A developmental approach to teaching pre-school children vocabulary nouns

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A DEVELOPMENTAL APPROACH TO TEACHING PRE-SCHOOL CHILDREN VOCABULARY NOUNS

A RESEARCH PAPER
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF SPECIALIST IN EDUCATION

BY
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ATLANTA, GEORGIA

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RESEARCH PAPER ABSTRACT

A DEVELOPMENTAL APPROACH TO TEACHING PRE-SCHOOL CHILDREN VOCABULARY NOUNS

BY

PATRICIA A. JONES ZACHERY

The purpose of this study was to investigate the effectiveness of a developmental approach to teaching pre-school children vocabulary nouns.

The subjects were drawn from a pool of pre-school children in an Atlanta privately owned Head Start Center. A sample of ten children was chosen from the twenty children in the Head Start class. Their chronological age ranged from 4 years 1 month to 5 years 11 months.

The experimental treatment employed in this study consisted of three parts: picture nouns identification, word nouns identification, and picture-word association.

The T-test for correlated scores was employed to analyze the significant differences between the mean score obtained under the experimental condition and the control treatment condition. A comparative analysis was employed in order to determine the effectiveness of the two treatments.
DEDICATION

This study is dedicated to my dear and beloved son, Tommy L. Zachery, III, who through his curiosity and thought made me aware of the many problems of pre-school children, which prompted the idea that was employed in this study.

Patricia A. Jones Zachery
ACKNOWLEDGEMENT

I wish to express my sincere appreciation to those who rendered their assistance to the writing of this study.

Special thanks to my advisor, Dr. A. Jean DeVard, for her assistance and professional contribution, and Dr. Damaris H. Ouzts for her resourcefulness, guidance, concern, and cooperation.

I am grateful to Dr. James F. Doyle for his understanding and statistical assistance and to Dr. Charles Davis for his constant cooperation throughout the writing of this study.

The writer wishes to express her deepest and most sincere appreciation to Mrs. Bettie London, for without her understanding, assistance, patience, and full consideration, the final preparation of this paper would not have been possible.

Finally, I would like to express my sincere appreciation to my mother and father, Mr. and Mrs. Henry Jones, my husband and son.

PAJZ
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CHAPTER I

INTRODUCTION

Statement of the Problem

The pre-school years are the most critical years for a child's future development. During these vital years, the child is more flexible and expressive with language and he is described as being a communicator, although he has not yet developed an adult code of verbal behavior.

A child's knowledge of words has long served as an index of his language maturity and the use of words has become the major tool for the child during which he organizes his understanding, ideas, and meaning of things. However, the child is not dependent on them for his sole form of communication.

According to Bond and Tinker, each child brings to his beginning class a large or small amount of relevant experiences that is based primarily on what he has heard. However, many pre-schoolers are likely to enter with a subnormal vocabulary or experiences which will impede their progress unless pre-school educators come to realize the true educational value of a well developed vocabulary as an integral part of the instructional curriculum.

1 Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction, 2nd ed. (New York: Appleton-Century-Crofts, 1967), p. 84.
Guidance is an important factor during these formative years of the young child's life. Educators make a great contribution when they take it upon themselves to talk to young children, especially about things that are of interest to them. The child will acquire a better understanding about the things around him and his speech pattern will improve. Children, especially those of pre-school level must be talked to, they must be read to, and they must be shown pictures.

Through previous experiences in teaching pre-school children, it is the opinion of the investigator that young children learn more readily and proficiently when concrete and visual images are present. Words become more meaningful, thus enhancing the young child's learning and thinking process to a great extent, enabling the child to identify printed words associated with pictures.

In utilizing visual pictures, a child can add to the development of his understanding of words. Pictures, in fact, stimulates the child's interest and he can better retain information when visual images are presented. ¹

It is not a new concept that word identification or recognition is the fundamental basis of all reading development. But this identification has been interpreted by some to mean word-naming and word-calling, thus losing sight of the fact that words simply represent ideas or ways of expressing ideas.

Words may be the bricks in the building of reading but word meaning identification and association are the mortar that holds the bricks together. The learner must realize that words do not have a single function in a sentence. Simple words are not learned by sheer repetition, particularly in lists or drills in isolation, for often even these simple words have multiple meanings and usage. Nor are words learned solely through reading experiences, for their understanding depends upon auditory, vocal, and writing experiences.

