

A close-up photograph of a hand holding a black fountain pen with gold accents, poised to write on a document. The document has some faint, illegible text and a grid-like pattern. The background is blurred, showing what appears to be a desk and some papers.

# Presentation on Vocabulary Building

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# Roadmap of Presentation

- Session Learning Outcomes
- Definition of vocabulary
- Types of Vocabulary
- Research findings about vocabulary
- How to teach vocabulary
- Role of context in vocabulary
- Steps in teaching vocabulary



A close-up photograph of a hand holding a black pen with gold accents, writing on a white document. The document has some faint, handwritten text in red and blue ink. The background is blurred.

# Session Learning Outcomes

- By the end of this session C.Ps could be able to;
- Discuss the definition and types of vocabulary,
- Share some research findings about vocabulary,
- Do some activities regarding vocabulary building

# What is Vocabulary



- “...knowing a word is not an all-or-nothing proposition; it is not the case that one either knows or does not know a word. Rather, knowledge of a word should be viewed in terms of the extent or degree of knowledge that people can possess.” *Beck & McKeown, 1991*
- vocabulary is the glue that holds stories, ideas, and content together...making comprehension accessible for children.”
- *Rupley, Logan, & Nichols, 1998/99, p. 339*

# Cont.....

- Words are the starting point. Without words, children can't talk about people, places, or things, about actions, relations, or states.”

*Clark, 1993*

According to Keraf in Wisma (2008:9) defines that vocabulary is a list of words which is means for distributing communication with other people



# Types of Vocabulary

## Oral vocabulary

- includes those words that we recognize and use in listening and speaking.

## Print vocabulary

- includes those words that we recognize and use in reading and writing

## Receptive vocabulary

- includes words that we recognize when we hear or see them.



# Cont...

## **Productive vocabulary**

- includes words that we use when we speak or write. (Kamil & Hiebert, in press)

## **Passive vocabulary**

- includes words that we know but do not use in our speaking and writing.

## **Active vocabulary**

- includes words that we know and frequently use them in speaking and write. (Kamil & Hiebert, in press)



# Research findings about Vocabulary

A close-up photograph of a person's hand holding a black pen with a gold-colored tip, writing on a white document. The background is blurred, showing more of the document and possibly other papers.

- Word knowledge is essential for comprehension  
*Davis, 1944*
- Oral interactions and wide reading in a variety of text types is to be encouraged and supported  
*Nagy & Herman, 1987*
- Learning new concepts requires active involvement rather than passive definition memorization  
*Stahl, 1986*



# Cont....

- Multiple exposures to a word is necessary to learn it well -conceptual, contextual, & definitional  
*Miller, 1996*
- Writing definitions from dictionaries is not a recommended practice *Miller, 1996*
- Relate new words to students' prior knowledge and to other related words when possible  
*U.S. Dept of Education, 1987*
- Use direct instruction to teach "Tier 2" and passage or selection critical words *Snow, Burns & Griffin, 1998*



# How to teach vocabulary

- Vocabulary should be taught both explicitly and incidentally.
- Repetition and multiple exposure are important for learning new vocabulary.
- Learning how to construct vocabulary from rich (directive) contexts is valuable.
- Vocabulary learning tasks should be restructured when necessary.
- Vocabulary tasks should entail active engagement.
- Explicit vocabulary instruction should address the use of definitions, context, and concept learning.



# Role of Context

## - Directive Context

- Gives clues, hints, synonyms to determine an approximate word meaning in the context.

