

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên: Vũ Thị Hải Yến

HẢI PHÒNG – 2023

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**HOW TO HELP FIVE-YEAR-OLD KIDS LEARN
VOCABULARY**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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Giảng viên hướng dẫn: Nguyễn Thị Huyền

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Tên đề tài: How to help five-year-old kids learn vocabulary

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Huyền

Học hàm, học vị : Thạc sỹ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Nghiên cứu về cách giúp trẻ 5 tuổi học từ vựng

Đề tài tốt nghiệp được giao ngày 07 tháng 11 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày 24 tháng 02 năm 2023

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Huyền

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Sinh viên: Vũ Thị Hải Yến

Chuyên ngành: Ngôn ngữ Anh – Nhật

Nội dung hướng dẫn: How to help five-year-old kids learn vocabulary

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Vũ Thị Hải Yến

Chuyên ngành: Ngôn ngữ Anh – Nhật

Đề tài tốt nghiệp: How to help five-year-old kids learn vocabulary

1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm 2023
Giảng viên chăm phản biện

ACKNOWLEDGEMENT

First of all, I would like to send my sincere thanks to all my teachers at the Faculty of Foreign Languages, Hai Phong Management and Technology University who have handed me basic knowledge to complete this study.

Secondly, I wish to express gratitude to my supervisor – Miss Nguyen Thi Huyen, the English teacher of Faculty of Foreign Language, who has always been willing to give me valuable advice and suggestions in order that I can complete this study successfully.

Thirdly, I am equally indebted to my classmates for their suggestions and encouragements in the process of my study.

Last but not least, I would like to express my special thanks to my family members who gave me their love, care, support and encouragement so that I could accomplish my study.

Hai Phong
Student

TABLE OF CONTENTS

ACKNOWLEDGEMENT	1
TABLE OF CONTENTS	III
PART I: INTRODUCTION	1
1. Rationale.....	1
2. Aims of the study	2
3. Method of study	2
4. Designs of the study	3
PART II: DEVELOPMENT	4
CHAPTER I: LITERATURE REVIEW	4
1.1. Vocabulary	4
1.1.1. Vocabulary definition.....	4
1.1.2. The importance of vocabulary:	5
1.1.3. Meaning of the word	6
1.2. Difficulties that children face when learning vocabulary	7
1.2.1. The confusion when getting used to a new language	7
1.2.2. Having trouble remembering vocabulary	8
1.2.3. English pronunciation is not standard	8
1.2.4. Difficulty in listening to English.....	8
1.2.5. Not confident when communicating in English.....	9
1.2.6. Unable to persevere in learning English	9
1.2.7. Children are timid, afraid	10
1.2.8. Learn English with disgust.....	10
1.3. Common mistakes when learning English vocabulary	10
1.3.1. Send your children to English centers.....	10
1.3.2. Force your child to learn too much	11
1.3.3. Translate	11
1.3.4. Every day, the goal of learning words for children is too high	11
1.3.5. Using only one way instead of many teaches children English vocabulary effectively	12
1.3.6. Not finding out which learning style fits the child	13

1.4. English vocabulary development	13
1.4.1. How to develop children's vocabulary	13
1.5. Methods to develop vocabulary for 5-year-old preschoolers	18
1.5.1. Intuitive method	18
1.5.2. Oral method.....	18
1.5.3. Total perceptual method, placing learners in an environment of using a new language naturally.....	19
1.5.4. Method of using the game.....	19
1.5.5. The method of using songs, poems, stories	19
1.5.6. Method if mirror - encouragement.....	19
1.5.7. Method of direct contact with native speakers	20
1.7 How to effectively teach English vocabulary to children.....	22
1.7.1. Teaching English vocabulary through movies.....	22
1.7.2. Teach 5-year-olds to learn vocabulary through songs.....	22
1.7.3. 5-year-old child learns English vocabulary through games.....	23
1.7.4. Teach English vocabulary through the app.....	28
1.7.5. Teaching vocabulary to 5-year-old children through flashcards	28
CHAPTER II: METHODOLOGY.....	31
2.1. Participants, purpose of the survey and questionnaire.....	31
2.2.Designing the questionnaire.....	31
2.2.1. Results and Discussion.....	32
2.2.2. Data and analytics	32
CHAPTER III: SOME SOLUTIONS TO IMPROVE VOCABULARY LEARNING	40
3.1.SOME SOLUTION TO STUDY AT HOME.....	40
3.1.1. Set routine	40
3.1.2. Play game	40
3.1.3. Learning through story books	41
3.1.4.Learn English vocabulary anywhere.....	42
3.1.5. Learn vocabulary by topic.....	42
3.1.6. Learning through pictures and sounds	44

3.1.7.No random vocabulary	45
3.1.8. Record vocabulary.....	46
3.1.9.Methods of teaching English are constantly innovating	47
3.1.10 .Repeat vocabulary in a lesson	48
3.1.11.Avoid emphasizing grammar issues	48
3.1.12. Avoid competition for rewards	48
3.2. SOME WAYS TO MANAGE YOUR CHILDREN TO LEARN ENGLISH AT HOME.....	48
3.2.1 Examination and adjustment for children	48
3.2.2 Managing children's homework skills.....	49
3.2.3. Learn from everyday situations.....	50
3.3. Always accompany your baby even if you don't know English.....	50
3.3.1. Don't be shy in front of your child when you don't know or are weak in English.....	50
3.3.2. Refer to software applications.....	50
3.3.3. Learning by passive listening method.....	50
PART III: CONCLUSION.....	51
1. Summary	51
2. Limitations and suggestions for further research directions	51
CONCLUDE.....	52
REFERENCES	53
APPENDIX 1: SURVEY QUESTIONNAIRE.....	55
(For teachers).....	55

PART I: INTRODUCTION

The current study begins with this introductory part, which describes the rationale to the study and presents the aims of the study. It also discusses the scope of the study, the method of the study and provides the design of the study.

1. Rationale

In the current globalization trend, English is considered an indispensable tool for each country on the path of international integration. The use of English fluently is an advantage in the process of personal development and brings success to people forever. Therefore, English has become one of the important contents in the educational programs of many countries around the world, including Vietnam. In Vietnam, introducing children to English from non-school level is attracting the attention of many researchers, educators and parents. Preschool age is a golden period to stimulate language development for children, however, this is also a period when children face many difficulties in maintaining focused attention and thinking style. Intuition still wields power in children's cognitive processes. Therefore, the methods cannot be applied. Methods of teaching foreign languages for adults to children. Methods for children to become acquainted with English should be appropriate to the age, characteristics of the child's psycho-physiological and linguistic development. The ways to develop familiarity with English for children need to follow the pedagogical methods of football field, which are specifically the methods of language development for children. There are many different methods for children to familiarize themselves with English, but we find that the most important method of learning a new language is the one who learns the overall perception, putting learners in an environment of using the new language. naturally. In order to get acquainted with English successfully, children need to have many opportunities to interact and practice communicating in English according to the principle of perceiving the overall object in each specific relationship associated with the actual situation. meaningful. In fact, in order to meet the needs of society, some preschools have begun to focus on organizing activities for children to get used to English through the use of a variety of methods and shapes. Teaching methods suitable to children's characteristics such as: using games, songs, poems, stories, vivid visual aids (pictures, word cards...) However, the organization of

activities Activities for children to get used to English have not yet achieved the desired effect.

It is not too late to teach English vocabulary to a 5-year-old child. On the contrary, with the age of perfecting the ability to listen - speak - recognize will help your child's learning become easier and more effective. Introducing and practicing English vocabulary for children can be done in many different ways to create attraction and motivation for young children to learn. It is also important for older students to memorize English vocabulary effectively and use the vocabulary as much as possible.

Currently, many works have studied this problem such as: Hoang Quy Tinh (2013), Lai Hai Ha (2016), Do Hong Ngat (2018). The research focuses on proposing measures to develop vocabulary for children through different forms such as through songs, through telling stories to children. However, the above studies have only focused on one or one form to develop children's language without mentioning other forms. With the desire through different forms of education, we contribute to propose many measures to help preschool teachers develop vocabulary for 5-year-old children. From the above reasons, the author carried out a research project: **"How to help 5-year-old kids learn vocabulary"**

2. Aims of the study

Based on understanding the reality of teaching and learning English vocabulary of 5-year-old children. I personally would like to give some suggestions on how to guide children to learn and use their vocabulary in the most effective way so that they can have better listening and pronunciation skills.

3. Method of study

To carry out the research, many references and books related to pronunciation and projects to motivate children were approached. In addition, Internet searches are used to gain insight into specific details. Besides. Survey questionnaires were administered to five-year-olds to collect information and evidence for the study. The participants are five years old because English is absolutely necessary for them to use and they are likely to use it more often in life. When children use English frequently, they tend to face common problems or

difficulties that can prevent them from learning speaking skills effectively. Thanks to that, it is easier for me to suggest reasonable projects to encourage and motivate them so that they can effectively stimulate their vocabulary learning.

4. Designs of the study

This study consists of three parts:

Part I Introduction, includes the rationale to the study. It also includes the aims of the study, the research questions. Next the design of the study is also presented.

Part II Development, the graduate paper will focus on the theoretical basis. A range of vocabulary definitions, projects, teaching styles and motivations are covered in this chapter and a survey of 5-year-olds is analyzed to find common mistakes and difficulties. children when learning vocabulary. Finally, some suggested projects to help children improve their vocabulary learning skills will be suggested for the conclusion

Part III Conclusions, some limitations and suggestions for future research directions. Finally, there are references, the appendices include all the documents related to the research

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

The purpose of this chapter is to review the literature relevant to the issues under study. The theoretical basis consists of 6 parts: the first part presents the definition of vocabulary, the second part discusses the meaning of vocabulary, the third part examines the theoretical basis of the problems of teaching and learning vocabulary, the fourth part deals with the problems of teaching and learning vocabulary. deals with approaches to vocabulary teaching. part five presents the role of parents in the different stages of vocabulary teaching and the last section discusses the main factors that influence children's learning of English vocabulary.

1.1. Vocabulary

1.1.1. Vocabulary definition

- English vocabulary is a storehouse of words and vocabulary of the English language. It consists of words and the units that correspond to the words. English vocabulary is a finite system, is an important part of the English language system, develops continuously with the development of society. Each word in the system is always opposed to the rest, and is valid only when considered in relation to other words in the system. According to statistics, the amount of English vocabulary is about more than one million words, but in fact, the amount of English words used is mainly about 20,000 words and is also divided into listening, speaking, reading and writing vocabulary.

- Current vocabulary is also often referred to with many different phrases. Concrete has the same meaning as vocabulary, vocabulary. Vocabulary is also understood as a set of words and units corresponding to words in a language.

Hornby (1995) gives a specific lexical definition that is: 'the total number of words in a language; a list of words with their meanings'.

However, a new vocabulary entry can be more than just a single word. For example, post office and mother-in-law, are made up of two or three words, but these words together represent a single idea. A useful convention is to cover all such cases by talking about the lexical "item" rather than the "word".

Besides, Burns (1972) also gave a definition of vocabulary as "the store of words used by a person, class or profession".

Zimmerman cited in Coady and Huckin (1998) gave a specific definition as follows: "vocabulary is central to language and is of critical importance to typical language learning".

1.1.2. The importance of vocabulary:

Vocabulary is in fact a very important key to help a person communicate with those around him. We find that, when a person has a rich vocabulary, this actually helps people to express their opinions.

Vocabulary learning is now an essential part of foreign language learning because, as we can see, the meaning of new words is often emphasized, whether in books or in the classroom. Vocabulary learning is also central to language instruction and it is also important for language learners.

Vocabulary knowledge in the present era will often be seen as an important tool for second language learners as limited second language vocabulary will also hinder successful communication. Thus, lexical knowledge is also the focus of communicative competence and language or foreign language acquisition, and when subjects lack knowledge of vocabulary, it is an obstacle to learning

- Based on the criteria of scope of use, Vietnamese vocabulary is divided into 5 categories, namely the following types:

+ Terminology:

Terminology is basically understood as words that name concepts and objects that are defined in a strict and precise manner in each branch, each scientific field.

For example, in biology there are terms such as family, species, breed, order, class, phylum, mutation, heredity, antibody, antigen, immune, mitotic, unicellular, multicellular, mitosis, polymolecular,...; In linguistics, there will be terms such as phoneme, morpheme, morpheme, vowel, consonant, and many others.

