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**METHODOLOGY OF LANGUAGE TEACHING DEPARTMENT**

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**QUALIFICATION PAPER**

**The effectiveness of teaching vocabulary  
through short stories**

**5220100 – Philology (The English language) for granting the bachelor`s  
degree**

**“THE QUALIFICATION PAPER  
IS ADMITTED TO DEFENSE”**

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## INTRODUCTION

The President of the Republic of the Uzbekistan Islam Abduganiyevich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generation is the future guarantee of prosperity”.

It is our task, to prepare teach professionally component and energetic personal real patriots to see them in the world depository of science and culture. In this plan the national program about training personnel was worked out on the formation of new generation of specialists with the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective.<sup>1</sup>

Here the notable place is assigned to the general applied linguistics which carries responsibility for such socially and scientifically important sphere of knowledge as Lexicology, Stylistics, Methods of language teaching, Translation theory and so on.

**This Qualification Paper presents** the effectiveness of teaching vocabulary through short stories in English as a foreign language environment. This Research Paper presents the combination of several approaches to teaching a language with the focus on vocabulary items connected with short stories. As its known in many programs, today there is a great attention for teaching vocabulary. There are many reasons for this and one of them is that the results of vocabulary teaching have not been successful enough and sometimes disappointing for teachers and students. Today professional journals for ESL teachers reflect the current concern for more effective vocabulary teaching strategies and methods. And in this Research Paper

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<sup>1</sup> I. Karimov “Kadrlar tayyorlash milliy dasturi” Toshkent 1997. 35 bet.

are described using of the combination of several ways (approaches) to make the vocabulary study an easy and joyful process which will lead to better acquisition of the vocabulary.

**The subject matter** of this Research is teaching vocabulary. All theories and activities, which are closely connected with the topic in focus, include a large variety of collaborative work and give students the opportunity to think critically, interact with each other in meaningful context and develop reading skills, guessing skills and the feeling of community.

**The object** of this research is to study the effectiveness of teaching vocabulary through short stories.

**The actuality** of this work is represented by the fact that teaching vocabulary through short stories is one of the most effective methods because through this method will be improved both skills: reading and vocabulary. The Paper gives a detailed at the same time interesting information about theories for keyword technique, context clues, affixes and dictionary use in learning vocabulary and gives sample of stories, activities for teaching these methods and many other useful information.

**The aim of this** is to introduce ways of presenting essential vocabulary and construct a good lexical base for the learners who study English. The new language is presented in a clear way and is consolidated in such skills as: reading, writing, speaking. For this purpose the authentic texts and everyday situations are used. The new language is presented not only in communicative meaningful ways, in drills and exercise where the language is used for illustrative purposes only all the texts have an authentic sources but they all have been graded to suit level.

**The novelty of this work** is that the vocabulary has been told through a wide variety of activities and tasks from focused language work, which includes giving definitions instead of translating the words, matching the words with the pictures,

filling the blanks etc. to a free practice of realistic communication. Moreover, the work is focused not only on language and its structure, but mostly on learning and learner with the emphasis on developing students' reading skills, critical thinking, as well as developing students' effective goals, interpersonal skills and learning strategies.

Although the focus of the work is vocabulary study all the other skills are practiced as well because it is known that reading comprehension is strongly linked to the vocabulary knowledge. Reading the texts which fit their interests helps students to practice and consolidate the new vocabulary items. The quality and amount of a student's reading has more effect on vocabulary development than direct classroom instruction. That's why practical part of this work offers a good reading section by which student can expand and consolidate their vocabulary knowledge. At the same time reading helps to provide a context for the discussion, when students have an opportunity to use the new words in a free speech, and writing where the words spelling is practiced while meeting communicative needs of the task.

**The practical value** includes samples of using all techniques, clues, ways by practicing them in the lesson. In this part pre-, while- and post-teaching activities, ways of checking comprehension and visuals are provided.

The Qualification Paper consists of introduction, two chapters, conclusion and bibliography.

First chapter is theoretical part, and here is described the importance of learning vocabulary, using context clues (keyword technique, affixes and roots) while learning vocabulary, guides for selecting appropriate material to present, and role of dictionaries in learning procedure.

Second chapter is practical part and here is given samples of lessons, activities which can be used in learning vocabulary, presented ways of introducing new words, pre-, while- and post-teaching activities.

In conclusion the basic results of investigation are submitted and at the end of the list of used literature.

## Chapter I. Vocabulary is one of the most important skills

### 1.1. The importance of learning vocabulary

Teaching vocabulary is clearly more than just presenting new words<sup>2</sup>. Because a large vocabulary is extremely important for understanding and communication. A major aim of teaching vocabulary is to help students to gain a large vocabulary of useful words<sup>3</sup>. David Cross stated two ways of presenting vocabulary.

First is teacher can *show* the meaning in some way;

Second is teacher can *use language* that the students already know in order to make clear the meaning of the new lexical items.

Sherre. L. Nist and Carole Mohr<sup>4</sup> continued Cross's ideas and they presented four evidences for importance of teaching vocabulary. They are:

1. Vocabulary should be taught, because it is basic part of reading comprehension. If learner does not know enough words, he/she is going to have trouble understanding what she read. An occasional word may not stop him/her, but if there are too many that learner does not know, comprehension will suffer.

2. Vocabulary is the major part of almost every standardized test, including, reading achievement tests, college entrance exams, and armed forces and vocational placement tests. Test developers now that vocabulary is the key measure of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as reading comprehension section.

3. Studies have shown that students with strong are more successful in school. And one widely known study found that a good vocabulary, more than any

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<sup>2</sup> Harmer, J. "Practice of English language Teaching". New York: Longman Publishers House. 1991. p.23

<sup>3</sup> Cross, D. "A Practical Handbook of Language teaching" London : Cassell Publishers Limited. 1992. p.15

<sup>4</sup> Sherrie L. Nist, L and Mohr, C. "Building Vocabulary Skills" New York: Townsend Press, Inc 2002. p.56

other factor, was common to people enjoying successful careers in life. Words are in fact the tools not just for better reading, but of better writing, speaking, listening and thinking as well. The more words the learner knows the more effective his/her communication can be, and the more influence he/she can have on the people around him/her.

4. Words are the tools of our trade; words we use in reading, listening, writing and speaking. Furthermore, experts say that workers of tomorrow will be called on to change jobs and learn new skills at an ever-increasing pace. The keys to survival and success will be the abilities to communicate skillfully and learn quickly. A solid vocabulary is basic for both of these skills.

These evidences are showing that the vocabulary is connected with all skills. That's why it is important to have a certain vocabulary program with specific methods, rules.

The National Reading Panel concluded their research with that there is no single research-based method for teaching vocabulary.

In contrast to the National Reading Panel's conclusion Linda Diamond and Linda Gutlohn<sup>5</sup> suggested to follow four components of an effective vocabulary program which were given by Michael Graves:

1. Wide or extensive independent reading to expand word know ledge .
2. Instruction in specific words to enhance comprehension of texts containing these words .
3. Instruction in independent word-learning strategies .

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<sup>5</sup> Diamond, S.&Gutlohn, T Learning Vocabulary through Activities. Cambridge: Cambridge University Press. 2006.p.34



4. Word consciousness and word-play activities to motivate and enhance learning .<sup>6</sup>

In spite of these facts, suggestions, the most important factors in teaching are learners (stays at first) and conditions.

Krashen also believes that certain conditions must apply for effective learning to occur.

First, the learners must be interested in understanding the message . From the point of view of vocabulary learning , learners' interest creates a need to understand the unknown words in the text<sup>7</sup>.

Second, the message should contain some words that are unknown to learners. These words should be understandable from the context in which they occur.

Third, the learners should not feel worried or threatened by their contact with the foreign language.

Diane August also suggested several strategies that appear to be especially valuable for building the vocabularies of English language learners .

Strategies:

Take advantage of students' first language.

Teaching the meaning of basic words.

Review and reinforcement.

Also Linda Diamond and Linda Gutlohn<sup>8</sup> pointed out that one of the word learning strategies is contextual analyses.

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<sup>6</sup> <http://nosferatu.cas.usf.edu/lis/class>

<sup>7</sup> Nation, I.S.P. "Teaching and Learning Vocabulary". Wellington: Victoria University Press. 1990.p33

A second instructional strategy, learning the meaning of basic words , includes words that most I English-only students already know . Basic words can be found on lists , such as the

The third instructional strategy that English-language learners particularly benefit from is review and reinforcement. These methods include read-aloud, teacher-directed activities , listening to audiotapes , activities to extend word use outside of the classroom , and parent involvement.

Virginia Pavicic emphasized that in learning English as a foreign language , a learner is forced to be autonomous , independent and make effort to learn vocabulary outside the classroom <sup>9</sup>

We need to learn vocabulary because each test that we will pass is based on the vocabulary .There are given many strategies , conditions that arc used in order to make the vocabulary more effective.

### **Literature review**

“Vocabulary is the knowledge of words and word meanings”. Many linguists and methodologists gave different explanations and definitions of vocabulary. Steven Stahl<sup>10</sup> defines, “Vocabulary knowledge is knowledge; the knowledge of a word only implies a definition, but also implies how that word fits into the world”.

Jeremy Harmer<sup>11</sup>, as the addition and as an improvement to Stahl, said that language structures are skeleton of language but vocabulary that provides vital organs and the flesh. He said, “An ability to manipulate grammatical structure does

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<sup>8</sup> Diamond, S.&Gutlohn, T Learning Vocabulary through Activities. Cambridge: Cambridge University Press. 2006.p.64

<sup>99</sup> [www.glencoe.com](http://www.glencoe.com)

<sup>10</sup> Stahl, S..” Vocabulary Knowledge”. New York: Newbury House. 2005. p78

<sup>11</sup> Harmer, J. “Practice of English language Teaching”. New York: Longman Publishers House. 1991.p.24

not have any potential for expressing meaning unless words are used. In real life it is even possible that where vocabulary is used correctly it can cancel out structural inaccuracy”.

