**Techniques of teaching vocabulary**

How is vocabulary learned? The linguist, David Wilkins, stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Young learners usually use labeling when they first start to learn to speak then categorizing skills. Thornbury stated that young learners develop a network building in which they construct complex ideas. They realize that there are other words such as synonyms and antonyms and others during this process. There are several approaches and methods that could be used to teach English vocabulary to learners. Using real objects that learners could visualize later is a good way to learn vocabularies of the language. They need to listen to their teaching using the word and repeat it as well. Another method is the direct method where there is no translation and using the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method that includes games and a variety of activities will allow learners to learn vocabularies of the language very fast. In addition, teachers encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context. While some vocabulary learning occurs in school, it is not just a school-based phenomenon. Many children begin formal schooling “with rich vocabularies but no formal vocabulary instruction”, and while they are in school they may continue to learn vocabulary without much direct and explicit help from teachers.

While some vocabulary learning occurs in school, it is not just a school-based phenomenon. Many children begin formal schooling “with rich vocabularies but no formal vocabulary instruction” and while they are in school they may continue to learn vocabulary without much direct and explicit help from teachers.

For the most part, vocabulary growth in school occurs informally and incidentally rather than formally and intentionally. Students learn vocabulary best in classrooms in which teachers read to them and highlight important and interesting words. In these classrooms, students regularly read independently and in groups and they discuss their understandings in literature circles during and after reading.

Informal and incidental vocabulary learning is quite efficient and effective. Twenty-five to fifty percent of annual vocabulary growth can be attributed to incidental learning from meaningful context while reading. Leung found read-aloud seem to be a particularly powerful instructional strategy for supporting incidental vocabulary growth in the elementary grades. Stahl, Richek, and Vandevier explored indirect learning of vocabulary words with sixth graders and found that students were able to learn a significant number of vocabulary words from reading, discussing their reading, and listening to orally presented passages. Collectively, these findings indicate that vocabulary growth occurs when we “immerse students in words in a variety of ways and get them personally and actively involved in constructing word meanings”.

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in learning second language environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorists and researchers. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.

By showing actual objects and showing models. It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, plane and etc. can be shown to the learner.

Using demonstrations and showing pictures. Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

Charts, pictures and maps can be used to develop students’ understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a ‘fish’, words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska rightly says, ‘Learners remember better the material that has been presented by means of visual aids’. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

Teaching words in the context. Most people agree that vocabulary ought to be taught in context. Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl stated, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

Etymology. Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word’s birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students’ comprehension of new words.

By drawing pictures. It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

Using morphological analysis of words. Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. Dictionary. It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several symptoms, and phrasal verbs will usually have a non-phrasal verb equivalent. Use caution that you do imply that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings. The same procedure can be used to elicit synonyms. The teacher needs to highlight the fact that “true” synonyms are relatively rare and the answers will often be “near” synonyms. The students could make crosswords, word snakes or other puzzles for each other using these synonyms. Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the learner.