# USING DIFFERENT TEACHING STRATEGIES TO PRESENT NEW WORDS TO YOUNG LEARNERS

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**Abstract:** Helping young learners figure out forms, meanings and uses of new words can be one of the teachers' challenges, especially for those who are not native speakers of English and are teaching English as a foreign not a second language. This is because it is likely that both teachers and young learners tend to use their first language to be sure that all learners understand new vocabulary correctly as well as to save time. This article has been written with the hope to share some practical and effective teaching strategies to create contexts in which young learners can get the meaning of new words directly in English instead of translating them one by one and to motivate the learners to take part in the classroom activities actively and happily. By using such teaching strategies, new vocabulary will be presented, explained and demonstrated in different lively, meaningful and memorable ways by using some flashcards, posters, board drawings, imitative sounds, total physical response, miming, realia, toys, stories, etc.

**Keywords:** meaning of new words, teaching strategies, teaching vocabulary, young learners

## 1. Introduction

Vocabulary is a crucial component of English language teaching because learners cannot understand others or convey their own

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thoughts without an adequate vocabulary. Wilkins (1972) wrote that"… while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (pp. 111-112) and Pikulski & Temleton (2004) mentioned that the four language skills (listening, speaking, reading, and writing) are affected by vocabulary mastery. By expanding the vocabulary, learners can develop a thorough understanding of how to use English.

Teaching vocabulary to young learners differs from that for older students and adults. This is due to the fact that needs, competencies, and cognitive skills vary with age (Harmer, 2001). Therefore, the teacher who has a major responsibility for helping young learners develop their vocabulary needs to take into account their characteristics so that he or she can choose the methods, strategies, techniques, and materials in order to effectively adapt the lesson to the needs of young learners (Lang & Evans, 2006).

This article is aimed to review some information about teaching vocabulary such as what vocabulary is, aspects of vocabulary knowledge and background to the teaching of vocabulary. This also presents young learners' traits and their behaviors in language classes as well as teaching strategies which can be used to help young learners understand the meanings of new words in meaningful, memorable and funny ways without using Vietnamese.

## 2. Literature Review

### *Definitions of vocabulary*

Webster Dictionary (1985, p.1073) defined vocabulary as "a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc." Hatch and Brown (1995) said that vocabulary is a list of words for a particular language or a list or set of words that individual

speakers of language might use. Furthermore,in the Oxford Advanced Learner's Dictionary, vocabulary is all the words that a person knows (2000, p.1447). While according to Collins Essential English Dictionary, vocabulary is all the words contained in a language (2006), Longman Dictionary of Contemporary English Online (n.d.) has applied a meaning for vocabulary as "the words that are typically used when talking about a particular subject". Although there have been different definitions of vocabulary, most of them include the term "words".

### *Word knowledge components*

There are many ways to define the idea of a word, but the three key ideas that teachers should be aware of and concentrate on are form, meaning, and use. In *Learning Vocabulary in Another Language* (2001, p.27), the form of a word consists of its pronunciation (spoken form), spelling (written form), and any word elements that make up this specific item (such as a prefix, root, and suffix); the meaning of a word includes the interaction between form and meaning, or, in other words, the concept and the objects to which it refers, as well as the connections that people have when they think about a particular phrase or expression; and the use of a word involves the word or phrase's grammatical functions, common collocations, and any limitations on its use in terms of frequency, level, and other factors.

Moreover, Nation (2001) stated that there is both a receptive and productive distinction for the form, meaning and use of a word so the teacher needs to consider 18 aspects of each word in both points of view. The variety of components of receptive and productive knowledgeand application are depicted in Table 1 and the accompanying example of "***underdeveloped***" knowledge.