Long and Richards<sup>12</sup> compared vocabulary with grammar and stated in their book that vocabulary is important component of all uses of language as a grammar

However, David Cross<sup>13</sup> noted “A good store of words is crucial for understanding and communication”.

Nist and Mohr<sup>14</sup> agreed with Cross's statement and said that building vocabulary is important and in today's world a good vocabulary counts more than ever. “The more words you have at your command, the more effective your communication can be and the more influence have on the people around you” .

Diamond and Gutlohn<sup>15</sup> continued these statements by emphasizing that vocabulary is something that expands and deepens over the course of a lifetime. Instruction in vocabulary implies far more than looking up words in a dictionary and using the words in a sentence.

Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific words and word-learning strategies .

As a continuation Harmer<sup>16</sup> noted,” Need to teach language structure is obvious . Grammar knowledge allows to make up sentences. At the same time, we

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<sup>12</sup> Long, B.& Richards, S. Teaching Vocabulary and Grammar. Cambridge: Cambridge University Press. 1987p124

<sup>13</sup> Cross,D . “A Practical Handbook of Language teaching” London : Cassell Publishers Limited. 1992. p.15

<sup>14</sup> Sherrie L.Nist, L and Mohr, C . ”Building Vocabulary Skills” New York: Townsend Press,Inc 2002.p.56

<sup>15</sup> Diamond, S.&Gutlohn, T Learning Vocabulary through Activities. Cambridge: Cambridge University Press. 2006.p.34

<sup>16</sup> Harmer, J. “Practice of English language Teaching” . New York: Longman Publishers House. 1991.p.23

should have meanings that we wish to express and store of words that we can select from when we wish to express these meanings”.

If In the context of learning English as a foreign language , a learner is focused to be autonomous , independent and make conscious effort to learn vocabulary outside the classroom simply because the exposure to the target language is limited in class . So teachers cannot rely on their students' "picking up" lexical items . This makes explicit vocabulary teaching necessary . However, vocabulary is notoriously difficult if not impossible to teach because of the complexity of its linguistic semantic and psychocognitive aspects

Nist and Mohr<sup>17</sup> gave evidences for reason of vocabulary's importance . There are four evidences . First, vocabulary is basic part of reading comprehension . Second , vocabulary is a major part of almost every standardized test and exams , Third , studies have indicated that students with strong vocabularies are more successful in schools .Forth , words are the tools of our trade ...

Many scientists and linguists L.Diamond and L.Gutlohn , M. Graves , D. August, Krashen, Stahl and so on suggested strategies , conditions , components for effective vocabulary learning .

Stahl<sup>18</sup> stated that in order to know a word ,learner must know it's contextual meaning as well as dictionary meaning .Learners need to see words in different contexts in order to learn them thoroughly. Honeyfield, Wallace, Johnson, Watanabe, Thelen and others consider that learning words through the context is one of the most effective ways of vocabulary learning ...

The Texas Reading Initiative stated that there are some techniques for enhancing students' awareness of the importance of context clues ...

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<sup>17</sup> Sherrie L.Nist, L and Mohr, C . "Building Vocabulary Skills" New York: Townsend Press,Inc 2002.p.56

<sup>18</sup> Stahl, S.." Vocabulary Knowledge". New York: Newbury House. 2005. p78

One form of guessing from the context is using mnemonic strategies (keyword technique ) Nation described the using ways of this technique and Delaney , Paivio and Desrocher<sup>19</sup> gave conclusion about keyword technique after they had analyzed studies ...

Another aspect which makes guessing the words easier is the knowledge of prefixes . roots , suffixes and their meanings . Nation, Stauffer, Brown and Thompson analyzed affixes and roots, their origins and noted the results ....

In order to succeed in learning or teaching vocabulary ability to guess from the context, knowledge of affixes may be not enough . Everything depends on selected materials which is taught and is learnt.

One of the problems of vocabulary leaching is how to select what words to teach.

A general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract...(Nation , 1990)

Reading materials also should be appropriate to students' levels and must be interesting for them ...(Palmer, 2001)

During teaching vocabulary through short stories the major point is using dictionaries . Bilingual dictionaries provide with concrete information , but monolingual dictionaries provide not only with information about word , it's meaning , but also it's meaning in different contexts , prepositions that follow that word and so on ...

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<sup>19</sup> Delaney, Paivio & Desrocher. Testing English as a second language. New York. McGraw Hill. 1991p.45

David Cross (1992) pointed out that there are many ways of making clear the meaning of a word, teaching a word. They are teaching by Ostensive means: realia, pictures, body;

Verbal definitions

Word sets

Synonyms

Antonyms

Cognates and so on...

## **1.1 Words in context is the key to vocabulary development.**

In order to know a word one must not only know its definitional relations with other words, but also be able to interpret its meaning in a particular context ( Stahl, 19%)

Traditionally , vocabulary used to be offered to learners in the form of lists and vocabulary instruction has focused on having students look up word meanings and memorize them . This teaching approach provides only the surface and short term learning of words. The Texas Reading Initiative found that students who simply memorize word meanings frequently have troubles applying the information in definitions and often make mistakes about the meaning.

A word used in different contexts may have different meanings : thus , simply learning H definitions of a word without examples of where and when the word occur» will not help learners to fully understand it's meaning. Learning an isolated list of words without reference to the context is a memorization exercise that makes it difficult for learners to use the words in spoken and written language .

Looking at the context in which the word appears seems to be the best way of learning vocabulary and learn how it's meaning relates to the words around it. Moreover, an approach that includes definitions as well as its use in the text can generate a full and flexible knowledge of word meanings.

When students are given several sentences that use a word in different ways they begin to see how a word's meaning can change and shift depending on its context. Learners need to see words in different contexts in order to learn them thoroughly .

Honeyfield<sup>20</sup> stresses the importance of context by arguing that even with a functional vocabulary of the 3000 most frequently occurring items in English learners will not still know approximately 20 percent of the items they will come across in an unsimplified text.

Too much dictionary work can kill all interest in reading and even interfere with comprehension “because learners become more concerned with individual items and less aware of the context, which gives them meaning . It also results in very slow and inefficient reading “

Therefore , good learners often acquire much of their vocabulary through independent reading are learned through context.

However, Watanable claims that " Although incidental learning of vocabulary through context is possible , it is not always efficient".

Indeed, vocabulary learning must be meaningful to students. This occurs when a learner is able to relate new words to his/her prior knowledge or schema. Schema is defined by Pearson and Spiro as little pictures or associations you conjure up in your head when you read a word or sentence.

The rich literary context for each word not only provides a literary context, but also exposes students to fiction and non-fiction by various authors.

Dale and O'Rourke have summarized the four stages of word knowledge as follows:

- 1. I have never seen it before.***
- 2. I have never heard of it, but I do not know what it means.***
- 3. I recognized it in the context -it has something to do with....***

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<sup>20</sup> Honeyfield, J. Word frequency and the importance context in vocabulary learning. New York: Cambridge University Press. 1997. p35



#### ***4. I know it.***

Seeing vocabulary in rich context provided by the authentic texts, rather than isolated vocabulary drills, produced strong vocabulary learning. Rich and strong vocabulary instruction goes beyond definitional knowledge ; it gets students actively engaged in using and thinking about word meaning , associate with other words , guessing from the context .If learners decide that a word is worth guessing , they might follow a five step procedure like that of Nation and Coady

1. Determine the part of speech of unknown word .
2. Look at immediate context and simplify it if necessary .
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences .
4. Guess the meaning of the unknown word .
5. Check that the guess is correct.

The few studies of guessing words from context indicate that a large proportion of the unknown words can be successfully dealt with in this way.

As it was mentioned before, Linda Diamond and Linda Gutlohn pointed out that one of the word learning strategies is contextual, involves inferring the meaning of an unfamiliar word by examining the text surrounding it. Instruction in contextual analysis generally involves teaching students to use both general and specific types of context clues .

Several writers describe various types of clues that can provide information to help in guessing . Brown lists definition , learners' experience of the world contrast, inference and analysis . Stainberg lists grammar, punctuation, definition ,

contrast, connectives , reference words , word analysis and the learner's experience and common sense . But all these approaches lack in semantic procedure to follow . Only Chandrasegaran uses a questioning procedure to guide learners in guessing , but this is dependent on the teacher's choice of questions.

As stated in the Texas Reading Initiative , these are some techniques for enhancing students' awareness of the importance of context clues :

- Model basic strategies for using context clues when reading text.
- Provide explanations of how , when and why to use context to figure out word meanings
- Provide guided practice in using context.
- Remind students to apply the skill when reading on their own .

Long and Nation agreed with the Texas Reading Initiative's statements by giving steps that are needed in the strategy . They are:

- Part of speech;
- Immediate context;
- Wider context;
- Word parts;

In recognizing part of speech there can be done "What does what?" exercise.

All the guessing procedures described so far focus on linguistic information that is present with in a text. There are other important sources of information, .These include knowledge that learners already have about particular words through having met them before knowledge of the subject that they are reading about (this may be knowledge that is gained through the learners' first language ), and knowledge of conceptual structure of the topic .

When learners meet an unknown word and discover its meaning , they may wish to make an extra effort to remember word.

