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EDUCATION OF THE REPUBLIC OF UZBEKISTAN  
THE UZBEK STATE WORLD LANGUAGES UNIVERSITY  
INTERACTIVE METHODS OF LANGUAGE TEACHING DEPARTMENT**

# **QUALIFICATION PAPER**

**Theme:** USEFUL STRATEGIES FOR TEACHING OF VOCABULARY ON  
7-8 FORMS

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TASHKENT - 2014

## **Abstract**

The graduation qualification paper named “Useful strategies for teaching of vocabulary on 7-8forms” was devoted to the problem of recognizing and concerning vocabulary learning strategies. The research work focuses on the problems of young learners’ acceptance of essential types of vocabulary, which may appear especially in the classrooms. The qualification paper gives a huge knowledge on useful strategies of vocabulary and their teaching ways. Moreover, the paper concentrates on individual learner differences, such as learning style, language levels, motivation and etc. The subjects of the research were 8-“A” and 8-“B” groups as the control and experimental groups of the school №38. The study contained of 3 tools: lesson plans, pre- and post- tests and questionnaires. Besides, there are described obstacles of classes with different preferences of strategies of vocabulary and possible teaching methods to be used in such classes.

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### **Introduction**

It is undeniable fact that the English language has already become powerful language all over the world. It occupies the first place among the world-wide learnt languages. All positions in the government or company require good knowledge of English. It is worthy to note that in current days this language plays a great role in our life, as well as the language is paid a huge heed in all the educational institutions around Uzbekistan. Hence, our government is being paid a great attention to the learners of foreign languages, especially in English language.

The purpose of reaching high level standards in teaching English and recognizing the ways of teaching English so that the students become successful language learners were set thanks to the Uzbek State Ministry of Education. Yet, it is not an easy task to complete these goals since both points involve teachers’

a good knowledge, methodology, language structure and a great words stock as well.

The reason why the researcher has chosen this very topic is that many vocabulary teaching methods, both implicit and explicit, have been proved to be effective in improving students' vocabulary acquisition. However, which of the methods is better for students who have limited vocabulary knowledge is an open question.

It is very difficult to language learners to have a communication with a limited vocabulary. Many studies have shown that vocabulary knowledge can help students comprehend better. The more vocabulary students know, the better they can decode and understand. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible. The students should become aware of the importance of language learning strategies and get trained to use them appropriately. Despite the fact that there are a lot of ways to learn new words, the question is what methods, approaches are the most useful or crucial to the young language learners? Consequently, the researcher aimed to find out the most necessary ways of teaching vocabulary for young learners, particularly in the classrooms. The researcher hopes to discover the methods which can help to response her questions such as "How can students be instructed to help them extend their lexicon?", "How can teenagers be involved in the lesson?", "How is it possible to keep them active?" and so on. The study about the most useful strategies of vocabulary can be helpful for those teachers who teach young learners, teenagers in the classrooms.

## **LITERATURE REVIEW**

Language - this is what lies on the surface of human existence in a culture, therefore, from the 19th century to the present day, the problem of the relationship and interaction of language and culture is one of the central issues in linguistics. 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.

Extending vocabulary is one of the main aspects in learning a language and communicating in it. However, separate words can be used independently in order to construct correct phrases and sentences and to be able to speak and to be understood. One of the most widespread problems in language is teaching new vocabulary and enabling students to use these words in their written or oral speech. Especially it is very a hard job when English is taught as a second language to teenagers. Based on our experience of being a language learner, there is no single best strategy to teach word meanings, but all strategies require students to go beyond the definitional and forge connections between the new and the known in order to be effective.

### **Teaching Young Learners & Teenagers (9 - 15 year olds)**

Obviously, it is not only impossible but also impractical to consider a 9 year old in the same category as a 15 year old. Indeed, whereas pre-primary and primary children have many characteristics in common e.g., they still want to sit on your

lap, pre-secondary (9 - 11 year olds) and secondary children (12 - 15 year olds) can be as different as night and day. By way of example, secondary students can be more difficult to manage in the classroom than either pre-secondary children or very young learners.

That differences exist between very young and young learners requires that teaching techniques should also be different. As the child becomes older, the more adult-like s/he should be treated and the more adult-like teacher expectations should be. This applies not only to behaviour in class and with peers but also to such everyday issues as doing homework. The fact that 'homework' is now becoming a real issue is indicative of the fact that as a child gets older the more concentration the teacher must place on developing the non-oral aural language skills of reading and writing. Unlike very young learners, 'show and tell' is no longer acceptable. A more adult-like approach to being at least in part responsible for their learning must be instilled in older children. With regard to this, the teacher should now be encouraging outside classroom reading and the keeping of journals.

It is clear that adult-like and adult should not be confused. Young learners, even 15 year - olds, are not adults, and therefore the teacher should take every precaution to avoid the presence of 'adult' talk and/or issues in class. Teachers should actively avoid discussions of such subjects as sex, drugs, divorce, etc. Lastly, students should not be believed as friends. To believe otherwise is to invite problems. That says most teachers will discover that within the confines of an appropriate teacher-student relationship, they will be able to develop an extremely pleasant and satisfying rapport with their young learner classes. Likewise, teachers will discover that young learners are eager to learn about the world around them, perhaps more so than adults, and this can make for extremely interesting and enjoyable lessons.

### **Knowing the characteristics is essential**

For the successful teaching of English in primary schools, above all, it is essential for the teacher to understand the young learners' characteristics,

instincts, and interests in their cognitive, linguistic, and emotional aspects, because this will play a crucial role in how the teacher builds a lesson, how he or she can make sure that the young learners are fully involved in the learning process, how he or she achieves the objectives of a lesson, and how they respond. In this respect, <sup>1</sup>these lines, in the first place, get the English teacher not only to understand general characteristics of the young learners, but also to recognize the qualifications as a primary English teacher. Secondly, the goals, the contents, and the syllabuses of primary English teaching are roughly discussed in terms of the English curriculum in primary schools.

- They have short attention span. So teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc.
- They are very active. Try to ask them to play games, role play dialogues and involve them in competitions.
- They respond well to praising. Always encourage them and praise their work.
- They differ in their experience of language. Treat them as a unit; don't favour those who know some English at the expense of those who do not know.
- They are less shy than older learners. Ask them to repeat utterances, resort to mechanical drills.
- They are imaginative. Use realia or pictures to teach new vocabulary related to concrete meanings.
- They enjoy learning through playing. Young learners learn best when they learn through games. Let games be an essential part of your teaching.
- They are less shy than older learners.
- They enjoy imitating and are skillful in listening accurately and mimicking what they have heard.

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<sup>1</sup><http://farwaniya03.tripod.com/id6.html>



- They are imaginative but may have some difficulties distinguishing between imagination and real world

### **Perceptive learning styles in teaching young learners**

As it is already known, there are different leaning styles which teachers should consider while conducting a lesson. The author <sup>2</sup> points out that firstly, perceptive learning styles (visual, auditory, kinesthetic, tactile, global and analytic) should be taken into the account. For example, when some new words are taught, flashcards are recommended to be used and all of the kids to be got ten to listen to the teacher and say the words clearly with associated noises (for the Visual and Auditory learners). Then it is recommended to have the students run around acting out the words (for the Kinesthetic learners), next do a feel in the bag activity to guess the objects and then have your students do a drawing activity (for the Tactile learners), after that have your students in teams make models of the objects with play with a prize for the best team (for the Global learners) and finally have a worksheet activity where students need do matching or guessing activities (for the Analytic learners – be sure to clearly explain how to do the task).

However, all learning styles are not to be included for each teaching point, a variety of styles throughout the lesson are supposed to be included so that all of the students get catered for at some point.

### **Issues to consider in dealing with Young Learners (9 - 15 year olds)**

As above stated, children are diverse from adults in their character, outlook and behavior, there several issues that ought to look at<sup>3</sup>:

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<sup>2</sup><http://www.eslkidstuff.com/blog/classroom-management/6-different-types-of-esl-learners-and-how-to-teach-them#sthash.FDLbkvNa.dpuf>

<sup>3</sup>[http://www.eltnews.com/features/kids\\_world/2000/09/12\\_tips\\_for\\_teachers\\_of\\_childr.html](http://www.eltnews.com/features/kids_world/2000/09/12_tips_for_teachers_of_childr.html)

- 1.** Certain rules which are supposed to be fair and consistent, clear from the first day of class should be set and controlled whether they are obeyed to make the class efficient.
  - 2.** Students' names are recommended to remember the first time they are met, for it shows the attitude towards a person and children like to be paid attention or be at the center of it. The author suggests that all students should be encouraged to remember their classmates' names and their names often be used when teaching (i.e., talking to them, constructing blackboard sentences, making requests, TPR exercises, students passing back notebooks or workbooks, playing games, etc.)
  - 3.** What to do should be shown to children not to be explained as majority of children work through their tactile and visual senses.
  - 4.** Nourish trust between you and the students with each class. Through your actions let them know that you will never embarrass them for making a mistake in English.
  - 5.** Use eye contact to communicate your praise and disappointment.
  - 6.** Create well-planned, consistent lessons with a predictable format which gives the students a sense of security and balance. Students feel more confident if they know what to expect.
  - 7.** Always be pleasantly surprised when students interact with each other or you in English.
  - 8.** Reassure your students that you understand their English and you approve of their attempts.
  - 9.** Show respect to the children (since they are worthy of it) and let them sometimes be the teacher.
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10. Use English as a tool to build their self-esteem.

11. Be their "sensei," not their parent.

### **The concept vocabulary**

“Vocabulary is knowledge of words and their meanings” can be a definition or explanation of it.