**Table 1:** What is involved in knowing the word "underdeveloped"?
(Nation, 2001, pp. 27- 28)

| | Aspect | Component | Receptive (R)/productive (P) knowledge | | Knowing the word *underdeveloped* means being able to |
|---|---|---|---|---|---|
| 1 | **Form** | Spoken | R | What does the word sound like? | recognize the word when it is heard |
| 2 | | | P | How is the word pronounced? | say it with correct pronunciation including stress |
| 3 | | Written | R | What does the word look like? | be familiar with its written form so that it is recognized when it is met in reading |
| 4 | | | P | How is the word written and spelled? | write it with correct spelling |
| 5 | | Word parts | R | What parts are recognizable in this word? | recognize that it is made up of the parts **under-**, **-develop-** and **-ed** and being able to relatethese parts to its meaning |
| 6 | | | P | What word parts are needed to express the meaning? | construct it using the right word parts in their appropriate forms |
| 7 | **Meaning** | Form and meaning | R | What meaning does this word form signal? | - know that **underdeveloped** signals a particular meaning<br>- know what the word means in the particular |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | context in which it has just occurred |
| 8 | | | P | What word form can be used to express this meaning | produce the word to express the meaning "*underdeveloped*" |
| 9 | | Concepts and references | R | What is included in this concept? | know the concept behind the word which will allow understanding in a variety of contexts |
| 10 | | | P | What items can the concept refer to? | produce the word in different contexts to express the range of meanings of underdeveloped |
| 11 | | Associations | R | What other words does this make people think of? | know that there are related words like *overdeveloped*, *backward* and *challenged* |
| 12 | | | P | What other words could people use instead of this one? | produce synonyms and opposites for underdeveloped |
| 13 | **Use** | Grammatical functions | R | In what patterns does the word occur? | recognize that *underdeveloped* has been used correctly in the sentence in which occurs |
| 14 | | | P | In what patterns must people use this word? | use the word correctly in an original sentence |
| 15 | | Collocations | R | What words or types of words | recognize that words such as *territories* and |

| | | | | occur with this one? | **areas** are typical collocations |
|---|---|---|---|---|---|
| 16 | | | P | What words or types of words must people use with this one? | produce words that commonly occur with it |
| 17 | | Constraints on use | R | Where, when, and how often would people expect to meet this word? | know that **underdeveloped** is not an uncommon word and is not a pejorative word |
| 18 | | | P | Where, when, and how often can people use this word? | decide to use or not use the word to suit the degree of formality of the situation (At present **developing** is more acceptable than **underdeveloped** which carries a slightly negative meaning) |

*Note.* This table is adapted from Nation (2001, pp. 27-28).

Thus, helping students learn these vocabulary for different aspects improves their knowledge of words and phrases and usage.

### *Young learners*

Around the world, the word "young learner" has varied meanings. Children who are enrolled in their first six years of formal education, from the ages of 6 to 12, are considered young learners, according to the Teaching Knowledge Test: Young Learners Module (Cambridge Assessment English, 2019). This age range is chosen because formal education often starts at age 6 in many nations, and because many kids start to undergo substantial cognitive and emotional changes around the age of 12 on average.

According to Harmer (2007, pp. 82–83), young learners learn differently from older learners in the following ways:

- Even if they cannot understand specific words, they respond to meaning.

- They frequently pick up information from a variety of sources rather than only concentrating on the specific subject they are being taught, which means they learn from everything around them.

- Their comprehension comes from more than simply explanations; it also comes from what they see, hear, and, most importantly, have the opportunity to touch and engage with.

- They struggle to understand abstract ideas like grammar rules.

- They typically exhibit a passion for learning and a curiosity about the world.

- They require the teacher's consent and individualized attention.

- They enjoy talking about themselves and are receptive to instruction that centers on them and their personal experiences in the classroom.

- Kids have a short attention span, and unless an activity is really interesting, they can easily get bored and lose interest after around ten minutes.

Furthermore, four key areas where teaching young learners differs from teaching adults are mentioned in Teaching Knowledge Test: Young Learners Module (2019):

- The cognitive, linguistic, social, emotional, and physical development of young learners is still ongoing. Smith (1995) refers to them as "products in process". Their first language systems, hand-eye coordination, and other motor skills are still forming in them. They are still learning how to interact with others and understand how they react to situations and other

people. Due to the range, volume, and speed of this early growth, young learners' talents, interests, and personality traits vary greatly (Cephe & Teflik, 2001).

