

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

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КАФЕДРАСИ**

АБДУҒАНИЕВА КУМУШ БАХОДИРОВНА

**Teaching stylistics devices to B2 students with the help of short
stories by O. Henry**

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THE DEPARTMENT OF ENGLISH PHONETICS AND
PHONOLOGY**

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stories by O. Henry**

**5111400- Philology and teaching languages (the English language)
for granting bachelor`s degree**

QUALIFICATION PAPER

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ADVISOR:**

SCIENTIFIC

IS ADMITTED TO DEFENCE

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The Head of the Department of
English Phonetics and Phonology

“ _____ ” _____ 2017

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Background of the study

The term stylistics can be considered as very broad and historical. As for the former characteristic, stylistics covers a wide range of subjects, ranging from the stylistic devices to the language of each document either written or spoken. Regarding the latter feature, stylistics has been elaborated by many authors so far, each has given the definition of the stylistics according to their perspectives. Never the less, there are very few research or thesis written on the theme of teaching stylistic devices to B2 students.

Statement of the problem

The researcher gives the point that dissertations concerning with teaching figurative language with the help of short stories are few in number. Furthermore, the existing research papers do not investigate the usage of short stories by O. Henry. As it is known to us, Henry worked effectively on the genre of story and is known as a short story writer with hundreds of them. As a matter of fact, there can be observed a gap in the stylistic analysis of short stories, and particularly, O. Henry's. Thus current thesis focuses on the usage of short stories written by O. Henry as a stylistic device enhancer in B2 students.

Objectives of the Study

The vital objective of the current research paper is to stylistically examine particular short stories of O Henry as well as their efficiency in teaching figurative language to B2 learners. During the procedure of the current research a wide range of approaches, methods along with techniques are looked into from the point of short stories, in particular O. Henry's. Additionally, the main role of these pieces of writing in enhancing stylistic device usage is talked about, such as from the point of view of extensive and intensive reading.

The definite objective of this research is to make an experiment on the fact in what way short stories are helpful in stylistic device teaching process as well as other applicable methods in this procedure.

The current study aims at dealing with the following questions:

- ✓ Which approach is the most effective teaching stylistic devices to B2 students?
- ✓ What is the role of the short stories written by O. Henry in improving B2 learners' comprehension on stylistic features?

Scope of the study

The given research concerns with certain approaches, methods and techniques used when teaching figurative language to B2 students. Besides, the efficiency of selected short stories of O Henry in this very process.

These given stories are selected because of the existence of stylistic features in them.

Significance of the study

The capability of methodology covering linguistics and stylistics in one place enhanced the researcher's interest towards the thesis.

It can be said the current research will be of great necessity for those who are fascinated by the way literature promotes the English language learning process, specifically the way authors write their works-stylistics. With great hope it will play the role of inspiration for the next researchers; moreover, it will possibly be the beneficial resource for those who intend to do research on the benefits and advantages of teaching stylistic devices to B2 learners through literary analysis of short stories by O. Henry.

Methods and organization of the Study

The stories chosen for the research analysis are four in number, as following: “The Gift of the Magi?”, “The Last Leaf”, “The Princess and the Puma” and “The Robe of Peace”. The selection of the stories is according to the unusual characteristics of the stories and considerably captivating plot, which will appeal our experimental students. The researcher has made the use of different methods during the analysis, including theoretical, analytical and descriptive.

As the researcher developed the theoretical part of the study she tried to look into as many relevant resources as possible, including Leech and Short. (2007). Conclusively, copies of the short stories are attached as an appendix.

Review of Related Literature and Theoretical Framework

This chapter is devoted to the review of the relevant literature and theoretical framework related to the stylistic analysis on the chosen short stories. In the review part the researcher elaborates on the previous works done by other authors on the study of stylistics or stylistic analysis of selected short stories.

A. Theory and practice in learning and teaching stylistic devices

In a simple way, stylistics can be related to be the study of style. Style has also been defined as the description and analysis of the forms of linguistic items in actual language use. Leech (1969:14) quotes Aristotle as saying that “the most effective means of achieving both clarity and diction and a certain dignity is the use of altered form of words”. Stylistics is also a study that looks into different styles of speech utterances or written documents. Stylistics requires the use of traditional levels of linguistic description such as sounds, form, structure and meaning. It then follows that the consistent appearance of certain structures, items and elements in speech utterances or in a given text is one of the major concerns of stylistics. Linguistic Stylistics contemplates the categories of language and the analysis of some of the formal linguistic features with the purpose of characterization. The necessity and the benefit of stylistics lie in its ability to address the instant comprehension of utterances and texts, which brings about the color of the texts. The notions of style and stylistic variation in language focus on the general concept that within the language system, the content can be encoded in more than one linguistic form. Therefore, it possibly can function and operate at all linguistic levels, including phonological, lexical and syntactic.

Thus, style may be regarded as a choice of linguistic means, as deviation from the norms of language use, as recurrent features of linguistic forms and as comparisons. Stylistics deals with a wide range of language varieties and styles that are possible in creating different texts, whether spoken or written, monologue or dialogue, formal or informal, scientific or religious etc. In this manner, stylistics deals with the study of the language of literature or the study of the writing structure of particular authors and their usage of the language. Consequently, we may think of stylistics that can be said to be the techniques of explication which allows us to define objectively what an author has done, (linguistic or non-linguistic), in his use of language. The essential target of stylistics is to make it possible for us to understand the aim of the author under the way the information has been delivered by the author or writer. Accordingly, stylistics is concerned with the examination of grammar, lexis, semantics as well as phonological properties and discursive devices. Stylistics is more involved in the importance of function that the particular style passes across.

B. Can short stories be used to enhance figurative language learning?

It is widely known that nowadays the usage of literature is gaining popularity in an increasing rate due to a number of reasons. It is reported that when tutors started to concentrate more on the functional use of language literature lost its common usage gradually. Nevertheless, literature currently plays an essential role in ELT classroom with its feature of supporting opportunity for learners' effective comprehension of a target language as well as encouraging students towards language skill practice.

It is common knowledge that literary texts are possible to be read as an authentic material and in adapted or abridged version. There exist a large number of pieces of writing written specifically for ELT classroom, including:

- ❖ Short stories
- ❖ Poems
- ❖ Novels
- ❖ Plays
- ❖ Song Lyrics

The primary reason for applying literary texts, particularly short stories in ELT procedure is its wide range of source of linguistic input, with which students will be capable of practicing four skills along with comprehending grammatical structures and new vocabulary.

