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QUALIFICATION PAPER

Theme: STATEMENT OF INTENT

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STATEMENT OF INTENT

Nowadays, the great source of problem in ESL is teaching vocabulary. Most teachers say that their students have amount of difficulties in vocabulary acquisition. Some students learn by heart the words and forget them very easily. As the result they frustrate to learn the language. Such kind of challenges can cause the frustration of student. For that reason, teachers should be more creative in teaching vocabulary.

The theme is “Using interactive activities and games in teaching vocabulary” The main aim of my research work is to make sure that using interactive activities and games in teaching vocabulary is more beneficial and interesting than traditional one. During the vocabulary class teacher use some activities and games according to the theme, at that time students are motivated unconsciously. They try to follow teacher’s explanation and discover new words in context by themselves. According to some psychological research when people discover something by themselves they easily remember that thing. These games are also help to shy students to express their ideas and feelings.

Why we use games for our lesson? Nguyen Thi Thanh Huyen said: “Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way.”¹

How can we enrich students’ vocabulary with interactive activities and games? First of all, we make sure that there are enough materials for the process. Teacher

¹ From “Learning Vocabulary Through Games” By Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga ‘Asian EFL Journal’ – December 2003

should take into account the number of students, proficiency level, timing, and learning context and classroom settings. After that teacher can provides the students with colorful pictures, songs, presentations, stories, authentic materials and some extra valuable exercises. Students read and do the tasks and discover the words which are belong to the context.

In this research work I am going to conduct some of my experiment about using activities and games and the traditional way of teaching vocabulary in class. Besides that I am going to find answer some of my hypothesis. The questions are:

1. Do games and activities effective for teaching and learning vocabulary?
2. Do students feel relaxed and interested while taking part interactive games and activities?
3. Can activities help enrich the vocabulary in English compositions?
4. Are games and activities considering as highly motivating and entertaining?

There are taken two groups for the experiment. One of them is beginner level and one of them is elementary. They are given the same topics and words but different way. First group is provided with using interactive activities and games, the second group is provided just to learn by heart the words and tell them to the next lesson. Here there is given some process of teaching vocabulary in two different ways: interactive and traditional. At the end of the process there is given the results of both groups.

To sum up, the fact that using interactive activities and games in class is more essential and effective than the traditional one is proved in our experiment with some examples.

Literature Review

In order to learn language and remember the words English learners should be provided with different task – based activities in their classroom such as guessing task, a describing exercises, conversation making and etc. such activities also include vocabulary games which help learners to develop their vocabulary and how to use the words by making the lesson enjoyable Also it is necessary to check if the students learn vocabulary effectively through games and how they learn it.

Usually vocabulary has not been a particular subject for students to learn, but has been taught in speaking, listening, reading and writing lesson. During the lesson, students use their own vocabulary and teacher gives new words and they should work on these words. Some students use a bilingual dictionary to find the meanings and definitions of words. Even they may write down lines of new words without any idea of the real use of them in context. As a result they cannot use the words correctly in communication. For example, to sink (cho'kmoq) it means the ship or something goes down below the surface of liquid. But sometimes students don't know in which context they may use this word make a mistake. They use it for the person. Instead of drown they use sink. Such kind of problems can be faced in teaching process.

Now we are going to give some ideas of professors who made experience in teaching.

One of them is Decarrico. According to Decarrico words should not be learnt separately or by memorization without understanding. He said: “learning new words is a cumulative process, with words enriched and established as they are met again. The “look and remember” way of vocabulary learning seems to be not very effective for learners of the English language. Furthermore, some other students may require teachers to give meaning and grammatical function for words that they are not familiar. Learners just wait for teachers who control the lesson to provide new forms of words then they write those words in their notebooks or complete

their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extent since it helps learners learn and use the correct form of words.

The vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use it with different shades of meanings in real life communication”

Modern method of learning and teaching in communicative language teaching approach learners are needed to take part in a number of activities and games with different task. It helps to improve learners’ communicative competence. Newton also refers to this approach as a way that can enable learners to manage their vocabulary meaning and develop their communicative skills at the same time. Many experts also agree that playing games is a good way to learn vocabulary, especially in CLT class. With the help of games the teacher can create various contexts in which students have to communicate, exchange information and express their own opinions. Huang comes to a conclusion that “learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence”

Besides that some experts also pointed out some characteristics of games that make vocabulary learning more effectively. Lee lists several main advantages when games are used in the classroom including “a welcome break from the usual routine of the language class”, “motivating and challenging” “effort of learning” and “language practice in the various skills”.

In addition Uberman also makes sure the helpful role of games in vocabulary teaching after analyzing and exporting different opinions of professors. From her

own teaching experience, observed the enthusiasm of her students not only enjoy and entertain with the language they learn, but also practice it incidentally.

