

Wahana AKADEMIK

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- Addressing Metaphors and Symbols In An ESL Reading Comprehension Class.
- Corporate Financial Reporting : The Challenges In The New Millennium.
- Focussing On Teacher Talk In Motivating Students In The English Language Classroom At Universiti Teknologi MARA (UiTM).
- Genocide.
- How Can Three Dimensional Computing Inform The Industrial Design Process.
- Improving Mathematics Teaching And Learning.
- Kesedaran Pendidik Terhadap Elemen ISO 9000 — Kajian Awal Di Hulu Perak.
- Pembangunan Manusia Dari Perspektif Ekonomi Islam.
- Sistem Ekonomi Islam : Definisi, Falsafah Dan Masalah Asas Ekonomi.
- Ta'liq Agreement : A Proposal For Reformation.
- Extending Vocabulary The Fun Way.

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DARIPADA KETUA PENYUNTING

Assalamualaikum Warahmatullahi Wabarakatuh

Y.A.B. Dato' Seri Setia Di Raja Dato' Seri Syed Razak Syed Zain, Menteri Besar Kedah telah melakukan lawatan rasmi ke UiTM Cawangan Kedah pada 3 Julai 2003 yang lalu. Sempena lawatan beliau, Pengarah Kampus telah memberi taklimat mengenai kemajuan dan sumbangan UiTM Cawangan Kedah melalui penyelidikan dan perundingan terhadap negara khususnya negeri Kedah. Kata alu-aluan Y. Bhg. Dato' Naib Canselor UiTM dalam buku "UiTM Kedah Sepintas Lalu" sempena lawatan Menteri Besar Kedah telah menekankan peranan UiTM terhadap negara terutamanya dalam bidang penyelidikan dan perundingan untuk membantu kerajaan negeri bagi memajukan negeri masing-masing. Oleh itu, satu saluran perlu diwujudkan bagi mendokumentasikan hasil penyelidikan dan perundingan supaya ianya boleh dijadikan sumber rujukan oleh semua pihak yang berminat.

Justeru itu, UiTM Kedah telah menerbitkan jurnal akademik bertajuk 'Wahana Akademik' untuk menampung keperluan penerbitan tersebut. Untuk itu, Jawatankuasa Jurnal Akademik, Universiti Teknologi MARA Cawangan Kedah amat mengalu-alukan hasil penulisan akademik samaada hasil penyelidikan dan perundingan ataupun analisa '*literature*' untuk dimuatkan dalam penerbitannya.

Wan Faizah Wan Abdullah

EXTENDING VOCABULARY THE FUN WAY

HO CHUI CHUI

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ABSTRACT

Reading and listening are good ways to acquire a strong vocabulary. However, language teachers can and should play an important role in helping learners to increase their vocabulary store. Unfortunately, not enough emphasis is placed on vocabulary teaching in the language classroom nowadays. Many English language practitioners seem to stress the importance of grammatical knowledge and view the acquisition of vocabulary as incidental. The author feels that the teaching and learning of both structure and lexis are equally important to achieve communicative efficiency. She shares some of her ideas on the use of language activities to build learners' word power in fun and meaningful ways.

Key words : ***Dictionary Use, Group Work, Language Activities, Vocabulary In Context***

Many students are often frustrated by their inadequate vocabulary. They are constantly struggling to speak and write clearly and precisely. This is mainly due to their inability to fully express their real ideas, thoughts and emotions with their limited vocabulary. "What's the word I want?" is the usual question that pops up whenever they are writing or speaking.

Although a good way to improve one's vocabulary is through extensive reading and listening, the ESL/EFL teachers can and should help learners to acquire a better vocabulary. Harmer (1991:154) says "the acquisition of vocabulary is just as important as the acquisition of grammar ... and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure." Learners should be made to realise that knowing a word does not mean only knowing its meaning. They also need to know its correct spelling (maintain but maintenance) and pronunciation ('head' - /hed/ NOT /he(d/); its use (backache, toothache but NOT *eyeache, handache*); how it is formed (*beauty* - noun; *beautiful* - adjective; *beautifully* - adverb) as well as its grammar (*four new machines* but NOT four new *machineries*).

In order to learn new words and to remember them, the words have to be contextualized to have meaning. Therefore, a learner who sees new words in context will learn them much more efficiently than by rote memory. Context that does not merely inform but amuse and most importantly, relate to students'

interests will make acquiring new words more fun and much easier. In addition, learners who have the opportunity to practise the new words will be more confident to use those words in their daily communication. Gairns and Redman (1986:90-91) suggest that students remember best when they have interacted with the words they are learning.

