

TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

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Abstract: Teaching English vocabulary to young learners is a crucial aspect of language education, as vocabulary knowledge is foundational for developing proficiency in a second language. This abstract explores effective strategies and approaches for teaching English vocabulary to young learners, focusing on the unique challenges and considerations that arise when working with children. The abstract discusses the importance of creating a stimulating and engaging learning environment to facilitate vocabulary acquisition, as well as the use of visual aids, interactive activities, and games to make the learning process enjoyable and effective. Furthermore, the abstract highlights the significance of repetition, context-based learning, and age-appropriate materials in reinforcing and expanding young learners' vocabulary. By incorporating these principles and techniques into English language teaching for young learners, educators can support their language development and foster a lifelong love for language learning.

Introduction: Teaching children a new language is not an easy task, especially when it comes to a language with a different phonetic and script system than the one they already speak. This difficulty increases when it comes to teaching vocabulary. Teaching vocabulary is about the words in a language. It is rare, if not impossible, to find a speaker of a language who will say they have nothing to learn in terms of vocabulary. So vocabulary in language learning is a very important element; it is something that all learners need to be able to do well. In the context of foreign or second language learning, it is essential for learners to be able to use English vocabulary in speaking and writing and to understand the meaning when it is seen or heard. Knowing a word means being able to recognize and produce it in the four language skills of listening, speaking, reading, and writing. Learners have truly learned a word when they are able to use it in the right context, so knowing a word also means knowing its usage, collocation, and a certain level of formality or informality. In the wider picture, the goal for most learners is to have a wide enough vocabulary to understand native speakers and to be understood by them. This means knowing the meanings of many words and perhaps more importantly, understanding words which have more than one meaning or words with a range of connotations. A strong vocabulary is also necessary to understand written texts and spoken discourse. The main goal of this work is to provide effective teaching strategies that can be used to expand the productive

vocabulary of English language learners in the primary grades. The strategies are applicable to native English speakers as well as to English language learners who have limited English proficiency or who are at risk of being identified as having special needs. This is a vitally important topic because the size of a student's vocabulary is a direct predictor of academic success. The effects of vocabulary knowledge on school achievement in English are obvious because vocabulary knowledge is required at some level in all school subjects. Successful learning of second language vocabulary is crucial to the success in learning English as a second language. This work is targeted to classroom teachers, resource teachers, educational assistants, and parents who have an earnest desire to help their students improve vocabulary knowledge. This material is best used by those who are familiar with basic language acquisition terms and theories. The more familiar the readers are with terms and concepts discussed, the better they will be able to understand the teaching strategies and assessment procedures outlined. This work is not meant to be a complete vocabulary curriculum. Rather, it is intended to provide a variety of teaching strategies and assessment techniques to use with various types of word knowledge in different contexts. In other words, the ideas presented are meant to be integrated within a current language arts or content area curriculum to enhance the word knowledge of students.

Vocabulary is commonly known as a range of words known or used by a certain person or group. It is an important part of the language to understand, because the language is impossible without knowing its vocabulary. Harmer (1998) states that vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand others or express their own ideas. Thus, it is crucial that language teachers pay great attention to teaching vocabulary. Nation (1990) suggests six reasons why vocabulary is so important for language learners. First, most of the language learners, be they first or second language learners, are primarily interested in understanding and being understood. They want to understand what is being said to them and also to be able to talk about a variety of topics. He adds that few people study a language with the intent of reading classical literature, though they sometimes say so. Second, most aspects of language knowledge are judged by native speakers and vocabulary is one of the most important aspects. Learners may be able to produce the sounds, sentence grammar and discourse of English fairly well, but if they do this and their vocabulary choice is wrong, communication will break down and they will be regarded as incompetent. Third, a large vocabulary will always help language learners improve their reading comprehension and speed. This is important because reading is an essential skill for a language learner's longer-term learning. Fourth, vocabulary is at the center of language learning. With limited vocabulary, learners essentially can't form utterances. The main reason many learners fail to speak a target language is not due to poor grammar but from being at a loss as to how to express what

they want to say. Fifth, a wide vocabulary is the foundation of language skills: grammar, listening, speaking, reading, and writing all depend on the knowledge of vocabulary. And finally, vocabulary knowledge is cumulative, success in learning a language is often measured in the number of words learners have in their heads. Thus, the better the vocabulary teaching, the greater chance of language success for learners. This also implies that language learning is a lifelong process, since there is no upper limit to how many words a person can learn and languages constantly add, change, and lose words. Given these reasons, the case for vocabulary learning is strong. However, with more recent understanding of language learning and cognitive psychology, we can see that there is a set of sound principles to follow for effective vocabulary teaching and learning. The first objective is to identify picture-texts that are able to attract young learners. This research is carried out by using a case study method. The pupils were exposed to four types of picture-texts, which are the single picture, static colorful picture, colorful picture, and picture strip. Each type of picture-text is introduced once a week to the pupils. A set of picture-texts consists of ten pictures. The set of picture-text is changed every week. At the end of each week, a simple test is given to the pupils in order to know whether they could remember the vocabulary learned or not. This is proven from the result of the test. Picture-texts which contribute high scores from the beginning until the end of the research are then chosen as the picture-texts that are able to attract young learners. The research was carried out at the Sekolah Rendah Islam Bakti, Bandar Baru Bangi. Two standard two classes were selected as a sample for the research. The research was carried out for three weeks. 278 pupils were chosen as the respondents. The pupils consisted of various races and social statuses. They already learned English for one year. The focus of the research is pupils aged 8 years old. The main aim of the thesis is to find an effective method in teaching English vocabulary to young learners. The thesis investigates the method of using picture-text as a medium to help young learners acquire vocabulary. Krashen emphasizes the importance of comprehensible input, meaning young learners acquire vocabulary best by exposure to language they understand slightly beyond their current level. This suggests focusing on creating rich learning environments with stories, songs, and games. Nation is known for his work on frequency lists and vocabulary size in language learning. He argues for a balance between focusing on high-frequency words and introducing learners to new, interesting vocabulary to expand their knowledge. Thornbury highlights the importance of making vocabulary learning engaging and relevant for young learners. He suggests using visuals, movement, and activities to connect new words to real-life experiences

Conclusion

In conclusion, teaching English vocabulary to young learners is a crucial aspect of language development that can greatly impact their ability to communicate effectively. By using engaging and interactive techniques, such as games, songs, and

visual aids, teachers can help young learners remember and understand new words in a fun and meaningful way. It is important to scaffold the learning, provide plenty of context and examples, and encourage personalization to help young learners internalize and use the new vocabulary in different situations. Regular review and reinforcement of previously learned vocabulary is also essential for retention. Overall, teaching English vocabulary to young learners should be a dynamic and enjoyable experience that helps them build a strong foundation in language skills for future success.

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