As McRae mentioned literary texts are representational rather than referential (1994). Referential language has a tendency to communicate at only one level and usually serves for information. In contrast, literary texts' representational language is liable to involve readers and encourage their feelings along with cognition. Besides, they provide the learners with the chance of looking into literary devices.

Now it would be of great benefit, if we look at several problematic issues teachers normally come across when teaching literary texts, for example short stories:

- ✓ text selection - texts are required to be selected in accordance with relevance and interest to learners.
- ✓ linguistic difficulty - texts need to be appropriate to the level of the students' comprehension.

- ✓ length - shorter texts are likely to be straightforward to utilize within the class time available, but longer texts promote more contextual details, and development of character and plot.
- ✓ cultural difficulty - texts are not recommended to be so culturally deep-rooted that outsiders feel excluded from understanding essential meaning.
- ✓ cultural appropriacy - learners should not feel offended by textual content.

Duff and Maley (2007) stress that teachers can cope with many of the challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners:

- Is the subject matter likely to interest this group?
- Is the language level appropriate?
- Is it the right length for the time available?
- Does it require much cultural or literary background knowledge?
- Is it culturally offensive in any way?
- Can it be easily exploited for language learning purposes?

Duff and Maley (2007) also emphasize the importance of varying task difficulty as well as text difficulty:

- Level 1 Simple text + low level task
- Level 2 Simple text + more demanding task
- Level 3 Difficult text + low level task
- Level 4 Difficult text + more demanding task

How can literary texts be used?

It is suggested that teachers are able to make the best use of literary texts in a variety of ways in the classroom. That type of classroom work covering literary works are liable to include pre-reading tasks, interactive work on the text and follow up activities.

Pulverness (2003) provides some useful advice to maximize pre-reading support.

Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students.

- Minimize the extent to which the teacher disturbs students' reading.
- Draw attention to stylistic peculiarity.
- Help students to appreciate the ways that writers use language to achieve particular effects.
- Provide frameworks for creative response.
- Invite learners to step into the shoes of the writer or invite them to modify, extend or add to a text.

C. What approaches can be applicable to the B2 learners when focusing on figurative language learning?

There exist a wide range of approaches towards teaching English figurative language, all of which differ from one another in that they teach types of language, never the less, they can be considered as accessible. Talking about the approaches:

➤ The Single Unit Approach

This very approach involves idioms as simple set phrases or words which are seen as a single unit containing one meaning.

Max Samuelsson cited (2012) that the teachers claiming not to deliberately involve figurative language in their teaching seemed to prefer this approach when they encountered figurative language in classes.

The teachers declaring their use of deliberate approaches towards teaching figurative language also admit to occasionally using a single unit approach, but only for teaching idioms. (Max Samuelsson: 2012)

➤ **The Synonymic Approach**

This approach was demonstrated as presenting synonyms of the same figurative form within the English Language. These synonyms are interpreted to function in a way of explaining the meaning of the given language in terms of new language of the same character. (Max Samuelsson: 2012)

➤ **The Conceptual Approach**

Max Samuelsson mentions that (2012) in this approach, the different aspects were also illustrated with regards to each other, by describing the different aspects and explain them in relation to other figurative aspects. Furthermore, he suggested that this approach was supposed to be accomplished through lectures all the aspects, discussions and other assignments concerning the general concept of the different aspects.

➤ **The Relevance of Figurative Language for Students Approach**

In accordance with Max Samuelsson (2012), this very approach can be utilized via connecting figurative language aspects to the learners' realities, which is hoped to be interesting and full of fun.

➤ **The Contextual Approach**

Max Samuelsson said, "By this approach, it was illustrated that figurative language was put into a context for interpretation of meaning".

➤ **The Cultural/Historical Background Approach**

Max Samuelsson referred to this approach as the included work on the cultural and historical background of the figurative language. This was described as being provided for by websites, discussions and lectures. “In providing this cultural and historical background to the language, the informants proposed that the students could reach another dimension of understanding and interest as well as remembering the specific language better”, Max Samuelsson (2012).

➤ **The Exposal Approach**

Max Samuelsson (2012) stated that the given approach is accomplished through teacher’s regular utilizing figurative language in daily communication and presentations.

➤ **Constructional Approach**

The learners are required to construct their own examples for new figurative language in this approach.

“This was described as the students using their knowledge of the concepts and through their own attempts at creating similar language they were suggested to obtain insight in the different overall concepts and structures of the figurative language”, Max Samuelsson (2012).

The conceptual, single unit, synonymic, relevance, contextual and cultural/historical background approaches could all be provided for in the works of the likes of Coady and Huckin (1997). Leclere, et al. (2006), Ravelli, et al. (2003). Brown and Hatch (1995), Deaton (in Colvin and Ross 1992) and Karlsson (2012).

D. Stylistic devices teaching methods and techniques to B2 learners

Instructors can introduce literary elements with short stories. With beginning and low intermediate levels, instructors can teach simple elements, such as character, setting and plot.

The same and more complex elements, such as conflict, climax, resolution, etc., can be introduced with more advanced levels. Gajdusek (1988) explains how literature can be introduced by describing the order of activities: pre-reading activities, factual in-class work.

Chapter – II Procedure and process

2.1 Research plan

2.1.1 Statement of Purpose:

The current paper pays attention mainly to analyzing how stylistics is being taught to B2 students at university and providing the most productive teaching methods of stylistic devices, in particular via carrying out research. First of all, the researcher examines the books, published for B2 students “Modern English Stylistics”, followed by gathering all figurative devices as glossary; draws the statistics of assimilation of new figurative language and utters effective methods which are not stated in “Modern English Stylistics” for teaching poorly-remembered stylistic devices.

✓ Goal

The innermost goal of this research is to examine the methods of teaching stylistic devices in the book “Modern English Stylistics” and determine how pupils have been comprehending figurative language so that researcher will be capable of presenting far easier ways of teaching stylistic devices. For the very reason, he aims at finding solutions to the following questions. The responses of these questions mean the half fundament of this thesis.

- What is the syllabus for teaching stylistics at university, namely B2 learners?
- How are the students learning the figurative language?
- What methods are suggested in teaching figurative language to B2 students?
- Which of them are considered more efficient and vital?

