

## Development of Vocabulary Young Learners

**Nadia Hamzah Kareem**

M.A., (Linguistics) Osmania university, Hyderabad, India

Al-Qadisiyah University, Iraq

### **ABSTRACT:**

*The study presents the techniques for development of vocabulary for young learners in Iraq. The present study deals with the importance of using activities as a new technique in language teaching English language learners faced many problem remembering the huge vocabulary, which is very much necessary to achieve fluency. This project work will help students to improve their vocabulary learning and speaking skills.*

*Language is a method for expression. We express our sentiments, feelings, considerations, needs, wishes and so on in words, images and motion which is considered as language. Language can be characterized as verbal, physical, biologically natural, and a fundamental type of communication. An essential question emerges here, is it important to find out about the culture of the objective language to secure English as a remote or second language? There are incredible discourses by numerous researchers and analysts on this point for a considerable length of time. This article goes for characterizing culture, its association with language and*

*what part it plays in instructing and learning English as a remote or second language. This likewise shed light on the most proficient method to show culture in English language classroom. The study proposes a qualitative and quantitative study on the techniques applied for developing vocabulary among Iraq youth. The study undertakes twenty participants and questionnaire is conducted for them to present the analysis results.*

### **INTRODUCTION:**

English has become an important global language of communication and, in recent years, it has expanded throughout the world. Due to its importance, since the early 90's, English has become the most widely taught language in our schools. Vocabulary is one of the aspects which is central to English language teaching and learning because without a good knowledge of vocabulary, students could not comprehend others or express their own beliefs.

According to Meara (1996:35) “Lexical competence is at the heart of communicative competence”. In other words, vocabulary is essential for communication; without sufficient vocabulary knowledge communication could not simply take place. This is mainly the reason why I decided to focus this project on vocabulary acquisition.

The main objective of this research project is to find out the evolution of young learner’s vocabulary acquisition over a short period of time. Therefore, this study analyses if time is an influential factor in vocabulary acquisition. In order to do so, a vocabulary test was carried to check how many and what words youth knew at the beginning of the project, after being exposed to some vocabulary sessions carried out during my training placement, and how many and what words young learners had acquired at the end of the study.

The study has not been much research yet in the field of Early Year’s Education as far as English for very young learners is concerned because the introduction of English in Early Years is still quite a recent thing in our school context [1].

Therefore study wanted to go further and investigate about an aspect which will be involved in as a future teacher. It is an aspect

that find very interesting. This project has been divided into two parts; the theoretical framework where the main aspects of vocabulary acquisition are defined and explained and the study, which includes the main research questions, an explanation of the data collection and instruments, the data analysis and the results obtained. Afterwards, in the discussion study will answer the research questions and at the same time the study will link the results with some ideas mentioned in the theoretical framework. Finally, the study will conclude stating some general conclusions about the project.

Acquiring the vocabulary of our first language is not an easy task. However, acquiring the vocabulary of a second language especially if the second language learners are very young is even more complicated. Young learners of a second/foreign language are still building up their first language vocabulary, and this development is closely tied up with their conceptual development. In fact, very young language learners begin the task of first language acquisition without the cognitive maturity or metalinguistic awareness that older second language learners have [2].

Although young second language learners have begun to develop these characteristics, they still have far to go in these

areas, as well as in the area of world knowledge, before they reach the levels already attained by adults and adolescents. Therefore, in planning and teaching a foreign language, we need to bear in mind this first language background to know what will work and what may be too difficult for youth.

Vocabulary development is not just about learning words, it is also about learning more about those words, about learning formulaic phrases or chunks, or finding words inside them. Learning words is not an easy task that is done and finished in a short period of time. It is complex since learning words is a cyclical process of meeting new words, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. As Cameron points out “every time youth meet familiar words, they have changed and will bring new first language and conceptual knowledge to the vocabulary” (Cameron, 2001:74) [3].

