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## **QUALIFICATION PAPER**

on

### **Teaching Business English Vocabulary**

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## **Abstract**

The qualification paper particularly focuses on making investigation comparatively new phenomena among students consist of Finance Institute of Tashkent- Business English Vocabulary, more obviously Business Communication and Job Appliances topics. This particular research has goals to develop students` language knowledge in the direction of Business English Vocabulary.

Testing strategies offered by Mark Ellis and Christine Johnson and Internet resources.

The body indicates the analyses of the researches done before in the point of Business English Vocabulary in General and its teaching. Research itself includes investigating the topics and results acquired through workshops in Business Communication and Job Appliances.

Finally, results were showed off in the qualification paper on effective methods, strategies, ways, styles and skills of proving of the significant role of Business English teaching in new field of philology institution.

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## **I. Statement of Intent**

### **TEACHING BUSINESS ENGLISH VOCABULARY**

(Based on ESP learners)

Language is the one powerful weapon to achieve a goal in any kind of job in any kind of country nowadays. That's why, today teaching vocabulary of one language with its idioms and words is the most responsible act to do itself. Especially, if Uzbekistan is considered as a country, as equal as Russian and Uzbek language, English has turned into the most outstanding one in our country according to the decree which was declared in 2014 about "Learning and Teaching English" of The President Islom Abdug`aniyevich Karimov . So, while English is high-leveled in Uzbekistan, the four language skills of English" Writing, Listening, Speaking and Reading lay less influential on Uzbekistan International ESP teaching of vocabulary. However, according to the research on English for Academic Purposes (EAP), it has been shown that the use of academic vocabulary causes considerable difficulties for the majority of ESL or EFL learners, because such lexical terms occur with much lower frequency than general-service items in the texts. Academic vocabulary is a practical tool for learners with academic purposes, but no matter how motivated the individual, acquiring a foreign lexicon is a daunting task, especially if the objective is to achieve a high level of literacy in the target language. But, ESP is high ranged field with Business, Technical, Political and Medical English which are enriched writing, listening, speaking and reading, so it is more preferable to take a defense on only one specific subject. That's why I want to prefer to defense the Business Vocabulary as a topic of my qualification paper among medical, polytechnic vocabulary in ESP. Because, there are several reasons that made me choose Business English Vocabulary, more particular, idioms and word of BE.

Firstly, it will be very successful and preferable if someone creates or works on how to teach Business Vocabulary as a lesson. Because, business is the most successful way of future development of the country's economy. By this way to develop economy it is very urgent to know that the language is the first spot to gain something. So in any case, the future businessmen must know English Business Vocabulary while English is dominant and phenomenon in any field of the world and so that there must be a system of teaching this skill. Why I'm talking about it is that I have learner who know English normally, but they need only the English belong to their sphere. So I want to create new atmosphere for learners and teachers who wants to learn and teach BEV (Business English Vocabulary) as the first purpose of my research.

Secondly, it is Management Development Institute of Singapore in Tashkent (MDIST) for my master degree I have chosen. By this way, during the study in master degree, surely I shall come across some problems and difficulties belong to Business English. At this time, my research work relying on my practicum helps me in order to gain goals in study equal to goals in future life and profession. That's why I'm going to work on this topic strictly.

Third point of my purposes as the most essential one for doing this kind of research is that I really enthusiastic to discover new style, fresh and supplementary ways, strategies and skills on delivering the classes on BEV covering idioms and words of Business Sphere.

At the beginning, everyone may be afraid of starting to do something difficult, but with difficulties your hard work seems very honorable and beloved for you. Then you commence to respect yourself and everything which you gained with the hardest way in your life. Before choosing this topic, I thought very deeply whether I had chosen it right or not. For sure, I have come across the problematic questions which I can find the answers during my research work that whether people need Business English itself that means is there any importance to learn

idioms and words of Business English, how I can improve the qualitative side of lessons while conducting them and in what way and what kind of learning skills, strategies and styles can help me in order to make the lessons very effective and successful, what kind of communicative approaches can climb up my lessons quality whether they can effect or not, besides that what should I do in order to make the learners more interested to the classes. I'm sure that I can rely on my research work in order to find the exact answers for these vary questions by the practicum with the students who want to learn Business English of Finance Institute of Tashkent on March and April months.

## **II. Literature Review**

This particular literature review represents about the following steps:

- **Using Materials;**
- **Selecting and evaluation of these materials;**
- **Utilizing strategies;**
- **Testing and assessment;**

### **I. Using Materials and strategies**

As the President of the Republic of Uzbekistan Islom Abdug`aniyevich Karimov said: “Our future is on our children`s hand”, only youth can develop the country, its industry and future, so one of the first thing which can develop country`s industry and economy is Language. Language is a communication rope among people. Besides that, it is kind of a stimulus which makes differentiate human from animals and by this way, words are the hands of language with the applaud of which we can build our conversation in it. From the ancient time, people organized society through communication and interest to learning languages may also be born that span in order to discover some relations between each other. By the commencing from that interim, the core purpose of learning some languages as adapting ability of free communication and expressing one`s idea, point of views independently was formed.

As we have stated above the vocabulary base is considered to be the main fundament of it to communicate, express ideas in the learning language. Achieving this point of views, we came up investigating in the atmosphere of teaching languages; detailed in the teaching vocabulary. As it`s mentioned in “Teaching vocabulary” by Jeanne McCarten, It`s almost impossible to say exactly how many words there are in English. The Global Language Monitor, which tracks

language trends, especially in the Media, has counted up to almost a million at 988,968 words. Webster's Third New International Dictionary, Unabridged, together with its 1993 Addenda Section, includes around 470,000 entries.<sup>1</sup>

According to the McCarten Booklet, for sure, new words are being added to the language from the time being; Internet especially presents us a lot of new and fresh words like podcast, netizen, and blog, as well as new meanings such as surf as in "surf the web".<sup>2</sup> In spite of such hardships, researchers have tried to estimate how many words native speakers know in order to assess the number of words learners need to learn. It is said in Jeanne McCartney's<sup>3</sup> book that the estimates for native speakers vary between 12,000 and 20,000 depending on their strata of education. One estimate is that a native speaker university graduate knows about 20,000 word families (Goulden, Nation, and Read, 1990), not including phrases, idioms and set expressions. Current learners' dictionaries such as the Cambridge Dictionary of American English include more than 40,000 frequently used words and phrases. This huge number of items presents a challenge that would be impossible for most English language learners, and even for many native speakers.

According to the McCarten Booklet, (Cambridge University Press 2007)It is said that fortunately, it is possible to get along in English with fewer than 20, 000 words. Another way of making decision, the number of words learners need is to count how many different words are utilized in an average oral or written text. Because some high-frequency words are mentioned again, it is said that learners can get the picture a large ratio of texts with a relevant small vocabulary. Thus, for example, learners who know the most often-used 2,000 words should be able to understand almost 80 percent of the words in an average text, and a knowledge of

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<sup>1</sup> J. McCarten. "Taching Vocabulary" United States of America; Cambridge University Press 2007; (p. 1)

<sup>2</sup> J. McCarten. "Teaching Vocabulary" "Lesson from The Corpus" USA; Cambridge University Press 2007; (p. 1)

5,000 words climbs up learners' understanding to 88.7 percent (Francis and Kucera 1982). For spoken language, the news is even better since about 1,800 words accounted for over 80 percent of the spoken corpus (McCarthy 2004; Teaching Vocabulary O'Keeffe, McCarthy, and Carter 2007). While learning up to 5,000 words is still kind of encourage, it reveals a much more successful learning goal for most learners than 20,000 words. So far there are two lessons to be learned from all of this. Firstly, it seems important to determine what well-utilized 2,000 to 5,000 vocabulary items are and to show them priority in teaching. Secondly, students need to become self-sufficient learners. It is unlikely that teachers can cover in class the huge number of vocabulary items that students will need to use or understand, so it is equally important to support students in order how to learn vocabulary as well as with what to learn.<sup>4</sup>

However, there are other kinds of languages in English itself such as Polytechnic, Medical and Business English as to be considered as the fields of English Specific Purposes (ESP). Standing on the theme, we just come across the information about how to teach Vocabulary based on Business English. But for teaching it, instructor or teacher needs to the audience who wants to learn Business English. So, what kinds of learners are necessary for teacher, and what level should they have in order to begin learning Business English? Learning English fields doesn't seem to be easy, because topic is specific business vocabulary (for example, sales and marketing, recruitment, and dispute resolution). However, student or learner should be aware that not all of the vocabulary is exclusive to business and administration, and not all of the topic-specific vocabulary is exclusive to that particular topic. For example," 'Commission' appears in the section on Earnings, rewards and benefits, but it could also be applied to Sales and marketing "said Rawdon Wyatt in the introduction of his own book so called "Business and Administration 4<sup>th</sup> edition 2007". That is why; Mark Ellis and

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<sup>4</sup> J. McCarten Booklet; "Teaching Vocabulary" USA; Cambridge University Press 2007; (p. 2)

Christine Johnson said (“Teaching Business English” Oxford University Press 1994. P35. Chapter 5) “The majority of Business learners need to acquire could be broadly summarized as follows”:

- confidence and fluency in speaking
- skills for organizing and structuring information
- sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener
- strategies for following the main points of fast, complex, and imperfect speech
- strategies for clarifying and checking unclear information
- speed of reaction to the utterances of others
- clear pronunciation and delivery
- An awareness of appropriate language and behavior for the cultures and situations in which they will operate.<sup>5</sup>

Some learners may also need to develop practical reading and writing skills. If the requirements of a typical job analyzed, it can be seen, for example that the learner has to attend meetings which are carried out in English and that he or she has to follow what is going on and able to make a contribution. Undoubtedly, Business learners must know English Grammar, and they must have vocabulary, writing and speaking skills beforehand, otherwise they come across hardships during their study span via underestimating what the topic about, confusing what the teacher is talking about. In this case, they can affect the atmosphere of the lesson and the strength of the teacher. As a result, they may make themselves so

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<sup>5</sup> M. Ellis & Ch. Johnson. “Teaching Business Vocabulary” New York; Oxford University Press 1994; (Chapter 5, p. 35)

complicated. Moreover, for the learners there are two types of Business English: British and American Business English. The student who doesn't know English as a very high-positional, is not be able to cover or differentiate all of them mentioned. For instance, the examples are clarified in "Top 20 Business Vocabulary" by Josef Essberger".<sup>6</sup>

## British/American Financial Terms

British	American
Annual General Meeting (AGM)	Annual Stockholders Meeting
Articles of Association	Bylaws
Authorized share capital	authorized capital stock
Barometer stock	bellwether stock
Base rate	prime rate
Bonus or capitalization issue	stock dividend or stock split
Bridging loan	bridge loan
Building society	savings and loan association

In addition to, Business Language is much more official one, that there are limited rules that student can use or not. For example:

Instead of asking giving attention like this: Mark, can I speak?

Learners should ask: Mark, can I have a word?

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<sup>6</sup> J. Essberger. « Top 20 Business Vocabulary" United Kingdom; Cambridge 2011; (p.17) EnglishClub.com

Or explaining reasonable problematic situations: The reason is.....

The problem is.....

Let me explain what happened.

instead of only “because or because of”. Business Language is somehow underestimated that learner should take her/his speech under control in order to be paid attention by his/her business partner. According to the book of Mark Ellis and Christine Johnson (Teaching Business English 1994. P97. Chapter9),there are some special demands to learner for speaking or giving information orally:

- Explicit statement (an important point)
- Use of intensifiers (really, absolutely, definitely, personally)
- Word order: (What is important is....., It is the cost which is important....)
- Use of intonation and stress
- Use of pitch and pausing.<sup>7</sup>

Why is it given as an example? The reason is that Business English Learner should know Standard English before and can express points of view freely. This is one of the first points which must be noted.

Another point which must be discussed on this research is that how to teach Business English Vocabulary in the classroom. First of all, the initial step is to organize a classroom atmosphere in which real contact can participate and can be practiced on the spur of the moment. If the teacher is an open and approachable person, the learners are not a fish drown out of water, it means they will feel themselves very confident and relaxed. To be more specific, teacher needs communicative approach during her/his classes. She/he tries to give a hand in order

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<sup>7</sup> M. Ellis & Ch. Johnson “Teaching Business English” New York; Oxford University Press 1994. (p. 97. Chapter 9)

to asking amount of questions, and giving students time to answer that members of a group shouldn't feel embarrassed to criticism from others(Teaching Business English by Mark Ellis & Christine Johnson in 1994. P37. Chapter5).<sup>8</sup> Furthermore, they say that print, audio and video materials, handouts for a specific course, role plays are common to both, although the situation and language will differ. Some training such as problem-solving, decision-making, and team building tasks can improve the lesson quality for the learner run up too possible. Using the books belong to Business English such as English for International Banking and Finance by Jim Corbett (Cambridge University Press 1990),Top 20 Business Vocabulary by Josef Essberger, Business and Administration by Rawdon Wyatt (4<sup>th</sup> edition, A & C Black • London) can increase students' knowledge of Business English.

