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**VOCABULARY TO YOUNG LEARNERS VERBAL AND WITH ACTION**

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*Mamatov Ilhomjon Shavkatovich*

*Toshkent viloyati, Parkent tumani 29- maktab*

*Ingliz tili fani o'qituvchisi*

**Annotation:** In this article, discusses how to teach verbal and with action vocabulary to young learners, and other additional information is also mentioned.

**Keywords:** vocabulary, reading, listening, speaking, writing, final, pre-teach vocabulary.

**Аннотация:** В этой статье обсуждается, как учить юных учащихся вербальной и практической лексике, а также упоминается другая дополнительная информация.

**Ключевые слова:** словарный запас, чтение, аудирование, говорение, письмо, итоговая, предварительная лексика.

A **vocabulary** is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

#### **Types of vocabulary**

##### **Reading vocabulary**

A person's reading vocabulary is all the words recognized when reading. This class of vocabulary is generally the most ample, as new words are more commonly encountered when reading than when listening.

##### **Listening vocabulary**

A person's listening vocabulary comprises the words recognized when listening to speech. Cues such as the speaker's tone and gestures, the topic of discussion, and the conversation's social context may convey the meaning of an unfamiliar word.

##### **Speaking vocabulary**

A person's speaking vocabulary comprises the words used in speech and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused slightly and unintentionally, but facial expressions and tone of voice can compensate for this misuse.

##### **Writing vocabulary**

The written word appears in registers as different as formal essays and social media feeds. While many written words rarely appear in speech, a person's written vocabulary is generally limited by preference and context: a writer may prefer one synonym over

another, and they will be unlikely to use technical vocabulary relating to a subject in which they have no interest or knowledge.

### **Final vocabulary**

The American philosopher Richard Rorty characterized a person's "final vocabulary" as follows:

All human beings carry about a set of words which they employ to justify their actions, their beliefs, and their lives. These are the words in which we formulate praise of our friends and contempt for our enemies, our long-term projects, our deepest self-doubts and our highest hopes... I shall call these words a person's "final vocabulary". Those words are as far as he can go with language; beyond them is only helpless passivity or a resort to force.

### **Vocabulary growth**

During its infancy, a child instinctively builds a vocabulary. Infants imitate words that they hear and then associate those words with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on their ability to self-express without relying on gestures or babbling. Once the reading and writing vocabularies start to develop, through questions and education, the child starts to discover the anomalies and irregularities of language.

In first grade, a child who can read learns about twice as many words as one who cannot. Generally, this gap does not narrow later. This results in a wide range of vocabulary by age five or six, when an English-speaking child will have learned about 1500 words.

Vocabulary grows throughout one's life. Between the ages of 20 and 60, people learn about 6,000 more lemmas, or one every other day. An average 20-year-old knows 42,000 lemmas coming from 11,100 word families. People expand their vocabularies by for e.g. reading, playing word games, and participating in vocabulary-related programs. Exposure to traditional print media teaches correct spelling and vocabulary, while exposure to text messaging leads to more relaxed word acceptability constraints.

For English language learners (ELLs), vocabulary development is especially important. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the gap.

You may be surprised at how quickly a new ELL student can communicate verbally with peers, but remember that there is a big difference between social English and academic English. Reading, writing, speaking, and understanding academic English happen in the classroom. Using a combination of the following strategies will help ELLs to close the gap.

### Pre-teach vocabulary

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for ELLs. This will give them the chance to identify words and then be able to place them in context and remember them. You can pre-teach vocabulary by using English as a second language (ESL) methods such as:

1. Role playing or pantomiming
2. Using gestures
3. Showing real objects
4. Pointing to pictures
5. Doing quick drawings on the board

Using the Spanish equivalent and then asking students to say the word in English

To ensure mastery of more complex words and concepts, you might want to follow these six ESL steps:

1. Pre-select a word from an upcoming text or conversation.
2. Explain the meaning with student-friendly definitions.
3. Provide examples of how it is used.
4. Ask students to repeat the word three times.
5. Engage students in activities to develop mastery.
6. Ask students to say the word again.
7. Focus on cognates

Cognates are words in different languages that are derived from the same original word or root. Note that about 40% of all English words have similar cognates in Spanish! This is an obvious bridge to the English language – if the student is made aware of how to use this resource.

Cognates are related words like family and familia, director and director, and conversation and conversación. False cognates do exist (mano in Spanish means hand, not man), but they are the exception to the rule. Encourage ELLs to guess at words and try to decipher text based on this existing knowledge. The more familiarity a teacher has with Spanish, the easier it is to point out these connections.

### Use computers and television

When geared to ELLs, computer programs and television programs are proven supplements to helping ELLs build language and reading skills. Computers are a non-threatening way to help children work on their own or with a buddy to learn vocabulary, sounds of English, syntax, reading, and writing. Educational children's television can also be a wonderful way to increase many reading skills, including vocabulary and comprehension.

**Use audio books**

Help ELLs build vocabulary by providing books with tapes in a listening center on one side of the classroom. By hearing and seeing the word in context at the same time, ELLs pick up its meaning and also gain prosody, and oral fluency.

**Use a word wizard box**

Ask students to bring new words into the classroom that they hear at home, on TV, or anywhere else and drop these words into a word wizard box. At the end of class, pull out a word and ask who wrote it. Have students tell you where they heard the words and how they were used. Ask students to use these new words in their discussions and writing.

**Conclusion:**

Tell students that they are going to work together in groups to make a drawing of an animal idiom's literal meaning and then act out its real, or figurative, meaning. They will see if the drawings and skits they make provide enough information for their classmates to figure out what the idiom really means. To begin, select a group of three students to demonstrate the activity. Tell this group that their idiom is "to let the cat out of the bag" and that this idiom means "to give away a secret."

Divide the group tasks as follows: One student will draw the idiom the way it would look if it meant literally what it said: by drawing a sketch of a cat leaping out of a paper bag. This student labels the drawing with the idiom, "to let the cat out of the bag." The other two students develop a brief skit about the figurative meaning of the idiom: "to give away a secret." For example, they could develop a simple scene where someone finds out about a surprise birthday party, because a brother or sister gives it away beforehand. The last line could be: "You let the cat out of the bag."

When the group is finished, have them show the idiom's literal meaning in the drawing, and then act out its figurative meaning in the skit. Have the group challenge their classmates to guess the idiom's figurative, or intended, meaning and then correctly use the idiom in a sentence: Shirin let the cat out of the bag when she told Farhod about the surprise birthday party. When the whole class has understood how this activity works, assign a different animal idiom, with its figurative meaning, to other groups of students. Each group then works out its plan for making the drawing and acting out the skit. Have the groups take turns demonstrating their idioms to the class, so the class can guess the idiom's figurative meaning and use it in a sentence.

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