Monolingual dictionary specifies it more properly. It says that vocabulary means:

1. All the words in a particular language;
2. All the words known to a person or used in particular book, subject, etc;
3. All the words that people use when they are talking about a particular Subject;
4. A list of words with their meanings, especially in a book for learning a foreign language; (A. S. Hornby, Oxford university Press, 1995)

Graves<sup>4</sup> defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

Herrel<sup>5</sup> extends Graves’ definition further by stating that lexicon organizes the mental vocabulary in a speaker’s mind. An individual’s mental lexicon is that person’s knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004).

Zimmerman<sup>6</sup> states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

However, Adger<sup>7</sup> states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people

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<sup>4</sup> Graves, M “” Reading Experiences: Designs for Student Success” (1994)

<sup>5</sup> Herrel, A.L. (Fifty Strategies for Teaching English Language Learners, Penguin, 2004)

<sup>6</sup> Zimmerman, C.B. ” Vocabulary Learning Methods” , Harvard University Press, 2007

use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves,1990)

Herrel<sup>8</sup> states that there are different types of vocabulary:

- a) Reading vocabulary-This refers to all the words an individual can recognize when reading a text.
- b) Listening vocabulary-It refers to all the words an individual can recognize when listening to speech.
- c) Writing vocabulary-This includes all the words an individual can employ in writing.
- d) Speaking vocabulary-This refers to all the words an individual can use in speech.

Taylor points out that vocabulary also refers to a reference book containing words in an alphabetical order with information about them and can also refer to the mental faculty or power of verbal communication<sup>9</sup>The role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neurolinguistics.

When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. As words are the building blocks of communication, academic comprehension is improved when students know the meaning of words. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Accordingly, the extension of vocabulary is one of the essential prerequisites for language acquisition and this possibility of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies.

### **The importance of teaching vocabulary**

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<sup>7</sup>Adger, C.T. “what teachers need to know about a language” (2002)

<sup>8</sup>Herrel, A.L. (Fifty Strategies for Teaching English Language Learners, Penguin, 2004)

<sup>9</sup>Taylor L., “Teaching And Learning Vocabulary” UK, Prentice Hall International

Extending vocabulary and learning how to use the learnt words in context is signifies that it is an indispensable part of any language learning process. Through a wide range of vocabulary a learner may express their ideas correctly, succeed in their academic experiences, be able to understand advanced texts, speech, listening tasks without much difficulty. When learners deal with words and their meanings, they will be aware of their usages and background, which lead to deeper understanding of them. However, it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Obviously, students should be given greatest tools to succeed not only in their education but also in their future by a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. The Report of the National Reading Panel, for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge"<sup>10</sup>.

### **Choosing materials**

One more responsibility that lies on the teachers is that choosing materials which can be of greater use to learners, that is learners are supposed to benefit from the materials in their further academic or professional life. There is a vast amount of research into how learners learn best and how teachers might best teach. The research shows that they ought to help learners in two important fields:

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<sup>10</sup>Report of National Reading Panel: "Teaching Children to Read" Washington, 2000

First, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

Second, they need to present the vocabulary that is frequent, current, and appropriate to learners' needs and enable learners to practice the words in natural contexts.

Gu and Johnson<sup>11</sup> recommends the teachers to bring the materials that enable the learners to make use of the following strategies: metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective attention and self-initiation strategies. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear. Cognitive strategies in Gu and Johnson's taxonomy entail guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of sentences to guess the meaning of a word. Memory strategies are classified into rehearsal and encoding categories. Word lists and repetition are examples of rehearsal strategies. Encoding strategies are those which encompass such strategies as association, imagery, visual, auditory, semantic and contextual encoding as well as word structure (i.e., analyzing a word in terms of prefixes, suffixes, and stems). Activation strategies include those strategies through which the learners actually use new words in different contexts. For instance, learners may set the sentences using the words they have just learned. All these suggested strategies are reflected in the table below:

<b>Strategies</b>			
Metacognitive	Cognitive	Memory	Activation

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<sup>11</sup>Gu, Y and Johnson, R.K. , "Vocabulary Learning Strategies And Language Outcomes", Cambridge University Press, 1996

<ul style="list-style-type: none"> <li>- Selective attention: identifying essential words for comprehension</li> <li>- Self-initiation: Using a variety of means to make the meanings of words clear</li> </ul>	<ul style="list-style-type: none"> <li>- Guessing: activating background knowledge, using linguistic items</li> <li>- Use of dictionaries</li> <li>- Note taking</li> </ul>	<ul style="list-style-type: none"> <li>- Rehearsal: word lists, repetition, etc.</li> <li>- Encoding: Association (imagery, visual, auditory, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Using new words in different contexts</li> </ul>
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## Strategies for teaching vocabulary

Nowadays there have been carried out much research on effective ways of teaching vocabulary and various strategies, techniques are found out and worked out to be used in various courses. The reason for this variety is that English is learned for many various reasons requiring various aids as has already been mentioned above. With respect to that variety there is a wide choice of teaching methods (concrete techniques) that can be used for various purposes. Some of them would be suitable for students with different learning style, some for beginners; some for more advanced learners; in short, for learners with diverse needs and purposes. Overall, what techniques to choose depends on what the age, needs and levels of the learners are. Here are some of the effective strategies /techniques to teach vocabulary,

## **1. Repeating and recycling**

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Some researchers have suggested various numbers of encounters with a word for learning to take place, ranging from five to up to twenty . Some suggest that an impressive amount of learning can take place when students learn lists of paired items (English word and translation equivalents); Others suggest that this method of learning does not aid deeper understanding of the words or help develop fluency. However, most agree that repetition is an important aid to learning and that having to actively recall or “retrieve” a word is a more effective way of learning than simple exposure or just seeing a word over and over.

Researchers also agree that repeating words aloud helps students remember words better than repeating them silently. Another area of research is how long students can remember words after first learning them, and again researchers agree that forgetting mostly occurs immediately after we first learn something, and that the rate of forgetting slows down afterward. The implications for the vocabulary classroom are self-evident: Review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them.

## **2. Using realia**

Realia is the real objects that can be touched, which is very effective in teaching children and teenagers. Bringing real objects<sup>12</sup> to classroom such as postcard with book, pen, schoolbag, vegetables and everything that is worth to be brought to the classroom proved to be fruitful in teaching kinesthetic, tactile and visual learners as it enables them to see, touch and feel.

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<sup>12</sup><http://tesol-ua.org/tesol-essentials/teaching-methods/teaching-vocabulary-methods.htm>



### **3. Focusing on vocabulary**

According to D. Wilkin's opinion one of the main vocabulary learning strategies for any classroom is how to ask for words you don't know in English, and how to ask the meaning of English words you don't understand, so phrases like "What's the word for in English?," "How do you say ?" and "What does it mean?" are useful to teach at the basic levels. As students progress, another useful strategy they can use is to paraphrase: "It's a kind of ," "It's like a ...," and "It's for - ing... X" etc. Focusing on these strategies puts vocabulary learning firmly on the classroom agenda.

### ***4. Encouraging wide reading***

Andrew Biemiller writes that getting students to read more may be the most valuable thing that you can do to improve their vocabulary. Although direct instruction plays a crucial part in vocabulary growth, most of the words your students learn will be acquired through incidental learning, as they read on their own. Evidence shows that wide reading is the main avenue for students' word acquisition.

To be truly beneficial, wide reading should include texts with varied levels of difficulty. Students reading at or below their current levels will not dramatically increase their vocabulary. When students read texts that consist primarily of unknown words, they usually become frustrated. To help them get the most out of incidental learning, they should read some books for fun and others for challenge.

Motivating students to read can be a difficult task. Here a few suggestions for making reading appealing to students at all ability levels:

a) devote some class time to independent silent reading. This time may be particularly helpful for students who have never done extensive reading for pleasure. Reading for a length of time in class will enable students to do this on their own outside of class.

- b) make a variety of books available in class and recommend books for students to find in the library and to read outside of class.
- c) Promote social interactions related to reading. Setting a time for regular book discussions will motivate students to read more and help them understand their reading better.
- d) Model the importance you place on reading by telling students about books you are reading. When students have silent reading time, read a book of your own to show that reading is a valuable activity that you enjoy, too.

## **5. Vocabulary notebooks**

D. Schmitt confirms that materials which give space to personal learning logs, like vocabulary notebooks, encourage students to continue learning outside of class. Very often students' own vocabulary note-taking consists only of writing translations of single words in lists, but it can be much more varied than this, including labeling pictures and diagrams, completing charts and word webs, writing true sentences, creating short dialogues, etc. Good vocabulary notebook activities show students what is worth writing down and give ideas for various ways of organizing vocabulary notes, using different grouping ideas, as mentioned above.

Furthermore, it is suggested for the teachers to motivate or encourage students to use the last pages of their notebooks on some specific subjects to create their own glossary, using just the words that are interesting for them, the ones that they actually want to include in their everyday vocabulary or the words that comes more frequently in this or that subject. It gives them autonomy to choose and to be more active in the process of learning<sup>13</sup>.

## **6. Games for vocabulary teaching**

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<sup>13</sup><http://tesol-ua.org/tesol-essentials/teaching-methods/teaching-vocabulary-methods.htm>

Games are specifically helpful for teenagers and children as their nature is inclined to playing. Virginia French Allen writes that language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words<sup>14</sup>. She recommends teachers to try to teach them throughout playing educational games popular today with children and teenagers. It is also advised for the teachers to try to make their lessons lively and interesting with the help of showing the children some pictures, telling them easy and interesting stories, and so on.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Guessing games, for example, create conditions in which the use of the target language is necessary for leading the players to the correct guess.

