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on the theme

**«INTERACTIVE METHODS IN TEACHING
VOCABULARY IN SECONDARY SCHOOLS »**

DONE BY: 4th course student of the English
department **Qurbonova Z.R.** _____

SUPERVISORS: **Eshmurodova D.,**
Nazarova Z.K. _____

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INTRODUCTION

After gaining the Independence the Republic of Uzbekistan has worked out an own model development taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well functioning education system. As the education system ensures the formation of a highly developed that must be able to live in a highly with social and personal activity, ability to function independently in the public and political life.

By 1997 on the basis of the National Model of development there had been worked out the national program for Personal Training, which defined conceptual ways and concrete details, mechanisms for radical reforming the education system and Personnel Training. The program is the normative scientific basis for reforms. Starting from 1997 it is being put into practice stage by stage. The document paves the way for radical reforms in the structure and content of education system of the National Programme.

We need to change some ways of teaching the English language under school conditions as the old-approaches and longer meet the requirements of the last year. The historic changes took place in Uzbekistan, since there have been obtained.

Independence and sovereignty after September 1991, in Independent Uzbekistan many political, economical, cultural and social factors have changed. Therefore, the very time of getting Independence the head of the republic I.A.Karimov attended to change Educational System and the attempts reflected on changing in Educational System in 1997.

The Educational System and Personnel Training so highly developed before Independence no longer meets requirements of democratic and market changes occurred in the Republic today. It should be noted that the National Program for

Personnel training had some unique features the reforms are carried out on a extensive scale and are supported scientifically¹.

As the first President I.A. Karimov had emphasized in his book “Uzbekistan along the road of Independence and progress”.

There are four path of reform and development is based:

- adherence to universal human values;
- consolidation and development of the nations spiritual heritage;
- freedom for the individuals realization;
- patriotism

The highest objective of reformation in Uzbekistan is to revive those traditions fill them with new content and set up all necessary conditions achieving peace and democracy prosperity, cultural advancement freedom of conscience and intellectual maturity for every person on earth.

According to the requirement on the National Program for Personnel Training and reforming of highest education in the Republic of Uzbekistan it is important to make effective changes in the system of higher education.

As I.A. Karimov highlighted “Our-young generation must be quick-cutter wiser, heal-their and of course must be happier than us”².

In order to achieve harmoniously developed generation educators should use all the suitable aids.

There were many research works qualification papers and others in this area of vocabulary teaching, there are a lot of attention in these studies focused on the issue of teaching vocabulary. It should be noted that there is still no consensus about the ways of teaching vocabulary especially phrase teaching and word-combinations, collocations.

There are several strong reasons for which the vocabulary component of a language course needs to be carefully planned. Several of the points raised here are dealt with in more detail in the introductions to the various sections of the book.

¹ Национальная программа по подготовке кадров // Гармонично развитое поколение – основа прогресса Узбекистана. – Т.: Шарк, 1997. – С. 1-3.

² Karimov I.A. Uzbekistan along the road of deepening economic reform – Т.: Uzbekistan, 1995 - P.3

Firstly, because different vocabulary gives greatly different returns for learning it is important to make sure that the learners have good control of the high frequency words of the language before moving on to the less frequent vocabulary. In addition the focus of teaching for high frequency vocabulary is different from the focus of teaching for low frequency vocabulary. A good vocabulary learning program should therefore focus on the appropriate level of vocabulary for the learners and should do this in the appropriate way.

Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping opposites, synonyms, and items in a lexical set together causes interference that result in confusion for the learners. It is simple matter to avoid this problem.

Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities. Let us look at an example of this:

In a detailed study of negotiation and vocabulary learning from communication activities, Newton (1993) found that all of the negotiated vocabulary in the activity and that the negotiation of the meaning of words contributed significantly to their learning. This vocabulary learning occurred even though the learner attention activity and its solution.

Newton's findings have several implications for teachers. The written input (the sheets given to the learners) in a communication activity such as ranking or problem solving are the means of determining what vocabulary will receive special attention from the learners during the activity. These sheets should be carefully designed and their effects monitored to provide the best opportunity for the learners to make use as the new vocabulary they contain.

Teachers should not be overly concerned if some learners are not participating a lot in the communication activities. Newton (1993) found that learners who observed the negotiation learned as well as those who actually performed the negotiation.

Communication activities can be a major source of planned, indirect vocabulary learning.

Nation showed that can be the basis for teachers to evaluate and develop the vocabulary component of their language teaching program. Most of the points covered in the following parts of this introduction According to Nation's point of view are given the followings.

How to evaluate the vocabulary component; Teachers should know who learners vocabulary level and needs; Is the program focusing appropriately on the appropriate level of vocabulary; Is the vocabulary help fully sequenced; Are the skill activities designed to help vocabulary learning? There are a suitable proportion of opportunities to develop fluency with known vocabulary.

There are different approaches and point of view of teaching and learning vocabulary. Here is given Elle's research on learning vocabulary through listening to stories shows that this enjoyable activity can be a useful means of vocabulary learning, particularly if the person reading aloud or telling the story gives the new words a little attention such as briefly explaining them or noting them on the board without interrupting the story too much.

We have seen that new vocabulary can be met in communicative activities and that the written input for these activities can be an effective source of new vocabulary. Finally in the classroom new vocabulary can be met in activities where the learners work individually one in pairs or small groups to reach the outcome of a self motivating task.

As we see there are some different approaches to teach vocabulary. I have brought some examples and ideas, ways to teach vocabulary in my work is described the ways of teaching vocabulary how to teach collocations, fixed expression word-combinations and phraseology and their importance in teaching vocabulary.

In analyzing the views and different approaches of foreign linguists involved in the study of vocabulary teaching I tried to give the clearer explanation to vocabulary teaching and learning methods and the concept of vocabulary

strategies. To identify key species to analyses the ways of teaching vocabulary and how to teach vocabulary, problems of teaching vocabulary, and analyses how is important vocabulary and teaching methods the practical part of the review cases of ways of teaching vocabulary (collocations word combinations, phrases) to trace how they implemented in different contexts, exercises.

Thus, the object of study in this work is teaching vocabulary, where I tried to consider and con secrete this issue from different points of view.

The purpose of the study is to analyses the interactive ways of teaching vocabulary. To investigate the effective ways of teaching different lexical units, collocations, word-combinations, phraseology and their importance in teaching vocabulary in secondary schools.

The significance of the research is to systematize the lessons in domestic and foreign theory and practice them in the vocabulary exercises, different contexts, situations, examples using word combinations collocations fixed expressions and phrases in every day speech, even in lessons.

The purpose of the study this work necessitated the formulation of the formulation of the following specific tasks:

1. General characteristics to vocabulary teaching (why is important vocabulary); (How is learned vocabulary), Developing vocabulary strategies
2. Different approaches and methods of teaching vocabulary;
3. Distinguish types and major groups of collocations and their usage;
4. Investigate the interactive methods of vocabulary teaching;
5. Selection of the most interesting examples to illustrate the vocabulary.

Relevance of the study of vocabulary, which is realized of vocabulary genres of literature, contexts, for example acquired the importance that they have acquired at the present time in collection with the development of numerous human activities. Research material served as the texts containing the various types of collocations, word combinations and phrases taken from reference books.

The primary method of research analysis of the literature on this issue and to consider different points of view of the authors

The practical significance from the fact that these analysis provides theoretical information as well as practical tips guidelines for teachers who teach the vocabulary which has its practical value and can be used as background material for teaching the theory and practice of vocabulary.

This work consist of Introduction two chapters, Conclusion and Bibliography; In the Introduction formulated goals, objectives, justified the choice of theme study, the relevance the theoretical and practical importance.

The first chapter sets out the developing vocabulary strategies, the importance of vocabulary developing fluency with vocabulary. How is vocabulary learned? The second chapter describes the main part if the theme is the ways of teaching vocabulary and analysis of examples of using collocations.

The conclusion part summarizes the work. The mechanics of vocabulary learning are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult second language learners. Rather they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways.

CHAPTER I. THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING

1.1. Different approaches and methods of teaching vocabulary, how is vocabulary learned

We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading.

If we are able to produce a word of our own accord when speaking or writing then that is considered productive knowledge (passive active are alternative terms) – The assumption is that people learn words receptively first and later achieve productive knowledge.

This generally seems to be the case but in language learning there are usually exceptions. An example of knowing a word productively (at least in speaking mode) but not receptively in the written mode happened to me with a word connected with law. I had often heard and verbally used a word describing the formal charging of a criminal with a crime or offense. I never had the occasion to write this word although I assumed from its pronunciation that the spelling was “indict”.

At the same time I had occasionally seen the word indict. I didn’t know what it meant, but assumed that it rhymed with predict. It was only later that I figured out that indict was the spelling for the word I had used for years to talk about law.

This shows that framing mastery of a word only in terms of receptive versus productive knowledge is far too crude. I had good productive mastery over the spoken form of indict but not over its written form. This suggests that we also need to consider the various facets of knowing a word.

