ABSTRACT

Vocabulary is important for understanding difficult reading materials. English vocabulary teaching at higher reading levels should involve direct teaching and context-based approaches. Many studies have stated the need for a systematic and principled approach to vocabulary teaching and learning , as word knowledge is essential to reading comprehension not only at elementary levels of reading but also to reading and comprehending the texts students read at university. This research was conducted with primary and pre- intermediate pupils of 21st school of Samarkand. The aim of this research is to give an overview of the beliefs the pupils have about vocabulary learning, its direct teaching, its importance in language studies and of the vocabulary learning strategies used by them. It also highlights some of the effective strategies used by young pupils. Teaching and applying a wide range of vocabulary learning strategies will help school pupils to be aware of the importance of vocabulary learning and enrich their own vocabulary.

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INTRODUCTION

English is a worldwide language with world multi-polarization and economic globalization, it is playing more and more important roles in the world. That requires both qualified teachers and students with high English proficiency. In the field of English language learning, there are many factors that have an effect on Uzbek EFL learners. Low English language learning proficiency [1, 2]: One of the most difficult problems of unsuccessful English instruction in Uzbek is that learners lack particular vocabulary knowledge which can influence their reading, writing, listening and speaking skills. They have difficulties in reading a text and comprehending the message there in. When reading a text, students tend to identify their difficulties in terms of the words they do not understand and hope that if they are taught enough vocabulary, all their problems will be solved. This explains their habit to refer to the glossary immediately when they face a difficulty. Vocabulary learning strategies are actually a component of language learning strategies which are also considered a part of general learning strategies. Learners need training in vocabulary learning strategies they need most. Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. But they are mostly inclined to use basic vocabulary learning strategies. This in turn makes strategy instruction an essential part of any foreign or second language program. If students develop the strategies used in acquiring vocabulary items, then they will develop their lexical competence. The lack of mastery of vocabulary strategies would result in poor comprehension.

Vocabulary learning is an important and indispensable part of any language learning process. In fact the greatest tools we can give students

not only in their education but more generally in life is a large and rich vocabulary. However, most students have difficulties in both understanding the relation between the different parts of a text and in speaking and communicating in English. This research focuses on the vocabulary learning strategies that EFL learners use while learning vocabulary in order to enrich their vocabulary knowledge. The objective of this work is to explore the different vocabulary learning strategies EFL learners use when studying English as a foreign language in order to increase their lexical competence. The main hypothesis of the following study is: If students develop the strategies used in acquiring vocabulary items, then they will develop their lexical competence. Without vocabulary it is not possible neither to communicate nor improve in language. Well acquired vocabulary ensures a good start to a successful learning process culminating in good knowledge of language and ability to use it well in real life.

The aim of this work is to discuss young learners' vocabulary teaching possibilities and outline suitable ways of effective and comfortable dealing with them. For most young learners language learning represents something completely new and also difficult to cope with. I remember myself as a beginner when I was supposed to learn English words with different spelling and pronunciation and my teacher was not able to advise me how to learn them. Nowadays attention is paid not only to ´what to learn´ but also to ´how to learn´ and thus learners are helped to manage to learn a language more easily and more effectively.

I am practicing as English teacher in a lower-primary class this school year where young learners at the level of beginners have to deal with learning a language different from their mother tongue. Especially for learners at this age and level of language proficiency learning can cause difficulties. Therefore, I have decided to help my pupils cope with

learning English easily and effectively by presenting language learning strategies. My qualification paper focuses on language learning strategies and their training from the theoretical as well as from the practical point of view. It aims at the question if training of language learning strategies helps young learners learn English easily and effectively.

I. LITERARY REVIEW

A. Importance of vocabulary teaching in acquiring foreign language

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. Meara points out that language learners admit that they encounter considerable difficulty with vocabulary even when they upgrade from an initial stage of acquiring a second language to a much more advanced level. Language practitioners also have reached a high degree of consensus regarding the importance of vocabulary. The findings in Macaro's survey indicate that secondary language teachers view vocabulary as a topic they most need research to shed light on to enhance the teaching and learning in their classrooms. Therefore, it may be claimed that the role of vocabulary in L2 learning is immediately recognized and implications for teaching from substantial research are in great demand [8, 39]. People use hundreds, if not thousands, of words every day without thinking about their importance for the process of communication. However, even native speakers of a language still sometimes feel frustrated when they cannot think of a word they need. The Russian poet Mandelstam wrote, "I can't remember a word I wanted to utter, ... and the bodiless thought will now return to the palace of shadows." Words are often called the building blocks to success on the way to language proficiency. Taken together, these building blocks constitute people's vocabularies. English plays a key role in human lives. It is nowadays considered to be an inevitable part of general education for people practically all over the world. Having at least basic knowledge of it is more or less necessary for everyone. People meet English

everywhere and every day. They need it for their job when they are dealing with their foreign business partners; they need it for their study because many specific articles are written in English for its wide international usage; they need it in their personal lives because they want to meet other cultures, travel abroad and that requires the ability of speaking another language, English preferably, because English has become an international language - a language which is communicated and understood in nearly every part of the world.

Words do not exist as isolated items in a language. That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or produce ideas successfully in speaking and writing. Richards contends that knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Nation applies the terms receptive and productive to vocabulary knowledge description covering all the aspects of what is involved in knowing a word. Form, meaning, and use are the three main parts at the most general level [5,220]. Based on learners from different first language backgrounds thus experience different levels of difficulty in learning a word, depending on how the patterns and knowledge of the word are familiar to them. Generally speaking, the receptive aspects of knowledge and use are more easily to be mastered than their productive counterparts.

History of vocabulary research

The history of research on vocabulary instruction is complex. Until 1950, vocabulary research focused on four areas: vocabulary size at various ages, the relationship between vocabulary and intelligence, identifying the most useful words to know, and identifying a core of

words that make text more understandable. However, the study of vocabulary was one of the weaker areas in early research for English language learners while the study about grammatical and phonological structure had been dominant throughout the 1940s, 1950s, and 1960s.

Charles Fries' Teaching and Learning English as a foreign language was the most influential study for this tradition based on behaviorist psychology. It valued audio-lingual method as a good way to learn second languages by paying systematic attention to intensive drills of basic sentence patterns and their pronunciation [11,143]. The basic assumption was that once students learned the structural frames, lexical items could be learned later to fill the grammatical slot in the frames. Direct method or audio-lingual method in this period emphasized oral skill, accurate production, and limited vocabulary knowledge as a way to build good language use habits. From this perspective, good language habits would eventually lead to an increased vocabulary. Revolutionary changes in linguistic theory were brought by Chomsky. In his work, language teaching was viewed as a rationalist's framework rather than the behaviorists' notion of habit formation. The central assumption was that language is represented as a speaker's mental grammar, in other words, a set of abstract rules for generating grammatical sentences. Since, language learning was considered as rule acquisition, not habit formation, vocabulary was somewhat important; however, rule learning still has a place in language learning. In the 1980s there seems to have developed a reaction against the psycholinguistic model. The research trend in this period emphasized the role of lexis in large units of language beyond the single word-form. The meaning has to be reinterpreted constantly throughout a text because of the interaction of a number of text features such as lexical cohesion, subordinators, pragmatic consideration, coherence relations, and genre structures. This

interactive approach argues that the proficient readers utilize both bottom-up and top-down processing, and that successful comprehension is the result of an interaction between both types of processing.

As a result, vocabulary acquisition is viewed in terms of the students' background knowledge of concepts as well as of word forms. In addition, in the 70's and 80s' the communicative approach and interactional approach focused on implicit, incidental learning. Incidental vocabulary learning is defined as learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purpose [7,34]. Based on this learning theory, teachers encouraged students to recognize clues to word meanings in context and to use monolingual dictionaries rather than bilingual dictionaries, and textbooks emphasized inferring word meaning from context. In the review of incidental vocabulary learning, Huckin and Coady stated some advantages of incidental vocabulary learning over direct introduction: It is contextualized, giving the learner a paired-associate exercises, it is pedagogically efficient in that it enables two activities--vocabulary acquisition and reading-to occur at the same time, and it is more individualized and learner-based because the vocabulary being acquired is dependent on the learner's own selection of reading materials. However, Huckin and Coady in the same article point out some limitations of incidental learning: 1; guessing is imprecise because many reading tasks call for precise interpretation, 2; accurate guessing require accurate word recognition and careful monitoring because there are many deceptive lexical items that can easily mislead the learner, 3; guessing takes time and thus slows down the reading process, 4; guessing is effective only when the context is well understood and almost all of the surrounding words in the text are known, 5; guessing requires good reading strategies, 6; guessing often does not translate into

acquisition, and 7; guessing is not effective in the acquisition of multiword lexical items. In spite of the above, they concluded that the incidental learning is still seen as an important part of vocabulary building, especially among advanced learners, but it requires a great deal of prior training in basic vocabulary, word recognition, meta-cognition, and subject matter. In fact, most scholars agree that, except for the first few thousand most common words, vocabulary learning predominantly occurs through extensive reading incidentally, with the learner guessing at the meaning of unknown words [5,226]. However, Hulstijin reported that the number of new words learned incidentally is relatively small compared to the number of words learned intentionally. Incidental vocabulary learning tends to be incremental and slow even with the use of a dictionary and the inferring strategy.

In summary, in spite of the evident role of reading in much advanced vocabulary acquisition, there are some problems from the perspective of effective learning. In incidental acquisition through reading, the acquisition process is slow, often misguided, and seemingly haphazard, with differential outcomes for different learners, word types, and context.

B. Investigations carried out on the vocabulary teaching strategies

Current Trends in L2 Vocabulary Teaching Oxford and Scarcella propose a new research-based approach to vocabulary teaching after examining relevant research concerning student motivation and need, the complexity of knowing a word, as well as factors that affect L2 vocabulary acquisition. Compared with traditional approaches, in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction or guidance, teachers following this new research-based

approach focus on words students are expected to meet frequently, and present words systematically based on a careful consideration of needs analysis. Vocabulary instruction is personalized according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word. Substantial emphasis on vocabulary learning strategies helps students become independent language learners inside and outside class. Among the numerous vocabulary learning strategies, guessing from context is held to be the most useful one. However, some studies indicate that learners seldom guess the correct meanings. In this approach, therefore, teachers guide students to use this strategy effectively and give them opportunities to practice the skill in class [18,98]. A final point to note is that teachers reduce "decontextualized" vocabulary learning activities in class (e.g. word lists, flashcards) whereas implementing more "partially contextualized" (e.g. word association, visual and aural imagery, semantic mapping) or "fully contextualized" activities (e.g. reading, listening, speaking, and writing in authentic communication activities). The arguments mentioned above are mostly supported by Sökmen , commenting that the skill of guessing/inferring from context is a useful strategy in vocabulary learning and should be covered in a language classroom[2,76]. Nevertheless, some potential problems arise if learners mainly acquire vocabulary in this way. For example, acquiring vocabulary through guessing in context is probably a rather slow process given the limited amount of time learners can afford in class. In addition, guessing from context does not necessarily help earners commit the guessed words into their long-term memory. For example, a study of intermediate level adult ESL students by Wesche and Paribakht shows

that learners who read and complete accompanying vocabulary exercises perform better in word acquisition than those who only do extensive reading. As a result, scholars come to call for a greater need of an explicit approach to vocabulary instruction, such as word unit analysis, mnemonic devices, etc. Sökmen thus states that "the pendulum has swung from direct teaching of vocabulary (the grammar translation method) to incidental (the communicative approach) and now, laudably, back to the middle: implicit and explicit learning". In addition, considerable emphasis is put on encouraging independent learning strategies among students so that they know how to continue to learn vocabulary on their own. After experiencing what Resnick calls a 'cognitive apprenticeship', students will acquire some skills to promote the depth of word processing and manage individual vocabulary learning through the model of their teachers . The time and efforts spent on developing learning strategies will reflect its value afterwards [30,25].