So beforehand, before commencing delivery of the classes on Business English Vocabulary, teacher needs to know:

- Information about learner;
- Defining the learning purpose;
- Information about the learning situation;

About the first one the authors of the book “Teaching Business English Vocabulary” Mark Ellis and Christine Johnson (1994) suggested that:

- General personal data: age, sex, nationality, mother tongue;
- Educational Background: academic, professional, vocational;
- Attitudes and assumptions about language learning;
- Knowledge of other languages and other language learning experience;

And for second one about purposes, they insinuated that:

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<sup>8</sup> M. Ellis & Ch. Johnson “Teaching Business English” New York; Oxford University Press 1994; (p. 37. Chapter 5)

- Activities and tasks: what the learner has to do in English;
- Interaction: who the learner communicates with; the roles they each play; the relationship between them;
- Topic: what they communicate about;
- Attitudes and tones likely to be expressed (for example, formal, polite, strong and tentative)
- Mode of Interaction ( for example, letter, telephone-calls, face-to-face)
- Setting: place, time of day, time limits, and other situational factors which influence the interaction.

As the third one about Information about the learning situation they advocated that there were such school of several questions that:

- Who decided that the learner should attend this course?
- What training needs does the learner perceive?
- What training does the sponsor perceive?
- What are constraints of the learning situation: time, budget, group size, group membership, assessment and evaluation procedures, and stated objectives?<sup>9</sup>

Besides that, teacher can use IELTS books in order to motivate his/her students to the lesson, because IELTS course books are based on Business English more significantly. There are crowds of graphs, diagrams, charts and issues, listening, speaking tasks which are about such kind of measure, figure, and ratio of one company annual consumed products. Also authentic materials are pretty handful

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<sup>9</sup> M. Ellis & Ch. Johnson. “Teaching Business English Vocabulary” New York; Oxford University 1994; (p. 72; Chapter 8)

in order to make lesson quality more fruitful. If the teacher of Business English utilize the authentic materials such as newspapers, magazines and specialist journals, for example "Harvard Business Review" "London Calling" , Radio and TV programs such as "The BBC World Service", Company Specific Materials, for instance the annual report, product information, newsletters and magazines or other PR materials, company videos, correspondences, reports and memos, minutes of meetings, contracts, manuals and written instructions, realia, advertisement, it is the most attractable and interesting lesson for everyone. This idea is not only being supported by researcher, but also appreciated by Mark Ellis and Christine Johnson, the authors of "Teaching Business English". They also added that "Telephoning can be distinguished as a performance area even though it actually refers to a channel of communication and may cover a wide range of situation and types of interactions. This is because the language used on the telephone is highly conventional and formalized. Many words and expressions are used only on the telephone, either because they relate to the technology or because of the need for rituals or routines in a difficult communicative situation. Telephoning also requires well-developed skills in exchanging information, clarifying and explaining. Since the speakers cannot fall back on visual support (graphics, figures, pictures, gestures, facial expression, or body language), the stress on the spoken word is greater than in any other interactive situation. In this part of Business English learner can learn how to put stress and intonation on words related to BEV while leaving messages, making appointments, exchanging information, making complaints, finishing the call. Also Mark Ellis and Christine Johnson said one of the most important subjects is Socializing that this performance area is not, of course, exclusive to Business English; in fact some might say that it does belong to Business English feel insecure about the social situation they must deal with and feel it is necessary component of their course. What do we mean by socializing? There are three distinct types of situation and behavior. The first is the transactional situation where the speaker has a particular purpose – for example,

ordering a meal in a restaurant. In this situation, there are often set routines, predictable formulae, and fairly predictable time boundaries and function and languages. Skill for handling these situations will be essential for anyone who travels to other countries, and may be termed “Survival English” The second type of situation is where people make contact with others for business reasons but, around the actual discussion of business, will need to carry out certain social rituals in English – for example, greeting and saying goodbye. The third is where speakers interact with no fixed purpose other than to pass the time of day or to create a more relaxed atmosphere in which they can get to know each other better. This may be termed “Conversational English”. Besides that, as the author of the book “Teaching Business English” said Supplementary Materials, Job-specific materials, References books, and Self-access materials, Business skill training materials, video materials, and Business stimulation games can also help the lessons by both qualitative and quantitative sides. For example, supplementary materials can be books or packages consisting of book plus cassette or book plus video. They do not attempt to treat every aspect of language learning, but instead choose to focus on a particular area such as listening, reading role play or vocabulary. Some supplementary materials may focus on a particular area of skills: for example, meeting and socializing. It is expected that the trainer will normally use these materials in addition to a general course book in order to provide extra practice in a required skill or language area and Job- specific materials that a number of books on the market which aim to provide language practice within a defined job area- for example, banking, import, export, secretarial and accountancy. These are not usually intended to develop the general language skills of the learner in a systematic way, but to provide some of target language considered to be useful in these specific fields. They usually cover specialist vocabulary and provide reading and listening practice in a relevant context. They may also include speaking and writing tasks, and functional or structural language practice. Moreover, as researcher mentioned as a criteria of Mark Ellis and Christine Johnson (p 125),

there are several materials which are strongly vocabulary- orientated but may give explanations of key business language such as Reference Books that include specialist dictionaries for Business English in general or specific ones for such areas as Banking, Law, Economics, and Computers, and designed to be used to look up the answer to a problem or query and Self- access materials which aims to make the learning process as stimulating as attending a class would be and cassette records are useful for workaholic businesspeople who want to make use of the time they spend driving to work, or travelling by train or plane as well as Video records are more exiting medium and computer – assisted language learning, which lends itself well to self-access that self-access packages for Business English presents letter-writing conventions, together with exercises for practicing language. Except that, teacher or researcher can use the Business skill training materials which provide a bridge between Business English materials and authentic materials that produced for training purposes and they cannot be said to model authentic language. However, the scripting of business training videos usually comes closer to natural English than that of Business English videos. They are valuable for trainers and learners who have not had business experience because they provide insights into typical business situations, behaviors, and procedures. Even job-experienced learners can learn something from them. So Business skill training materials would normally fill a supplementary role rather than providing the basis for a course. The next useful thing for making the lesson more fruitful is Business simulation games which categorized in two main groups: in-context games that the game simulates real life includes sales, negotiation role-plays, problem solving discussions, or simulated meetings set in modern business environment and out-context games which practice the target skills in unreal or unlikely situations. The most motivating and thought-provoking on is Framework materials which usually diagrammatic representations which can be used to generate language that describe cause and effect expressing ideas, giving short explanations or talks or describing situations. Frameworks can be used by pairs or groups of learners to build

dialogues and conversations, and organize meetings as authors of “Teaching Business English” advised (chapter 11.p 131). Often, when students make language mistakes, these are the result of poor organization. Framework materials actively encourage the user to organize his or her thoughts and language. If teacher uses the frameworks at different levels of ability, in many cases the same framework can be used equally effectively with both low-level and high-level learners, because frameworks do not prescribe the language to be used. A low-level learner would be expected to express an idea using simple constructions within a limited vocabulary range; a high-level learner can express the same conceptual idea but with a much greater range of expression and complexity of language. Framework materials are also useful in mixed- ability classes, because each learner can be given a task appropriate to his or her level of ability. For learners with different interests, they enable the learners themselves to choose a context in which to practice the desired language, because framework materials for describing cause and effect, for example, can be used equally effectively with economists, marketing managers, environmentalists, or psychologists and have the effect of personalizing the task, generally do not present a context. Because learners can use frameworks to talk about the things that interest them, they will be highly motivated and will find the language practice more relevant to their own needs.

In addition to this information, during the lesson teacher can provide the students with the clues linking to the psychology from the book “Answering Tough Interview Questions for Dummies” of popular businessman Rob Yeung in order to go through students` psychological side. Because Psychology is the weakest point of every person and he /she can easily failed interview by his/ her delicate psychology, if the person who goes to the interview has the strongest psychology it means he can show himself off at any time full of hardships. Knowing it, interviewers make them who have bad psychology into difficulties and by this way

they can easily separate who is the most suitable for job. This book is also profitable for conducting the lesson more fruit able with the gangs of advises that how to manage himself while going to the interview or what to wear for the important interview, when it preferable what to say. For example, Rob Yeung said that:

### **“Getting’ the default for men**

If in doubt, go smart. Being slightly overdressed is always better than being underdressed (you can always take off your tie and undo a top button). For men, this means the following:

**Wear a dark suit:** Navy blue and grey are the most acceptable colors. Black can come across as a bit funereal. And buy a classic cut with a two- or three-button jacket rather than trying to follow the latest fashion.

**Wear a plain, long-sleeved shirt:** Pick a pale color such as light blue or white. If you suffer from sweating, then wear a white t-shirt underneath to prevent wet patches from showing.

**Wear a plain silk tie:** Patterns can be distracting. Let your words rather than your tie entertain the interviewers.

**Wear black shoes:** Opt for plain lace-ups without fancy buckles. Polish your shoes. One school of thought amongst interviewers says that unpolished shoes are the sign of a disorganized mind.

### **Understanding the guidelines for women**

As for men (see the preceding section), if in doubt, go smart. But women’s rules are less rigid, because so many more options Chapter 2: Doing Your Job

Interview Homework 23 are available. However, here are some guidelines if you're unsure about the dress code:

**Wear a neutral or dark-colored suit:** For interviews with a professional services firm or a big business, wear a suit as opposed to separates. And think carefully before opting for a trouser suit, as a few older, male interviewers are still a bit sexist about women in trousers as opposed to skirts.

**Wear a plain top:** Choose an unpattern blouse or fitted top in a pale colour. Avoid sleeveless tops and don't go for anything too sexy.

**Keep jewelry to a minimum:** Wear only one pair of ear-rings and a maximum of one ring on each hand. Avoid thumb rings or too many bangles as they may distract from a professional appearance".<sup>10</sup>

Furthermore, using books covered idioms and expressions such as "Business Idioms" of Glenn Darragh, "Idioms for Everyday Use" of Milada Broukal, "Idioms Organizer" of John Wright, "Speak English like an American" of Amy Gillett during vary lessons makes the students more satisfied; because, it is said by Glenn Darragh that "these kinds of books have been designed for learners of English who want to increase their understanding of everyday spoken English, especially as it is used in a business context. The book will help the learners of Business English learn 1,000 common idiomatic expressions, all of which are current, and all of which are well-known and utilized by native English speakers around. It is suitable for both self-study and classroom workout with a teacher. Many people in business think that a knowledge of idiomatic English is a kind of linguistic optional extra, adding color to the language but otherwise not strictly essential. This particular point, needless to say, is erroneous, for many idioms are as frequently used and as necessary as the most basic words. Indeed, idioms are often composed of the most basic words, although these are grouped in metaphorical shorthand for more

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<sup>10</sup> R. Yeung. "Answering Tough Interview Question for Dummies" England; Wiley Publishing, Inc 2006; (p. 24-25)

complex ideas: "You're pulling my leg", "He's cooking the books", "It's gone to the dogs", "There's more to this than meets the eye", and so on. Taken separately, each word is easily understood, but unless you understand the expression as a whole, you cannot hope to follow what is happening in meetings with your American and British counterparts, or in negotiations, or even at the dinner table. That's why learner of Business English must train with idioms of Business Language somehow in order to avoid or to make beautiful and colorful their speech for achieving runaway success on their Business.<sup>11</sup> As Amy Gillett said "Idioms add color to the language. Master idioms and learners speech will be less awkward, less foreign. They'll also understand more of what they hear and read."<sup>12</sup> and as written John Wright and Milada Broukal's books "the books full of idioms are for learners who are just developing language proficiency, as well as by those who working to achieve the goal and for all students preparing for the FCE, CAE, Proficiency, and TOEFL exams and for people job-experienced in order to make their English more natural."<sup>13</sup>

## **II. Selection and evaluation**

So, as Mark Ellis and Christine Johnson has said "In order to get immense selection and evaluation on of materials can be made at two levels. First, at the start of classes or course the trainer or training organization will probably want to make some decisions about the course books and supplementary materials that will provide the core of materials to be used. Exceptions would be highly specific courses which would need materials to be developed specially, or one-to-one courses for which a more flexible approach is needed. Second, the trainer or teacher will need to make a decision about items of materials to use for particular

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<sup>11</sup> G. Darragh. "Business Idioms" Spain; Editorial Stanley 2000

<sup>12</sup> A. Gillett. "Speak English Like Americans" Ann Arbor, Michigan; Language Success Press 2004

<sup>13</sup> J. Wright. "Idioms Organizer" Boston; Thomson & Heinle 2002 and M. Broukal. "Idioms for Everyday Use" Illinois, USA; National Textbook Company 1994

lesson. In both cases, the same factors will affect the trainer`s decision; but in the first case, the criteria for selection must somehow apply to a particular exercises or activity. As already discussed, a major factor in selecting a book is whether the book can fulfill the role required of it as course book, supplementary material, etc”<sup>14</sup>.