+Local words:

Local words are basically understood as words belonging to a certain local language and local words will only be common within a certain local territory.

Specific examples are some of the following local words: mum (mother), phap (phoenix), sesame (sesame), shy (shy), man (do), ...

+From profession:

The word occupation is basically understood as a word class consisting of word units that are commonly used within the range of people working in the same profession.

For example, in the mining profession, people often use words such as spatula, market furnace, merchant furnace, furnace, forging...; As a doctor, people often use words such as needle, nurse, dentist, etc.

+Slang:

Slang is known as a part of words used by groups and classes in society for the purpose of being able to name things, phenomena, actions, etc., which already have names in the vocabulary. common vocabulary.

For example, the word float is a document word used to cheat in an exam.

+ Common word class:

The class of common words is basically understood as the words that can be widely used by the whole people, everywhere, at all times. The class of common words is also the type of word with the largest number of words, specifically as we can mention the following words: table, learn, teach, do, walk, stand, get up....

Through the specific analysis mentioned above, we see that the vocabulary in Vietnamese is extremely rich and diverse. Vietnamese vocabulary also has many different types and words depending on the origin, region, occupation, etc.

1.1.3. Meaning of the word

Vocabulary is one of the first foundations that everyone will have to equip themselves with. If you don't have a complete vocabulary and understanding of words, you can't communicate listening and speaking.

On the contrary, if you know a lot of words, even if your grammar is poor, when you say that word, it is easy for others to guess what you want to say.

Therefore, the meaning of vocabulary is the key word that holds your thoughts and opinions. In other words, they play an important role, the foundation for your own language system.

Vocabulary determines other skills

One of the most important meanings of vocabulary in any language is that it directly affects many other skills. Typically as:

Pronunciation skills: Often you will have to pronounce words correctly to make people understand what you say, as well as what you hear.

Communication skills: The biggest goal when learning a language is to be able to communicate with people. If you have a large vocabulary, it will also make communication simpler, using the right words when doing, talking is very important.

Listening skills: You will not be able to hear what this person says, what others say if you do not know the meaning of that word. Therefore, listening skills not only depend on pronunciation but also will be directly related to the vocabulary itself.

Writing skills: The meaning of Vietnamese vocabulary is also a factor that helps improve writing skills. Because in order to write a certain piece of text, it requires you to have a certain amount of vocabulary.

Reading comprehension skills: According to many studies, people only need to understand 98% of vocabulary to be able to grasp, read and understand the content you see from books, notebooks, newspapers, information....

Through the above characteristics, it can be seen that vocabulary has a very important meaning in the process of learning Vietnamese that everyone needs to equip themselves.

1.2. Difficulties that children face when learning vocabulary

1.2.1. The confusion when getting used to a new language

The strangeness is something that almost every child learning English will encounter. Children will not be familiar with the alphabet, pronunciation, phonetic transcription, vocabulary, sentence patterns, etc.

Therefore, in order to help children learn effectively, parents need to have an appropriate route and way of leading. You do not put pressure, creating pressure will make your child feel depressed and lose interest in English.

1.2.2. Having trouble remembering vocabulary

Vocabulary is an essential tool for communication and also one of the difficult parts of English to learn. With a large amount of vocabulary, there are many cases where children cannot remember or will forget in a short time.

The cause of this situation is that parents have not chosen the right vocabulary learning methods. Simply reading words and memorizing them will not make the brain remember them for a long time.

Therefore, parents should apply vocabulary learning methods through pictures, videos, music, games to stimulate the brain to remember and retain longer. Besides, teaching like this will also help arouse the excitement of learning in children.

1.2.3. English pronunciation is not standard

This is difficult when learning English not only for children but also for adults. The reason is that in the learning process, it is not allowed to correct pronunciation or study with teachers with non-standard pronunciation.

Therefore, right from the time children are new to English, parents should let them communicate with native speakers. This will help the baby to absorb the correct pronunciation and intonation.

1.2.4. Difficulty in listening to English

From the above pronunciation error, it will lead to a decrease in the baby's listening comprehension ability. The way to overcome that is for parents to create conditions for their children to have a lot of exposure to English through movies, music or native speakers.

1.2.5. Not confident when communicating in English

This difficulty stems from poor English vocabulary, listening and pronunciation skills. This will lead to low self-esteem when communicating in English. The children will be afraid that they say the wrong thing, that others do not understand and they themselves do not understand what the other person is saying.

The way to overcome that is for parents to equip their children with good vocabulary and standard pronunciation. Besides, encourage your child to regularly practice communication, especially with native teachers.

1.2.6. Unable to persevere in learning English

Persistence is essential when learning any language, and maintaining persistence is even more difficult for children because they quickly get bored if they don't find the excitement. In order to maintain learning inspiration, it is necessary to ensure a comfortable learning environment, interesting and suitable learning methods for young children, as well as regular attention and encouragement for children. Maintaining perseverance is difficult for adults, and even harder for children. Because children are playful, get bored quickly, like to explore, don't like to be confined.



The learning space has a great influence on the child's results

1.2.7. Children are timid, afraid

This is difficult from psychology because children memorize vocabulary, listen and pronounce English not well. This leads to children not being confident when communicating in English. They have a psychological fear because what they say is not true, inaccurate and no one can understand what they say.

1.2.8. Learn English with disgust

Not all children are extroverted, active and receptive. Many children have quiet, introverted personalities. Plus, the child feels that English class is just full of pressure, cramming a huge amount of knowledge, dry, nothing interesting. Sometimes children feel uninterested in English because they can't keep up with their friends. The above causes will create a state of depression when children learn English and knowledge will become more and more burdensome for children.



1.3. Common mistakes when learning English vocabulary

1.3.1. Send your children to English centers

Parents send their children to English centers, hire an English tutor at home or teach their children English by themselves, but the problem is that many parents often see their children after a while starting to get bored. frustrated, even hate

learning English. And parents don't know the root of the problem and don't know how to solve this dilemma.

1.3.2. Force your child to learn too much

Parents often just force their children to continue learning, otherwise children will be scolded and punished, but this method not only does not bring results, but only makes the situation worse. Although you have spent a lot of money on your child's English learning, your child does not gain much English even though you have applied many measures.

The reason is that children do not like to learn English, mostly because they do not feel interested. Children who are afraid of saying the wrong thing will be told by the teacher, punished, and ridiculed by their friends. In addition, children are still in the age of playing, running, jumping; so children will be restrained if you apply rigid rules and regulations to force them to concentrate for a long time.

1.3.3. Translate

Having difficulty in teaching new words to their children, parents often solve problems by learning "word by word". This is the traditional way of learning, translating every new word from English into Vietnamese. Ms. Lauren emphasized that translation is absolutely not recommended when children learn English. The habit of learning to understand English by concepts will help children's foreign language thinking. Parents can hold an apple or point to a picture of an apple to say "apple", instead of teaching children "apple is an apple". This will keep the kids entertained later on.

1.3.4. Every day, the goal of learning words for children is too high

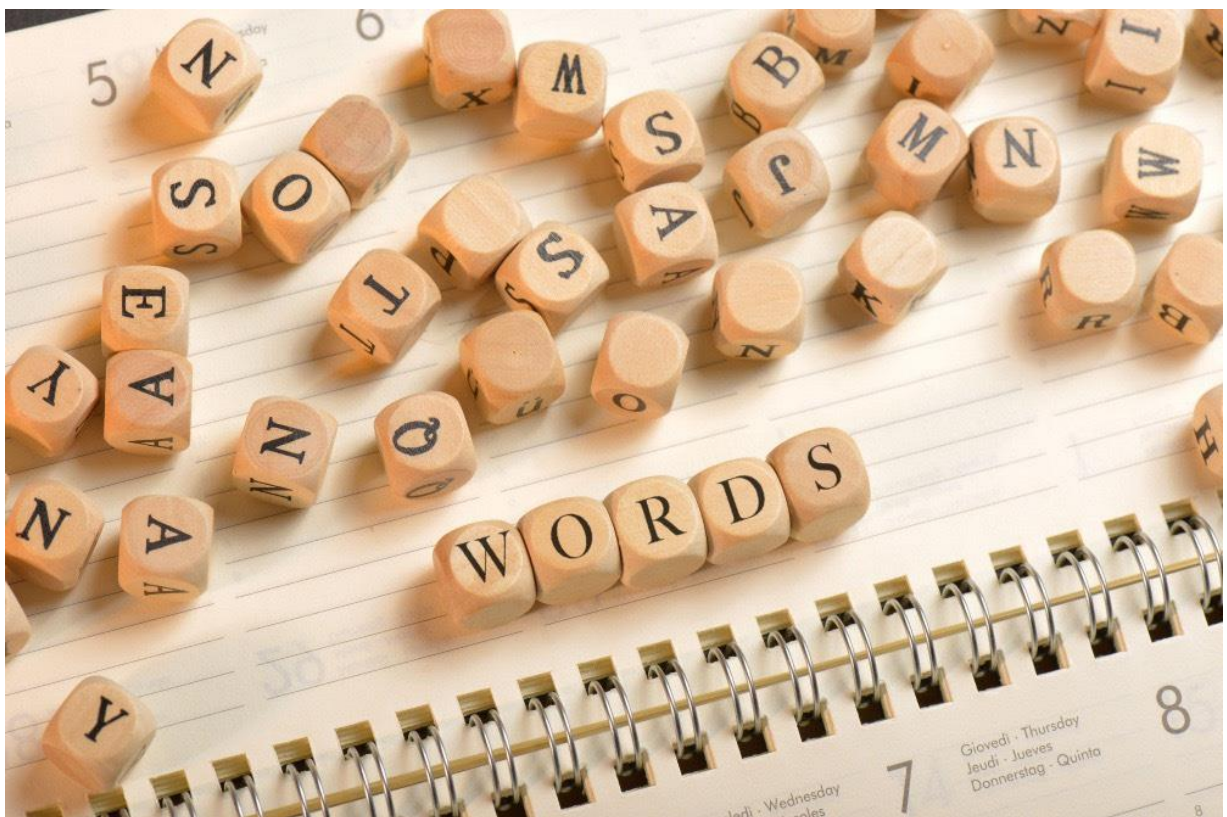
There is a default habit of parents when teaching vocabulary that is to set a goal of learning words per day or per week, per month. This is a traditional and very familiar way to learn English vocabulary effectively. It is good to force children to be disciplined and disciplined by setting a goal to learn new words every day, but it is necessary to be flexible, not by all means cram. For example, on a tired, sick day, it is completely useless for parents to force their children to remember 10, 20 words at the end of the day before going to bed. At that time, the brain is

in a state of not working well, information will not be able to absorb, but even if you try to remember, you will forget it immediately.

When practicing English vocabulary, parents should set a reasonable number of words they want to learn, just enough for their children, and at the same time. In addition, learning gradually, increasing the number of words by level is also a good suggestion instead of always sticking to a plan. Always remember that cramming when studying only makes us learn ineffectively, learn first and forget later.

1.3.5. Using only one way instead of many teaches children English vocabulary effectively

There are many parents who only use the right way to learn new words such as taking notes, practicing writing, ... and only "loyalty" to a method that has been familiar for a long time. This is an issue that few parents think about. Learning according to a long-term method will cause boredom, gradually losing efficiency and productivity.



1.3.6. Not finding out which learning style fits the child

Not every time we see other parents using any English vocabulary training method for their children, we can imitate them. Each child is suitable for different methods, or to put it simply, an effective way of learning English vocabulary is the most suitable way for children to learn. For example, some children are suitable for memorizing through pictures and pictures, others are more receptive through listening, etc. To determine which type you are, take a scientifically proven VAK index test. to determine.

1.4. English vocabulary development

Development is a category of philosophy, is the process of moving forward from low to high, from simple to complex, from less perfect to more perfect of a thing. Thus, developing English vocabulary is the process of providing children with English vocabulary in terms of quantity, helping them to pronounce correctly, understand the meaning of words and know how to use words appropriate to the communication context.

1.4.1. How to develop children's vocabulary

To perfect reading skills, children need to have a relatively rich vocabulary. Therefore, parents should be proactive in developing children's vocabulary from an early age. This plays an important role in other reading comprehension skills.

- Read books with children

Children develop language and increase their vocabulary in just one way - by listening to those around them. The richer and richer the language children hear every day, the better their vocabulary is developed. However, beyond casual conversation, you have plenty of fun creative ways to increase your child's vocabulary. It can start with building family relationships and creating bonds between members.