## **7. Using pictures for teaching vocabulary**

Diane Larsen Freeman<sup>15</sup> suggests other techniques for encouraging students to use English words while communicating information or ideas. Pictures can also be used in several helpful ways. This is incredibly efficient for the reason that it facilitates the process of learning for children. You can teach them animals merely throughout showing them pictures of animals.<sup>16</sup>

Pictures which show human situations (a child in a dentist's chair, an old couple on a bench in a park, several young people at the scene of an accident) often interest students. They enjoy imagining who the pictured persons might be, where they are, what happened before the pictured moment, what might happen next.

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<sup>14</sup>Virginia French Allen, "Techniques in Teaching Vocabulary" Oxford university Press 1983

<sup>15</sup>Diane Larsen Freeman "Techniques and Methods", Oxford University Press, 1990

<sup>16</sup><http://tesol-ua.org/tesol-essentials/teaching-methods/teaching-vocabulary-methods.htm>

A picture that suggests story or a situation can be very valuable in the language class. In discussing such a picture, students will feel the need to learn English words for expressing their ideas.

There are, however, certain reasons that Allen. V. states why some teachers prefer not to engage the class in free discussion of a picture that stimulates students' imaginations<sup>17</sup>. Teacher who are not native speakers of English sometimes avoid such discussions because they lack confidence in their ability to supply all the words the students might need for expressing their thoughts. Furthermore, even a teacher whose native language is English may prefer not to invite free discussion for the following reason: very often only two or three eager members of the class actually participate, while the rest pay little attention to what is being said.

We can avoid the difficulties that might arise from using interesting pictures for class discussion if we ask students to *write* about the situations which the pictures represent. A few of the better students may be invited to write about a picture while the other members of the class are doing less advanced work with the teacher.

The more imaginative students enjoy stretching their English while writing stories. It is good for them to try new uses for the English they have been learning. Naturally, the stories they write will contain many errors. But when the papers are handed in, we should not worry about those errors and we should not make the writer feel ashamed of them. Most of the mistakes should be ignored. A few suggestions will be helpful to the writer; but mainly we should just show interest in the story and praise the writer's attempts to use English words. Even if the writing is far from perfect, student will have learned vocabulary through his efforts to communicate.

## **9. Making a class newspaper or magazine with the learnt words**

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<sup>17</sup>Virginia French Allen, "Techniques in Teaching Vocabulary" Oxford university Press 1983

The idea of a class newspaper is an old one<sup>18</sup>. However, creating a newspaper by learners themselves can be motivating. At this point, the teacher is supposed to be attentive in setting ground rules such as:

1. Each student, a pair or a group consisting of 3-4 students becomes a reporter and tries to ferret out something unusual.
2. The paper contains only stories about members of the class, school or neighborhood (the whole class is supposed to know the subject of the newspaper). All the stories should be newsworthy and previously unknown to fellow students.
3. Stories that refer to members of the class should contain pseudonyms (teachers should be watchful to students to avoid negative pseudonyms) rather than real name - this adds spice to reading the paper. It is optional.
4. The newspaper should be set in the future - in the year 2030-40, or when everyone is 10 or 20 or 30 years older, for example.
5. The paper should be modeled page for page on the structure of a real newspaper and displayed on the wall as it is being put together alongside the model.
6. The paper should be a compendium of the most remarkable things the students have done.
7. Each student should be responsible for obtaining one guest contribution from someone not in his or her class.

Teachers should note that creating a class newspaper and/or magazine, though fun, would probably prove to be a more effective learning tool if done in conjunction with other newspaper-based activities. In fact, a class newspaper or magazine might make a better on-going project.

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<sup>18</sup>[http://jobs.languagelink.ru/tefl\\_clinic/practical\\_teaching/teaching\\_young\\_learners/young\\_learners\\_teenagers/](http://jobs.languagelink.ru/tefl_clinic/practical_teaching/teaching_young_learners/young_learners_teenagers/)

## **10. Acquiring Vocabulary Through Songs and Music**

Suzanne L. Medina, Ph.D. points out that vocabulary may be acquired through storytelling and singing it making a song. Before beginning, make certain that a story-song which will produce maximum results have been selected. First, the same principles would be used when selecting a story for the learners are followed. It should be started with a story-song with a story-line which will be of interest to the learners. In Elley's (1989) investigation, not all stories resulted in the same amount of language acquisition. It is not clear at this time what characterizes such a story, although interest level certainly might be a critical attribute. Also, a song which contains an appropriate number of unfamiliar words can be selected. According to Krashen (1985), language acquisition occurs when the learner is exposed to a few new words, what Krashen refers to as " $i + 1$ ." Acquisition will not take place if learners are inundated by an inordinate number of unfamiliar words (i.e.,  $i + 9$ ). Furthermore, the story-song should expose students more than once to each new vocabulary word. It is particularly helpful when the target vocabulary words are critical to the plot of the story. The contextual environment in which a new vocabulary word is found should be rich. That is, learners should be able to easily infer the meaning of key vocabulary words on the basis of the context (Elley, 1989).

3) Music & Song in the Classroom: Because music is so much a part of the youth culture, it is imperative that teachers find innovative and exciting ways of exploiting the use of music and song in the classroom. Of course, music should not be used as a simple diversion but rather as a tool for learning language. The following example songs and accompanying activities should demonstrate this point.

## 11. Learning from context

Though challenging sometimes is in reality a good technique particularly when it comes to abstract words such as happiness or lucky or to go on a trip. At this point the teachers are recommended to use the words in a real environment or context and not to forget to help them find helpful strategies to memorize the words. Also, they are recommended to give them some appropriate exercises according to their capability of consolidating what they learn trying to motivate them and stimulate their interest<sup>19</sup>.

According to Kuhn and Steven's opinion most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts.

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used can the reader decide upon an appropriate definition to fit the context. A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the reader's purposes.

Context clues should not be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one that will be needed again; in these cases, a dictionary should be consulted.

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<sup>19</sup><http://tesol-ua.org/tesol-essentials/teaching-methods/teaching-vocabulary-methods.htm>

To conclude, the literature review, it was extremely essential for the researcher to realize the main strategies and techniques of teaching vocabulary thanks to the sciences and scholars. Furthermore it helped to the researcher to investigate her study.



## 2.1 RESEARCH PLAN

The research aims to work out the effective strategies for teaching vocabulary of the English language successfully. It is planned to observe and conduct several lessons of vocabulary see and compare which of the strategies are beneficial for pupils of secondary schools in forms of 7 and 8 in the process of the research. In this period it is targeted to define the problems, issues, difficulties and interferences learners faced, to investigate them and to find out recommended solutions and to form taxonomy of strategies to avoid them. In order to form taxonomy the researcher is going to apply three of the strategies mentioned in the literature review: using pictures for teaching vocabulary, acquiring vocabulary through songs, and making use of games in order to help pupils to enrich their lexicon.

The main goal of the research is to see to what degree the learners' levels of language progressed, and how well they have been able to extend their vocabulary with the help of used working strategies.

The first and the most important objective of the study was to prove how teaching approaches together with their special types can contribute more to the development of learners' language ability rather than traditional teaching course, and contained suitable materials for each student which didn't require learners to apply a variety of learning techniques necessary for the acquisition of target language.

Secondly the research planned to find out how effectively the targeted words can be taught in the lessons so that the learners will be enabled to use these words in their all four language skills: reading, writing, speaking and listening.

### **2.1.1Statement of purpose**

#### **1. The purpose for conducting the study**

The research focuses on the techniques of teaching vocabulary effectively in Forms of 7-8 at the secondary schools. The purpose of the practical research is to verify whether the strategies mentioned in the theoretical part and used in the lessons were effective in terms of pupils' ability or opportunity of extending their lexicon on a particular theme. The practical part also aims to discover if all the pupils involved in the lessons and activities, if the offered materials and strategies were appealing to them and whether they were able to remember and use the new vocabulary in their speech.

#### **1.1 the goal**

The main goal of the qualification paper is to present the effective strategies in dealing with teenagers in the process of teaching vocabulary so that they can be of help to those teachers who conduct vocabulary lessons furthermore to practice the chosen techniques to prove their effectiveness.

#### **1.2 The objectives**

The main objectives of the research is to study how the teaching by consideration of each learner's learning style, level of proficiency and motivation can help the to enrich their lexicon. Consequently, the research tends to find whether the activities like acquiring vocabulary through songs, games and pictures enable the pupils to remember and use the new words in the context.

### **2.1.2Method**

## **Research methods**

Research methods in language learning helps readers understand and critique research. As a research method, a survey collects data from subjects who respond to a series of questions about behaviors and opinions, often in the form of a questionnaire. Having a clear methodology is often deemed important, especially in language. Clearly outlined directions and procedures tend to increase consistency, and to create work which can be repeated elsewhere, which is an important characteristic of rigorous scientific research. This is why the methodology used in scientific research is always described, so that others can replicate the research themselves or identify errors in the methods used which may have created skewed results.

The practical part is based on the following research methods:

**Qualitative method**-The qualitative method investigates the why and how of decision making, not just what, where, when. These methods attempt to present the data from the perspective of the subjects or observed groups, so that the cultural and intellectual biases of the researcher do not disturb the collection, interpretation and presentation of the data. Hence, smaller but focused samples are more often used than large samples.

Qualitative research typically is relied on the following methods for gathering information: *Participant Observation, Non-participant Observation, Field Notes, Reflexive Journals, Structured Interview, Semi-structured Interview, Unstructured Interview, and Analysis of documents and materials.*

**Descriptive research** - descriptive research provides an answer to the questions of how something happens and who is involved with a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research. Qualitative data is often gathered using field research. Field research involves selecting an event,

condition or situation to study, and observing and interacting with the event, condition or situation in the field setting. A field researcher selects this event, the hiring process and attends the site to observe the hiring process over a period of time. The field researcher takes detailed notes on the hiring process and may interview those involved in the hiring process.