According to the book “The Learning Strategies” by Anna Uhl Chamot, Sarah Bahnhardt, Pamela Beard El-Dinary and Jill Robbins (Longman 1999. p 134) on teaching vocabulary such learning strategies are more inevitable that teacher can adopt them for her or his classrooms such as:<sup>15</sup>

- Learning the meaning of new words;
- Learning how to spell the new words;
- Learning how to pronounce the new words;
- Remembering the new words;

### **III. Testing and Assessment**

Christine Johnson and Mark Ellis proposed such statements as testing and assessment progress:

If the objective of a course is to improve effective communication, then a different type of assessment is needed. However, the assessment of oral communication skills- usually by giving an oral test is by its very nature subjective. There are two ways of overcoming this problem. The first is to set up the oral test in such a way that the subjective element is minimized means that strict guidelines for the test have to be laid down.

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<sup>14</sup> M. Ellis & Ch. Johnson. “Teaching Business English Vocabulary” New York; Oxford University Press 1994 (p. 125)

<sup>15</sup> A. U. Chamot, S. Bahnhardt, P. B. El-Dinary and J. Robbins “The Learning Strategies” England; Longman Press 1999; (p. 134)

The second method is to combine the oral test with the objective tests such as reading comprehension, listening comprehension, and possibly a grammar test. By combining scores on different types of test, an overall and perhaps fairer picture can emerge.<sup>16</sup>

In summary, we ESL teachers have been carefully nurturing our students' ability to produce language, but have been neglecting the receptive side of learning. We have been encouraged to do so by linguists who emphasize structure and by curricula which tell us that our students need read only one book a semester. Our students pay the price of this neglect when they graduate from our programs with an inadequate amount of English for functioning in the real world. It will not be easy to restructure our programs in order to teach reading and vocabulary effectively, but this is what must be done. (Acquiring Second Language Vocabulary, Len Fox)<sup>17</sup>

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<sup>16</sup> M. Ellis & Ch. Johnson. "Teaching Business English Vocabulary" New York; Oxford University Press 1994; (p. 46)

<sup>17</sup> L. Fox. "Acquiring Second Language" in Michael H. Long & Jack C. Richards. "Methodology in TESOL" Boston, Massachusetts; Heinle & Heinle Publishers 1987 (p. 311)

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### **III. Research Plan**

#### **A. Introduction**

In this particular research plan, researcher show off all plans of the practicum that she or he is going to conduct anything during her or his intriguing classes that this vary kind of paper list represents data that need able for researcher such as subjects that who will be the audience of the lessons, methods that make the lessons very fruitful, materials used that could help the researcher to create fresh classroom atmosphere and classes, variables which can affect the lessons` quality negatively, and procedures that plans teacher wants to utilize step by step.

#### **Statement of goal**

In this vary part of qualification paper Teacher wants to show off her goals and objectives stated behind her. Thus, it should be taken a consideration that own particular considerable intention why she has chosen “Teaching Vocabulary on Business English” as the qualification paper theme.

One of the first things to note is that in this particular current year, 2014, English is indispensable for Uzbekistan citizens due to the obligatory of the Law and Government. So English is alive in this country while Uzbekistan is going to commence industrial developing all over the world, however, it is just in the strata of the Simple English that people of Uzbekistan know that language, but not deeper one and this may be just speaking knowledge in the street with friends or relatives . By this way, if people who are the owners of her/his professions like medicine, business or engineering, they can speak in Simple or General English but not Special One, at that time they seem to have an inevitability on English for Specific Purposes that suits for Medicine, Business, and Engineering. Let`s just imagine how to speak in General English and Special English of Businessman:

In Uzbek: Sizni Jorj deb atasam maylimi?

In Simple or General English: Can I call you George?

In Uzbek: Sizga Jorj deb murojat etsam qarshimasiz?

In Specific English: Don't you mind If I address you as George?

If it is visible the first and second pair examples of the sentences, reader comes across the differences between them immediately, especially politeness and beauty during speaking in English. It is human nature that English people is sufficient attentive to their language and if professional people want to cover their belief and heart, and runway success, they should know how to speak in English affectively equal to what to speak according to their profession. Alas, Uzbek people don't only know Specific English, but also English at all. That's why, researcher is trying to call for developing Specific English, explicitly Business English and is going to find out answers of questions that she has met such as what kind of skills and strategies are useful for delivering the classes based on BEV, how much need able to learn Business English for people and people of Business itself.

**The Goal:** To find out the importance of learning BE for learners;

**The Objectives:**

- To develop learning vocabulary strategies (games, activities) in order to be able to be remembered words as long as possible
- To discover clear, concrete goals and objectives that students and teachers will be able to act in right direction or field
- To increase students learning vocabulary and using them in appropriate context so that students' vocabulary will run perfectly

**The research main question of this qualification paper is to clarify:**

- What kind of learning strategies and methods are more appropriate for Teachers in order to conduct the lesson based on BEV?
- In what ways is it possible to motivate students learning vocabulary of BEV?

**B. Methods**

Table 1

<u>Method</u>	<u>Procedure</u>
<i>Engagement method</i>	Excellent teaching activities can be highly inspiring (utilizing authentic, framework and ready-made materials, role-playing, discussion, problem-solving, describing conditions consisted of graphs and tables, charts and so on).
<i>Feedback method</i>	Teacher can be witness how successfully her class is doing and what language predicaments they are coming across during speaking part; learners can also perceive how uncomplicated they find a particular kind of communication skills in English and what they need to ameliorate.

<i>Rehearsal method</i>	Putting students into a free discussion or debate in order to give a chance to have practice.
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## 1. Subjects

### A. Participants

Teachers give a word manage to improve all four combined skills: speaking, listening, reading, and writing. Instructor chooses appropriate methods and prepares materials according to the necessity of the students. More specifically, the participants of the study are the master degree of Financial Institute in Tashkent who doesn't study at this program. There are two groups that are going to be delivered all Business English classes, 18 people of one group called I-5 from Economy Department are lower in English while another group consisted of 6 people named DMB-5 from Country Management Department that are very rational in Business English. In I-5, there are 6 females and 12 males; whereas DMB has 2 feminine and 4 masculine gendered students respectively. All of them are intelligent, smart and friendly students. In addition to, due to the principles of Robertson, Researcher observes their classes and she teaches them almost two month during her practicum.

## Traditional Group I-5 of Financial Institute of Tashkent on Master Degree

<b>№</b>	<b>Name</b>	<b>Level</b>	<b>Age</b>	<b>Nation</b>	<b>Language</b>
1.	Rasulov. Sh	Elementary	25	Uzbek	Uzbek
2.	Shavkatullay va. M	Elementary	26	Uzbek	Uzbek
3.	Holmuhammedov. O	Elementary	25	Tajik	Tajik-Uzbek
4.	Musayev. A	Pre-Intermediate	27	Uzbek	Russian
5.	Bahranov. S	Elementary	27	Uzbek	Uzbek
6.	Mahmudov. B	Beginner	25	Tajik	Tajik-Uzbek
7.	Nuratdinov. A	Upper-Intermediate	25	Uzbek	Uzbek
8.	Isakov. A	Beginner	26	Uzbek	Uzbek
9.	Mahmudova . N	Pre-Intermediate	24	Tajik	Tajik-Uzbek
10.	Usmonov. B	Elementary	25		

				Uzbek	Uzbek
11.	Matrizayeva. D	Elementary	24	Uzbek	Uzbek
12.	Mahamadiye v. A	Upper-Intermediate	25	Uzbek	Uzbek
13.	Olimova.M	Upper-Intermediate	24	Tajik	Uzbek
14.	Xonto`rayev . F	Pre-Intermediate	25	Uzbek	Uzbek
15.	Xudoyberdiy eva. D	Pre-Intermediate	25	Uzbek	Uzbek
16.	Tirkashev. F	Beginner	26	Uzbek	Uzbek
17.	Umarova. H	Elementary	25	Tajik	Uzbek-Tajik
18.	Turdiqulova. N	Upper-Intermediate	24	Uzbek	Uzbek

Table 3

### Experimental Group DMB-5 of Financial Institute of Tashkent on Master Degree

<b>№</b>	<b>Name</b>	<b>Level</b>	<b>Age</b>	<b>Nation</b>	<b>Language</b>
1.	Nabibullayeva Raxshona	Upper-Intermediate	26	Uzbek	Uzbek
2.	Murodova Muyassar	Upper-Intermediate	25	Uzbek	Uzbek
3.	Usmanov Shoxjahon	Upper-Intermediate	25	Afgan	Afgan-Uzbek
4.	Yusupov Feruz	Upper-Intermediate	25	Tajik	Tajik-Uzbek
5.	Allakuliyev Akmal	Upper-Intermediate	26	Uzbek	Uzbek
6.	Butayev O`tkir	Upper-Intermediate	25	Tajik	Tajik-Uzbek

These lists of the students that will be going to be held vocabulary classes that Researcher planned are the groups of Country Management and Economy Department with mixed-levelled students, such as elementary, beginner and pre-

intermediate. Teacher hopes that the lessons will gain runway success with these kinds of students who are very intelligent and eager to learn English.

## **B. Interviews**

Besides that, researcher took advice from her supervisor Miss Nilufar Mamatqulova that she must enrich her classes with warm-up activities and interesting handful games that make the students very motivated. Also moderator has taken an interview from master degree student who has already done her job best, called Shohida Qo`chqorova and a teacher of III philology faculty named Dilafruz Nurmurodova and also Muqaddas Qodirova who is the student of the Doctorants Department in order to get all achievements moderator hopes during the classes in Finance Institute very successfully.

## **2. Materials and equipment**

As Qualification paper begins to be writing, researcher wants to address to the materials on Magazines, Newspapers, Reports based on Business English Such as “Forbes”, “Guardian Weekly”, or “Harvard Business Review”. Because they lively materials from life that can give the vocabulary treasure on BE. Besides that, It is being expected that researcher can find such movies about Business, because of vigorous vocabulary box that be participated there. Moreover, researcher is really crave to discover ready-made books based on BE such as The Business Intermediate Student`s Book of Macmillan by John Allinson and Paul Emmerson. The research materials will be questionnaires, lesson programs, plan, assorted materials from course books, words, phrases, phrasal verbs, word combinations based on the topics of the program and according to it the topics of the experimental lessons will be:

- Examples of books about World Finance and Economics where subtopics as Insurance, Shipping, Banking, and Commerce will be discussed;

- Stress where psychology and etiquette will be discussed;
- Silver screen where subtopics as film, mass media and advertisement will be discussed.

The exercises chosen on the topics stated above were selected with the great regard to the level, interest of students and to the category of their usage. Presented tasks will be intended to increase, develop and improve the usage of contemporary vocabulary in the speech of the learners.

Within materials different kind of necessary tools of the lesson as: board, markers, stickers, paper, activity cards, handouts, lap top, pictures and others also will be used in this research. Each of these equipment will be used effectively: board will be utilized for brainstorming, clustering and analyzing an item in wide range of its usage; stickers for keeping main features and analogies of those items visually in front of students' view; activity cards help in organizing various leveled and intend steps of the lesson, while handouts and pictures sometimes will additionally help the process and will be widely used in instructing learners for individual compositional tasks and finally lap top proves its necessity by sounding pronunciation of the lexemes and were utilized in altered fixing – listening activities overall.