Of course, you've been reading to your baby since birth, but try reading books with characters and plots. Take time to discuss and point out new words and concepts to your child.

Never underestimate the importance of good conversation and information for vocabulary development.

Reading aloud is also a way to develop children's vocabulary

In fact, reading aloud is a great way to expose children to new words. Parents should choose books that are of interest to preschoolers and use words that are slightly beyond their child's understanding.

You can work with your child to learn what they mean, using context, other words on the page, and any images that may be on the page.



- Take the kids to the library

Many studies have shown that there is a link between regular library visits and children's literacy skills. When children are in a place with a lot of books and materials, they always feel more interested in reading. In addition, nowadays, some libraries often have attractive activities for children, so this is an effective way to develop children's vocabulary that parents should apply.

- Use synonyms instead

Parents are children's first teachers, so parents should use a variety of words to expand their vocabulary. The use of synonyms in different contexts can bring about different nuances. Therefore, it is advisable to regularly apply these words to daily activities for the purpose of developing children's vocabulary. For example, the synonym of the word "give" is "give", "give", etc., each word has its own nuance and can be used in different contexts.

- Teach children about the alphabet

Parents should often sing the alphabet song with their children to make them easier to remember and more confident when learning. There are games that help children expand their vocabulary based on the alphabet, such as naming objects with the first letter in alphabetical order. In addition, you can also find some interesting online games related to the alphabet.



- Use a lot of descriptive adjectives

One of the ways to develop vocabulary for preschool children is to use many adjectives to describe. Because the more words they hear each day, the more they will absorb and gradually learn how to use the words they have learned. When talking about something, parents should use many adjectives to describe it. For example, words like “smooth”, “soft”, “colorful”, “light”... can be used to talk about a shirt a child was given as a gift. Children will learn how to use many words, even difficult ones, through these ways.

- Label familiar objects

To help children understand and easily recognize words, parents can help by labeling familiar objects and writing their names. For example, when classifying toys for children, parents need to specify the name: "Lego", "doll", "car" ...- Cho trẻ xem hình ảnh

With help and support from parents, children can see or visualize the words they hear. For example, when children hear the word a certain word, parents should find the right picture for the child to see. Because for young children, seeing is learning. Besides, to help cultivate rich vocabulary in children, parents can use vocabulary cards or pictures in books and magazines.

- Read in rhyme

Rhyming is not only fun, but it also helps children think about the relationship between different words. Read to your child regularly with books of poetry, rhymes, and quizzes for rhyming words.

- Read aloud with children

Reading aloud with children will help strengthen the bond between parents and children, and expose children to many new words. To help children be more interested in stories, parents should choose topics that children love, including words that are a bit difficult to understand for children. Then, work with your child to learn the meaning of new words by building on the context and pictures in the book while reading to them.

- Focus on new words

In the daily activities themselves, parents can also introduce children to a lot of new words. Parents can explain that chicken is a type of poultry when taking their children to the supermarket. Or children will have the opportunity to familiarize themselves with concepts such as mammals or reptiles when they come to the zoo.

In addition, to help children understand the meaning of new words, parents should also explain those words in detail. For example, instead of just asking if the child would like to wear a yellow shirt? You can ask your child what happens when the yellow pressure is applied?



- Expand vocabulary based on children's interests

When children are talked about what they are interested in, they will be very interested and learn new words very quickly. Therefore, when children share with parents about their hobbies, parents should use some new words that children do not know. For example, when children talk about extinct animals, explain the work of archaeologists. Children can remember long phrases easily because shorter words with similar letters are easy to confuse children. Most preschoolers can memorize the names of all kinds of animals that adults can barely pronounce. Because a child's mind is like a sponge

- Help your child speak in a different way

In the process of developing children's vocabulary, parents should not point out mistakes, but repeat the children's ideas, but use more correct and correct words or phrases when children say it wrong or missing. For example, when a child asks for milk, parents can say: "I'll get you a cup of milk to drink while eating bread!".

Parents should be gentle when talking to their children, and patiently model the correct use of words for children to follow.

- Let children practice

To develop vocabulary for preschool children, one of the most effective methods is to create opportunities for children to talk as much as possible. First of all, parents should turn off the TV, phone and other electronic devices. Thus,

parents can better understand the child's meaning, and help the child understand the clear and appropriate expression.

Through daily activities, parents should also encourage children to share their thoughts and ideas. For example, parents talk about things happening around the child and ask relevant questions for the child to answer. In addition, when talking with children, parents should pay attention to showing comfort, excitement and joy. When every story happens in a natural and interesting way, children will learn and develop their vocabulary better

As you can see, developing vocabulary for preschool children is not difficult, but it needs to be prepared when children start their reading journey, so that they can cooperate and bring good results.

1.5. Methods to develop vocabulary for 5-year-old preschoolers

1.5.1. Intuitive method

We communicate with the outside world through our five senses: sight, hearing, touch, smell, and taste. Moreover, children's thinking is visual thinking, so the way to learn with vivid visual images will help children enjoy and absorb English more easily, gently, naturally and quickly. . When organizing activities, teachers can use simple visual aids (real objects, utensils, toys, pictures...) to body language (mouth shape when pronouncing words). , gestures, body movements) and the support of information technology (computers, screens, pronunciation software with vivid images...) to describe the meaning of words and teach correct pronunciation phonetic.

1.5.2. Oral method

The use of methods for children to immerse themselves in a natural English-speaking environment, minimizing the definition of words and allowing children to understand by themselves is very effective for young children. Providing vocabulary and sentence patterns for children through practicing the habit of understanding English with concepts will help children's foreign language thinking. Preschool children cannot read and write their mother tongue, so any type of reading - Vietnamese is a burden for children and certainly does not bring effective language. Let the children operate entirely by word of mouth.

1.5.3. Total perceptual method, placing learners in an environment of using a new language naturally

- Regularly relate words and sentence patterns to each other and put them in clear, closely related contexts.
- Teachers need to create a positive, stimulating and diverse language environment for children through the simultaneous use of both forms for children to acquire foreign languages
- Teachers need to encourage and encourage children to communicate in English even though they may still make many mistakes. It is necessary to create maximum opportunities for children to practice English by putting children in meaningful situations. Meaning of English speaking topics and practice daily sentence patterns in communication, helping English to be absorbed naturally into children.

1.5.4. Method of using the game

Play is the main activity of preschool children. Therefore, the most effective method when introducing children to English is to put them in an environment of learning and playing in English through lectures combined with interesting activities and games. This is a gentle but very suitable and effective way of learning for children.

1.5.5. The method of using songs, poems, stories

Both theory and practice have proven that the method of introducing children to English through songs, poems and stories is highly effective. The words used in songs, poems and stories are simply age appropriate so children can pick up the language very naturally without getting bored. In addition, the fun, excitement, and vivid images of songs and stories also cause a lot of excitement for children.

1.5.6. Method if mirror - encouragement

Children learn language best when they feel confident. Therefore, teachers need to create a close, happy, safe and friendly classroom environment for children; Weigh and encourage and recognize any child's efforts, give praise and encouragement at the right time and in the right place. Never make a child feel

inferior or a failure, but also should not overdo praise because it will cause children to lose excitement and joy when being praised.

1.5.7. Method of direct contact with native speakers

Native speakers often have standard pronunciation and intonation, so exposing children to native speakers will help children pronounce more accurately and intonation. In addition, this is also a method to help children become more confident when communicating in English with foreigners.

1.6. Some measures to help children develop vocabulary

1.6.1. Measure 1

Build a favorable environment for children to familiarize themselves with English vocabulary (stick pictures with English words around the classroom)

Purpose: Create opportunities for children to become familiar with English vocabulary anytime, anywhere, help children easily memorize English names, familiar objects and objects in the classroom, at home, ...

Content: Teachers use the knowledge and skills learned to decorate and arrange the language environment for children to ensure that they provide children with vocabulary in a gentle, natural and fun way.

How to proceed: Teachers choose close English words to develop these words for children. At the same time, in the process of teaching children, they need to design or collect illustrations to accompany vocabulary, images to ensure clear requirements, bright colors, attractive to children, paste pictures and pictures. Close objects in English in at the active corners in class.

1.6.2. Measure 2.

Use flashcards and videos to familiarize children with English vocabulary

Purpose: The use of flashcards and videos will stimulate children's interest in familiarizing themselves with English vocabulary as well as increase their ability to focus attention, thereby, helping children's vocabulary learning process take place easily and quickly. more efficient.

Content: Teachers use flashcards and videos to let children recognize images corresponding to specific sounds and sounds. This activity is based on children's thinking characteristics, which is visual thinking, which contributes to helping children quickly memorize vocabulary better.

How to proceed: First, teachers use flashcards to teach children how to pronounce and recognize words related to the activity. Teachers can also organize more games with learned flashcards to help children more interested and able to memorize vocabulary faster. After the children learned the key words and phrases, the teacher showed the children a video about the process of doing the activities.

1.6.3. Measure 3

Motivate and encourage children to memorize English words by rewarding them

Purpose: The encouragement and reward will help children have the motivation to complete the task better, thereby, the children's memorization of English vocabulary will be more effective.

Content: Teachers use encouragement as a way to increase children's interest and participation in activities, helping children to memorize vocabulary naturally.

How to do it: For the activity the child will do practice, the teacher will guide the parents to help the child do this activity at home. Each child will be given a ticket to take home and stick it on. Each time the child performs the exercise, the child will help him to tick the ticket. On the weekend, the child will bring the card to class for her to evaluate and praise for the children. If a child does well, they will be rewarded with gifts such as: stickers, small brushes, small toothpaste

1.6.4. Measure 4

Improve the professional and professional qualifications of teachers

Purpose: Professional training to improve children's ability and skills to develop English vocabulary

Content: Measures towards opening training courses to equip teachers with basic skills in vocabulary development for preschool children

1.7 How to effectively teach English vocabulary to children

1.7.1. Teaching English vocabulary through movies

5-year-olds in particular prefer to play rather than sit at the table and study seriously. Therefore, for the program to learn English vocabulary for 5-year-old children effectively, it is very important to skillfully integrate play and learning. Cartoons or English songs are the choice that many parents give their children today.

Each cartoon character has a personality and witty lines and attractive movie content, ... will surely help children imprint vocabulary into their memory naturally.

Some English cartoons worth watching that parents should refer to are

- Martha Speaks.
- Word girl
- Arthur.
- Doki.
- Adventure Time
- Phineas and Ferb
- The Lion King.
- Frozen.
- Finding Nemo

1.7.2. Teach 5-year-olds to learn vocabulary through songs

Studies show that music has a great effect on the mood of people, especially children. So parents can choose good English songs to teach 5 year old vocabulary.

Besides, parents should learn carefully to choose songs with appropriate content for their children. Thereby, new children can improve their listening ability, semantic recognition, understanding content, etc. At the same time, they can also practice good character and have good habits later on

Some very funny English songs for 5-year-olds are:

- Finger family.
- Baby shark.
- Alphabet song.
- You're my sunshine.
- The Gummy Bear.
- Good Morning Song for Kids.
- Five Little Monkeys jumping on the bed.
- If You're Happy.

1.7.3. 5-year-old child learns English vocabulary through games

Letting your child play good games to learn English vocabulary for 5-year-olds is also a suggestion that parents should consider. Combining games in learning English helps children not feel bored and relieves pressure very well. Using multiple senses and concentration will help children pay more attention to the content. In particular, when winning, the child will receive bonus points or gifts, etc. Thereby helping children to be more excited and love this way of learning more.

Here is a series of games that children will enjoy playing while practicing language skills and reusing target vocabulary.

Bingo. Give learners a copy of the vocabulary words or flashcards and blank bingo cards. Have students choose certain vocabulary words from the flashcard and stick them on their bingo cards. Next, the teacher will put a complete set of flashcards in a sealed bag and pull them out one by one. Players have the task of crossing out their vocabulary cards corresponding to the card that has just been

drawn. When the last word in the bingo card is crossed out, the player shouts "bingo!" and become a winner.

Hangman or shark. Play traditional hangman, or some variation of hangman as shark: draw a shark in the sea with a wide mouth and many teeth. Then draw a person skydiving above. The administrator will think one or a few English words in mind and suggest how many characters the word has. Players then take turns guessing the character, each time guessing wrong, will have to draw a stroke. The game stops when the skydiver has too many dashes down the shark's mouth because the player guesses wrong many times.