Mnemonic strategies are systematic procedure for enhancing memory . The word mnemonic comes from Mnemosyne , the name of Greek goddess of memory . The keyword method , a mnemonic strategy , has been shown to be effective with students who have learning difficulties and those who are at risk for educational failure . According to the National Reading Panel (2000) the keyword method may lead to significant improvement in students' recall of new vocabulary words .

In this technique the learners create an unusual association between the word form and its meaning . For example, an Indonesian learner of English wants to remember the meaning of the English word "parrot".

First, the learner thinks of an Indonesian word that sounds like parrot or like a part of "parrot" - for example, the Indonesian word "parit" , which means " a ditch". This is a keyword.

Second, imagine parrot lying in a ditch . The more striking and unusual the image, the more effective it is.

The keyword technique , while being very effective for learning foreign vocabulary , is best considered as only one of several learning techniques that can be used to master foreign vocabulary . Other possible techniques which try to develop both form and meaning associations are the use of analysis into affixes and roots , and mnemonics like "A pintu ( door) is used for going *into* something . Craike and Lockhart mentioned that the general principle of the "levels of processing " theory is that the more the words are analyzed and are enriched by associates or images , the longer they will stay in the memory .

Although the keyword technique seems rather unusual at first sight, its effectiveness lies in its association of both formal and meaning elements of the new word by the use of aural and imagery cues.

Dalaney ,Paivio and Desrocher analyzed fifty studies of keyword technique. They reached the following conclusions.

1 .The keyword technique helps the learning of foreign vocabulary and is superior to other techniques, such as rote repetition , placing vocabulary in a meaningful sentence , and using or synonyms .

2. The use of the keyword technique is not restricted to concrete nouns , but can be used with verbs , abstract nouns , and adjectives .

3. The use of the keyword technique is not restricted to adults . It can be used with children as young as three years , if they are helped a lot in using the technique.

4. It is not still clear if it is best for the teacher to provide the keywords or for learners to make their own. Where learners need help , it will be best if teacher provides it. It seems to be the best for the teacher to provide the linking picture if possible .There are difficulties in doing this , however, if learners think their own key words .

5. The keyword technique does not slow down recall of the meaning of foreign words .

6. Very little experimentation has been done on the effect of the keyword technique on pronunciation and spelling . No negative effects have yet been found . They point out that there is no reason to expect the keyword technique does not have any in-built mnemonic tricks to help spelling or pronunciation.

7. Most experiments with the keyword technique have looked at receptive vocabulary learning . It means being able to recall the meaning when the foreign word is provided . The form of keyword must have a close connection with

the form of the foreign word . If care is taken with this j then the keyword technique is good for productive vocabulary learning .

8. One difficulty with the keyword technique is that it is often difficult think of keywords that sound like the foreign word . The more imagination you have , the more useful the technique.

The keyword technique is not the only method which can be used in vocabulary teaching.

There is another way which can be very useful in learning vocabulary . This is through roots and affixes.

A knowledge of Latin affixes and roots has two values for learner of English.

It can be used to help the learning of unfamiliar words by relating these words to known words, or to known prefixes, suffixes .

And it can be used as away of checking whether an unfamiliar has been correctly guessed from the context.

Some Latin prefixes occur in many different words. For example, the prefix ad- in it's various forms occurs in 433 of the 20.000 most frequent words in the Teacher's word book by Thorndike and Lorge

Brow tabulated the most important prefixes and root elements and compiled a list of 20 prefixes and 14 root elements which is related to 14.000 words in Webster's Collegiate Dictionary and a researched 100,000 words in an unabridged dictionary .These have been combined into 14 matter words .

By learning master words and the meaning of their parts , learners will know the most useful prefixes and roots .

In making use of prefixes and roots , learners need three skills: they need to be able to break new words onto parts so that the affixes and roots are revealed .

- they need to know the meanings of the parts

- they need to be able to see a connection between the meaning of the parts and the dictionary meaning of the new word .

So vocabulary knowledge involves not only the definitional meaning of a word but also the knowledge to use words in an appropriate context. if they have this knowledge they will be able to guess the meaning of a word form the context.

In this procedure several methods can be our assistants : mnemonic technique , context clues and so on .

When teachers want to success in teaching vocabulary they should choose appropriate text to teach . Choosing the text is one of the problems of vocabulary teaching.

### **1.3 Choosing appropriate material to present.**

One of the problems of vocabulary teaching is how to select word to teach. Dictionaries for upper -intermediate students frequently have 55.000 words there may be many meanings for a word, they represent a small fraction of all the possible words in a language . Somehow teachers have to make sense of this huge list and reduce it to manageable proportions ( parts ) for their learners .

*"A general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract. Words like ' table ', ' chair ' were in the beginners' syllabuses because the things which the words represent are there in front of the students and thus easily explained. Words like ' charity', ' beauty ' are not physically represented in the classroom and are more more difficult to explain " said J.Harmer..*

Nation points out words in vocabulary are divided into three groups - high - frequency words , low frequency words , and specialized vocabulary .

Teachers need to decide which of these groups contains the words that that their learners need .

There is an important decision because it will affect the amount of learning expected , it will affect type of learning , receptive or productive, needed . The goals that teacher or learners set for learning English will affect the way vocabulary is selected .

Harmer mentioned , there are many criteria for selecting vocabulary but two of the are more important. They are frequency and coverage . A general principle of vocabulary selection has been of frequency. Teachers can decide which words they should teach on the basis of how frequently they are used by speakers of the language . The words which are commonly used are the ones teachers should teach first.

Another principle that has been used in the selection of vocabulary is of coverage . A word is more useful if it covers more things than if it only has one specific meaning .

These two principles would suggest that a word like " book" would be an early vocabulary item . It is frequently used by native speakers and has greater coverage than “notebook”, “ exercise book”, and so on .

In order to know which are the most frequent words we can read or listen to a lot of English and list the words that are used . Showing which ones are most often and which are used least often .

One of the effective ways of teaching vocabulary is through short stories and so it is connected with reading skills automatically .

Richard, R. Day and Julian Bamford (2000) emphasized that the first task for teachers is to find materials that their students will find easy and interesting to read . If money is available , the task of assembling a wide selection of materials is relatively straight forward . When selecting reading materials for any age group and ability level, teachers must have the students' interests uppermost in it . . High -intermediate and advanced students will probably enjoy reading carefully chosen English language books , newspapers and magazines . If reading materials are in the students ' fields of interest f comprehension is made easier because the students have knowledge of the subject matter.

For less advanced adult and adolescent learners of English , a useful source of reading material is books and magazines produced for native -speaking children and teenagers . Children's books , with big print and colorful illustrations , are relatively easy for EFL learners to read & and some have much to say to older learners . Best of all , they are short and can be read in a few minutes . Children's are also worth investigating , as is popular teen literature . Both are often enjoyed by high-intermediate learners of all ages . Comic books are beloved by all ages .

For beginning and intermediate students , however , the most suitable reading materials are books , magazines , and newspapers , especially those written for EFL learners . This literature is published in growing quantity , variety and sophistication by both local and global publishers . These are hundreds of attractive fiction and non-fiction books appropriate to students of various ages and interests ,



including folk tales and science fiction , thrillers adapted from best-selling writers , classics , travel guides | and novels based on popular movies or TV shows .

No less than for older learners , reading material for children learning English must be chosen so that it will be both understood and enjoyed.

R'Williams makes a key point relating to principles for the reading lesson : " in the absence of interesting texts , very little is possible Access to an abundance of interesting texts is an ideal which not all teachers will be able to meet. Some will be in the favourable position of being able to select texts which meet the specific needs of their learners . This will be true of many situations where students are reading in English for academic study , for professional purposes , or to function as visitors in an English-speaking society. Other teachers will be dealing with prescribed texts or those available in a prescribed course book. Yet others will have facilities for choosing and preparing texts for classroom use but will need to formulate criteria for making that choice as students will not necessarily have any clear needs for learning to read in English . With regard to the two questions " What kind of text do we use in the classroom ? “ and ” How do we create reading purposes for those texts ? Teachers may have little flexibility in addressing the first, but every teacher will need to consider the second carefully , as this might be the key to motivating students to read texts which they would not normally find interesting . Purposes can be contrived to create interest.

Where there is some freedom of choice , interest will be a key criterion in selecting texts for learners . Many teachers in situations where there is English language material in the learners' community , have experimented successfully in asking learners to find texts themselves which they think will interest the class . It is also possible to discover the reading interests of learners through a “ Reading interest questionnaire” which ask learners about the genre they like to read in their first language.

Heinle and Heinle stated that the choice of primary texts and textbooks, supporting resources , and classroom library materials have a major impact on students' motivations to read and their engagement with texts . Text materials should complement students' intellectual levels and be at appropriate levels of difficulty potential sources of difficulty for L2 readers include assumed background knowledge , cultural assumptions , demanding topics , grammatical complexity , length of texts , new conceptual knowledge , organization , unusual formatting , and vocabulary . The text materials selected for EAP( English for Academic Purposes ) settings should be interesting and coherently linked to simulate the demands of academic courses . Text materials and lessons should build in a degree of complexity through the introduction of new , through related , information and differing perspectives so that students feel some challenge and have the opportunity to develop some expertise and pride in what they are learning . Ideally , free-reading materials should be easily accessible , plentiful |attractive , and available for learners use beyond class time .

So choosing the material to present in the classroom is one of the important factors in teaching . Materials should be easy to understand , interesting and so on .

First teachers should teach concrete words and later more abstract ones. It is very nice if teacher gives the information about word him/herself. But students should learn to work independently , and dictionaries are their best friends in this .