C. Different vocabulary strategies of developing of elementary learners' lexical competence

Young learners' character

Generally, it is difficult to give precise age range of this learner group. However, young learners are usually considered to be pupils between six to ten or eleven years of age. Since there are great differences between pupils at the beginning of their schooling and older children, for the purposes of this diploma thesis I shall work with the group of young learners between the ages of eight to ten. This age group is commonly represented in the third, fourth and fifth primary grades, which are also target grades for this diploma thesis practical survey. These young children "generally display an enthusiasm for learning and a curiosity about the world around them" [10,190]. Brumfit agrees that

they tend to be keen and enthusiastic learners. This is mainly because of the fact that they do not have inhibitions about learning which older children and teenagers often bring to school. Harmer says that young learners are able to respond to meaning even if they do not understand the meaning of individual words [11,249]. Halliwell mentions the children's ability to grasp the general meaning as well. She explains that intonation, gestures, facial expressions, actions and circumstances help young learners to tell what the unknown words or phrases mean. This general message-interpreting skill is already highly developed in primary school children. Apart from this ability to perceive meaning, young learners also show great skill in using their new limited language resources creatively and meaningfully (3-4). It is very common that young learners frequently learn indirectly rather than directly. Harmer explains this phenomenon saying that, "they take in information from all sides, learning from everything around them rather than only focusing on the precise 11 topic they are being taught. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. Harmer also mentions that young learners "find abstract concepts such as grammar rules difficult to grasp" Halliwell develops this point further. She claims that "the children"s capacity for conscious learning of forms and grammatical patterns is still relatively undeveloped" . However, in contrast to this weakness in learning, they possess an enormous instinct for indirect way of learning. When discussing young learners, experts agree that their attention and concentration span is very short [15,447]. Harmer says that with their limited attention span, "unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes [18,99]. Among other dominant features of young learners belongs their instinct for fun and play. Halliwell says that children "take

great pleasure in finding and creating fun in what they do". I think that this is also the reason why they are usually so enthusiastic and positive about learning. "Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is „real" work" . In fact, when teaching young learners, game-like activities indeed are real work. Since games have a central role in teaching young learners, this topic is dealt with separately in chapter "Using games in teaching young learners". Scott and Ytreberg further claim that eight to ten year olds are already able to discern between fact and fiction [3,35].

This extract appears to show that when one of the participants does not know the meaning of a word, she wants to find out so asks the teacher. In sum, these extracts represent how the students feel when they do not know how to say or write some words in English. Through the analysis of the information provided by the students the researcher identified most of the learning styles of her students and some of their favorite classroom activities, as well as their perceptions about the English language and some of their strengths and weaknesses during their English class. This information helped the researcher to identify different ways to help her students to improve their vocabulary acquisition. After the analysis of posters, 31 notes and tests, she noticed that her students seem to lack vocabulary when they tried to communicate in English. The initial outcomes of this research project showed that most of the students showed interest for activities which imply drawings and visual materials so she started to collect information about learning strategies and then specifically about vocabulary learning strategies and after an extensive analysis she chose three of them to develop in her action plan. The criteria to choose the three strategies, was based on the multiple intelligences, which the teacher identified

during the analysis of the posters made during the focus group interview. Then, in order to solve the problem identified, an action plan was designed and implemented as a possible solution to the problem. The designing of this action plan was based on the concept of cooperative learning which emerges in the answers of the participants as one of their favorite activities: work in teams during the English class .Also the researcher took some ideas from constructivist theory to encourage her students to use a variety of activities to create more knowledge and then to reflect on drawbacks and benefits of the three vocabulary learning strategies [7,161].

Intrinsic motivation is usually presented as an internal drive. Something that students want to do themselves because they are personally interested in acquiring the knowledge (e.g. they like the language, want to travel and use it…). A typical example of intrinsic motivation is a hobby – an activity done for its own sake. On the other hand extrinsic motivation is affected from outside. Students do things because they are somehow expected or for some reason forced to do them. It may be the compulsory school curriculum, a need of satisfying parents' teachers' expectations, desire to be praised or a vision of a better position at work. The usual motives are tangible rewards. Jeremy Harmer presents in some respect different characteristic of abovementioned motivations. According to him intrinsic motivation is concerned with the factors taking place inside the classroom while extrinsic motivation is concerned with factors outside the classroom. Therefore he thinks of them from a different point of view [20,192]. Compared to the above-mentioned characteristic taken from the students' point of view – learning, he concentrates on the opposite side of the process – on teaching. In his opinion extrinsic motivation includes situations in which students believe that mastery of the target language

will become an instrument for getting a better job, position or status (instrumental motivation) or it will help them to integrate into a particular culture (integrative motivation). This emphasizes the fact that students' attitude to learning can be affected by members of community but not only by them [23,74].

Other aspects and factors participating in the learning process – intrinsic motivation, can also crucially affect it. They are physical conditions, methods, success and especially a teacher. All of them have an important effect on learning. There might also be added one more very important and not yet mentioned aspect, which can also dramatically impact the learning process. It is a family influence. In case, family members (parents, siblings, children…) do not for any reason accept the importance of learning language and emphasize it by unwise comments, constant disturbing or not paying attention, then such atmosphere can become very unpleasant and de-motivating.

The worst situation can arise if someone is actually disparaging the language and reasons way it is learned for. The usual end in such cases is complete taking an intense dislike to the subject and can be very hard if even possible to change the acquired attitude to a better one.

Vocabulary strategies

Learning strategies and styles Oxford organizes learning strategies into six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Based on my context, I focused on what O' Malley and Chamot propose. In general, Chamot, Foster remark by using metacognitive strategies "students begin to think about their own learning, they can then begin to notice how they learn, how others learn, and how they might adjust how they learn to learn more efficiently . In this way, students will take more responsibility for their knowledge and

their vocabulary acquisition and eventually their language skills may be improved. The main goal of cognitive strategies is to involve "mental engagement with language in materials or tasks in order to develop understanding and hence learning" [4,58]. Cognitive strategies mainly refer to verbal and written repetition as well as some mechanical means involving vocabulary learning. In his study about Japanese students' vocabulary learning strategies, Schmitt found that up to 76% of Japanese learners reported they used verbal and written repetition as consolidation strategies, making them the second and third most-used strategies separately [24,70]. Although some teachers disagree with the fact that repetition is useful to learn vocabulary, other teachers believe that through repetition students can improve their level of proficiency. Moreover, social/affective strategies such as the learners' cooperation, their asking for clarification or their control over the emotion and affection necessarily implicated in learning a foreign language are important during the language learning process.

Social strategies involve learners using interaction with other people to facilitate their learning. Students interact with people in order to learn and practice their knowledge and it is through this interaction that learners can improve their language acquisition. Therefore, Iverson mentions "teachers should be sensitive to students' affective needs, such as a positive learning environment and good relationships, provide cooperative learning activities and help students learn strategies that strengthen their ability to be more independent." The implementation of affective strategies in the classroom, therefore, may have a positive effect on students' ability to learn a new language. Other aspects to take into account are the learning styles, which is a term that refers to different ways in which people learn, process, and retain information. There are four primary learning styles suggested by Edwards [28,68].

Visual learners learn through seeing. Children who are visual processors tend to observe parents' or teachers' body language and facial expressions for content and learn through demonstrations and descriptions. *Auditory learners* learn through listening. Children who are auditory processors learn through participating in discussions and talking things through. *Tactile learners* learn through touching. Children who are more tactile prefer activities or projects that allow them to use their hands. Kinesthetic learners learn through moving and doing. Children who are more kinesthetic learn through physical sensations and may have trouble sitting still for long periods. There are a variety of types of learners in a classroom. Therefore, it is important to incorporate multiple activities in the lesson planning. It is also important to know what the predominant learning style is, to avoid favoring one single learning style and shortchanging other types of learners in the classroom. This leads to the main topic in this research project: vocabulary learning strategies[29,49].

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. *Use video to produce of target vocabulary.*

Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask

them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. Teacher can also show a short film without sound and asking pupils to discuss what dialogue they would expect to hear. Showing a scene from a film without sound and asking pupils to use the facial expression to determine emotion[12,162].

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real 380 objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aero planets can be shown to the learner [10,253].

Using demonstrations and showing pictures

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with

young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions. Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska rightly says, 'Learners remember better the material that has been presented by means of visual aids'. Some words work well with pictures, particularly nouns [11,157]. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent[14,23].

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations. "Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words."[29,50]

Using imagery is a strategy which focuses on creating mental or visual images of new words and represents something very useful for language learners in many ways. Firstly, presenting new vocabulary by showing pictures or real objects is based on this strategy and is very helpful especially for young learners. Therefore, most of textbooks

designed for children are full of pictures. Secondly, using imagery helps learners transform abstract words into more concrete ones. This way is widely used in many textbooks in introducing prepositions of place, for instance, where objects usually together with arrows are drawn to show their meaning instead of equivalents written in a mother tongue. Thornbury labels this strategy as imaging and points out that words which easily evoke pictures are well memorable and that it is helpful for learners to associate also abstract words with some mental image. Thirdly, using imagery is helpful mainly for learners who prefer visual learning style - it involves remembering a word by imagining the place where it is written on the page of his/her vocabulary book.

Vocabulary notebooks

First of all, the most essential for teaching vocabulary is the presence of a vocabulary notebook. I strictly disagree with the opinion that there is no need for students to keep vocabulary notebooks. Such a notebook is a valuable reference tool for listing words, phrases, meanings etc. Although I assume this fact as a generally known and widely used I mention it because I have lately met a few students who asked me for help with preparing them for exams either for their school or an evening course. They were not able to present their vocabulary notebooks and even worse they supplied an explanation that according to their original teachers there is no need for keeping their vocabulary notebooks as all they need is to be found in their textbooks. As I was not their teacher and knew nothing about their previous studies it was quite difficult for me to choose the right expressions and to select or create adequate sentences and examples for practicing and testing these students. If they had had their notes it would have been much easier for all of us. I would know what expressions to use and which areas/ topics to focus on. They would be able to practice expressions they had studied

and possible stress could have been avoided from an early beginning. There are many reasons for keeping a private vocabulary notebook. At this point we are not talking only about a neat list of words that is used by teacher for examining students' knowledge. Notebooks should be tools for students in the first place. It is simple. If the teacher leaves it to students themselves to decide which expressions they will note into their notebooks (except the given ones) students feel responsibility for choosing the right expressions and pay more attention to what they actually decide to write down into their notebooks. This is a very important point. Thanks to this they even feel responsible for learning the chosen expressions as they noted them on purpose, of their own will. If a word seems to be important to them and they think it would be good to know it, they note it. From my own experience it is possible to say that this strategy usually works well with most of the students[25,102].

If the responsibility for choosing vocabulary should be shifted to students then they must be familiar with basic rules. Here are some of them:

• note a word that you do not know

• note a word that you have already met and noted before but you are not sure about it yet

• note a word that is of a different word category than a word that you have noted

or met before (possibly note its variations next to each other)

Michael Lewis has expressed his suggestion about how to record new language into two points:

• try to learn whole expressions containing useful words, rather than just the words, even though that seems much more difficult

• when you record a new lexical pattern in your notebook, consciously try to think

of other similar examples to those of the pattern [15,448]

Presenting Vocabulary

There are various aspects to think about when presenting new vocabulary. Considering a lesson and its parts vocabulary may be introduced at the beginning or at the end of the lesson or it can be presented at any point of the lesson. It depends on a method, approach, circumstances or simply an activity for choosing the appropriate moment. The most usual situation is that students ask for a meaning of a word just when they need to know it. Beside that, there is a number of ways how to present vocabulary to the class. Some of them are shortly introduced below.