Also there is significant school of books that “Phrasal Verbs in Context” by Peter Dainty, “Really Learn 100 phrasal verbs” (Oxford University Press 2002), “Speak English like an American” by Amy Gillette, “Business Idioms” by Glenn Darragh, “Harvard Business Review 2006,7,8,9,10,11”, “Top 20 Business vocabulary” by Joseff Essberger, “Test your Business English General Usage” by McKellen,” Test your Business Vocabulary in Use” by George Bethell, Tricia Aspinnal, “Деловой Англиский(1998)”, “Answering Tough Questions For Dummies” by Rob Yeung (2006), “Applying for Job” Ralph O'Brien (2000), “Job Interview Success” (2006), “The Ultimate Guide to Job Interview Answers” by

Bob Firestone (2002). There are several reasons why researcher chose them as the materials because of their fullness with interesting and profitable exercises and data about BEV.

### **3. Procedure**

#### **A. Variables**

In this particular research, the independent variable covers the lessons based on vocabulary in context and out of context with full of role- plays, games, presentations, debates and dilemmas, while this variable ascendances to the learners` motivation which is dependent variable that lies on proficiency of the students in vocabulary. And the intervening variable which exposes the interconnection between the independent and dependent variable is the influence of the learning strategies objects on the ESL`s learners motivation to learn Business English Vocabulary. Besides that, the age and the gender of the learner of BEV were not taken an account during the investigation that they were command by the researcher- the students are almost in the same age and the ratio of male and female in both groups are close to each other and consequently, they are control variables.

#### **B. Steps of researching**

Investigation is based on the results of experimental teachings so, two month of teaching session has been planned. The aim of revealing real results and complicates in assessing all process caused holding it for three month instead. The procedure of research started with observations of oral speech English lessons to gather information base about teaching styles, strategies and ways, to illustrate problems, difficulties, interferences teacher and learners usually come across and just for learning teaching techniques from the experienced teachers. Additionally, English subjects, programs and course books of master degree`s first year learners of the estimated by the department of Foreign Languages were analyzed too in

order to draw an idea about the subject (oral speech), its aim, objectives and syllabus. This information was necessary in defining topics, the level of lexemes that will be chosen and in formulating the process of lesson with effective and useful strategies that can be guarantee for active teaching process.

### **Pre-assessment**

There were presented two types of questionnaires: the first written questionnaire consisted of 5 questions which analyses learners' attentiveness, inspiration and aim in learning English which was planned to be taken at the middle of the first month of the practicum; the second was about defining students' level on English vocabulary – pre-test which was words in- isolation test which students wrote synonyms or definitions organized with 20 test consisted of Business English words especially Academic Words of Business English that students. In 30 minutes participants allowed to answer the questionnaires. Having pre testing results and analyzing it, 16 lessons were planned. Besides, assessing time of the research was pointed to the end of each month and at the end of each month students were given mini-tests and to represent final results and final written test also was originate.

### **Post- assessment**

The multiple choice format tests which relied on word in- context that contained 14 questions as sentences with a, b, c, and d variants in order participants to select words` correct meaning from four deflects, as an example:

**Circle the word or phrase that helps explain the meaning of the idiom in each sentence.**

1. If an invitation arrives *out of the blue*, it's
  - a. unexpected
  - b. for a wedding.
  - c. from another country.

Lessons were organized by activities avoiding repetitions and were suited for pair, group and team works. Most lesson time was devoted to discussion and guessing the meaning of words from context. Participants were taught using different strategies at the introduction period of the lessons supporting with implicit activities and every word was taken with the great attention by them. Through chosen strategies for teaching and learning vocabulary students were learned and improved the skills of constructing the meaning of the word, phrase or idiom from the context and predicting them they used strategies and ways they educated, taught during session. The Researcher used the non-context vocabulary mode which she presented words and their definition or English equivalents to the class, while students were listening, and in some cases they repeated them after the instructor. Then, researcher covered the definitions and asked students to read each word and to supply the definition themselves. After that, students were asked to read each statement and reread the definition or synonym for the target word, and the context vocabulary mode which students were trained on a metacognitive strategy of interference which was created by Jenkins, known as Scanr, emphasized the use of contextual clues to derive the meanings of new words, relying on comprehension of the text, for guessing the meaning of unfamiliar text or lexical items during her lesson Particularly, the group DMB-5 was exposed to group discussions through which they were easily guess the word from the context, while for I-5 group activities allowing less evaluation as: matching, finding the alternative, multiple choice and others were welcomed. Nevertheless learners worked in group, team, pairs with their partners and individually. The sense of responsibility to each other helped them to avoid difficulties, misunderstanding they come across in the process of learning and sometimes it helped them to raise their enthusiasm.

## *Research Schedule*

Table 4

<b>Date</b>	<b>Activity</b>
<b>February, 27</b>	Class Observation. Interview with home teacher.
<b>March, 6</b>	Pre-test
<b>March, 13</b>	Lesson 1: “Telephone Etiquette and Business Idioms”
<b>March, 20</b>	Analyses of results of pre-test and Lesson 2 “Business Etiquette”
<b>March, 24</b>	Questionnaire. Lesson 3: “Business Letter and Money Idioms”
<b>March, 27</b>	Result Analyses of questionnaire. Lesson 4 “Company Structure and Contract Idioms”
<b>April, 3</b>	Lesson 5: “ Curriculum Vitae”
<b>April, 10</b>	Lesson 6: “Job Idioms” and Questionnaire
<b>April, 17</b>	Lesson 7: Result Analyses of Questionnaire
<b>April, 24</b>	Lesson 8: “Color Idioms about Business”

<b>May, 1</b>	Lesson 9: Post-test
<b>May, 8</b>	Lesson 9: Analyses of results of the Post-test and feedback and interviews

### **Data Analysis**

Analyses of data of the present issue were basely based on pretest and post test results. The results of monthly assessments were analyzed and taken in to consideration in further teachings. At the end of the research students were given final tests and extra task as reflection writing on question what I have given from this session? And finally, all results were collected and analyzed according to the precondition and post condition of the learners' level, interest, motivation and challenge in the form of table, charging and charting. In order to identify more effective approach for learning vocabulary Researcher designed pre-test and post-test was taken separately for Context learners' condition and for Non-context learners' condition. The results were presented and interpreted by researcher.

## **IV. Data collection**

### **A. Conditions for collecting the data. Pre- Test and Post- Test**

At the beginning of the practicum in Financial Institute of Tashkent, investigator came to the two home teachers called Hoshimova Oyposhsha and Elboyev Jamshid of the groups experimental DMB-5 and control I-5 in order to take an advice how to conduct the lesson and data about students in order to know them well. So, the subjects of the research were the students of Groups DMB-5 and I-5 of first year students of Master Degree of Financial Institute of Tashkent. There were Intermediate, Elementary and Beginner learners of BEV in both groups. The Students of both groups were planned to be taught with same teaching processes: topics, materials, skills, strategies, interaction pattern (individual, pair and group work), classroom activities and techniques throughout the experiment time.

In order to distinguish the students there were two categories: Non-context vocabulary and context vocabulary pre-test and post-test. The pre- testing process was unavoidable as it helped to clarify the target aim of the students' proficiency in the English language and based on its results we can distinguish the level of their knowledge. After a week of observations a questionnaire: for defining nature of their studying and level. From DMB-5 group 1 participant was absent because of personal reason. In the case of second group 8 participants were absent and 10 students of this group were present but 2 of them cannot afford the initial task on time reasoning it by their level. That kind of testing defines students' attitude and opinions to the investigating item and may impact on changing opposite ideas to the pleasant opinions at the end of Researcher`s experience. Then, pre-test had been expected the level of understanding vocabulary base from its wide range. Moreover, the subjects' 20 questioned and 40 pointed pre- test records were meditated to be juxtaposed with their final 14 questioned post- test results with 42 points, which would perform the progress made by them till the end of teaching

process. Post test questions were the same as in pre-test. Both group participants had taken part in the testing after teaching session. Post- test which was administered after 7 weeks the end of the experience and appropriate for 30 minutes for both groups taken as a subject of this vary research, particularly tried to show the basic divergence and result from pre- test, because the final aftermath of test is considered climax conclusion for the students. According to the post-test's result, students can inform about the level of their knowledge and how influence on the profit approaches, styles, methods, strategies and ways to them. Thus, all steps of the research were followed as it was expected, all questionnaire and pre and post-test lists were given back by the students and the researcher too. The results were accounted in two days. The data were analyzed by the writer and turned into tables and graphs. All students fell confident while testing that they took part in this observation with pleasure. Besides that home teachers of the groups also support the researcher during her work for doing a dry run in order to get runway success on her research.

## **B. Process of Teaching Business English Vocabulary**

### **1. Lesson Planning**

In order to have successful lesson-plan conducting and ideas of its actions in the process of teaching 12 lesson plan drafts were estimated and for each topic approximately by 4 skilled lesson plans were designed in details. As it was stated in previous parts, there were not subject of English vocabulary which created a little difficulty in organizing lesson process and throughout observation analysis and discussions with the scientific advisor this subject was made his/her mind to have in their Oral speech aspect. And planning process basically is fulfilled in four parts: determining the curriculum (what the students will learn); identifying what the students have already known, clarifying at least one way to assist the students in learning the new curriculum; determining at least one way to evaluate the

learning outcomes of the students. There is a sample of a lesson plan on Business English Vocabulary teaching where famous methodologists suggested effective strategies for teaching vocabulary of foreign language are used:

**Students:** 6-18

**Time-** 80 minutes

**Lesson type:** Practical lesson on strengthening acquired knowledge based on Business English Vocabulary

**Topics for discussion:** Business Etiquette

**Aim of the lesson:** strengthen and improve the vocabulary base and knowledge on the topic

**Tasks of the teacher:**

- Inspire students to acquire new knowledge;
- Develop the knowledge on the topic;
- Improve skills of using words and idioms with the help of charts and tables and debates in different contexts appropriately;
- Create the atmosphere for forming and expressing own position;
- Develop communication skills in group work / pair work.

**Results of the lesson:**

**Student is expected to:**

- Have general perception on importance of education;
- Possess solid knowledge on education vocabulary;
- Get acquainted with different states of using words;

- Use words in different situation without any difficulties.

**Teaching methods, strategies and ways:** Communicative-direct based on cognitive processing with the elements of Selecting Words, Graphic Organizers, Logic and Prediction, Synonyms and Antonyms, discussions on individual, pair and group work s, pre-learning and post-learning activities.

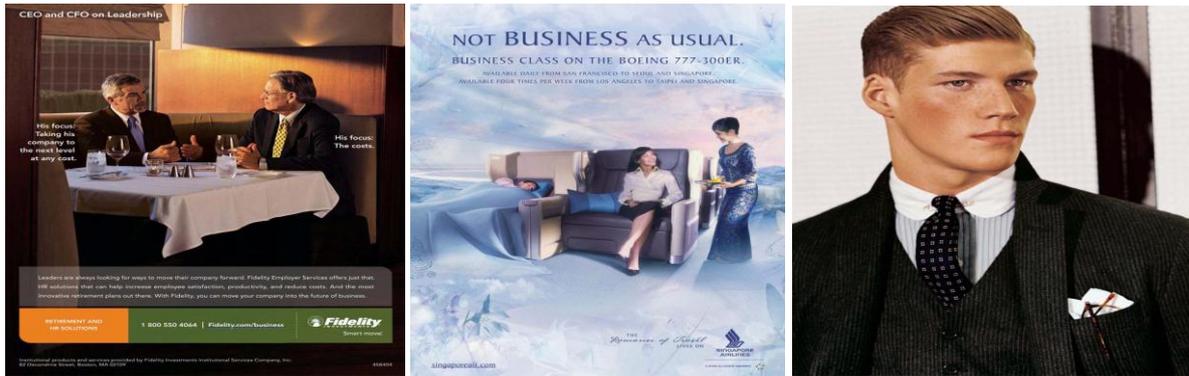
**Aids:** Text-books, white board, sheet of papers, markers, handouts, tape-recorder/ laptop, projector.

**Monitoring and assessment:** Oral assessment, written assignments, short quizzes, short and long answers questions.

Activities	Interactions	Skill practised	Procedure	Objectives	Time
1)Warm-up activity	T- S	Speaking	Firstly, the lesson is organized with speaking, so teacher commences the lesson with the attention gattered pictures belong to the theme in order to improve students' logical thinking and speaking skills. (Enclosure 1)	To develop students` speech	20 minutes
2)Main part	S- S	Writing	Secondly, after speaking activity, they do some exercises from book of J. S. McKellen "Test Your Business English General Usage" Chapter 1 "In the office. In this part of the lesson they should match the words with pictures given on the paper. (Enclosure 2)	To increase think ability and writing	20minutes
3) Main part	T- S	Vocabulary	Thirdly, there will be a vocabulary task about based on Business idioms, Business verbs. (Enclosure 3)	To improve students` knowledge on speaking and vocabulary	20minutes
4) Main part	T- S and S- S	Listening	Then, teacher put the record about "Banking" from Cambridge 1 and the students	To develop students` knowledge	15 minutes

			should fill the gaps in the paper.(Enclosure 4)	on listening	
5)Home tasks	Individually	Writing	Finally, teacher gives first chapter “Telephoning” from the book “Деловой Англиский” as a home task that students will do them at home.(Enclosure 5)	To increase the students` speaking	5minutes

Enclosure 1



Enclosure 2

**In the office**

Choosing from the words in the box, write the numbers of the items in the labels. The first has been done for you.