Noughts and crosses. Choose nine flashcards and number them from one to nine. Draw nine squares on the board, each numbered one through nine. Divide students into two teams. Nought (O) and Cross (X). In turn, each team chooses a number from one to nine. For example, if Nought chose square five, show them the picture on the five flashcard and guess the word. If they can pinpoint it, draw (O) in the square. Each team should try to pick the squares that block the other when making three of their symbols in a row vertically, horizontally or diagonally.

Telephone. Students stand in a circle. The teacher whispers a word to the student on the left, then the student continues to whisper the word to the person on the left and so on until the circle is complete. The last person to hear it must write it on the board, see if the word is correct. If not, all players must switch places to form a new circle.

Categorise. The teacher gives each group a set of flashcards and asks the children to put them into categories. For example, animal flashcards can be divided into four-legged and two-legged animals, animals that can fly and animals that can't.



Guess what it is. Place some flashcards on the board. Describe one of those cards for the player to choose, for example: "It's big... It's got wings... It can't fly but it can run... (It's big... It has wings.. It can't fly but it can run...)" The team that guesses the card correctly wins one point.

Back to the board. Have players pair up, A and B. Ask A to sit with his back to the board, B to face A. The game administrator writes a word or places a flashcard on the board. B must describe the word to A without saying what it is. Each correct word wins one point. The team with the most points will be the winner.

Broad rush. Place flashcards on the board. Ask each team to stand in a row facing the board. The game administrator will say a word, the player who surrenders will have to run and touch the flashcard with the correct word, and so on until the last person. The group with more correct choices will be the winner. Snap.

Give each group a set of flashcards with two copies of that flashcard. Ask the player to shuffle the flashcard and face down. Each player now has a new set of

flashcards made of three mixed flashcard sets. The player then flips a flashcard like the previous one, the first player will say "Snap!" (Snap!) collect the flashcards that have been flipped previously. The game ends when one player has all the cards.

Odd one out. Write four words on the board, one of which is a different word from the others, for example: cheeky, happy, curly, beautiful. "Curly" is a different word from the rest because it describes looks and the other words describe personality. Let the players come up with the words themselves and test each other.

Pelmanism. Give each group of learners a set of flashcards with two copies. Ask students to put them in a box and then face down. In turn, each player turns over two cards and describes what they are. If they turn over the same cards, they keep them and move on. If the cards are different, they flip face down and the next player plays. The player with the most pairs is the winner.

Circle game or circle game is a very meaningful activity for preschool children. Accordingly, the teacher asked the children to form a circle. This helps babies hold hands tightly. When participating in this game, there will be a lot of smiles and bright eyes appear.



The big and small circle game helps children to connect and love their friends more.

Since then, the feeling of stress in English lessons is effectively eliminated. On the other hand, the child is even more excited to follow the teacher's request. Specifically, raising the left foot, right foot, ... or forming a large circle, a small circle.

In this way, the baby will remember the vocabulary words feet, hands, small, big, circle, ... in English deep in mind. In addition, the above game helps children learn to be sociable and have a much better spirit of cooperation with friends.

Point Hunter

The point hunter game is even simpler. At this time, use chalk and draw circles on the board. Inside there are vocabulary words and the corresponding score for each word.



English games for preschool children or help children learn like playing.

Next, you ask students to use a small handball, standing at a distance of 2m or depending on the classroom space. You use force to throw into any box, then put sentences with words in that box. When placing correctly, the children will receive rewards or points as desired.

This is an English game for preschool children in teams that is effectively applied by many teachers. You should give it a try too!

1.7.4. Teach English vocabulary through the app

Learning English through the app brings a lot of advantages. Parents not only save a lot of time, but their children's vocabulary is significantly improved.

Parents should choose English learning software that is easy to understand with a rich vocabulary. Some good baby apps and beautiful interfaces include: Babilala, Monkey Junior, etc.

1.7.5. Teaching vocabulary to 5-year-old children through flashcards

Learning English vocabulary through Flashcard is a form of using large cards, printed with simulated images and corresponding vocabulary. This way helps children use all skills to memorize each word more easily. Besides, with its compact form, flashcards will prevent children from feeling stressed and monotonous when learning English. Using flashcards is also a great way to introduce and practice vocabulary. Teachers or parents or children themselves can create their own flashcards using the flashcard maker or try the flashcard set on LearnEnglish Kids. Here are the flashcard games on this website:

Introduce vocabulary with flashcards: Ask children to respond to actions with flashcards. For example, children can imitate the movements of a tiger or elephant.

Place flashcards around the room, on walls, doors, windows, chairs, or the floor. Ask the children to point to the correct flashcard when they hear it. Depending on the size of the class, students may run to the correct part of the room or stand next to the correct flashcard.

Give each learner a set of flashcards and ask them to show you the correct card when they hear the vocabulary about the card, each correct card will score one point. For example, the teacher says: "Show me the giraffe" (Show me the giraffe); "Hands up if you've got the jellyfish" (Raise your hand if you have a jellyfish) or "Point to the yak" (point to buffalo). This works great when used in groups.

Vocabulary combinations on flashcards for the whole class, large groups or small groups in turn. This is very interesting when the vocabulary is chorused in

different ways. For example, chorus enhances emotions such as: happy, angry, loud, quiet.

To keep others confident, the app has a "flash" mode of quick flashcards, upside down or back to front (so they can see the outline of the image or word through the paper) and asks children identify categories. Alternatively, students could cover the flashcard with another piece of paper and slowly reveal the picture or the letters of the word.

Color code or numbered flashcards. When learners see both the picture and the corresponding color or number of each word card, place the cards face down. Now ask questions about colors, numbers, etc. or ask: "what does red/blue mean?" Or what's the number 1/2/3?"

Ask your child if they like the items on the flashcards. Children can answer by raising their left hand to vote yes and vice versa. Alternatively, the child may shout, "Hurrah!" or "Boo!", or phrases like: "Yes, I do!"; "No, I don't".

Make dialogues using new English words your child has just learned. Build pairs or small groups and choose a new word they think is useful and want to remember. For children with lower levels, the teacher should build a dialogue to illustrate the meaning of the word on the board for the whole class to hear. For advanced children, dictionaries and pairs can be used to write dialogues they construct themselves and then act on them. If children enjoy making videos, teachers can also film them as they do their conversations and then show the movie to the whole class to revise the vocabulary in the next lessons.

Some notes to teach English vocabulary to 5-year-old children:

- Record vocabulary

Teachers should encourage younger students to write down vocabulary in a notebook. Ask the children to write new words on the back of their class notebooks. Check students' pronunciation of each word and let them underline the main stress. Students can also translate words into phonetics or draw a picture to describe each word. At a higher level, teachers can ask students to make sentences for each word.

- Create a speaking environment

Parents should create an English-speaking environment for children to promote their ability to receive and use vocabulary effectively. Whether your children go to the center or learn English online at home, parents should encourage them to listen and imitate, etc. Thereby, it will help them gain more confidence when pronouncing. This is also a great way to help your baby learn natural intonation.

- Practice habits

Constantly rubbing with English gradually helps children break down their fear of communication. As a result, your child will love and enjoy participating in activities as well as completing many vocabulary exercises more easily.

- Teach your child to pronounce standard English – American

In order for children to use English vocabulary well for 5-year-old children after learning, you should let them communicate more. Therefore, parents should pay attention to find teaching programs with standard English-American pronunciation from the very beginning for their children. That helps parents and teachers not spend a lot of time correcting mistakes later.

- Be patient when teaching

Psychologists confirm that scolding has a great influence on the psychology of behavior and learning in children.

When being scolded or expressed disappointment, they will be scared and eventually lead to lower self-esteem. Therefore, at this stage, parents should not expect too high achievements from their children. Instead, create an ideal environment for children to learn new things.

It is easy to see, how to effectively teach English vocabulary to 5-year-old children is very important. In addition to having the right orientation and a thorough roadmap, having an encouraging attitude and persistently accompanying your child plays a very important role for children to achieve better results. Wishing your baby the best of luck.

CHAPTER II: METHODOLOGY

2.1. Participants, purpose of the survey and questionnaire

Participants were 100 5-year-old children. That means that children's opportunities to practice English are not as many as those of 9-10 years old, especially vocabulary learning skills may be new to children because they are in preschool. In addition, maybe for that, vocabulary learning skills play a very important role; so if they do the first step well, the next steps will be much easier. Besides, the children's awareness of learning English is still poor. Therefore, words of encouragement and encouragement should be encouraged to help children realize the importance of English and have the right learning method.

The opportunity to practice English of 5-year-old children is not as much as that of 9-10-year-olds because:

- + The strangeness and surprise when getting used to a new language.
- + Not familiar with the alphabet.
- + The pronunciation is not as clear as 9-10 year olds
- + Remember vocabulary less than 9-10 years old. With a large vocabulary, there are many cases where children cannot memorize or will forget in a short time
- + Can't set sentence pattern with multiple contexts
- + There is no persistence in learning English vocabulary, because children quickly get bored if they can't find excitement.

The survey questionnaire was designed for three main purposes:

Find out the child's attitude towards learning vocabulary

Find out children's difficulties when learning vocabulary

For the best suggestions for solving children's problems

2.2. Designing the questionnaire

In this study, ten questions included asking 5-year-olds about their difficulties in learning vocabulary and asking teacher (How many?) to choose the most effective project way to motivate children to learn.

From sentences 1 to 4, children are asked to illustrate their time learning English and their attitude towards the importance of vocabulary. Sentences 5 and 6 are about children's difficulties with vocabulary. Question 7 asks about how often teachers and students communicate with each other. Sentences 8 and 9 are ways to improve students' memorization of vocabulary. Question 10 is a skill that motivates students to learn vocabulary.

2.2.1. Results and Discussion

After taking the survey, it goes without saying that the vocabulary chosen by the children is the most important and the difficulties they face. often encountered when they learn English vocabulary is psychological barriers, lack of environment, difficult to remember, quickly forget. Most young people consider parental praise as the best motivator to motivate them to learn vocabulary. Next, debate, presentation, and role-play are the three most common pedagogical methods chosen by students to implement projects most effectively. To deepen this study, the collected data will be analyzed and discussed.

2.2.2. Data and analytics

Question 1: How long have you been studying English

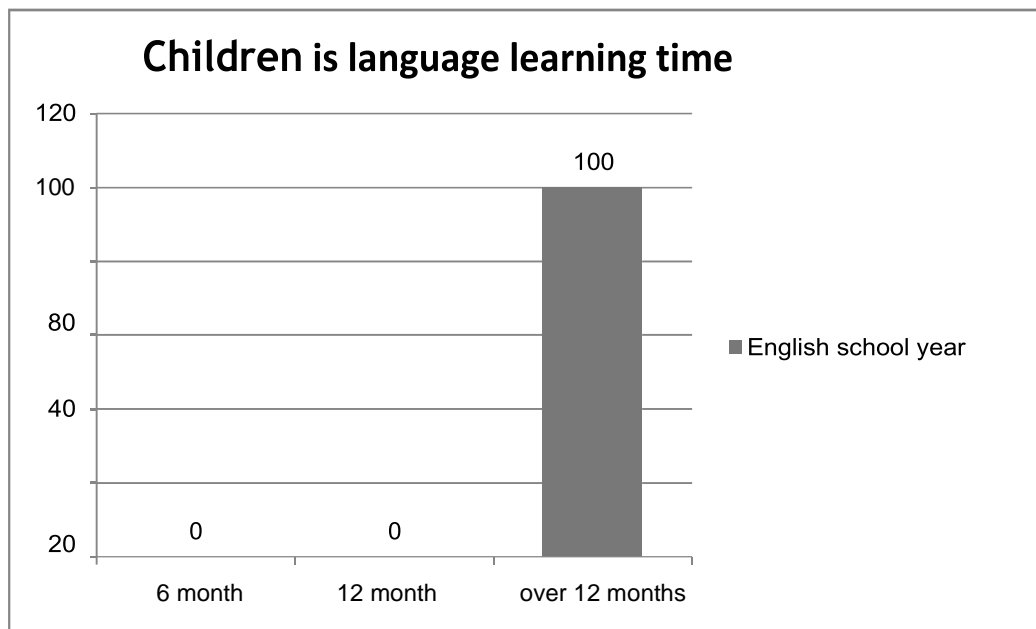


Figure 1: How long does it take to learn English for children?