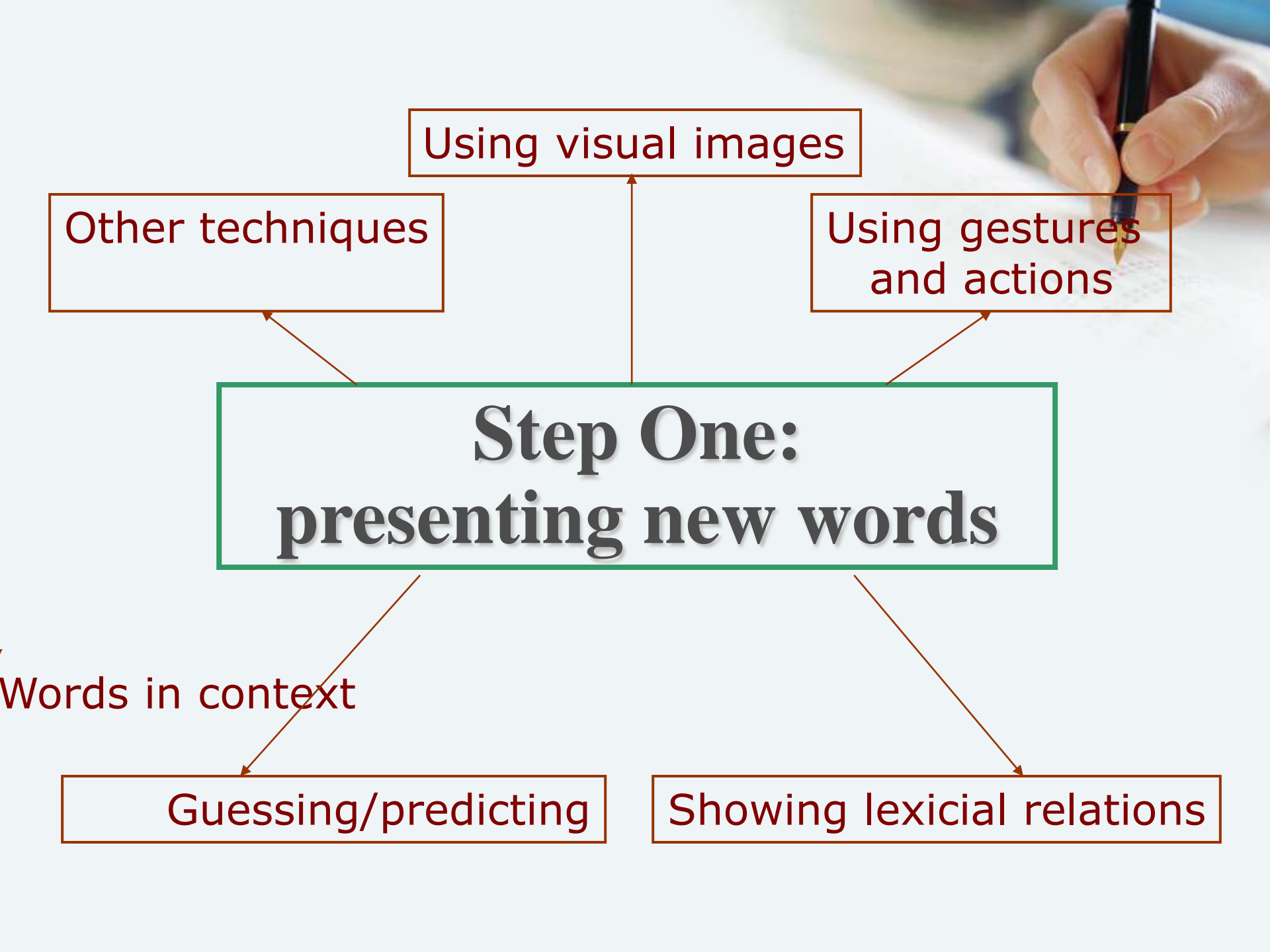
## - Non-Directive Context

- Mentions the word without giving any clues to determine word meaning.

## - Mis-Directive Context

- Gives clues that lead readers to false word meaning construction.







Using memorizing games & activities

**Step Two:  
helping students  
remember new words**

Learning with friends

Using review games



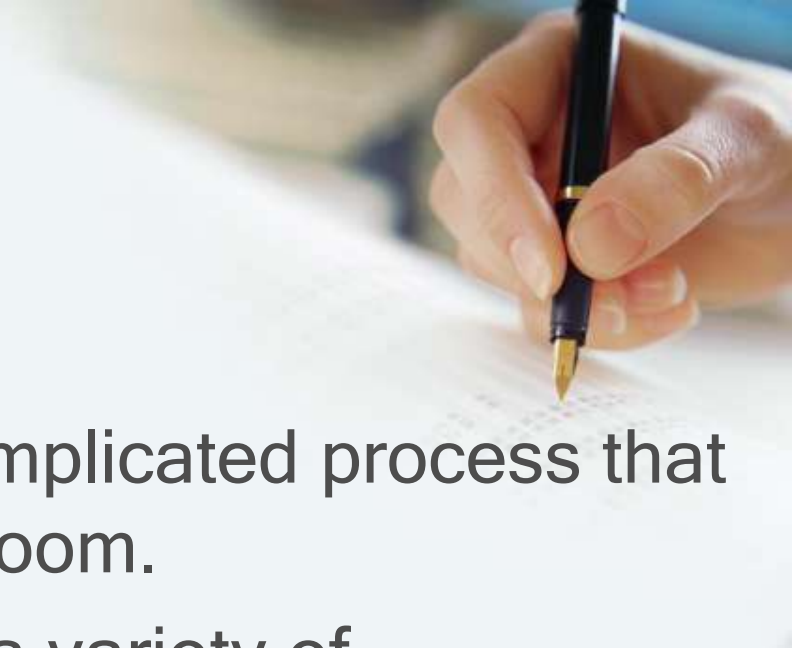
Vocabulary record system

**Step Three:**  
**making sure students**  
**make the new words their own**

Personalizing the new words

# Conclusion

- Word learning is definitely a complicated process that deserves attention in the classroom.
- The students need to be given a variety of opportunities to connect words, analyze structure, understand multiple meanings, and discover words in a variety of contexts.
- The goal for teachers should be to build independent learning strategies that will reciprocate into reading comprehension.



# Food for Thought

- From the oyster to the eagle, from the swine to the tiger, all animals are to be found in men and each of them exists in some man, sometimes several at the time. Animals are nothing but the portrayal of our virtues and vices made manifest to our eyes, the visible reflections of our souls. God displays them to us to give us food for thought. [Victor Hugo](#)



# It is Your Turn

Thank



YOU

