

**INSTRUCTORS' NARRATIVES OF VOCABULARY INSTRUCTION
FOR YOUNG LEARNERS**

A Thesis



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1213022022

**English Education Study Program
Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
June 2026**

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FOR YOUNG LEARNERS**

A Thesis

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1213022022

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Abstract

Vocabulary instruction is essential for supporting young learners' English language development, particularly in nonformal after-school English programs where instructors are expected to create engaging learning experiences. However, little research has explored instructors' experiences in teaching vocabulary in this context. Therefore, this study aimed to explore instructors' narratives of vocabulary instruction by examining their teaching experiences, instructional strategies, challenges, and reflections. This study employed a qualitative narrative inquiry approach involving three instructors teaching Pre and Basic level classes in an English after-school program. Data were collected through semi-structured interviews and classroom observations and analyzed using narrative reconstruction and thematic analysis. The findings revealed that teaching vocabulary to young learners was both enjoyable and challenging due to students' active behavior, limited attention span, and vocabulary retention. The instructors employed interactive strategies such as flashcards, games, repetition, quizzes, storytelling, Wordwall, and movement-based activities to support vocabulary learning. They also emphasized that repeated exposure, instructional flexibility, and meaningful classroom engagement enhanced students' vocabulary development. The study concludes that effective vocabulary instruction requires interactive learning, continuous reinforcement, effective classroom management, and teacher adaptability. These findings provide practical insights for English instructors in nonformal education and suggest that future research involve more participants and diverse educational contexts.

Keywords: vocabulary instruction, young learners, narrative inquiry, teaching strategies, nonformal After-School English Program.