Games play the important part of children's development and learning language. Instructional games can make the varieties of learners' benefits which range from cognitive aspects of learning to the cooperative group dynamics.

Learning language through games is useful, meaningful and effective the causes the motivation, relaxation and fun to learners in class. Besides that, positive feedbacks from instructors or learners can improve learning better by learners' participating within a group or class.

There are also some opinions by Agnieszka Uberman:

“Using Games

'Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely". They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. S. M. Silvers says many teachers are

enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future'

'Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.'

When to use games?

'Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

'Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency''²

There are some opinions given by Pisut Tunchalearnpanih from Srinakharinwirot University (SWU), Thailand: "there are five steps in teaching vocabularies

² From 'The Use of Games For Vocabulary Presentation and Revision'

by Agnieszka Uberman

'Forum' Vol. 36 No 1, January - March 1998 Page 20.

through game. First is making motivation by greeting and doing warm – up activity. Strong motivation makes learners be interested in language learning. Next, the presentation of vocabulary is presented through the variety of materials such as pictures, songs or real objects or situations. The various materials can attract learners to language learning. Then, skill practice is used for evaluating learners' memorization and understanding. After that, the assessment is provided learners understanding. The assignment can be worksheet, examination or presentation by learners. Finally, teacher and learners are participation of reviewing the lesson they have learnt.

Suggestion for using games in vocabulary teaching.

The various types of classroom activities can be applied suitably such as pair work, small or large group work, collecting things around the room and finding partners. The activities must not be the same. For example, a whispering game can be played into one large group first and then, the game can be changed into two groups. Teacher can also add more word or sentence while playing game or teacher can also applied the game into racing game.

Learners' participation is necessary. Learners obtain more vocabularies and use them confidently through the participation of the meaningful and different task based on real life context. For example, instead of teacher tell learners to memorize words of fruits and vegetables, teacher can assign learners a task of making their own Pictionary of fruits and vegetables from supermarket's pamphlets. Pictionary by learners let learner participation of language learning and supermarket's pamphlet is from learners' real life and meaningful context.

The different learners take different roles of games. They can reveal different words or meaning differently from their prospective as the suggestion. Also personality is the most important factor in teaching. For example, when teacher asks learners to make a sentences with the word "useful", a learner can create many sentences from their experience such as "Electric drill is useful" from a

learner which lives in factory. Teacher may also notice learners some awareness from learner's mistakes such as "Milk is useful".

Teaching too many vocabularies to learners may not the suitable way of teaching. Teaching many words to learners by memorizing at the beginning of the lesson may not suitable way of teaching because learners can't use language although they can memorize a lot of words. The main purpose of language learning is to use language correctly. So learning vocabulary in a form of sentences and/or pictures can be more effective.

Classroom management can facilitate environment and conduct classroom to learning. Clear rules at first, appropriate and inappropriate concept in class, reward offering and enough activities are the elements of the classroom management which can control classroom easier. For example, when the class begins, teacher asks learners to rearrange their chairs into groups of four or five at first because the games need to be used a group of four or five learners. Then, the teacher tells and reviews the playing game. After the game finishes, teacher give a reward appropriately to the winner. These can facilitate your class and your game easier; otherwise, the game may not be successful"

Five Ways to make Vocabulary Fun and Interesting

"Teachers face a variety of challenges on a day to day basis, but perhaps their biggest challenge is helping students become successful. Whether it's truly the teacher's fault or not, a struggling student or struggling group of students is often blamed on the instructor or the instructor's teaching. One way to ensure that all students experience the same levels of success is finding more innovative, engaging ways to teach in order to facilitate student participation in learning topics that might not be the most fun to learn. For instance, while high school vocabulary might not seem like the most interesting subject for students, learning new words and their meanings is essential to any student's learning.

But how does a teacher go about engaging students in learning high school vocabulary – a subject that students may not be the most passionate about? There are a variety of different teaching methods teachers can deploy aside from the textbook and test method. Here's a look at five high school vocabulary teaching methods that are fun, interesting and sure to engage students.

Vocabulary Bingo

After teachers put students through the typical curriculum (i.e., learn the word and what it means), it's time to engage students in fun, lighthearted activities that will help them retain the information. One such activity is vocabulary bingo. Have the students make bingo cards, placing words they just learned in the various places on the card. Then, read the definitions of the word. If the students have that word, they'll color in the box on their cards where it exists. This helps students put the definition with the word itself. Teachers can also reward students who complete bingo with prizes or extra credit points.