✓ The objectives

The objectives of this study are:

- To search topic related books, scientific papers, thesis works done by students or PhDs; magazine and newspaper articles; internet sources, video-audio and any other supportive data.
- To analyze all the gathered materials and make a list of methods for teaching stylistic devices that are applicable for B2 learners.
- To make a list of stylistic devices from “Modern English Stylistics”, which has been published for B2 students.
- To work out the materials and teaching aids according to the teaching figurative language methods that the researcher is going to use.
- To put into practice the whole preparation and conduct lessons to the B2 students so as to obtain statistics, and to make assimilation percentages every lesson by checking the students’ knowledge regarding figurative language.
- Finally, taking into consideration the results, he uses new approaches, methods for teaching those poorly comprehended stylistic devices to adult learners.
- Afterwards, she provides the results and assimilation percentages of the experiment which she made and comparison of both pre-test and post test results.

2.1.2 Methods

As it is universal knowledge, there is a distinct difference among students even in one class, with regard to their experience, capabilities, skills and interests. For instance, some group of learners acquire knowledge fast with the help of their strong visual skills, whereas, the other one may focus mainly physical access, namely touching, or feeling. Thus, it is of great necessity for the instructor to select the appropriate and suitable methods which suit students’ learning profile.

What a majority of linguistic scientists (Leclere, Miller, Palmer and Shackford: 2006) are convinced is that English language learners

are required to fully be comprehensive of figurative language so as to be able to integrate and communicate in the real atmosphere of English that is spoken as well as written English. This very matter resulted in research for new methods of teachers to enable language students comprehend the target language effectively and efficiently

In actual fact interest is the best motivation to learning, therefore it is imperative to try to promote atmosphere that brings relief to the learner through appropriate activities in learning the figurative language.

Taking this into account, the role of teaching literary devices to B2 students is incomparable in language development.

Without a doubt, the success in teaching procedure always depends upon the used textbook and its content.

For this very reason the investigator has an intention to analyze materials on practice so that she will be able to complete statistics charts as well as provide precise facts covering B2 students' knowledge and their using literary devices.

The research study involves the following steps:

- Questionnaire – is held to identify the role of teaching stylistic devices to B2 students.
- Observation– is carried out to acquire data on how teaching methods of literary devices are being used to teach English to the B2 students. The researcher will be capable of acquiring information on the characteristic features of the selected subjects and their background knowledge.
- Experiment – is held to practice the teaching methods of literary techniques to B2 learners and illustrate their efficiency.
- Comparison and analytic research – are carried out in order to compare and contrast the results of teaching figurative language through the provided methods mentioned in the book “Modern English Stylistics” with the ones the investigator utilized for the B2

learners, as well as to make the analysis of the productivity of these very used methods

A. Subjects

The primary subject of this investigation is the first year students of the state university of World Languages which is located in Chilanzar district, Tashkent city. The subject was chosen intentionally, since there were several students with B2 level knowledge. The facility of the very educational place is astounding, due to the fact that the university was provided with nearly all essential teaching aids, materials and technical units by Ministry of Secondary Education of Uzbekistan. The subject consists of 12 students; 10 of them are female and 2 of them are male. Approximately every learner of the class is the same age and the same nationality-Uzbek (Table 1). Furthermore, there exist passive subjects which supported the researcher in completing this research. Besides, the English teachers of the same university and other English teachers from other schools, who have great experience and high quality in teaching young learners created opportunity for the researcher. They took part in the questionnaire and shared their precious experiments, experience and ideas.

List of students' 109-group

Table 1

№	Names	Age	Gender	Native language	Nationality
1	Axrorov Azamat	19	Male	Uzbek	Uzbek
2	Hakimova Sevara	19	Female	Uzbek	Uzbek
3	Hakimova Gulhida	19	Female	Uzbek	Uzbek
4	Karimjanova Shohsanam	19	Female	Uzbek	Uzbek
5	Musurmonova Dilshoda	19	Female	Uzbek	Uzbek
6	Mardiyeva Sarvinoz	19	Female	Uzbek	Uzbek
7	Mamadiyorova Zebo	20	Female	Uzbek	Uzbek
8	Saylixonova Surayyo	19	Female	Uzbek	Uzbek
9	Sattorov Sardor	21	Male	Uzbek	Uzbek
10	Xalilova Dilobar	20	Female	Uzbek	Uzbek
11	Yuldasheva Tabassum	21	Female	Uzbek	Uzbek
12	Sharipova Parvina	19	Female	Uzbek	Uzbek

B. The materials and Equipment:

The materials play an important function in this research, so as to enable the researcher to give attention to every detail of them. She does her best to make a good usage of every chance for gaining the reliable statistics for this investigation. The main material of this very thesis is “Modern English Stylistics” which has been confirmed by the staff of stylistics in the aforementioned university. This book was developed in accordance with students’ demand and their capabilities.

The textbook is divided into 2 parts, one of which is dedicated to theory, while the other focuses on practice of literary devices. Apart from that, there are provided revision parts for remembering learnt elements afterwards. The sections are taught in one term as follows:

10 seminars providing theory first, followed by text or exercises for literary analysis.

The seminars range from straightforward stylistic devices to more complicated ones.

The first two seminars are aimed to present brief information about the background of stylistics. It should be mentioned that each type of stylistic devices has two seminars each, that is to say, lexical stylistic devices, lexico syntactical stylistic devices, syntactical stylistic devices and phonetic stylistic devices.

In “Modern English Stylistics” there is provided explanations for tasks.

2.2 The procedure

2.2.1. Variables

The dependent variable of the current research is short stories written by O. Henry. The independent variables are the usage of short stories; particularly O. Henry's in order to advance students' knowledge on figurative language. The moderator variables, the special independent variables which may have an impact on the relationship between the dependent and independent variable, are the materials and tools utilized during the lesson, the background comprehension of the subjects, the age and the culture of the subjects. The selected subjects to conduct the present research are in the role of control variables. Finally, the intervening variable is the productivity of the methods in advancing the teaching procedure of figurative language at university (B2 students).

2.2.2. Specific steps in the experimental process

The research's procedure consists of several stages:

Stage one:

In the initial stage the investigator goes to monitor the lessons of B2 learners with the purpose of gaining some essential experience by observing the lessons teachers with good qualifications. While observing the lesson mainly she pays her attention to the method which teacher is utilizing and the response and attitude of the pupils, to be precise, activeness of the subjects and takes notes as a reminder. Additionally, she asks the lesson plans from the teacher for investigating.