Presenting Vocabulary Through Activities

The previous way is closely connected with presenting new vocabulary through activities. It practically does not matter if it is reading, speaking, listening or writing. Students work with single expressions, phrases or model sentences. They are supposed to get familiar with them, to find out the right context for their usage and use them finally in a variety of new sentences. It prevents possible future occurrence of difficulties with using the newly learned words in the right context. It is in a way inventory learning and is very effective. Whatever students discover themselves it engraves on their minds and remains there better than things learned mindlessly and with no connections by heart. It eventually does not matter which of the ways of presenting new vocabulary is used as long as it is not still the same one and as it meets the needs of particular students. Teachers should always keep in mind that they must respond to their class, concrete situation and atmosphere. They should be able to react flexibly and change their approach if necessary or appropriate [9,125].

Pre-Teaching Unknown Words

There is another possible way of presenting new vocabulary, which seems to be very reasonable and appropriate. Students are pre-taught unknown words before each activity. It requires a short preparation from a teacher so that they are aware of the text and vocabulary used there and can decide which words are new, difficult or key words and present them before the activity. It is also very positive that through this technique students are able to manage to go through various levels of texts, which can be very motivating for them. Every step raising students' self-confidence is important in learning language and has positive effect on the whole learning process. It is good to create situations where students see their success and this is a very useful option for that [17,54].

II. RESEARCH PLAN

A. Statement of purpose

1. The goal of this study is to draw generalizations about vocabulary instruction for English language learners by doing the following:

1; categorizing the kinds of vocabulary instruction or instructional methods used in the previous research, 2; comparing the effectiveness of the instruction based on the achievement outcomes, and 3; determining the effective conditions for English language learners including ESL and EFL learners of all proficiency levels. The primary goal of the study described in this qualification paper is to identify useful strategies for improving lexical competence. The aim of the research is to investigate what kind of vocabulary strategies can be helpful in developing lexical competence. At the same time, how these strategies can be used during the lesson and analyze how they have been effective as expected.

2. The objectives of the research

This research tried to explore the effectiveness of vocabulary strategies instruction in elementary English classes. It explored how much students make use of such strategies when they learn foreign languages. The objectives of my research were specified in three directions. As it was stated in the introduction, the primary objective of the research was making learners´ learning English easier and more effective by training them in using helpful language learning strategies.

The second objective concentrated on training those strategies which had proved to be on the lowest level on various activities included in the English lessons. As the third objective, gaining feedback to what extent the pupils had acquired the trained strategies and how effective

the whole training had been was assessed. Objectives of the research are the following:

• to explain what type of strategies are suitable to develop learner's lexical competence

• how can we use these strategies while teaching

• to make a comparison of results received from survey

The Research questions

1. Which of the strategies are usually used to improve learners' lexical competence level of English?

2. Which of used strategies were the most effective than others?

3. Why were they effective?

4. In what aspects are Uzbek English teachers in schools aware of vocabulary learning strategies based on personal learning experience?

B. Methods

During the investigation the researcher paid most attention to Communicative language learning method which was the most effective one among world developed methods, especially, in teaching new words and useful for lexical comprehension. Moreover, Task- based learning was also used which requires task responds to assignment. The researcher used Communicative language learning in order to check how the students understand the text, how they could answer the question and their speech. Communicative language learning was helpful to engage pupils to lessons and attack their interests. Task-based language learning helped the researcher to react students to task, activities and assignments.

Furthermore, I also conducted of my lesson with traditional methods. I often used grammar translation method in order to obtain time management and be more understandable of the theme for pupils. We know that grammar-translation method is very old. It is based on

translation from one language into another. Students are given grammatical rules and they memorize them. Vocabulary is taught in the form of isolated words, which completely inhibits development of accuracy. I practice on my students is encouraging them to self-correction. We have developed a range of special 'looks' and when they make a mistake I use some of them and they know they should correct themselves. It works well. What I cannot agree with is the lack of linguistic theory and purposeful grammar building. I do not think language can be properly mastered without that. And besides, most of my students insist on proper grammar building. Generally DM seem to be sensible and with a few adjustments useful. Unfortunately, there can be trouble with finding appropriate native-speaker or fluent-like teachers who are required to adhere to the principles of the method. It is not always easy to find one disposing of the skills essential for success in direct method teaching.

TPR Method is based on children acquisition concept, on a principle that a foreign language should be studied in a similar way as children learn their mother tongue: they only listen to it first and do what they are asked for. I can also easily imagine this method being used in particular moments when students forget, mishear or do not know a particular instruction or word and teacher does not want to disturb either the others or the activity by description. In such cases it is a good idea to show or signal what the word, phrase or sentence means as it is simple, fast and effective. I use it quite often in these situations and it works very well. But generally this method is in its substance rather supportive and requires association with other methods.

1. The Subjects

When I collected all information about my final qualification paper, I began putting in practice them step by step. During our practical

time, it was high time to do it. We were sent to 21st school in Samarkand region in order to learn pedagogical knowledge. In order to reach above mentioned goal of this qualification paper; the researcher has selected two different groups: Both of them are same level as subjects of the current research. I chose 3A class's pupils as young learners since my final qualification paper is based on developing young learners' lexical competence. Moreover, questionnaire is a source of common problems which pupils come across while developing lexical competence and considered as the most reliable way of getting information needed for data collection section. Besides that, researcher will take questionnaire from teachers of school. The main reason why researcher take questionnaire from teachers is that integrated skills teachers' methods and strategies gave pretty good ideas for the researcher in identifying useful strategies for improving elementary learners "lexical competence". On the other hand, pupils the second group of subjects and the first group will get questionnaire that is organized with purpose of identifying problems with vocabulary and what kind of strategies they want to get while learning.

In this section the following procedure will be held:

The Group I subjects were studied at school for two years and the students of this group were learning English for 2 and 3 years. In fact, group list was consisted of 15 students.   Group I the learners of 3A groups' consistency were as followed:

However, out of 15 students 13 attended to lesson. As for other characteristics, groups the researcher aged between 9 and 10, most of the subjects (about 70%) were girl. Their native languages and nationalities were Uzbek and Tajik. Their English language proficiency was elementary level.

Name	Nationality	Age	English background	Area of interests
1. Rashidov U.	Uzbek	10	3 years	To learn language
2. Raufova Z	Tadjik	10	3 years	Drawing
3. Saidova G	Uzbek	10	3 years	Reading books
4. Mehrillayeva D	Uzbek	9	3 years	Singing
5. Tolibov M	Uzbek	10	3 years	Sport
6. Rahimova R	Uzbek	10	3 years	Reading books
7. Tohirova M	Uzbek	10	3 years	Learning language
8. Muhammadqulov A	Tadjik	10	3 years	Playing chess

Group 3A as an elementary level:

9. Xolliyeva B	Uzbek	10	3 years	Sport
10. Shakarova SH	Tadjik	10	3 years	Reading books
11. Sobitov H	Uzbek	9	5years	Football
12. To'laganova	Tadjik	10	3years	Drawing
13. Namozova	Uzbek	10	4years	Singing

The Group II is 5 B groups' consistency were as followed: The Group II subjects were studies English for 5, 6 years. Group list consisted of 15 students and all were present. Most of students were female and their native languages and nationalities were Uzbek and Tajik. Their English language proficiency was pre-intermediate level.

Name	Nationality	Age	English background	Areas of interests
Salomova N	Uzbek	12	5 years	To learn language
In'omov G	Uzbek	12	5 years	Sports
Babaxonova M	Uzbek	12	5 years	Singing
G'ayratova Sh	Uzbek	12	4 years	Sewing
Jurayeva H	Tadjik	12	5 years	Reading books
Tuxtayev R	Uzbek	12	5 years	Playing chess
Nabiyev M	Uzbek	12	5 years	Drawing
Umirzoqova M	Uzbek	12	5 years	Dancing
G'aniyeva R	Tadjik	12	5 years	To learn language
Ahmadov G	Uzbek	12	5 years	Playing piano
Saidova M	Uzbek	12	5 years	Singing

The table above illustrates detailed information about the former group. Majority of students have basic knowledge in English. Moreover, students who have low level also try to learn English and are eager to read various text and fairy-tales, see cartoons in its original version. The researcher arranged with the group along with home teacher and commenced dealing with them according to the curriculum.

2. Materials

Throughout the investigation the researcher used some materials to achieve her aim. The materials used in the study were questionnaires organized to set a survey collected from teachers and pupils.

The lesson plan teaching materials were prepared before the research took place by the hands of researcher himself. Researcher used internet sources while preparing lesson plans and teaching materials. The first set of vocabulary strategy was done among elementary and pre-intermediate pupils of 3A and 5B groups. As basic of their level, some activities were selected to improve pupils' lexical competence. Then students' comprehensions were checked by with the help of post vocabulary strategies.

The Equipment

The researcher has used the following tools to conduct the research:

Visual Aids:

The banner. In the banner written the list of strategies for improve reading comprehension.

Laptop

Dictionary. Sometimes we come across unfamiliar words, in this situation dictionary helps students to find meaning of the words which they do not know. Dictionary serves as a perfect source in particularly this case.

The material gathering was conducted with the help of questionnaires surveyed the group of teachers and students. The questionnaires designed to gather information from teacher consisted of three main parts:

1   The first part asked for useful strategies to improve lexical comprehension.

2   The second part asked for effectiveness of these strategies and advantages and disadvantages of them.

3   The third part of questionnaire included teachers' opinion on usage of different strategies.

It is possible to state, several reasons to claim reliability and validity of gathered information.

Firstly, the data collected from pupils in a form of questionnaire obviously showed what students want to read, what strategies they want to get. Questionnaire is the reliable from of gathering data for conducting research in sphere of reading. . Moreover, the place of occupation of the Techniques

1   Pair work – the researcher tried to use pair working both elementary and pre- intermediate groups, learners did all the tasks except homework in pairs. Reason for organizing the tasks as pair work was that, pairs can help each other if they do not understand anything. Besides that, they can observe each others' weak points.

2   Individual work – most of assignments were given and checked individually;

3   Group work – using some strategies such as mini role-plays, retelling demanded of the whole group.

4. Overhead projector - it can be used to show Power Point slide shows in which significant points have been illustrated;

3. The procedures

The procedure of the research parts included several steps that led to solving the problems of reading comprehension. *Literature review* section gave the researcher some hints for organizing process and procedure part. All materials of procedure of research are given in Material section of Appendices section of this qualification paper.

Questionnaire and needs analyze that was the main data of research was collected from two groups and teachers. At the beginning of data collecting two questionnaires were gathered from and elementary and pre-intermediate pupils of school. After receiving questionnaire the researcher analyzed students' problems while reading and specified the strategies for solving problem. At the same time questionnaire that were taken from the teachers of university served as source for using strategies and applying them to pupils. Consequently, all planned strategies were applied to pupils one by one.

Specific steps in the Experiment

Step 1.Before starting the course the researcher will gain materials, address the theoretical books and manuals. According to literature review and the suggestions of the supervisor, she will select appropriate strategies and tasks for conducting lessons.

Step2. The researcher will need to choose suitable group for experiment considering the schedule of subjects both hers and pupils. Besides that, the researcher will try choose to conduct the lesson on the second pair, when pupils will not have tired and less to being late and absences.