By these methods it is aimed to acquire information about the challenges pupils usually face in the process of learning vocabulary, the subjects reaction to the strategies under the experiment by observing several lessons in different groups.

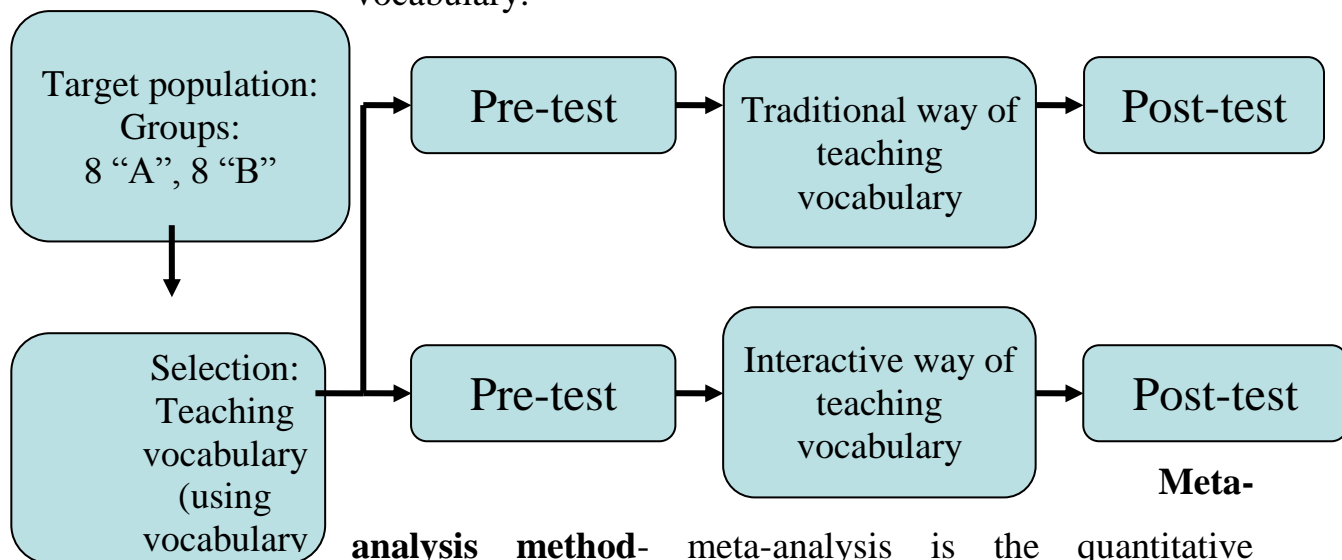
**Quasi-experimental method-** a quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. Quasi-experimental studies take on many forms, but may best be defined as lacking key components of a true experiment. While a true experiment includes pre and post-test design, a treatment group and a control group, and random assignment of study participants, quasi-experimental studies lack one or more of these design elements.

Since the most common form of a quasi-experimental study includes a pre-post test design with both a treatment group and a control group, quasi-experimental studies are often an impact evaluation that assigns members to the treatment group and control group by a method other than random assignment. Because of the danger that the treatment and control group may differ at the outset, researchers conducting quasi-experimental studies attempt to address this in a number of other ways.

While the pre-post test design will allow you to measure the potential effects of an intervention by examining the difference in the pre-test and post-test results, it does not allow you to test whether this difference would have occurred in the absence of your intervention. For example, perhaps the effect of improved academic achievement is due to the students getting used to taking a

test rather than the use of educational software. To get the true effects of the program or intervention, it is necessary to have both a treatment group and a control group. As the names suggest, the treatment group receives the intervention. The control group, however, gets another condition. By having both a group that received the intervention and another group that did not, researchers control for the possibility that other factors not related to the intervention are responsible for the difference between the pre-test and post-test results. It is also important that both the treatment group and the control group are of adequate size to be able to determine whether an effect took place or not. While the size of the sample ought to be determined by specific scientific methods, a general rule of thumb is that each group ought to have at least 30 participants.

Through this method it is targeted to clarify any prerequisite differences in the outcomes of the learners compared to the pupils in control group who are non-participants of the research. This clarification is received through comparing the results of the both groups – control and experimental groups where it is guessed to see the effectiveness of the teaching techniques of vocabulary.



meta-analysis is the quantitative synthesis of information from several studies. It is applicable to a variety of study designs in genetics, from family-based linkage studies and population-based association studies to genome-wide scans and genome-wide association

studies. By combining relevant evidence from many studies, statistical power is increased and more precise estimates may be obtained. Most importantly, meta-analysis provides a framework for the appreciation and assessment of between-study heterogeneity, that is, the methodological, epidemiological, clinical, and biological dissimilarity across the various studies. Being a retrospective research design in most cases, meta-analysis is subject to a variety of selection biases that may undermine its validity.

Using this method it is aimed to see the totality of the research whether the experimented techniques of teaching vocabulary have proved their effectiveness and to make synthesis of the results from multiple studies to determine the average impact of a similar intervention across the studies.

### **A. The subjects**

The subjects exposed to research are composed of two classes 8<sup>th</sup> A and 8<sup>th</sup> B of secondary school 28 where practice was conducted at in February and March. Both groups are Uzbek language oriented and of the same age category (14-15 years old) almost all the pupils have been learning English from 5<sup>th</sup> Grade. Some of them started learning at the ages of 7-9. Nevertheless, multilevel nature of classes, the level of pupils proficiency in English ranged from beginner to pre-intermediate was shadowing which were supposed to be anticipated. One of the group consisted of 17 pupils: 10 girls and 7 boys while another group consisted of 19 pupils (10 males and 9 females).

As the subjects were the kids are at the age of 14-15, they demanded individual approach to each of them because it is difficult period of self-esteem in their life. However, unfortunately, the duration of lessons was so little, and there was not enough time even to finish the explanation of new topic and its vocabulary. The exposed class was very noisy and hyperactive. To be expressed more accurately, they were so energetic and emotional, that they couldn't avoid any moment to have fun at the lesson or talk to each other. Also, it was impossible not to notice one more thing: kids liked to joke if some of them had

made a mistake. Nevertheless, they were nice pupils as they listened attentively and did all the given tasks with great enthusiasm. This leads to the idea that if one is polite, sensitive and serious with them, they will create a good atmosphere for teaching process in the class. It is worth underlining that in spite of being noisy and funny, all my pupils benefit from getting knowledge in English, except two of them. In this very class I tried communicate method of teaching, taking into consideration pupils' hyperactivity, energy and willingness to master the language

Based on the pre-test results and on previous records of the target groups kept by tutor, the following information about the subjects was collected:

Table 1.Level of proficiency  
Form 8<sup>th</sup>A (experimental)

Name	Age	Nationality	Points %
Anvar	14	Uzbek	55
Noila	15	Uzbek	20
Sanjar	15	Uzbek	60
Nigina	14	Uzbek	65
Olim	15	Uzbek	74
Adiba	15	Uzbek	75
Zilola	15	Uzbek	85

Sayyora	15	Uzbek	10
Gulchekhra	14	Uzbek	83
Johongir	15	Uzbek	67
Sarvinoz	15	Uzbek	59
Makhliyo	15	Uzbek	70
Nodir	15	Uzbek	86
Farkhod	15	Uzbek	86
Komil	15	Uzbek	65

Table 2Level of proficiency

Form 8<sup>th</sup>B(control class)

Name	Age	Nationality	Points %
Nigora	14	Uzbek	55
Shokhida	15	Uzbek	58
Alima	15	Uzbek	86
Nilufar	14	Uzbek	62
Komila	15	Uzbek	71
Shokhrukh	15	Uzbek	75
Nodira	15	Uzbek	55
Gulida	15	Uzbek	86
Zafar	15	Uzbek	55
Botir	15	Uzbek	71



on	Rakhmatj	14	Uzbek	76
	Sherzod	15	Uzbek	80
	Alisher	15	Uzbek	71
n	Ziyomiddi	15	Uzbek	65
	Muzaffar	15	Uzbek	52
	Guzal	15	Uzbek	59
	Nargiza	15	Uzbek	84

According to the results of the questionnaire students wanted to be taught in friendly atmosphere, to have lessons designed with a lot of interactive activities; nevertheless, they wished to be given less home assignments, tasks for self-study and the thing which seems out of norms – not to have low points. At the same time they expressed the willing to raise their ability to speak in the target language.

## **B. Materials and equipment**

The research materials were chosen according to the chosen techniques which are

- questionnaires,
- lesson plans,
- syllabi of the subject,
- different materials from the course book,
- pictures,
- songs,
- activity cards,
- handouts,
- internet sources

The lexicon chosen on the topics were selected with great regard to the level, interest of the pupils and to the category of their usage. Presented tasks were intended to increase, develop and to improve the ability to use the new vocabulary in the speech of the learners.

Within the materials different pieces of equipment were needed:

- CDs,
- CD player,
- A board,
- Markers,
- Stickers,
- A lap top,
- A flip chart,
- A watman paper

To carry out the research each of these pieces of equipment was used to for brainstorming, clustering, playing a game in order to introduce new vocabulary, to play a song. Especially, a board and stickers were used effective in presenting pictures.

## **2.2Procedure**

### **2.2.1 Variables**

As each research has dependent and independent variables, this concept is also available in the target work.

Dependent variable was to extend students' lexicon so that they can develop their language skills, while independent one was implementing new methods and techniques of teaching, which would take students' learning styles, motivation and level into consideration in the process of teaching. Moderator Variable was age, gender and cognitive ability and understanding of students since it influenced understanding the given tasks. Besides, female learners were more motivated than the boys. Control variable was several strategies as well as vocabulary games. In this variable the investigator had to identify strategies and

separate techniques. Moreover, while the study the researcher identified intervening variables which was effect after testing results.