1 paper-clips	5 waste-paper basket	9 door
2 calculator	6 filing cabinet	10 desk diary
3 file	7 headed paper	11 coat stand
4 stapler	8 notebook	12 shelf

Enclosure 3

**LESSON 1**

**BOB'S DAY AT WORK**

*Bob works as a manager in a furniture store. Peter, his boss, is not happy about sales. Bob's new advertising campaign hasn't helped. Peter decides to fire him.*

- Peter:** Bob, I hate to **break the news**, but our sales were down again last month.
- Bob:** Down again, Peter?
- Peter:** Yeah. These days, everybody's shopping at our competition, Honest Abe's Furniture Store.
- Bob:** But everything in there **costs an arm and a leg!**
- Peter:** That's true. They do charge **top dollar**.
- Bob:** And their salespeople are very strange. They really **give me the creeps!**
- Peter:** Well, they must be doing something right over there. Meanwhile, we're **about to go belly-up**.
- Bob:** I'm sorry to hear that. I thought my new advertising campaign would **save the day**.
- Peter:** **Let's face it:** your advertising campaign was a **real flop**.
- Bob:** Well then I'll **go back to the drawing board**.
- Peter:** It's too late for that. You're fired!

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- Bob:** What? You're **giving me the ax?**
- Peter:** Yes. I've already found a new manager. She's as **sharp as a tack**.
- Bob:** Can't we even **talk this over?** **After all**, I've been working here for 10 years!
- Peter:** There's **no point in** arguing, Bob. I've already **made up my mind**.
- Bob:** Oh well, **at least** I won't have to **put up with** your nonsense anymore! Good-bye to you and good-bye to this **dead-end job**.
- Peter:** Please leave before I **lose my temper!**

 **IDIOMS – LESSON 1**

**about to** – ready to; on the verge of  
EXAMPLE 1: It's a good thing Bob left the furniture store when he did. Peter was so angry, he was **about to** throw a dining room chair at him.  
 EXAMPLE 2: I'm glad you're finally home. I was just **about to** have dinner without you.

**after all** – despite everything; when everything has been considered; the fact is  
EXAMPLE 1: You'd better invite Ed to your party. **After all**, he's a good friend.  
 EXAMPLE 2: It doesn't matter what your boss thinks of you. **After all**, you're going to quit your job anyway.

**at least** – anyway; the *good* thing is that...  
EXAMPLE 1: We've run out of coffee, but **at least** we still have tea.  
 EXAMPLE 2: Tracy can't afford to buy a car, but **at least** she has a good bicycle.  
 NOTE: The second definition of this phrase is "no less than": There were **at least** 300 people waiting in line to buy concert tickets.

12

Enclosure 4

*Listening*

**SECTION 2 Questions 13-21**

Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

**STUDENT BANKING**

Recommended Banks	Location
Barclays	Realty Square
National Westminster	Example: <i>Preston Park</i>
Lloyds	City Plaza
Midland	(13) .....

Note: May not be allowed all facilities given to resident students.

**Funding**

- Must provide (14) ..... I can support myself.
- Services will depend on personal circumstances and discretion of Bank Manager.

**Opening an account**

- Take with me: (15) ..... and letter of enrolment.
- Recommended account: (16) .....
- Bank supplies: (17) ..... and chequecard which guarantees cheques.

**Other services**

- Cashcard: (you can (18) ..... cash at any time.)
- Switch/Delta cards: (take the money (19) ..... the account.)

**Overdraft**

- Must have (20) .....
- Sometimes must pay interest.

**Opening times**

- Most banks open until (21) ..... during the week.
- Some open for a limited time on Saturdays.

## 2. Working with Groups

At the starting of the practicum, researcher thought and afraid that, master degree students were not keen on playing games, warm-up activities, role plays, but, after coming closer to each other, teacher got the picture that even master degree students were enthusiastic doing these kind of actions. Both group participants tried to show their best besides off. However, several numbers of students defined their zero attention by shortage of interest and motivation to the subject, because of their gender, males. Regardless, they were conning and span by span some interest climbed up during hot deliberation and sometimes some confabulation on the item and role –plays, working with groups and pairs. Approximately, all members of the Group DMB-5 undertook to become involved in the assignment and performed a significant scrutiny to the lesson. Students` initiatives were pretty amazing, because they were really appreciated with working interesting, handful and necessary resources. Initially, they could not show their full abilities off, they were a bit shy in the sphere with the new teacher. However, later whole students began to response. At the beginning of the lesson students discussed with each other about lesson`s theme according to bringing their facts and examples together in class. Furthermore, they could exhibit their brilliant abilities during assignment, because their answers for teacher`s questions were very conspicuous and unimpeachable.

The students of the Group I-5 were very dexterous, commonsensical too but they were less invigorated than group DMB-5. Some reason of such comportment was alluded above as shortage of attentiveness and stimulation, where spurious prompting tools were discovered as grades, gratuity, and ridiculous chastisements. Sometimes that was too intricate to conduct productive lesson, but sometimes that was uncomplicatedly done. Additionally, lots of members from this group were interested in the activities that do not command a deep analyzing, reckoning.

### **C. Evaluation form**

Every student ventured for themselves and partook in whole lesson with great inspiration. According to their movement to the lesson, students were assessed with excellent and good marks (except some students of the group I-5). And this research reveals that even with all learning affords and effective strategies, methods, ways, and styles that can be ever used in modern teaching methodologies conducting fruitful lesson even sometimes it can be difficult to reach predicted results.

## V. Results and Discussion

### A. Collected data

The results of teaching progress perform its effectiveness in different degree in different groups. During two month, one more different kind of results had been reached by teaching students for English vocabulary through various strategies. Before teaching students were questioned and after that process finished learners again were questioned. First time they were questioned to gather general assumption and idea about their interests, motivation and level. Second time for getting results after teaching and comparing them with the preliminary one. There are given general result view on pre and post- tests.

#### Pre-test results (8 questions)

DMB 5

<b>Name</b>	<b>Points: total-16 Each question- 2 points</b>	<b>Percentage % -100</b>	<b>Level</b>
Allakuliyev Akmal	16	100	Upper- Intermediate
Nabibullayeva Raxshona	14	80	Upper- Intermediate
Bo`tayev O`tkir	12	60	Upper- intermediate
Murodova Muyassar	12	60	Upper- intermediate

Usmonov Shohjaxon	14	80	Upper- Intermediate
Yusupov Feruz	12	60	Upper- intermediate

### Pre-test results (8 questions)

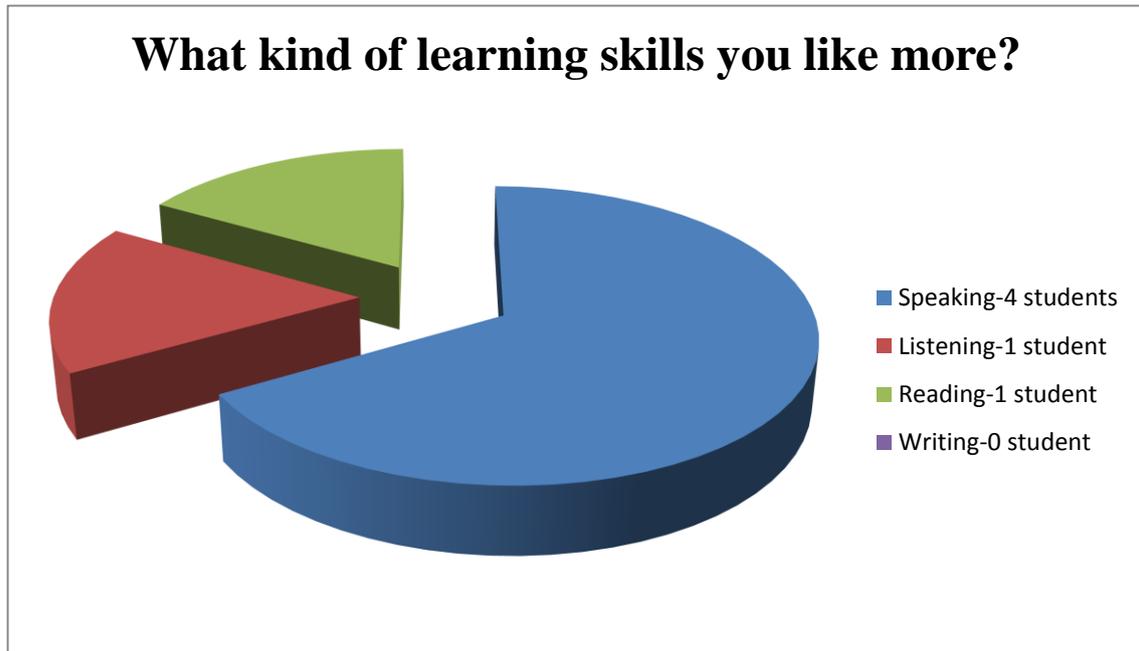
I-5

<b>Name</b>	<b>Points: total-16 Each question- 2 points</b>	<b>Percentage%- 100</b>	<b>Level</b>
Rasulov Sh	4	30	Elementary
Turdiqulova N	14	90	Upper- Intermediate
Shavkatullayeva M	-	-	Elementary
Xolmuhammedov O	2	20	Elementary
Musayev A	12	80	Pre-Intermediate
Bahronov S	2	20	Elementary
Mahmudov B	0	0	Beginner
Nuratdinov A	-	-	Upper-

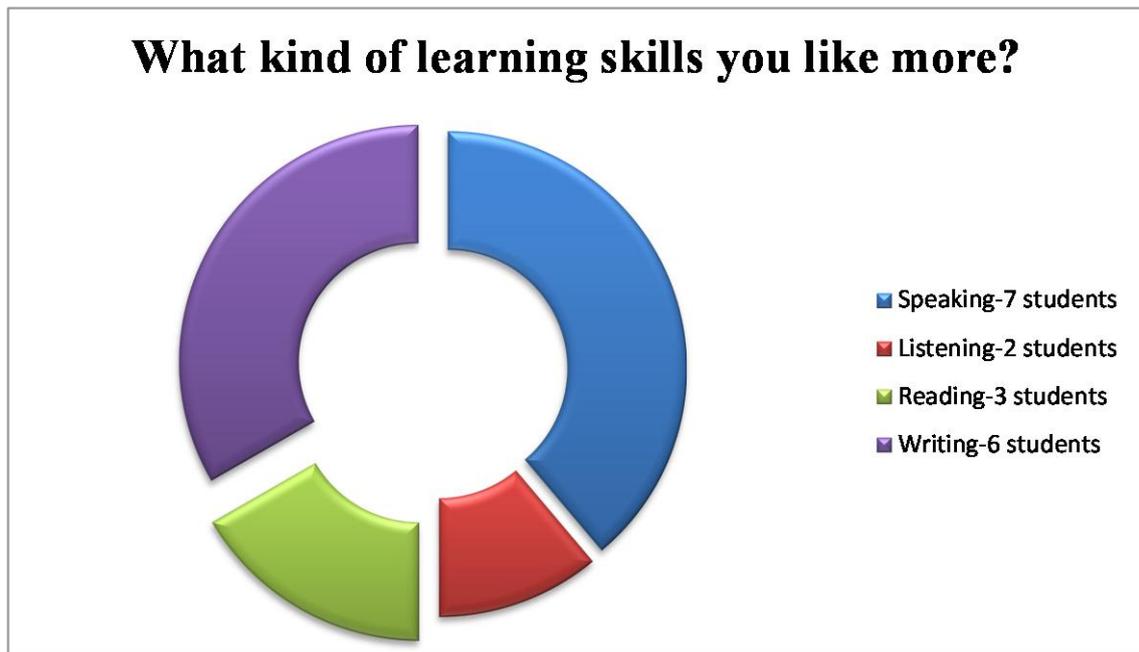
			Intermediate
Isakov A	4	30	Beginner
Mahmudova N	-	-	Pre-Intermediate
Usmonov B	2	20	Elementary
Matrizayeva D	-	-	Elementary
Mahamadiyev A	14	90	Upper-Intermediate
Olimova M	14	90	Upper-Intermediate
Xonto`rayev F	10	70	Pre-Intermediate
Hudoyberdiyeva D	14	90	Pre-Intermediate
Tirkashev F	-	-	Beginner
Umarova H	14	90	Elementary