The chart above shows the length of time it takes to learn English for 50 5-year-olds. Initially, it can be seen that the number of children learning English for

more than 12 months accounts for the highest percentage, 100%, compared to learning English at 12 months and 6 months.

Question 2: Which way of learning does the child like the most?

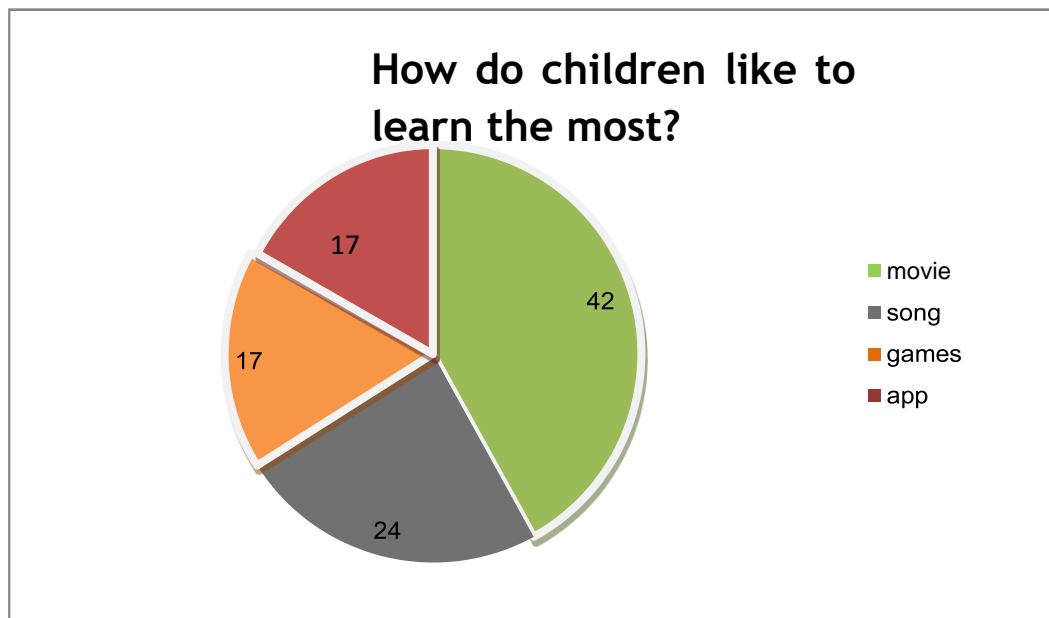


Figure 2: Favorite way to learn

The chart above shows what is the child's favorite way to learn so that you can plan according to what interests them. From the chart, the results show that children are quite interested in learning through movies, it accounts for the highest rate in all 4 ways of learning, about 42%, learning through songs accounts for 24%. Surprisingly, games and apps accounted for the same 17% of children's interest in learning English

Question 3: Is learning vocabulary important?

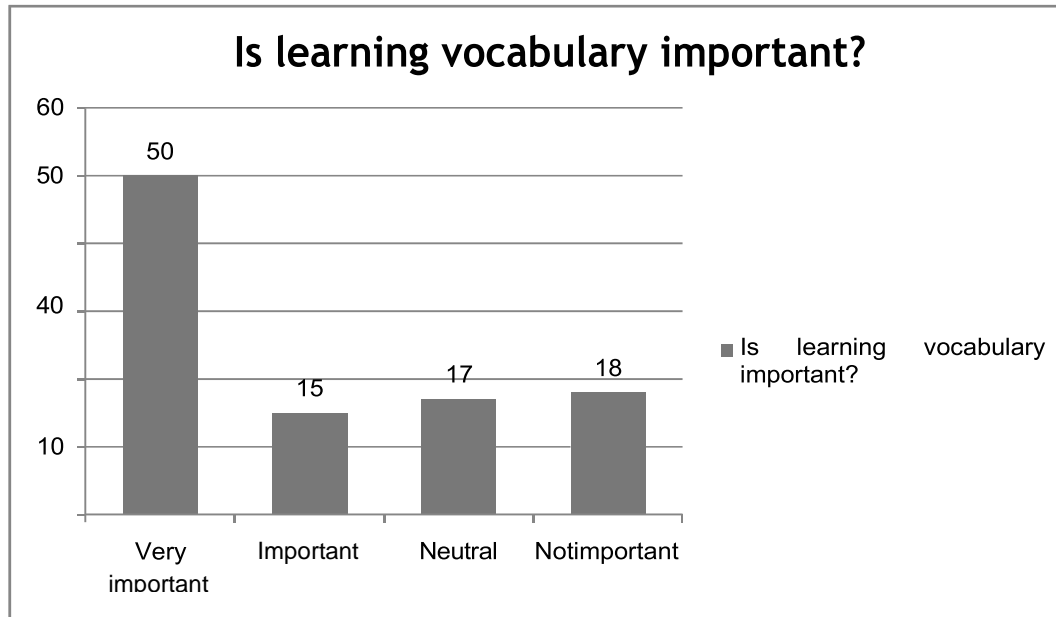


Figure 3: The importance of vocabulary

The question is to find out the children's opinions on whether vocabulary is important to them. At first glance, it can be seen that the very important role of vocabulary is chosen by most children while the other proportions are equally divided among the remaining 3 factors. The percentage of 50 children who agree that vocabulary is very important compared to 15 other children who also consider vocabulary important indicates a rather positive point. However, it is worth mentioning that there are still 18% of children who think that talking is not important

Question 4. How do children care about vocabulary?

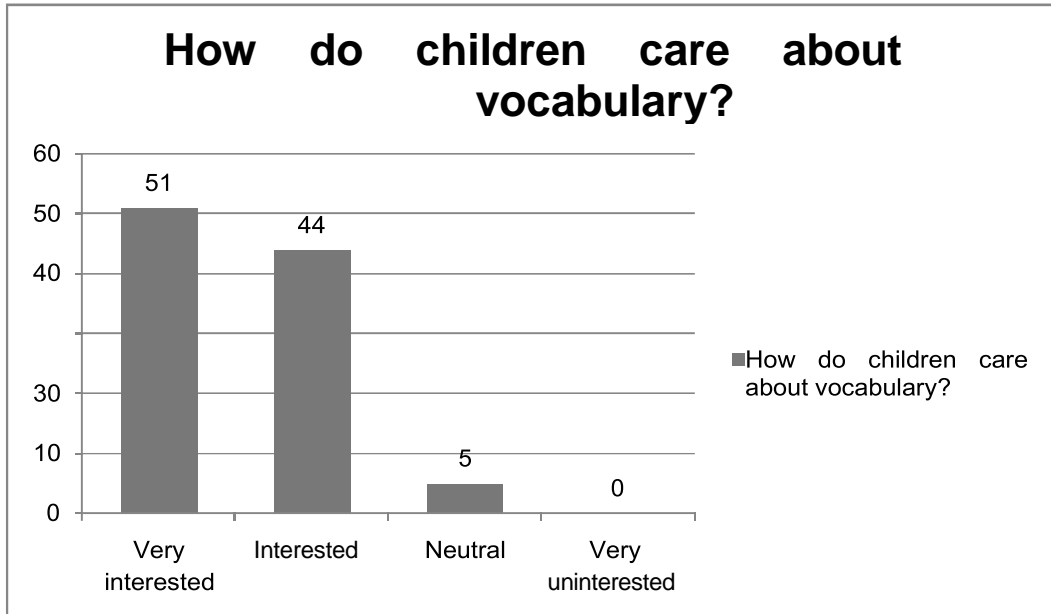


Figure 4: Children's interest in vocabulary

This table shows the child's interest in vocabulary. A large number of children are actually interested in vocabulary, accounting for 51% of the total number of children compared to children who are interested in vocabulary at 44% and 5% on average. Surprisingly, in this question, none of the children showed any discomfort when learning vocabulary. Therefore, the percentage of children who are not interested and very disinterested is zero

.Question 5: What difficulties do you have when learning vocabulary?

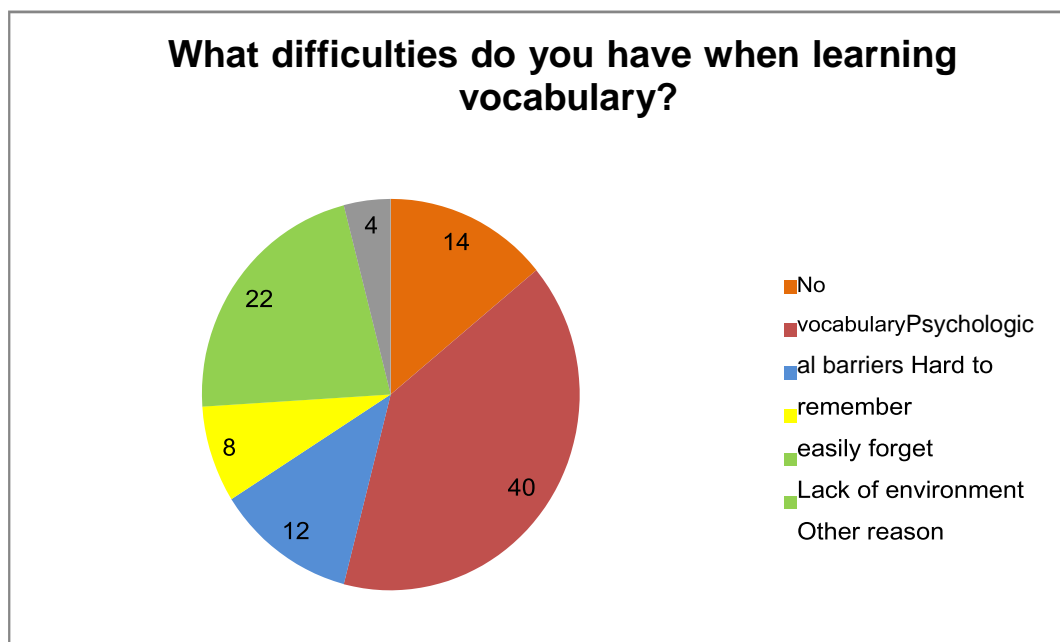


Figure 5: Children's difficulties when learning vocabulary

The purpose of this question is to find out how difficult the child is in learning vocabulary. The chart shows that the psychological barrier accounts for the highest rate of about 40% compared to the quick forgetfulness of 22%, no capital from 14%. Difficulty remembering and other reasons represent the smallest numbers around 8% and 4%

Question 6: How often do you usually speak English?

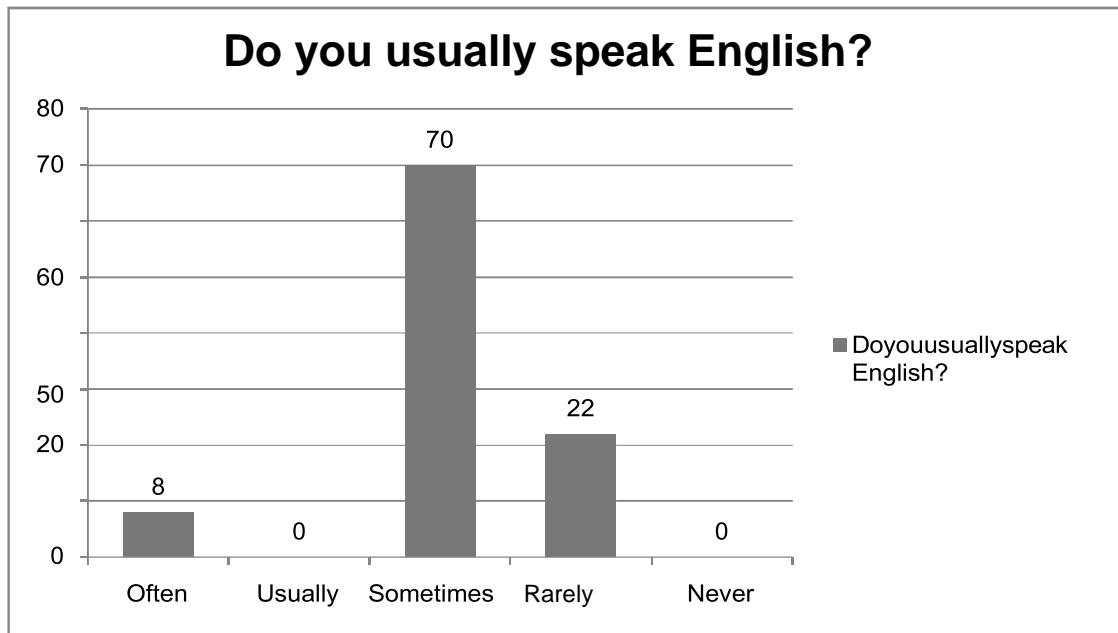


Figure 6: Children's English speaking frequency

Table illustrating how often children speak English. Obviously, it is worth noting that children do not have many opportunities to speak, the highest percentage of children who speak English 'sometimes' is about 70% compared to the rate that rarely speaks with 22%, 8% is 'shared'. by 'frequently and normally speaking English and never using English shows no rate at all.