• Young learners frequently do not have a clear purpose for studying English. In language classes, they are typically conscripted (Clark, 1990). Young learners, who frequently bring goodwill, energy, and curiosity to learning, may not be alarmed by the absence of a clear purpose for learning English, nevertheless.

• It is possible that young learners do not always have strong reading abilities to support their study of English. They might not be able to read and write in their native tongue or they might be beginning to do so while simultaneously studying English as a foreign language, often using a different script. This phenomenon is referred to as a "literacy skills lag" by Cameron (2001, p.108). As a result, talking is frequently the primary input method in classes for young learners because some of them may not yet be able to interpret text.

• Young learners often learn slowly and forget quickly. The widely held assumption that young learners find learning to be somehow much easier than adults is appealing. However, evidence from classroom settings, when they take a few English sessions a week, does not support it. Aitchison (2003) and Snow and Hoefnagel-Hohle (1978) showed that older learners (from around age 13 and up) may have advantages in terms of remembering grammar and vocabulary.

### *Teaching vocabulary to young learners*

After considering young learners' particular strengths and weaknesses in learning English, the teacher needs to focus on the following things when teaching young learners a word:

• Teaching the form, meaning and use of the word (Nation, 2001, pp. 27, 28).

• Combining formal and informal instruction that activates young learners cognitive abilities and provides them chances to actually utilize those words through participating in games or answering challenging questions that contain the words (Linse, 2006, p. 122).

• Teaching young learners useful words which are those with a high frequency of occurrence that they are likely to encounter and those they find intriguing and interesting (Linse, 2006, p. 122). Useful words may be included in the topics such as numbers, colors, animals (wild & farm animals), nouns from nature (weather, tree, etc.), action verbs, fruits, days of the week, family members, rooms of the house, body parts, greetings, alphabets, etc.

• Using different teaching strategies to create a context in which new words are presented, explained and demonstrated clearly in meaningful and memorable ways so that young learners can figure out meanings on their own without using their mother tongue (Linse, 2006, p.122). Teaching strategies which can prevent learners from using L2 words as their L1 equivalents and prevent learners from quickly forgetting the meaning of new words consist of pictures, flashcards, posters, sounds, miming, total physical response, board drawings, realia, toys, definitions, synonyms, antonyms, stories, etc. (Thornbury, 2002, pp. 75-92 and Harmer, 2007, pp. 83-85).

### 3. Recommendation (How teaching strategies are implemented?)

The recommended activities in which different teaching strategies are used at the presentation stage (the first stage of PPP structure of a vocabulary section) have been implemented in teaching vocabulary to young learners as well as in young learner teachers training courses in Ho Chi Minh City and some provinces in the South of Vietnam. These activities are designed with the mission that young learners need to

have opportunities to actively figure out the meaning of new words themselves without using Vietnamese in a relaxed and exciting environment.
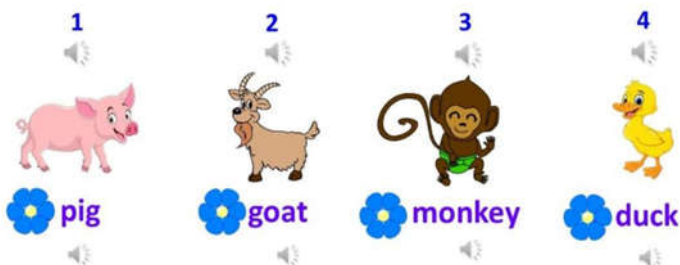
*Activity 1:*

- **Topic area:** Animals

- **Vocabulary focus:** pig, goat, monkey, duck, animals

- **Length:** around 7 minutes

- **Preparation:**

    o*Bring a bell to the class.*

    o*Create a PowerPoint slide like the one in Figure 1 below. On the slide, four blue flowers are the icons used to cover the article "a'' before the name of each animal. The icon of the speaker above each animal represents that animal's sound and the icon of the speaker below each animal represents how to pronounce the name of that animal.*

    o*Use a trigger for all the four pictures and the names of animals as well as the article "a" before each animal's nameso that you can start an animation effect by clicking a specific thing on a slide.*