Since there were differences in the pupils' learning styles and interests, it was challenging to please all of them with the activities which were brought into the lesson.

### **2.2.2 The steps for conducting research**

- The needs analysis

As the first step in managing the diversity of the students' ability and interests in the classroom, there was a need to analyze the above mentioned issues so that the research gain much ground in the effort to determine and support the needs of every student. This analysis will enable the researcher to gather the facts concerning students' interests and learning styles in order to make effective lesson plans, whereas it will provide the pupils with the opportunity for the pupils to reflect on their ability and style and prepare them for the fact that the class will not be managed in the traditional manner.

- Pre-test

The next important step was to identify the subjects' level of English, their learning style and interests or the things that they are motivated by. In order to achieve this, pre-test designed to check their knowledge of vocabulary of the previous themes was given. Besides, the subjects were questioned on their preference of activities for working in class.

- Research techniques

The practical part is based on the above mentioned research techniques in order to introduce new vocabulary:

- Using pictures
- Using songs
- Using games

- Questionnaires
- Tests
- Observations
  - The process of teaching

As all the information about the group was taken, the researcher began to make the lesson plans. The activities which each lesson covered were based on the chosen techniques, which were aimed to be effective for pupils in acquiring new vocabulary. The main goal was to enable pupils to use the acquired lexicon in the context and understand them in the text.

Form 8<sup>th</sup> A was willing to work in groups, while majority of pupils in Form 8<sup>th</sup> B preferred to work individually or in pairs. The themes of the lessons were the same whereas the ways of conducting the lessons were different.

### **Analysis of the data**

- Post-test

At the end of the research, the subjects are taken a post-test aimed to show if the used teaching techniques could improve the pupils' acceptance of the new vocabulary better. Since the vocabulary, that is the content was the same for both groups was the same, the subjects were given the same tests in order to compare which strategy worked better.

- Questionnaire

To find out the subjects' attitude and opinion about the strategies and activities being introduced, they were asked to fill in questionnaire consisting of several questions. Also, a questionnaire to find out their learning style was asked to answer in order to enable the researcher to work with the students through their senses. The last questionnaire was dedicated to the pupils' field of interest on the given themes.

- Analyzing the data

The final step of the research is to compare each class' pre-test results with their post-test ones in order to see to what extent they have made progress during these two months.

## 2.3 DATA COLLECTION

An experimental study was carried out in Forms 8<sup>th</sup> A and B, using the methodical complex provided by the department and materials taken from course books and Internet concerning topics on each month which were confirmed by the Ministry of Secondary Education, during the period February and March, for the Final results April 2014.

### 1) **Pre-Test and Post-Test**

Gathering information about students was the first stage in collecting the data, which identified the students' learning styles, level, preference and motivation to learn English. The first test on checking their learning style of was taken on the first lesson at the beginning of the research. The prerequisite fact was that the results vary from a student to student, which meant that the class really was a group of people with various approaches to information, and it was necessary to use a number of types of activities. In order to see the initial results on their level of proficiency a test consisting of 20 questions was taken; questionnaire was used so as to identify their learning styles and their preferences in class interaction.

According to test, if a student gets 1-9 points (5%-45%), it means his/her level is beginner. If he/she gets score 10-14 (50%- 70%), the student's level is elementary. If he or she gets 15-20 points (75 %-100%), the student's level is pre-intermediate.

Form 8<sup>th</sup>A (experimental)

	Name	Number of correct answers	Score %
1.	Anvar	11	55
2.	Noila	13	65
3.	Sanjar	14	70
4.	Nigina	14	70
5.	Olim	5	25
6.	Adiba	6	30
7.	Zilola	11	55
8.	Sayyora	17	85
9.	Gulchekhra	10	50
10.	Johongir	18	90
11.	Sarvinoz	17	85
12.	Makhliyo	14	70
13.	Nodir	13	65
14.	Farkhod	12	60
15.	Komil	14	60

The average score:  $995/15=66\%$

Form 8<sup>th</sup>B (control class)

	Name	Number of correct answers	Score %
1.	Nigora	5	25
2.	Shokhida	17	85
3.	Alima	18	90
4.	Nilufar	11	55
5.	Komila	13	65
6.	Shokhrukh	12	60
7.	Nodira	11	55
8.	Gulida	15	75
9.	Zafar	9	45
10.	Botir	14	70
11.	Rakhmatjon	11	55
12.	Sherzod	11	55
13.	Alisher	14	70
14.	Ziyomiddin	14	70
15.	Muzaffar	12	60
16.	Guzal	11	55
17.	Nargiza	10	50

The average score:  $1040/17=57\%$

After a two - month practice, a post - test was taken to see whether the used strategies were effective. This was achieved by comparing the two groups'



knowledge on the previously learned vocabulary; a post vocabulary test consisting of 20 questions testing the vocabulary items learnt during an experimental process was administered to the 33 participants to collect quantitative data. Through a post – test it was aimed to find out the answers to the following questions: Could pupils extend their lexicon? Could they acquire the strategies helpful to learn new words? Consequently, subjects were exposed to the test in the same arrangement as it was in pre-test, in which there was the only difference in the questions.

## **2) A questionnaire**

A questionnaire was used to get to know to what extent they are motivated to learn a foreign language, their attitude towards the techniques being experimented, and all in all, to gather more data for cross-checking. To facilitate clear understanding between the researcher and subjects the questionnaire was held in their native language. The subjects were exposed to answer the following questions:

1. Would you like to speak and understand English?
2. Would you like to know more words in English?
3. How often do you revise new words?
4. What are your strategies to learn new words?
5. Do you like working in groups or in pairs?
6. Do you like singing songs?
7. Would you like if songs were involved in the class activities?
8. Can you draw pictures?
9. Do you understand texts with some unknown words?

The very questionnaire was important in order to find out the subjects interest, motivation and goals in learning a foreign language so that to make the lessons more effective.

### **3) Lesson Planning**

The procedures of the study were carried out through the following steps: as mentioned above 8<sup>th</sup> A was assigned as an experimental and 8<sup>th</sup> B as a control group. The control group was instructed by the traditional way of teaching vocabulary, and the experimental group was instructed by the chosen techniques of effective teaching vocabulary to pupils in Forms 7-8 in secondary schools. Before the treatment, all the participants received a vocabulary pre-test to evaluate their knowledge on vocabulary before the training. During the research, the experimental group was taught through the chosen strategies by a researcher whereas the control group was taught through traditional way of teaching.

In each unit, as usual, pupils in the control group were provided with vocabulary items through the usual method of traditional teaching. They were instructed to finish the vocabulary tasks in the contexts. For the students in experimental group, the same vocabulary items were taught; however, through an interactive approach. The experimental group received explicit instruction on learning new words through several vocabulary teaching strategies: learning vocabulary through songs, games for learning vocabulary, and using pictures for teaching vocabulary.

Control group were given new vocabulary in a traditional way: the list of the target vocabulary was presented and pupils had to find their meanings in dictionaries and translate them into their native language.

However, the experimental group was treated through the following techniques, and these strategies were the essential ones in the procedure of the lessons:

#### **Using pictures**

Dealing with teenagers it is essential to consider their character. As research shows one of the effective strategies in teaching vocabulary for any classroom is to using pictures so that they will use their senses to learn and remember the

new words. It is mostly helpful in teaching depictable item like: umbrella, rain, snow, and many others.

At the beginning of the lesson the subjects were introduced new words through pictures as a warm up activity or the main one. This technique was cordially met by them as it was seen from their behavior. They looked motivated in involved in the whole process of the lesson.

This technique was used only in experimental group in the following ways: either as a warm up activity or /also as one the main activities in the lesson while this very strategy was implemented as a warm up activity through the pictures in their textbooks for the control groups.

Also, this technique was implemented in group or pair work in experimental class, which was cordially welcomed by the pupils.

Summary and analysis: this activity was appealing to both classes. The pupils were involved in this activity wholly. When the pictures were stuck on the board, they showed willingness to do themselves. Sometimes they took pictures turn by turn, if were able, gave definitions and translations to them and tried to make up sentences or use these words in context.

### **Acquiring vocabulary through songs and music**

The current strategy is effective to all ages especially for those who like singing. During collecting the data a majority of the subjects showed their willingness to sing songs. Taking this into consideration, the researcher motivated them to compose any rhymes consisting of two lines or to sing the text providing the essential vocabulary. Nevertheless, it was a hard job to find a text or rhyme involving the active vocabulary.

### **Making use of games in teaching vocabulary**

The subjects were exposed to the activities consolidating the new vocabulary by playing games every lesson. The games included the activities like: “Who will find faster?”, “What is it”, “Who will tell or write more words

associated with the picture” and many others which were carried out by group, pair and individual work.

These activities were welcomed by the subjects with great enthusiasm; almost all of them were eager to participate and involved in the process. However, the majority of the subjects were pleased by the individual work rather than a group or pair work. In working in teams at first they seemed to obey the rules, but then they started to argue that they were the first to guess or say the word. Consequently, the researcher had to make ground rules while playing games.

### **3) Questionnaire**

The researcher decided to take a questionnaire once more when the last lesson had come. The second questionnaire showed changes in their preference, their opinion about strategies, topics, teacher and group’s role in the lessons. Following questions were given in their native language:

1. Did you feel involved in all activities in the lessons?
2. Which activity did you like most?
3. Was it easier to learn and remember the words through pictures?
4. Did you like playing games?
5. Did you like singing?
6. Were the exercises done in the lessons boring and monotonous to you?
7. How did you find the attitude of the teacher?
8. What changes would you recommend?
9. Do you feel that your lexicon have extended?