Stage two:

Having put an end to the lesson observation part, the researcher looks into the notes which she made during lesson observations, as well as studies the entire lesson plans thoroughly. Afterwards, the investigator looks into the manners of real teacher, including self-confidence and self-esteem; after which she outlines every part of the lesson plan along

with used methods, their effects on pupils mind. In the end, she makes the summary of the whole section of research work, separating it to the lesson observation.

Stage three:

In the third stage she turns to a pre-test concerning figurative language so that she will be able to make the optimal choice for her research regarding the methods of teaching. She selects the methods according to the results of the pre-test.

Stage four:

In the very stage the investigator makes the calculation of the results and arranges the list of all unknown stylistic devices and categorizes them, chooses methods for conducting lessons and commences the process of preparing materials for teaching these very not learned stylistic features. She intends to accomplish four lessons for defining the assimilation percentages of the B2 learners' stylistic knowledge and to know what results students have.

Stage five:

Now that time comes to putting all prepared materials and collected experience and experiments, as well as methods into practice. In this stage she will conduct four lessons for achieving the target goal of this research work.

Stage six:

When she finishes the forth lesson, she will organize a post test and calculates the results in accordance with expectations. At the final point the researcher analyzes the results and the outcomes by making comparison of the pre and post test results in accordance subjects' assimilation of the stylistic devices, makes final data collection, and arranges the statistic charts.

2.3 Data collection

A. Teacher questionnaire analysis

The concentration of the investigation was on analyzing the effectiveness of teaching figurative language to B2 students. The overall number of questions in the questionnaire is 5 that are multiple choices. The procedure included 10 passive subjects, who teach reading, methodology and stylistics at the university. They filled in the questionnaire paper. 5 of them are the teachers who conduct English lesson in Uzbek groups and 3 of them are the teachers of Russian groups. The distributed questionnaire provided worthwhile experience to the investigator.

The researcher conducted the investigation at the aforementioned university with the intention of getting appropriate and precise data. The survey was anonymous; therefore the participants were not required to write their full names and the subject they teach. The topic of the thesis paper was provided on the top of the questionnaire list to make the respondents informed about the survey. The questionnaire with the multiple choices that the participants have to response is attached to the appendices (see **Questionnaire** in appendix). It took approximately a week to complete the survey. The researcher distributed it in the state university of World Languages.

B. Analyzing B2 students' comprehension of stylistic devices provided in the book "Modern English Stylistics"

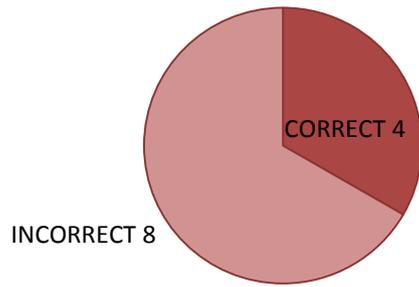
The text book is analyzed according to the criteria:

- ✓ How many types of stylistics devices are there?
- ✓ What literary devices are suggested to comprehend in each seminar?
- ✓ What are the assimilation percentages of each section?
- ✓ What are the general learning statistics of the classes?

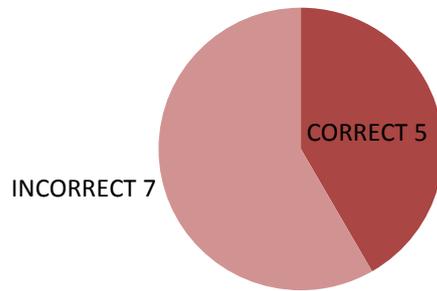
Group 109

Table 2

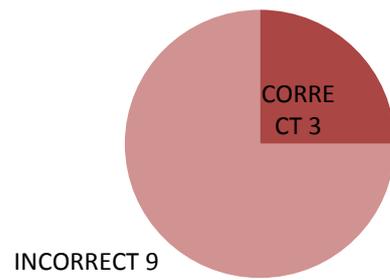
METAPHOR



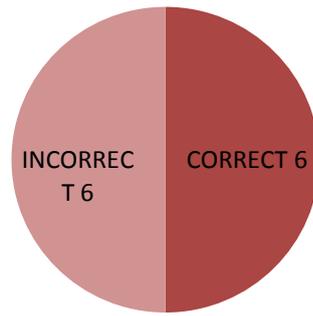
HYPERBOLE



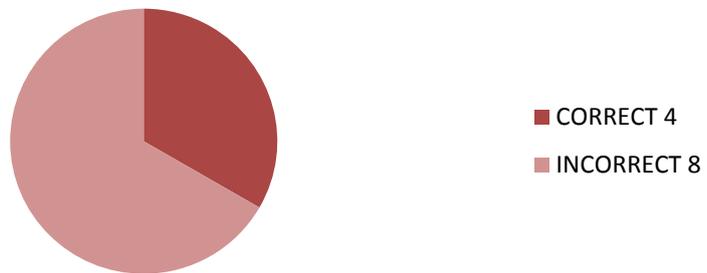
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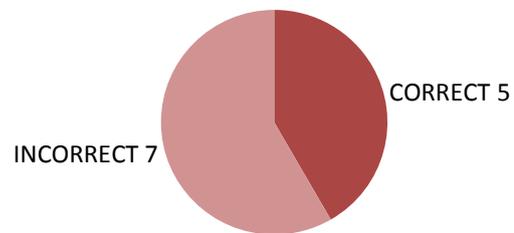
SIMILE



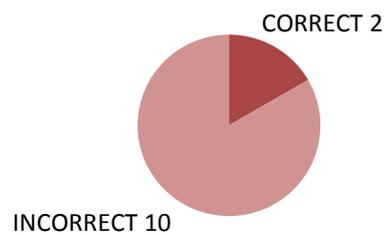
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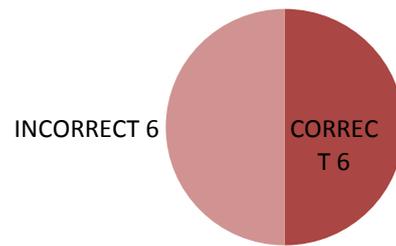
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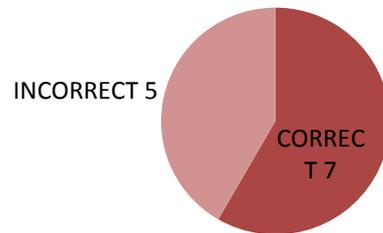
ENJAMBMENT