**Figure 1:** Pig, goat, monkey, duck and animals.

- **Procedure:**

o  Ring the bell to wake young learners up and get their attention.

o  Ask young learners about the weather and how they feel.

o  Ask young learners if they want to play a game or not and give instructions on how to play the guessing game step by step with a demonstration for each step (In this game, young learners choose a number from 1 to 4 to listen to the sound that an animal makes and guess what animal it is).

o  Run the activity and invite feedback from the young learners.

o  After each turn, present the name of the animal by showing the picture, showing and saying the name of that animal and using nonverbal signals to pretend that you are that animal three times or more. Ask young learners to repeat and spell the name of the animal as well as to use nonverbal signals to pretend that they are that animal. For the animal that is not easy to guess if listening to its sound only once like "monkey", use nonverbal signals right after the first time of listening.

o  Introduce the article "a" which goes with a singular countable noun by asking young learners, "How many … (names of animals) are there?" to get their attention to the fact that there is only one animal, and it means that there is "a" … (name of animal). Show the article "a" before the name of the animal and ask young learners to repeat the phrase "a … (name of animal)" three times or more.

o  Present the word "animals" by drawing a circle around 4 animals and asking them what they are to lead to the word "animals".

*Activity 2:*

- **Topic area:** Fruit

- **Vocabulary focus:** star fruit, guava, coconut, star apple, fruit

- **Length:** around 7 minutes

• **Preparation:**

o  A magic bag with star fruit, guava, coconut and star apple toys (see Table 3).

o  Different types of blindfolds (see Figure 2).

o  A PowerPoint slide like the one in Figure 3. On the slide, four blue flowers are the icons used to cover the article "a" before the name of each type of fruit. The icons of ladybirds next to each type of fruit represent how to pronounce the name of each type of fruit when being clicked. The icons of leaves next to each type of fruit represent the picture of each type of fruit when being clicked.

oA trigger for all the four pictures and the names of fruits as well as the article "a" before each fruit's name so that you can start an animation effect by clicking a specific thing on a slide.
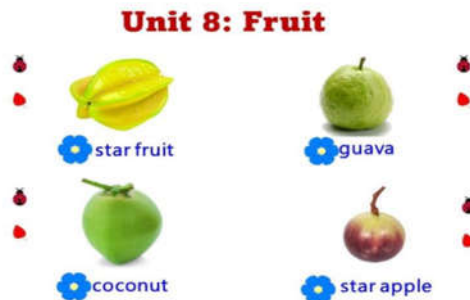


**Figure 2:** A magic bag and blindfolds.



**Figure 3:** Star fruit, guava, coconut, star apple and fruit

● **Procedure:**

o  Ask children to dance and sing the song *How's the weather*? to wake them up and get their attention.

o  Tell children that the teacher has something nice to show them and ask them whether they want to know what the nice thing is.

o  Show them the magic bag and ask them to guess what is in the bag.

o  Invite one child to go to the board, wear a blindfold and pick a fruit from the bag to show to the class.

o  Ask the others to describe some features of the fruit like color, shape, what is in the fruit, etc. to help the child to guess what the fruit is.

o  Present the name of the fruit by showing the picture, showing and saying the name of that fruit three times or more. Ask children to repeat and spell the name of the fruit.

o  Introduce the article "a" which goes with a singular countable noun by asking children, "How many … (names of fruit) are there?" to get their attention to the fact that there is only one fruit, and it means that there is "a" … (name of fruit). Show the article "a" before the name of fruit and ask children to repeat the phrase "a … (name of fruit)" three times or more.

o  Present the other three types of fruits by inviting the other three children to the board and ask the children to do the same thing as the first child did but let them choose the blindfolds that they like among those in Table 3.

o  Present the word "fruit" by drawing a circle around 4 types of fruits and asking them what they are to lead to the word "fruit".

*Activity 3:*

● **Topic area:** Food and drinks

● **Vocabulary focus:** milk, ice cream, bread, chicken

● **Length:** around 10 minutes

● **Preparation:**

o Familiarize yourselves with the story "Elsa's in the forest" in Table 2.

o A 14 - slides PowerPoint like the ones in Figure 4.