Of course, everyone realizes that a word’s meaning must be learned before that word can be of any use. In addition there is the practical matter of mastering

either the spoken or the written form of the word before it can be used in communications. A person who has not thought about the matter may believe that vocabulary knowledge consist of just these two facets—meaning and word form.

But the potential knowledge that can be known about a word is rich and complex. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

- the meaning (s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behavior of the word
- the collocations of the word
- the associations of the word
- the frequency of the word
- Word combinations.

There are known as types of word knowledge and most or all of them are necessary to be able to use a word in the variably of language situations one come across.

The different types of word knowledge are not necessarily learned at the some time however. As we hove seen being able to use a word in oral discourse does not necessarily entail being able to spell it.

Similarly a person will probably know at least one meaning for a word before knowing all of its derivative forms. Each of the word-knowledge types is likely to be learned in a gradual manner but some. May develop later than others and at different rates. From the perspective vocabulary acquisition must be incremental as it is clearly impossible to gain immediate mastery of all these word knowledge simultaneously. This at any point in time unless the word is completely unknown or fully acquired the different word knowledge will exist at various degrees of mastery.

Nation list is convenient in that it separates the components of lexical knowledge for us to consider. But we must remain aware that this is an expedient,

and in reality the different kinds of word knowledge are almost certainly interrelated for example frequency is related to formality (Part of register) in that more frequent words tend to be less formal and less frequent word tend to be more formal.

Thus, greater awareness of a word-knowledge aspect could help improve knowledge of related aspects. At this point however it would still be speculation as research info this connection is just beginning. There fore although h/e can use a word-knowledge respective to describe what it means to know a word “We will have to wait and see whether it can be used to explain lexical acquisition and processing.

My own opinion is that word knowledge is a useful framework to discuss vocabulary, and so I have used it as a scaffold in this to ensure that all of the major vocabulary issues are addressed. Thus in this work in chapter II all of the word-knowledge types will be discussed in more detail, hopefully giving you a broad understanding of word knowledge.

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”.

Vocabulary is not a syllabus, lie is a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language.

Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own they live together and they depend on each other there fore teaching vocabulary correctly is a very important element in language learning. Correct

vocabulary instruction involves vocabulary selection, word knowledge and techniques.

Both vocabulary teaching and learning have been a concern in Second language Acquisition (SLA) research for some time now. Throughout the years researchers have explored a number of approaches and techniques to enhance acquisition.

Various strategies have been found to help improve vocabulary learning. With the introduction of computer technology, a new trend of vocabulary research has begun. In this chapter, I include a brief explanation of what it means to know a word, which puts into perspective the complexity of learning vocabulary. I also explain the importance of vocabulary what collocation is and why it is important when transferring vocabulary from a receptive to a productive stage.

Moreover, I give details about what the academic word list is and why it is important. Subsequently I present the connection between collocation and writing, types of collocation. Finally, I present the research which has informed me about teaching and learning in the classroom.

Learning vocabulary involves understanding a number of details and nuances about words. Richards stressed the importance of becoming familiar with a word sociolinguistic attributes, its semantic behavior, its derivational aspects (prefixes and suffixes) and its possible combinations.

Nation complemented Richards assumptions by dividing them into sets of questions concerning the word form (i.e. spoken written and word parts) meaning, concept and referents and associations) and use (i.e. grammatical functions, collocations, and constraints on use).

In addition, Nation made a distinction between receptive and productive vocabulary knowledge, the former refers to words that learners understand in speech, and reading, whereas the latter are words learners actively utilize in conversation and writing. By observing what is involved in knowing a word, one can understand how teaching and learning vocabulary constitutes an arduous task. Without grammar little can be conveyed. Without vocabulary nothing can be

conveyed. David Wilkins comment in Lewis sums up the relevance of vocabulary learning in a language. His point of view is shared by various second language researchers.

Zimmerman for instance comments that “vocabulary is central to language and of critical importance to the typical language learner”. Laver in mentions that learners associate progress in language learning with an increase in the number of words they know”.

Kitejime observes that vocabulary constitutes an essential “and adds that without words... a speaker cannot express intended meanings” and also he point out that “there are numerous reasons for believing that lexis is important in second language acquisition. In fact the lexicon may be the most important language component for learners”.

These commons illustrate the importance of vocabulary in language acquisition either in the second language (L2) or a foreign language. [FL].

Vocabulary learning has many facets, and one of its challenging aspects consists of collocations or word combinations. For instance we can talk about developing, encouraging stimulating creativity however we do not say persuading creativity. Other examples of acceptable word combinations are safety procedure or emergency procedure.

On the other hand we do not say income procedure. This word combination is not acceptable in English.

It has been noted that when studying vocabulary learners tend to focus on the translation and the meaning of words, and very often they stop there. However when learners try to use these new words the face the task of combining them and at times fails to do so accurately.

Michael Lewis proposed the lexical Approach as s way to teach vocabulary with an emphasis on collocation. This approach entails teaching words already in their chunks as apposed to individual items. By doing so the learners are exposed to one or several appropriate combinations. Since then the lexical Approach has been explored and utilized by various instructors to teach vocabulary.

Some instructors swear by it whereas others are still experimenting with it. This is one of the various approaches to vocabulary teaching discussed in the last the decades.

Vocabulary acquisition strategies have been studied extensively in the last 25 to 30 years. Be searches have looked an indirect and direct teaching of vocabulary.

Some researches have looked at strategies to help vocabulary learning including mnemonic device, vocabulary notebooks, dictionary use grids and diagrams the depth of processing theory has also been discussed in the use literature of L2 vocabulary acquisition. Developed by Craik and Lockhart this theory suggested that retention could be increased by a deeper processing of the information.

Craik and Lockhart defined depth of processing as a series of hierarchy of processing stages where greater depth implies a greater degree of semantic or cognitive analysis. Authors supported the nation that deeper analysis or processing led to “more elaborate, longer lasting and stronger traces”.

These traces would be like etchings left on the memory. According to Craik and Lockhart stronger traces led information to long-term memory and consequently led to deeper levels of retention and recall.

Research on vocabulary acquisition is far from being exhausted. As Wesche and Paribakht said the process by which a learner acquires new vocabulary in a second language is poorly understood. Even though the researchers here were referring to second language teaching or learning in general such research would also be relevant in the case of L2 vocabulary teaching or learning.

In this study lexical approach is combined with blended instruction to teach academic vocabulary. The goal of the study was so directly teach or focus on an aspect of vocabulary which students often forget (collocations) to guide them to locate these combinations in reading and listening passages, and to provide practice in combining words so that the s-s would eventually develop the ability to transfer this knowledge to their writing.

The blended instruction consisted of a combination of face-to face to teach academic vocabulary collocations.

In the study of vocabulary acquisition specifically collocations, collocation is one vocabulary aspect that can help learners to use words more accurately. Also Hill commented that “with the mental lexicon, collocations the most powerful force in the creation and comprehension of all naturally occurring text”.

Moreover, collocation knowledge helps learners to create more native-like sentences.

In the following chapter I define collocation and discuss its RELVONCE for vocabulary learning and language learning and language learning in general. Kennedy reported that there was a controversy on whether collocations existed or not.

He said that researchers like Krashen and Scarcella did not believe that collocation was dominant in the language.

Kennedy presented a variety of terminology used to refer to collocations. He mentioned that “researchers have often used different terms, many of which are synonymous for collocation”. Some of the terms included “prefabricated routines” prefabricated patterns formulated speech lexicalized sentence “stems” and “fixed phrases” to name a few. The term collocation though has been used more often recently to refer to this aspect of vocabulary.

Oxford collocation defines the term as “the gay words combine in a language to produce natural-sounding speech and writing”. Nation refers to collocation as a term used to refer to a group of words that belong together either because they commonly occur together like take a chance or because the meaning of the group is not obvious from the parts. “.. By the way or take some one in”.

Collocation is not a new concept Already in the 1970 s Brown talked about student difficulty in using proper collocations Brown called attention to the difficulty of collocating verbs. She also highlights the importance of providing collocation exercises to the students and presented a number of collocation activities for the classroom.

Nattinger under scored “The importance of prefabricated speech routines in language behavior, he added that it has generally agreed that the sequence of words in phrases with less variation was more predictable an extremely important fact in communication which accounts for much of the way we produce language”.

He presented examples of prefabricated sentences which could be more readily stored and recalled if thought as a unit. Nattinger divided these phrases under various categories such as Devictic locution (as for as I know, for “that matter”) sentence builders (not only... but also) “verbatim texts” (better late can I ever repay you?) to name a few. All these phrases consisted, of chunks commonly used by native speakers in speech and or writing.

Looking at Nattinger’s examples, one can notice that there are a number of prefabricated phrases/sentences in English, which, if taught a chunk, could assist learners in vocabulary use and possibly enhance their fluency and accuracy in the L2.

Nattinger suggested that ESL instructors could take advantage of these existing patterns and present them to learners as such. Then “our teaching ... would center on these patterns and the ways they can be pieced together, along with the ways they vary and situation in which they occur” (p/ 341). His focus seemed to have been teaching communicative functions. However, this idea can be expanded to teaching various types of vocabulary chunks.