Question 7 :What factors can teachers motivate students?

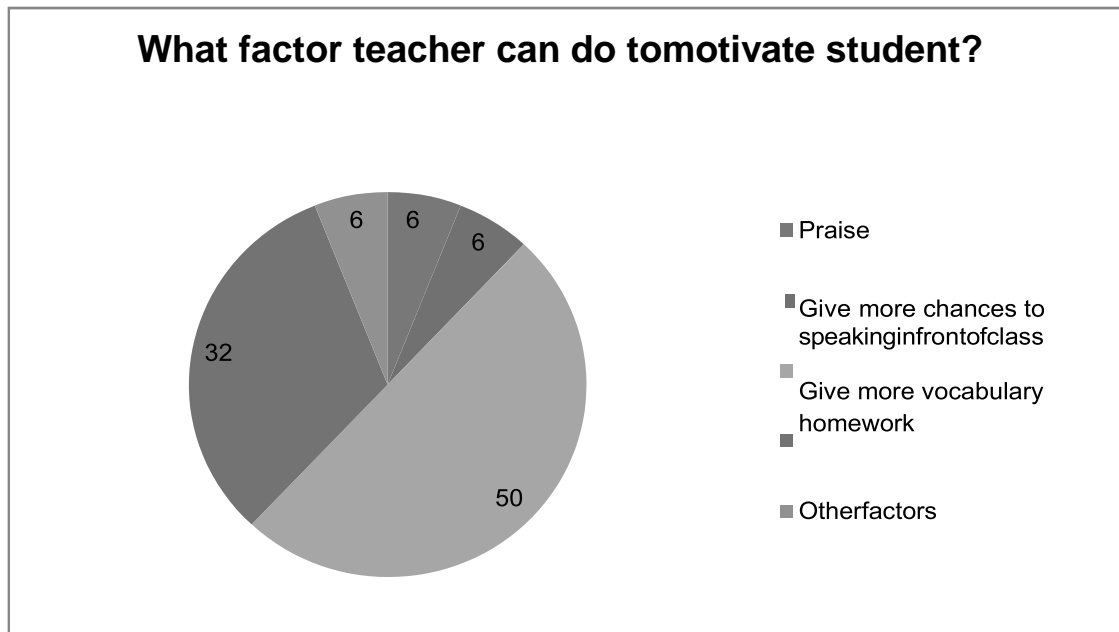


Figure 7: Factors to motivate students

The table shows that the work that has the opportunity to speak in front of the class is not used by the majority of students, accounting for 50% of the work assigned from home, which is 32%. Similarly, students like to be praised, corrected and other factors also accounted for 6%.

Question 8: How can teachers improve children's ability to memorise vocabulary?

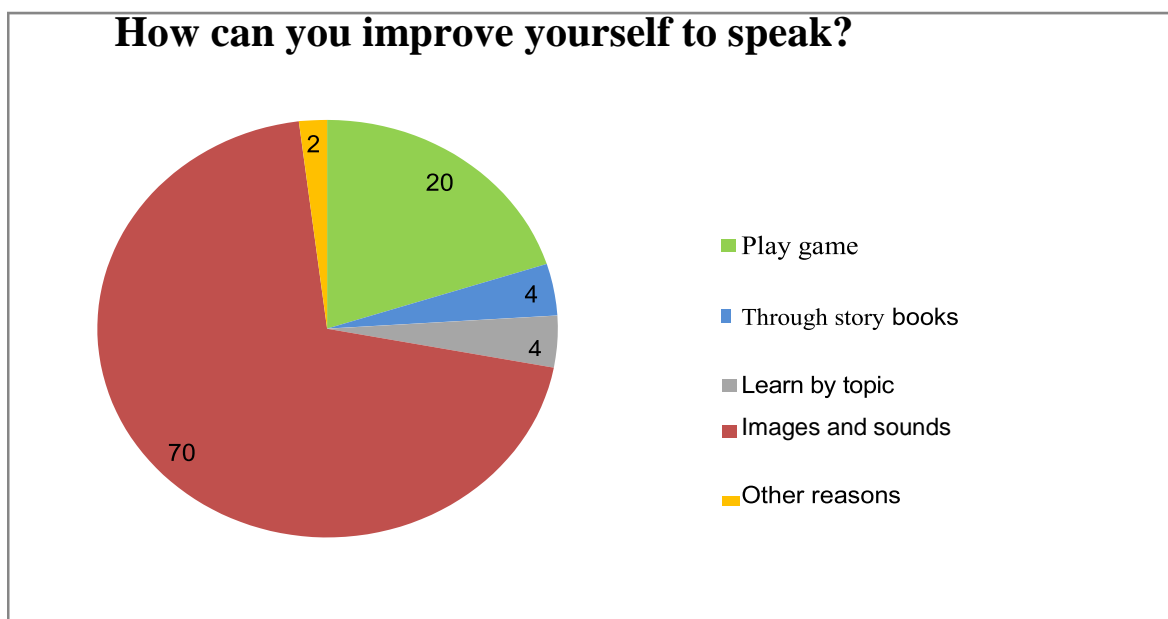


Figure 8: Motivation to learn vocabulary

The chart above shows how teachers improve children's vocabulary memory. Sound and image, account for the highest rate over 70%. While other students think that playing games is also an effective way to practice English vocabulary; take up to 20%. Learning through story books, learning by topic and other reasons were not appreciated by students with the rate of 4%, 4% and 2% respectively.

Question 9: Can you use projects like watching movies, playing games, reading stories, etc. to motivate children to learn vocabulary?

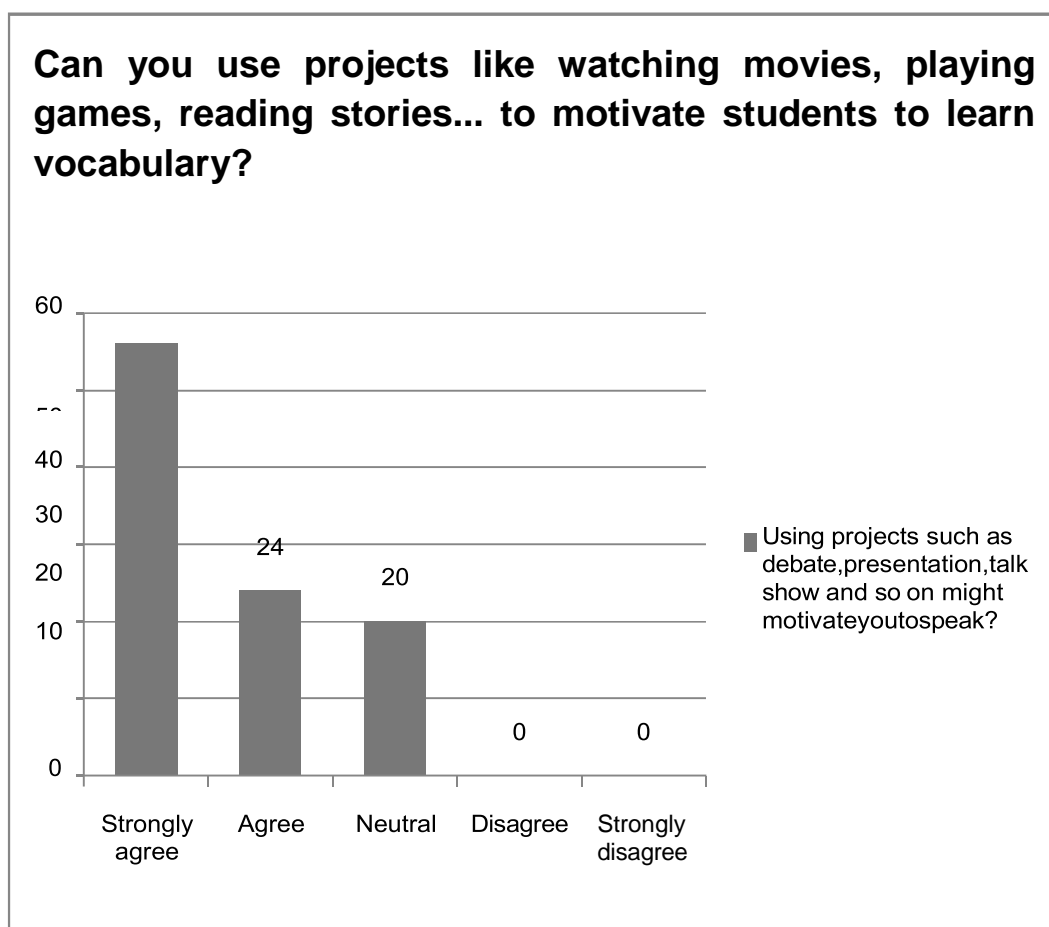


Figure 9: Teachers' opinions on the use of projects: watching movies, playing games, reading stories,...

This table shows teachers' opinions on using projects as a motivator. It can be seen that 56% of teachers strongly support this view while 24% of teachers agree with using projects to motivate students to learn vocabulary. Neutral opinion accounts for 20% and there is no percentage of teachers who strongly

oppose or oppose this. Most teachers are interested in methods to help students improve their language learning. Thus, this graph shows positive teacher feedback for using projects to motivate students to learn vocabulary.

Question10: What skills do you think motivate students to learn vocabulary?

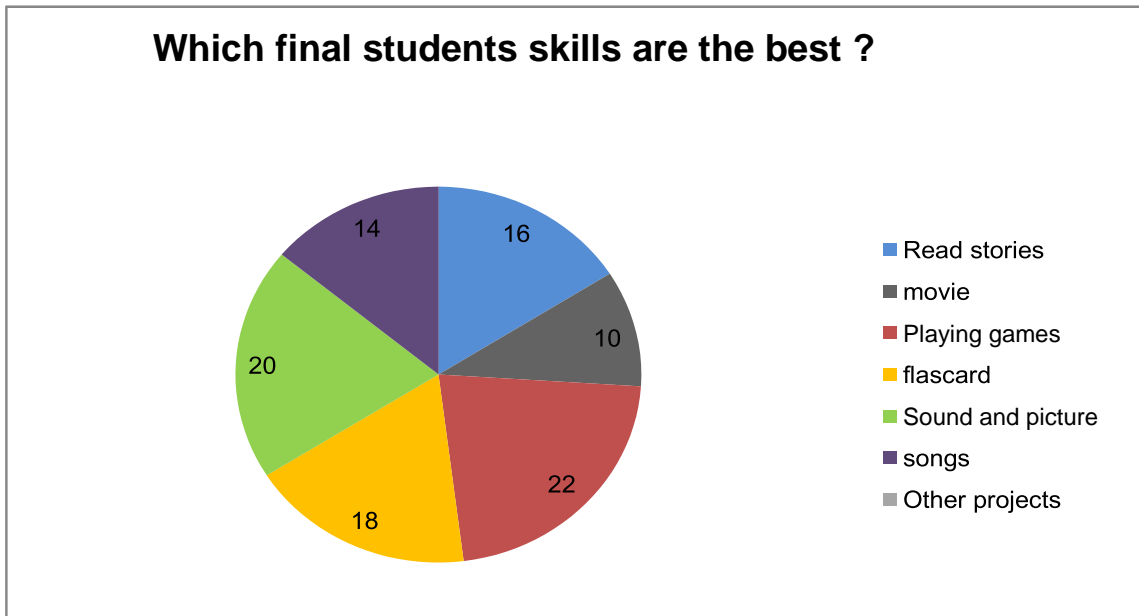


Figure 10: Teachers' opinions on the most effective motivators

This sentence is to find the most suitable motivation chosen by the teacher. The graph shows this ratio evenly divided among all factors. Gaming accounts for the highest proportion of about 22%, compared to 20% of audio and video, 18% of flashcards, 16% of stories, 14% of songs and 10% of movies. The teacher did not recommend any projects, so projects account for 0%.