In foreign language teaching, vocabulary has had an uncertain place with in the field of language teaching. In the days when the Audio-lingual Method was used and implemented, vocabulary received limited attention. Up to the 1980s, the emphasis was

not on the understanding of words; it was on the acquisition of grammar structures and patterns. It was believed that once these patterns had been incorporated, then vocabulary could simply be connected to the relevant slots in the grammar pattern. However, for the last three decades, with the introduction of the Communicative Language Teaching (CLT) approach, vocabulary has become a major focus on linguistic work.

The emphasis is now in favour of building up an extensive vocabulary bank of words as soon as possible. One reason is that in many ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Vocabulary is really needed in both teaching and learning. If learners do not know the meaning of the words, they will not be able to understand what they see, read and learn. Thus, building up useful vocabulary is central to the learning of a foreign language [4].

Given the understanding that many languages contain more than a million words, it is fair to say that native or non-native speakers will never learn all the words. The English language is said to contain around 54 thousand word families. It is believed that the vocabulary of a native speaker adult ranges from 20 thousand for a student of about

eighteen years of age starting university to the 37 thousand.

Young native speakers of English know 4 or 5 thousand word families by the age of five, to which they add about 1 thousand every year. In comparison, Second Language learners of English who attend English schools have been found to add about 1 thousand per year, but the 4 or 5 thousand gap between them and their native speaker peers remains. As it was explained in previous sections, it is widely accepted that the frequency factor plays an important role in vocabulary knowledge [5].

#### **PROBLEM STATEMENT:**

- To study and to choose the right way of teaching for these little youth.
- To acquire a critical mass of words for use in both understanding and producing the language.
- To study and remember words over time, be able to recall them readily.
- The study in making the correct connections, when understanding the second language, between the form and meaning of words.
- The aim of this thesis is to provide a practical guide to activities that require youth to use language in variety situations. It is by providing lots of opportunities for speaking

that youth, hopefully, can develop and extend their language skills.

- In Iraq most of youth start learning English vocabulary from kindergarten and most of them who has no joined kindergarten have not opportunity to develop English vocabulary [6].

#### **AIM OF THE STUDY**

The aim of this thesis is to provide a practical guide to activities that require youth to use language in variety situations. It is by providing lots of opportunities for speaking that youth, hopefully, can develop and extend their language skills.

To aware of this and providing opportunities for youth to use and develop their English language skills it is possible for teachers to make a real difference to youth's learning [7]. Youth's attainment can be raised through speaking and listening activities and lessons that incorporate speaking and listening. This is turn can help to raise self-esteem and confidence. The activities included in this thesis will really help youth to enjoy their work, to learn vocabulary well and also have fun at the same time-a real boost for self-esteem[8].

#### **HYPOTHESIS**

- The first assumption is that a fairly large sample of the heterogeneous student taken from a large number of secondary schools will yield statistically valid results.
- The second assumption is that an above average vocabulary is usually an indication of a fairly good speaking ability.
- It has been hypothesised that the study of a language at an early age is a definite advantage.
- Third, it is also assumed that a good vocabulary is usually a reflection of a fairly good intelligence.
- The teacher and student of a second language should not make the mistake of identifying a language with its words. Even, if a large number of words were memorized from the dictionary it would not be possible to understand the utterances in a language. Important as the words are, they are not the only essential element in a language. However, for the purposes of speaking comprehension vocabulary is the most important factor [9].
- To study and analyse if time is an influential factor in vocabulary acquisition.
- To study vocabulary test was carried to check how many and what words youth knew at the beginning of the project, after being exposed to some vocabulary sessions carried out during my training placement, and how many and what words young learners had acquired at the end of the study[10].
- To analyse the planning and teaching a foreign language, we need to bear in mind this first language background to know what will work and what may be too difficult for youth.
- To study Inquiry-based teaching has been closely associated with other teaching methods such as problem-solving, laboratory instruction, project-based learning, cooperative learning and discovery instruction.

#### **OBJECTIVE OF THE STUDY:**

- The main objective of this research project is to find out the evolution of young learner's vocabulary acquisition over a short period of time.