#### **1.4 Role of dictionaries.**

We have already said that selecting words for teaching purposes is very difficult. We based this on the enormous number of words that any language contains. For the same reason we can be sure that students will want to know the meaning of many more words than we, their teachers, can teach them. Where can they get information? Jeremy Harmer mentioned that the dictionary provides one of the best recourses for students who wish to increase the number of words they

understand- or at least for students who wish to understand what a word means, when they come across it in a text or in a conversation. Most students in such circumstances consult a bilingual dictionary to find an equivalent in their own language. He explained: "Here is nothing wrong with bilingual dictionaries except that they do not usually provide information for the students are able to use. We frequently find that one word in the second language (English) has five or six equivalents listed in first language. But the student can not tell which one of these meanings is referred to. There is often no information either about the level of the formality of the word, its grammatical behavior, or its appearance in the idiom, etc. Such a lack of information could lead to serious errors of translation".

The greatest recourse, teachers can give their students, a good monolingual dictionary. There are many more words than students will ever see in class. There is more grammatical information about the words than students get in class. There is information about pronunciation spelling ,word formation , metaphorical and idiomatic use- a whole profile of particular word. There should be also examples of words in sentences and in phrases. Not all dictionaries do this equally well, and teachers have their preferences; but teachers can and should expect this kind of information from a good dictionary.

David Cross partly agreed with this statement but he preferred bilingual one. "Teachers should require from learners one or two dictionaries for professional use. Most useful of all is an elementary monolingual dictionary, written for very young native speakers. It almost always provides the illustrative sentence you need a word ,in simple language. If you (learner) can read phonetic script ,a bilingual dictionary which shows the pronunciation as well as the meaning is another useful tool. If students are in position to buy a dictionary, a pocket bilingual dictionary is the most useful for them, as their main concern with meaning".

J.Harmer mentioned that in using monolingual dictionaries the problem is that students at beginner and elementary levels simply can not access information.

Even where the language used in dictionary definitions has been restricted to make those definitions easier to understand , it is just difficult for students at lower levels. Such students do not have any alternative using bilingual dictionaries. But as their English starts to improve teacher can begin to introduce monolingual dictionary to complement their bilingual one. Teacher can encourage them to look up a word in their bilingual dictionaries and then check what they have found against the information in monolingual dictionary.

Teacher can allow them to check information from their monolingual dictionaries against translations that they find in their bilingual dictionaries. It is when students get to intermediate levels and above that teacher can seek to change completely to monolingual dictionary use , and to praise the students away from their bilingual dependence. As their vocabulary improves so they can understand the definitions and appreciate the information that they can find .Advanced students can use their monolingual dictionaries as their chief source of information about meaning ,pronunciation and grammar. There is no better resource for the learners. If teachers wish to encourage sensible dictionary use ,they do not want this to interfere with other methodological concerns. Teachers do not want students to be checked every word of a reading text in their dictionaries when they should be reading for general understanding .Teachers do not want the students' ability to be spontaneous to be limited by constant reference to dictionaries.

Crashen stated that the fact that some students do not use monolingual dictionaries very much is not just because of language difficulty. Dictionaries are daunting precisely because they contain too much technical information. Unless teachers train students in how to understand the information and use the dictionaries, the money they spend in buying them will be largely wasted since they will never open them.

In training students in dictionary use teachers will want to achieve their things; in the first place teacher will want to remove the fear that students may

have when faced with mass information in a dictionary .Secondly, teachers will want to train students to understand that information .and thirdly, teachers will want to make the dictionary a normal and comfortable part of language study and practice.

Dictionaries can serve several purposes, and the choice of the dictionary should depend on what it is to be used for. Studies of the use of dictionaries by both native speakers and second language learners show that dictionaries are used primarily to check meaning .The next frequent uses are to check spelling and pronunciation

If a dictionary is to be used as an aid to understanding in reading ,then it is important that it includes a large number of words and idioms ,gives information about the meaning and appropriateness of words and easy to use.

If I dictionary is going to help in the learning of the vocabulary, it needs to show the form and meaning relationships between words and their uses so that the learning mass of words is reduced.

Ilson argues for the inclusion of etymological information in dictionaries for second language learners. Such information ,if it is presented in a suitable way I could help learners relate new words with knowing words ( rank with arrange), explain words and idioms so that they are easier to remember, and encourage an interest in words. Dictionaries, in the interest of exactness , tend to increase the number of different meanings and uses a word as. Learning “However” is made easier if underlying concepts and relationships are made clear.

Scholfield, as cites Nation, describes a dictionary use strategies involving seven steps;

1. Locate the words or phrase you do not understand

2. If the unknown word is inflected (e.g. -er,-s,-ing), remove the inflections to find the form to look up.
3. Search for unknown word in the alphabetic list.
4. If you can not find at least one main entry for the unknown word , try looking in the addendum , look at nearby entries if the unknown word might be an irregular form , look up parts of the word or phrase.
5. If there are several senses or homographic entries, reduce them by elimination.
6. Understand the definition and integrate it into the context where the unknown word was met.
7. If none of the senses or entries seems to fit, attempt to infer one from the senses you have .If more than one fits ,see further context clues in the passage to help you choose.

Dictionaries can be monolingual ,bilingual, multilingual. Some linguists prefer monolingual, and some bilingual dictionaries.

Dictionaries help learners to get information about spelling, pronunciation synonym , antonym , different meanings of the word in different context.

Scholfield and Nation presented strategies for dictionary using. These strategies can be used in the class in different activities and situations.



## **Chapter II. Vocabulary teaching in the classroom.**

### **2.1 .Ways of presenting new vocabulary**

There are several ways of presenting new vocabulary by J. Harmer.

First way is by ostensive means (by showing). This way includes different techniques ( means).

#### **A) Pictures**

Objects that are not easily carried or which are unavailable can be represented pictorially. Teacher collects useful pictures from magazines. Simple pictures are better because the focus is clearer and the meaning is less ambiguous.

Abstract concepts such as last week, tomorrow, late or early can be conveyed by use of a cardboard clock and a calendar.

#### **B) Body**

Teacher's and students' body can be used to get meanings across . The following are the techniques teacher can use:

1. facial expression to show feelings ( e.g. Happy , smiling, hot, thirsty , angry , tired ).
2. gesture , using hands and arms to show range of meanings ( e.g. Fast , small , curving , wide , rolling)
3. mime and actions to show many verbs and some adverbs ( e.g. To stagger , to eat , to slip, wake up, slowly, angrily)

Second way of presenting the words is by verbal definition ( to define the meaning of a new word using teacher talk ). A linguistic approach is not suited to beginner classes as they do not have a large enough vocabulary to understand



teacher's explanation . Teacher can use any of the following means to help comprehension .

### **A) Word sets**

Word sets are groups or related words such as child , boy , girl , infant, youngster , teenager . Teacher can use the words in set that the students already know in order to introduce new related words .

### **B) Synonyms**

Synonyms are words that mean more or less the same thing . Synonyms are best shown on the board using the mathematical sign for equal, as in the following example .

Unhappy =sad

shore=beach

Dislike=hate

big=large

### **C) Antonyms**

Hot= cold

full=empty

### **D) Illustrative sentences**

Teacher can think about a sentence or a sequence of sentences to create a linguistic context in which the meaning of the one unknown word is *illustrated* ( becomes clear ).

Most words that can not be explained in the easier ways can be presented in this way.

My father *hates* potatoes but he loves rice . He likes carrots , beans and most other vegetables . but he refuses to eat potatoes He *hates* them .

The illustrative sentences that teacher writes on the board , to be copied by the class , need to be as short as possible .

### **E) Translation**

Translation can be used when no easy alternative suggests itself. It's sometimes better to give the mother tongue equivalent, rather than to spend a great deal of time trying to define or show the meaning .

There are two short stories for beginner level students with the examples of techniques mentioned before .

## 2.2. Procedure of introduction of new vocabulary (pre-teaching)

### STORY (elementary)

#### PRE-READING



Look at the picture.

- What is the man eating?
- What is he putting on his salad?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

## Dish Soap for Dinner

Joe came home from work and opened his mailbox. In his mailbox he found a yellow bottle of soap—soap for washing dishes. The dish soap was a free sample from a soap company. The company mailed small bottles of soap to millions of people. It was a new soap with a little lemon juice in it. The company wanted people to try it. Joe looked at his free bottle of soap. There was a picture of two lemons on the label. Over the lemons were the words "with Real Lemon Juice." "Good!" Joe thought. "A free sample of lemon juice! I'm going to have a salad for dinner. This lemon juice will taste good on my salad." Joe put the soap on his salad and ate it. After Joe ate the salad, he felt sick.

Joe wasn't the only person who got sick. A lot of people thought the soap was lemon juice. They put the soap on fish, on salads, and in tea. Later they felt sick, too. Some people had stomachaches but felt better in a few hours. Some people felt really sick and went to the hospital. Luckily, no one died from eating the soap.

What can we learn from Joe's story? Read labels carefully. And don't eat dish soap for dinner!

### Word sets

Task I. Read these words, try to guess the meaning of underlined words.

Mailbox      soap      lemon juice      to try      label

Stomachache      fish      salad      tea

### Synonyms

Task II Match words with their synonyms.

#	Words		Synonyms
1	sick	A	a group of persons

2	picture	B	fortunately
3	people	C	be sick
4	sample	D	attentively
5	luckily	E	have the salad
6	feel sick	F	ill
7	carefully	G	post
8	eat the salad	H	a small part of anything
9	mail	I	photo

### **Antonyms**

Task II Find antonyms of these words from the given text.

come    open    find    small    carefully

sick    later    remember    luckily

### **Illustrative sentences**

Define underlined words from guessing their meaning in the illustrative sentences .