Lewis (2001) points out that some writers refer to two types of collocations: grammatical and lexical collocations. Grammatical/syntactic collocations relate to combining a main word with a grammatical word, such as an adjective +a preposition (happy about, suspicious of, absent from), a verb +a preposition (talk about, participate in, know of/about), or a noun +a preposition (research on, approach to). Lexical/semantic collocations are combinations in which two (or more) words add to each other’s meaning.

Richards (1976) provides an example of adjective +noun combinations. When referring to fruits, we use adjective such as ripe, green, sweet, or bitter, while when talking about meat, we say tender and tough (P.79).

A few other examples using academic vocabulary are a specific course, identified variables, and an established business. There are also verb–noun combinations such as benefits, analyze data, establish a policy, and conduct research, for instance. Examples of noun +verb combinations include data, research shows, and the study demonstrates.

1.2. The importance of vocabulary

The importance of vocabulary major sources of vocabulary teaching the importance of vocabulary acquisition has always been recognized although at times vocabulary was treated as separate from grammar and skills.

However, the communicative and natural approach emphasized the importance of vocabulary development, which resulted in more interest in vocabulary teaching. It is accepted that choosing our words care fully in certain situation is more important than choosing grammatical structures we cannot use structures correctly if we do not have enough vocabulary knowledge.

Although many techniques and approaches such as word families and key words have been employed in teaching vocabulary it is suspected that none of them has interested language teachers more than Michael Lewis's lexical approach which, argues that language consists of chunks that produce coherent texts when they are combined.

This work explains what is meant by collocation and why it is important and useful in English language teaching. In this approach to teaching vocabulary, Lewis puts heavy emphasis on collocations. Collocation describes the relationship between words that often appear together.

They include structural patterns that resemble traditional grammar and combinations of words that simply go together. Therefore, idioms like take a break, and word combinations like get on a bus are considered collocations.

Collocations fall into different categories for example, Hill states what a collocation can consist of two or more words and contain the following elements: adjective-noun: a huge profit. It's almost impossible to say exactly how many words there are in English [15, P. 56].

The Global Language Monitor which tracks language trends, especially in the media, has counted up to almost a million at 988, 968. Counting words is a complicated business. For a start, what do we mean by a word? Look at these members of the word family Bun: run, runs, running, runner and runners. Should

we count different uses of the same in run a marathon as in run a company? Is it the same as the noun a run? How do we deal with idiomatic uses like run out of gas, feel run down, or a run of bad luck? And of course new words are being added to the language all the time, the Internet especially has given us lots of new words like podcast, Netizen, and blog as well as new meanings such as surf as in surf the web.

Despite such difficulties researchers have tried to estimate how many words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 word families not including phrases and expressions.

Current learner dictionaries such as the Cambridge “Dictionary of American English includes more than 40,000 frequently used words and phrases....”

This huge number of terms present a challenge that would be impossible for most English language learners, and even for many native speakers.

Fortunately, it is possible to get along in English with fewer than 20,000 words. Another way of deciding the number of words learners need is to count how many different words are used in an average spoken or written text.

Because some high frequency words are repeated, it is said that learners can understand a large proportion of texts with a relatively small vocabulary. So for example learners who know the most frequent 2000 words should be able to understand almost 80percent of the words in an average text, and a knowledge of 5000 words increases learners about 1800 words make up over 80percent of the spoken corpus.

Related to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives.

Students should be encouraged to add vocabulary they want to learn too and if the experience of learning is also enjoyable so much the better. One note of caution is that personalization may be more appropriate for some students than

others in a large study of vocabulary learning strategies used by students at different ages.

Schmitt reports that younger students found that personalization was less helpful to them than the older students in university and adult classes.

Another important point is not to overload students there are limits to how much vocabulary any one can absorb for productive use in one lesson and this will be affected by how “difficult” the words are and how much students are required to know about them. If vocabulary sets ever seems too daunting for students allow them to choose which they want to prioritize.

Since the classroom may be the main or only place that students hear or use English it’s important to include in lessons the strategies vocabulary we identified in this work as it makes up so much of spoken vocabulary. It will be up to the teacher as the most experienced user of English to find ways to introduce with types of vocabulary in class.

It might be useful here to look at the different types of talk 24 teaching vocabulary that happen in classrooms, which Walsh divides into four “modes”: managerial, materials, skills and systems and classroom context, each of which has different teaching aims and can include different functions.

Managerial mode refers to the way teachers organize the class and move between activities. In doing this it’s possible to use a range of basic discourse markers for starting, concluding and changing topics, such as All right, okay, so, lets start, let’s move on.

Although Walsh sees this type of talk primarily as the teachers as the one who organizes and manages what happens in the classroom there are aspects of managerial talk that students can usefully learn to help them organize pair and group work (O.K, lets change roles; that’s it, we’re finished) or to interact with the teacher in order to change the way the class proceeds (Could) you explain that again, please?) [18, P.49].

Material mode refers to talk that takes place when teachers and students are doing an activity in the materials. This includes eliciting answers from students

checking and explaining answers and giving feed back on answers. In this type of talk it would be useful for, teachers to model different kinds of responses when evaluating student answers (That's right; Excellent) and when seeking clarification (You mean...?) (He went where?).

Skills and systems mode is the largely teacher-directed talk that goes on when the teacher is trying to get students to use a particular language item or skill and will involve the teacher in giving feed back explaining and correcting. In this mode teachers can model phrases for reformulation (I mean ...) and for organizing and staging information (Now ... first of all).

Classroom context mode refers to the type of language learner use when they are talking about their personal experience of feelings-some times called "freer practice activities".

Here the teachers role is to listen and support the interaction which is the most like casual conversation that learners will engage in. "Teachers can support these conversation" by teaching the types of strategic vocabulary identified the work in order to help students manage their own talk, relate to other students, respond and manage the conversation as a whole.

A lot of vocabulary learning research points to the relative success of learners who are independent devote time to self-study use a variety of learning strategies, and keep good vocabulary notes.

As some linguists summarizes their own and other studies "Good learners seem to be those who initiate their own learning, selectively attend to words of their own choice, studiously try to remember these words, and seek opportunities to use them".

We can help students be better learners and acquire good learning habits by setting structured learning tasks that can be done out of class. These might include helping students can truce a vocabulary notebook, using resources such as dictionaries and the Internet and finding opportunities to use English Lets look at these three areas.

Materials, which give space to personal learning logs, like vocabulary notebooks encourage students to continue learning outside of class although learning logs are often recommended to be in loose-leaf folders or on cards and separate from the text book the course book can play a valuable role by offering guidance in the form of different types of note-taking skills, and learning tips as well as providing organizing tools such as templates, grids, and charts.

Very often students own vocabulary note-taking consist only of writing translations of single word in lists, but it can be much more varied that 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, as for various ways of organizing vocabulary notes, using different grouping ideas, as mentioned above. Students now have access to vast resources such as the Internet and the wealth of information in learners and ONLINE dictionaries.

If students are trained how to use these resources and understand how they can provide information on formality, collocation, grammatical patterns, act, they can exploit these resources more effectively and become more independent in their learning.

Materials can also provide students with ideals to activate and practice vocabulary in their everyday life, which is especially useful for students who live in non-English speaking environments. Activities might include labeling items of Furniture in English in a room, or trying to remember the English name for all the items they see in a clothing store.

As mentioned earlier, the act of retrieving vocabulary seems to be an effective way of learning and such activities can take place at any point in the day-not just at times designated for studying English.

The acquisition of vocabulary is arguably the most critical component of successful language learning. Until recently, however it has been difficult to determine the most important words and phrases needed to establish a suitable

vocabulary for conducting conversations most effectively. The Corpus massive collection of text has given us access to wealth information regarding spoken and written English that was previously available. The task at hands, therefore is to take this new information and apply it in the classroom. Since there are so many things to learn about each piece of vocabulary (meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc) it is important that we as teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary and returning later to more difficult vocabulary and less frequent uses of previously learned items.

We need to repeat vocabulary often, because students must word with a word or phrase many times before acquisition takes place, and we must offer variety to keep the exercises fresh and to cater to different learning styles, finally we need to help students understand that learning is a gradual process in creament over time, to encourage their own specific needs.

There are some principles in teaching vocabulary. Some activities word games, language play, culture games, crosswords, different exercises with phrases, idiomatic expressions, etc. Communication activities can be a major source of planned, indirect vocabulary learning. Major components of a language learning course:

1. Meeting new vocabulary for the first time
2. Establishing previously met vocabulary.
3. Enriching previously met vocabulary.
4. Developing vocabulary strategies
5. Developing fluency with known vocabulary there is no generally accepted should meet new vocabulary in a language course.

This is most likely the result of the widely differing conditions under which English is learned through the world. But meeting new words through formal presentation in a language course is only one of the ways to meet new vocabulary.