Step3. The researcher will make questionnaire for students in order to know whether they like learning new words, what kind of difficulties they come across while acquiring, what strategies they want get. So questionnaire will be held at the beginning of the procedure of the research. Another questionnaire will be given to the teacher to know more about teaching lexical comprehension, useful strategies for improving reading comprehension.

Step4. The pupils will be checked by teacher, the researcher will give them a short text in order to know pupils' primary knowledge. After finishing it, researcher can analyze what they need, their weak points.

Step5. The pupils will be taught several lessons about useful strategies and how to use them while learning new words. The researcher will explain strategies clearly; give them some examples from several books. Moreover, researcher will distribute them little reading task in order to practice the strategies. The central aim of this action is to analyze how pupils understand the theme.

Step6. The researcher will last conducting lessons on the useful strategies for lexical comprehension. On the third lesson, she will give flashcards to check how they can use these strategies and how many of given strategies kept in the students mind.

Step7. After every four lessons pupils knowledge will be tested, and extra strategies will be adjusted faintly.

Step8. A week before the last lesson, the researcher will distribute the questionnaire. It will be conducted in order to get information of learners` opinions and feelings about the tried strategies. Furthermore, to know the most effective strategies they liked.

Step9. The last lesson the researcher will give them the reading passages which they did in the first lesson. Reading answers are taken by the pupils, checked results, and compared with the first ones. The researcher will conclude her research and will make final decision which strategies are the most helpful ones.

The study lasted for 2 months.

4. Data Analysis

The analysis part of research is the main section of qualification paper. As soon as the researcher made an experiment and collected the necessary data, she started to develop its analysis. The researcher analyzed all the findings according to certain steps. It will help to see the results and success at the end of the experiment. The task scores and

results are compared with previous ones. The main aim of it is to know the effects of the selected strategies. Results after each testing are provided in detailed form attaching the graphs, tables and reports on them. By keeping notes from the first lesson, the researcher can observe the changes in the students learning habits and achievements of them. Then the researcher can estimate how the selected strategies are working on, whether impacting or not. Changes between The Pre- Questionnaire and the Post Questionnaire will be given within facts and evidences. The scores of pupils will be compared with each other and analyzed why some of them have lower scores. In order to be the results comprehensible and clear, each finding will be illustrated in graphs too.

Each table and graph will have its own description response. By comparing and analyzing necessary information, the researcher will be able to observe how the study was going on and future expectations about the most helpful strategies to improve vocabulary comprehension for the elementary and pre-intermediate learners of school.

At the end of the analysis process, the results of the last questionnaire were calculated and shown in the diagram in the following section of the paper. In the next section of the current paper, so-called Data Collection, the process of collecting data will appear.

III. DATA COLLECTION

Having collected all theoretical information about my final qualification paper, I began collecting data for research plan. Teaching practice was a kind of chance that was given to put my literature review into practice. The study was conducted between two groups' pupils including 12 males and 18 females at 21st school of Samarkand. The study lasted for 2 months, from February 1 till April 14. Each lesson was conducted for 45 minutes and it had twice a week.

Furthermore, the participants in this survey were fourteen primary school EFL teachers of this school. Their teaching experience in primary schools ranged from one year to eighteen years. Among the fourteen subjects, seven of them gave a positive response to the enquiry about their experience of receiving training on how to teach vocabulary learning strategies, whereas other five teachers gave a negative response. Two subjects did not answer the question. Moreover, three teachers of the positive-response group specified that they received training from teacher preparatory education or in-service workshop. Other three teachers gained the relevant knowledge by self-study from TESL books or journals and the others did not indicate their training sources. Various data collection methods were employed such as questionnaires, feedbacks, evaluations, an observation list of pupils' performances, checklists and the results of pre and post-tests. Moreover, questionnaire was held two direction as above mentioned and considered as the most reliable way of getting information needed for data collection section. The process of data collection was successfully finished. The researcher gathered all the information and began analyzing them. Every fact was carefully learned.

IV. RESULTS AND DISCUSSION

This part of the qualification paper presents and discusses the findings that derived from the data collected in order to answer the research questions. The research that was described in the previous part of this paper distributed to collect two kinds of data:

1.   The data Collected from elementary and pre-intermediate pupils of 21st school in Samarkand.

2.   The data collected from teachers of this school.

Each of these data can be judged in a different way in order to get final result and to draw conclusions from it. As the main purpose of whole data collection and research process was to obtain the most useful strategies for improving pupils' lexical competence. Before passing to the major part which consists of analyzing and discussing the results, the information will be presented in non-analytical presentation of the data collection with the purpose of presenting necessary material.

The purpose of this part of qualification paper is to describe the data collected with the help of the previously conducted research in a way that would not involve their analysis.

A. Pre-presentation results

In order to get more information about the subjects, the researcher took pre-reading task. The main aim of taking pre-reading task was to analyze and evaluate the initial condition of learners' learners lexical competence and to compare the gained results with the post test results at the end of the experiment. Moreover, to see which strategies are effective for teaching new words for primary classes. The researcher got also some data helped the researcher to compare the results of two experimental and control groups. All subjects participated from both

groups in the pre-test. When did the test, the researcher assessed them and turned their points into percentage. The task was intended to measure the level of the subjects. The pupils were distributed with the text which was suited the level of them. They should read loudly and translate it. It was based on new word which was taught in the last lessons. It was individual task? (See Appendix 7:) The total score of the task was1,1 point for each sentences. The results were gathered, checked and compared to each other and given in tables, bar charts. In order to investigate, the researcher had to know the level of the learners.

The following results were received:

Table1. Pre –reading task results from elementary learners

Name	Scores
1.Rashidov U.	20
2.Raufova Z	17
3.Saidova G	19
4.Mehrillayeva D	23
5.Tolibov M	17
6.Rahimova R	18
7.Tohirova M	17
8. Muhammadqulov A	21
9. Xolliyeva B	19

| 10. Shakarova SH	15
11. Sobitov H	16
12. To'laganova N	17
13. Namozova R	16

Table 2. Pre-task frequency distribution (elementary levels)

Scores	Frequency
15	1
16	2
17	4
18	1
19	2
20	1
21	1
23	1

It is obvious from the table that, the group is multilevel. The score are very different and not so identical. The mean is 18, 3 and very far from the lowest and the highest scores. Meanwhile, this indicated that group is really multilevel. It was held on the 7th of February, 2018. Overall, it is obvious that the level and the students possess fluctuates between 15 and 23 at the table.

Figure 1. Pre – reading task results Frequency Distribution (elementary levels)
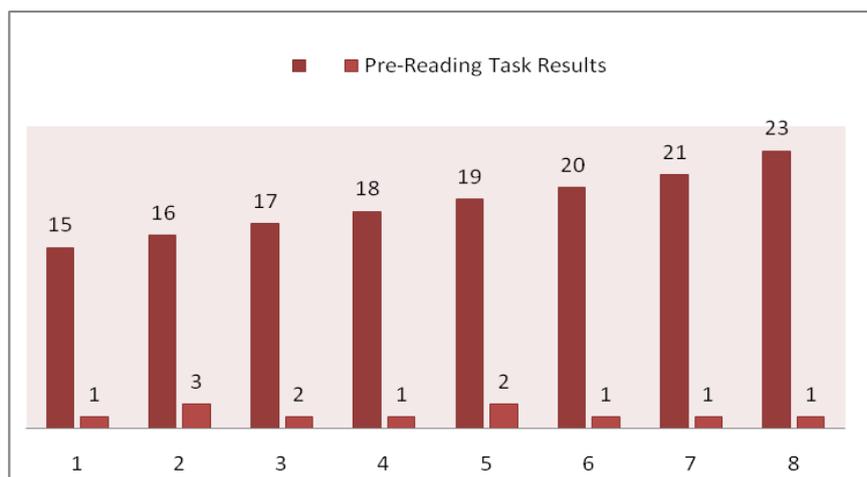
Secondly, as is clear from the bar-chart, the highest scores are 21 and 23, which was actually scored by two most hard working pupils. According to the marking system, pupils who get between the scores of 21- 23 are elementary level learners. However, the remaining students took different scores, which varied between 15and 23. As the findings indicate, there is a wide disparity between the scores; even some scores are twice then the others.

The diagram shows pre-reading results of the elementary learners:

40% 60% z

- can pronounce corrrectly and translate
- can read but can't translate all the words

Table 4. Pre –reading task results from pre-intermediate learners

| Name	Scores
1.Salomova N	20
2.In'omov G	23
3. Babaxonova M	21
4. G'ayratova Sh	23
5. Jurayeva H	17
6. Tuxtayev R	18
7. Nabiyev M	19
8. Umirzoqova M	22
9. G'aniyeva R	19

10. Ahmadov G	21
11.Saidova M	16
12.Ortiqova N	25
13. Sohibov K	18

It is clear from the table that, the group is also multilevel. The scores are much validated and not so identical. The mean is 20, 15 and very far from the lowest and the highest score.

Table 5. Frequency Distribution pre- reading task results from pre-intermediate students

Scores	Frequency
16	1
17	1
18	2
19	2
20	1
21	2
22	1
23	2
25	1

Figure 2. Frequency Distribution pre-reading tasks (Pre-Intermediate learners)
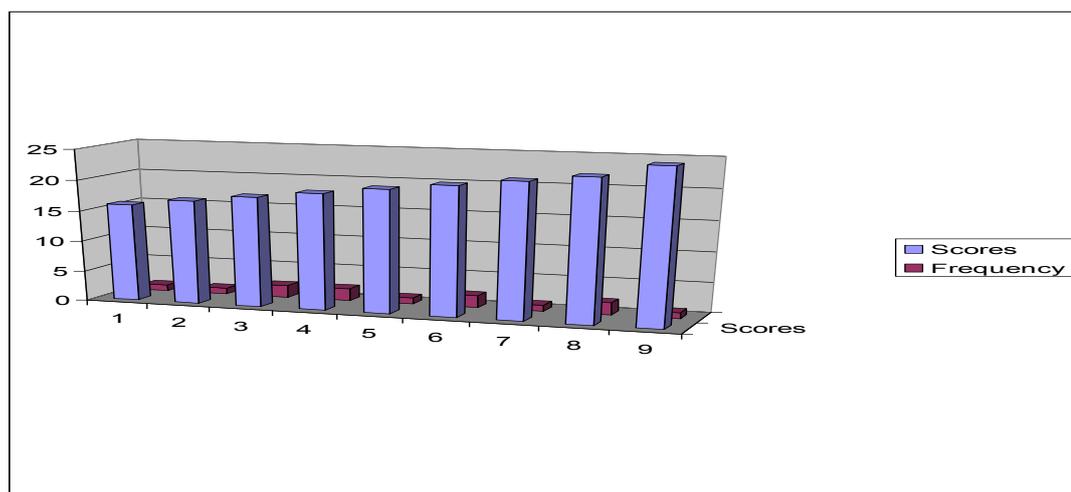
It is shown from the line graph that, only three students got high marks. The score are very different and not so identical. Besides that from the above bar- chart, it illustrates the results of pre-reading task for the group 5 B at 21st school. The task consisted of 10 questions, which checked the students' lexical comprehension, was held on the 9th of February, 2018. Although the tasks were for pre-intermediate learners, majority of students came across difficulties while doing the tasks. The pupils were 5 form and their levels were different 5 students were pre-intermediate, 5 were elementary and 3 of them were beginner.

Overall, it is obvious that the level and the pupils possess fluctuates between 16 and 25.