1. Joe came home from work and opened his *mailbox*.
2. The dish soap was a free sample from a soap company. The company mailed *small bottles of soap* to millions of people.
3. The company wanted people to try it. Joe looked at his *free bottle of soap*.

4. A lot of people thought the soap was lemon juice. They *put* the soap on fish, on salads, and in tea.
5. Some people felt really sick and went to the *hospital*.
6. What can we learn from Joe's story? Read *labels* carefully.

Multiple choice . Complete the sentences. Find the right words. Circle the letter of your answer.

1. The dish soap was a \_\_\_\_\_ from a soap company.

- a. letter
- b. free sample
- c. mailbox

2. The company wanted people to \_\_\_\_\_ the soap.

- a. try
- b. eat
- c. mail

3. There was a picture of two lemons on the \_\_\_\_\_ .

- a. soap company
- b. label
- c. salad

4. What can we learn from Joe's story?

Read labels \_\_\_\_\_ .

- a. fast
- b. happily

c. carefully

Find the best way to complete each sentence. Write the letter of your answer on the line.

1	The company mailed soap to people	A	because they ate the soap and got sick
2	There was a picture of two lemons on the label	B	because he thought the soap was lemon juice.
3	Joe put the soap on his salad	C	because the soap had a little lemon juice in it.
4	Some people went to the hospital	D	because it wanted people to try the soap.

One word in each sentence is not correct. Find the word and cross it out.

Write the correct word.

1. In his mailbox Joe found a green bottle of soap.
2. The dish soap was a free ticket from a soap company.
3. It was a new soap with a little orange juice in it.
4. The company wanted people to eat it.
5. There was a picture of two bananas on the label.
6. Joe put the soap on his dishes.
7. After he ate the salad, Joe felt fine.
8. A lot of people thought the soup was lemon juice.
9. They put the soap on fish, on salads, and in coffee.

### **STORY (beginners)**

Pre-reading.

Task . Answer the following questions .

1. Who are thieves?
2. Have you ever caught them in our house ?

Task 2. Read the story and choose an appropriate title for it

A man who tried to break into a house on Friday got stuck in the chimney for fifty hours. The owner of the house returned after a weekend vacation and heard strange noise in her chimney . She called the police , who found a neighbor stuck upside -down in the chimney . He had climbed onto the roof and was trying to enter the house through the chimney when he got stuck . The man claimed he had returned home drunk , lost his key . and thought this was his house . After the police got him out of the chimney , they arrested him .

Post -reading.

Task 1 . Multiple choice . Answer the following questions .

1. \_\_\_\_\_ means unusual or unexpected in a way that surprises , worries , or frightens you .

- a) strange
- b) chimney
- c) challenge

2. Vacations means ...

- a) someone , who does not know the place well
- b) a period of time when schools , Universities are closed; a holiday
- c) a job which is available



3. \_\_\_\_\_ is a part of a house / a passage that takes smoke from a fire up through a building and out through the roof.

- a) kitchen
- b) bathroom
- c) chimney

4. Neighbor is ...

- d) someone who lives near you
- b) somebody who works with you
- c) somebody
- d) who teaches you

5. Climb means ....

- a) to create
- b) to get into or out of smth
- c) to loose

Task2. Find associations to given words in your LI (native ) language and make up sentence by using these words . There are given possible answers .

House - hovuz

police-poliz

Neighbor-ne bor

after - afti

Chimney-chinni and so on

E.g . Hovuz yonida house .

## **CHAPTER THREE. THE USE OF SHORT STORIES IN TEACHING**

### **ENGLISH VOCABULARY**

#### **3.1 PRESENTING NEW VOCABULARY THROUGH TEXTS (WHILE-TEACHING).**

Task 1 . Read the text and fill the blanks with the words given below.

##### ***The Final Phone Call***

*crazy to marry thinking little love to forget supposed with ever  
perfect beautiful thinking difference again everybody third truth  
forgive laughing*

“But I love you so much,” she said. “I think I must be \_\_\_\_\_. I can’t stop \_\_\_\_\_ about you. I want to be with you all the time. I want \_\_\_\_\_ you.”

“Maybe you are a \_\_\_\_\_ crazy,” he said. “Although I think that’s part of being in \_\_\_\_\_. But you hardly know me. I like you, but I’m not in love \_\_\_\_\_ you. I don’t think I could \_\_\_\_\_ be in love with you.”

“Why not?”

“I don’t know,” he lied. “You’re not my type.”

“I’m not your type,” she repeated. “What is your type? A woman with no wrinkles and a \_\_\_\_\_ body? A woman who is \_\_\_\_\_ even when she wakes up? A movie star? Is that your type?”

“No, of course not,” he lied \_\_\_\_\_. “I don’t know. I’m like \_\_\_\_\_ else—you’re either attracted to a certain person or you’re not.”

“So you’re not attracted to me?”

“Well, I didn’t say that,” he lied a \_\_\_\_time.

“I’m making a fool of myself. You might even be \_\_\_\_at me. You don’t love me. You just said that you never could love me.”

“No, I said I could never be in love with you,” he said.

“‘Love,’ ‘in love.’ What \_\_\_\_\_does it make any more? I apologize. It was nice of you to put up with me. Please \_\_\_\_\_me for making a fool of myself and for bothering you. I will never call you again. I must try \_\_\_\_you now. I am dropping out of school tomorrow; I can’t go there without \_\_\_\_of you. My heart is so sad.”

She hung up. Alan walked outside. What was he \_\_\_\_to do? He liked her, but he certainly didn’t love her. Lead her on with lies, or tell her the \_\_\_\_now?

### **3.2. WAYS OF COMPREHENSION CHECK AFTER PRESENTING NEW VOCABULARY (POST- TEACHING).**

#### **THE LUMBER-ROOM**

The children were to be driven, as a special treat, to the sands at Jagborough. Nicholas was not to be one of the arty; he was in disgrace. Only that morning he had refused to eat his wholesome bread-and-milk on the seemingly frivolous ground that there was a frog in it. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk and that he was not to talk nonsense; he continued, nevertheless, to talk what seemed the veriest nonsense, and described with much detail the coloration and marking of the alleged frog. The dramatic part of the incident was that there really was a frog in Nicholas's basin of bread-and-milk; he had put it there himself, so he felt entitled to know something about it. The sin of taking a frog from the garden and putting it into a bowl of wholesome bread-and-milk was enlarged on at great length, but the fact that stood out clearest in the whole affair, as it presented itself to the mind of Nicholas, was that the older, wiser, and better people had been proved to be profoundly in error in matters about which they had expressed the utmost assurance. "You said there couldn't possibly be a frog in my bread-and-milk; there was a frog in my bread-and-milk," he repeated, with the insistence of a skilled tactician who does not intend to shift from favourable ground.

So his boy-cousin and girl-cousin and his quite uninteresting younger brother were to be taken to Jagborough sands that afternoon and he was to stay at home. His cousins' aunt, who insisted, by an unwarranted stretch of imagination, in styling herself his aunt also, had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had justly forfeited by his disgraceful conduct at breakfast-table. It was her habit, whenever one of the children fell from grace, to improvise something of a festival nature from which the offender would be rigorously debarred, if all the children sinned collectively they were suddenly informed of a circus in a neighbouring town, a circus of unrivalled merit and

uncounted elephants, to which, but for their depravity, they would have been taken that very day. A few decent tears-were looked for on the part of Nicholas when the moment for the departure of the expedition arrived. As a matter of fact, however, all the crying was done by his girl-cousin, who scraped her knee rather painfully against the step of the carriage as she was scrambling in.

"How did she howl," said Nicholas cheerfully as the party drove off without any of the elation of high spirit that should have characterized it. "She'll soon get over that," said the aunt, "it will be a glorious afternoon for racing about over those beautiful sands. How they will enjoy themselves!"

"Bobby won't enjoy himself much, and he won't race much either," said Nicholas with a grim chuckle; "his boots are hurting him. They're too tight."

"Why didn't he tell me they were hurting?" asked the aunt with some asperity.

"He told you twice, but you weren't listening. Ypu often don't listen when we tell you important things." "You are not to go into the gooseberry garden," said the aunt, changing the subject. "Why not?" demanded Nicholas.

"Because you are in disgrace," said the aunt loftily.

Nicholas did not admit the flawlessness of the reasoning; he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment. His face took an expression of considerable obstinacy. It was clear to his aunt that he was determined to get into the gooseberry garden, "only," as she remarked to herself, "because I have told him he is not to."

Now the gooseberry garden had two doers by which it might be entered, and once a small person like Nichplas could slip in there he could effectually disappear from view amid the masking growth of artichokes, raspberry canes, and fruit bushes.

The aunt had many other things to do that afternoon, but she spent an hour or two in trivial gardening operations among flowerbeds and shrubberies, whence she could keep a watchful eye on the two doors that led to forbidden paradise. She was a woman of few ideas, with immense power of concentration.

Nicholas made one or two sorties into the front garden, wriggling his way with

obvious stealth of purpose towards one or other of the doors, but never able for a moment to evade the aunt's watchful eye. As a matter of fact, he had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had; it was a belief that would keep her on self-imposed sentry-duty for the greater part of the afternoon. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain. By standing on a chair in the library one could reach a shelf on which reposed a fat, important-looking key. The key was as important as it looked; it was the instrument which kept the mysteries of the lumber-room secure from unauthorized intrusion, which opened a way only for aunts and such-like privileged persons. Nicholas had not had much experience of the art of fitting keys into keyholes and turning locks, but for some days past he had practised with the key of the school-room door; he did not believe in trusting too much to luck and accident. The key turned stiffly in the lock, but it, turned. The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a stale delight, a mere material pleasure.