The development and use of a meaningful vocabulary may be instrumental as a framework with which to develop a good foundation of language and reading related skills to the extent that it will have utility in the overall design and execution of various academic skills. If young children are given a successful start during the pre-school formative years of their lives a great deal of unhappiness and frustration would be prevented and much antagonism towards learning would be avoided.

**Purpose of the Study**

The purpose of this study was to investigate the effectiveness of a developmental approach in teaching pre-school children vocabulary nouns.

**Procedural Steps**

The procedural steps employed in this study were:

1. A sample of 10 subjects were chosen from the Head Start Center class of Grady Homes. Five were randomly selected from level one, their chronological age ranged from 4 years 1 month to 5 years 11 months.
2. The subjects were administered a test designed by the experimenter based on the Peabody Picture Vocabulary Test.

3. The subjects were exposed to repeated measures of experimental and control treatment conditions in a counter-balance design.

4. The T-test was employed to analyze the significant difference between the mean score obtained.

5. A comparative analysis was made between the results.

Hypothesis

The null hypothesis was:

1. There would be a significant difference in the number of vocabulary nouns learned when exposed to two treatment conditions.

2. There would be a significant difference in picture word nouns identification.

Probable Value of the Study

It is hoped by the investigator that this study will contribute to teachers of pre-school children and the furtherance in developing and improving methods and techniques in teaching pre-school children through the future years.

Definition of Terms

Significant terms used in this study are defined as follows:

1. Pre-Schooler - A child below kindergarten age.\(^1\)

2. Developmental Approach - A method of teaching in which the learner is led to the proper conclusion by means of step-by-step thinking process.\(^2\)


\(^2\)Ibid., p. 166.
3. **Control Treatment** - In an experiment, those subjects who are treated in an identical way to the experimental group, except that they are not exposed to the experimental conditions.\(^1\)

4. **Experimental Treatment** - In an experiment, those subjects who are exposed to a specified condition to determine whether one variable being studied has any effect on the second variable being studied.\(^2\)

**Limitations**

The limited intent of this study was to propose a developmental approach for the teaching of pre-school children, ages 4 to 6 years vocabulary nouns.

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\(^2\) Ibid., p. 403.
CHAPTER II

REVIEW OF LITERATURE

The investigator, through observations and previous experiences in teaching pre-schoolers, discovered that there is a growing need for additional techniques, methods, and approaches in teaching meaningful vocabulary skills. Pre-schoolers must be taught early in life that symbols or objects have names as well as meaning; therefore, it is the sole responsibility of the teacher, parent, and others who may be involved to enforce and reinforce this concept. In doing so, it will enhance and strengthen the child's ability in the area of association and identification.

In reviewing the literature, major drawbacks to a child's limited vocabulary is primarily due to limited experiences, lack of exposure, and a lack of communication within the home.¹

Bond and Tinker states that every child brings to his beginning class a large or small amount of relevant experiences based primarily on what he has heard.² If there is a lack of communication within the home, the child's vocabulary will be lessened to a great extent. The young child acquires a great deal of his knowledge through communication.


²Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction, p. 84.
According to Biber, the development of language concepts is one of the most important aspects of growth during the formative years. In teaching pre-school children, the method or technique must be of some interest if it is to stimulate the child's learning and thinking process.\(^1\) Objects are not only objects to do things with, they also have names and hold meaning. Therefore, the child will be able to progress more rapidly if objects are presented 1) in concrete form, 2) in picture form, and 3) in the abstract. This is what has been described as the three levels of learning.

Mecham suggested that pictures stimulate the thinking and enhance the child's learning ability. Mecham also suggested that nouns be taught first and recommended that in vocabulary building, a scrapbook should be kept by the child in which a new word being associated with the picture be added and learned as a recognition vocabulary word daily.\(^2\)

Levenson subscribes to the theory that a child learns best when provided with many experiences and pictures from which he can relate.\(^3\) Experiences and pictures provide great stimulus for free-flowing conversation which enhances the child's vocabulary building.

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\(^3\) Dorothy Levenson, "How To Create A Learning Environment for Young Children," *The Education Digest* 40 (January 1975): 12.
Goldgell suggested that many skills can be strengthened through the physical form of a comic strip character and children can relate exciting or unusual experiences by creating their own. Because their text is simple, comics are especially useful when working with young children who find material in conventional materials dull, insipid, and boring.\(^1\) Comic strips can very easily stimulate a child's verbalization. According to Tiedt, oral language is a necessary component of all classroom activities.\(^2\) It is important for pre-school, kindergarten, and first grade children to develop language ability. Motivating a child to express his thought and ideas are actually a part of teaching a child to read. Conversing with the child is an important part of education.