To conclude, the pre-reading test results were taken by two different groups which levels also different by means of bar chart in order to illustrate the level of the selected group. The researcher realized that the situation is challenging enough; she has to work on harder to improve learners' reading comprehension to get high scores.

II. Then, The researcher began to prepare teaching materials on developing reading comprehension. She taught several strategies during the classes and supported them with materials and exercises. Every lesson she tried to investigate several strategies.

B. Post- presentation results

Next step in the research was applying deeper the teaching strategies into the lessons. Consequently, the post test was designed at the end of the month 2. Then the researcher counted the results of post-test compared the results of pre- test and post- test in order to see if implementing the selected strategies into ESL reading lessons helped the multilevel subjects to become closer to each other than two month ago.

The gathered data is given in the tables and line graph below. The test was passed on April 13 and 14.

*Table 8. Post – test scores from elementary learners*

Name	Scores
1 Soatova N	26
2 Ismailova G	25
3 Babaxonova M	28
4 G'ayibboyeva Sh	30
5 Jurayeva H	25
6 Tuxtayev R	26
7 Nabiyev M	27
8 Umirzoqova M	30
9 G'aniyeva R	28
10 Ismoilova G	27
11 Saidova Sh	26
12 To'laganova N	28
13 Namozova R	27

The post test results were better than others. As the result of application strategies by the researcher, the students of pre-intermediate and intermediate level have had some improvements in reading comprehension. Here given the results by the tables:

Table 9. Scores frequency distribution on post test

Scores	Frequency
25	3
26	2
27	3
28	3
30	2

Figure 5. The result of application of strategies derived from post - tests of elementary learners Class 3A
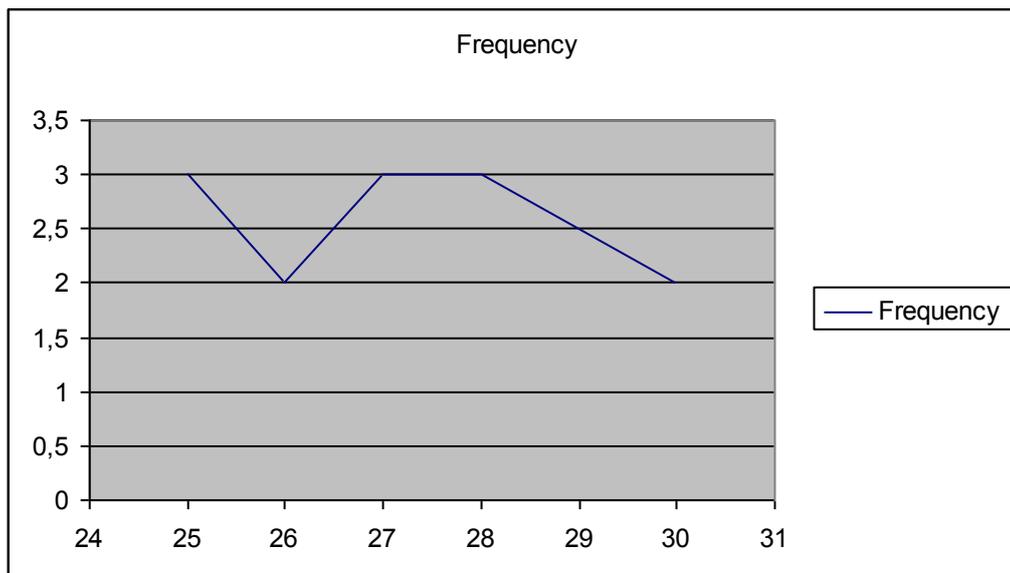
The line graph and the table make known us the results of final test as the most important data of the experiment. It was held on the 13th of April and 14th of April in the same number of questions 20. Generally, the most frequent score is indicated 30, and the lowest is 25.

Investigating the graph, the highest score 30 was taken by 2 learners and the most frequent score 25 was achieved by 3 people. Two learners could reach to 26 point, three pupils could reach with the scores 27 and 28. The objectives of the qualification were achieved. Additionally, the **mean** is **27** and it equal to **92%**. Nevertheless, the number of students achieved the most frequent and the highest results are almost the same.

Table 10

№	Name	Pre-test results (out of 15)	Post test results (out of 15)	Distance between pre- test and post-test

1	Soatova N	20	26	6
2	Ismailova G	17	25	8
3	Babaxonova M	19	28	8
4	G'ayibboyeva Sh	23	30	4
5	Jurayeva H	17	25	8
6	Tuxtayev R	18	26	8
7	Nabiyev M	17	27	10
8	Umirzoqova M	21	30	9
9	G'aniyeva R	19	28	9
10	Ismoilova G	15	27	9
11	Saidova Sh	16	26	10
12	To'laganova N	17	28	11
13	Namozova R	16	27	11

The post-test results of pre- intermediate learners Class 5B

Name	Scores
1.Salomova N	27
2.In'omov G	30
3. Babaxonova M	27
4. G'ayratova Sh	26
5. Jurayeva H	23

6. Tuxtayev R	25
7. Nabiyev M	29
8. Umirzoqova M	28
9. G'aniyeva R	25
10. Ahmadov G	27
11.Saidova M	26
12.Ortiqova N	29
13. Sohibov K	28

Table 11. Scores frequency distribution on post test from intermediate group

Scores	Frequency
23	1
25	2
26	2
27	3
28	2
29	2
30	1

Figure 6 presents the rate of usefulness of applied strategies and scale them
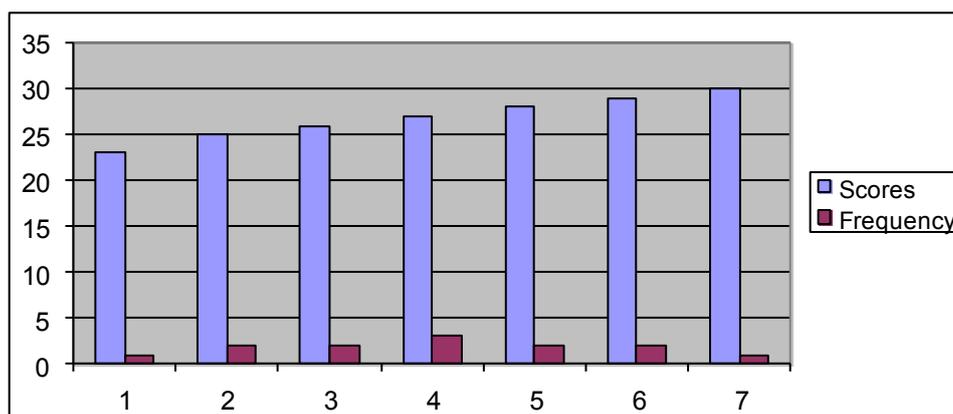
It is clear from the table that the strategies had a beneficial effect on students' lexical comprehension. The concrete information about the post- test results test results held on the 13 and 14 of April is illustrated in the chart above. Overall, The score 30 out of 30 gotten by 1 student is taking the highest point in the chart.

Accounting all scores, the **mean** is 27 here

C. Comparative analysis of pre-test and post-test

Table 12. Interval Scale 2.

№	Name	Pre-test results (out of 14)	Post reading test results(out of 14)	Distance between pre and post reading tests
1	Salomova N	20	27	7
2	In'omov G	23	30	7
3	Babaxonova M	21	27	6
4	G'ayratova Sh	23	26	3
5	Jurayeva H	17	23	6
6	Tuxtayev R	18	25	7
7	Nabiyev M	19	29	9
8	Umirzoqova M	22	28	6
9	G'aniyeva R	19	25	7
10	Ahmadov G	21	27	6
11	Saidova M	16	26	10
12	Ortiqova N	25	29	4
13	Sohibov K	18	28	10

While observing the scores, the researcher noticed the highest scores were got by three students and the lowest by two students. According to the statistical study, there demands to be a central numerical point around which most of the "scores" are clustered. So as to devise it the researcher needs to find out the *mean* (average value in a set of numerical values), *mode* (numerical value that occurs most frequently in a set of numerical values), and *median* (the value at the centre of the range of the set). They are follows:

Table 13. Mean, mode, median of the Pre-test.

	Elementary Learners	Pre-Intermediate Learners
Mean	18	20
Median	18	19
Mode	17	21

Table 14. Scores frequency distribution mean, mode, median of the Pre-test.
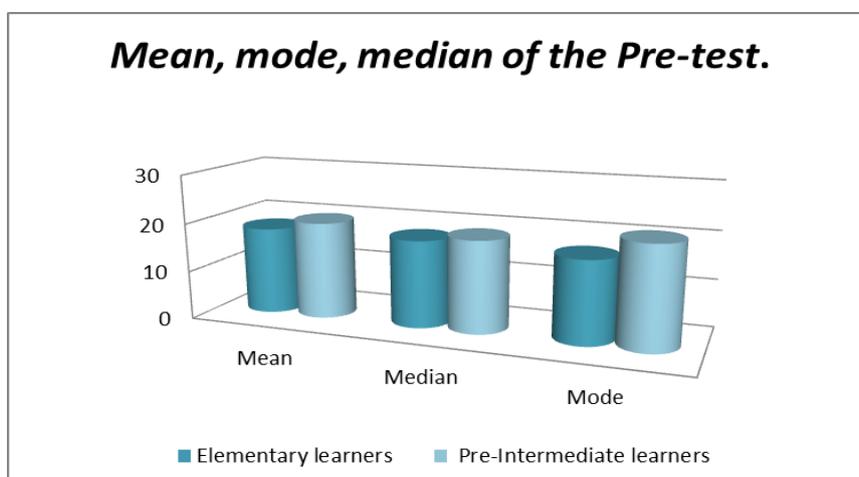
Table 15 . Mean, mode, median of the Post-test.

	Pre-intermediate students	Intermediate students
Mean	27	27
Median	26	29
Mode	25	27

Scores frequency distribution mean, mode, median of the posts-test.
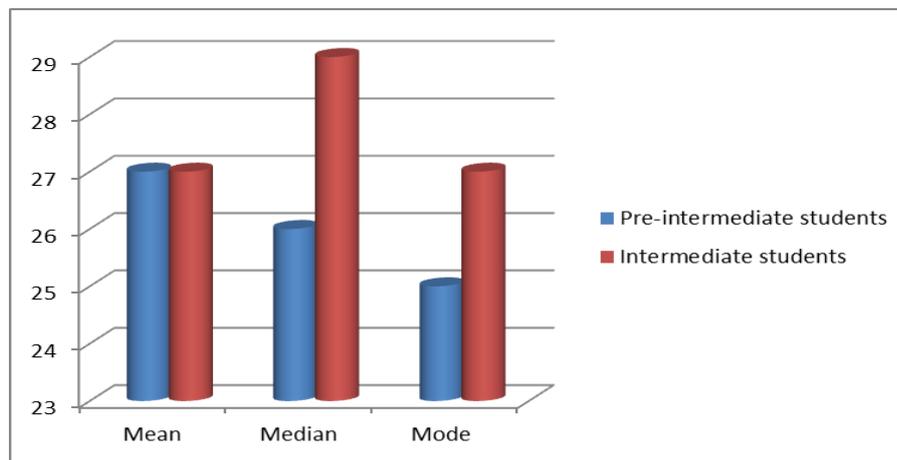
It is obvious from that Table 20 and 21, there can be seen noticeable difference between central tendency of Pre-test and Post- test. Mean, Median and Mode of Post- test is almost identical; the central tendency is higher than Pre- test. It signals the successfulness of the research. The hypothesis has been proven.

Results of students' questionnaire

The researcher analyzed outcomes from the students' questionnaire. The questionnaire was conducted between two classes.

Multiple choice questions are appropriate to the levels of pupils.