QUESTIONNAIRE (5 questions)

Group: DMB – 5 (6 students)



Group: I-5 (18 students)



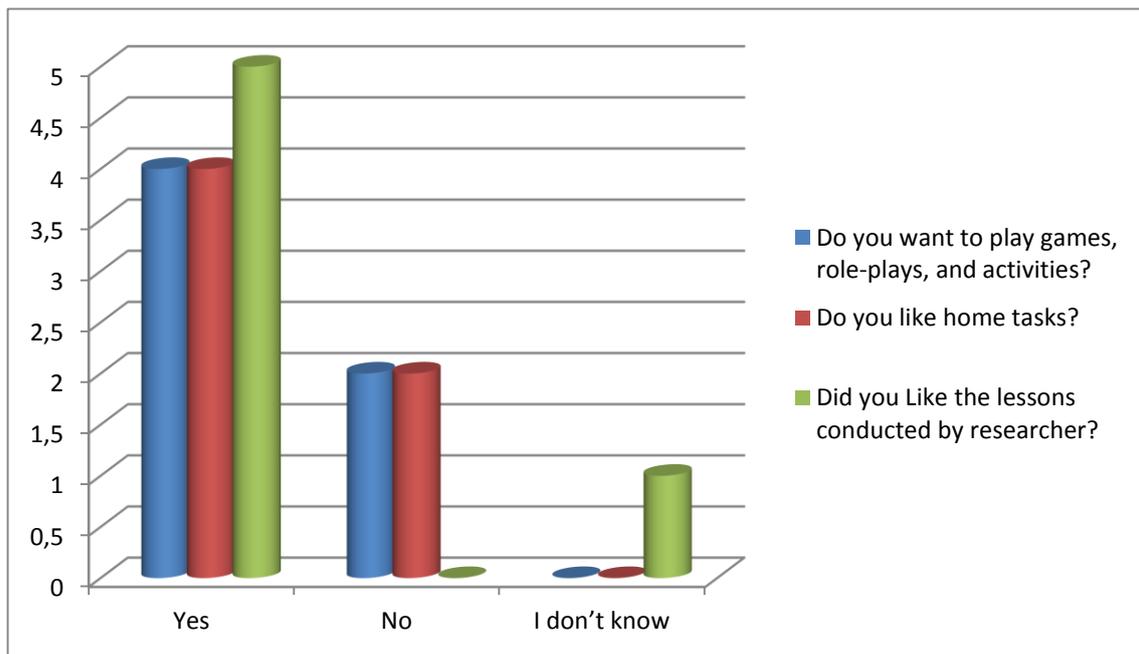
These particular pie charts reveal learning skills which were preferred by master degree students of 2 groups of Financial Institute of Tashkent in 2014. Groups: DMB5 and I5.

One of the first things to note is that having taken a questionnaire, (consisted of main 5 questions which helped to researcher to identify students` attitude towards the lesson she conducted as a teacher) the first question “What kind of learning skills you prefer more? “, Speaking was selected significantly scored one among writing, listening, reading by both groups. In particular, 4 DMB5 students elected Speaking skills, while 7 I5 students were like it.

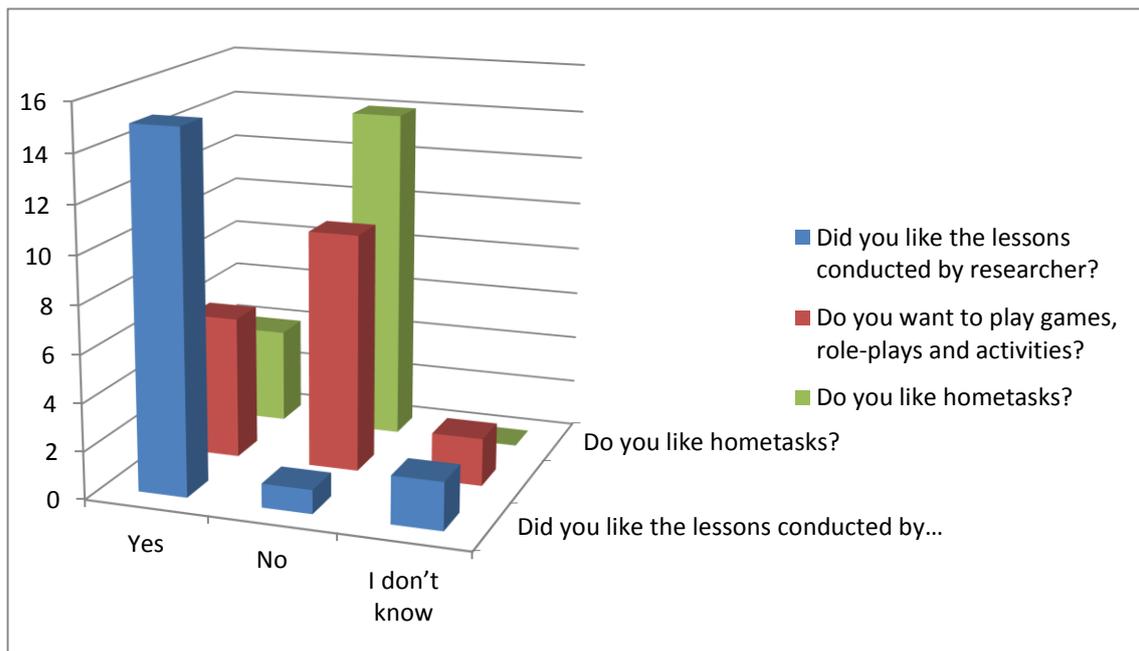
Another point which stands out in the pie charts is that Listening and Reading have only a few amateurs in DMB5, whereas I5 group members` rate originated a little bit higher than DMB5. To be more obvious, Listening and Reading had only 1 point in DMB5, 2 and 3 points in I-5 respectively.

A final thing to note is that unfortunately, in DMB5 there was no one to enrich the lessons with writing skills while in I5, 6 students wanted to organize writing lessons. To be more precise, DMB5 was about 0, when I5 was 6 for writing.

Group: DMB-5 (6 students)



Group: I-5 (18 students)



A glance from the bar charts illustrates the answers of 2 groups DMB5 and I5 for the questions of the questionnaire of the researcher in order to determine students` attitude towards her lessons:

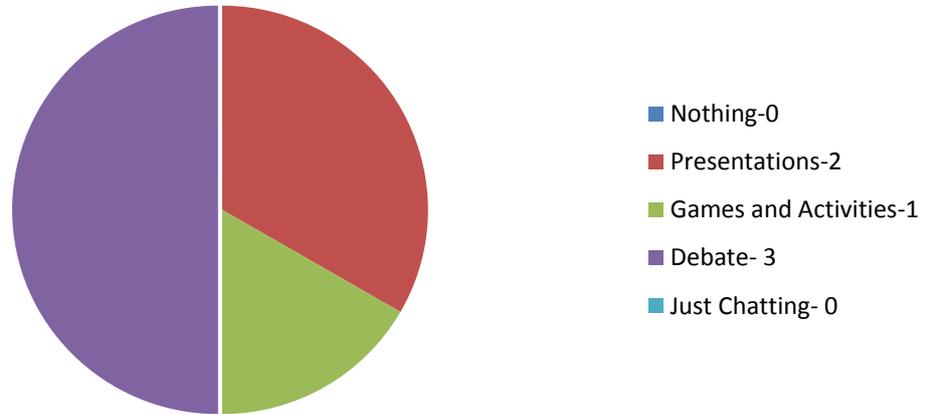
- 1) Do you want to play games, role-plays and activities?
- 2) Do you like home tasks?
- 3) Did you like the lessons conducted by researcher?

One of the first things to note is that as the first question`s answer, 4 numbers of DMB5 answered YES, and 2 of the rests said “we don`t like”. As the answer of the second question, the same results were repeated. In particular, it was 4 for YES, 2 for NO respectively. For the third one, 5 DMB5 students loved the researcher lessons except one who didn`t know whether he liked or not.

Another point to note is that in I5, there were 6 students who adored role-plays and activities, as equal as 10 people were not mad about them, and only 2 people didn`t know if they wanted or not for the first question. For the second question, only 4 student said YES, while 14 students repeated NO, and the third question had 15 YES answers, 1 NO and 2 I DON`T KNOW answers at the same time.

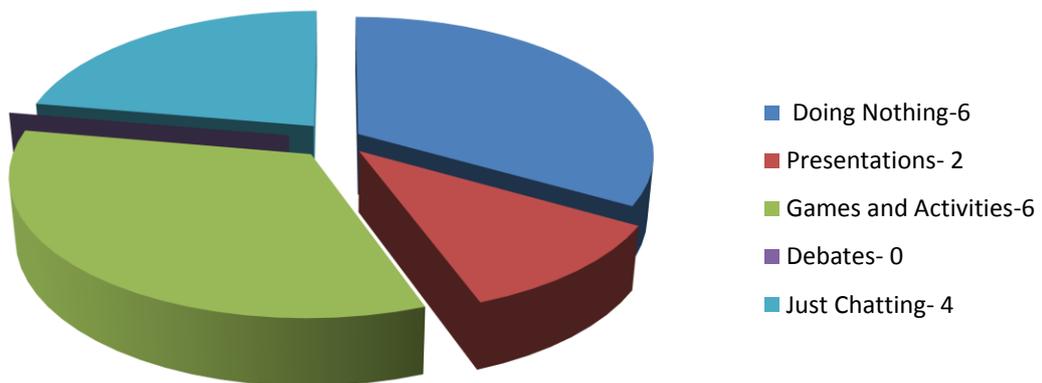
DMB-5 (6 STUDENTS)

### What kind of Initiatives you have in order to use during lessons?



I-5 (18 STUDENTS)

### What kind of Initiatives you have in order to make lessons more fruitful?



These particular pie charts represent about data belonged to the Initiatives of the students for the questionnaire of the researcher in order to conduct the lessons more fruitfully due to the students` opinions as Initiatives.

It can be seen from the first pie chart that in group DMB5 there was no one for Doing Nothing and Just Chatting, while only 1 student wanted to play Games and Activities, 2 and 3 people were keen on creating Presentations and Debate atmosphere at the same time.

However, in I-5, the condition was somehow different that there were 6 lazy students for Doing Nothing and another 6 people for performing Interactive games and Role-plays, while 4 students were enthusiastic for Just Chatting during BEV classes and only 2 members of 18 grouped students loved to do Presentations. Alas, for Debate and Discussion, the number was 0 that meant no one wanted to make them tired off.