Word Charting

The goal of teaching vocabulary is to expand a student's word knowledge. One way to do this is by encouraging students to use vocabulary words in their lives. This is where word charting comes in and teachers can encourage students to do this outside of the classroom while they're at home. For instance, if students have just been taught the word "cacophony," which means discordant sounds, encourage them to look for real-life scenarios to use it. Have students chart when they used it to describe something in their lives. For instance, a student may drop a dish on top of another dish in the sink and use "cacophony" to describe the sound it made. Give extra credit or prizes to the students that chart the most vocabulary words over a certain time period in their proper contexts.

Short Stories

Another way to make teaching vocabulary more fun is to have students create a short story or screenplay using the words they've just learned. Teachers can also make this a final project or midterm project. Typically, this will go over much better than a final exam and students will be more willing to engage and get creative with such a task, especially if a large portion of their grade depends on it.

Write Songs

To piggyback off of the previous point, another way for students to better retain words is to have them write songs with them. This is also a project that will get the creative juices flowing with students. Break them up into groups and have them write lyrics with their new words in context of their definitions. Be sure to also offer extra credit for students who go above and beyond just writing lyrics, like for groups that actually put music with their songs or record them to play them back to the rest of the class. Writing poetry with newly learned words is another option that could fall within this category.

Pictionary

Games are proven to be a better way to engage students in learning and help students retain information in the classroom. And one game that could apply to new vocabulary words is Pictionary. Have students divide into groups and then diagram word definitions as best as they can, as their peers attempt to guess them. Another game might consist of students acting out words in short skits for classmates to guess. Such games are fun and are sure to produce a lot of laughs as students learn new words.”³

“Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually

³ Internet sources

involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.'

'Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.'⁴

Besides that Majlinda Miftari also gave her own opinions according to her experience:

“Vocabulary is one of the most important aspects in teaching and learning a foreign language. In addition, vocabulary is the key of enriching the knowledge of a foreign/target language. Different perspectives of teaching vocabulary shed light on the complexity of helping learners achieve success in learning vocabulary appropriately. Thus, it is a process that needs the teacher's help. It is their responsibility to provide students with effective activities. Theoretically, teachers in order to be effective in their teaching, they should be provided an overview of the student's needs, characteristics, and their culture.

Sometimes, it can be quite challenging for teachers to know how to effectively teach vocabulary to students, because every student has his/her own style of learning new words. Even though the students have the same level of English language, such as beginner, intermediate or advanced, they do not use the same learning strategies in the classroom or outside it. Therefore, students need to

⁴ From 'Learning Vocabulary Through Games'

by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga
'Asian EFL Journal' - December 2003.

enhance their vocabulary and they need to know how to use it in the classroom and in everyday situations. These eight techniques will help to promote the EFL learners' understanding and communication in English Language.

1. Communicative approach is emphasized as an appropriate method in learning new vocabulary. Make sure that students are motivated and interested to get involved in communicative situations. The students will be given the opportunity to communicate with English native speakers. This is one of the good advantages for students to acquire new words in a practical and proficient way.
2. Cooperative activities. Using different kinds of activities in presenting new vocabulary will help learners learn new words and enhance their communication in English language. Students of different English levels will get the chance to use different cooperative learning activities to improve their vocabulary in English language. That is, during activities the students will learn from each other. The importance is that teachers should create an environment where the students will enjoy the learning.
3. Using learners as resources in introducing new words. This can be done by using different activities. One of the most used activities is role-play. For example, a small group of students do the activity about a situation and other students are observing. All the students enact a role-play but about different situations. By using this technique, students get the chance to use the vocabulary appropriately for those situations. It helps the students to learn through observation.
4. Brainstorming new words is a technique that encourages students to focus on a topic or situation, which gives them the opportunity to share their knowledge. Give students a specific topic that is in accordance to their level and interest, and allow them to discuss about it. Students by giving different opinions will make them debate with their classmates.

5. Class games help students build on their experiences and allow them to improve their vocabulary. There are a lot of games that teachers can use in the classroom by taking into consideration the student's level of English. Sometimes students get bored by listening to the teacher all the time. Therefore, using games encourage learners learn the language and also enjoy at the same time.
6. Another technique that teachers can use is to help students to use new words in context. Use this kind of method to help students find the meaning of words while reading a text. The important is that teachers should make sure that students are aware of how words fit into sentences and how to use them, and not just to know their meaning and pronunciation.
7. Translation is an effective technique when translating students something that they do not understand, from English language to L1 or vice-versa. This is more appropriate for students who are beginners and is occasionally used for students of intermediate or advanced level of English. This technique helps teachers to emphasize new structures, specifically in terms of accuracy.

Make the students write sentences using the new vocabulary learned. The students will practice the new words, but also they will get the possibility to improve better their writing. Let them choose the topic for what they will be more interested to write about.