CHAPTER III: SOME SOLUTIONS TO IMPROVE VOCABULARY LEARNING

In this chapter, the researcher will propose some effective methods and activities after analyzing the survey and finding out the common difficulties of children in learning vocabulary. Most of the children in the survey agree that they are facing difficulties when learning vocabulary such as lack of environment, difficulty in remembering, quickly forgetting, etc. Therefore, the methods and activities are adopted with the author's experience. If children practice these methods regularly, their vocabulary can be greatly improved

3.1.SOME SOLUTION TO STUDY AT HOME

3.1.1. Set routine

Parents should set up a time to learn English with their children. Parents should teach English to their children in a short period of time, not too long, but regularly and often every day. Fifteen minutes is enough for small children. Parents can gradually increase the implementation of longer lessons to keep their child's attention span growing.

Besides, children will feel more comfortable and confident if you give them small gifts after school hours. For example, parents can play an English game every day after school or read an English story with their children before going to bed. If you don't have time at home, you can create an English corner where you keep everything connected to English, for example books, games, DVDs or things that you already do. . Repetition is essential - children often need to hear words and phrases many times before they feel ready to make their own sounds.

3.1.2. Play game

Children's ability to learn will increase when children play. Parents can use flashcards (game cards) to teach and revise vocabulary and build different games with their children, such as memory games.

Parents can refer to games for children to help children practice their English skills such as board games, word games, etc.



3.1.3. Learning through story books

Young children love books with bright colors and attractive illustrations in story books. Look at the different pictures and say the words as you point to the picture. You can then ask your child to point to different things.



3.1.4. Learn English vocabulary anywhere

You can help your child build a large English vocabulary by taking him to many interesting places, exposing him to many new ideas. For example, you can take your baby to a zoo or museum. Thereby helping your child develop vocabulary related to animals or historical artifacts. This way of learning helps children not to feel bored and it will be easier to memorize vocabulary when they feel like they are enjoying the knowledge they have access to.

3.1.5. Learn vocabulary by topic

Let's categorize English vocabulary by topics so that it can be easier for children to remember. For example, family theme, sports theme, school theme, food theme, etc. For each topic, give your child some of the most familiar and common words of that topic for him to remember. Learning vocabulary by topic will help children visualize and remember faster. The selected topics must also be classified according to the level from simple to complex so that children step by step become familiar with them.



cradle



walker



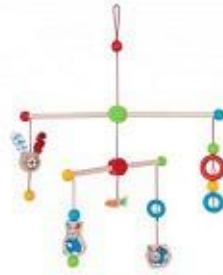
pacifier



diaper



bib



mobile



crib



potty



stroller



baby bottle

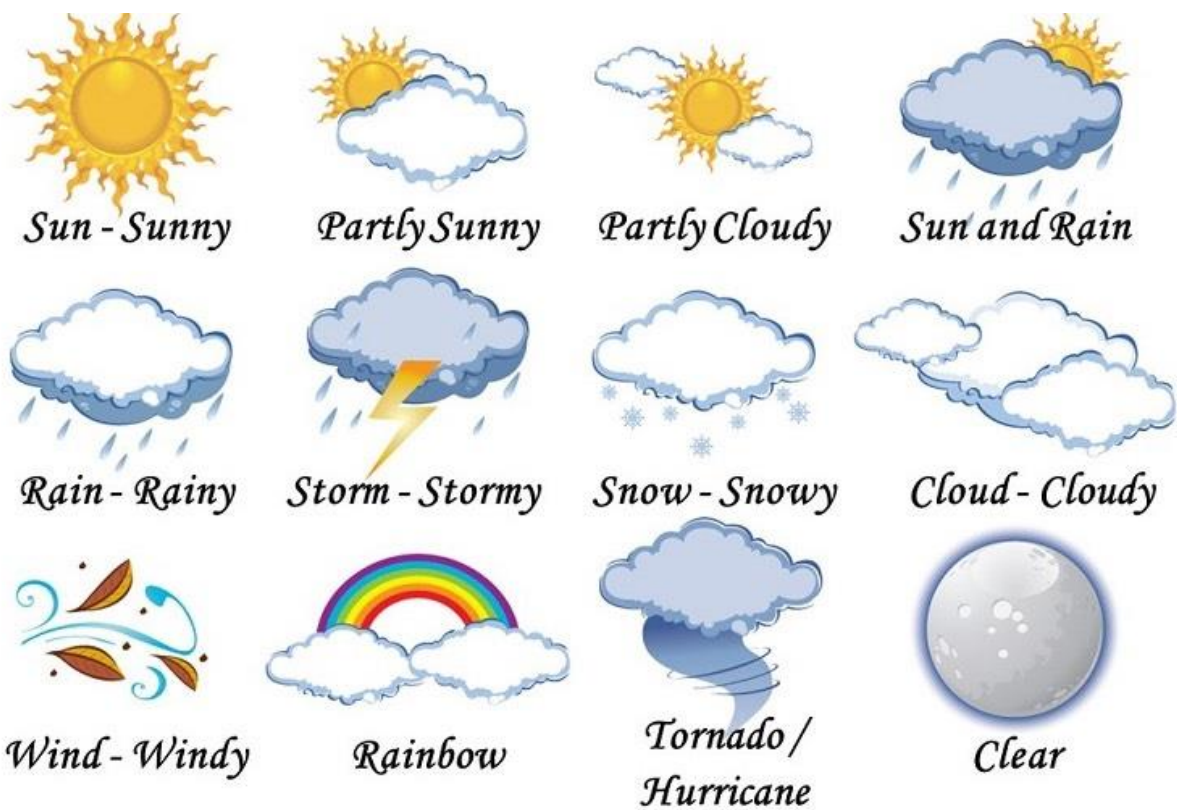


nipple



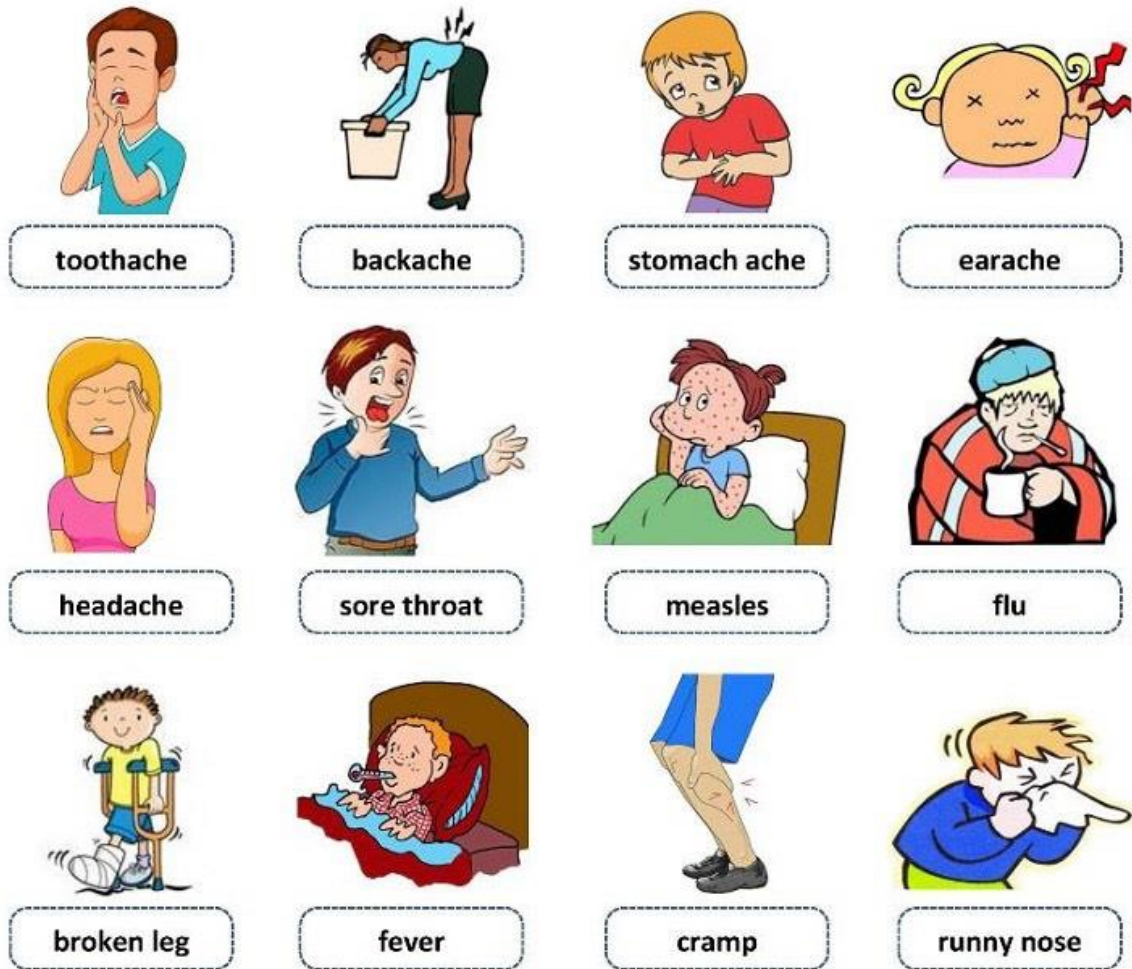
high chair

Learning English vocabulary by topic will make learning simpler



3.1.6. Learning through pictures and sounds

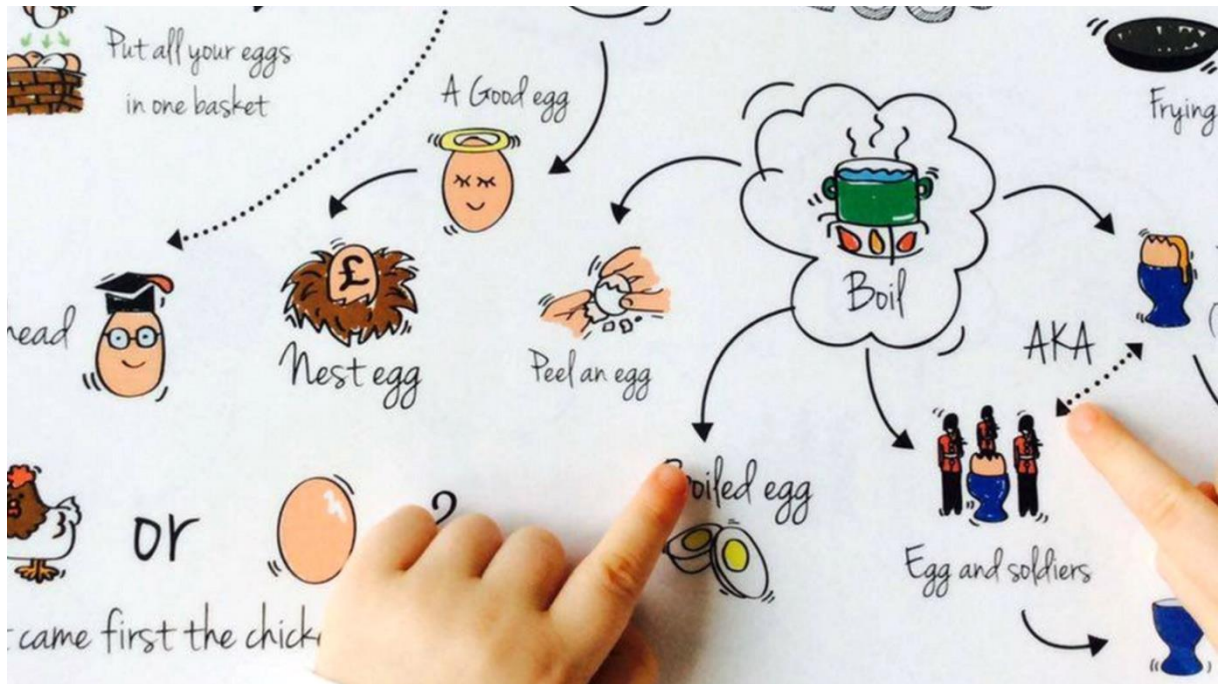
Pictures and sounds are two ways to help the baby's brain remember English words in the simplest way. It can be through games that combine pictures or songs, cartoons to help children get excited and interested and also a method to help children memorize English vocabulary.