What words to teach depends largely on the learners' needs and wants. Consideration should also be given to the frequency and coverage of a word (Harmer, 1991:156). For example, students who are being prepared for the MUET Speaking Exam should learn appropriate words and expressions to initiate a discussion, to express opinion, agreement and disagreement, to make suggestions, to present and justify alternatives, to ask for and give clarifications, to get back on track, to conclude a discussion, etc.

To aid my students' vocabulary acquisition, I design language activities such as those shown in Worksheets 1 to 4. Even though it can be quite time-consuming preparing such activities, I feel that the time is well spent as these activities make teaching and learning new vocabulary fun and much more effective. I feel rewarded when my students remark that the time set aside for such work makes the task of acquiring new words both interesting and challenging. They admit that they are often bored when lecturers methodically go through the questions on synonyms found in the reading passages in their required text. One student commented that his previous lecturer had concentrated on teaching grammar and vocabulary work was sidelined. He felt that it was useless knowing all the grammar rules but not having the words to convey the intended meaning. This supports Harmer who feels that "the ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used (1991:153)."

The language activities I come up with often require pair or group work. Such activities allow learners to learn, share and experiment with new words without fear of being ridiculed. The activities are designed to get students to use words in an involving way. While working on the activities, they are encouraged to refer to their dictionaries whenever necessary. (A good monolingual dictionary is a must for every language learner and language activities provide even more opportunities to use it.) Students observe that they learn and remember better when they have done something with the words, rather than just memorize the meanings of a list of words.

After the language activities are completed, follow-up activities such as a grammar lesson, writing assignment or even another discussion allow students to further practise using the new words so that they become more familiar. For example, a short review on forming plural nouns (kitten - kittens, calf - calves, mouse - mice, puppy - puppies) can lead on naturally from the language activity entitled *Young Ones* (Worksheet 1).

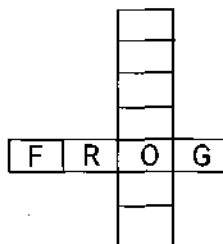
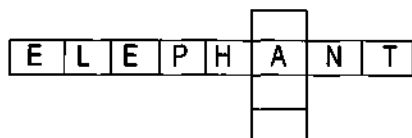
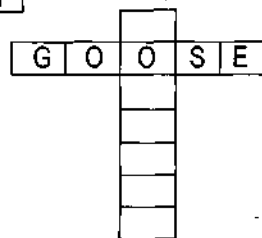
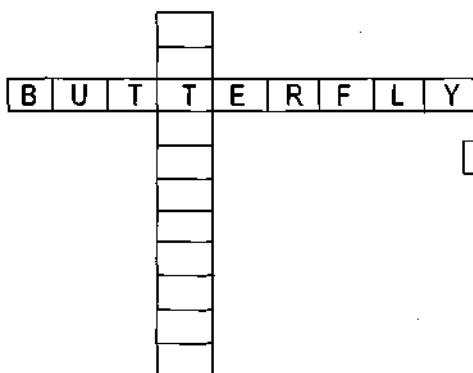
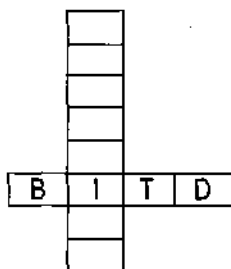
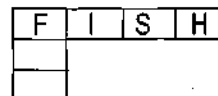
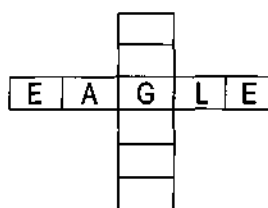
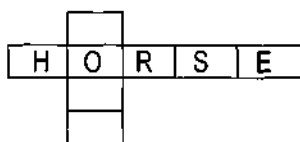
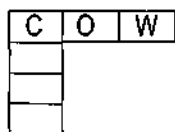
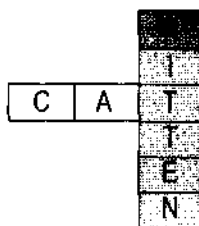
In conclusion, students must strengthen their word power in order to become competent language users. A skilled ESL/EFL practitioner should be able to select and teach appropriate vocabulary in context that should inform, amuse and relate to learners' interests. It is most desirable for learners to manipulate the new words

as this will fix them in their minds. For this reason, the use of language activities such as games and puzzles will definitely make extending students' vocabulary fun and rewarding for the teacher and learners alike.

Worksheet 1: Young Ones

Can you name the young ones of these animals?