Sayerinus Kaka also make good speech about teaching English vocabulary by games. Here you can read about her opinions.

“Learning is one of the primery activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create varitype and attractive method for the class.

What should teacher do if their students get bored? Using varitype games can be an alternative solution to handle this problem. Games, as a matter of fact, can help and encourage many students to sustain their interest and work.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information. Many experienced textbook and methodology manuals writers have argued that games are not just time filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching program.” A similar opinion is expressed by Richard Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. According to him “Games can lower anxiety, thus making the acquisition of input more likely”. “They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

By those opinion above, it can be concluded that games as “the teaching devices,” perceived as mere time-fillers, “a break from the monotony of drilling” or playful activities. The writer recognizes that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. In fact, students remember things faster and better.

The advantages:

1. Games are a welcome break from the usual routine of the language class.
2. Games are motivating and challenging students to get involved and participate actively in the learning activities.
3. Games provide language practice in the various skills; **speaking, writing, listening and reading.**
4. Games can help them learn and hang on to new words more easily.
5. Games usually involve friendly competition and they keep students interested in learning the language.
6. Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

Suggestions:

1. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching (foreign) languages.
2. Games can be used at all stages of the lesson. But teachers must be sure that games provided, are suitable and carefully selected by the teachers.
3. Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.
4. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.”⁵

In conclusion, I am going to say that all of these criteria is true with its own way. Students are different and we need different ideas and method to motivate them. I agree with all of these ideas and I also think that games and activities play main role in teaching vocabulary. So learning vocabulary through games is more

⁵ TEACHING ENGLISH VOCABULARY BY GAMES

By : Saverinus Kaka, S.Pd.

effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.'

Research Plan

Purpose of the study

When I studied at school I was always aware of the importance of vocabulary which is bridge connecting for skills of English: listening, speaking, reading, writing. Me and my classmates did our best to take any new words given by our teachers or found in our textbooks and then learnt them by heart. However after several days we forgot almost all of those words. And this really discouraged us. Besides that, lots of students told me that they felt bored and sleepy when acquiring new words. Forgetting new words and bored in learning new words seem to be a common denominator of language learners. These kinds of reasons led me to identify whether the effectiveness of games works in helping language learners to learn vocabulary interestedly and effectively.

Before beginning I would like to know how the students think about the interactive games and activities in teaching vocabulary. Next, I would like to make clear the answer to the question that “do interactive games and activities help students learn vocabulary effectively in classroom?”

For that reason I took some questionnaire from students. Finally, I took good result from them. Most of the students prefer using games and activities during learning vocabulary. As the result I do the research to identify whether games and activities are really effective in teaching vocabulary than such methods as writing new words down over and over again papers, reading them out loud several times and etc.

Also, I would like to prove that games just cannot be used for fun, or time – filling, but it also used for earnest and educational purposes such as teaching and learning languages.

Using games and activities for teaching and learning vocabulary has been applied and there are lots of English books and articles on the topic. Nevertheless, I couldn't find so many books and articles in our library. For that reason, my research is somehow based on useful information on the internet. Besides, my

experienced and respectful teacher provides me with references, helpful instructions and some researches.

The study seeks to answer the following research questions:

1. Do games and activities effective for teaching and learning vocabulary?
2. Do students feel relaxed and interested while taking part interactive games and activities?
3. How can interactive games help to shy students to show themselves?
4. Can activities help enrich the vocabulary in English compositions?
5. Are games and activities considering as highly motivating and entertaining?

Method

In order to carry out my research, I firstly asked for my supervisor's ideas and experience. Next I prepared some vocabulary games and one questionnaire including 20 questions. I started instructing Uzbek State World Language university students of class 208 and 210 to involve my experience. The students' nationality is Uzbek. The majority of them are pre-intermediate level. Further demographic information about the participants is presented in Table 1.

There are 16 students in group 208 – 12 girls and 4 boys. The group 210 consists of 18 students - 14 students of them are girls and the rest 4 students are boys. The discipline Vocabulary is taught to both of groups by EFL teacher of the IELTE program Malika Yunusova.

Total number of students involved in the research is 34: 8 boys and 26 girls. Their ages are about 18 – 25.

For the group of 208 I used interactive games and activities during the class and I carefully observed the whole class during the time they were playing games as a new vocabulary learning technique. After that I delivered questionnaire to those students who had just participated in the vocabulary games.

For the group of 210 I used traditional method during the class. Also I observed them carefully too. After that I delivered questionnaire to those student. It helped me to know more about their difficulties in learning vocabulary and their thought of games as well.