#### **Pre-test results belong to the group DMB-5**

<b>Name</b>	<b>Score</b>	<b>Mean</b>	<b>Difference</b>	<b>Difference Squared</b>	<b>Median</b>	<b>Mode</b>
Allakuliyev Akmal	16	13	3	9	12	12
Nabibullayeva Raxshona	14	13	1	1	12	12
Murodova Muyassar	12	13	-1	1	12	12
Usmonov Shoxjaxon	14	13	1	1	12	12
Yusupov Feruz	12	13	-1	-1	12	12
Bo`tayev O`tkir	12	13	-1	-1	12	12

Standard Deviation:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{14}{6}} = \sqrt{2} = 1$$

Mean:

$$\bar{X} = \frac{\sum X}{N} = \frac{\sum 80}{6} = 13$$

### Pre-test results belong to the group I-5

Name	Score	Mean	Difference	Difference Squared	Median	Mode
Rasulov. Sh	4	8	-4	-16	3	14
Turdiqulova. N	14	8	6	36	3	14
Shavkatullayeva. M	-	-	-	-	3	14
Xolmuhammedov. O	2	8	-6	-36	3	14
Musayev. A	12	8	4	16	3	14
Bahranov. S	2	8	-4	-16	3	14
Mahmudov. B	0	8	-8	-64	3	14
Nuratdinov. A	-	-	-	-	3	14
Isakov. A	4	8	-4	-16	3	14
Mahmudova. N	-	-	-	-	3	14
Usmonov. B	2	8	-4	-16	3	14
Matrizayeva. D	-	-	-	-	3	14

Mahamadiyev. A	14	8	6	36	3	14
Olimova. M	14	8	6	36	3	14
Xonto`rayev. F	10	8	2	4	3	14
Hudoyberdiyeva. D	14	8	6	36	3	14
Tirkashev. F	-	-	-	-	3	14
Umarova. H	14	8	6	36	3	14

Standard Deviation:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{404}{13}} = \sqrt{31} = 5$$

Mean:

$$\bar{X} = \frac{\sum X}{N} = 8 = \frac{\sum 106}{13}$$

### Pre-Test Data for Groups DMB-5 and I-5

Group	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
DMB-5	13	12	12	12	16	5	1
I-5	8	14	23	2	14	13	5

## Post-test results (14 questions)

DMB 5

<b>Name</b>	<b>Points: total-28 Each question- 2 points</b>	<b>Percentage % -100</b>	<b>Level</b>
Allakuliyev Akmal	28	100	Upper- Intermediate
Nabibullayeva Raxshona	26	90	Upper- Intermediate
Bo`tayev O`tkir	22	70	Upper- intermediate
Murodova Muyassar	24	80	Upper- intermediate
Usmonov Shohjaxon	24	80	Upper- Intermediate
Yusupov Feruz	20	70	Upper- intermediate

## Post-test results (14 questions)

I-5

<b>Name</b>	<b>Points: total-28 Each question- 2 points</b>	<b>Percentage%- 100 Each question-2 points</b>	<b>Level</b>
Rasulov Sh	-	-	Elementary
Turdiqulova N	26	90	Upper- Intermediate
Shavkatullayeva M	-	-	Elementary
Xolmuhammedov O	24	80	Elementary
Musayev A	26	90	Pre-Intermediate
Bahronov S	20	60	Elementary
Mahmudov B	10	40	Beginner
Nuratdinov A	24	80	Upper- Intermediate
Isakov A	-	-	Beginner
Mahmudova N	28	100	Pre-Intermediate
Usmonov B	24	80	Elementary
Matrizayeva D	28	100	Elementary

Mahamadiyev A	26	90	Upper-Intermediate
Olimova M	26	90	Upper-Intermediate
Xonto`rayev F	24	80	Pre-Intermediate
Hudoyberdiyeva D	26	90	Pre-Intermediate
Tirkashev F	22	70	Beginner
Umarova H	24	80	Elementary

**Post- test results belong to the group DMB-5**

Name	Score	Mean	Difference	Difference Squared	Median	Mode
Allakuliyev Akmal	28	24	4	16	23	24
Nabibullayeva Raxshona	26	24	2	4	23	24
Murodova Muyassar	22	24	-1	1	23	24
Usmonov Shoxjaxon	24	24	0	0	23	24
Yusupov Feruz	24	24	0	0	23	24
Bo`tayev O`tkir	20	24	-4	-16	23	24

Standard Deviation:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{40}{6}} = \sqrt{6.67} \approx 2.58$$

Mean:

$$\bar{X} = \frac{\sum X}{N} = \frac{144}{6} = 24$$

### Post-test results belong to the group I-5

Name	Score	Mean	Difference	Difference Squared	Median	Mode
Rasulov. Sh	-	-	-	-	26	26
Turdikulova. N	26	23	3	9	26	26
Shavkatullayeva. M	-	-	-	-	26	26
Xolmuhammedov. O	24	23	1	1	26	26
Musayev. A	26	23	3	9	26	26
Bahranov. S	20	23	-3	-9	26	26
Mahmudov. B	10	23	-13	-169	26	26
Nuratdinov. A	24	23	1	-1	26	26
Isakov. A	-	-	-	-	26	26
Mahmudova. N	28	23	5	25	26	26
Usmonov. B	24	23	1	1	26	26
Matrizayeva. D	28	23	5	25	26	26
Mahamadiyev. A	26	23	3	9	26	26

Olimova. M	26	23	3	9	26	26
Xonto`rayev. F	24	23	1	1	26	26
Hudoyberdiyeva. D	26	23	3	9	26	26
Tirkashev. F	22	23	-1	-1	26	26
Umarova. H	24	23	1	-1	26	26

Standard Deviation:

$$SD = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}} = \sqrt{\frac{279}{15}} = \sqrt{18} = 4$$

Mean:

$$\bar{X} = \frac{\Sigma X}{N} = \frac{\Sigma 358}{15} = 23$$

### Post-Test Data for Groups DMB-5 and I-5

Group	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
DMB-5	24	24	23	20	28	9	2
I-5	23	26	26	10	26	17	4

These bar charts given below reveal Pre and Post- test results of groups DMB5 and I5 by mean, mode and, median.

In Pre-test, I-5 showed a little bit lower median, average man, and highest mode. In particular, in pre-test, there was Mode: 14 Mean: 8 Median: 3

But, in Post-test, after getting BEV lessons with researcher, results were changed significantly, for example, Mode: 26 Mean: 23, Median: 26 respectively.

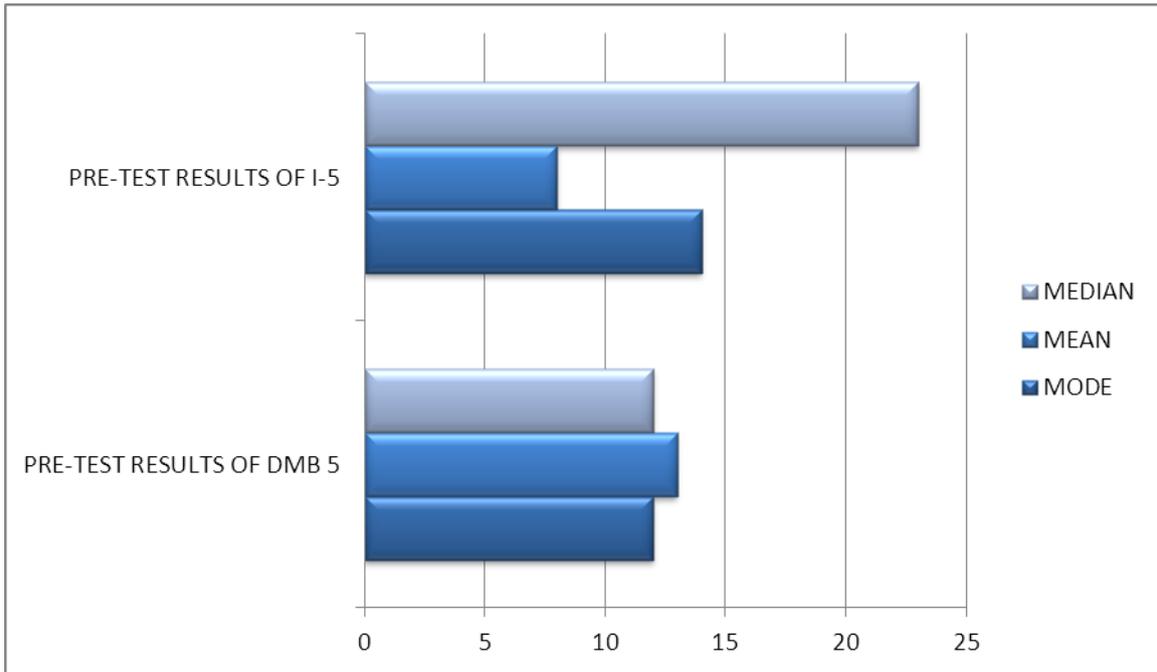
However, after checking Standard Deviation (SD), It can be seen clearly that group I5`s knowledge declined steadily. Because, in pre-test, SD was 5, after post-test, it was 4.

Oppositely, in DMB5, the condition was quite different developed that at first, their Mode: 12 Mean: 13 Median: 12 SD: 1

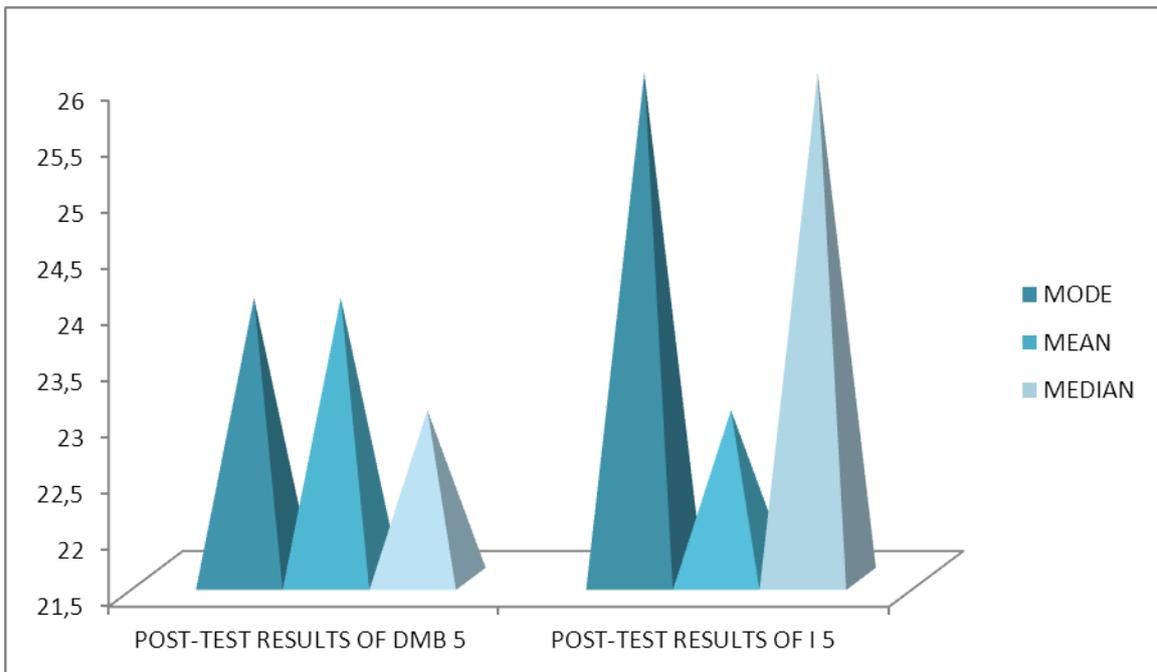
After Post-test, they were increased on BEV, for example, Mode: 24 Mean: 24 Median: 23 SD: 2

Overall, researcher can be sure that one group decreased 1%, while another group of her climbed up 1%.