### III RESULTS AND DISCUSSION

#### 3.1 Results and Analysis

In order to see the whether those techniques have been effective in delivering vocabulary, it was essential to compare the pre – test results with the results of post – test. The following table demonstrates the pupils’ post-test results.

##### A. Post-test results

Form 8<sup>th</sup> A

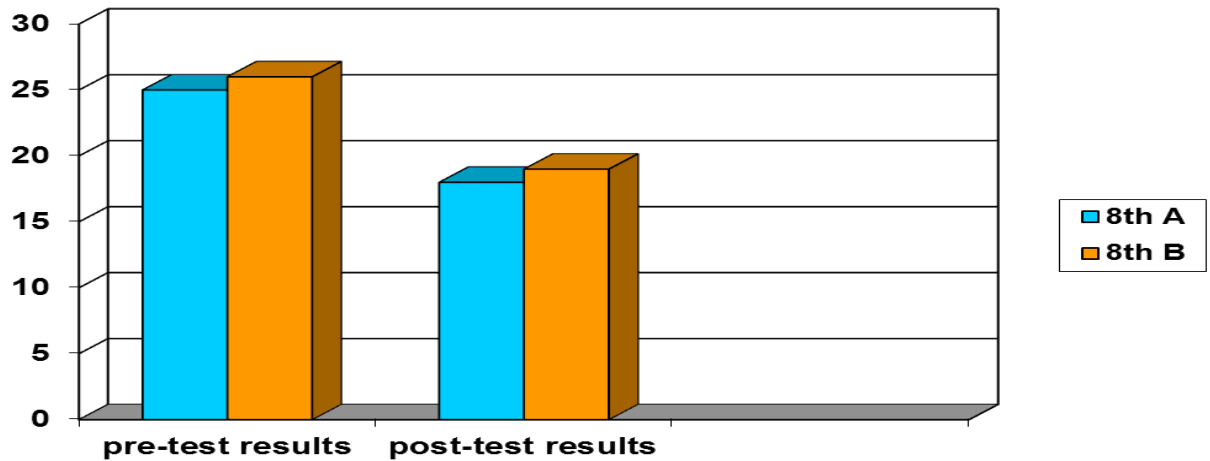
Name	Number of correct answers	Points %
Anvar	12	60
Noila	13	65
Sanjar	13	65
Nigina	15	75
Olim	5	25
Adiba	7	35
Zilola	12	60
Sayyora	16	80
Gulchekhra	11	55
Johongir	17	85
Sarvinoz	18	90
Makhliyo	14	70
Nodir	13	65
Farkhod	11	55
Komil	12	60

Form 8<sup>th</sup> B(control class)

Name	Number of correct answers	Points %
Nigora	6	30
Shokhida	17	85
Alima	18	90
Nilufar	12	60
Komila	12	60
Shokhruk h	13	65
Nodira	11	55
Gulida	15	75
Zafar	9	45
Botir	14	70
Rakhmatj on	11	55
Sherzod	10	50
Alisher	14	70
Ziyomiddi n	13	65
Muzaffar	14	70
Guzal	9	45
Nargiza	13	65

As result shows, both groups improved their knowledge on vocabulary in comparing with pre-test. However, group 8<sup>th</sup> A dominated in their results. The figures show that the main reason of this result was the usage different strategies

for teaching of vocabulary. As it was mentioned above 8<sup>th</sup> B was the control group, that means they remained the usual strategies of learning vocabulary.



### Analysis of the collected data

Interpreting the subjects' test results the researcher got significant information about general performance of two target groups, the range of subjects' individual intelligence and their capacity in the learning process. This was done by figuring out each group's central tendency marker- mean represented in the standard deviation. The formula for the standard deviation is the following:

$$Q = \sqrt{[\Sigma(x - \text{mean})^2 / N]}$$

According to the formula:

**Q**-standard deviation

**x**-the result of each student

**mean**-the arithmetic result of the data.  $\text{Mean} = (x_1 + x_2 + x_3 + x_n) / N$

**N**-number of the students

$\Sigma(x - \text{mean})^2$ - the sum of  $(x - \text{mean})^2$  for all data points

As the example the researcher took the results of group 8 "B". The mean of the group for the pre-test according to the given formula is 11.

1. We minus mean from each students result:

$$(8-11)^2 + (9-11)^2 + (13-11)^2 + (n-11)^2 \dots$$

2. Square and sum the deviations:

$$(-3)^2 + (-2)^2 + (2)^2 + (n)^2 \dots = 102$$

3. Devide by the number of students:

$$Q = \sqrt{[(102/15)]}$$

$$Q = \sqrt{6.8}$$

4. Square the total:

$$Q = 2.6$$

The same calculation was done with the pre-test result of group 8-“A” and the post-test results of both groups. It gave the following results:

**Pre-test**

<b>Group</b>	<b>Mean</b>	<b>Deviation</b>
8-“A”	11.5	2.5
8-“B”	11	2.6

**Post-test**

<b>Group</b>	<b>Mean</b>	<b>Deviation</b>
8-“A”	12	1.8
8-“B”	15	1.9

It is apparent from the table that the group performance of the subject is not the same because both groups were not conducted with the same lesson syllabus.

However, the result both of the groups had satisfactory results.



## **B. Data collected from the subjects with the help of analysis of answers to the questionnaire**

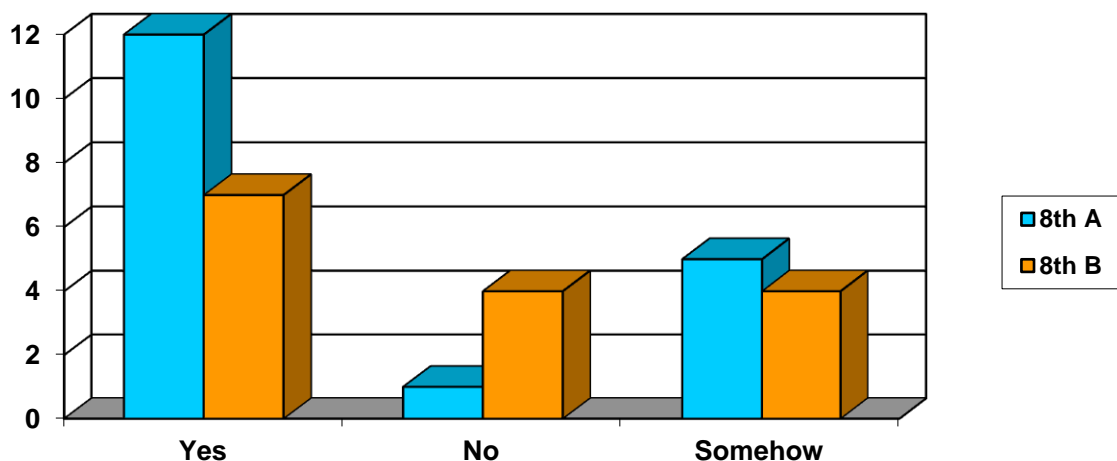
Besides, it was prerequisite to ask several questions on the subjects' opinions about the lessons to achieve the aim of the research. As it was mentioned in the research plan, it was decided to take two interviews from the subjects:

1. To learn their motivation, their preferences in working in the procedure and their learning styles to conduct the lessons successfully.
2. To find out to what extent the chosen teaching techniques were effective for them to learn new words and keep them motivated during the lessons.

The following are graphs illustrating pupils' answers for the last questionnaire. They are about introduced strategies, teacher's attitude towards teaching and pupils and the overall atmosphere in the lesson.

Graph 1

• *Did you feel involved in the activities in the lessons?*

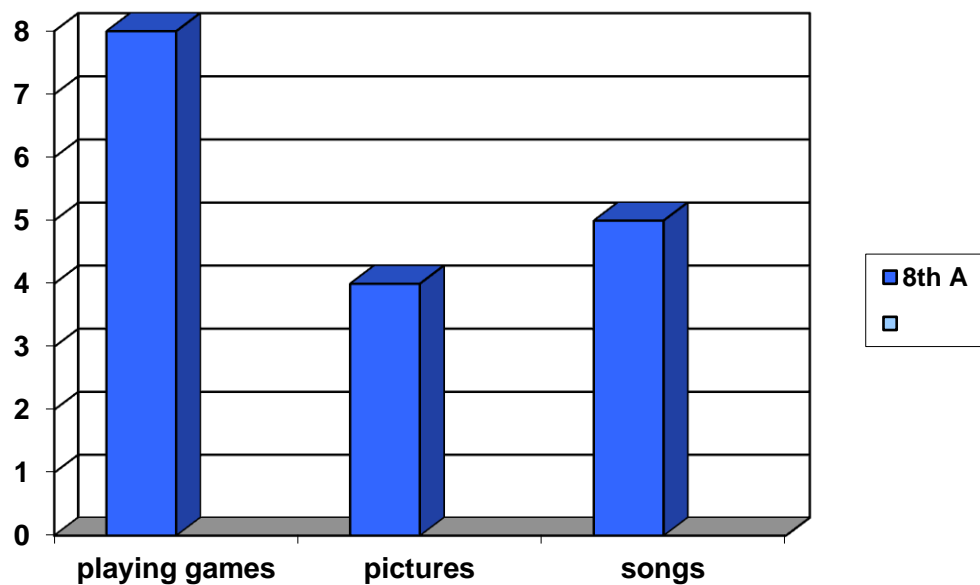


The result of this graph shows that 65 % pupils could feel involved in the activities, while 17% could not feel, and 17 % of pupils answered "Somehow". Nevertheless, the control group gave way to the opposite group demonstrating lower results in the involvement in the procedure.