Table1

Demographic Information of students of the 208 group

Name	Age	ESL learning experience	Level	L1
Adham	21	9 years	Upper Intermediate	Uzbek
Adiba	21	6 years	Pre - Intermediate	Uzbek
Farangiz	21	3 years	Intermediate	Uzbek
Iroda	20	6 years	Pre - Intermediate	Uzbek
Jonibek	21	8 years	Upper Intermediate	Uzbek
Malohat	19	5 years	Pre - Intermediate	Uzbek
Nargiza	20	4 years	Upper Intermediate	Uzbek
Nigina	20	9 years	Intermediate	Uzbek
Nilufar	18	4 years	Intermediate	Uzbek
Nodira	21	6 years	Upper Intermediate	Uzbek
Orifjon	20	7 years	Intermediate	Uzbek
Sarvinoz	20	5 years	Upper Intermediate	Uzbek
Nafisa	21	6 years	Intermediate	Uzbek
Surayyo	21	5 years	Intermediate	Uzbek

Suyunbek	20	4 years	Upper Intermediate	Uzbek
Zilola	20	10 years	Intermediate	Uzbek

Demographic Information of students of the 210 group

Name	Age	ESL learning experience	Level	L1
Akmal	20	6 years	Upper Intermediate	Uzbek
Dilmurod	21	6 years	Intermediate	Uzbek
Doniyor	23	10 month	Pre - Intermediate	Uzbek
Durdona	22	3 years	Pre-Intermediate	Uzbek
Gulhayo	20	3 years	Intermediate	Uzbek
Gulmira	22	5 years	Intermediate	Uzbek
Hurshida	25	3 years	Intermediate	Uzbek
Mahliyo	20	3 years	Pre - Intermediate	Uzbek
Muattar	22	6 years	Upper Intermediate	Uzbek
Nargiza	21	3 years	Upper Intermediate	Uzbek
Nodir	19	7 years	Intermediate	Uzbek
Ra'no	21	10 years	Upper - Intermediate	Uzbek
Shahnoza	20	3 years	Intermediate	Uzbek
Sitora	19	3 years	Upper Intermediate	Uzbek
Surayyo	22	5 years	Intermediate	Uzbek
Xurshida	21	3 years	Intermediate	Uzbek

Zarnigor	21	3 years	Intermediate	Uzbek
Zulfizar	20	4 years	Upper Intermediate	Uzbek

Even though there are few males in both groups, the teacher should be careful in selecting the topic and materials; however it is impossible to ignore the general interest of subjects. The teacher should bring some text with a neutral content which will be equally interesting for both genders.

Materials

The materials are chosen with the regard to the level, the age, and the interests of the students' as well as meaningful and educationally valuable content of the text. Moreover, all efforts are made to make the tasks, based on vocabulary and authentic materials. The materials used in this study included questionnaire, Index card games for ESL by Raymond Clark, The Complete ESL/EFL Cooperative & Communicative Activity book by Stephen Sloan, Speak English like an American by Amy Gillett and Top Class Activities by Peter Watcyn - Jones.

I set up questionnaire including 20 questions. Next, I made games and activities plan for using and instructing the students. The main resources are the books above. After collecting and analyzing the questionnaire I found students interested and informative their responses. Besides that, handouts also helped me to organize my lesson more interesting and clear.

Equipments

The equipment facilitating the research is quite important, however very useful: paper, blackboard, markers and stickers. All those played a considerable role in various classroom developmental activities and techniques. A blackboard is used ef for writing the theme, making some notes and writing new words on it. Papers are used to print out some handouts and the sheets of papers are useful for group – work activities. During the lesson the note book computer also used in order to put

the track. First of all, I distribute the handouts and put the track in order to be clearer how to pronounce the words correctly in target language.

Procedure

At the very beginning of the researcher ask the Vocabulary teacher of the IELTE program Yunusova Malika to give consent to make her classroom and students of both groups experimental regarding the study and fill the consent form. During teaching sessions written form as part of the final thesis. When the research is complete, Yunusova Malika may request a copy of any data relating specifically to her classes. It is also envisaged that, following the completion of the research, a discussion about the outcomes of the teaching project will be held with the teacher of vocabulary course.

The study is supposed to go hand – in – hand with a month teaching of English vocabulary course that will meet once a week.

The procedure of the research starts from distributing questionnaires concerning Survey Question of the students in order to get reliable data about: 1) do students want to play games in vocabulary class; 2) do the students work with groups or individual; 3) do students motivate by making role play? and etc.

Through the careful analysis of their answers, the researcher clarifies to what points she has to pay superior attention. Not very exact but reliable enough information appears in researcher's mind about the source of the problems occurring in the students' works.