\* \* \*

Often and often Nicholas had pictured to himself what the lumber-room might be like, that region that was so carefully sealed from youthful eyes and concerning which no questions were ever answered. It came up to his expectations. In the first place it was large and dimly lit, one high window opening on to the forbidden garden being its only source of illumination. In the second place it was a storehouse of unimagined treasure.

The aunt-by-assertion was one of those people who think that things spoil by use and consign them to dust and damp by way of preserving them. Such parts of the house as Nicholas knew best were rather bare and cheerless, but here there were wonderful things for the eyes to feast on. First and foremost there was a piece of framed tapestry that was evidently meant to be a fire-screen. To Nicholas it was a

living breathing story; he sat down on a roll of Indian hangings, glowing in wonderful colour beneath a layer of dust and took in all the details of the tapestry picture. A man, dressed in the hunting costume of some remote period, had just transfixed a stag with an arrow, it could not have been a difficult shot because the stag was only one or two paces away from him; in the thickly growing vegetation that the picture suggested it would not have been difficult to creep up to a feeding stag, and the two spotted dogs that were springing forward to join in the chase had evidently been trained to keep to heel till the arrow was discharged. That part of the picture was simple, if interesting, but did the huntsman see, what Nicholas saw, that four galloping wolves were coming in his direction through the wood? There might be more than four of them hidden behind the trees, and in any case would the man and his dogs be able to cope with four wolves if they made an attack? The man had only two arrows left in his quiver, and he might miss with one or both of them; all one knew about his skill in shooting was that he could hit a large stag at a ridiculously short range. Nicholas sat for many golden minutes revolving the possibilities of the scene; he was inclined to think that there were more than four wolves and that the man and his dogs were in a tight corner. But there were other objects of delight and interest claiming his instant attention: there were quaint twisted candlesticks in the shape of snakes, and a teapot fashioned like a china duck, out of whose open beak the tea was supposed to come. How dull and shapeless the nursery teapot seemed in comparison! Less promising in appearance was a large square book with plain black covers; Nicholas peeped into it, and, behold, it was full of coloured pictures of birds. And such birds! A whole portrait gallery of undreamed of creatures. And as he was admiring the coloring of the mandarin duck and assigning a life-history to it, the voice of his aunt came from the gooseberry garden without. She had grown suspicious at his long disappearance, and had leapt to conclusions that he had climbed over the wall behind the sheltering screen of lilac bushes; she was now engaged in energetic and rather hopeless search for him among the artichokes and raspberry canes.

"Nicholas, Nicholas!" she screamed, "you are to come out of this at once. It's no use trying to hide there; I can see you all the time." It was probably the first time for twenty years that any one had smiled in that lumber-room.

Presently the angry repetitions of Nickolas' name gave way to a shriek, and a cry for somebody to come quickly. Nicholas shut the book, restored it carefully to its place in a corner, and shook some dust from a neighbouring pile of newspapers over it. Then he crept from the room, locked the door, and replaced the key exactly where he had found it.

His aunt was still calling his name when he sauntered into the front garden.

"Who's calling?" he asked.

"Me," came the answer from the other side of the wall; "didn't you hear me? I've been looking for you in the gooseberry garden, and I've slipped into the rain-water tank. Luckily there's no water in it, but the sides are slippery and I can't get out. Fetch the little ladder from under the cherry tree —"

"I was told I wasn't to go into the gooseberry garden," said Nicholas promptly.

"I told you not to, and now I tell you that you may," came the voice from the rain-water tank, rather impatiently. "Your voice doesn't sound like aunt's," objected Nicholas; "you may be the Evil One tempting me to be disobedient. Aunt often tells me that the Evil One tempts me and that I always yield. This time I'm not going to yield."

"Don't talk nonsense," said the prisoner in the tank; "go and fetch the ladder."

"Will there be strawberry jam for tea?" asked Nicholas innocently.

"Certainly there will be," said the aunt, privately resolving that Nicholas should have none of it. "Now I know that you are the Evil One and not aunt," shouted Nicholas gleefully; "when we asked aunt for strawberry jam yesterday she said there wasn't any. I know there are four jars of it in the store cupboard, because I looked, and of course you know it's there, but she doesn't because she said there wasn't any. Oh, Devil, you have sold yourself!" There was an unusual sense of luxury in being able to talk to an aunt as though one was talking to the Evil



One, but Nicholas knew, with, childish discernment, that such luxuries were not to be overindulged in. He walked noisily away, and it was a kitchen-maid, in search of parsley, who eventually rescued the aunt from the rain-water tank. Tea that evening was partaken of in a fearsome silence. The tide had been at its highest when the children had arrived at Jagborough Cove, so there had been no sands to play on a circumstance that the aunt had overlooked in the haste of organizing her punitive expedition. The tightness of Bobby's boots had had disastrous effect on his temper the whole of the afternoon, and altogether the children could not have been said to have enjoyed themselves. The aunt maintained the frozen muteness of one who has suffered undignified and unmerited detention in a rain-water tank for thirty-five minutes. As for Nicholas, he, too, was silent, in the absorption of one who has much to think about; it was just possible, he considered, that the huntsman would escape with his hounds while the wolves feasted on the stricken stag.

Task1. Study the essential vocabulary and translate the illustrative examples into Uzbek.

Task 2. Translate the following sentences into Uzbek:

1. James who felt very uncomfortable in that low chair, shifted his feet uneasily, and put one of them on the cat lying beside his chair.
2. Laws shift from generation to generation.
3. Abruptly it was all gone, the elation running out of me like air out of a pricked balloon.
4. The nation's wealth in the country came to be concentrated in a few families.
5. If the facts once became known, it will be impossible for them to evade the responsibility.
6. The key to the code evaded all his efforts.
7. One would admire his excellent qualities, but avoid his company.

8. Please answer, the question; do not evade.
9. Each person avoided the eyes of the others.
10. The latest reports confirmed the information he had previously received.
11. We think, we may as well give up the flat and store our things, we'll be gone for the summer.
12. The future didn't seem to hold so many fears in store.
13. We are well underway with the publication of the textbook.
14. "I can give you a lift." "No, I'm going the other way."
15. The night was pitch dark and he felt his way about.
16. He has a way with students and they crowd to his lecture.
17. There is nothing unusual of the letter, nothing out of the way.
18. My wife went into hysterics at the mention of the police, but I stood firm and at last she gave way.
19. I'll see to everything, all you have to do is not to get in the way.
20. They go out of their way to do you good ... but you feel like a fool.
21. I gave him up (abandon) because I didn't want to stand in his way.
22. Remember if there is any way in which I help you, it will be a pleasure.
23. I made my way into the smoking room.
24. Now they were inclined to meet us half-way.
25. I gave way to quite ungovernable grief.
26. So we two went on our way in great happiness.
27. The way to school was plain enough; the game consisted in finding some way that wasn't plain, starting off ten minutes early in some almost hopeless direction, and working my way round through unaccustomed streets to my goal.
28. He was walking part of the way home with me.
29. She didn't say anything but made way for us to pass.
30. He estimated they were half-way to the city.
31. He contrasts to the way she had been before, she was now just another elderly woman.

32. Our garden is overlooked from the neighbors' windows.
33. He complains that his services have been overlooked by his employers.
34. Carbon acid is formed when water absorbs carbon dioxide.
35. There was no amazement, but only an impression of being reminded of happy things that had in some strange way been overlooked.

Task 3. Give the Uzbek equivalents for:

airway, archway, carriage way, doorway, driveway, gangway, getaway, highway, midway, motorway, railway, runway, sideway, stairway, waterway.

Task 4. Give the opposite of the following statements using combination with the word "way":

1. He didn't stir a finger to help us.
2. The car will clear the way.
3. I'm sure he is at a loss and doesn't know what to do.
4. Do you think they will never agree to a compromise?
5. What you suggest is quite common.
6. Are you going in the opposite direction?
7. The pictures are similar in every way.

Task 4. Paraphrase the following sentences using the essential vocabulary:

1. It was unfair of him to make me bear the responsibility.
2. As soon as he realized his plan had failed, he immediately changed his position.
3. She became too excited to act wisely and committed an error.
4. I'm so tired, I am unable to pay close attention to anything.
5. His responses were intentionally vague so as to avoid answering directly.
6. The lion escaped from the hunters.
7. The letter gave additional proof to the truth of the story.
8. Their support steeled my determination to put the plan into execution.

9. Since we were leaving town for the summer, we decided to put our winter clothing in a warehouse for safe keeping.
10. She did not know what awaited her in the future.
11. Don't be overcome with despair.
12. There are some people who make a special effort to do others a good turn (to give others a helping hand).
13. I failed to notice the printer's error.
14. The people gave all their attention to building a dam in the brook.

Task 5. Give the Uzbek equivalents for the following English proverbs:

1. When children stand quiet they have done some ill.
2. He that cannot obey cannot command.
3. Where there is a will there is a way.