Thus, the target class demonstrated a good result indicating the success of the researcher to have been able to involve the pupils into the process, which proves the efficiency of the chosen strategies.

Graph 2

• *Which activity did you like most?*

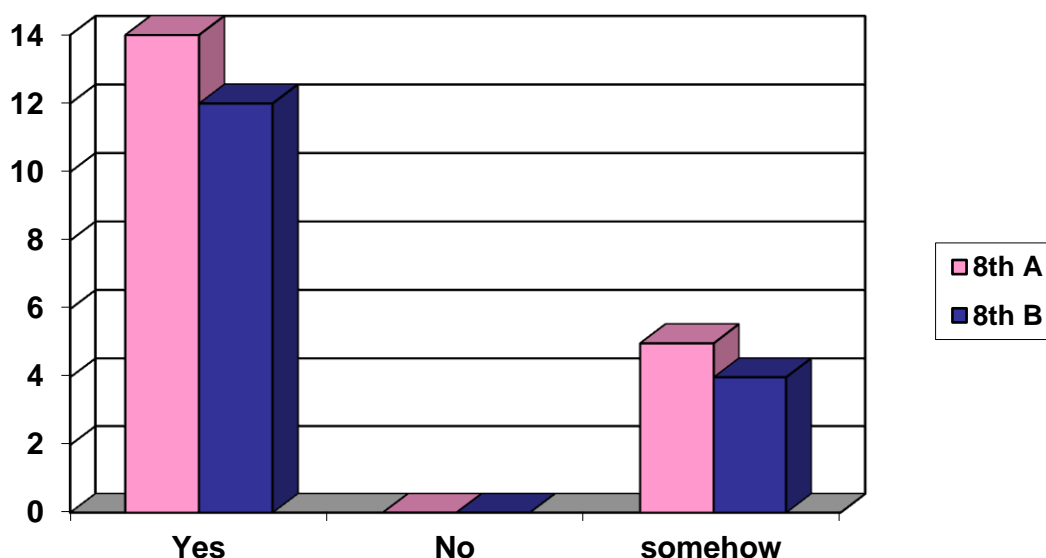


This graph illustrates that 48 % of pupils enjoyed playing games, while 20 % liked working with pictures and 32 % were pleased with singing songs most of all the strategies. From this graph, it can be clear that playing games turned out to be the most enjoyable activity in delivering the vocabulary for the pupils with a kinesthetic learning style. However, teaching new words with pictures was appealing to those with visual learning style whereas acquiring vocabulary with story songs was effective for those with an auditory learning style.

From this statistics, it is apparent that considering the learners' learning styles is one of the essential points in teaching a language.

Graph 3

- *Was it easier to learn and remember the new words through pictures?*

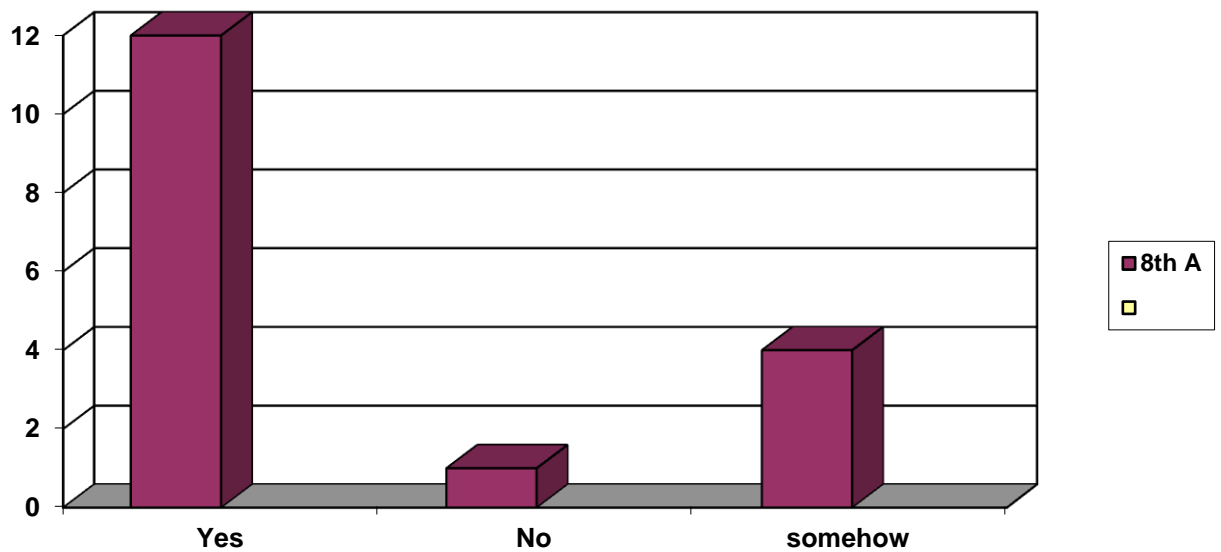


As the graph illustrates for 84 % of pupils in the experimental group it was easier to learn and remember the new words through pictures. Nevertheless, the control group also showed that working with pictures was effective for them: 80% of pupils in the control class could remember the words through pictures easier, while 20 % said that this strategy was helpful on some way.

Surprisingly, the control group showed far better results than expected: the results of post-test were lower only for while they worked through *pictures* and *translation of the words* which is considered to be a traditional way. This leads to the conclusion that integrating different teaching techniques in the lesson is one of the essential issues on the teaching process.

Graph 4

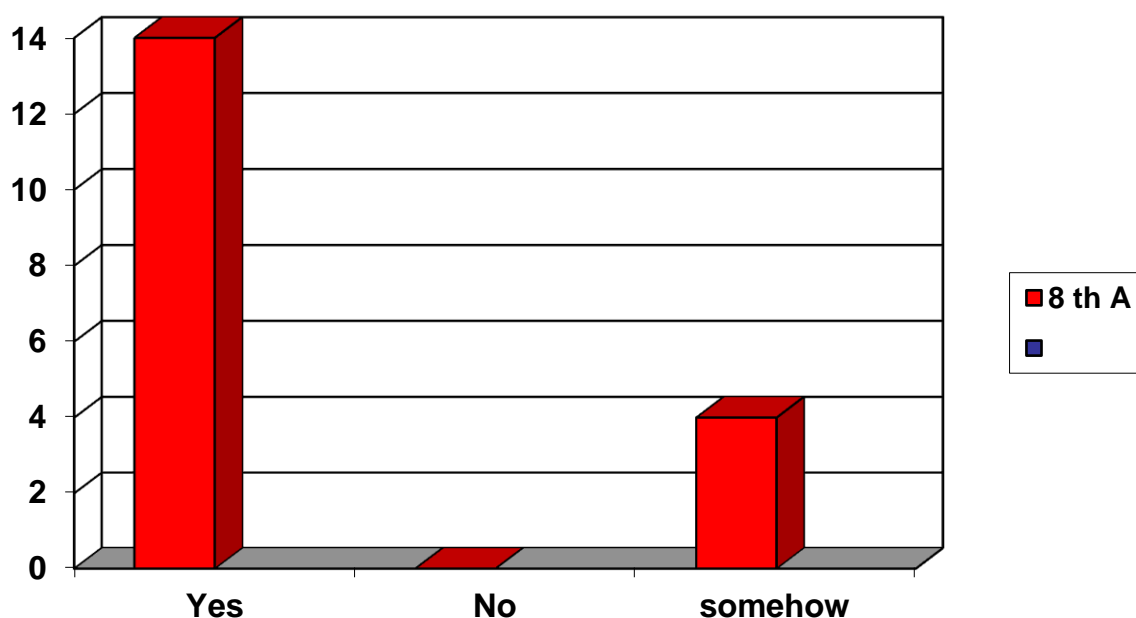
• *Was singing appealing to you?*



A glance at the graph 4 provided reveals that interests of the students of experimental group in singing songs. It is apparent from the supplied figure that teaching vocabulary through songs was experimented in 8<sup>th</sup> A form and it is interesting to note that 80% of the students accepted singing songs well, meanwhile for 20% students it was somehow appealing to sing songs. Besides, for 10% of the students didn't find it interesting.

Graph 5

• *Did you like playing games?*

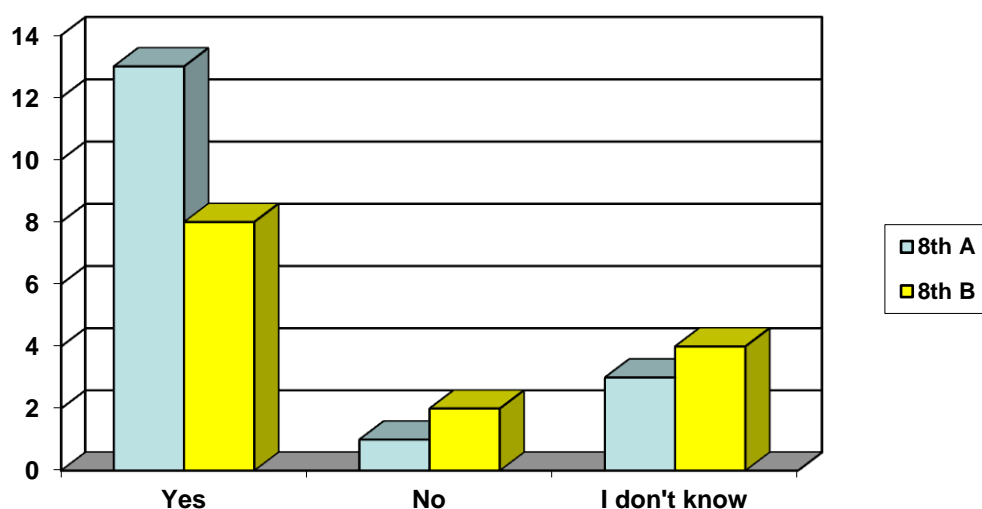


From graph 5 it is clear that the strategy of playing games was provided in 8<sup>th</sup> A form, while the students of the control group were not acquired. The students of 8<sup>th</sup> A indeed accept to play games with pleasure during the classes as the figure shows

80% of the students liked to play the vocabulary games, yet 20% of the students found it interesting somehow. It is essential to note that none of the students gave “No” answer to the given questionnaire. Overall, it is evident to mention that to use vocabulary games during the classes was not only appealing to the students, even it helped to the students practice and adapt new words.