Tinker pointed out that the pre-school child enjoys many acceptable activities. He is becoming more interested in toys, blocks, pictures, songs, and crayons. Picture books, stories, and songs now hold his attention more readily. Children verbally respond to some pictures and songs much more readily than the words in the beginning.\(^3\) Goldgell stated that if we accept the unmistakable evidence that pictures appeal to young children, we will learn to make use of this form for our children's education.\(^4\)

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1 Rosanna Goldgell, "Comics As Textbooks," Instructor 30 (March 1977): 86.
4 Goldgell, "Comics As Textbooks," Instructor, p. 129.
The significant period for acquiring spoken language in childhood is from two to eight years of age, and while vocabulary still increases and some additional skills in the use of sentences appear after the age of eight, essentials of spoken language are already present by that age.

According to Anderson by the age of five, a child can use about 2500 words, some more, some less. But generally he is managing language quite well. The child's use of words often give the impression that he has depth in the knowledge of a given concept. He knows the referents to ideas but does not understand their deeper meaning and the way they relate to a total conceptual system of language, symbols, and ideas.¹

Davis stated that knowing the name of things and actions in relation to them is an important part of understanding the way things work and the kind of systematic framework that one's culture has devised. This knowledge develops through the years.² According to Hanson, this systematic framework acquires differentiated meaning for each individual as he matures.³ It affects interaction with others; it creates a symbolic world of feeling. Knowledge of names, however, is only one part of intellectual development.⁴

The child learns the language of his environment and from what he hears, sees, feels, touches, and smells when words are supplied for their experiences. In addition to supplying words, pictures also assist in the development of a meaningful vocabulary. O'Neill suggested numerous ways in which the young child's vocabulary may be increased.

Among his suggestions were the following:

1. **Firsthand experiences:** A wide background of firsthand experiences, field trips and excursions. Concrete experiences permit the words to be associated with real situations.

2. **Picture books:** Books are a high source of vocabulary growth. Young children need to be provided with a wide variety of picture books that will stimulate their interest, encourage verbalization and permit them to develop their own stories.

3. **Context clues:** Children who read widely can learn a great many words through the use of content. Wide reading provides the opportunity for context or all of the elements which give support to meaning, to illuminate word meaning when it is essential to the on-flow of thought.1

Goldgell suggested that the use of comics would be an effective method towards the increase in the young child's vocabulary. Comics, unlike programmed materials, can provide opportunities for the child to question, share ideas, react to situations, or test ideas on others.

Goldgell made the following suggestions:

1. **Allow the children to collect the weekend comics.** Have the children to mount each on oak tags. Have each child to circle several words that might be unfamiliar. Ask questions in relation to the comic.

2. **Have children to cut up a comic strip (frames) and mix them up.** Have the children to place each in proper sequence.

---

(3) Discuss a comic strip and have the children dramatize the strip.

(4) To encourage creativity, have the children to verbally create his/her own personal story.

(5) Place children in groups and assist them in making puppets of the comic strip characters.  

The suggested activities may be repeated over and over again.

According to Gordon, real life experiences are imperative to enrich the background of the child's vocabulary development. 

1Goldgell, "Comics As Textbooks," Instructor, p. 129.

CHAPTER III

METHODS

Selection of the Subjects

The subjects for the present study were drawn from a pool of preschool children in an Atlanta privately owned Head Start Center. A sample of ten children was chosen from the twenty children in the head start class. Their chronological age ranged from 4 years 1 month to 5 years 11 months. Developmental data were obtained from each subject's personal folder at the Center. The subjects consisted of eight boys and two girls.

The Design

The study procedures included a repeated measure design, employing a counter balanced presentation of experimental and control treatment conditions. The subjects were exposed to two experimental sessions and two control sessions. Both the control and the experimental treatments were administered in counter balance design of repeated measures in order to distribute the treatment equally without giving priority to condition.