### 3.3. SAMPLE LESSON TO IMPLY ALL THREE STAGES.

#### Pre-teaching

#### Understand before reading the text

Word	Part of Speech	Contextual Meaning	Example Sentence
<b>arithmetic</b>	noun	mathematics (adding, multiplying etc)	Don't ask me to add the numbers; I'm terrible at <b>arithmetic</b> .
<b>Aroma</b>	noun	Scent	The <b>aroma</b> at the spa was of roses and vanilla.
<b>Bulbous</b>	adjective	large and round	Santa Claus has a <b>bulbous</b> nose and belly.
<b>Cask</b>	noun	wooden container	We filled the <b>cask</b> with wine and put it in the cellar.
<b>Claret</b>	noun	French red wine	You should always serve a nice <b>claret</b> with a juicy steak.
<b>concealed</b>	verb - past	Hid	Franco <b>concealed</b> his love notes under his pillow.
<b>contempt</b>	noun	feeling that a person or thing is worthless	Jane's <b>contempt</b> for her ex-husband is unfair on her kids.
<b>cultivated</b>	adjective	educated about art	My husband is very <b>cultivated</b> because his grandmother was into classical music and painting.
<b>Dabbed</b>	verb - past	touched lightly	Mary <b>dabbed</b> her extra lipstick off with her napkin.

<b>Decent</b>	adjective	pretty good	At least wear a <b>decent</b> shirt because you are going to be photographed from the waist up.
<b>denouncements</b>	noun	Accusations	The thief rejected the <b>denouncement</b> even though he was caught stealing on camera.
<b>Elegant</b>	adjective	attractive, graceful, simple	I need a long <b>elegant</b> dress to wear to my graduation ceremony.
<b>entertained</b>	verb	hosted a party	Whenever my parents <b>entertained</b> their college friends we always had a BBQ and badminton tournament.
<b>excessively</b>	adverb	with extra effort than necessary	Chrisie called me so <b>excessively</b> that I didn't want to be friends with her.
<b>fathomless</b>	adjective	deep, incomprehensible	Astronomers are constantly trying to search the <b>fathomless</b> depths of space.
<b>Flung</b>	verb - past	threw wildly	The bride <b>flung</b> her bouquet of flowers behind her.
<b>Fumes</b>	noun	strong smell that makes it hard to breathe	The petrol <b>fumes</b> at the garage always give me a headache.

<b>Game</b>	noun	hunted birds and other animals (for food or sport)	The only <b>game</b> I enjoy eating is duck.
<b>Gazed</b>	verb - past	looked at intently with wide eyes	The couple sat on the beach and <b>gazed</b> at the sunset.
<b>Genuine</b>	adjective	Real	This movie is not a <b>genuine</b> documentary.
<b>Glances</b>	noun	looks that last only a short moment	Before we started dating we used to exchange <b>glances</b> from our desks.
<b>grief-stricken</b>	adjective	upset because of a loss	I was <b>grief-stricken</b> when my dog got run over by a car.
<b>Harvest</b>	noun	season when crops are ready to pick	During the <b>harvest</b> the whole family goes out to work in the corn fields.
<b>heaven forbid</b>	interjection	expressing a strong wish that something does not happen	<b>Heaven forbid</b> that we ever get hit by one of these terrible hurricanes!
<b>humiliating</b>	adjective	causing embarrassment	It was <b>humiliating</b> when they made me stand up and make a speech.
<b>Idyllic</b>	adjective	peaceful, perfect	It was an <b>idyllic</b> afternoon with all of the kids away at school.
<b>immigration</b>	noun	permanent movement of someone from one	The rules of <b>immigration</b> say that I need a permit to work in

		country to another	this country.
<b>impassively</b>	adverb	without expression, not showing emotion	The young teen stood <b>impassively</b> while the policeman put handcuffs on him.
<b>insinuations</b>	noun	suggestions about someone (without proof) that are not nice	I broke up with Bob because of the <b>insinuations</b> he made about me and my ex-boyfriend.
<b>intention</b>	noun	aim or plan	Alice's <b>intention</b> was to rent a guitar, not to buy one.
<b>Loathed</b>	verb - past	Hated	I <b>loathed</b> my grade nine French teacher because he gave us so much homework.
<b>Lunged</b>	verb - past	moved forward suddenly and quickly	The child <b>lunged</b> at the birthday cake before we could remove the candles.
<b>Peasant</b>	noun	poor person who usually lives off the land	My ancestors were <b>peasants</b> who used to beg for food when their crops wouldn't grow.
<b>pedigree</b>	noun	record of ancestry, line of relatives	We only breed dogs of excellent <b>pedigree</b> .
<b>Poised</b>	verb - past	prepared to act	The fashion model was <b>poised</b> at the foot of the walkway.
<b>raconteur</b>	noun	a skilful storyteller	There is always



			one <b>raconteur</b> in the family who makes everyone laugh at the dinner table.
<b>ravishing</b>	adjective	very beautiful, entrancing	Brides always look <b>ravishing</b> on their wedding days.
<b>reasoned</b>	verb - past	analyzed and formed judgement logically; tried to persuade by giving good reasons	I <b>reasoned</b> with my father to extend my curfew.
<b>reputation</b>	noun	opinions or beliefs that others have about a person or thing	Mark has a <b>reputation</b> for dating more than one woman at a time.
<b>resorted to</b>	verb - past	did because nothing else worked	There were no size ten skates so Marie <b>resorted to</b> wearing men's.
<b>Root</b>	noun	early stage, cause	Janice's mother-in-law is the <b>root</b> of her marital problems.
<b>shuddered</b>	verb - past	trembled or shook because of cold or fear	Andrea <b>shuddered</b> when she heard the loud scream.
<b>telegram</b>	noun	(formerly) mail sent electronically and delivered in printed form on paper	During the war she learned of her son's injuries by <b>telegram</b> .
<b>termagant</b>	noun	a bad-tempered,	The <b>termagant</b> was hassling

		noisy woman	her husband about forgetting to make her coffee.
<b>Veal</b>	noun	the meat of a young cow	Samantha doesn't eat <b>veal</b> because she's a vegetarian.
<b>vigorous</b>	adjective	strong, energetic	The <b>vigorous</b> builders had the house finished in one week.

## The Winepress Upper-Intermediate

*by Josef Essberger*

"You don't have to be French to enjoy a decent red wine," Charles Jouselin de Gruse used to tell his foreign guests whenever he entertained them in Paris. "But you do have to be French to recognize one," he would add with a laugh.

After a lifetime in the French diplomatic corps, the Count de Gruse lived with his wife in an elegant townhouse on Quai Voltaire. He was a likeable man, cultivated of course, with a well deserved reputation as a generous host and an amusing raconteur.

This evening's guests were all European and all equally convinced that immigration was at the root of Europe's problems. Charles de Gruse said nothing. He had always concealed his contempt for such ideas. And, in any case, he had never much cared for these particular guests.

The first of the red Bordeaux was being served with the veal, and one of the guests turned to de Gruse.

"Come on, Charles, it's simple arithmetic. Nothing to do with race or colour. You must've had bags of experience of this sort of thing. What d'you say?"

"Yes, General. Bags!"

Without another word, de Gruse picked up his glass and introduced his bulbous, winey nose. After a moment he looked up with watery eyes.

"A truly full-bodied Bordeaux," he said warmly, "a wine among wines."

The four guests held their glasses to the light and studied their blood-red contents. They all agreed that it was the best wine they had ever tasted.

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One by one the little white lights along the Seine were coming on, and from the first-floor windows you could see the brightly lit *bateaux-mouches* passing through the arches of the Pont du Carrousel. The party moved on to a dish of game served with a more vigorous claret.

"Can you imagine," asked de Gruse, as the claret was poured, "that there are people who actually serve wines they know nothing about?"

"Really?" said one of the guests, a German politician.

"Personally, before I uncork a bottle I like to know what's in it."

"But how? How can anyone be sure?"

"I like to hunt around the vineyards. Take this place I used to visit in Bordeaux. I got to know the winegrower there personally. That's the way to know what you're drinking."

"A matter of pedigree, Charles," said the other politician.

"This fellow," continued de Gruse as though the Dutchman had not spoken, "always gave you the story behind his wines. One of them was the most extraordinary story I ever heard. We were tasting, in his winery, and we came to a cask that made him frown. He asked if I agreed with him that red Bordeaux was the best wine in the world. Of course, I agreed. Then he made the strangest statement.

"The wine in this cask,' he said, and there were tears in his eyes, 'is the best vintage in the world. But it started its life far from the country where it was grown.'"

De Gruse paused to check that his guests were being served.

"Well?" said the Dutchman.

De Gruse and his wife exchanged glances.

"Do tell them, *mon chéri*," she said.

De Gruse leaned forwards, took another sip of wine, and dabbed his lips with the corner of his napkin. This is the story he told them.

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At the age of twenty-one, Pierre - that was the name he gave the winegrower - had been sent by his father to spend some time with his uncle in Madagascar. Within two weeks he had fallen for a local girl called Faniry, or "Desire" in Malagasy. You could not blame him. At seventeen she was ravishing. In the Malagasy sunlight her skin was golden. Her black, waist-length hair, which hung straight beside her cheeks, framed large, fathomless eyes. It was a genuine *coup de foudre*, for both of them. Within five months they were married. Faniry had no family, but Pierre's parents came out from France for the wedding, even though they did not strictly approve of it, and for three years the young couple lived very happily on

the island of Madagascar. Then, one day, a telegram came from France. Pierre's parents and his only brother had been killed in a car crash. Pierre took the next flight home to attend the funeral and manage the vineyard left by his father.

Faniry followed two weeks later. Pierre was grief-stricken, but with Faniry he settled down to running the vineyard. His family, and the lazy, idyllic days under a tropical sun, were gone forever. But he was very happily married, and he was very well-off. Perhaps, he reasoned, life in Bordeaux would not be so bad.

But he was wrong. It soon became obvious that Faniry was jealous. In Madagascar she had no match. In France she was jealous of everyone. Of the maids. Of the secretary. Even of the peasant girls who picked the grapes and giggled at her funny accent. She convinced herself that Pierre made love to each of them in turn.

