Teaching Vocabulary to Young Learners Using Visual Vocabulary English Apps by Smartphone

Nurul Isnaini -14620046 E-mail : nurul.olala@yahoo.com

A. Background

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked.

Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by Ur (1996: 60) that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.

The age of students is a major factor in our decision about how and what to teach. People of different ages have different needs, competences and cognitive skills. Young children acquire much of a foreign language through play, whereas adults have a greater use of abstract thought. (Harmer, 2005, p.37)

As one year of age makes a huge difference among children, the generalizations made for young learners may need more detailed analysis and some sub categorization. Although different sources classify young learners taken into account different ages or grade levels, the following grouping reflects the EFL teaching environment and the learners of English in primary education:

1. Very young learners – age: 3 – 6 years old; grade: preschool education
2. Young learners – age: 7 – 10 years old; grade: 1st – 4th grade
3. Older/Late young learners – age: 11 – 12 years old; grade: 5th – 6th grade

According to Cameron (2001:73) “Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word.”

Vocabulary learning to young learners is relatively easy as the words they need are concrete – things they can see, touch, taste, play with etc.; so it easy for the meaning of the

words to be made apparent without resorting to translation or complicated explanations. How better to teach the word 'apple' than to show the children an apple or a picture of an apple or teaching some basic emotion words, like happy, angry, sad, etc., by making faces? They really like it and tend to keep in mind easier the words this way, rather than hearing the translation in their mother tongue (Halliwell, 1992, p 3).

B. Objective

The purpose of teaching vocabulary to young learners using visual vocabulary english apps by mobile phone that students are able to communicate ideas in English; the more motivated they will be, so giving them a bank of vocabulary to draw on is necessary – starting with nouns and adjectives.

C. Indicators

Through this material, the participants are expected to be able to:

1. Identify 3000+ words by pictures.
2. Guessing 3000+ words with flashcard
3. Identify words by listening learn
4. Improve language skills by answering Test and Listening task questions.

D. Methodology

Learn English with Visual Vocabulary quickly and effectively. Use most effective Visual memory technique to build your Vocabulary skills. Visual Vocabulary app is the best way to improve your language skills by answering Test and Listening task questions. Visual Vocabulary app is perfect for Beginner, Pre-Intermediate, Intermediate and Upper-Intermediate levels. Start with basic words and topics, and Learn new words daily! Review learned words and topics with flashcard, test and listening tasks features. More than three thousand words with pictures and pronunciations. Fourteen main topics divided into more than seventy five subtopics. Including multilingual support to boost process of your learning.

Support languages: German, Spanish, French, Russian, Turkish, Arabic and many more. Nice design and easy interface navigation make it clear and more attractable. Complete test tasks to see which vocabulary topics of English you are good at and which of them require review. Track your progress with Visual Vocabulary. English Visual Vocabulary is an offline application, no internet connection required. First open Google play on your smartphone

Then search visual vocabulary and instal

The Advantages Visual Vocabulary Apps

1. Review learned words and topics with flashcard, test, speaking, writing, and listening tasks features.
2. 3000+ words with pictures, meanings, examples and pronunciations.
3. 14 main topics divided into 100+ subtopics. Including multilingual support to boost process of your learning.

4. Flashcard support for each topic. Listening, Speaking, Writing tasks.
5. Support languages: German, Spanish, French, Russian, Turkish, Arabic, Portuguese, Japanese, Korean, Chinese, and Hindi.
6. Nice design and easy interface navigation make it clear and more attractable.
7. Complete test tasks to see which vocabulary topics of English you are good at and which of them require review.
8. Track your progress with Visual Vocabulary. English Visual Vocabulary is an offline application, no internet connection required.
9. Clear and easy user interface navigation.

E. Discussion

This type of learning is only available in new era modern because you have to use smartphone and internet connection as a media. Also you have to wear headphone or you can use sound speaker to hear the listening section clearly and microphone for speaking section

F. Conclusion

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. Learning vocabulary by smartphone has become really famous right now because it's more easy, quickly, and efficient in time and they can study it even at home, they don't have to go for a private class.