At the conclusion of the study period, a comparative analysis was made in order to determine the effectiveness of the treatment in the area of word recognition, specifically, vocabulary.
Experimental Treatment

The experimental treatment employed in this research study was entitled the Z-Twenty Vocabulary Nouns Check List. The test was originally designed by the investigator in three parts:

Part I - Picture Noun Identification
Part II - Word Noun Identification
Part III - Picture-Word Noun Association

The contents of the test was adapted from the Peabody Picture Vocabulary Test (PPVT).\footnote{Lloyd M. Dunn, Peabody Picture Vocabulary Test (American Guidance Service, Inc., 1959).} The PPVT was selected as a reliable test in assisting the investigator in designing the test for the research study.

The Z-Twenty Vocabulary Noun Check List was designed to be individually administered. Part I of the test consisted of twenty picture nouns that were randomly selected from the PPVT based on the age scale. The age scale determined specific plates that were to be used. Each subject was introduced to word nouns that were of the same level of difficulty. The selection of nouns that were used in designing the test was determined by randomly selecting one picture noun from the choice of four located on every third plate in the upper left hand corner.

In designing Part II of the test, the printed word was substituted for the picture noun. The selection of word nouns were unfamiliar to the subjects. However, they were word nouns that the subjects were at an age to learn,
In designing Part III of the test, the investigator combined both the picture and word nouns for the purpose of picture-word association. The three-part test was used only by the investigator for the purpose of scoring responses made by each individual subject verbally and motorically. Only the printed words were listed on each part of the test. The subjects were given both the visual picture nouns and the printed word nouns in bold print.

Each portion of the test served a specific purpose. Part I of the test was designed to measure each subject's general vocabulary development and proficiency in the area of picture identification. The subjects were required to verbally identify each given picture noun.

Part II of the test was designed to measure the subject's current competency in the area of word identification. The subjects were required to verbally identify printed word nouns when presented. Part III of the test was designed to measure the subject's proficiency in the area of picture-word association through manual competency. A verbal response was not required for this particular portion of the instrument; however, the subjects were required to draw a line from the particular picture noun upon request to the printed word noun. The investigator supplied picture-word noun plates for this portion of the test.
Test Procedure

Each subject was given specific directions as to what he/she was expected to do. The experimental treatment was introduced to each subject by the writer saying:

"I have some pictures to show you and as I place each one on the table, I would like for you to tell me what it is called.

"Now look carefully at each picture before you answer. Do you understand what you are to do?" "If you do not understand, I will repeat what I just said. Let me know when you are ready."

After the subject had indicated that he was ready, the investigator introduced the Z-Twenty Vocabulary Nouns Check List (Part I). Part I of the test introduced to the subjects consisted of 20 individual picture nouns (see Appendix). As each picture noun was shown to the subjects, a verbal response was required. This procedure was also applied to Part II of the test.

Part III of the test was, to some degree, more complex because the subject was presented with twenty picture-word noun plates, each consisting of two picture nouns and two word nouns. When presented with each plate, the subject was required to draw a connecting line from the picture noun to the printed word noun.
The Control Treatment

Based on the abstract level of learning, instruction was first presented using the "Look-Say Method" of teaching as a control treatment. The control treatment consisted of a four step procedure:

1) The printed word noun was presented and pronounced by the investigator. In return, the subjects were required to repeat the word.

2) The subjects were presented with the printed word noun having been broken into syllables. The syllables were pronounced by the investigator and the subjects were required to repeat the word.

3) The subjects were presented with the printed word noun as a whole being pronounced by the investigator. The subjects were required to repeat the word.

4) The subjects were presented with two questions: one in relation to the identification of the printed word noun:

   "What does this word say?"

   and the second question in relation to having knowledge of the noun being described by the word:

   "Can you eat it, drink it, or play with it?"

The subjects were required to respond using complete sentences only when asked to do so individually.

After four steps had been completed, the procedure started over again following a five minute interval given to each subject. Each subject was allowed to return to the class.

Following a five minute interval each subject returned to the investigator. Steps 3 and 4 of the procedure were repeated. During this time, each subject's response was recorded on a daily time interval accuracy chart. The control treatment was presented over a period of five consecutive days. At the beginning of each day, before introducing a new printed noun, the subjects were presented with the
previously taught printed word noun. Steps 3 and 4 of the procedure was recorded on the accuracy chart. Measures of the control treatment were repeated during the fourth week of the study.

**Experimental Treatment**

The experimental treatment was applied the second week of the study. The comic strip and its character, which the investigator originally designed, were introduced to the subject.

The comic strip was designed in four sections each having a specific purpose. Section 1 introduces the character; Section 2 identifies the object being thought of; Section 3 the object is visually sited; and Section 4 was used for the subject's performance.