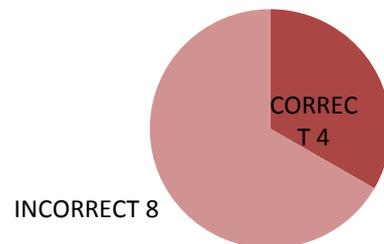
RHYME



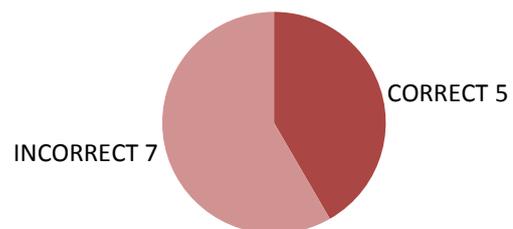
PERSONIFICATION

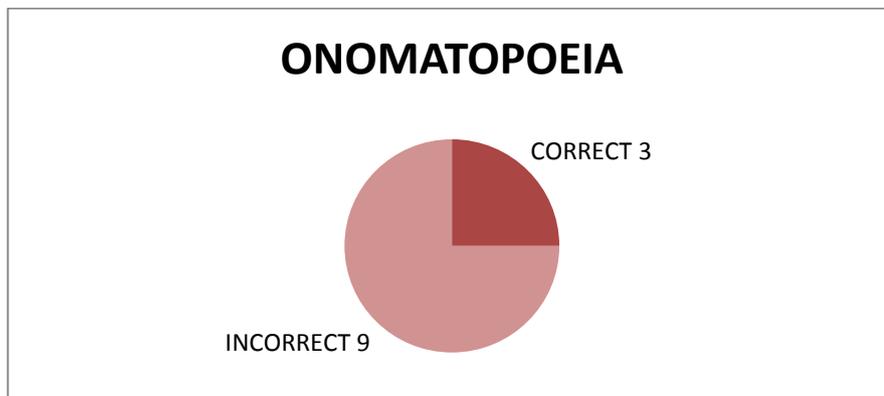


IRONY



IMAGERY

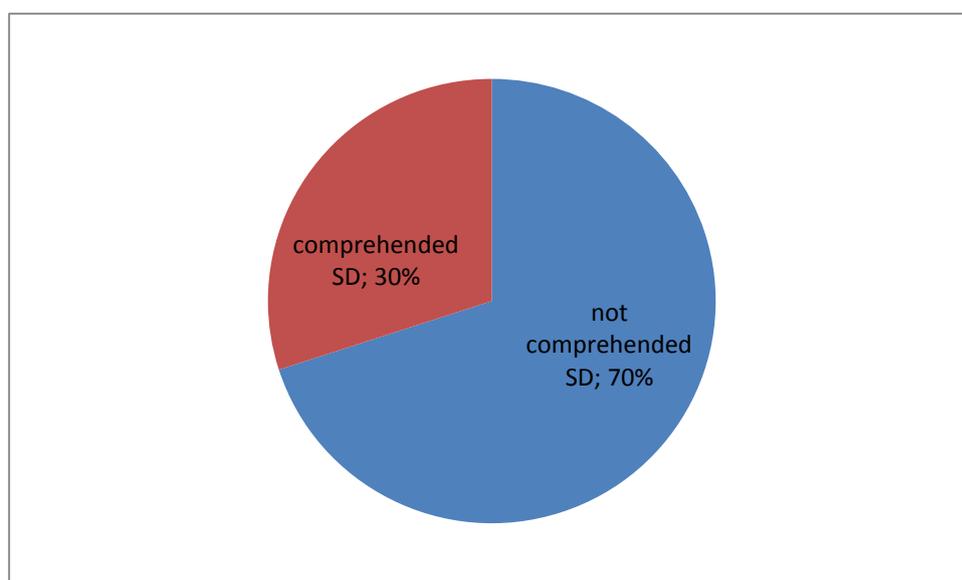




With the purpose of selecting the most appropriate method of teaching figurative language the investigator planned to examine B2 learners. Since matching task is the most preferable option for finding out the comprehension of stylistic devices, the researcher made her mind applying that sort of testing. Overall, there were names of twelve literary devices with their jumbled definitions on the opposite. The pie chart above (Table 2) illustrates data on the outcomes of the pre-test figurative language assimilation conducted in the group 109.

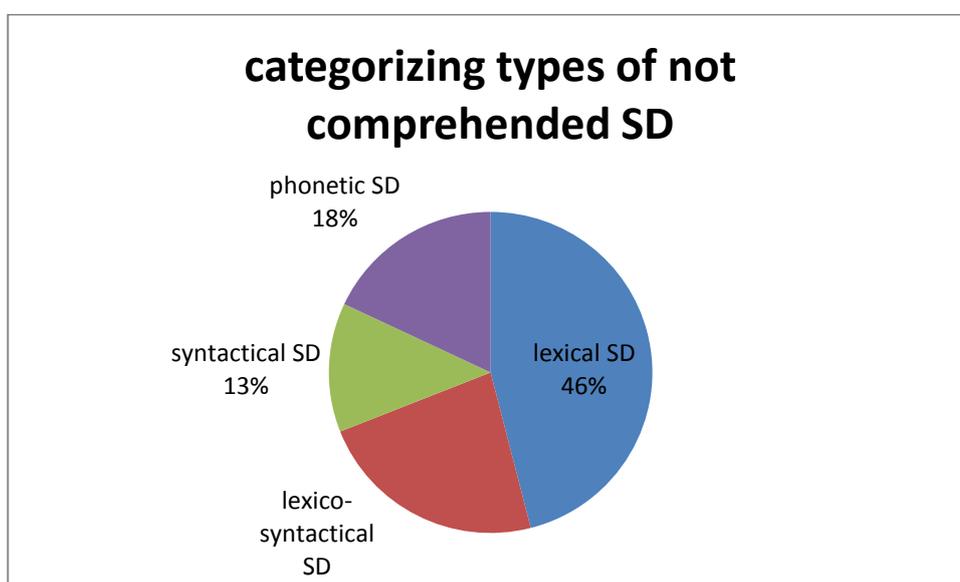
The pie charts provided below illustrate data on stylistic device assimilation percentages of the group 109. (*figure 1*)

Figure 1



Having organized the B2 students' stylistic devices learning state the investigator commenced the step of conducting lessons utilizing her methods of teaching figurative language in B2 classes. Initially, she gathered data about problems of the students and not comprehended SD. Eventually, she managed to categorize them in accordance with their type so that it would be easy for her to realize the most preferable ways of teaching.

Figure 2



All the not learnt literary devices are clearly illustrated in the pie chart given above in accordance with their types.