Biography

- Halliwell, Susan. (1992) *Teaching English in the Primary Classrooms*. UK: Longman Group Essex,
- Heni Sukrisno, Lusy Tunik M (2018). *Development of lecturer capacity in higher education: solution reduces burn out by design E-Tri-Angle*. IOP Conference Series: Materials Science and Engineering 434 (1), 012161
- L Istiqomah, LT Muharlisiani, R Safriyani, dkk (218). *Project-based learning in subtitling field: a description of a learning experience*. *ournal of Physics: Conference Series* 1114 (1), 012036
- Lusy Tunik Muharlisiani, (2015) *Using Skype Messenger on Blended Learning, Weblog and E – Learning to Improve Students’ Writing Ability of Students 4th Semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University*. INA-Rxiv Papers. Created On November 25, 2017, Last Edited 02, 2018. osf.io/pk2s3/
-(2016). *Designing Computer-Based Exercises Using Weblog, Hot Potatoes Software and Skype Messengers in Creating Ideas to Facilitate Independence Learning of Reading Comprehension for 4th English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University*. INA-Rxiv Papers osf.io/bejmr/ Created On : Nov, 2017. Last Edited July 02,2018
-(2016). *Using Animated Clip Film, blended on Learning and Dictogloss Technique to Improve Listening Skill of Students 4th Semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University*. Proceeding TEFLIN 2016 BOOK 4
-(2017). *Designing Computer-Based Exercises Using Weblog, Hot Potatoes Software and Skype Messengers in Creating Ideas to Facilitate Independence Learning of Reading Comprehension for 4th English Education Department Faculty of Language and Science UWKS*. INA-Rxiv. Created On: November 25, 2017, Last Edited July 02, 2018. [Osf.io/bejmr/](https://osf.io/bejmr/)
-(2017). *The Development of The “Burn Out” and “Self Esteem” Formula on Lecturer Performance in The Execution of Quality Management in Higher Education*. osf.io/jpks8/ Created November 25, 2017; Last Edited July 02, 2018 INA-Rxiv.
-(2017). *Implementing Mobile Computing Exercises Based On Android in Creating Ideas to Facilitate Independence Learning Of Reading Comprehension* INA-Rxiv. [Osf.io/wmvbz/](https://osf.io/wmvbz/). Created On December 01,2017. Last Edited July 02, 2018
-(2018). *Arrangement of Archives of Cloud Computing Based and Utilization of Microsoft Access*. Available online at: prosiding.relawanjurnal.id/index.php/comdev Proceeding of Community Development. Volume 1 (2017): 198-204; DOI: <https://doi.org/10.30874/comdev.2017.26> “Memberdayakan Masyarakat Melalui Inklusi dan Literasi Keuangan untuk Pembangunan
-(2018). *Softskill Learning: Character Building On Ethical Values and Performance*. ISBN: 978-602-5614-24-8. Semarang, 14th July 2018 1st International Seminar On Education and Development Of Asia (INseIDEA)
-(2018). *Designing an Augmented Reality Strategy: ELearning/ Extensive Reading*. International Journal of Engineering and Technology(UAE). URL: <http://www.scopus.com/inward/record.url?eid=2-s2.0-85051055059&partnerID=MN8TOARS>

<https://play.google.com/store/apps/details?id=com.english.vivoapp.vocabulary&hl=en>

<http://rate.org.ro/blog2.php/1/teaching-vocabulary-to-young-learners>

https://is.muni.cz/th/npdle/Final_Thesis.pdf

<https://www.ukessays.com/essays/english-language/the-importance-of-teaching-and-learning-vocabulary-english-language-essay.php>

https://www.researchgate.net/publication/283766855_Learning_Vocabulary_with_Apps_From_Theory_to_Practice

Thornbury, Scott: How to teach vocabulary. Longman Essex, 2002. 185 s. ISBN-0-582-42966-8.