She started with insinuations, simple, artless ones that Pierre hardly even recognized. Then she tried blunt accusation in the privacy of their bedroom. When he denied that, she resorted to violent, humiliating denouncements in the kitchens, the winery, the plantations. The angel that Pierre had married in Madagascar had become a termagant, blinded by jealousy. Nothing he did or said could help. Often, she would refuse to speak for a week or more, and when at last she spoke it would only be to scream yet more abuse or swear again her intention to leave him. By the third vine-harvest it was obvious to everyone that they loathed each other.

One Friday evening, Pierre was down in the winery, working on a new electric winepress. He was alone. The grape-pickers had left. Suddenly the door opened and Faniry entered, excessively made up. She walked straight up to Pierre, flung her arms around his neck, and pressed herself against him. Even above the fumes from the pressed grapes he could smell that she had been drinking.

"Darling," she sighed, "what shall we do?"

He badly wanted her, but all the past insults and humiliating scenes welled up inside him. He pushed her away.

"But, darling, I'm going to have a baby."

"Don't be absurd. Go to bed! You're drunk. And take that paint off. It makes you look like a tart."

Faniry's face blackened, and she threw herself at him with new accusations. He had never cared for her. He cared only about sex. He was obsessed with it. And with white women. But the women in France, the white women, they were the tarts, and he was welcome to them. She snatched a knife from the wall and lunged at him with it. She was in tears, but it took all his strength to keep the knife from his throat. Eventually he pushed her off, and she stumbled towards the winepress. Pierre stood, breathing heavily, as the screw of the press caught at her hair and dragged her in. She screamed, struggling to free herself. The screw bit slowly into her shoulder and she screamed again. Then she fainted, though whether from the pain or the fumes he was not sure. He looked away until a sickening sound told him it was over. Then he raised his arm and switched the current off.

—

The guests shuddered visibly and de Gruse paused in his story.

"Well, I won't go into the details at table," he said. "Pierre fed the rest of the body into the press and tidied up. Then he went up to the house, had a bath, ate a meal, and went to bed. The next day, he told everyone Faniry had finally left him and gone back to Madagascar. No-one was surprised."

He paused again. His guests sat motionless, their eyes turned towards him.

"Of course," he continued, "Sixty-five was a bad year for red Bordeaux. Except for Pierre's. That was the extraordinary thing. It won award after award, and nobody could understand why."

The general's wife cleared her throat.

"But, surely," she said, "you didn't taste it?"

"No, I didn't taste it, though Pierre did assure me his wife had lent the wine an incomparable aroma."

"And you didn't, er, buy any?" asked the general.

"How could I refuse? It isn't every day that one finds such a pedigree."

There was a long silence. The Dutchman shifted awkwardly in his seat, his glass poised midway between the table and his open lips. The other guests looked around uneasily at each other. They did not understand.

"But look here, Gruse," said the general at last, "you don't mean to tell me we're drinking this damned woman now, d'you?"

De Gruse gazed impassively at the Englishman.

"Heaven forbid, General," he said slowly. "Everyone knows that the best vintage should always come first."

**Put the missing words from the text.**

- 1 Mr. Jones has a \_\_\_\_\_ for giving the most homework.
- 2 My Dad lies about his taxes because he has \_\_\_\_\_ for the government.
- 3 In my opinion, the most \_\_\_\_\_ time of day is when the sun comes up.
- 4 The host of the party \_\_\_\_\_ the guests by playing the piano.
- 5 Angie apologized \_\_\_\_\_ when all she had to do was say sorry once.
- 6 All of the men stared at the \_\_\_\_\_ woman who walked into the room.
- 7 The students correctly \_\_\_\_\_ that their teacher would postpone the test.
- 8 My mother \_\_\_\_\_ my father's sisters because they made her feel like a child.
- 9 My grandmother thinks that white gloves make a lady look \_\_\_\_\_.
- 10 We didn't have any brown sugar, so I \_\_\_\_\_ using cinnamon.
- 11 The teens walked \_\_\_\_\_ out of the school even though it was during school hours.
- 12 My aunt \_\_\_\_\_ her cheeks with a tissue during the sad



movie.

- 13 Janette's \_\_\_\_\_ was to buy a new car, but she could only afford a used one.
- 14 The nation was \_\_\_\_\_ when the President died.
- 15 The dog \_\_\_\_\_ at the bone as soon as I let go of him.
- 16 The \_\_\_\_\_ of the problem is that we only have one car.
- 17 The patient stared at the doctor \_\_\_\_\_ when he asked her what day it was.
- 18 Few people seek \_\_\_\_\_ in this country.
- 19 The writer made a \_\_\_\_\_ attempt to finish his article by the deadline.

The greatest recourse, teachers can give their students, a good monolingual dictionary. There are many more words than students will ever see in class. There is more grammatical information about the words than students get in class. There is information about pronunciation spelling ,word formation , methaphorical and idiomatic use- a whole profile of particular word. There should be also examples of words in sentences and in phrases. Not all dictionaries do this equally well, and teachers have their preferences; but teachers can and should expect this kind of information from a good dictionary.

David Cross(1992) partly agreed with this statement but he preferred bilingual one. “Teachers should require from learners one or two dictionaries for professional use. Most useful of all is an elementary monolingual dictionary, written for very young native speakers. It almost always provides the illustrative sentence you need a word ,in simple language. If you (leaner) can read phonetic

script ,a bilingual dictionary which shows the pronunciation as well as the meaning is another useful tool. If students are in position to buy a dictionary, a pocket bilingual dictionary is the most useful for them, as their main concern with meaning”.

J.Harmer (1991) mentioned that in using monolingual dictionaries the problem is that students at beginner and elementary levels simply can not access information. Even where the language used in dictionary definitions has been restricted to make those definitions easier to understand , it is just difficult for students at lower levels. Such students do not have any alternative using bilingual dictionaries. But as their English starts to improve teacher can begin to introduce monolingual dictionary to complement their bilingual one. Teacher can encourage them to look up a word in their bilingual dictionaries and then check what they have found against the information in monolingual dictionary.

Teacher can allow them to check information from their monolingual dictionaries against translations that they find in their bilingual dictionaries. It is when students get to intermediate levels and above that teacher can seek to change completely to monolingual dictionary use , and to praise the students away from their bilingual dependence. As their vocabulary improves so they can understand the definitions and appreciate the information that they can find .Advanced students can use their monolingual dictionaries as their chief source of information about meaning .pronunciation and grammar. There is no better resource for the learners. If teachers wish to encourage sensible dictionary use ,they do not want this to interfere with other methodological concerns. Teachers do not want students to be checked every word of a reading text in their dictionaries when they should be reading for general understanding .Teachers do not want the students’ ability to be spontaneous to be limited by constant reference to dictionaries.

Crashen stated that the fact that some students do not use monolingual dictionaries very much is not just because of language difficulty. Dictionaries are

daunting precisely because they contain too much technical information. Unless teachers train students in how to understand the information and use the dictionaries, the money they spend in buying them will be largely wasted since they will never open them.

In training students in dictionary use teachers will want to achieve their things; in the first place teacher will want to remove the fear that students may have when faced with mass information in a dictionary .Secondly, teachers will want to train students to understand that information .and thirdly, teachers will want to make the dictionary a normal and comfortable part of language study and practice.

Dictionaries can serve several purposes, and the choice of the dictionary should depend on what it is to be used for. Studies of the use of dictionaries by both native speakers and second language learners show that dictionaries are used primarily to check meaning .The next frequent uses are to check spelling and pronunciation

## **CONCLUSION**

In the 21<sup>st</sup> century , teachers , employers , educators and policy makers continue to endure the development of students ' vocabulary skills as an essential educational priority.

Vocabulary teaching through reading texts can be considered a very important aspect in foreign language teaching . In this paper , first of all, definitions of

vocabulary and vocabulary teaching are given . Then , the problems in the development of students' vocabulary skills and several factors due to which this skill can not develop are given . There is no one exact program or method for teaching vocabulary , and so different teachers use different methods and results also differ from each other . Learners' problem is that they do not develop their independent reading learning skills . This paper outlines the works of the scientists done in the field of teaching vocabulary. The importance of vocabulary in four evidences are emphasized. All exams, tests are based on mostly vocabulary , future workers will be considered the best if they have a large vocabulary , vocabulary is the source for trading and so on . Building and activating learners' background knowledge, motivating them are some of the main goals in teaching vocabulary skills .

If students develop their vocabulary skills ,if they read with a clear purpose in mind and learn to apply various strategies , like guessing from the context, using context clues , using keyword technique and using dictionaries and so on , they will engage in reading with greater understanding and effectiveness , will learn to solve problems , be creative and will become independent learners.

As Stahl stated in order to know a word it's not enough to know it's definitional meaning , but learner needs ability to identify it's meaning in a particular context. One scientist emphasized that even learner knows 3,000 words that are frequently occurring in English the learner can not identify the meaning of 20% items in different texts with different contexts .

All the guessing procedures described in this paper focus on linguistic information that is presented with in a text.

If new word , met by learners , is difficult, learner needs to remember words .

Mnemonic strategies are systematic procedure for enhancing memory .

Teachers' role in teaching vocabulary is very great. Their first and the most important task is to find materials that their students will find easy and interesting to read . In each vocabulary lesson learners need to know the meaning of many more words than teachers teach them.

J. Harmer mentioned that the dictionary provides one of the best resources for students who wish to increase the number of words they understand .

The new perspective on teaching vocabulary in the large classroom aims to develop language skills and contributes to the students' personal growth and fosters their autonomy first as language learners and then as individuals .

To conclude we can say that teaching vocabulary through short stories is effective.

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