See Appendix: 4

1. What do children like the most about their English lessons?

After reading pupils' answers for this question, I realized that it was hard for them to give the proper answer. Giving pupils exact options – reformulating this question into a multi choice type question would be more appropriate. This is because most children did not clearly understand the question and therefore answered something totally different. For example they wrote which subjects they like, not mentioning anything about their English lessons (or they just made a statement whether they do or do not like English lessons). Although that is also a good information because we get to know the way they think, understand. From the appropriate answers about the factors which they do like during their English lessons, the most popular respond was vocabulary. Surprisingly it received the same amount of supporters as by the question of what they do not like during an English lesson.

Other factors which were mentioned as the positives of English lessons were: songs, rhymes, parts of the body, animals, games and reading.

Question 1:

■ Vocabulary Exarcise   ■ Grammar exercise   ■ Reading ex   ■ Writing ex

17%

12%

11%

60%
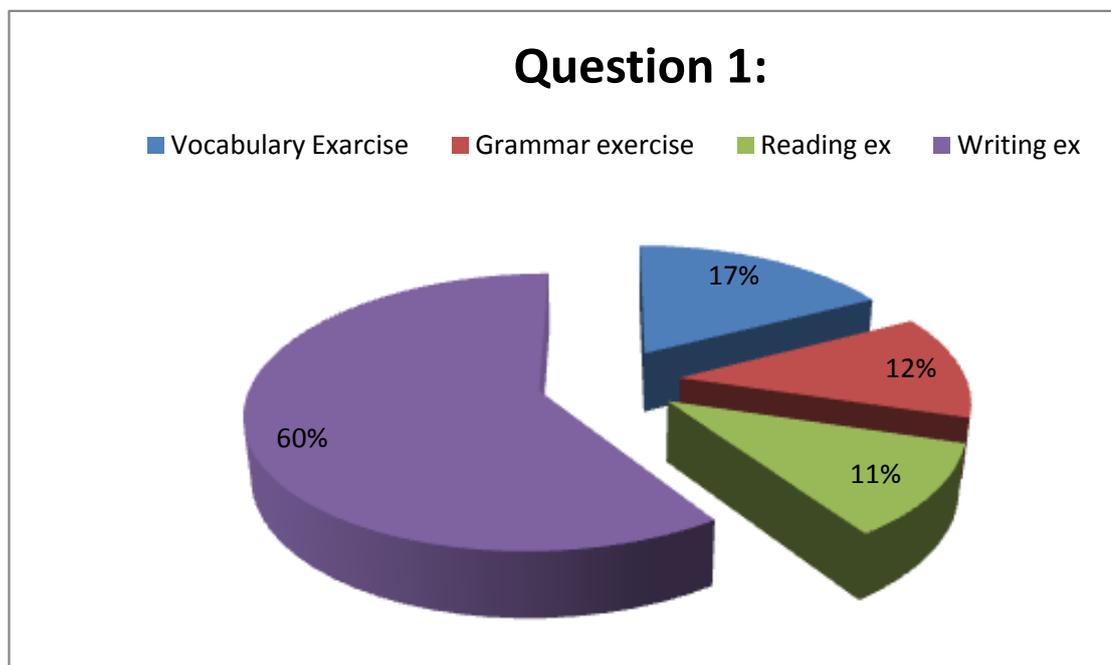
Figure 2. Question 2. What are the reasons for learning vocabulary? Is it important to acquire foreign language?

Majority of students answered that they are learning vocabulary in order to acquire foreign language well. Some of the pupils believed that vocabulary is a main helper of learning language easily and fluently. Without knowing vocabulary, learners come across a lot of difficulties to increase lexical competence.
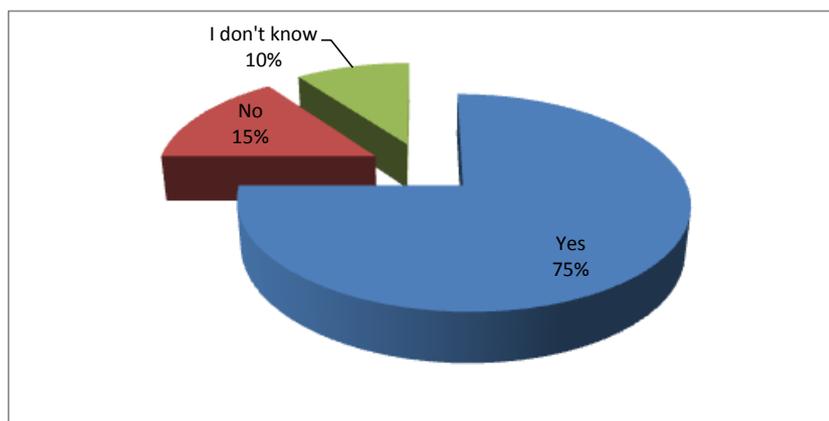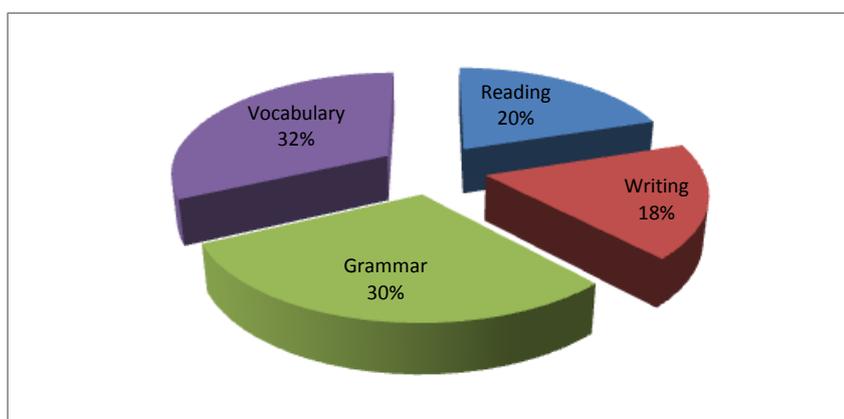

Figure 3. Question 3. How important is, in your opinion, vocabulary in learning English in comparison to other skills (grammar, reading, and writing)?

It is evident that vocabulary is more important than other language skills.

Since they said that while doing vocabulary exercises, their teachers organized different games.

4. What is the best way to learn new words in English?

This was next question of the pupils' survey and the purpose was to learn the opinion about learning new words at primary schools. This was again a multiple choice type of a question. Pupils were able to choose from various options (with pictures and listening track, repeated steadily, flashcards and games) Nearly the same and the biggest amount of votes received better with pictures and listening track for learning (twenty-four votes) together with flashcards and games (twenty-three votes). Just behind were repeated steadily (eighteen votes)
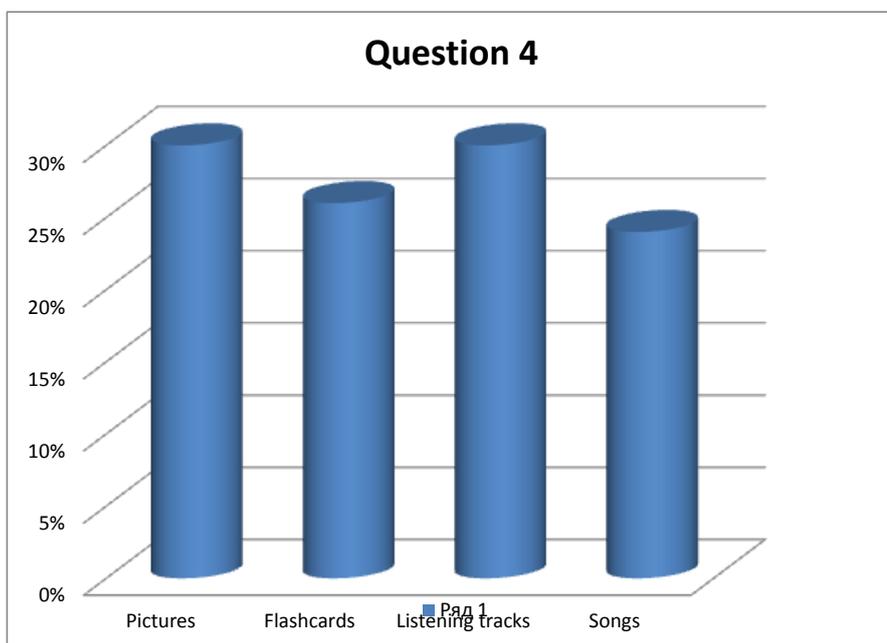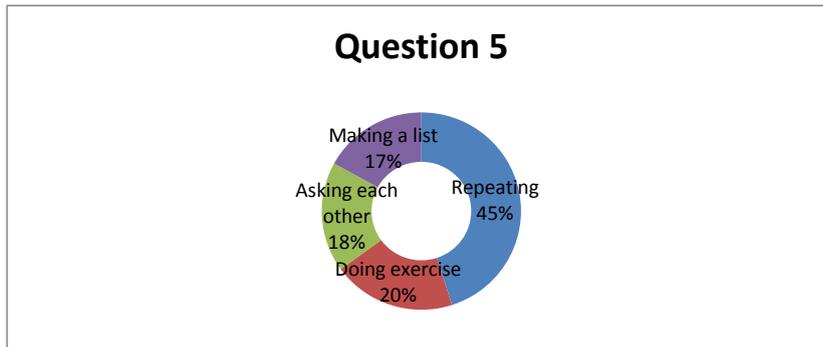
Question 4

Figure 5. Question 5 . What strategies do you use in order to learn and remember new words well?


Results of teachers' questionnaire

These data were collected with the help of questionnaire on identifying the common lexical comprehension problems and useful strategies for improving lexical comprehension elementary and pre-intermediate level. 11 teacher participated in the questionnaire. They answered bellowed question. I gave only seven of them with diagrams. You can find full version of questions on appendix. See Appendix: 5

1. What kind of strategies do you use while teaching vocabulary at primary classes?

Majority of teachers answered that they used innovative and role play strategies while teaching new words.
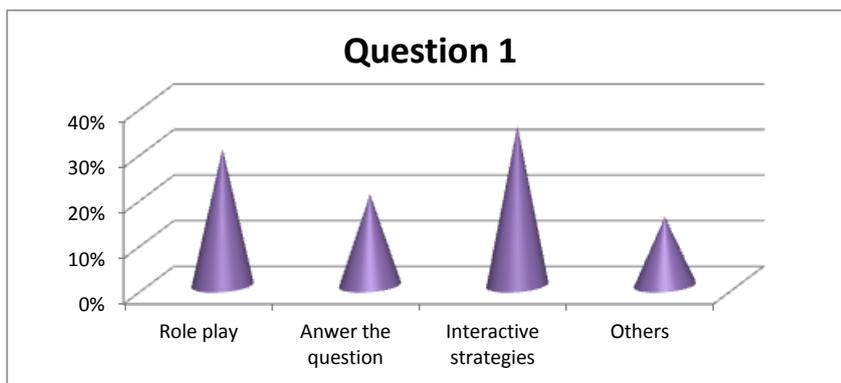
2. What are the most effective strategies to develop learner's lexical comprehension? Why?

All teachers answered that they often use playing, repeating in order to check learners' comprehension.