Graph 6

• *Did you like materials used in the lessons?*



This graph illustrates that 80% of learners of the experimental group liked the materials used during the lessons, while 4 % did not like and 16% answered “I don’t know”. It is apparent from the figures that the chosen materials were effective, as 80% of learners could learn something from the distributed handouts and activities. However, for the rest 20%, the chosen materials seem not to come up to their expectations, which can be explained that much depends on the motivation and learners’ goals.

As for the control group, though they were motivated and gave better results in the pre-test, just 56% of them liked the materials which indicates the materials used in the lessons were monotonous as they worked only with a book; no handouts were distributed. It can be because of the pupils’ differences in learning styles and levels. 9% of the pupils informed they did not like while 35 % were not sure what to answer.

### **Final reflection**

The research work investigated to get a bachelor degree has been finished with successful results and predicted goal can be counted as realized. During all stages of this investigation there were noted that the primer success in all acts of the teaching process is assessing right and stable motivation in the way of reaching a goal there was research, study and analysis and based on them successful strategies for teaching vocabulary in Forms 7-8 of secondary schools.

Literature review has explored the various studies which focus on different approaches to teach pupils in Forms 7-8 in the ELT context, and they all have introduced fairly a valuable result.

The researcher strongly believes that literature review will be helpful for those who have some difficulties in teaching teenagers and three implemented techniques are expected to be the effective strategies which will soon become extremely helpful in getting the pupils to acquire more words and develop students' language skills.

Furthermore, student progress depends on a teacher's creativity and involvement of pedagogical imagination; meet the needs of everyone in the class and to build up their language skills through effective teaching approaches.

Having studied the subjects' pre and post – test results, as well as the questionnaire answers, it was found out that the two - month exposure to the usage of acquiring vocabulary through story songs, using pictures and playing games were effective, and the extension of the learners' lexicon and development language skills improved noticeably.

The data derived from in Graphs 1 to 6 showed that there was always increase in the average response of the group illustrating the preference of the used techniques and activities. It reveals that in general the attitude of the subjects who

had been exposed to using acquiring vocabulary through story songs, using pictures and playing games to overall course was positive.

The strategy acquiring vocabulary through songs has been very effective in the in terms of their motivation to sing. Through singing they learned new words, what is successful the subjects tended to sing the songs outside the classroom. As the results of questionnaire showed, the majority of the subjects enjoyed learning new words through songs.

Using pictures was also welcomed not only by the pupils of the experimental group but also by the pupils of the control group. It was easier for them to remember through words pictures. Especially, it was effective for those who could draw as they drew the pictures of the words by themselves. Those who drew the pictures by themselves gave better results than those who did not draw.

As for the strategy involving games, was the most effective one in making the lesson more productive. As the subjects were teenagers, they cordially welcomed this strategy: they had fun, enjoyed themselves and were highly motivated. Besides, it was one of the techniques in order to vary the lessons from each other.

The strategies investigated by a researcher: acquiring vocabulary through story songs, using pictures and involving games are simply a small set of ideas for teachers to improve vocabulary instruction. It is important to keep in mind that using the same strategy repeatedly is not the way to help pupils develop their word knowledge. For this reason, three strategies were selected to verify the procedure of the lessons. Selecting a strategy depends on the words, the content, and the purpose of knowing, utility and importance of each word.

Moreover, it is important to keep in mind that many students view vocabulary as something done to them, and one of the tasks of a teacher is to help them to develop their self – study skills.



In conclusion, all the chosen strategies provided their proof, which can be seen from the test results. If pupils are taught through these selected strategies, they are likely to have progress in enriching their base of words.

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## **Lesson Plan 1**

**The topic:** The weather

**The level of the students:** elementary-pre-intermediate

**The quantity of the students:** 15 (in average)

### **Activity 1**

**Warm-up activity:**



**Time: 15 min**

1. T. explains to the students that they're going to play a piece of music, asks them to listen with their eyes closed, and see what mental pictures they get and suggests that they try to notice the following about the picture in their mind's eye: climate, vegetation, geography, colours, smells, buildings, people and animals.
2. T plays them in one minute music 'Spring rain'
3. T asks students to discuss in pairs what they saw in their imaginations and tells them there's no right or wrong to this, just what they got from the music
4. personally.
5. After the pairwork, T asks students to throw out ideas and record useful vocabulary and phrases and their definitions on the board, e.g. '**dull**', '**dusty**', '**rainy**', '**lighting**', '**drought**', '**fall**'.... etc.

### **Activity 2**

**It reminds me of ...**(Using pictures for teaching vocabulary)

**Time: 10**

1. While students are busy, T walks around the room laying out pictures on surfaces. T needs about three times as many pictures as T has students.

2. T asks them to look at the pictures and choose one to take back to their desks, explains that they mustn't write on the pictures. While they're selecting their one picture, T does the same. Students will ask if they can select more than one. T tells them they can if they're desperate to.
3. Depending on how good students' English is, T can move straight to the pairwork below or, alternatively, T does this. T holds up his own picture and talks about it naturally and spontaneously. Every time T hears himself saying something particularly useful to the students, writes it up on the board. Thus, after Teacher's one minute talk, T might have the following phrases on the board: *'I chose this picture because ...', 'It reminds me of ...', 'When I was ...', 'I'm sure what ...', 'The atmosphere's quite ...', 'At the top ...', 'In the background ...', 'On the right ...'*
4. Students talk to each other about why they chose their picture and what's in it. T wanders around helping with new vocabulary and refining utterances.

### **Activity 3**

**Time: 5-10**

Teacher distributes handout which activity based on the weather. Ss do exercise that's fill the puzzle by the help of given words they ought to response questions

### **Activity 4**

**Time: 10**

**Sparkle.** ( Games for vocabulary teaching)

Sparkle can be a great way to drill spelling or vocabulary words in a challenging way. The class forms a circle and is given a word. The first student says the first letter, the next says the second letter, and so on. When a student provides the wrong letter, he or she sits down. When the word is completed, the next person says "Sparkle" and the very next person must sit down. Play continues until only one student is left standing . . . the winner!

## **Home assignment:**

To learn new words and make dialogues on them.

Weather song

By Jaela

### **Weather Song**

(to the tune of "Oh My Darling")

What's the weather?

What's the weather?

What's the weather, everyone?

Is it windy?

Is it cloudy?

Is there rain?

Or is there sun?

### **Weather Helper, Weather Helper**

What's the weather outside?

Go and look out the window,

Tell us what you see outside.

What's the weather?

What's the weather?

What's the weather tell everyone.

Is it windy? Is it cloudy? Is there rain? or is there sun?





# The Weather

## English Vocabulary



### RAIN

drizzle  
showers  
rain  
downpour  
flood



### CLOUDS

cloudy  
gloomy  
foggy  
overcast  
clear



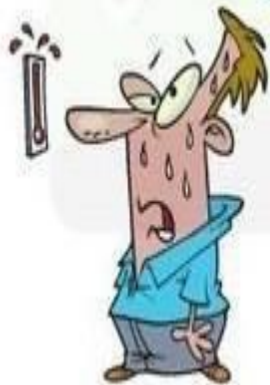
### COLD

hail  
sleet  
snow  
snowflake  
blizzard



### WIND

breeze  
blustery  
windy  
gale  
hurricane



### TEMPERATURE

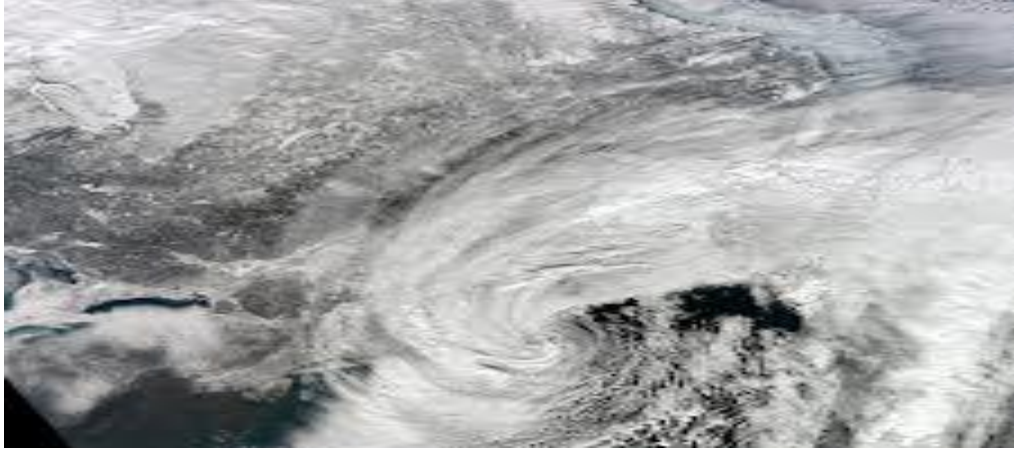
hot  
warm  
cool  
cold  
freezing



### OTHER VOCAB

forecast  
drought  
lightning  
thunder  
rainbow









# Foggy Word Mat

fog



cloud

murky

dingy

film

smog

distorted

gloom

smoke

unclear

misty

wisp

veil



haze

shadowy

vapour

grey

overcast