Learning English vocabulary through pictures and sounds will make it easier for the brain to remember words

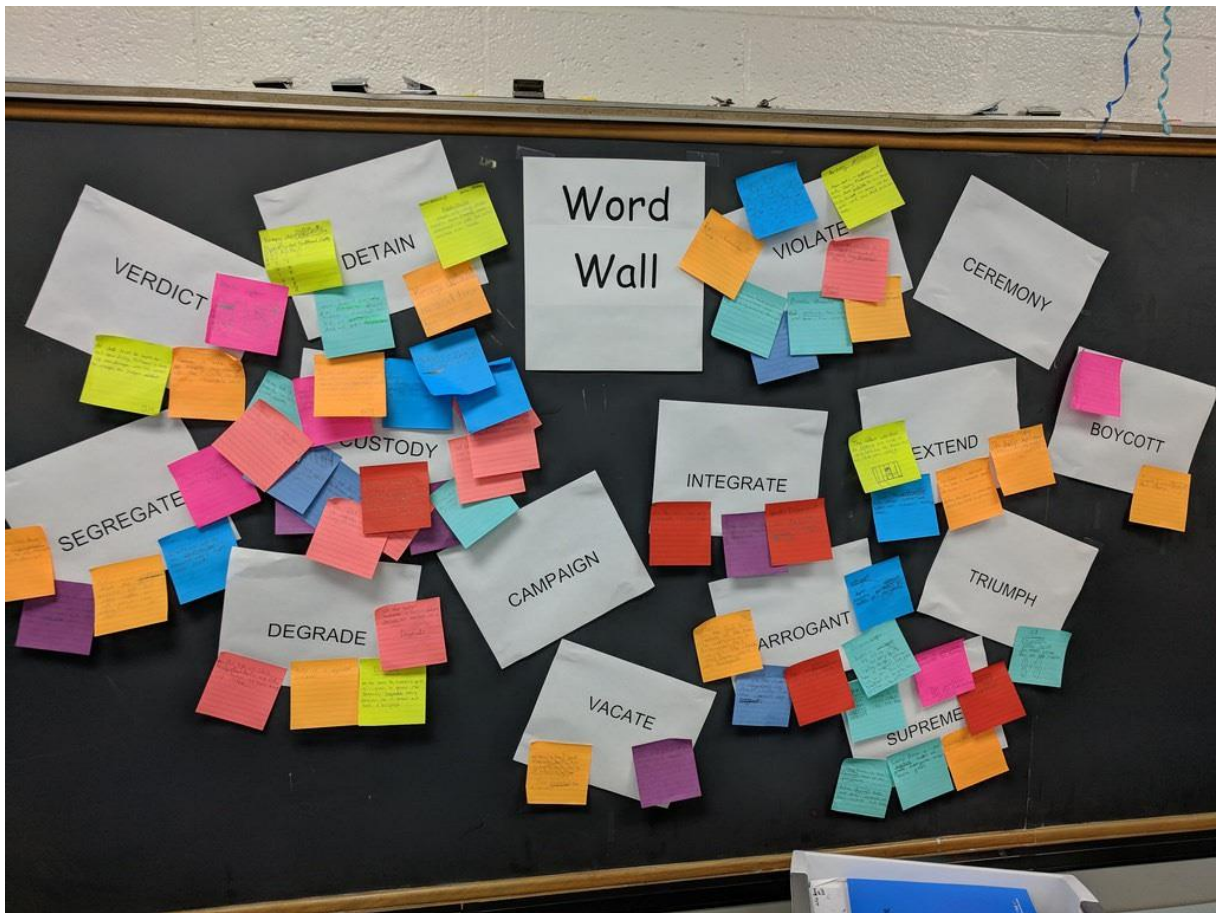
3.1.7.No random vocabulary

Our brains often remember what is relevant to us. Therefore, making a list or flashcards of random English words will not be an effective way to learn to remember and use those words. So the best way to keep a new word in mind is to try to associate it with something meaningful to you. That is, you will put the word in a specific context that you find interesting or associated with a hobby. For example, if you are a football fan, it will be easier for you to memorize the word “unstoppable” in a particular sentence, such as: “Messi is unstoppable”, instead of just memorizing it as a single word or in a generic sentence like: "Some people are unstoppable".



3.1.8. Record vocabulary

Parents should be encouraged to record vocabulary in a small notebook. Ask the children to write new words on the back of their class notebooks. Check students' pronunciation of each word and let them underline the main stress. Students can also translate words into phonetics or draw a picture to describe each word. At a higher level, teachers can ask students to make sentences for each word.



3.1.9. Methods of teaching English are constantly innovating

Children often remember quickly but often forget, so providing knowledge to children is not the first problem. Children's skills and attitudes when approaching each situation, the story presents things and phenomena happening around them are very important.

The essence of children's learning is through imitation, discovery, experience and practice so that children understand the things and phenomena happening around them.

At the same time, children learn to express those insights through sharing and communicating with friends. Therefore, parents or teachers should explore different situations and materials to encourage children to play, encourage children to work together.

3.1.10 .Repeat vocabulary in a lesson

When you use a game or a class to teach preschoolers English, make the session no longer than 30 minutes. Repeat several times a day to help children absorb knowledge easily.

Because children need repetition to memorize words better. Repeat the words from that day's lesson as much as possible so that the child remembers them for a long time.

3.1.11.Avoid emphasizing grammar issues

You should integrate grammar through sentences in the game to teach English to preschoolers. Let's combine learning and play so that children feel most comfortable and do not focus too much on grammar.

Teaching English to preschoolers is only intended to expose children to new languages and learn vocabulary. And teaching grammar at this stage is not only confusing, but boring and counterproductive.

3.1.12. Avoid competition for rewards

With the thought that rewards can encourage children to learn more actively and punishment scares children away, many teachers and parents often offer a form of award to those who get high marks, achievements. High. good academic records or use punishment for children who learn more slowly. In fact, these are the top mistakes that make schoolwork feel overwhelming and stressful. And this is not at all beneficial to the child's academic achievement.

3.2. SOME WAYS TO MANAGE YOUR CHILDREN TO LEARN ENGLISH AT HOME

3.2.1 Examination and adjustment for children

Parents should have a schedule to periodically check their children's old knowledge. A simple way to check is to ask what the child learned the previous day, even on weekends you can ask for information on the first days of the week.

When checking, correct what the child says wrong and correct it immediately. Regular assessment is essential to reinforce what children have learned.



3.2.2 Managing children's homework skills

Prepare separate notebooks for learning to write, learning vocabulary and doing exercises.

Let your child use a pen they love.

Learn for short periods of time, but often.

Take a short time to review and re-evaluate your child's learning.

Study in a place where both you and your child feel happy and comfortable.

Don't let the kids get distracted. Limit checking email, watching TV, and using your phone when teaching your child to learn (unless you watch it in English, or look it up in a dictionary).

Have drinks and snacks ready so your child doesn't have to find excuses to be lazy while studying.

If you teach a group, create a code of conduct during the class that they all follow.

3.2.3. Learn from everyday situations

For example, when dressing a child, or when sorting laundry, a parent might bring up the topic of clothing. Practice vocabulary about toys and furniture while you are helping your child clean up the bedroom. Teach food vocabulary while cooking or shopping. When you go to the supermarket, give your child a list of things to look for (using pictures or words depending on their age).

3.3. Always accompany your baby even if you don't know English

3.3.1. Don't be shy in front of your child when you don't know or are weak in English

Fear of being wrong and afraid of their children because of their poor English ability is the biggest barrier that makes many parents not confident when teaching their children a foreign language. Instead, you should be frank with your child: "My parents are learning English just like me, so if you don't know something, let's all show it to each other.", because children often like to play the role of characters. objects, so this will help children have more interest in learning.

In addition, parents should not worry about their poor English learning ability will affect their children. Because in fact, children's ability to learn English affects many factors such as learning environment, teaching methods, etc., so when parents create an environment for children to learn English well, learning habits will be formed. Children's practice gradually gets better as soon as their parents are weak in foreign languages.

3.3.2. Refer to software applications

Refer to applications and software to support learning English at home for children. If parents are weak in English, they do not have the time or experience in teaching their children to learn foreign languages or do not have too much money to send them to expensive centers. Let's find out which applications and software for teaching English online are the best solution.

3.3.3. Learning by passive listening method

At home, parents help their children learn by themselves in the "Passive listening" method, by regularly playing English teaching videos for children, children's music videos or cartoons to expose their brains to sounds. Every day, every hour.

PART III: CONCLUSION

1. Summary

In summary, this graduation paper is conducted with the aim of surveying the current situation of vocabulary learning in 5-year-old children and finding out the difficulties and common mistakes of parents and children, especially in terms of memorization skills. vocabulary. Then methods and strategies can be suggested to solve the children's problems and motivate them to learn. The purpose, scope and rationale of the study were presented in chapter 1 for the introduction. After that, some theoretical definitions such as: definition of vocabulary, some difficulties in learning English vocabulary and some common errors are included in Chapter 2. In particular, to point out the difficulties. of children in learning English vocabulary in general and vocabulary memory skills in particular, a survey was conducted. and analysis to find the most effective strategies to encourage parents and children to have appropriate learning methods. Therefore, some suggestions to help children practice at home as well as in class have been suggested in chapter 3. In this graduate paper, due to the limitation of time knowledge and many other factors of the researcher, only the scope of improving vocabulary memorization skills can be mentioned. Hopefully in my next research I can expand my knowledge to deal with more problems not only related to vocabulary skills but also other skills such as pronunciation, listening, etc. Finally, I hope that my graduation paper can be an encouragement to anyone interested in speaking skills.

2. Limitations and suggestions for further research directions

A considerable effort has been made to find techniques that can be used to help 5-year-olds learn vocabulary. However, due to limited time and capacity, there are a number of related research areas that cannot be fully covered in the thesis. Firstly, the research object is only a small number. Secondly, the researcher has only focused on studying vocabulary learning techniques of children without paying attention to some related skills such as speaking, writing and listening. Moreover, in teaching and learning English in general, the techniques suggested above are only a small part. should be used creatively and flexibly. With the above limitations, I hope that further studies on the topic can cover more subjects and expand to other English skills to help children learn English better

CONCLUDE

Studies in the world and in the country have confirmed the ability of children to receive foreign languages, especially children of preschool age, pointing out the nature of the child's foreign language acquisition process as well as the special characteristics of children. characteristics of the process of teaching foreign languages to children. Practical results have also shown that the development of English vocabulary for 5-year-old children is completely feasible and achievable. The survey results show that the majority of preschool teachers are aware of the importance and effectiveness of developing English vocabulary for 5-year-old children. However, in the process of developing English vocabulary for 5-year-old children, preschool teachers also encountered many difficulties. This has affected the teacher's process of organizing activities to develop English vocabulary for children as well as the effectiveness of children's vocabulary acquisition. In addition, the survey results also show that the level of English vocabulary development of 5-year-old children is not as satisfactory as expected. Therefore, it is necessary to find and develop measures to develop English vocabulary for 5-year-old children. From the study of theory and reality, the topic has built 5 measures to contribute to improving the effectiveness of the development of English vocabulary for 5-year-old children

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APPENDIX 1: SURVEY QUESTIONNAIRE

(For teachers)

This survey questionnaire is designed to study some of the difficulties that 5-year-old children face when learning English vocabulary at preschool. Your help in completing this survey would be greatly appreciated. All information you provide will be used for research purposes only.

Thank you very much for your cooperation.

Please tick (v) or write your answer in the appropriate place.

1. How many students are there in your class?

- Less than 20 students
- 20 students
- 30 students
- Over 30 students

2. Teaching time at your school?

- Morning
- Afternoon
- All

3. How many hours/day do you teach English to children?

- 1 hour
- 2 hours
- Over hours

4. Are children interested in English?

- Yes

No

5. How do you teach vocabulary to children?

Songs

Movie

Game

Other

6. How do children like to learn the most?

Songs

Movie

Game

Other

7. What are the difficulties in teaching English to children?

Baby doesn't like to learn English

Baby is afraid to memorize words

Quick to forget

Other

8. Do you often interact with children in English in class?

Something

Sometimes

No

9. What is the level of children's vocabulary memory?

Very poor

Poor

Nomal

Good

Very good

10. What time do you think is appropriate when learning English in children?

Morning

Afternoon

All