The researcher brings various interesting topics and authentic materials to make the students be aware of real – life language used in related areas. The topics, interactive games or vocabulary tasks and exercises selected by teacher should answer following questions:

- Are they interesting to learn? Will they help to a student who is learning English as a foreign language?

- Will students like them? Can they do these tasks independently?

As soon as all survey questions are taken, the syllabus of the course ahead to be designed. Throughout the course, the subjects will be practicing distinct the vocabulary games. However, the group 208 has interactive activities and games during the course, while the group 210 has traditional way of teaching vocabulary.

During the first lesson in group 208, after having results of questionnaire the researcher try to find out more interesting topics including interesting and funny games. In the first lesson researcher brings the topic “Nicole’s day at school” from the book “Speak English like an American” by Amy Gillett. The theme is about Idioms and Phrasal words. Students read the dialogue and try to find out the meaning of the idioms in the dialogue. After that, they share their opinion with conductor. Moreover, they are given the test about the idioms. Here Students should sign the correct meaning of the idioms. After finishing, they share their ideas about the answers. The conductor doesn’t say the true answer. After doing the task researcher distributes the idioms with their definition and Students find out their mistakes and answers. It will be more effectively to remember the new words if they find out their mistakes by themselves. Next, conductor asked the students to make dialogue or story to use those idioms which are learned. Students make stories and dialogues in ten minutes. The purpose of this task is to make student to use this idioms in context. At the end of the lesson Students are given a sheet of paper. Here they should do vocabulary exercises based on Phrasal words at home.

Next lesson the researcher brings the topic named “Everyday life”. First of all, she distributes the matching vocabulary. It named “Greeting Card Match-Up”. Conductor gives each student a card with the word and the definition. Students read the word in the card and find their partner. There is the definition of word in their partner’s hand. The game continues until all students find the definition of their words and partner. This exercise helps students match phrases commonly used in greeting cards with the appropriate occasions for sending the cards.

Next, researcher divides the group into four and gives the set of pictures which are cut up. Student order the picture and make a story according to their picture. After that, each group presents it.

After their presentation, researcher gives unfinished story to each group. Here students read the story and think the rest of the story. Each group tells the ending of the story.

For homework researcher gives the “Greeting Card Crossword Puzzle”. At home students solve this crossword puzzle.

In third lesson, researcher begins the lesson with “Mobile phone puzzle”. There is hidden the theme of the lesson in the numbers. Students find the word with the help of their mobile phone. For example: $6^3 2^3 2^3 8^2 7^1 2^1 8^1 4^3 6^3 6^2$ - occupation.

The theme of the lesson is “Occupation”. Researcher asks the students’ opinion about the occupation. Next, researcher gives the “Occupation Crossword Puzzle”. Students try to solve the puzzle. After they finish, conductor does not check. Instead of it she gives the students occupation and description cards which she cut before class. On the signal, the students move around the room trying to match the names of the occupation and their description. The students should not show their cards to each other until they think they have found their correct partners. As the partners find each other, they should move to the front of the room and stand in pairs. When all the students have come to the front of the room, the pairs read their cards. If any pairs are matched incorrectly, the class work together to correct the matches.

After finishing this activity, researcher divides the group into two groups. In this activity one by one the students come to the blackboard and researcher shows them one word. Students should explain them orally. If the word verb, they should say “it is verb...” The other group members find the words. Which group find the word firstly they take one point.

In addition, researcher divides the group into three groups and explains how the game works. The name of the game is “Making similes”. Student A chooses any word from column X and says it. Student B chooses any word from column Y and says “is like...” (plus their chosen word). Student C says “because ...” and quickly thinks of a reason. If C cannot think of anything, A is allowed to make a suggestion and get a point.

For home work, researcher gives making presentation and asks the students to revise the entire theme which they had. The topic for presentation is “Idioms about people” and “Life line”.

In the last lesson, researcher takes a test according to the entire themes which they had. After that, she listens to students presentations and gives questions. At the end of the lesson researcher asks students to write their feedback about the lesson in the sheet of paper and she collects them.

As it is mentioned for 210 group has traditional way of teaching. Researcher meets with this group once a week, on Friday in the third pair.

First lesson researcher brings the materials according to the topic named “Idioms and phrasal verbs”. Firstly, after greeting researcher writes the words according to the theme to the blackboard, students write down the words to their notebooks. After that, researcher asks students to repeat loudly after her. Students repeat the words after researcher. Then she gives the dialogue named “Nicole’s day at school”. She reads the dialogue and translates it into target language with students. After translation students practice the dialogue one by one.

Next, she gives the exercises according to the topic and students do it under researcher’s control. At the end of the lesson researcher gives the homework. The homework is to learn by heart the words and dialogue.

