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USING EFFECTIVE VOCABULARY INSTRUCTION TECHNIQUES TO TEACH PRIMARY SCHOOL STUDENTS IN ENGLISH

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Abstract

In teaching English, learning vocabulary is crucial for primary schoolchildren, for improving a strong vocabulary is not only essential for developing communication skills, but it also plays a significant role in reading comprehension and academic success. Plus, it is not easy to teach primary school students for teachers without using appropriate vocabulary strategies because they have recently begun their studies at school, and learning a foreign language without knowing their native one can also be challenging. Especially, first and second grade students cannot only memorize the words in context or the words they hear, and this study looked into different types of vocabulary teaching techniques and how to use them to develop vocabulary knowledge in language acquisition. This paper aims to investigate the importance of vocabulary for primary school children in detail.

Keywords

Teaching techniques, vocabulary, comprehension, academic achievement, language acquisition, primary school.

Introduction

Learning vocabulary is the best way to learn language for many reasons. For example, Yokubjonova (2020) noted that vocabulary is accepted as an important tool for foreign language learners and possession of limited vocabulary may lead to a communication barrier. By knowing a number of new words and comprehending their meaning are necessary for schoolchildren to be able to express and clarify their ideas and to speak fluently in the target language. Additionally, vocabulary is viewed as “the basis of for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation” (Umar Altaf Sofi, 2019, p. 1).

Furthermore, the instructors should be responsible for choosing appropriate methods to teach vocabulary. Unfortunately, they may encounter such problems such as how to find new techniques, what kind of material can be more beneficial and how to get primary school students attention.

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According to Sumarta (2016), each student owns his or her own learning style to understand the meaning of the word and the usage of these words in context and the technique which is helpful for one student cannot work for others. Indeed, primary school students lose their self-control easily because of different tastes, distractions and procrastination. For that reason, learning process should consist of techniques which are enjoyable, effective, easier and illustrative. Moreover, outstanding design of materials can also grab students` attention which includes colorful pictures, illustrations and real products. The fact showed that in order to know which is more suitable, it is convenient to do some data analysis like questionnaire, interview and others. After this process, the teacher can choose effective technique.

Literature review

Teaching vocablary is one of the most essential aspect of language instruction, for with rich and diverse vocablary acquisition can be beneficial for students' communication and comprehension. However, teaching primary school students are not easy, because they are so young and it is imposible to find ways for raising their interest in learning English vocabulary without interactive and effective techniques. According to Antoneta and SIRBU, the instructor is the one person who is able to get students' attention and interest, additionally, introducing English vocablary with the best techniques may make them become motivated to learn this foreign language (2017). For example, Elsy (2013) recommend teachers to use more visual aids like pictures, exhibitions and real products, now that after orally explanation of new words, students are asked to answer to questions. As a result, this process leads to pay lack of attention to the lesson and get bored at the same time. When it comes to illustrations, it can be as a inderict learning which creates an atmosphere to get new vocablary without realizing that they are also learning and getting some fun from looking at pictures. Furthermore, Sameena Khatoon (2022) prefer to utilize the technique of mnemonic which is considered as a " a system or tool that uses the verbal or the visual nature to assist the input and enhance the storing and recall of new information. As it is previously said that mnemonic functions by referring to sounds that correspond to the target language, which is named through an auditory connection or imaging by a visual aid, resulting in more meaningful conversation". It is noted that many primary school students learn more vocabulary from fun methodology, including a body movement, speaking loudly and moving or demonstrating something. This kind of method is called Total Physical Response which is accepted as " a language teaching centered around speech and action coordination". Another technique is the usage of cartoon movies which increses the enthusiasm and achievement of students in learning new words (Sri Widia Astuti & Nur Chalipah, 2016). Dr Srikantaswamy (2022) introduce the new technique of teaching based on a keyword-based concept. In this method, the instructor should prepare a list of keywords from the material to be taught. Then, describe and make a visual interpretation of listed keywords and usage of the concept of the subject effectively. The implemention of the next technique is theme-based teaching to develop students' English vocabulary in speaking. This technique is noted by Fitrah Rachmadani, Erwin Akib and Eka Prabawati Rum (2022) which helps students to umprove their vocabulary related to topics and this is the best tool to communicate in different situations.

Conclusion

This article provides a comprehensive overview of the current topic and scholarly discussions on teaching vocabulary and it highlights the importance of vocabulary instruction in language

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development and acaademic success. By examining various approaches, strategies and techniques, this offers insights into the most effective methods for teaching vocabulary to learners of primary school learners with different English proficiency levels. The findings can inform educators and instructors in designing evidence-based vocabulary instruction that promotes effective vocabulary acquisition and retention.

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