’clock. It’s six o’clock. Thanks a lot. Thanks a lot. Thanks a lot for everything. Don’t mention it. I was happy to do it. Thanks a million. Thanks a lot. Thanks a lot for everything. You’re welcome. I was happy to do it. adapted from Graham, (1986: 66)

**Dictation**

Dictation exercise is always an important technique of teaching vocabulary because it trains students’ comprehension in differing English sounds. Dictation doesn’t have to be dull and boring in which teachers simply state the words and students write the words in their notebooks, it can be so much fun and interesting if we apply it in language games. Some of the listening games that involved the principles of dictation are Chopstick Spelling and Bingo.

1. *Chopstick Spelling*

* Dictate letters or double-letter sounds and have all of the children write the letters on pieces of paper.
* Divide the children into teams (in small classes, there could be one child only in each team), and give one child from each team some chopsticks.
* Ask the children to tear or cut up their pieces of paper, separating each letter or double-letter sound, and all the children from the team mix their letters together.
* Place a long row of flash cards along the board ledge or in another clearly-seen position.
* Each team then races to spell the words on the cards, carrying one letter at a time with chopstick to a place that is at an equal distance from each team.
* The game is played as a relay. When one child has carried a letter, she gives the chopsticks to the next child on the team who then carries the next letter.

1. *Bingo*

* Each of the children is given or draws a bingo card. One of the children (or the teacher) dictates words and the children choose which square to write them in. each of the words that were dictated is then put into a box or a hat. The child who dictated the letters, or the other children, draws the word from the box or hat one at a time, and the children mark them off on their cards. A child who gets a whole row, column, or diagonal, call out, Bingo! This game can also be played this way:
* Pictures can be put in a place where the children can see them, such as along the board ledge. The children write the words or sentences that correspond to those pictures in the squares on their bingo card. There can be more pictures than squares so the children can choose which ones to write. All the pictures are then put in a box or hat, and drawn out in the same way as before. Paul (2003: 187)

1. *Stories*

It is a wonderful technique to teach, English through stories. Paul, (2003: 74) argues that stories can be a supplementary material when teaching English to young learners particularly when the stories can be integrated to the course.

Teachers can read it to children from storybooks, memorize the stories then tell it to children, or play it on a tape. Figure 1. story-reading time Teachers tend to interact more with students when retelling a story after memorizing it from a storybook. However, when reading stories from storybooks, teachers can also interact with the students by varying the intonation or by changing the voice for each different characters of the story.

There are some activities that teachers can involve when they are telling stores. These activities are designed to engage students in the story telling time and to avoid a teacher-dominated classroom activity. The activities are:

1. The children draw characters or scenes from the story.
2. Teachers tell the story with puppets, children then retell the story with their own puppets.
3. Children arrange pictures from the scene of the story, or touch/jump on the correct pictures as teachers tell the story. This activity can also be modified by asking students to guess what the story will be by arranging pictures from the scene before teachers tell them the story.
4. Each child has a word card. When her word is mentioned in the story, she has to do something about it, like raising her card, make funny noise, or put up her hand.
5. The teacher stops sometimes during the story to ask students what they think is going to happen next
6. *Total Physical Response*

TPR is another technique that teachers often used in classroom. In this, teachers give instruction like stand up, sit down, walk slowly, point to the door, point to the windows, and so on and students do as instruct.

However, many teachers question the effectiveness of TPR in an English classroom because the idea of TPR is students respond to what is instructed by doing an action without speaking. This tends to give students very little chance to speak in the class.

To overcome this problem, some teachers modify the instruction with those instructions which require verbal respond like say hurray, say Good Morning, sing The Farmer in the Dell, and the like; or the combination of action and verbal responses like when the teachers say stand up then students stand up and say we’re standing up.

However, the instructions in TPR should always be renewed and improved since in TPR students are very active but they depend so much on the teacher. This may lead to a teacher-centered classroom activity. For example, when students are very familiar with point to the door/windows, teachers can add point to the ceiling as a new instruction. When children seem to be confused we can use our gesture to show what we mean. This way, although the activity is still teacher-driven activity, students get the chance to absorb and comprehend new instructions.