Next week, in the second lesson researcher asks the words from the students one by one. After checking home tasks researcher introduce the new theme. Then, she writes the new words to the blackboard. Students copy out the words and repeat

them loudly after researcher. Next, researcher ticks the “Greeting card Crossword Puzzle” to the blackboard and asks students to come to the blackboard and find the puzzle. Researcher read the question and students come to the blackboard and find the hidden words.

For the homework researcher asks the students to learn by heart the words and make a greeting card for the next lesson.

For the third lesson, researcher asks the words which they learned by heart. Next, researcher introduce new theme named “Occupation”. As usual researcher writes the new words to the blackboard and student copy them out and find their translation from their dictionaries. After that, they read the words loudly with researcher. The occupation crossword puzzle is ticked to the blackboard by researcher and students find their hidden words. Then, students are given the text about occupation. Students read the text turn by turn and translate it into mother tongue.

For homework students are given to learn by heart the new words. Besides that, researcher asks students to make presentation about “Idioms about people” or “Lifeline” in order to experience their knowledge.

In the fourth lesson researcher takes the quiz according to the all themes in ten minutes. After taking the quiz researcher listen to the students’ presentation. At the end of the lesson researcher marks them for the whole month according to their presentation and participation.

Data collection

After taking questionnaire from the students of group 208 and 210, researcher began her experience on the 3rd of April. Researcher met with group 208 on Thursday for the first pair, on Friday she met with group 210 in 3rd pair.

On Thursday researcher came to the group of 208 in the first pair. In order to make friendly atmosphere she introduce herself and wanted to have ice-breaking activity. In this activity students introduce themselves with emotional way. If one of them tells her/his name with crying, another tells with jealous way. It made very fun in the classroom and students played it with great interest.

Next, researcher introduced the theme to the students named “Idioms and phrasal verbs”. Firstly, students were given an exercise based on idioms. Students tried to do the exercise. Next, they were given the dialogue named “Nicole’s day at school”. During the reading the dialogue, researcher put on the track of dialogue. Students listened to the track and read the dialogue together. Then, she asked them to find the definition of the idioms. In order to check the exercise and the true version of idioms, researcher gave the words with their definitions. Students read the idioms and their meanings and found out their mistakes.

Next, researcher divided the students into four groups and asked them to make dialogue, story or role play using idioms which they had in the lesson. While doing this task students made very interesting and funny dialogues and stories including the idioms. Researcher and students were enjoyed the lesson very much. In order to memory, researcher took a video.

Next lesson, researcher came to the lesson but there were two groups and they were waiting to have mid-term on country study. For that reason, researcher gave only handouts of new theme and they didn’t have lesson in that day.

In the third week, the lesson began a little later, because students wanted to know their mid-term results on vocabulary. Yunusova Malika informed their marks and mistakes. The majority of students were not satisfied from their marks. For that

reason, their motivation was decrease. After they knew their results researcher began her lesson. She began the lesson with the puzzle named “telephone number game” to introduce the new theme of the lesson. At that time, some students had not concentrated their mind yet. That’s why they could not find the puzzle. Anyway, one student took his mobile phone and solved the puzzle. It was “Occupation”. After he found the students surprised and interested in that game. They asked the boy how he solved this puzzle. Next, researcher asked the students ideas about the theme. Researcher gave “Occupation Crossword Puzzle” and students tried to find this puzzle. Researcher did not check the crossword instead, she gave another task. Researcher gave sheets of paper with words and definitions. In order not to have noisy atmosphere, researcher asked students to read the words loudly, and other student read the definition of those words and found their partner. At that time they checked their crossword puzzle. It was very effective method. However, if students learn new words difficult way, they remember them for a long time.

After finishing that activity, researcher explained another activity. This activity is used for strengthen the background knowledge. Here students were divided into two groups. From each group the students came one by one. Students were shown the word and students tried to explain that word and other group members tried to find out the word. “A” group won in that game.

Next, researcher divided the group into three groups. She gave the handouts to each group. The name of the activity was “Making similes”. Here one group chose the word from column X and said it, another group chose any word from column Y and says “is like...” (plus their chosen word). Third group said “because ...” and quickly thought of a reason. For example: Student A: “Life...” Student B “... is like a candle”, Students C “...because we do not know when it will put off”

Also it gave great fun and enjoyable atmosphere in class. Students enjoyed the lesson. Besides that they were independent and very friendly. As Uberman said

“Learning language through games is useful, meaningful and effective the causes the motivation, relaxation and fun to learners in class”.

For homework researcher asked the students to revise all the themes and made a presentation about “idioms about people” or “my life line”.