Example:



WORKSHEET 2: WORD PUZZLE

Fill in the missing letters with the help of the given clues:

1. Leak	-ee-
2. Take note of	-ee-
3. Peek	-ee-
4. Synonym of <i>eager</i>	-ee-
5. Back part of the human foot	-ee-
6. Past participle of <i>see</i>	-ee-
7. The skin of an orange	-ee-
8. come face to face with	-ee-
9. A rock in the sea	-ee-
10. Look for	-ee-
11. Cry	-ee-
12. Swerve	-ee-
13. Stink	-ee-
14. One _____ of film	-ee-
15. Past participle of <i>be</i>	-ee-

Worksheet 3: Words Unlimited

You will need : a coin
Tokens
pen/pencil and paper

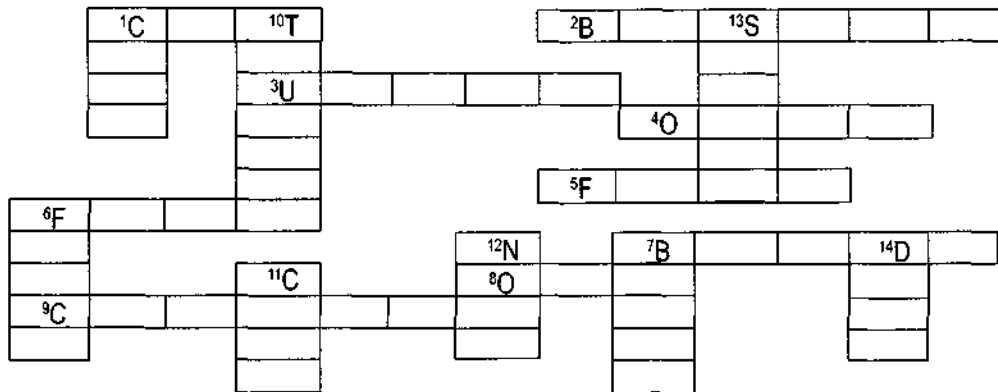
To play : a) Put the tokens on START
b) Toss the coin
(i) Head - move 1 step
(ii) Tail - move 2 steps
c) Answer the question.
d) Jot down the answer. (A dictionary should be used when necessary.)
e) If you give an answer which has already been jotted down or if you cannot answer, miss a turn.

START	Q1	Q2	Q3	Q4
Q5	Q6	Q7	Go to Q12	Q8
Q9	Go to Q7	Q10	Q11	Q12
Q13	Q4	Q15	Q16	Q17
Q8	Q19	Miss a turn	Q20	FINISH

- Q1. Give a word that starts with a silent **h**.
- Q2. Give a word that has a silent **b**.
- Q3. Give a word that is pronounced with an **f** sound but is spelt with a **p**.
- Q4. Give a word that starts with a silent **w**.
- Q5. Give a word that starts with **dis**.
- Q6. Give a word that ends with **ful**.
- Q7. Give a word that ends with **able**.
- Q8. Give a word that starts with **il**.
- Q9. Give a word that ends with **ance**.
- Q10. Give a word that starts with **im**.
- Q11. Give a word that ends with **ent**.
- Q12. Give a word that starts with **un**.
- Q13. Give a word that ends with **ar**.
- Q14. Give a word that starts with **mis**.
- Q15. Give a word that is spelt the same in both **English** and **Malay**.
- Q16. Give a word that starts with **ir**.
- Q17. Form a phrasal verb by adding a preposition/adverb to the verb **get**.
- Q18. Give a word that starts with **in**.
- Q19. Form a phrasal verb by adding a preposition/adverb to the verb **look**.
- Q20. Give a word that ends with **less**.

WORKSHEET 4: IDIOMS GALORE

English is full of colourful idioms. We should learn to understand them and use them easily. Try the puzzle below based on common idioms. The first letter of each word has been given.



Across

1. He wanted his marriage to be a secret, but his sister let the _____ out of the bag.
2. It is inadvisable to put all your eggs into one _____.
3. Charles tried to keep a stiff _____ lip even in the face of difficulties.
4. The drug addict was determined to turn _____ a new leaf when he was released from Pusat Serenti.

5. Do not play with _____ as you are liable to cause trouble.
6. The bride had cold _____ at the last minute, so the wedding had to be postponed.
7. _____ of a feather, flock together.
8. The final exam is just around the corner, so they are burning the midnight _____.
9. When she achieves power, she will show her true _____.

Down

6. He can't make up his mind, so he is going to sit on the _____ in this matter.
1. Thomas Brown Jr is a _____ off the old block.
10. Her colleagues dislike her as she is always blowing her own _____.
11. He threw _____ water on her plans to start her own business during the recession.
12. She is willing to pay through the _____ for this lovely antique vase.
7. The woman murdered her husband in cold _____.
13. Ritchie Rich was born with a _____ spoon in his mouth.
14. I had to put my foot _____ in this matter.

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