Teaching vocabulary with materials and its principles

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Abstract: Vocabulary is the foundation for communication, and we cannot do anything without it. It is essential to take into consideration that, a vocabulary is a tool for social interaction. This article includes teaching vocabulary in context and principles of teaching vocabulary.

Keywords: Vocabulary, principles, teaching, technique, communication, language skills, learning, teaching materials, designing vocabulary lessons.

Words all have meaning, which can help to communicate. Hence, vocabulary is important in literacy, including the meaning, grammar, structure, and their link with other words. Concentrating on vocabulary is beneficial for developing knowledge and language aspects which help with comprehension and fluency. It is the recurrent process of learning a language. When we design vocabulary lessons, to teach students, you should:

1. Do not present a lot of vocabulary words that have already been learned in the text.
2. Choose only those words that have important meanings.
3. You should consider a way of involving students in identifying their own vocabulary words.
4. Try to give examples of how to figure out words in context, rather than only memorizing them.
5. Your students should have a device that defines their own words, rather than your choices and definitions.
6. If possible you should create an atmosphere in which your students can work in groups to teach collaborative learning.

Vocabulary contributes to language skills, namely reading, listening, writing, and speaking. We have many researchers, for example, according to Staehr (2008)

Vocabulary has a more beneficial contribution to reading and writing abilities. It is moderately related to speaking and listening skills. Learners' vocabulary was found strongly associated with their reading and writing abilities and moderately influential to speaking and listening performances.

Another important finding is Treffers-Daller's and Milton's (2013). They reported that monolingual speaker vocabulary size seemed to be much smaller than is generally thought. It was about 10,000 English words families were acquired by newly enrolled undergraduate students of three British universities.

Knowing better techniques for teaching vocabulary is another important topic for us. Wang's (2014) work showed that meaning-based implicit teaching is more beneficial for meaning-based language features and that rule-based explicit teaching is more beneficial for form-based language features.

Teaching and learning vocabulary materials

Traditionally, teaching material was restricted to teaching sources mainly, like books, newspapers, articles, and magazines. According to the ministry of Education of Ghana (2016), vocabulary materials are all things used in teaching, like chalk, blackboard, papers, pens, books, bottle tops, everyday objects, technology of any kind, environment, and even human body.

However, it is found that there are still problems with the availability of teaching materials. Gogoi (2015) claimed 75% of his participants, teachers at Golaghat of Assam, India, reported that the teaching materials for early childhood care and educational center were not designed by experts, and more than half of them said that materials were insufficient and teachers were not well trained to use them.

Principles of teaching vocabulary

Teaching vocabulary principles is an account of what vocabulary forms need to teach and the principle of how they are crucial. Firstly, though teaching vocabulary is obliged to be in line with teaching and student needs. Nation (2001) proposed nine aspects of vocabulary that need to teach to language learners, namely spoken form, written form, parts of the word that have meaning, concept a word and items may associate, an association of the word, the grammar of the word, collocation of the word, register, and frequency of the word.

Next, there are many theories about teaching vocabulary principles. According to Nation (2005), there should be five teaching principles.

1. To keep teaching words simple and clear without any difficult explanations.
2. To relate present teaching and use past knowledge.
3. Use both oral and written presentations.
4. Try to give the most attention to words that are partly learned.
5. Tell learners if it is a high-frequency word that is worth nothing for future attention.
6. Do not bring in other unknown or poorly known related words like near-synonyms, opposites, or members of the same lexical set.

According to Graves (2006), providing rich and various language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers are frameworks for successful vocabulary programs.

It is reasonable that vocabulary is the heart of language and has an important role. Principles of teaching vocabulary and with material associated with student's vocabulary proficiency.

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