Another very important way is through extensive reading and extensive listening. During extensive reading including reading of simplified texts or graded

reader new words should not be met at a rate greater than one or two new words per hundred known running words if learners are to gain pleasure from reading. At this rate in a typical middle-level graded reader, a learner could expect to meet 50-70 words.

Elley's research on learning vocabulary through listening to stories shows that this enjoyable activity can be a useful means of vocabulary learning particularly if the person reading aloud or telling the story gives the new words a little attention such as briefly explaining them or noting them on the board without interrupting the story too much.

We have seen that new vocabulary can be met in communicative activities and that the written input for these activities can be an effective source of new vocabulary.

Finally, in the classroom new vocabulary can be met in activities where the learners work individually, or in pairs or small groups to reach the outcome of a self-motivating task. There is an important distinction between communicating the meaning of unknown vocabulary and learning new vocabulary. Although some words may be learned after one meeting this is exceptional.

Although a teacher may clearly communicate the meaning of a word that does not ensure the word will be learned. To assist learning further meetings will be necessary. Very few course books build spaced repetition of the target vocabulary into the course. It is left to the teacher to make sure that the target time and effort that went into initially presenting the vocabulary is not wasted through the absence of later attention. This repetition of vocabulary can be added to a course in several complementary ways:

- * by setting aside class time for revision, for example reviewing learner vocabulary notebooks.

- * by periodically and systematically testing previously met vocabulary and following up on the results and

- * by planning the recycling of previously met vocabulary through pair and group activities

One reason for which it is difficult to learn a word from one encounter is that there are many things to know about a word:

As what part of speech can it function? What range of meanings can it have? What is its core meaning? What prefixes and suffixes can it take? With what other words does it collocate? What grammatical pattern does it fit into? What particular positive and negative associations does it have? Is it frequently used word or an infrequently used word? The answers to these questions come from meeting and having to use the word in a variety of new contexts.

In addition to learning new vocabulary learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation.

Most of these strategies can begin to be developed in the earliest English classes. The time spent on them is well repaid by the amount of use the learners will find for them. Vocabulary learning is not an end in itself.

A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Learner growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary.

This fluency can be partly achieved through activities that lead to the establishment and enrichment of vocabulary knowledge, but the essential element in developing fluency lies in the opportunity for the meaningful use of vocabulary in tasks with a low cognitive load.

It would be wrong to suggest that vocabulary learning has to be all work and no play, including word games, has a long history. Children of all cultures seem to enjoy games and there is a long tradition of adult word games a number of which have been adapted for television.

Most first-language word games transfer comfortably to the second-language classroom. We looked at some of the principles, of word formation in English. We noted that words can be formed by the addition of prefixes and suffixes a process called affixation. (The word affixation is itself an example of the

result of adding affixes to the root fix). We also saw how, by compounding two or more words can join up to make one.

Thus: *black + board=blackboard*. Or new words can be created by a process called conversion, when a word that in one context is one part of speech (such as a noun) in another context can be enlisted to serve a different function (such as a verb).

Teacher boarded the new words and the students wrote them down. Then again words can cluster (but not join up) to form multi-word units-loosely called chunks-that behave as if they were single words. For example, along side black, the Longman Dictionary of Contemporary English lists: black and white, black and blur, black sheep, in the black and to black out. (This last is an example of a phrasal verb).

Many chunks have an idiomatic meaning that is to say the meaning of the chunk as a whole is not directly inferable from the individual words: He's the black sheep of the Family; you've introduced a red herring etc.

A rule based approach starts by isolating and highlighting any relevant patterns or regularities. Take word formation, for example I a rule-based approach words can be grouped and presented according to the manner of formation (affixation, compounding, conversion etc).

Within these categories finer distinctions can be made. So of the words formed by affixation we can select those formed by the addition of prefixes, and this group can be narrowed down further to those that have a negative meaning.

1.3.. Selecting vocabulary to teach presenting vocabulary

Teaching vocabulary is clearly more than just presenting new words. This may of course, have its place but there are other issues too. For example, students see a lot of words in the course of a week.

Some of them are used straight away others are not. Should we teach some words (which we need for structure practice, for example) and not teach others (which occur incidentally in reading texts for example) is there any way in which we can encourage students to really learn a word? We will look at “Active and passive”, Interaction with words and Discovery techniques.

A distinction is frequently made between “active” and “passive” vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to words which the students will recognise when they meet them but which they will probably not be able to produce.

This distinction becomes a bit blurred however when we consider what “Knowing a word” means and when we consider the way students seem to acquire their store of words. It is true that students know some words better than others but it has not been demonstrated that these are necessarily the words which teachers have taught them, especially at higher levels.

They might be words that are often used in the classroom or words that have appeared in the reading texts which students have been exposed to. If we have any belief in language acquisition theories it is clear that many words, which students know do come through learning other words may be those that students wanted to use them. Or they may be words that students have met and somehow “liked”.

At beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn. Most of these early words will be constantly practiced and so can, presumably be considered as “active”.

But at intermediate levels and above the situation is rather more complicated. We can assume that students have a store of words but it would be

difficult to say which are active and which are “passive”. A word that has been “active” through constant use may slip back into the passive store if it is not used.

A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

The students who remembered the word “cuddle” because they liked the experience of learning it and because they liked the word seem to provide another example of how students learn and retain words.

We could predict that “cuddle” is a word they are going to remember for a long time though it may eventually fade through lack of use. This word touched them in some way. They had some kind of a relationship with it. It was not just a word they had repeated because it referred to a picture they had been shown, e.g. It is an apple. It was a word that had personal meaning for them.

Not all vocabulary items have the warmth of a word like “cuddle” however. But it would be nice if we could provoke the same kind of relationship with the words we teach as those students seemed to have had with their word.

Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun, an adjective, putting words together, etc. help to fix the words in the learner’s minds.

Some how or other, then, it seems that we should get students to interact with words. We should get them to “adopt” words that they like and that they want to use. We should get them to do things with words so that they become properly acquainted with them.

Vocabulary learning needs the “deep experience” especially intermediate levels and above discovery techniques (where students have to work out rules and meanings for themselves rather than being given everything by the teacher) are an appropriate alternative to standard presentation techniques. This is certainly true of

vocabulary learning where students will often be asked to discover for themselves what a word means and how and why it is being used.

At intermediate levels we can assume that students already have a considerable store of vocabulary. Rather than teach them new words we can show them examples of words in action and ask them to use their previous knowledge to work out what words can go with others, when they should be used and what connotations they have.

Even at beginner levels, however we may want to ask students to try to work out what words mean, rather than just handing them the meanings: When students have “had a go” with the words we can lead feedback sessions to see if they have understood the words correctly. Discovery techniques used vocabulary materials allow students to activate their previous knowledge and to share what they know (if they are working with others).

They also provoke the kind of interaction with words which we have said is desirable. The conclusion we can draw from this discussion about active and passive vocabulary and about interacting (and about discovery techniques) are best summed up by a quote from Adrian Underhill: “engaging the learner ... is essential to any activity that is to have a high learning yield”. We know that learners will select the words they want to learn.

We know that the words they have acquired seem to move between active and passive status, and we know that involvement with words is likely to help students to learn and remember them. In other words, if we provide the right kind of exposure to words for the students and if we provide opportunities for students to practice these words then there is a good chance that students will learn and remember some or all of them.

As Richard Rosser writes: “The factors that are crucial surely, are those least easily controlled, such as the relevance of a word to an individual’s immediate wants needs and interests the impact on his or her “affect” on the first few encounters and the number of opportunities to bring it into active use”.

We have said that vocabulary teaching is as important as the teaching of structure and in the following examples we will look at a range of activities which are designed to teach and practice words and their various uses. We will look at presentation, Discovery techniques and Practice.

Not all vocabulary can be learnt through interaction and discovery techniques. Even if such techniques are possible however they are not always the most cost effective. There are many occasions when some form of presentation and (or explanation) is the best way to bring new words into the classroom. We will look at some examples:

REALIA

One way of presenting words is to bring the things they represent into the classroom by bringing “REALIA” into the room. Words like “postcard”, “ruler”, “pen”, “ball”, etc. can obviously be presented in this way. The teacher holds up the object (or points to it) says the words and then gets students to repeat it.

PICTURES

Bringing pen into the classroom is not a problem. Bringing in a car, however is. One solution is the use of pictures. Pictures can be board drawings, wall pictures and charts flashcards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars smiles, frowns etc.

Mime, action and gesture

It is often impossible to explain the meaning of words and grammar through the use of REALIA or in pictures. Actions in particular are probably better explained by mime. Concepts like running or smoking are easy to present in this way: so are ways of walking, expressions, prepositions (to represent the past, for example).

Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of “empty” by contrasting it with “full”, “cold” by contrasting it with “hot”, “big” by contrasting it with “small” We may present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning we ensure our students understanding.

Enumeration

Another sense relation we looked at was that of general and specific words. We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture” for example.

Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of “mate” (=friend) we have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than for females.

Translation

Translation is a quick and easy to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible it may make it a bit too easy for students by discouraging them from interacting with the words.

Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy to words the use of the mother tongue is helpful for both teacher and students. All of these presentation techniques either singly or in combination are useful ways of introducing new words.

What must be remembered with vocabulary presentation, too, is that pronunciation is just as important here as it is for structural material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech it will also help them to remember the words. There are a number of ways of presenting the sounds of words:

1. Through modeling. Just as with structures, the teacher can model the word and then get both choral and individual repetition. When the teacher is modeling the word he or she can use gesture, etc. to indicate the main stress in a word.

2. Through visual representation. When teacher writes up new words on the board they should always indicate where the stress in the word is. They can do this by underling, e.g: photograph.

They can use a stress square, e.g: *photographer*, they can use a stress mark, before the stressed syllable, e.g *photographic*. They can write the stress pattern of the words next to it, e.g: *photography*.

3. Through phonetic symbols. Some teachers get their students to learn the phonetic symbols at least for recognition purposes. Certainly, for more advanced students a basic knowledge of the symbols will help them to access pronunciation information from their dictionaries.

We will look at a number of discovery techniques from simple matching tasks to more complex understanding of connotation and context. Students will be using their bilingual dictionaries through some of them may know these words already.

Teachers can easily prepare their own versions of this activity. For example students can be given numbered pictures and the teacher can then write words on the board which they have to match with the pictures.

The use of simple matching activities like these as a prelude to repetition and practice allows the students more involvement than a presentation led by the teacher however the same procedure repeated for the introduction of all new words

would become boring, activities for intermediate students broadens the matching of words to pictures by not actually giving the students the words.

They have to find them from their own memories or from their peers. Notice how students are encouraged to come up with any more words they know to extend the list of vocabulary. It is often a good idea to have students working in pairs or groups for this activity. Frequently a word that is unknown to one student will be known by another.

Some activities expands the concept to include word fields i.e. areas where a number of words group together, such kind of activities help students to put a list of words into different groups. Using mind map activity to create vocabulary fields is some thing that teachers can incorporate into their regular vocabulary teaching. Indeed such activities can form a useful prelude to work on specific topics.

Thus, if students are going to read a text about movement, the class might start with the basis for a mind map like this: crawl-walk-move-run. Words in context can help the students to learn new words. When they read texts they are in a position to guess the meaning of the words, and this discovery activity is made usable because students had a chance to see the words in context.

At their post-elementary level they would probably not know the words already so the text provides the information on which they can base their deductions and therefore fill in chart correctly.

This kind of activity can be used by teachers when working with any text. If there are a number of words that group into a vocabulary field it will be easy to design a similar chart which is a matching word and definition activity.

We said that students need to know about word formation. This exercise is designed to make them aware of how suffixes and prefixes work. After the students are reminded of how suffixes and prefixes work they are asked to look at a list of words and see what they mean: we saw how prefixes and suffixes are used to form different parts of speech, if you understand the meaning of the suffixes or prefixes you can often guess the meaning of a new word.

Here are given some examples: *fashionable-adjective, happy ness-noun; electrician=person.*

They can also add a new meaning; ex: bi-two; bilingual, biplane; non-fiction; dishonest; misunderstand; oversleep; redecorate etc. once again the point here is that students are being asked to interact with the words and work things out for themselves. Because this is an activity for upper intermediate students they can probably do so.

Understanding how words relate to each other also involves understanding which words are weaker or stronger than others. In some activities at the upper intermediate level students are being prepared to read a short story. The materials designer takes the opportunity to do a quick discovery activity on words associated with one word a major theme of the story.

This activity reinforces the point about meaning in context and gains a lot through the discussion that takes place between students about what the words the words should be.

Interestingly enough some of the words are easy for a native speaker to guess because they form part of cliched or fixed phrases (at point-blank range, he ran for cover, struggled to his feet) whilst others are more interesting and show the writer stretching words and meanings to his particular purpose (firing info him) and some respond to the legal register of the piece (a third party released from his oath).

Clearly this activity giving extracts for the students to read and complete the sentences of context where the missing words is difficult because of the complexity of the information the register and the general level of the language. But the same procedure can be used by teachers with texts at virtually any level.

This examples have all encouraged students to work out meanings etc. for themselves. By provoking this involvement with words, we make it likely that students will remember them at least for a short time. Clearly through we will want to encourage students to practice using the words so that they become more familiar.

We must assume that the students have the knowledge of a majority of the words. That being so, the genuine discussion about the characteristics we would wish to see for various professions will provoke the use of a number of these words.

The same kind of activity can be done with emotional reactions, for example. How would students expect to feel if they went to see a horror movie a love store, a Shakespeare play? This activity demonstrates the desirability of making the words and what they stand for the centre of a practice session, the importance of metaphorical use of language in some activities given.

Practice-activity shows how students can be made aware of metaphorical use, and in a controlled practice session how they can be encouraged to use some of the idioms. This activity shows how the metaphorical use of language can be approached.

Here the vocabulary is dealt with in phrases than single words since in the context of restaurants the words without the vocabulary they collocate with. Students listen to an account of a meal where the sequence of events was different from the one given here and they are then given practice activity.

1.4. Developing fluency with vocabulary

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word “book” for example obviously refers to something you use to read from (a written work in the form of) a set of printed pages fastened together inside a cover, as a thing to be read according to one learner’s dictionary.

But the same dictionary then goes on to list many more meanings of “book” as a noun, two meanings of “book” as a verb and three meanings where “book” preposition makes phrases.

So we will have to say that the word “book” sometimes means the kind of thing you read from, but it can also mean a number of other things.

When we come across a word, then and try to decipher its meaning we will have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying “But I booked my tickets three weeks ago” we will obviously understand a meaning of the verb “book” which is different from a police man (accompanied by an unhappy-looking man at a police station) saying to his colleague “We looked him for speeding”.

On other words, students need to understand the importance of meaning in context. There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus students need to know the meaning of “vegetable” as a word to describe any one of a number of other things-e.g. carrots, cabbages, potatoes, etc.

Vegetable has a general meaning whereas “carrot” is more specific. We understand the meaning of a word like “good” in the context of a word like “bad”. Words have opposites (antonyms) and they also have other words with similar meanings (synonyms)-e.g. “bad” however one thing is clear: words seldom have absolute synonyms although context may make them synonymous on particular occasions.

As for as meaning goes then students need to know about meaning in context and they need to know about sense relations. What a word means can be changed stretched or limited by how it is used and this is some thing students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom.

We know that the word “hiss” for example describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other. (“Don’t make or you’re dead”) she hissed. That is metaphorical use.

At the some time we can talk about treacherous people as snakes (“He’s a real snake in the grass”) “Snake in the grass” is a fixed phrase that has become an idiom like countless other phrases such as “raining cats and dogs” putting the cat the pigeons straight from the horse’s mouth etc.

Word meaning is also governed by collocation-that is which words go with each other. In order to know to use the word “sprained” we need to know that whereas we can say “sprained ankle” “sprained wrist” we cannot say “sprained thigh or sprained rib”. We can have a headache, stomachache or earache, but we cannot have a “*throatache*” or a “*legache*”.

We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. if you want to tell some one you are angry you will choose carefully between the neutral expression of this fact (I am angry) and the informal version. (I’m really pissed off). The latter would certainly seem rude to listeners in certain contexts.

At a different level we recognize that two doctors talking about an illness will talk in a different register than one of them who then talks to the patient in question-who has never studied medicine.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in. words can change their shape and their grammatical contexts.

Thus the verb “run” has the participles “running” and “ran” can also be a noun. There is a clear relationship between the words “death”, “dead”, “dying” and “die”.

Students also need to know affixes and prefixes work. How can we make the words potent and expensive opposite in meaning? Why do we preface one with im and the other with-in? Students need to know how words are spelt and how they sound.

Indeed the way that stress can change when their grammatical function is different-as with nouns and verbs, for example is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

Word formation then means knowing how words are written and spoken and knowing how they can change their form

Just as words change according to their grammatical meaning to the use of certain words can trigger the use of certain grammatical patterns. Some examples will show what this means. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs. The latter can only be singular; we cannot say “two furniture”. This difference then has certain grammatical implications.

“Chair” can collocate with plural verbs (provided that it is pluralized) whereas “furniture” never can (unless it is the name of a pop group, for example). There are also nouns that are neither countable nor uncountable but which have affixed form and the fore collocate only with singular or plural verbs e.g. “people”, “the news”, “mathematics”, etc. verbs trigger certain grammar too. “Pell is followed by an object + to + infinitive” for example (He told her to wake him up at six) and so is “ask”.

But “say” does not work in the same way. Knowing modal verbs like “can” “must” etc. means also knowing that these verbs are followed by a bare infinitive without to”.

When students don't have this kind of knowledge they come up with erroneous sentences which all teachers instantly recognize e.g. "He said me to come", "I must to go", etc. there are many other areas of grammatical behavior that students need to know about what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? Without this knowledge can we really say that students know vocabulary items such as "look up" (as in a dictionary) "tired" and "worn" or greedily? They will develop their fluency with vocabulary what we will say is that knowing a word means for more than just understanding (one of) its meanings).

