

METHODS OF TEACHING VOCABULARY THROUGH GAMES IN THE PRIMARY SCHOOL

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Annotation. This thesis presents scientific and evidence about methods of teaching vocabulary through games in the primary school.

Key words: psychological peculiarities, linguistic peculiarities, specific properties, meaning of the word, word formation, teaching vocabulary.

Knowing a language implies the mastery of basic speech sounds grammatical pattern and essential vocabulary through the four basic skills, viz., listening [understanding], speaking, reading and writing. Adequate knowledge of vocabulary is one of the causes of failure of students in educational institutions. The English teacher plays a predominant role to help her students to acquire sufficient vocabulary to comprehend. Language is more powerful when it is being used perfectly. The more it is used, the better it is learnt. Students should be given opportunities to speak in English with their known vocabulary. Teacher should motivate students to speak and never highlight their grammatical mistakes openly but personally.¹ To know how to use the words and sentence structure one should have a close observation of the language. Ability to use words and expressions is the reward to students. In class, students should be trained to pay due attention to words and make them to be familiar with the meanings, the ways in which they combine with their words and connotation. Teacher should provide students with opportunities to help them acquire mastery over the usage of words. Students want something holistic, something exciting and something new with a slice of life in it. Selection of vocabulary is essential to improvise the spoken and written form of students. Proper attention should be taken in selecting the words and the methods to be followed in the classroom. Popular and useful words should be given prime preference. As an English teacher, the By authors experimented various methods [key method was to make students to get a newspaper everyday] to the undergraduate Foundation English classes [especially first generation learners]. The first generation learners have a disadvantage of not having 'high exposure' to the target language. Many a student thinks that knowing English and speaking English is meant for elite group or 'English medium' students. An English teacher should shield herself with many innovative and interesting techniques, as a result students will muster confidence to face any challenges attributed to communication. In English language teaching, many techniques and methods are adopted by teachers to make students to learn the language successfully. Students' fear for the language should be eroded, by giving them opportunity to learn the language at ease. Visual aid is an important tool for learning. Students can be allowed to watch and learn. Advertisements are also helpful to students to hone language. A sense of wonder is not something that takes language forward. Apart from stimulating the imagination, such methods help students remember concepts, as learning is linked to real life experience. Such learning happens after a student is directly involved in day-to-day activities. English teaching should develop the soft skills of the learners. Such teachings should aid students to break their shells and lease new energy and confidence. To make the students involvement the observer conducted various games to stimulate interest among them. Arrive to a point where you would give appropriate vocabulary and situation to students so that they can speak English accurately rather than

¹ [1]. Fodor, J. A. (1975). The Language of Thought. New York: T. Y. Crowell.

fluently. These students had no English background at home but a little knowledge in school [studied in Tamil medium but studied English as a second language till higher secondary] helped them to understand some words in English

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