1. *Songs*

Paul, (2003: 58), states that children love songs. Children keep songs in their heads, sing them after class, hum them on the way home, and sing them at home. They like the singing activity and songs provide many opportunities to get new words and to acquire the model pronunciation.

Paul, (2008: 58-59), suggests the following ways of how teachers can use songs (and chants) in class:

1. Singing The children sing songs that have catchy melodies and useful language content
2. Activities The children combine actions with songs. This is usually the most effective way to use songs, especially with younger children. Any songs can be combined with actions.
3. Chants Almost any sentence or expression can be put into a chant. If possible, chants should also be combined with actions.
4. Background There are songs in the background when children play games. This can be an effective way for children to remember patterns without focusing on them too much, and to pick up chunks of language in songs.
5. Between lesson We encourage parents to play English songs in the car and encourage both the parents and the children to play them at home between lessons. They acquire these advantages through these very enjoyable activities.

**Text-based Vocabulary**

Learning Exercises In response to the main drawbacks associated with pure incidental learning, additional vocabulary activities/exercises are considered an important means for enhancing learners’ vocabulary learning and have been traditionally valued in classroom teaching.

In reading, the learner might notice an unknown word and try to access its meaning, but may pay little attention to the word form because it is meaning that is important for text comprehension. While doing vocabulary exercises, learners’ attention can be more directly attuned to the form of target items. There are two types of text-based vocabulary exercises: one is fully contextualized and the other semi-contextualized. The difference lies in the length of the reading context on which the exercises are based.

*Fully contextualized reading-based exercises*

Given the limitations of acquiring vocabulary through reading only, a number of researchers have suggested an alternative approach: reading plus exercises. Paribakht and Wesche (1997) compared the effects of two different kinds of vocabulary instruction, reading only and reading plus word-focused exercises, ranging from noticing to producing the target item.

A group of university students learning English as an L2 participated in the study and experienced both conditions. The Vocabulary Knowledge Scale (VKS), measuring five types of knowledge from no knowledge to being able to use the word both grammatically and semantically correctly in a sentence, was used to measure the vocabulary retention. It was found that, although both approaches resulted in important gains in learners’ vocabulary knowledge, the reading plus condition yielded a greater vocabulary retention.

More specifically, the words learned in the reading only condition tend to remain at the recognition level, whereas many words learned in the reading plus condition moved to a higher level of knowledge, e.g. from receptively known to productively known. Min (2008) adopted a similar procedure and obtained similar results.