## PRE-TEST RESULTS

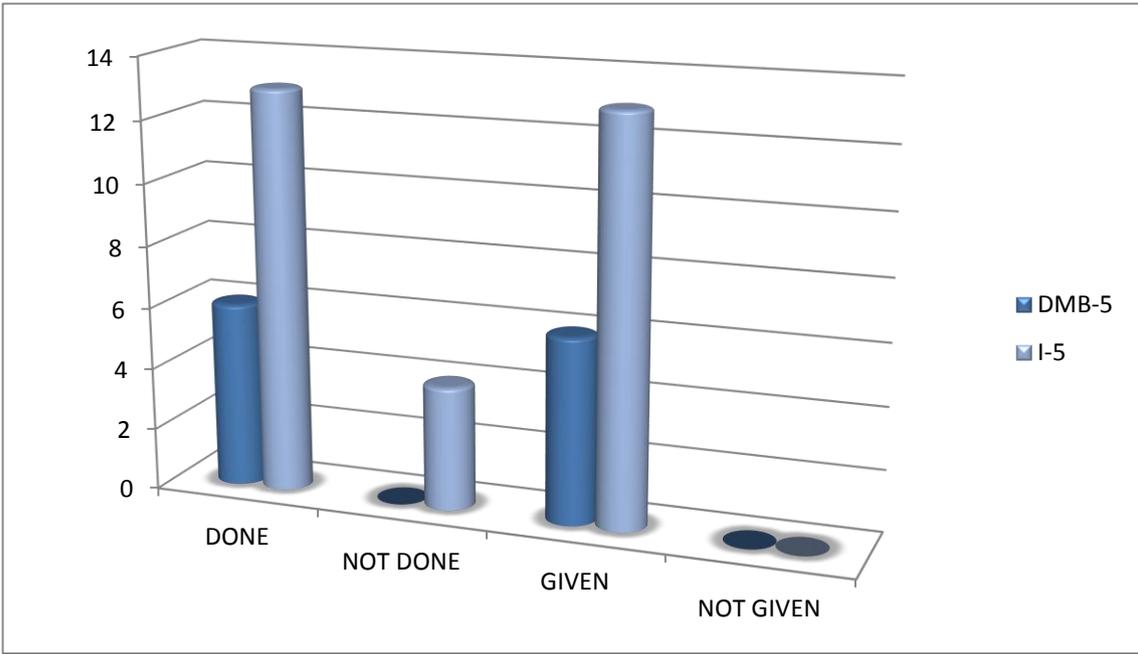


## POST-TEST RESULTS

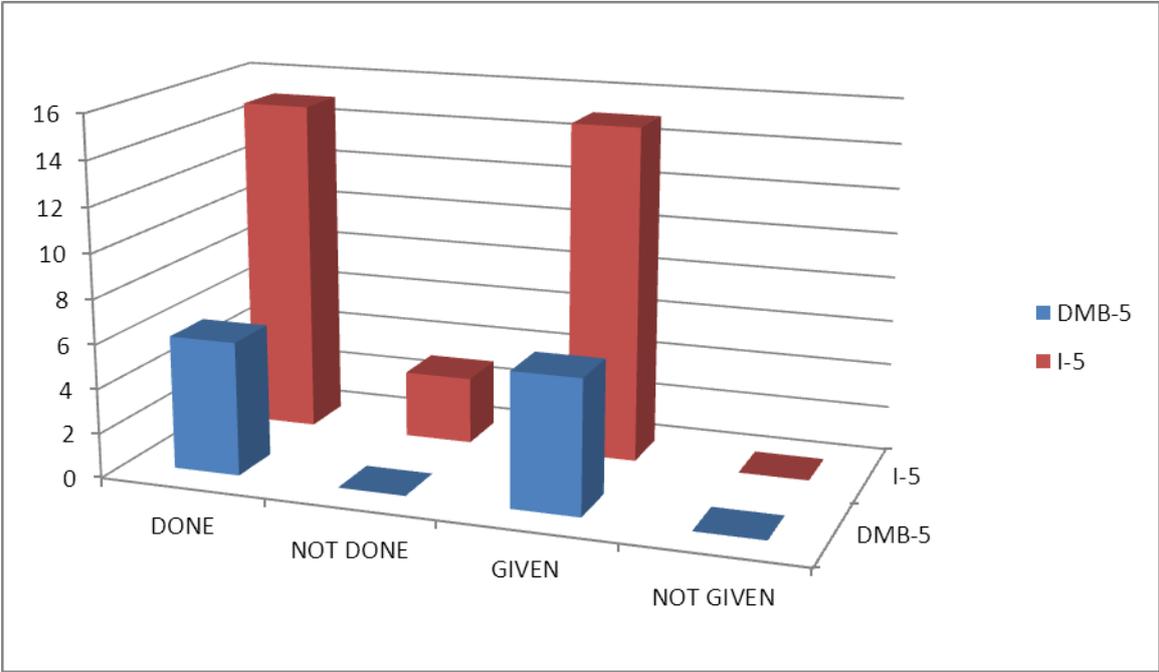


There are given several diagrams, bar charts, line graphs which tell the reader about how many students were in Pre and Post-tests, how many of them done or not, given back them or not, and how many mistakes they did or not from DMB5 and I5.

**The pre-test papers that done or not, and given or not by students of following groups**

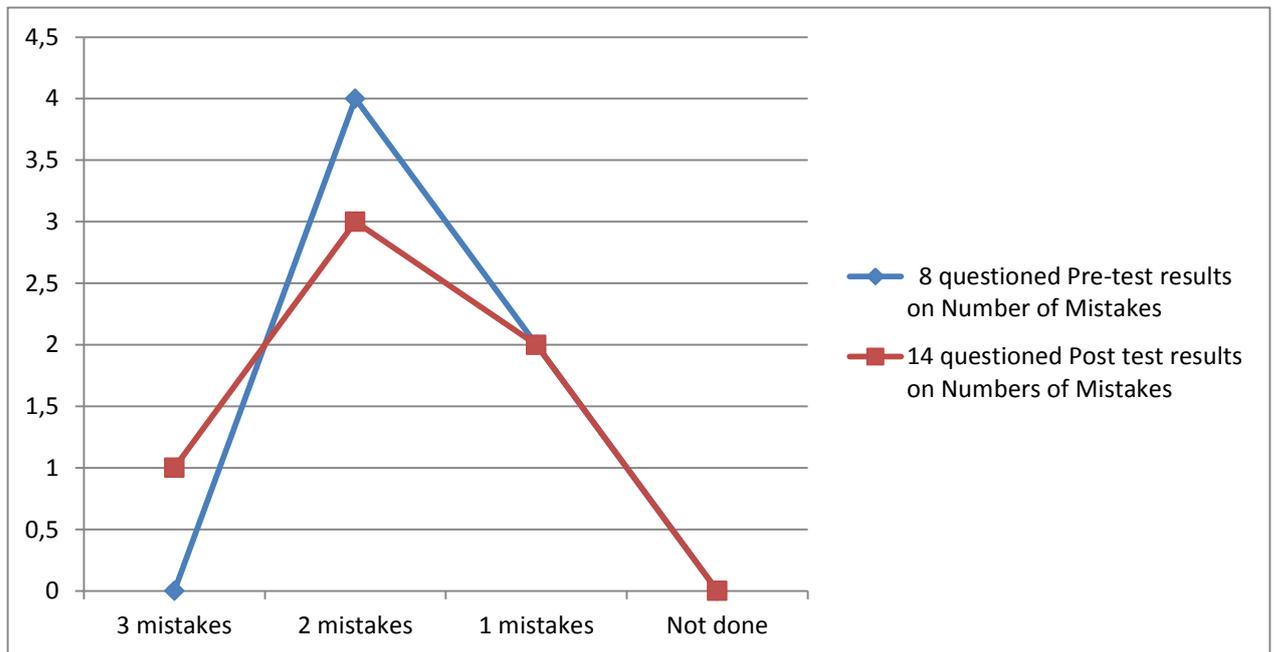


**The post-test papers that done or not, and given or not by students of following groups**

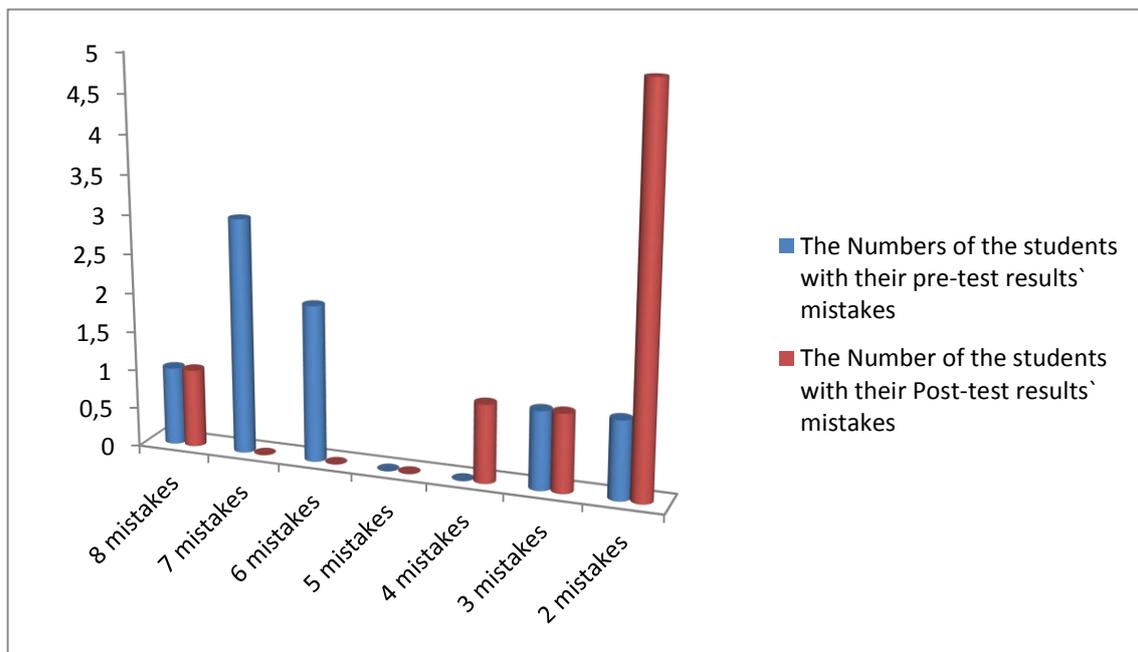


## PRE AND POST-TEST RESULTS WITH THE NUMBER OF STUDENTS DID THEM WITH SEVERAL MISTAKES

GROUP: DMB 5



GROUP: I-5



## **Practicing results**

To conclude on, researcher achieved all things which she has set as a goal:

### **For herself:**

- 1) She understood that if teacher endeavors to give something as knowledge, everybody can learn from her, even some students who don't want to learn. The first thing that teacher can take an attentiveness of students; it is kindness, strong patient, powerful strictness, and attention towards students.
- 2) She acknowledged that practice makes perfect that in order to conduct the most interesting and fruitful BE lessons, the most important methods are Engagement, Rehearsal, and Feedback methods, the most preferable skills are all of them that writing, speaking, reading, and listening, the most effective learning strategy for learning or teaching BEV is role plays from life, using words during speech, the most need able styles are Kane static and audio-lingual, Visual and Group-work styles, the most necessary way to deliver classes based on BEV is Inductive way with making students to work on them themselves.

### **For students:**

- 1) Researcher created friendly atmosphere that her students tried to act altogether.
- 2) Researcher explained that Business English Vocabulary is very important to whom that who wants to stand as a dominant in Business Atmosphere, who wants to commence her/his job development in Business. She explained to the students that Business English is not General English, it is very Special one.

## **B. Conclusion**

If grammatical knowledge is the skeleton of the language, then vocabulary fills in this skeleton and gives it life. However, it seems quite unfair to expect learners to know every single word or vocabulary item which appears in a text. Providing learners with the meanings of all new words or encouraging extensive and expansive dictionary work may not sound appropriate or adequate enough to stimulate vocabulary acquisition. The reason is that only vocabulary lists or word-translation pairs approaches preclude students from searching for and applying suitable strategies such as inference and meaning –guessing of words in their natural context or doing word analyses in unfolding the meaning of unknown words. Therefore, most ESL vocabulary learning guides advocate a “Teach vocabulary in- context” approach suggesting that EFL vocabulary should never be taught in isolation as in words list with their Native Language equivalents. Most scholars assume that vocabulary lists accompanied by translated meanings of Uzbek or Russian equivalents create less opportunity for EFL learners to achieve autonomy in second language learning or could lead to confusion in getting the right contextual meaning. (McCarty, 1990; Prince, 1996). Furthermore, the words taught in Vocabulary Building courses should be designed to cover a range of subject areas. Thus, students are helped in knowledge of words that appear frequently in their reading. This help makes them more comfortable as readers and, challenge them to read more. The learning of new words even is too facilitated as students read more deeply and for comprehension of written discourse. This requires further strategies to help students` master words independently.

Perhaps, the recent interest in second language vocabulary research will also mean a re-reckoning of the way approach the teaching of vocabulary-including the necessity to teach vocabulary extensively to the students. For too long, second language teaching has been dominated by an emphasis on communication, but accurate communication depends on largely on an extensive knowledge on

vocabulary. A good curriculum is based on students` needs, and vocabulary knowledge is high on students` priority lists. It is time to listen not only to the data from these studies but also to students who are all too aware of the shortage of L2 vocabulary knowledge.

## VII. Final Reflection

Having finished the most important research in her life, researcher can accept that she has learned much. To be honest, she never went through this process before and never before she has collected 45 books and 300 articles to prove something. She has achieved a grant, visible experience which researcher expected it will be handful for the challenges of her. But she believes that researcher will work on another research paper, because right now she has gained the knowledge of using different ways of collecting data, moreover, she was hoping a certain type of data and researcher reckoned she was informed the answers beforehand. Even though, she needs to continue working on in order to prove her outlooks.

At the first step of the data collection, surprisingly, when researcher picked up all questionnaires and pre-test, she had known that things might go a various way from what she had expected. She had imagined that majority of students prefer learning listed words rather than learning contextualized words. However, the practicum showed a different picture and She had to work with the data which she did not expect to get.

Commencing the practicum, researcher asked several different people that are close to her expecting them to support her find appropriate way to her research topic. As soon as, she had got the picture she must work on it again. After all, maybe she commenced with the little idea that grown to huge research paper. Looking back, researcher get the picture that the process of putting down this paper was very underestimated, but pretty interesting that she is very proud of her fact that she developed her knowledge.

The process of counting the results of the tests was one of the most difficult one, but enjoyable experiences as it showed deep analyses. It was much underestimated to link several ideas and views into different categories to

create particular topic. Books, newspapers supported and by this way, researcher still read a lot of varied materials that gave her a lot of different ideas of what to write about down. Her research work gives her a lot of opportunities what students need and how it is better to provide them with something they need. Finally, the result of the research has proved the effectiveness of contextualized approach in developing learning BEV and its proficiency.