

EFFECTIVE WAYS OF TEACHING VOCABULARY FOR YOUNG LEARNERS

*The UzSWLU, Group: 427,
Student: Yaxshiyeva Gullola,
Scientific advisor: Turdiyeva Matluba*

Annotation: One of the beauties of the English language is the diversity of the vocabulary available for its users. It is also one of the things that can make English hard to get to grips with. Misused vocabulary can make even the most fluent speakers seem inexperienced; on the other hand, getting it right gives the speaker confidence and an increased ability to express themselves. Furthermore, a good vocabulary range increasing reading comprehension, ability in technical subjects and written ability. This article shows you to teach vocabulary through effective ways for young learners.

Key words: *teaching spelling, teaching meaning, vocabulary puzzle, recording vocabulary.*

Engaging, fun lessons lead to happy students. Happy students learn quickly and remember more!

Make it interesting - this is often the hardest part of teaching vocabulary. Following some fun activities are given to make the lessons engaging for students of all levels. Keep it relevant - Don't teach words your students cannot or will not use - you're only going to put them off and make them think that learning vocabulary is a pointless exercise. If you're following a particular curriculum or book use your common sense, I've seen a book for 3-year-old students which wanted them to learn the word 'syringe'. These were students who were new to learning English and it was not a relevant or achievable word, so the teacher quite rightly cut it from the vocabulary target words for the week.

Set achievable goals- This applies to 3 main areas;

The words you are targeting - are they suitable for the student's ability?

The amount of time you give students to learn them - don't expect your class of 7-8-year-old students to learn their words overnight, by the same token if you give them too long it won't be a priority. Generally, you want to introduce the words on Monday, practice through the week, and test on Friday (or some variation of this based on your class schedule).

The number of words you set - Avoid giving long lists of words, its better to learn 5 words well and be able to use them effectively in a sentence; than to try to learn 25 words which are then confused, misspelt and forgotten.

Teach words in context - I never have students write definitions of words, I much prefer that they use the words in a sentence they made on their own. They are more likely to remember the word, better at using and it's a great chance to sneak in extra writing practice.

Make It Interesting: Ways to Make Vocabulary Fun

Below are just a few suggestions for activities to make vocabulary practice fun. These are primarily aimed at young learners.

Teaching Spelling

Sparkle - An old game but a good one. Have all members of the class stand up, choose a spelling word and have each student say one letter to spell out the word. After the last letter has been said the word 'Sparkle' is called out and the next student in line is out of the game! For example: Word = Cat, Student 1 - 'C', Student 2 - 'A', Student 3 'T', Student 4 - ' Sparkle', Student 5 is out!

Spelling Bulls-eye - Particularly good fun with an energetic class! Split you class into 2 teams. Students go head to head to spell target words, the winner uses a soft ball (or scrunched up paper) to aim at a bulls-eye (circular target) and score points for their team. Pick your teams carefully so students are paired against those of similar ability.



Spelling Battleships - Loosely based on the traditional board game, words take the place of the ships. Assign students into pairs. Each student has two copies of a battleships grid (10 x 10 square, labeled A-J across and 1-10 down). They put each of their words into the grid without their partner seeing. Then you play like regular battleships. Guess a square (e.g. B7) and the partner calls out 'hit' (and tells you the letter) or 'miss'. Students can try to guess the place of words if they feel confident, but it costs them 1 turn. It helps them to become familiar with the words and recognize patterns.

Teaching Meaning

Word Ladder - Write the target words on large cards (lamine if you intended to use them again) and place them on the floor in a line to make the ladder. Split your students into 2 teams who line up at opposing ends of the 'ladder'. 1 student from each team start (at the same time) before they can go forward one step on the ladder, they must tell you the meaning of the word, or use it in a sentence. If they get it right the step forward. The both keep going until they meet in the middle. Then it's rock, scissor, paper (or some variation of) to decide who can stay on the ladder. The winner continues, the loser has to go to the back of their team's line, and a new team member starts from the beginning of the ladder. First team to the end of the ladder claims a point. (Warning: This game can get very, very excitable)

Guess the Word - Place students back to back on chairs. Give each one a list of words, student A gives a definition or sentence but does not say the target word. Student B has to guess what the word is. Once they get it right, Student B makes a new sentence with a different word.

Vocabulary Puzzle - Download a printable puzzle template. Take a marker and write the definition or a sentence across the whole puzzle. Then cut it up. Repeat for as many words as you want. Mix the pieces up. Students have to reassemble the puzzle and then match it to the correct vocabulary word. This is a great hands-on activity for students who finish their classwork quickly.

What strategies can be used to help young learners learn vocabulary effectively? In order to help young learners, learn vocabulary effectively, we need to employ a range of strategies. First, we need to think why the young learner wants to know the words we teach as they are much more likely to remember them if they need them or want to use them. One way a teacher can do this is to get the learners to draw or write the words they already know and then draw or write the L1 translation of words they want to know. This can be followed by a spot of peer teaching where learners who know the second set of words teach them to the learners who want to know them.

Another way to help young learners learn new words is to explore ways of recording vocabulary. Show learners some examples of picture dictionaries, words with sentences in English explaining what they mean and mind maps linking words and ideas. Discuss why these strategies are helpful. Encourage the learners to use these strategies when noting down new words.

If we want our young learners to be effective learners of vocabulary, we have to invest in teaching them strategies that help them to remember the words and produce them when they need them. Using the strategies above will help them develop their vocabulary and increase the total number of words they know.

How can the GSE Vocabulary help teachers and young learners?

The GSE Vocabulary is designed to help teachers ascertain what vocabulary they should be teaching their learners and when to expect them to understand the words. When it comes to deciding what word meanings and chunks young learners should know at primary and secondary level, most teachers are guided by the coursebooks they use or by external exams their students are preparing to take. But teachers can use the GSE Teacher Toolkit to search the data and compile a list of level-appropriate words to teach their classes.



In conclusion, teaching vocabulary for school students remains a complicated process where the selection of contextual vocabulary finds highly significant and important. In order to teach a language effectively, ESL teachers have to invent innovative techniques in teaching vocabulary in the classrooms. This article highlights several techniques pertaining to the teaching of vocabulary for the young learners in the classrooms.

REFERENCES:

- 1.Fawcett, A.J. and Nicolson, R.I. (1991) 'Vocabulary training for children with dyslexia', Journal of Learning Disabilities
- 2.Gupta, S.P. (ed.) (2012) English (A Textbook for Class X), revised edition (revised by K.D. Upadhyay).Noida: Banwari Lal Kaka & Sons (Publishers).
- 3.Collins COBUILD (2009) Collins COBUILD Learner's Illustrated Dictionary. London: Collins.
- 4.Hastings, S. (2003) 'Questioning', TES Newspaper, 4 July. Available from: <http://www.tes.co.uk/>
- 5.Hattie, J. (2012) Visible Learning for Teachers: Maximising the Impact on Learning. Abindon otldge.
- 6.Kinsella, K., Stump, C.S., Feldman, K. (undated) 'Strategies for vocabulary development' (online), Prentice Hall eTeach. Available from: http://www.phschool.com/ eteach/ language_arts/ 2002_03/ essay.
- 7.National Council of Educational Research and Training (2006a) Honeydew: Textbook in English for Class VIII, National Council of Educational Research and Training. Available from: <http://www.ncert.nic.in/ ncerts/ textbook>