Question 2
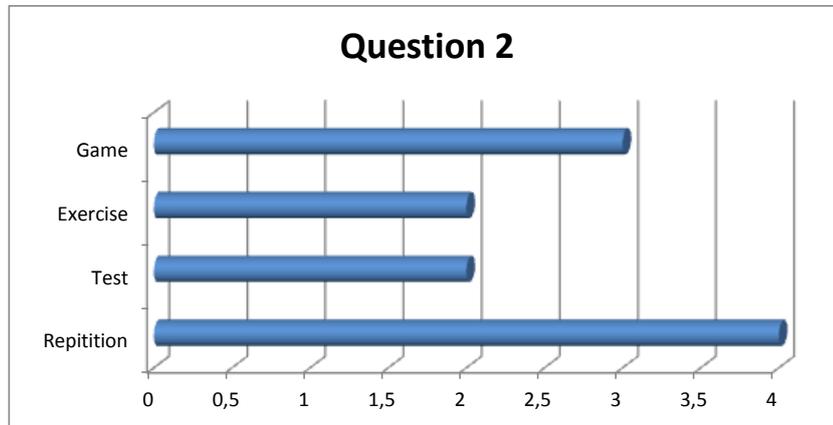
3. In pre-presenting new words, what do you often use?

Most of teachers answered that they often used blackboard, pictures and presentation. Some of them gave information like posters. They consider it was one of the most helpful method to conduct new words.

Question 3
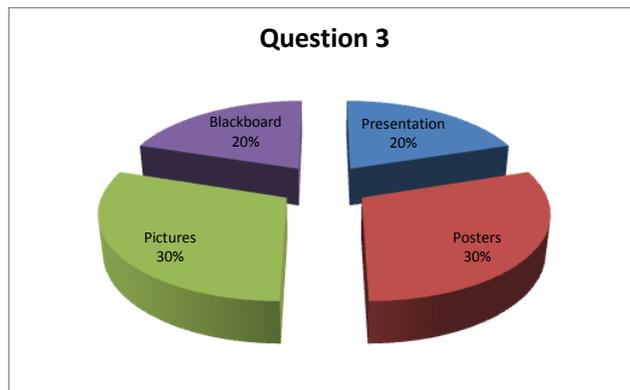
4. How often do you ask your pupils to after teaching lexical comprehension texts?

Question 4
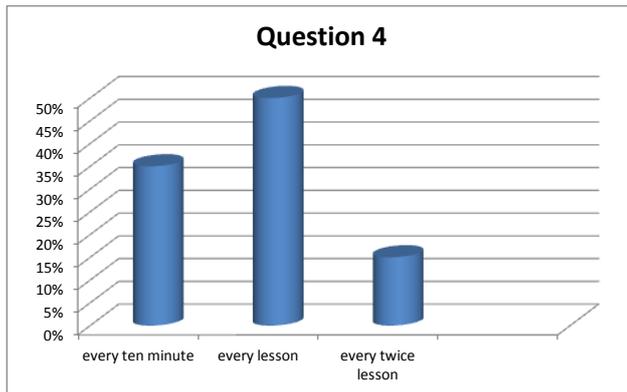
5. What strategies do you often use to check understanding the text?

Question 5
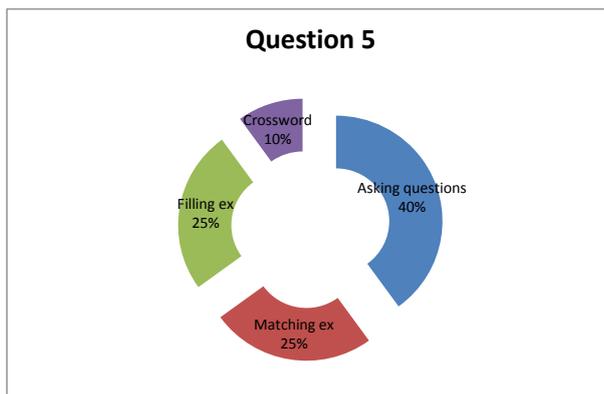
6. How many teachers do think communicative approach is a possible approach to use in their classrooms at primary level?

Question 6

- Possible 35%
- Impossible 20%
- Based on real atmosphere of the class 45%

Most of students used this approach with grammar translation together. Since they considered that pupil's real level should be suitable for using this approach.
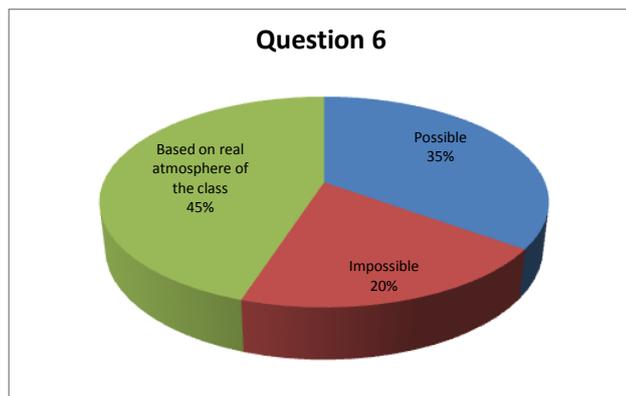
If teachers answer was NO, that CA is not a good idea to use at the primary level of education, I have asked in the next question to explain why they think so. The answers were:

▪not enough of time

▪not all teachers are so fluent in a foreign language

▪not enough of good teachers

▪not with small children, to demanding for pupils

▪there should be financial motivation for teachers

▪children already have problems in their mother tongue (they do not read, not good vocabulary, not able to understand the subject in their mother tongue)

▪not large enough vocabulary in a foreign language.

The most popular answer was that there is not enough of good teachers who can master both the foreign language and the non-language subject.

7. What is the role of vocabulary to teach English?

Question 7
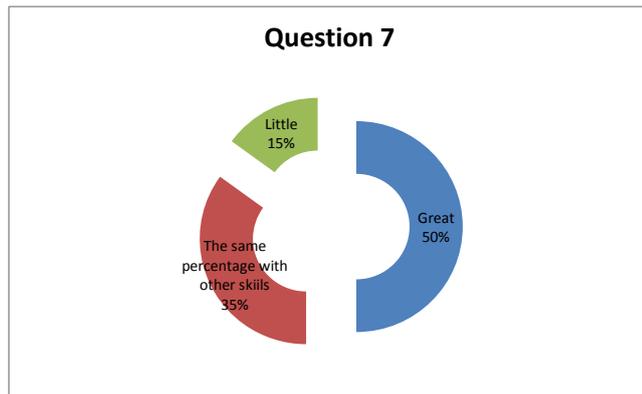
All teachers answered that words are often called the building blocks to success on the way to language proficiency. Taken together, these building blocks constitute people's vocabularies. Without teaching new words, teachers couldn't teach any foreign languages.

E. Answers for Research Questions

Finally, the researcher provided subjects with feedback in the form of questionnaire in order to get information on students' attitudes towards the lessons conducted by the researcher, and whether their expectations found their proof. The form was given to subjects after the post-test. All subjects filled the feedback form. The researcher received the succeeding results which are illustrated in this figure. The Figure below shows the subjects' attitude to interactive strategies based lessons. Since the lessons were devoted to investigating certain hypothesis, the researcher considered the Group 3A opinions invaluable and important to the study accomplishment results.

Subject's attitude to the effectiveness of using interactive strategies during the lesson

ineffective
10%

Less effective
10%
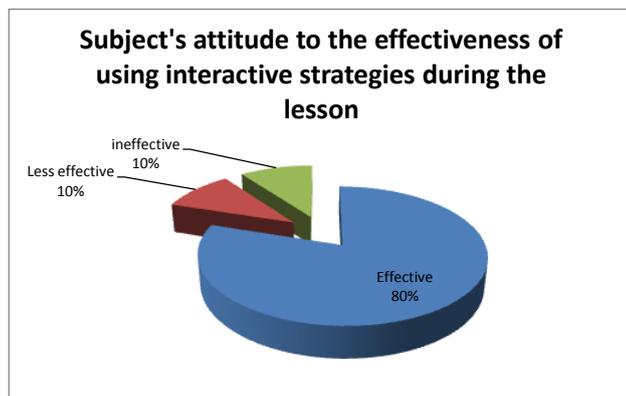
Effective
80%

80 % of the pupils reckoned the lessons were interesting and effective, While 10% thought it was less effective for overcoming lexical barriers. The other 10 % decided on the ineffectiveness of the lessons. Since the majority of the pupils agreed on the efficiency-of lessons, the researcher can conclude that interactive strategies are very helpful tools to overcoming lexical competence barriers in elementary and pre-intermediate level learners.

The researcher has found answers the researcher questions which were mentioned in Research Plan part of current qualification paper.

1.   The researcher has found 10 strategies which are usually used by teacher with purpose of improving reading comprehension.

2.   The most useful strategies for improving reading comprehension of learners in pre-intermediate and intermediate levels of English are:

• Repetition

• Reciprocal teaching

• Role play

• Using demonstration and pictures

• Presentation

• Interactive strategies

Each method used to improve students' Reading Comprehension has shown its advantages; moreover, disadvantages were also observed during conducting each of them.

1.   Why were they effective?

It is found out that these strategies are a very effective method for developing students' lexical competence. It develops not only fluency, but accuracy, students enrich their vocabulary. Listening and reading skills also develop as students need to listen to each other and read scripts while rehearsing. While conducting the lesson, these strategies showed good results. They could supplied pupils' acquisition well. I tried to use all strategies during my practice time. But some of them couldn't give good results which I hoped.

4. In what aspects are Uzbek English teachers in schools aware of vocabulary learning strategies based on personal learning experience?

Some of teachers were eager to use traditional approaches. They got accustomed to work with only blackboard. They taught new words writing words on the blackboard and without any pictures. But most of them use interactive approaches such as posters, videos, songs. Pupils could learn new words easily. In my opinion, tracks and video materials are very useful. Since pupils learn not only words but also they can take imagination what it is at the same time. Furthermore, words are pronounced by native speakers and pupils have opportunity to pronounce correctly.

V FINAL REFLECTIONS

My research that lasted about two month and concentrated on answering research questions was very active and interesting process. During 2 months of practicum I conducted a research about the effective strategies for improving lexical comprehension reinforcement. This topic has been being interesting for the researcher for 2 years when the researcher has started her studying at university. At the beginning, my research seemed to me interesting and easy but while working the researcher came across some difficulties while teaching and choosing strategies. But later the process became more interesting and motivating when I started the research. I was so interested in result, so I could not wait for it. The first and the most important conclusion I have made even from the early beginning of writing the research is that nothing can be without good plan. After planning every step of research, I could build in my mind the picture of what I am going to conduct.

Literature review part of current qualification paper gave me very good ideas, I learned even more than expected to learn. After finishing writing literature review section, I have made some changes and additions in the outline of research. Scholars and professional scientists' ideas changed my perspective of teaching reading comprehension I have understood the great importance of this rather small part of whole English language.

The first lesson I tried to know pupils' primary level so I prepared questionnaires to know their interests. Surely, I cannot teach only using strategies during the classes, it would boring for them. I tried to find motivating and exciting topics in order to attract students' attention. So started to use my creativity, and tried to make simple activities more effective and complicated.

I have tried as I can, but it is obvious that I could do my best. If I had a chance to change or add some elements to my research, I would conduct wider research than I did. I worked not only with one group, but also with other students because they level were different. In addition, I would observe and compare lessons conducted by other teachers. It would make my research more resourceful and valuable.

Having learnt from my research, I strongly recommend paying attention to learn vocabulary from the early stages of learning English. If students understand the texts clearly they can explain the texts and they will not have difficulties and misunderstanding in following levels. Students hope to have good reading skills, but they do not know how to achieve it, so the teacher should lead students toward perfectness.

The research was done by me is the smallest unit of the entire language. Consequently, there are so many problems and theme to investigate, so many issues to study as a teacher and researcher. It is possible to conclude that being a good teacher, a professional of this field requires a lot a effort, experience, investigations and researches. As a young teacher and beginner researcher I am going to continue making research in a field of methodology, I hope for good fruits and satisfactory results. Doubtless, better effort will bring better results.