During the presentation of the comic strip and its character, a specific picture noun had been inserted in the caption ballon. Following the presentation the experimental treatment was administered to the subjects. The procedures were as follows:

1. The picture noun was first presented to the subjects inserted within the caption ballon of the comic strip. The subjects were required to verbally identify the picture noun using a complete sentence.

2. The name of the picture noun was presented to the subjects in print form. The investigator pronounced the name of the picture noun. The subjects were required to repeat.

3. The subjects were presented with one question which was in relation to having some knowledge of the picture noun: "Can you eat it, drink it or play with it?"

Steps 1 and 2 of the procedure were reinforced several times, after which a five minute interval was given. The subjects were free to participate in other activities that were in progress.
Following the five minute interval, the subjects returned to the investigator and the procedure was repeated. The experimental treatment was presented over a period of five consecutive days. At the beginning of each day and before introducing a new picture noun, individual subjects were presented with a four section comic strip accompanied with a choice of three picture nouns (one being identical to the previously taught noun inserted in the caption ballon of section 3 and 4 of the comic strip) and three printed word nouns.

Having had his/her own personal comic strip, specific directions were given to the subjects. The requirements were to verbally identify what the character was thinking of, select the picture noun that would identify his thought, cut and past the picture noun in the fourth section of the comic strip caption ballon. The subjects were also required to verbally identify, select, cut, and paste the printed word noun in the comic strip indicating the name of the picture noun. Repeated measures of the experimental treatment was also applied the third week of the study.
CHAPTER IV

RESULTS

The purpose of the present study was to determine the effectiveness of a developmental approach to teaching pre-school children vocabulary nouns to ten randomly selected subjects in the area of word recognition, specifically, vocabulary.

Subsequent to the treatment period the subjects were tested on ten experimental words and ten control words to determine if there were any difference between the number of words learned under the two treatment conditions over a four-week period. The subjects were exposed to ten experimental words using picture comic strips verses ten control words in isolation.

At the conclusion of the four-week study period two scores were generated. A T-test for correlated scores was employed to analyze the significance of the difference between the mean score obtained under the experimental treatment condition and the control treatment condition.

A comparative analysis was employed in order to determine the effectiveness of two treatment. At the conclusion of the study two scores were developed; one under the control treatment and one under the experimental treatment. A T-test for correlated scores was employed to analyze the significant differences between the mean score obtained under both the experimental treatment condition and the control treatment condition.
Significant differences were shown in the number of words learned under the control treatment conditions employing the traditional "Look-Say Method". The results of this analysis showed that there were significant differences in the proficiency of the subjects in the area of picture-word identification and printed-word nouns identification. The subjects were able to identify printed word nouns more rapidly when the picture was presented.

It was further shown that there was a difference in the proficiency and performance of the subjects when exposed to the experimental treatment significantly greater than when exposed to the control treatment. The subjects showed interest in the pictures and were quite conversational in discussing the picture inserted in the comic strip.

Results show that the subjects were able to associate the picture nouns with the appropriate word more rapidly when exposed to the experimental treatment. When exposed to the experimental treatment, the subjects were more expressive. Conversations involving past experiences were described by several subjects were interjected when specific pictures and words were introduced.

However, when subjects were exposed to the control treatment, there were limited responses. The subjects had little meaning of the printed words until the given name was presented by the investigator. There was difficulty in retaining the given information for any significant length of time. Progress during the second and third week of the study began to decrease the fourth week. The subjects were more dependent on the pictures when exposed to the control treatment.
The results revealed that with 9 degrees of freedom, the difference was identified to be at the .001 level of significance (P < .001). The mean difference was 3.1 and the standard error was .406. The T-test yielded a value of 7.63. Based on the results, the hypothesis was accepted.

**TABLE 1**

Correlated Scores Using T-Test

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Experimental</th>
<th>Control</th>
<th>Difference</th>
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<tr>
<td>1</td>
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**Mean**

| 3.1 |

**SD**

| 7.9 |

**SE**

| .406 |

**MD**

| 3.1 |

**T**

| 1.63 |

**P**

| < .001 |
CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In teaching pre-school children, a well developed vocabulary is considered one of the basic beginning factors in developing successful reading skills. In fact, according to Keller, vocabulary is described as being the raw material of language.¹

Pre-schoolers must be taught the basic skills beginning with their current abilities. Teachers hold the responsibility of selecting the most effective techniques or methods that would contribute to the child's development and growth.