Some how our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware students will be more receptive to the contextual behavior of words when they first see them in texts etc. and they will be better able to manipulate both the meanings and forms of the word.

We can summarize "knowing a word in the following way". Words: meaning, word use, word information, word grammar. Meaning subdivided info: meaning in context, sense relations. Words use subdivided info: metaphor use and idiom use collocation, style and register.

Word information subdivided info: parts of speech prefixes and suffixes, spelling and pronunciation. Word grammar subdivided info: Nouns: countable and uncountable etc. phrasal verbs, verb complementation etc; Adjectives and adverbs: position etc.

Teaching vocabulary is clearly more than just presenting new words. This may of course have its place but there are other issues, too for example students see a lot of words in the course of a week. Some of them are used straight away others are not.

Should we teach some words (which we need for structure practice, for example) and not teach others (which occur incidentally) in reading texts for example. Is there any way in which we can encourage students to really learn a word? We have looked at Active and passive.

Interaction with words and Discovery techniques before

It is not sufficient to have a large vocabulary. Learners must be able to access and use this knowledge fluently. Fluency is being able to make the most effective use of what is already known.

This comes from having a well-organized system of knowledge that has been well practiced in meaning full activities. For vocabulary learning, this means that learners should have plenty of opportunity to make use known vocabulary over the range of language skills and in a range of contexts.

The most suitable activities for fluency practice are ones in which a substantial part of the requirements of the task are already within the experience and capability of the learner. This happens if

- 1) The activity uses familiar language items. That is the vocabulary and grammatical constructions required in the activity are already known by the learner.

- 2) The content matter of the activity is familiar. That is, the learner is quite at home with the ideas that are involved in the activity. This can occur if the learner is drawing on knowledge from learner's own culture, from, previous experience, from preparation before the activity or from planned experience activities such as visits, watching films, or project work before the main activity.

- 3) The organization of the discourse and the activity itself are already familiar to the learner.

When the language, ideas and discourse in an activity are already familiar to a learner, and when the activity itself is already familiar, learners are able to give their attention to improving the level of skill with which they perform the activity. This enables them to make use of the vocabulary in the activity with a higher than normal level of fluency.

Activities that contain many unfamiliar elements are likely to produce hesitant, uncertain language use. Vocabulary learning overlaps most of all with developing, the skills of listening, speaking, reading and writing. For a much wider

range of activities to develop fluency with vocabulary through use it is necessary to look at the other volumes in the New Ways series.

Summary of the chapter

Interactive methods (communicative language teaching, direct method, language immersion, natural approach, proprioceptive language learning method, silent way, storytelling, teaching proficiency through reading, total physical response etc.)

Kevin Yee, the author of interactive techniques, considers interactive methods to be the most effective ones. They involve a collection of more than 100 teaching strategies that aim to engage students in studying process. Most of them encourage, the natural acquisition of language, not learning. There is an important distinction between language acquisition and language learning.

Children acquire language through a subconscious process during which they do not study grammatical rules. The same as they acquire their first language. Acquiring language, the learner needs a source of natural communication.

The given chapter deals with the theoretical basis of vocabulary teaching in English classes.

CHAPTER II. TEACHING VOCABULARY AT THE INITIAL STAGE OF INSTRUCTION

2.1. Teaching English to children in an EFL setting

The introduction of any language course is affected by a great number of contextual variables. One very important variable is the status of English in a given country. “Children in non-English environments have limited opportunities to practise the language outside school and no immediate need or clear motivation to use and learn English unlike children who learn English in English environments. It’s also important to consider both learner’s and teacher’s attitude to English.

Children of primary school age may not have strong opinions about other cultures or language learning in general and may meet new cultures and new languages through the experience of a primary foreign language programme. So it is of crucial importance to establish positive attitude towards this process.

The Role of Motivation

An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher and researcher, shows that children as they get older draw on different sources of motivation to learn English. At the beginning, the youngest age groups are motivated by positive attitudes to English and the learning context. They want to learn English because they enjoy activities and the comfortable atmosphere in class.

Children also say that they like English because they like the teacher. Young children are therefore intrinsically motivated. This means that they want to learn as they enjoy the process of learning English for its own sake. Hence we can say that motivation plays a crucial role in foreign language learning.

One of the main experts on language learning motivation, Zoltan Dorney, suggests that there are four main components of motivational teaching. The first stage is to create motivating conditions for learning: a supportive and pleasant environment in the classroom. The next stage is to introduce initial motivational

techniques such as talking about values, showing positive attitudes to learning, creating expectations of success.

After the initial stage, teachers need to maintain and protect their learners' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners. Finally, motivating teachers take care to turn evaluation and feedback into positive experiences.

The Aims and Objectives of EFL Programmes

- Develop children's basic communication abilities in English
- Encourage enjoyment and motivation
- Promote learning about other cultures
- Develop children's cognitive skills
- Develop children's metalinguistic awareness
- Encourage 'learning to learn'

The first two aims are the most important ones. Developing children's basic communication abilities in English means teaching children to talk about themselves and their immediate environments, to understand and respond to basic English instructions, and to communicate about topics of interest with a partner.

The second main aim refers to the need to make English an attractive school subject to children so as to foster their motivation and encourage them to learn languages in the future.

Teacher factors

The primary class teacher who has a good knowledge of the children, their special needs as well as the target language is in the best position to succeed. Since the teacher is main source of the language, the way the teacher speaks is of great importance. The teacher should answer the questions with a full sentence.

Children thus get used to hearing patterns of English. Since children understand things in a more holistic way than adults and concentrate much more on the totality of the message itself and not on the message's individual components, there is no need for the teacher to slow his speaking speed.

Teachers play a key role because their decisions can make a real difference with regard to the success of a particular programme.

In Uzbek schools vocabulary teaching principles are based on CEFR (Common European Framework of References) requirements, as new state standard of continuous education re-issued on the basis of CEFR standards.

According to CEFR standards secondary school pupil should require A1 and A2 levels.

In order to get A2 level, learners should possess 1500 lexical units. New secondary school text-books are designed based on CEFR standards.

2.2. Teaching Vocabulary to Children

Teaching materials

Children pick up new words at an amazing pace in both their first and second language and they can understand the concept of words well before the concept of grammar. They are interested in the meaning and function of the new language more holistically, in order to play a game, sing a song, or act out a story.

The teacher, therefore, should present the vocabulary as varied as possible. He can first introduce things children can see, feel, play with, touch, and experience every day. Meaning can be made apparent without the use of the first language.

Teachers can use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks, the pictures, and posters. When appropriate, teachers can bring in real objects such as apples, carrots, baskets, bags, hats, bottles, and cups.

Pictures and picture cards are often supplied with young learners' course books together with a set of games and exercises for use. These can also be made at home or teachers can ask children help to make them.

Techniques of explaining the meaning of new words to children

By demonstration or pictures

1. using an object
 2. using a cut-out figure
 3. using gesture
 4. performing an action
 5. using photographs
 6. drawing diagrams on the board
 7. pictures from books
 8. analytical definition (to these moving images, from TV, video or computer should be added)
- By verbal explanation
9. putting the new word in a defining context(e.g. we use a pen to write)

10. translating into another language

Verbal explanations are useful when introducing abstract ideas such as ‘person’, ‘place’, etc.

All except (10) require the learner to do some mental work in constructing a meaning for the new foreign language word. The more learners have to think about a word and its meaning, the more likely they are to remember it.

The immediate translation of a new word takes away from the child any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind.

Pupils need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. For example, when explaining the word ‘tomato’:

A banana is a fruit.

Banana. Ba-na-na. It’s a banana.

The vocabulary should be accurate, and the child should be given enough information to prevent confusion.

The development of children’s vocabulary

Vocabulary development is not just learning new words but it is also about expanding and deepening word knowledge. Children need to meet words again and again, in new contexts that help increase what they already know about words. Encouraging memorization strategies is an important way to practise new vocabulary. Children should also have the chance to use the new vocabulary in situations where they have control over the choice of language.

Recycling vocabulary with board or card games, class surveys, and project work provides an opportunity to integrate the language skills. For example, children can create ‘mind maps’ on topics already covered such as ‘holidays’ or create poster displays with drawings and words.

Memory games, such as ‘I went to the market and bought...’ can be an enjoyable way of revising food or animal vocabulary. The principle of the same

type of memory practice can be extended to other vocabulary such as presents in 'For my birthday I would like....', wild animals: 'In the zoo I saw...', or household object, such as 'In my cupboard there are....'

Words and word knowledge can be seen as being linked in networks of meaning. The teacher should show the links between vocabulary items so that children learn words in dynamic and meaningful way.

For example, if the children learn the word 'sandwich', this is also a good opportunity to recycle possible types of fillings the children might know, such as jam, ham, or cucumber sandwich, honey, fish, or cheese sandwich, tomato or chicken sandwich, etc. As a follow-up, children can invent different sandwiches and put them on the menu of their coffee shop.