Eventually, the investigator made up her mind to run lessons paying attention more on these weak assimilated elements to the group 109 via utilizing her lesson plans along with *Extensive and Intensive reading methods*¹.

So as to accomplish the procedure the researcher spent approximately one and half month and gathered the outcomes of her study. She ran the lessons as extra due to the fact that she was not able take the compulsory lessons for her experiment for the reason that this experiment could have

impact on the academic schedule of teaching English program assigned by the government. Never the less, those extra English classes played an essential role in teaching English and they as well took this as a compulsory course for B2 students. Additionally, students were eager to participate in this very extra English course. Therefore, the investigator did not come across any trouble while conducting her lessons in B2 learning atmosphere.

During the process of examining the comprehension of figurative language by B2 learners concerning to the 8 lessons, the investigator evaluated them according to the following criteria:

- Attendance
- Activeness
- Participation to the lesson
- Knowledge of literary devices
- The usage of the stylistic devices

The maximal mark which the subjects can gain in a lesson is 2.

Chapter III–Result and Discussion

3.1 Result and Analysis

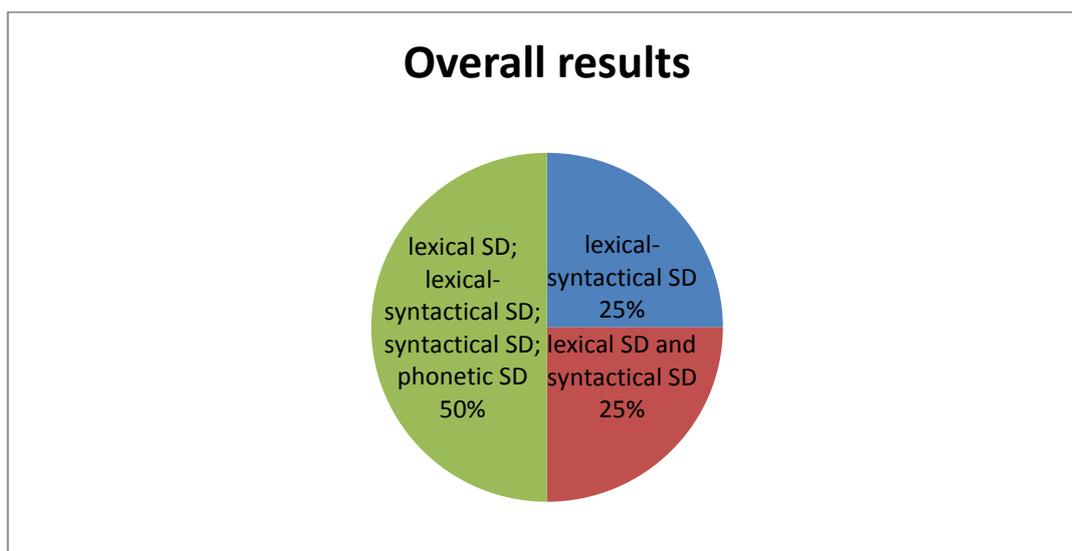
Current section of the investigation makes clear the outcomes of the research and responses to the research questions. As aforementioned, the purpose of this paper is to determine effective teaching methods for figurative language. After the collection of information for the very study, the investigator began the procedure of results' analysis and came to conclusions from what she had gained. In order to draw clear conclusions, the investigator carefully and completely studied survey answers and outcomes of pre and post-tests.

A. Data collected from the questionnaire

Having gathered all the responses for the survey, the investigator paid attention that all the teachers held different opinions, ideas and beliefs concerning the methods and materials of teaching figurative language to B2 students. The researcher with the intention of obtaining data on his survey planned to commence the process of data analysis of the questionnaire (*see Appendix*). The survey was conducted with the teachers at the world languages university. The first question was as following: “What stylistic devices do you teach to B2 students mainly?” the possible answers are:

- Lexical SD;
- Syntactical SD;
- Lexical-syntactical SD;
- Phonetic SD.

The aforementioned question was organized so as to identify the primary stylistic devices that are taught to B2 learners by the majority. The responses are presented in the histogram given below. (*figure 3*)

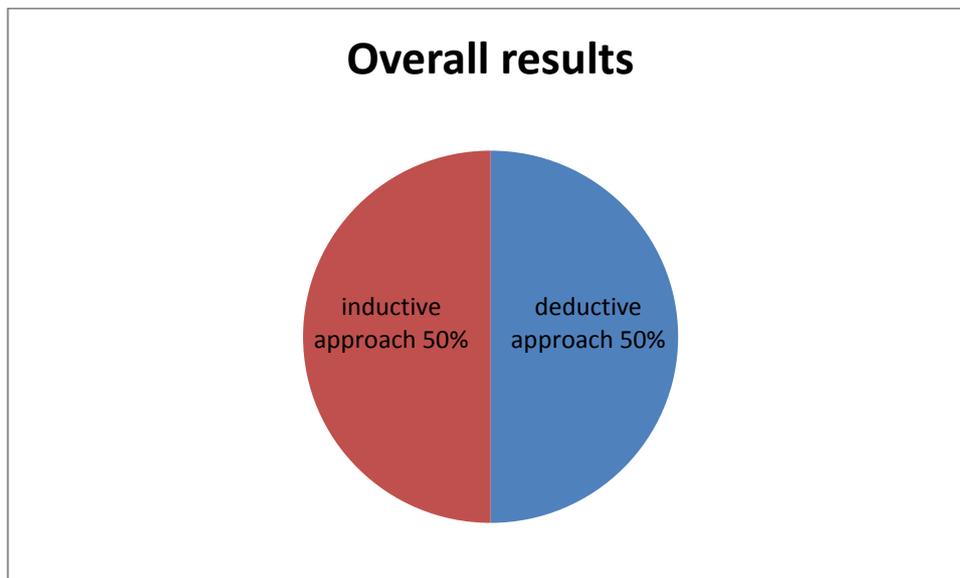


The given pie chart shows that half of all the respondents 50% (4) hold the opinion that lexical SD; lexical-syntactical SD; syntactical SD; phonetic SD should be taught to B2 students. The figures for lexical SD and syntactical SD along with lexical-syntactical SD accounted for the other 50% (25% each).

The next question was about the optimum method of teaching figurative language to B2 learners. In this case respondents shared similar percentages, that is to say, 50% of them believe that literary devices should be taught through theory and practice, namely deductive approach. In comparison, the other half of the entire data (50%) was covered by 4 teachers, selecting inductive method as the most preferable one.