Through the use of pictures, the young pre-schooler is capable of becoming more proficient in the area of word recognition, specifically vocabulary. Through various observations, the investigator noted that the pictures used in the study, especially the comic strips, held the attention span of the younger subjects for longer periods of time. The presentations of printed isolated words generated less verbal responses from the subjects than when pictures were presented.

It was further noted that the subjects whose chronological age range from 4 years 1 month to 4 years 11 months were more dependent on viewing the pictures when asked to identify the printed word noun.

It is the opinion of the investigator that educators of pre-school children can make a unique contribution to the child's academic success through conversation, storytelling, and utilizing some type of techniques in teaching. However, one technique or method does not work for all children; therefore, the investigator feels that the educator must become creative and innovative to some degree in selecting the most effective approach that will be conducive to the growth and development towards the understanding of words and will stimulate the child's interest, learning, and thinking process.

If young children are given a successful start during the pre-school years of their lives, the on-coming academic years will be more enjoyable and meaningful.

The pre-schoolers' vocabulary is ever increasing and language experiences of many kinds are important in the child's fourth and fifth year of life, and they continue to be important. Exposure to various experiences can contribute to the child's development. The child's experience in school have a marked effect upon the development of his meaningful vocabulary. Beginning with the first day in kindergarten, the child is directed towards a richer development of concepts which will prepare the child for various reading skills.

As the pre-school years come to a close, the kindergarten is the next step that faces the child in the area of educational development. The child is ready for an extended variety of learning situations. However, the child must be prepared for such situations. Every possible need of the child during the pre-school years should have been met by the educator to the best of her ability. The child must be equipped and
provided or exposed to as many experiences as possible that will enhance his growth and development.

As numerous methods and techniques develop children are more respondent in the learning process. Methods and techniques used in teaching children especially those of pre-school age should not be limited to more commercial materials.

The investigator, through observation and being the mother of a pre-schooler, discovered that television can also be an effective technique towards the development of skills. Television has made a tremendous contribution to the learning process of pre-school children. Educational programs such as Sesame Street, Electric Company, Romper Room and various others has to a great extent encourage the young child's vocabulary.

Tolman stated:

"Today, as never before in the history of education, our children are coming to school with wide listening and speaking vocabularies primarily due to mass media through which rich concepts, or misunderstandings, of a wide world and a variety of experiences which young children a few years ago knew nothing about."

Exposure to various television programs can contribute to the development of the young child to a great extent. Various programs viewed by the child are in many ways educational, especially for those that are of pre-school age. It is the investigator's opinion that this is primarily due to the fact that they tend to hold the child's attention.

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Recommendations

1. Preschool teachers should keep in mind that one technique or method in teaching does not work for all children.

2. Teachers should continuously search for more effective techniques and methods that would enhance the child's academic growth and development.

3. Selection of materials for teaching pre-school children should be high in interest.

4. Materials used in teaching should be those that will stimulate the learning and thinking process.

5. The study should be extended to other specific areas of reading.
APPENDICES
APPENDIX A

NAME ___________________________ DATE ________________

SCHOOL __________________________ AGE ______ SEX __________

TEACHER __________________________ DATE OF BIRTH __________

Z-TWENTY VOCABULARY NOUNS CHECK LIST

by Patricia A. Jones Zachery
(adapted from the Peabody Picture Vocabulary Test)

PART 1

PICTURE NOUNS IDENTIFICATION
**APPENDIX A**

**PART 2**

**WORD-NOUNS IDENTIFICATION**

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<table>
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<tbody>
<tr>
<td>1.</td>
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<td>APPLE</td>
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<td>20.</td>
<td>BOX</td>
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</tbody>
</table>
Appendix A

Picture-Word Association

Star Bell Clown

Ball Drum Apple

Kite Glass Bag

Pin Pie Duck

-28-
APPENDIX A

PICTURE-WORD ASSOCIATION

WAGON CUP SIX

BELL BOX BALL

CLOWN CUP KEY

DRUM PIN THREE
"GEORGE THE THINKER"

This is George. George is a dog that thinks.

"George is thinking of something. What is it?"
"Whatever George is thinking of he sees it. What is it?"

Choose the object (picture) that George is thinking of and paste it in the balloon. Now select the word that identifies picture.
BIBLIOGRAPHY

Books


Books (Continued)


Journals