Activities like this will illustrate to the children that when they learn a new noun such as 'sandwich', it can interact with language they already know. This kind of dynamic view makes vocabulary come alive and paves the path to explicit grammar learning.

Activities to sort and categorise will practise vocabulary through its organisation in general to specific hierarchy. If food words are being learnt, children can sort real items into vegetables and fruit, naming the individual items as they go.

Some language games also exploit this type of organisation. The game 'Shipwreck' puts pupils into teams with pencil and paper. They are given three minutes to list all the drinks they can think of, then all the food, then all the clothes. Then one of them reads out their list item by item. Teams can only keep items that no-one else has listed.

At the end of the game, teams have to imagine themselves landing on a desert island after a shipwreck, with only those items left on their list (usually an amusing selection of odd things).

Extending children's vocabulary beyond the textbook

Most of the textbooks for young learners start with words connected to the family, the house, the school. But children are getting more and more global in

their interests through the Internet, television and video, and computer games. Their worlds are much bigger, from much younger ages, than used to be the case. So difficulties in learning vocabulary can arise since the vocabulary is insufficiently connected to pupil's real lives. To extend the vocabulary beyond the textbook, the teacher can give words which are thematically connected to the words given in the unit.

Vocabulary learning around a topic could begin from the learners rather than from the book, by asking them directly what words they already know and what words they would like to learn about the topic. For example, the book has a unit on wild animals.

The teacher could write 'wild animals' on the board and ask learners what they already know and which words they would like to know. The words are then written on the blackboard and translated into the foreign language.

Vocabulary learning strategies and young learners

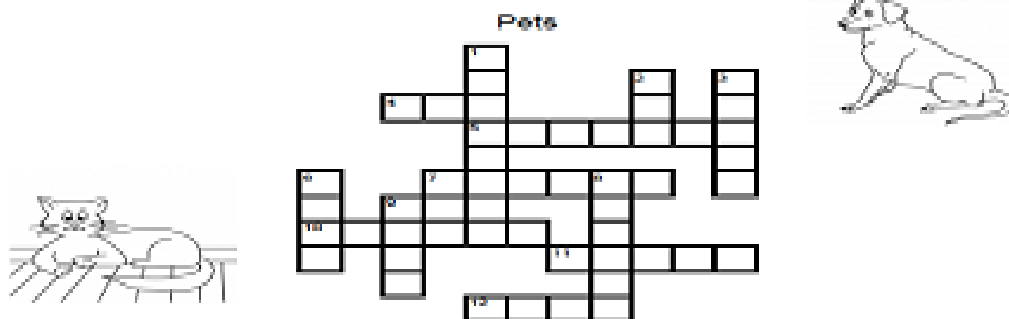
- Teachers can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence
- Teachers can teach the sub-skills needed to make use of strategies. For example, to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- When reading a story, teachers can explicitly encourage prediction of the meanings of new words
- Children can be helped to prepare lists of words they want to learn from a lesson, can be shown ways of learning from lists and later can be put in pairs to test each other.
- Children can be helped to reflect on their learning process through evaluating their achievements. For example, at the end of a lesson they can be asked how many new words they have learnt, and which words they need to learn more about.

Through regular self-evaluation, children can come to understand more about what they are learning and how.

Special activities for developing vocabulary and forming concepts

1. Word Puzzles

Crossword Puzzles are good because they work on the definition as well as the spelling. The puzzles should not be very long.



Across

- Pet with a bark?
- Small pet that likes to burrow.
- This pet carries its house.
- _____ pig
- A fish lives in this.
- This pet can fly.

Down

- House for a dog.
- Pet with nine lives?
- You can ride this pet.
- Indoor home for a bird?
- This pet lives in a terrarium.
- This pet lives in water.

2. Riddles and puns

Riddles encourage critical thinking skills. For example, if the topic of the lesson is 'Weather', the teacher can use some riddles after introducing the key-words to help children memorize them.

I blow the clouds around and around, but you can't see me, I can't be found (the wind). Sometimes, I am big and fluffy and white and when rain is coming I am dark as night. (the sky).

What is full of holes, and holds water? (a sponge).

What is full at night and empty at daytime? (a bed).

Which hand do you use to sit soup- the right hand or the left hand? (I use a spoon).

How many lions can you put in an empty cage? (one; after that, the cage is not empty).

When is a piece of wood like a king? (when it is a ruler).

Who raises things without lifting them? (a farmer).

When is a sailor not a sailor? (when he is ashore).

What kind of dog has no tail? (a hot dog).

What is black and white and red (read) all over? (a newspaper).

3. Games

Games are highly-motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. Through games children can learn English unconsciously and without stress like they learn their mother tongue.

With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

There are many kinds of games which can be used in teaching English. For example Role-Playing Games. A role-playing game is a game in which two or more people interactively participate in the creation of a shared story.

Most players act out roles of characters in the story, while one player is the referee or narrator of the story, playing the part of all the minor characters and providing a framework by which dramatic conflict is resolved.

There are a lot of role-playing games such as “Broomstix: The Harry Potter RPG”, “Fairy Tale”, “Amazing monkey adventures”. The teacher can invent one himself. RPG teach social skills such as negotiation and decision making. They foster an environment where vocabulary is improved. They allow values, ethics, and morals to be taught in the context of a story. They promote reading and the study of myth and literature.

4. Songs

Learning vocabulary through music can help children to understand the power of language and how it can shape ideas, feelings, and actions. Children will be able to use rhyme and rhythm to increase their reading fluency and vocabulary.

By listening to English songs, children can hear the native pronunciation of words. It improves their ability of hearing the language because the 4-beat division of most songs coincides well with the linguistic foundation of binary alteration, or stressed and unstressed syllables. Music also has a freeing, relaxing influence and can help shy children to express themselves.

I like apples and oranges.

Apples and oranges are so sweet.

Apples and oranges are good to eat.

I like apples and oranges. I like apples and oranges.

2.3. Textbook Analysis

As the textbook is intended for 10-year-old children, the cover should be very colorful and attractive. There is a picture of a funny dwarf who is pointing to some pictures of London. The dwarf is unlikely to be children's favorite cartoon character, so it will not create associations of familiarity with the subject. Moreover, the dwarf with a stick can even be associated with the teacher explaining the lesson. The architectural monuments on the cover are also unfamiliar to children.

The illustrations in the book are simple and close to the text. They add to its meaning and make it more vivid. The shortcoming of the illustrations is the appearance of the characters. They do not have an Armenian appearance, and this can be a little distracting for children. The illustrations sometimes cover most of the page leaving little space for the text. The children's attention may be focused on the big illustrations rather than on the lesson.

Content

The texts vary both in form and in content. There are topical and descriptive texts, poems, short dialogues, songs. The texts cover a wide range of topics: School, Family, Animal World, Holidays, Seasons, Shopping, Travelling, Appearance, etc. The texts are taken from foreign language textbooks, and there is little reference to Armenian culture.

The names of the characters (Jane, Mike, Pete, Bob) are foreign which again makes children feel the difference of their native environment from the English one, thus creating distance between them and English.

The exercises are aimed to develop children's reading, speaking and writing skills. The activities facilitate children's use of grammar rules by creating situations in which these rules are needed.

For example, children should make up dialogues on their own or write short compositions answering the given questions. However, grammar rules or grammatical patterns are not presented in the textbook in any way. The textbook,

therefore, meets the language needs but doesn't take into consideration the learner's needs. Besides the grammar references, vocabulary lists and expression glossaries are not included in the units either.

The new vocabulary is presented with sample sentences and pictures. There are no flashcards to make vocabulary presentation more interesting and effective.

The weakness of the textbook is that it has few revision units. Children have an opportunity for formal review after every 5 lessons, and the new vocabulary words are not repeated in subsequent lessons to reinforce their meaning and use.

The word-stock is quite large and a little complicated for children who have been studying English only for a year. The concepts presented in the texts may be unfamiliar to children even in their native tongue. For example, a ten-year-old child may not know (and doesn't have to know yet) what is 'volleyball', 'sportsground', 'stomachache', 'monument', or it may be difficult for a child to understand and memorize the difference between snub, straight, large noses.

Each unit begins with a short list of new words. For example, exercise 8 of Unit 4 ("Family") presents five words together with sample sentences. The plural form of the words and their transcription is given. There is, however, no translation of the words in mother tongue. A more complete list of words is given at the end of the Unit. The latter doesn't give the translation or the usage patterns of the words.

The word- list should not be presented at the end of the Unit. Besides, it should be as clear as possible to make vocabulary learning an easy task for the children. Another shortcoming of the unit is that there are no games and special activities for the assimilation of the new vocabulary.

There are different recognition and drill exercises such as "True or false", "Complete the sentences according to the example", "Make up sentences, dialogues according to the example", etc. This will help children to retain the vocabulary learnt. However, drill exercises are of little help when not combined with creative exercises and activities (role play, crossword puzzles, etc.).

It is due to creative exercises that children develop their speaking and writing skills, use the vocabulary they learn to communicate and express their own

ideas or to solve problems. So it would be good to add this kind of exercises to each unit.

