



Vocabulary Assessment Methods

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Abstract: This page covers methods for teaching new words, strategies for expanding one's vocabulary, and some digital resources for doing so. The main aim of this article is to review some questions on vocabulary assessment and stimulation in children and identify the advantage of new technologies for evaluating and training vocabulary.

Keywords: vocabulary, collocation, techniques, activities, digital tools.

INTRODUCTION

Vocabulary is known to be crucial to language learning. A student's reading comprehension increases when he or she grasps the definition of a term. It's critical that children pick up new vocabulary, commit it to memory, and utilize it in conversation. A large vocabulary is also necessary for proficient speaking, listening, reading, and writing.

Assessment of vocabulary is critical for identifying English language learners who are having difficulties with reading and for designing appropriate instruction. The use of oral measures is crucial. Tests that require reading or writing make it impossible to differentiate other problems children may have, such as difficulties in word decoding or spelling, from lack of vocabulary knowledge. English language learners should be individually assessed on measures that include both receptive and expressive oral vocabulary.

METHODOLOGY

There are three approaches of vocabulary instruction and learning:

- incidental learning
- explicit instruction
- independent strategy

Incidental learning of vocabulary requires that teacher provides opportunities for extensive reading and listening. Explicit instruction involves diagnosing the words learners need to know, elaborating word knowledge and developing fluency with known words. Independent strategy development involves practicing guessing from context and training the learners to use dictionaries. Although all of these approaches have a role to play in vocabulary instruction, the learners' proficiency level and learning situation should be consider when deciding which emphasis to be placed on each approach.¹

¹ NATION, I.S.P. (1990). Teaching and learning vocabulary. Boston:Heinle & Heinle



DISCUSSION

What should we pay attention when teaching words?

➤ **Visuals and realia**

Presenting the learner with the word itself, or more accurately, its visuals or the actual object, is one of the best methods for word learning. In the words you like, it's useful.

➤ **Miming**

When teaching verbs and adverbs, among other things, the miming method works better. For instance, miming the verb "run" is simpler. The student finds this method more engaging and remembers it better.

➤ **Dictionaries**

Using a dictionary is one of the best ways to pick up new vocabulary. because students still need the ability to pick up new vocabulary outside of the classroom. The reader consults the dictionary book in these situations. When studying words, using glossaries improves comprehension of their meanings.

➤ **Translation**

There are advantages and disadvantages to the translation method. There is a lot of controversy over this method. Some educators believe that translation slows down a learner's ability to learn a new word. But in some cases, translation saves time and helps the learner to easily master a word that is difficult to understand.

➤ **Collocations**

In many ways collocations are the building blocks of language. An important aspect of learning how to use vocabulary items is knowing what other words they collocate with.²

➤ **Keep students reading!**

Reading gives students the opportunity to learn different words, so it is important to encourage them to read independently.

➤ **Update your teaching methods!**

The use of a variety of teaching methods in the classroom makes the lessons fun and engages the students without getting bored.

➤ **Repetition**

In addition to teaching new words in each lesson, care should be taken to repeat the previous words.

➤ **Help students**

Assignments related to learning new words may not be easy for all students. In such cases, it may be necessary to make the task easier for some students.

➤ **Use fun activities**

Various activities can also be effective in memorizing words. These include using a visual dictionary, using words in a sentence, creative writing assignments, playing a variety of games and so on.³

² NATION, I.S.P. (2001). Learning vocabulary in another language. Cambridge, England: Cambridge University Press.



RESULTS

Most learners of today were born in the digital era, so using digital technology in the classroom makes the teaching process more interesting. Online tools provide array of information about words and word meanings. There are a number of advantages of using digital tools in learning vocabulary.⁴ For instance, hearing pronunciations, read words in a variety of authentic examples, view photos and images related to words, reinforce word learning through interactive games and so on. While conducting the lessons which are related to learning vocabulary the teacher must choose the tools carefully as they are not all created equal. They must be chosen appropriately to support standards and learning process. There are already a variety of good apps available for different smartphones.

CONCLUSION

The concept of vocabulary knowledge is complex. Depending on the researcher's point of view, vocabulary does not refer to the same construct. Yet a consensus seems to be taking shape on the issue of how to define vocabulary. Vocabulary can be investigated in its breadth and depth. Generally, to assess the number of known words, standardized tests examine the connection between the form and meaning of words in a receptive and expressive way. Because these tests are composed of an average of 100 items, it gives a general indicator of the size of the child's lexicon and identifies children at risk. But, breadth of vocabulary is not the critical dimension since the depth of vocabulary is the dimension that has been reported as fundamental for reading comprehension. In other words, the quality of semantic knowledge about words cannot be limited to a simple test in which children are asked to define words. Generally, researchers used other tests to capture the multidimensional nature of the meaning of words such as synonym selection or word production, in line with a different theoretical approach.

In line with the literature, several arguments must be taken into account when designing new high-quality vocabulary tools for assessment or instruction using digital technologies. In the context of vocabulary assessment, digital tools could provide accurate data collection and analysis of children's responses as well as response time and correct responses, an increased validity and reliability of assessment, and attractive support to enhance children's engagement in the task. These features are germane to the development of an accurate and detailed profile of children both in terms of vocabulary and reading skills. Moreover, future assessment tools should target adaptive assessment based on, for example, item response theory

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³ READ, J. (2000). Assessing vocabulary. Cambridge, England:Cambridge University Press.

⁴ NATION, I.S.P. (1990). Teaching and learning vocabulary. Boston:Heinle & Heinle



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