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APPENDIX

Lesson Plan 1. Teaching Materials

The technological map of the lesson

Date:	15.02.2018
Subject :	English
Level:	3"A"
Unit :	9
Topic :	Revision
Type of the lesson:	Practical
Length :	45 minutes
The aim of the lesson:	Objectives: **Educational:** **-**to learn to say telephone phrases; -to learn about present continuous; -to learn how to talk on the phone **Developing:** **-**to enable pupils to talk on the telephone; -to enable pupils to understand and use present continues positive sentences; **Sociolinguistic competence:** -to enable pupils to assess their knowledge, skills and overall progress
At the end of the lesson pupils will be able to:	-talk on the telephone according to a given task; -use telephone phrases when talking on the phone; -use the present continuous

		positive Sentences.		
Equipments:				
Technical equipments: Didactic materials:		-DVD of the book notebook, recorder -Pupil's book, Workbook,		
Step	Name of the step	Time	Teacher	Pupil
1.	Organizational moment	2 minutes	Good morning pupils. Sit down. Let's begin our lesson! What date is it today? What day is it today?	Good morning, teacher. Today is the 15 th of February. Today is Thursday.
2.	Warmer	5 minutes	Now we listen and sing together which is based on theme . I put the song "What's telephone number" and you should listen. Are you ready? Let's start to	Yes we are ready. What's your telephone number? 1234456

			sing together.	
3.	Checking the homework	7 minutes	Now, let us check up your homework. What was your homework for today? Ok. You should revise all new words and do exercise homework 2. Now I will ask you your homework turn by turn. Well, Who will be the first?	Our hometask is revising all new words and make a dialogue .
4.	Working in the class	20 minutes	Now we shall begin	Pupils open book and

			our new theme. It is Revision. Today we revise all things of the last lessons. Open your notebooks and write date and theme on it. Look at your book on the page 50.	notebooks and copy it date, theme .
	Ex: 2a		Firstly, we revise all new words. I put the magic box on the screen. Listen them and repeat following track together. I	Pupils listen and repeat the words.

			say you translation of the words. Please, Be more attentive and repeat them.	
	Ex: 2b		Now we play a game in order to revise new words. I use from a boll. I say one word and throw the ball one of you and pupil who catches the ball, should say translation of the word. In this way game	All pupils participate in this game.

			continues step by step Are you ready? Let's start.	
	Ex: 3		Ok. We will begin next activity which is given on workbook .Open your books on page 50 and do it ex 2a . Look at the picture and match texts which are given in box. It is individual work. You have only 3 minutes to do activity.	Pupils will do task on your workbook individually

| 5. | Strengthening | 5 minutes | Now we play a game in order to strengthen new words. I prepare some flashcards for you. You will find correct words among mixed letters. It is pair work so you should work with your partner. Are you ready? Let's start. | Pupils work with your partner. They should write correct words in the empty box |
| 6. | Homework | 2 minutes | You should do "I can" which is given workbook | Should we anwer all questions in written way? |

			on page 51. You should answer to all questions with using "can" and revise all new words. Yes, of course		
7.	Assessment	2 minutes	I will mark you according to your homework ,activities and participation during the lesson.		
8.	Ending of the lesson	2 minutes	Now, the lesson is over. Stand up. See you next lesson! Good bye!		Good bye!

Appendix 2 : Lesson Plan 2.

The technological map of the lesson

Date:	07.03.2018
Subject :	English
Level:	3"A"
Unit :	10
Topic :	Revision
Type of the lesson:	Practical
Length :	45 minutes
The aim of the lesson:	Objectives: **Educational:** -to learn to talk about the plants in a garden **Developing:** -to enable pupils to talk on the phone; -to enable pupils to ask and answer questions about what plants are in one's garden; -to enable pupils to assess their knowledge, skills and overall Progress
Equipments :	
Didactic materials:	P P's book, work book
Technical equimpments:	DVD of the book notebook, recorder

Step	Name of the step	Time	Teacher	Pupil
5.	Organizational moment	2 Minutes	Good morning pupils. Sit down. Let's begin our lesson! What date is it today?	Good morning, teacher. Today is the 7 th of March. Today is Wednesday.
6.	Warmer	5 minutes	Now I put the planting song and you should listen	Yes we are ready

			and sing together. Are you ready?	
7.	Checking the homework	7 Minu tes	Now, let us check up your homework. What was your homework for today? Ok. You should present your booklet to friends on the blackboard turn by turn. Well, Who will be the first? Kamila, please begin.	Our homework was to learn by heart new words and prepare a booklet about our garden
8.	Working in the class	20 minut es	Now we shall begin our new theme. It is revision. Today we revise all things which we learned last lessons. Open your notebooks and write date and theme on it.	Pupils open book and notebooks and copy it date, theme .

			Look at your book on the page 58	
	Ex: 1		First of all, we revise all new words. I put the magic box on the screen. Repeat them following track together. Please, Be more attentive and repeat	Pupils listen and repeat the words.
	Ex: 2		Now we play a game in order to revise new words. I prepare some questions. I stick them on the blackboard. You choose one of them and answer it turn by turn. Who wants to begin?	Pupils come to the blackboard turn by turn and answer for questions. Nodira,What does it mean majnuntol in English? It is mulberry.
	Ex: 3		Ok. We will begin next activity which is	Pupils do task turn by turn.

			called "Find appropriate one ". There are a lot of new words' picture on the table. I stick forest, water, mountain and desert's pictures on the blackboard. You should take one picture and find where it lives	
5.	Strengthening	5 Minutes	Now, Open your books on page 59. we do exercise "I can". You should fill the gaps with necessary words. So you may begin to fill the sentence. I will give you 5 minutes to do exercise.	Pupil do exercise according to the instruction
6.	Homework	2 minut	You should revise all new words last	Will we begin new unit next

		es	unit and finish ex-2. Yes we will so that you should be ready for all tasks	lesson?
7.	Assessment	2 minutes	I will mark you according to your homework ,activities and participation during the lesson.	
8.	Ending of the lesson	2 minutes	Now, the lesson is over. Stand up. See you next lesson! Good bye!	Good bye! See you again.

Lesson Plan 3. Teaching Materials

The technological map of the lesson

Date:	14.03.2018
Subject :	English
Level:	3"A"
Unit :	11
Topic :	Brush your teeth
Type of the lesson:	Practical
Length :	45 minutes
The aim of the lesson:	Objectives: **Educational:** -to learn about the parts of the body; -to learn the first elements of hygiene; -to learn to say and perform commands **Developing:** -to enable pupils to say and perform commands;

	-to enable pupils to use the words of the parts of the body **Sociolinguistic competence:** -to raise awareness of the first four elements of personal hygiene.
At the end of the lesson pupils will be able to:	-say the parts of the body; -understand, say and perform commands; -understand and say the first four elements of personal hygiene.
Equipments:	
Technical equipments: Didactic materials:	-DVD of the book notebook, recorder -Pupil's book, Workbook,

The procedure of the lesson

Step	Name of the step	Time	Teacher	Pupil
9.	Organizational moment	2 Minutes	Good morning pupils. Sit down. Let's begin our lesson! What date is it today? What day is it today?	Good morning, teacher. Today is the 14th of March. Today is Wednesday.
10.	Checking the homework	7 minutes	Now, let us check up your homework. What was your homework for today? Ok. You should revise all new words and do	Our homework was to revise all new words and do exercise "I can". Amirjon: Yes I can. Plants and animals live in

			exercise "I can". Now I will ask you your homework turn by turn. Well, Who will be the first? Amirjon, please begin. Can you say where plants and animals to live? Diyora, Can you name the flowers,	forest, mountain, desert, water. Diyora: tulip, rose, sunflower
11.	Working in class		Now we shall begin our new theme. It is Brush your teeth. Today we learn parts of human body. Open your notebooks and write date and new theme on it. Look at your book on the page 60.	Pupils open book and notebooks and copy it date, theme .
12.	Activity 1	9 minutes	First of all, we learn all new	Pupils listen and repeat the words.

			words. I put the magic box on the screen. Listen them and repeat following track together. I say you translation of the words. Please, Be more attentive and repeat them. Now, open your vocabulary note-books and copy it	
	Activity 2. Warming up	5 minutes	Now we learn a new song which is based on theme . I put the song "Brush your teeth" and you should listen. Firstly, I explain the meaning it then sing together with DVD. Are you ready? Let's start to listen.	Yes we are ready Brush, brush, brush your teeth, Brush it every day! Father, mother, brother, sister, Brush it every day!
	Activity 3	6	Now we play a	Pupils work with

		minutes	game in order to strengthen new words. I prepare chainword for you. I stick it on the blackboard. You will find appropriate words to pictures among mixed letters. It is pair work so you should work with your partner. Are you ready? Let's start.	your partner. They should write correct words in the empty box
	Ex: 4	6	Ok. We will begin next activity which is given on workbook .Open your books on page 57 and do it ex 2 a . Look at the picture and match words which is given in cloud. It is individual work.	Pupils will do task on your workbook individually.

			You have only 3 minutes to do activity.	
5.	Strengtheni ng	5 Minutes	Now, We play a game which is called "Simon says". I say one word. You should show me it with actions. For ex: Simon says: Touch your nose. At this time you should touch your nose. Is it understandable? Ok.	Pupil will do activity according to the instruction.
6.	Homework	2 minutes	You should learn by heart all new words and do Homework 1 on page 57. Look at the table and make sentence as an example. Yes, of course.	Should we learn by heart the song?

Appendix 4

Questionnaire for students

Name:_____

Group:_____

Date: _____

*For each question, circle, please, only **one answer** that is true for your preferences or your learning.*

(For a few questions you are asked to write your reasons or preferences down.)

1. **What do children like the most about their English lessons?**
   a. *Vocabulary exercise*
   b. *Grammar ex*
   c. *Reading ex*
   d. *Writing ex*

2. **What is the reason for learning vocabulary? Is it important to acquire foreign language?**
   a. *Yes*
   b. *No*
   c. *I don't know*

3. **Which of the followings do you consider as the most important one, in your opinion, in learning English in comparison to other skills (grammar, reading, writing, vocabulary)?**
   a. *Vocabulary*
   b. *Grammar*

   c. *Reading*

  d. *Writing*

4. **What is the best way to learning new words in English??**

  a. *Pictures*

  b. *Flashcards*

  c. *Listening tracks*

  d. *Songs*

5. **What strategies do you use in order to learn and remember new words well?**

  a) **making a lis**

  b) **asking each other**

  c) **doing exercise**

  d) **repeating**

_____

_____

_____

_____

_____

Appendix 5: Questionnaire for teachers

Questions	Answers
1. What kind of strategies do you use while teaching vocabulary at primary classes?	

2. What are the most effective strategies to develop learner's comprehension? Why?	
3. In pre-presenting new words, what do you often use?	
4. How often do you ask your pupils after teaching lexical comprehension texts?	
5. What strategies do you often use to check pupils' understanding the text?	
6. How many teachers do think that communicative approach is a possible to use in their classroom at primary level?	
7. What is the role of vocabulary to teach English?	

Appendix 6: Student Feedback Form

Name: _____

Group: _____

I. Answer the following questions.

1. Were the lessons conducted by the researcher as efficient as you expected?

_____

2. Did you find the lessons interesting and effective?

3. Did your lexical competence skills change through the methods and strategies used in the lessons? If yes, how would you describe the extent to which it influenced your speaking barrier?

4. Looking back on the course, are there any particularly positive or negative aspects you would like to highlight?