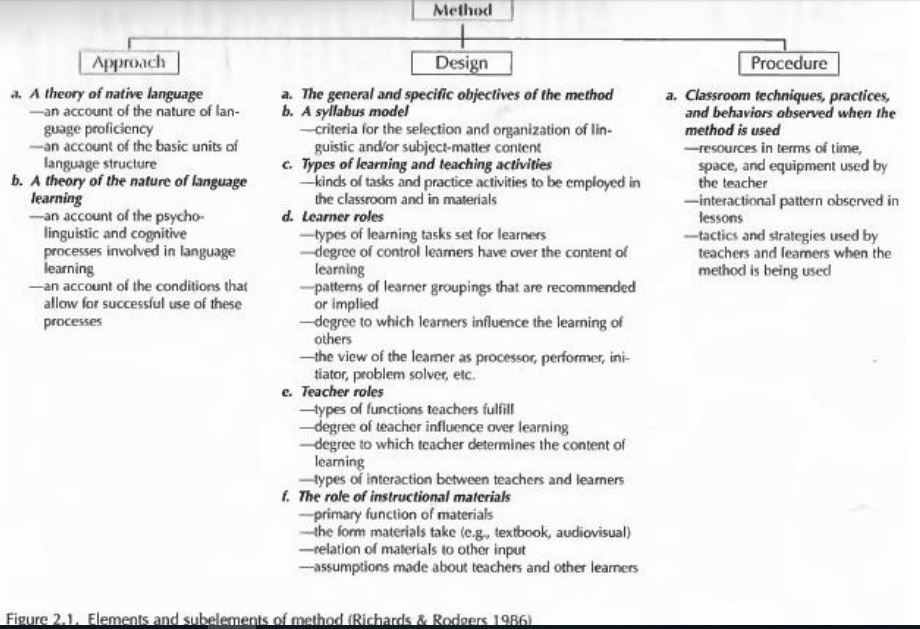
*Semi-contextualized exercises*

Not all vocabulary exercises are based on a fully contextualised reading text. Sometimes the target items to be practised are simply embedded in one or two sentences while the contextual information is much less rich than that in the reading text. For example, Folse (2004) designed three types of such sentence-based exercises: meeting the target word in one fill-in-the-blank exercise, meeting the target word in three fill-in-the-blank exercises and writing a self-created sentence containing the word, all types being productive in nature.

A modified VKS was used to measure the knowledge gain of university students, showing that the three-exercise condition was superior to the other two conditions, leading to the conclusion that word retention hinges upon the number of word retrievals while the efforts made in creating sentences, associated with depth of processing, is less crucial. Webb (2005) compared university students’ receptive and productive learning effects.

In the receptive task the learner was given a word pair (L2 with L1 definition) plus three sentences containing the target word, which serve as additional glosses and the learner were asked to learn the L2 words. In the productive task the word pair was followed by a sentence-making exercise. A range of tests were employed to measure learners’ vocabulary gain in form, meaning (basic and associative) and use (receptive and productive). A between-subjects design, in which sufficient time was given to each condition, showed that the receptive condition was superior to the productive condition.

A second within-subjects design, in which only the time needed was given to each condition (but longer time for the productive task due to its nature), revealed that the productive condition was more effective. Webb (2005: 50) argued that the second experimental design represents more authentic learning and claimed: “productive learning is superior to receptive learning not only in developing productive knowledge but also in producing larger gains in receptive knowledge.”

****

**Exercise**

1. What is the purpose of this study?
2. Students are able to comprehend the basic principles of teaching vocabulary for children
3. Students are able to improve their own vocabulary
4. Students are able to investigate the study
5. Students are able to investigate the importance of study
6. The word ‘create’ is similar to
7. Compound
8. Make
9. Compromise
10. Coherence
11. The list below are the experts that have been studying about pedagogic, except
12. Brown
13. Jack Richard
14. Nunan
15. Thomas Edison
16. How many types of vocabulary which can be taught?
17. Five
18. Six
19. Four
20. Three
21. How many ways of using song that Paul proposed?
22. Five
23. Six
24. Four
25. Three
    1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
   1. Tes formatif 1

1. A

2. B

3. D

4. A

5. A

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

**Daftar Pustaka**

* Brown, R., Waring, R., and Donkaewbua, S. (2008). “Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories”, in Reading in a Foreign Language, 20: 136-63
* Henriksen, B, (1999). “Three dimensions of vocabulary development”, in Studies in Second Language Acquisition, 21: 303-317.
* Hill, M. and Laufer, B. (2003). “Type of task, time-on-task and electronic dictionaries in incidental vocabulary acquisition”, in International Review of Applied Linguistic, 41, 2: 87-106.
* Horst, M. (2005). “Learning L2 vocabulary through extensive reading: A measurement study”, in The Canadian Modern Language Review, 61: 355-82.
* Horst, M., Cobb, T. and Meara, P. (1998). “Beyond a Clockwork Orange: Acquiring second language vocabulary through reading”, in Reading in a Foreign Language, 11, 2: 207-223.
* Hulstijn, J. (2005). “Incidental learning and intentional learning”, in J. Doughty, M. L. Long (eds), The handbook of second language acquisition. Blackwell Publishing Ltd, 349-381. Huckin, J. and Coady, J.
* (1999). “Incidental vocabulary acquisition in a second language”, in Studies in Second Language Acquisition, 21, 2: 181-193. Hulstijn, J., Hollander, M. and Greidanus, T.
* (1996). “Incidental learning by advanced foreign language students: the influence of marginal glosses, dictionary use, and reoccurrence of unknown words”, in The Modern Language Journal, 80: 327-339.