**Table 2:** Elsa in the forest

| What the teacher says and does | What children say and do |
|---|---|
| -Once upon a time, Elsa decided to go to the forest to pick some flowers and mushrooms. | -Look and listen. |
| -Suddenly, she saw a … (*Raise the voice.*) | -Guess what animal she saw. |
| -Yes. Suddenly, she saw a tiger. | -Look and listen. |
| -Say hello to the tiger. | -Say hello to the tiger. |
| -Look at the tiger! Was the tiger sad or happy? | -Say "sad". |
| -Yes. The tiger was sad. (*Mime to be sad.*) | -Look and listen. |
| -Why was the tiger sad? | -Give the reasons. |
| -The tiger was sad because it was hungry. (*Mime to be very hungry, ask children to mime being hungry and say "hungry".*) | -Mime being hungry and say "hungry". |
| -The tiger said, "I am very, very hungry. Would you please give me something to drink or to eat?" (*Use the voice of a hungry person.*) | -Look and listen. |
| -Elsa looked at her bag and decided to give the tiger some … (*Raise the voice.*) | -Guess what food or drinks she gave the tiger. |
| -Good idea! But no, she didn't give the tiger any rice, water, etc. (*Praise children when they try to give different names of food or drinks and surprise them by saying "but no".*) | -Look and listen. |

| What the teacher says and does | What children say and do |
|---|---|
| -Elsa decided to give the tiger some milk, milk, milk and ask, "Would you like some milk?" *(Say the word "milk" slowly and clearly.)* | -Look and listen. |
| -The tiger said, "…" *(Raise the voice.)* | -Guess whether the tiger says "yes" or "no" (Usually children say "no".) |
| -The tiger said, "Wow! Milk, milk, milk. Yes, please." And he drank all the milk. *(Mime to drink milk and ask children to mime drinking all the milk.)* | -Say "Wow! Milk, milk, milk." and mime to drink all the milk. |
| -And then the tiger was happy. | -Say "Yes". |
| -No, the tiger was sad because he was still hungry. *(Mime to be hungry and ask children being hungry).* | -Mime being hungry. |
| -So the tiger said, "I am very, very hungry. Would you please give me something more to drink or to eat?" *(Use the voice of a hungry person.)* | -Look and listen. |
| -Elsa looked at her bag again and decided to give the tiger some … *(Raise the voice. Praise children when they try to give different names of food or drinks and surprise them by saying "but no".)* | - Guess what food or drinks she gave the tiger. |
| -Elsa decided to give the tiger some ice cream, ice cream, ice cream and ask, "Would you like some ice cream?" *(Say the word "ice cream" slowly and clearly.)* | -Look and listen. |
| -The tiger said, "…" *(Raise the voice.)* | -Guess whether the tiger says "yes" or "no" (Usually children say "no".) |
| -The tiger said, "Wow! Ice cream, ice cream, ice cream. Yes, please." And he ate all the ice cream. *(Mime to eat all the ice cream and ask children to mime lating all the ice cream.)* | -Say "Wow! ice cream, Ice cream, ice cream." and mime to eat all the ice cream. |
| -And then the tiger was happy. | -Say "Yes". |

| What the teacher says and does | What children say and do |
|---|---|
| -No, the tiger was sad because he was still hungry. *(Mime being hungry and asking children to be hungry).* | -Mime *being* hungry. |
| -So the tiger said, "I am very, very hungry. Would you please give me something more to drink or to eat?" *(Use the voice of a hungry person.)* | -Look and listen. |
| -Elsa looked at her bag again and decided to give the tiger some … *(Raise the voice. Praise children when they try to give different names of food or drinks and surprise them by saying "but no".)* | -Guess what food or drinks she gave the tiger. |
| -Elsa decided to give the tiger some bread, bread, bread and ask, "Would you like some bread?" *(Say the word "bread" slowly and clearly.)* | -Look and listen. |
| -The tiger said, "…" (Raise the voice.) | -Guess whether the tiger says "yes" or "no" (Usually children say "no".) |
| -The tiger said, "Wow! bread, bread, bread. Yes, please." And he ate all the bread. *(Mime eating all the bread and ask children to say "Wow! bread, bread, bread" and mime eating all the bread.)* | -Say "Wow! bread, bread, bread." and mime to eat all the bread. |
| -And then the tiger was happy. | -Say "Yes". |
| -No, the tiger was sad because he was still hungry. (*Mime being hungry and asking children mime being hungry).* | -Mime *being* hungry. |
| -So the tiger said, "I am very, very hungry. Would you please give me something more to drink or to eat?" *(Use the voice of a hungry person.)* | -Look and listen. |
| -Elsa looked at her bag again and decided to give the tiger some … *(Raise the voice. Praise children when they try to give different names of food or drinks and surprise them by saying "but no".)* | -Guess what food or drinks she gave the tiger. |