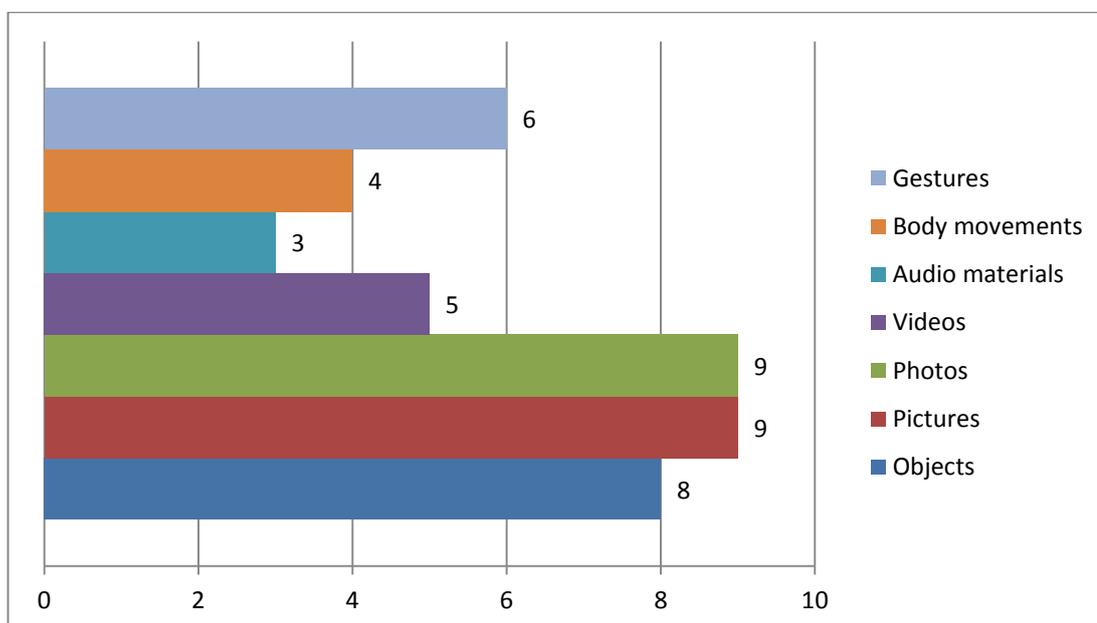
The pie chart provided below reveals the outcomes of the second question in more explicit way (*Figure 4*)

Figure 4



To the third question “What kind of materials do you usually use for teaching vocabulary to young learners?” respondents gave answers by ticking these suggested answers: objects, pictures, photos, videos, audio materials, body movements and gestures. In the following bar answers were drawn so that it became easier to figure out the results (Figure 5)

Figure 5



The last question was about the backwards of teaching vocabulary in primary classes. 50% of respondents pointed that teaching vocabulary sometimes become a little frustrated for young learners and

teachers.10% of them responded that it requires a lot of preparation and 40% of the participants answered that teaching vocabulary to young learners takes a lot of time.

B. Data collected from the subjects with the help of Pre-test

Pre-test As stated previously, the investigator used asking optional question for determining the first grade pupils' vocabulary knowledge however he have marked the every pupil in accordance above mentioned assessment criteria (Table 4).

№	Names	Matching activity	Defining figurative language from the text	Total score	Average Mark
1	Axrоров Azamat	8	7	15	7
2	Hakimova Sevara	6	5	11	5
3	Hakimova Gulhida	8	7	15	7
4	Karimjanova Shohsanam	5	5	10	5
5	Musurmonova Dilshoda	6	5	11	5
6	Mardiyeva Sarvinoz	4	4	8	4
7	Mamadiyorova Zebo	7	6	13	6
8	Saylixonova Surayyo	2	1	3	1
9	Sattorov Sardor	3	1	4	2
10	Xalilova Dilobar	5	3	8	4
11	Yuldasheva Tabassum	8	7	15	7
12	Sharipova Parvina	3	5	8	4

The result of Pre-test 109-group

Table 4

So that it becomes easier to fulfill the comparison of the pre-results and post test results, the investigator initially summed up the mean, the average numerical value of pre-test.

The formula for calculating the mean is as follows:

$$X = \frac{\Sigma X}{N}$$

In this formula, X is the mean, ΣX indicates add up of scores, and N is the number of pupils.

The group 109 consisted of 12 students and the added up score is 57. In that case, mean is:

The mean = 57:12= 5

The mean = 5

Frequency distribution

Score value	1	2	3	4	5	6	7
Frequency	1	1	0	3	3	1	3

Pre-test frequency distribution promoted the investigator to see the number of subjects performing in the same way. The lowest score was 1, and the highest one was 7. Out of the 12 students the participants who got 1, 2 and 6 were the same number 1 each; the number of students who collected 4, 5 and 7 was 3 each. The most frequent scores are 4, 5 and 7.

Mode = 6

As shown in the Table 1, the value at the center of the range of the set is 4.

Median = (4+6):2=5

In those measurements, the researcher presented group's behavior or performances in numbers according to the aspects of central tendency.

The investigator also fixed her attention to dispersion which shows the performances of participants.

The range in the set is 7 (the lowest score was subtracted from the highest score and plus 1). $(7-1)+1=7$

The following aspect of dispersion is **standard deviation** (SD) which provides the average of differences of all scores from the mean (Table 5).

Table 5

№	Address	Score	Mean	Difference	Difference squared
1	Axrоров Azamat	7	5	-2	4
2	Hakimova Sevara	5	5	0	0
3	Hakimova Gulhida	7	5	-2	4
4	Karimjanova Shohsanam	5	5	0	0
5	Musurmonova Dilshoda	5	5	0	0
6	Mardiyeva Sarvinoz	4	5	1	1
7	Mamadiyorova Zebo	6	5	-1	1
8	Saylixonova Surayyo	1	5	4	16
9	Sattorov Sardor	2	5	3	9
10	Xalilova Dilobar	4	5	1	1
11	Yuldasheva Tabassum	7	5	-2	4
12	Sharipova Parvina	4	5	1	1

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{N}} = \sqrt{\frac{4}{12}} = \sqrt{0.3} = 0.54$$