#### **RESEARCH METHODOLOGY:**

This article reviews the relevant empirical findings and discusses a number of different ways in which prototype categories can be theorized, with particular reference to the functional basis of categories and their role in broader conceptual structures. The article concludes with a discussion of how the notion of prototype category has been extended to handle polysemy, where the various senses of a word can be structured around, and can be

derived from, a more central, prototypical sense [11].

### **Research Instrument Used**

#### ❖ **QUESTIONNAIRE:**

The term questionnaire usually refers to self administered processes whereby the respondent himself reads the question and records without the assistance of an interviewer.

#### ❖ **INTERVIEW:**

The interview method of collection data involves presentation of oral- verbal stimuli and reply in terms of oral-verbal response.

### **Exploratory Research**

Exploratory research studies are also termed as formulating studies. The main purpose of such studies is that of formulating of the problem for more precise investigation or of developing the working hypotheses from an operational point of view [12]. An exploratory research focuses on the discovery of ideas and is generally based on secondary data. It consists:

- ❖ Search of secondary data and literature
- ❖ Survey

### **Search Of Secondary Data And Literature :**

The quickest and most economical way is to find possible hypotheses from the available

literature. The past research may be suitable sources of information to develop new hypotheses. The researcher can search them for his research purpose.

### **SURVEY REPORT:**

Survey means the survey of people who have had practical experience with the problem to be studied. These individuals can be common students from Osmania University. Their valuable knowledge and information about the problem environment.

### **CONCLUSION**

In this section the main conclusions reached after doing the entire research procedure will be exposed. This project aims to find out through a vocabulary test if time is an influential factor in vocabulary acquisition as far as young learners is concerned.

The conclusion that can be drawn from the whole research is that vocabulary acquisition with very young learners is an ongoing process that takes time, practice and plenty of exposure. Time is a key factor in the process of learning words. According to the results obtained, young adults could recall or remember better the words that were tested after a short period of time from its initial exposure. In other words, the less time



between vocabulary reinforcement the more young adult will be able to remember the words; therefore their vocabulary knowledge will increase. This might be related to the use of their short-term memory; our brain stores small bits of information for a short amount of time but they quickly disappear unless there is plenty of repetition and a conscious effort to retain it. On the other hand, as was observed in this project, young adult could not recall or remember the words that were tested after a long period of time from its initial exposure. Therefore, the longer without vocabulary reinforcement the more difficult it will be for the young adult to be able to remember the words and vocabulary knowledge will decrease.

**REFERENCE:**

- [1] Vocabulary, A. T. P., & Like, G. L. (2005). Why vocabulary instruction needs to be long-term and comprehensive. *Teaching and learning vocabulary: Bringing research to practice*, 27.
- [2] Nation, I. S. P. (2013). *Teaching & learning vocabulary*. Boston: Heinle Cengage Learning.
- [3] Cameron, L. (2001). Measuring vocabulary size in English as an additional language. *Language Teaching Research*, 6(2), 145-173.
- [4] Read, J. (2000). *Assessing vocabulary*. Cambridge University Press.
- [5] Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8)..
- [6] Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN 0-19-434130-5, \$4.95)..
- [7] Gathercole, S. E., & Baddeley, A. D. (1989). Evaluation of the role of phonological STM in the development of vocabulary in children: A longitudinal study. *Journal of memory and language*, 28(2), 200-213.
- [8] Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge University Press.
- [9] Carter, R., & McCarthy, M. (2014). *Vocabulary and language teaching*. Routledge.
- [10] Pauly, D., Christensen, V., Guénette, S., Pitcher, T. J., Sumaila, U. R., Walters, C. J., ... & Zeller, D. (2002). Towards sustainability in world fisheries. *Nature*, 418(6898), 689-695.
- [11] Halliwell, S. (1992). *Teaching English* (Vol. 209). Longmann.
- [12] Crystal, D. (2002). *The English language*. London: Penguin.