| What the teacher says and does | What children say and do |
|---|---|
| -Elsa decided to give the tiger some chicken, chicken, chicken and ask, "Would you like some chicken?" *(Say the word "chicken" slowly and clearly.)* | -Look and listen. |
| -The tiger said, "…" (*Raise the voice.*) | -Guess whether the tiger says "yes" or "no" (Usually children say "no"). |
| -The tiger said, "Wow! chicken, chicken, chicken. Yes, please." And he ate all the chicken. *(Mime eating all the chicken and asking children to mime eating all the chicken.)* | -Say "Wow! chicken, chicken, chicken." and mime to eat all the chicken. |
| -And then the tiger was happy. | -Say "Yes". |
| -Yes. Now the tiger was happy because he drank all the milk and ate all the ice cream, bread and chicken and Elsa was happy, too. | -Mime beinghappy, say "milk, ice cream, bread and chicken" and mime drinking all the milk and eating all the ice cream, bread and chicken. |

● **Procedure:**

o Ask children to dance and sing the song Hello, how do you do? to wake them up and get their attention.

o Tell young learners that there is a friend in the class and ask them to guess who the friend is.

o Introduce the main character of the story by showing Slide 1 and Slide 2 and say, "She's Elsa." and ask children to say hello to Elsa.

o Ask children to look at Elsa carefully and to talk about where she is going to.

o Surprise children by showing Slide 3 and say, "She's going to the forest."

o Ask children to talk about the place Elsa is and then show Slide 4 and say "Yes, Elsa's in the forest.".

o  Ask children whether they want to listen to the story "Elsa's in the forest".

o  Tell the story by using the script in Table 3 combined with slides from 5 to 14. Use body language, different voices, different emotions, faces and Question and Answer technique to nurture and develop children's curiosity so that they listen to the teacher joyfully and are actively involved in the storytelling process.

Slide 1



Slide 2

**Elsa**

**Slide 3**

## Elsa's in the forest



**Slide 4**

## Elsa's in the forest



**Slide 5**

## Elsa's in the forest

Slide 6

## Elsa's in the forest



Slides 7, 8, 9, 10, 11, 12 are similar to Slides 6,7

Slide 13

## Elsa's in the forest



Slide 14

## Elsa' in the forest



**Figure 4:** Some slides used to tell the story "Elsa's in the forest."

## 4. Discussion

Through organizing presenting activities above, the teacher creates meaningful contexts (Playing an exciting game in Activity 1, Guessing what is in a magic bag in Activity 2 and Listening to a funny story in Activity 3) in which the meaning of new words is explained by using different teaching strategies without translating them into learners' mother tongue. The teaching strategies include pictures, sounds, miming in Activity 1; toys and definitions in Activity 2; telling a story, pictures, posters and miming in Activity 3. Using these teaching strategies in different contexts help learners be able to recognize that the new words presented in these activities signal certain meanings and to understand the meanings of such new words in the context as well as to know the concept behind the new words without using their first language. It shows that the teacher is aware of and concentrates on the meaning of new words on the components of the concepts and the objects to which they refer and the connection that learners have when they think about the new words (Nation, 2001).