№	Names	Matching activity	Defining figurative language from the text	Total score	Average Mark
1	Axrorov Azamat	10	9	19	9
2	Hakimova Sevara	8	8	16	8
3	Hakimova Gulhida	10	9	19	9
4	Karimjanova Shohsanam	7	7	14	7
5	Musurmonova Dilshoda	8	7	15	7
6	Mardiyeva Sarvinoz	7	7	14	7
7	Mamadiyorova Zebo	8	7	15	7
8	Saylixonova Surayyo	5	4	9	4
9	Sattorov Sardor	6	6	12	6
10	Xalilova Dilobar	7	6	13	6
11	Yuldasheva Tabassum	10	9	19	9
12	Sharipova Parvina	10	7	17	8

The result of Post-test 109-group

Table

The mean, the average score of the group 109 is:

$$(9+8+9+7+7+7+7+4+6+6+9+8):12=87:12=7$$

$$\text{Mean} = 7$$

Frequency distribution

Score value	4	5	6	7	8	9	10
Frequency	1	0	2	4	2	3	0

Post-test frequency distribution made it possible for the researcher to find out about the number of subjects took place in the same way and had progress after one month of teaching figurative language in English with the help of applied methods by the investigator.

The lowest score was 4, and the highest one was 9. 1 student got 4; 2 of them got 6; 5 learners got 7; two of the subjects had 8 and 3 students got 9. The most frequent score is 7.

$$\text{Mode} = 7$$

As shown in the **Table 1**, the value at the center of the range of the set is 7.

$$\text{Median} = (7+7):2=7$$

In those measurements, the researcher illustrated group's behavior as well as performances in numbers according to the aspects of central tendency.

The investigator also drew attention to dispersion which provides the performances of individuals.

The range in the set is 6 (the lowest score was subtracted from the highest score and plus 1). $(9-4)+1=6$

The next aspect of dispersion is **standard deviation**(SD) which shows the average of differences of all scores from the mean (Table7).

№	Address	Score	Mean	Difference	Difference squared
1	Axrorov Azamat	9	7	-2	4
2	Hakimova Sevara	8	7	-1	1
3	Hakimova Gulhida	9	7	-2	4
4	Karimjanova Shohsanam	7	7	0	0
5	Musurmonova Dilshoda	7	7	0	0
6	Mardiyeva Sarvinoz	7	7	0	0
7	Mamadiyorova Zebo	7	7	0	0
8	Saylixonova Surayyo	4	7	4	16
9	Sattorov Sardor	6	7	1	1
10	Xalilova Dilobar	6	7	1	1
11	Yuldasheva Tabassum	9	7	-2	4
12	Sharipova Parvina	8	7	-1	1

$$SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}} = \sqrt{\frac{4}{12}} = \sqrt{0.33} = 0.57$$

Data comparison

The histogram provided below gives information on the main idea of the thesis via comparing pre and post test results of the students of group 109. It can be clearly seen from the histogram that students' comprehension of figurative language, in particular stylistic devices saw an exponential increase in comparison with their initial marks (Figure 6).

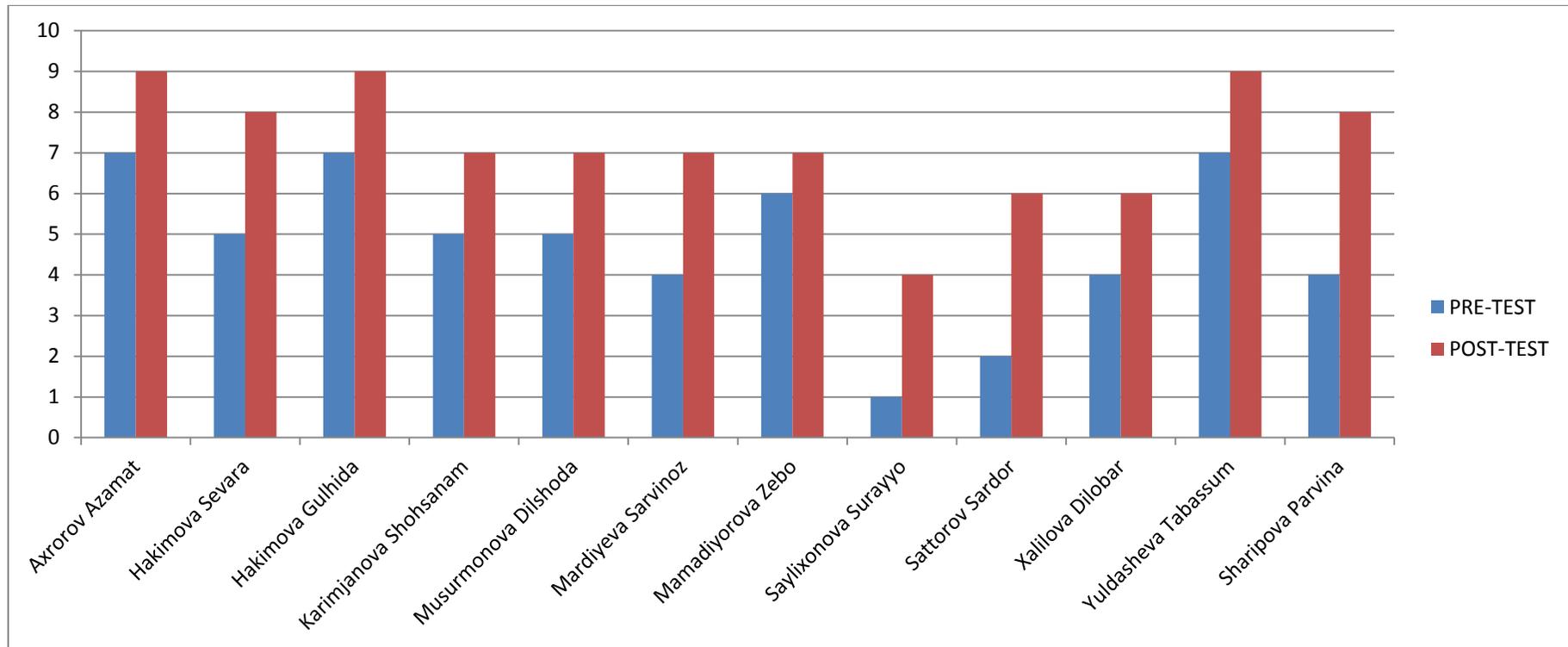


Figure 6

In accordance to the illustrations above the mean, mode, frequent score, median, the range and SD also have rose rapidly which shows the investigator's success. Apart from that, the methods which the investigator utilized while conducting the lessons proved their effectiveness and essence (Figure 7).