Speaking skills

There are interactive and task-based activities that require students to use the new vocabulary to communicate. Speaking practice takes place through the practice of new language items, in dialogue work and class activities. This develops both their speaking and social skills and can be considered as one of the obvious pluses of the textbook. The more mechanical aspects of speaking are also occasionally covered in pronunciation practice.

Listening skills

The textbook does not provide children with exercises for developing listening skills. This means that children do not have the opportunity to listen to native speech. No CD, cassettes, videos are offered with the textbook to help children to discriminate sounds, stress, melody and to acquire correct language habits.

Reading skills

The instructions in the textbook tell students to read for comprehension and to express their own opinion concerning the text. The exercises promote critical reading of the text. The only serious shortcoming is that the instructions are in English and the child can have difficulties in understanding them.

Writing skills

There are two approaches to writing skills: a product- oriented approach and a process-oriented approach. The product-oriented approach typically engages learners in imitating, copying and transforming models of correct language texts while the process-oriented approach emphasizes brainstorming, planning, drafting, revision, and editing. Product writing focuses on sentence structure and grammar, while process writing demands more creative work.

The activities and exercises presented in the textbook incorporate both approaches. The children should write compositions, letters, short stories using the

new vocabulary. Other writing exercises include asking questions to the text, making up questions and answering them, etc.

The textbook develops children's basic communication abilities in English by teaching children to talk (write) about themselves and their immediate environments, and to communicate about topics of interest with a partner.

The textbook differs from other ones that it offers a number of tales and stories which can be given as home-reading or read in the classroom by the teacher. These are authentic pieces of literature. Besides, stories and tales are always appealing to children and can make English an attractive school subject to children, foster their motivation, and encourage them to learn languages in the future.

Summary of the chapter

All of the supplementary activities listed above aim to channel the boundless energy of young learners towards enjoyable and educational learning experiences.

Laughter, movement, and noise are fine in the classroom! It's completely unrealistic to expect young learners to always sit in chairs in rows and silently, individually complete worksheets. It's much more effective to incorporate their inexhaustible supply of enthusiasm into activities rather than try to stifle it.

When young learners are laughing, moving, and playing while learning, chances are good that they will have positive feelings toward the second language and will look forward to English class in the years ahead.

In the given chapter we have looked through the practical issues of teaching vocabulary in secondary schools.

CONCLUSION

Children in non-English environments generally want to learn as they enjoy the process of learning English for its own sake. Hence we can say that motivation plays a crucial role in foreign language learning. Teachers of EFL should create motivating conditions for learning. They need to maintain their learners' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners.

Finally, motivating teachers take care to turn evaluation and feedback into positive experiences. Only due to good motivation is it possible to realize the main aim of foreign language teaching: developing children's basic communication abilities in English.

Children pick up new words at an amazing pace in both their first and second language. Vocabulary learning around a topic can begin from the learners rather than from the book, by asking them directly what words they already know and what words they would like to learn about the topic.

The presentation of the vocabulary should be as varied as possible because children are interested in the meaning and function of the new language more holistically, in order to play a game, sing a song, or act out a story. Teachers can use an object, cut-out figures, photographs, pictures from books. The meaning of new words can be explained by performing an action, drawing diagrams on the board, giving the analytical definition, or by verbal explanation: putting the new word in a defining context (e.g. we use a pen to write), translating into another language.

Recycling vocabulary with board or card games, class surveys, and project work can give children the chance to use the new vocabulary in situations where they have control over the choice of language. This kind of dynamic view makes vocabulary come alive and paves the path to explicit grammar learning.

Through games children can learn English unconsciously like they learn their mother tongue. There are many kinds of games and activities which can be used in teaching English: riddles, puzzles, crosswords, puns, songs.

Riddles encourage critical thinking skills. By listening to English songs, children can hear the native pronunciation of words. Music can also help shy children to express themselves. Crossword Puzzles are good because they work on the definition as well as the spelling. Games and special activities form an important part of teaching English to children.

By analyzing my qualification work I came into conclusion the mechanics of vocabulary learning are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult second language learners. This incremental nature of vocabulary acquisition manifests itself in a number of ways.

We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading.

Teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques.

Both vocabulary teaching and learning have been a concern in second language acquisition research for some time now. Through the years researchers have explored a number of approaches and techniques to enhance acquisition.

Various strategies have been found to help improve vocabulary learning with the introduction of computer technology and with different methods a new trend of vocabulary research has begun. In chapter I of this work it includes the importance of vocabulary, what collocation is and why it is important when transferring vocabulary from a receptive to a productive stage.

At the end of this work we want to say that the learning vocabulary involves understanding a number of details and nuances about words. As Nation complemented Richards assumptions by dividing them into sets of questions concerning the word from (i. e. spoken, written and word parts) meaning (i. e. form

and meaning concept and referents and associations) and use (i.e. grammatical functions, collocations, and constraints on use).

As it is seen from this work the former refers to words that learners understand in speech and reading whereas the latter are words learners actively utilize in conversation and writing. By observing what is involved in knowing a word, one can understand why teaching and learning vocabulary constitutes an arduous task. Without vocabulary nothing can be conveyed. Vocabulary learning has many facets, and one of its challenging aspects consists of collocations or word combinations.

It has been noted that when studying vocabulary learners tend to focus on the translation and the meaning of words and very often they stop there.

However, when learners try to use these new words they face the task to do so accurately.

Michal Lewis proposed the lexical approach as a way to teach vocabulary with an emphasis on collocation. This approach entails teaching words already in their chunks as opposed to individual items. By doing so the learners are exposed to one or several appropriate combinations. Since then the lexical approach has been explored and utilized by various instructors to teach vocabulary. In this study lexical approach is combined with blended instruction to teach academic vocabulary.

The goal of the study was so directly teach or focus in an aspect of vocabulary which students often target collocations, to guide them to locate these combinations in reading and listening passages and to provide practice in combining words, so that the students would eventually develop the ability to transfer this knowledge to their writing. In the study of vocabulary acquisition specifically collocations, collocation is one vocabulary aspect that can help learners to use words more accurately.

As Hill Comments that “Within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text, Moreover collocation knowledge helps learners to create more native-like

sentences. Different researches and linguists gave their own ideas and points of view on collocation and by summarizing these different points we can conclude that collocation, phrase knowledge helps learners to create more native like sentences.

On order to conclude everything what we write we have to remind our structure of the qualification paper In Introductory part I tried to give more concrete version about my qualification work I mean its aim tasks objectively and problematic sides of my theme In my work I mostly tried to analyze how to teach collocations, phrases, word-combinations.

Some problems and also advantages of teaching vocabulary, concluding I can say that the Major sources of vocabulary teaching as the importance of vocabulary the importance of vocabulary acquisition has always been recognized although at times vocabulary was treated as separate from grammar and skills.

However, the communicative and natural approach emphasized the importance of vocabulary development, which resulted in more interest in vocabulary teaching. It is accepted that choosing our words carefully in certain situations is more important than choosing grammatical structures.

We cannot use structures correctly if we do not have enough vocabulary knowledge. Although many techniques and approaches such as word families and key words have been employed in teaching vocabulary it is suspected that none of them has interested language teaching more than Michael Lewis's lexical approach which argues that language consists of chunks that produce coherent texts when they are combined. This explains that what is meant by collocation and why it is important and useful in English language teaching.

In this approach to teaching vocabulary collocations are emphasized. Obviously the problem can not be solved for a time, but without solving, it there is no sense in speaking of educating the coming generation. It is a well known truth that one of the most significant component of the educational phases is new teaching technology which is mostly invented by such students as we.

This work research by me and teaching vocabulary through collocations, phrases and word combinations are important nowadays. Because every student wants motivation, interesting tasks, needs for energy in the classroom atmosphere and so on. In order to acquire the vocabulary students should know about collocations, phrases, word-combinations, about their advantages the importance of them in learning vocabulary.

Moreover, the problems of their usage and learning problems. About the reasons of collocation learning, therefore in this work given all of these reasons for collocation and phrase learning, by summarizing all reasons for learning phraseology and collocations we can say that reasons to focus on collocation to help students with fluency so that the learners uses idioms, phrases fluently.

So language learning involves learning sequences of words (frequent collocations phrases and idioms) as well as sequences within words, by having word-combinations of language in long-term memory, language reception and language productions are made more effective. As learners become familiar with chunks (word combinations) phrases, they will also be exposed to the stress and intonation used to produce these chunks. Therefore if learners learn the stress patterns of a phrase as a whole their stress and intonation will be better.

Moreover, according to Oxford collocations learners who utilize correct collocations will make their speech and writing sound much more natural, more native speaker like even when basic intelligibility does not seem to be an issue.

In spite of the relevance of collocation some researches believe that there has not yet been enough research done on this topic. Though the role that collocation plays in language acquisition is an important topic, very few systematic studies can be found that address this issue.

In the given graduate qualification work we tried to investigate interactive ways of teaching vocabulary. These studies have identified problems in teaching vocabulary in secondary schools.

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