Additionally, using the Q&A technique and hidden pictures in all three activities arouses the interest of young learners, who often display a passion for learning and a curiosity about the world (Hammer, 2007), so that they are busy being involved in the presentation stage when playing a role of a player in a game, a person who has a responsibility to choose a place to go or a storyteller. It means that the teacher combines various techniques that stimulate young students' cognitive powers and gives them opportunities to use those words in real situations by engaging in games or responding to questions that contain the terms (Linse, 2006). As a result, they have chances to pick up information from everything around them (Hammer, 2007) and their comprehension of new words is based on more than just explanations. Also, everything they hear, see, and most importantly, the opportunity to touch and interact with, all have an impact on it (Hammer, 2007).

Furthermore, by having students look at the teacher's mouth, listen to him or her spell and speak the new word aloud several times and repeat it back to the teacher with different voices, make a total physical response, the spoken form of the word is clearly demonstrated and can express the meaning of the word at the same time. Additionally, by placing the word directly beneath each corresponding image on the screen, the teacher can also demonstrate how to write the word and can show the meaning of the word again. Therefore, the teacher can create chances for young learners to know the word when they hear it, pronounce it correctly with emphasis on the right sounds, see and spell it, and be familiar with its written form so that they can recognize it when they encounter it in reading as well as write it with correct spelling (Nation, 2001). By doing so, the teacher is cognizant of and focuses on the possibility that young learners may not always have good reading skills to support their learning of English and because some of them may not yet be able to comprehend text, talking is frequently the main input source in classes for those learners (Cambridge English Teaching, 2019).

In addition, learners can recognize that such concrete words (names of animals, fruit and food) are used correctly in a noun phrase through teacher's questions and learners' answers (How many … are there? – One. – Yes, one pig. So that you can say "a pig"), teacher's models and learners' repetition without explaining abstract ideas like the grammar rule that young learners struggle to understand (Hammer, 2007). Again, it shows that the teacher is successful when trying to use talking frequently as the primary input method in classes to help young learners when they frequently learn slowly and forget rapidly (Cambridge English Teaching, 2019).

Thus, it can be seen that when organizing the above presenting activities, the teacher does not rely on just one of the techniques but uses a combination to present the form, meaning, and use of the new word to young learners. It may make him or her become a good teacher because "different techniques are appropriate for different vocabulary items and also for different types of learners" (Tennant,

n.d.). So, try to consider which words would be taught using each strategy the most effectively and which words the technique would most likely not be effective for as you read through the various techniques as well as who your learners are. Moreover, by using various teaching techniques to establish an environment in which new words are introduced, explained, and shown in meaningful and memorable ways, the teachers can help young learners determine meanings on their own without using their mother tongue (Linse, 2006) because pictures, flashcards, posters, sounds, miming, total physical response, board drawings, realia, toys, definitions, synonyms, antonyms, stories, etc. are some teaching strategies that can stop learners from using L2 words as their L1 equivalents and stop learners from quickly forgetting the meaning of new words. (Harmer, 2007; Thornbury, 2002). Finally, such teaching strategies gives learners opportunities to actually know and use those words through playing games, telling stories or responding to questions that contain the word in a relaxed atmosphere so that the impact is greater when all young learners can quickly and easily perceive the new words which are very useful for them to apply in the later practical stages (Cambridge English Teaching, 2019).

## 5. Conclusion

The topic that most English teachers are interested in is using a variety of teaching techniques to help young learners understand the form, meaning and use of the new word. The suggested activities in this article are intended to be used in a variety of contexts and can assist teachers in overcoming challenges during the initial presentation of new words, such as the uncertainty of whether to teach form, meaning and use, the limited attention span of young learners, the excessive use of their first language, and uncooperative and unmotivated students. It is also hoped that numerous reader comments and suggestions would be given regarding these teaching strategies, improving the standard of English teaching and learning.

However, there are some limitations when using such teaching strategies. Firstly, teachers may spend much time and effort to search suitable teaching materials, design and remember all animations in PowerPoint slides as well as to take time from the other stages of the lesson, especially when telling stories. Secondly, teachers need to be healthy enough to be active most of the time of the lesson to organize activities by using various teaching strategies simultaneously. Thirdly, young learner English teachers should form like-minded groups to jointly design, share and comment on lesson plans using different techniques to make their job easier and improve their teaching skills.

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