In the last lesson researcher took a quiz in fifteen minutes and listened to their presentations. Students presented very interesting presentation according to the given topic. They followed the rule of doing presentation. Besides that some of them organized some games during their presentation. Other group members also participated in their games with great preference. Researcher gave feedback to their presentations and they conclude their lesson.

With the group of 210 researcher met on Friday in the third pair. In the first lesson researcher introduced herself and with the help of group list she met with students. Next, she explained the theme of the lesson and wrote the new words on the blackboard. She asked the students to copy new words out and repeat loudly after her. Students repeated the words after her. Next, researcher gave the dialogue named “Nicole’s day at school”. Students read the dialogue and translated it into their language one by one under researcher’s control. After finished, researcher gave the exercises according to the theme. Student did the exercises with teacher.

Then, researcher gave homework to learn by heart the new words. At the end of the lesson, some student gave negative feedback to researcher’s lesson. As their opinion the lesson was boring. The researcher knew about it beforehand, because she knew that the students were IELTS students and they didn’t have traditional way of teaching. They always had interactive ways of teaching in their vocabulary lesson. By the way, researcher continued to have the traditional way of teaching.

Next lesson researcher asked the homework from the students. Then, she explained new theme and wrote down new words on the blackboard. Students copied the new words and as usual they repeat the words after the researcher. After that, researcher ticked the “Greeting Card crossword puzzle”. She read the question and according

to the new word students found out the hidden words. During the lesson researcher noticed that the students motivation were decreasing day by day. They were not interested in the lesson any more. To take it into consideration researcher wanted to prepare interactive games and activities for the net lesson.

In the third lesson researcher began the lesson with “mobile phone puzzle” game. Students found it very fast. It was the name of the new theme “Occupation”. Next, researcher asked the students ideas about the theme. Researcher gave “Occupation Crossword Puzzle” and students tried to find this puzzle. Researcher did not check the crossword instead, she gave another task. Researcher gave sheets of paper with words and definitions. In order not to have noisy atmosphere, researcher asked students to read the words loudly, and other student read the definition of those words and found their partner.

After finishing that activity, researcher explained another activity. This activity is used for strengthen the background knowledge. Here students were divided into two groups. From each group the students came one by one. Students were shown the word and students tried to explain that word and other group members tried to find out the word. Group “D” was winner in that game. They collected seven points during the game.

Next, researcher divided the group into three groups. She gave the handouts to each group. The name of the activity was “Making similes”. Students played this game with great fun and interest. At that time researcher came up one decision that there were not any places for traditional way of teaching for University students especially for pre or upper – intermediate students.

At the end of lesson they were very happy and they said that, they wanted to have such kind of activities in all lessons. For homework researcher asked students to learn by heart all new words and do mini presentation about “idioms about people” or “lifeline”.

Results and discussions

Before starting teaching the researcher took survey question from the students who were from 208 and 210 groups. According to the survey question students should read the questions and give their reflections according to five columns. They are: Strongly disagree, disagree, neutral, agree and strongly agree. Students should tick one of these columns. According to the survey question the students' reflection are given below.

Survey question for 208 group

Survey Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I think it's more interesting to play games in vocabulary class.	0 (0 %)	0 (0 %)	3 (18, 7%)	10 (62 ,5 %)	3 (18, 7%)
2. In my opinion teacher should be oriented in class.	2 (12, 5 %)	10 (62,5 %)	1 (6, 3 %)	3 (18, 7%)	0 (0 %)
3. Interactive games help improve my ability in English speaking.	0 (0 %)	1 (6, 3 %)	2 (12,5 %)	8 (50 %)	5 (31 ,2 %)
4. Games always bring noisy	0 (0 %)	8 (50 %)	7 (43, 7 %)	0 (0 %)	1 (6, 3 %)

atmosphere in class.					
5. Activities help enrich the vocabulary in my English compositions.	0 (0 %)	1 (6, 3 %)	4 (25 %)	8 (50 %)	3 (18, 7%)
6. I like to keep silent in class than acting.	5 (31, 2 %)	8 (50 %)	1 (6, 3 %)	1 (6, 3 %)	1 (6, 3 %)
7. Interactive ways of teaching help to shy students to show themselves.	0 (0 %)	1 (6, 3 %)	4 (25 %)	7 (43, 7 %)	4 (25 %)
8. Interactive games do not help improve my ability in English speaking.	5 (31 ,2 %)	9 (56,2 %)	0 (0 %)	2 (12,5 %)	0 (0 %)
9. Learning vocabulary through games is the most important one that helps me to communicate clearly and	0 (0 %)	1 (6, 3 %)	5 (31 ,2 %)	10 (62 ,5 %)	0 (0 %)

effectively.					
10.It's waste of time to play games and activities in class.	5 (31 ,2 %)	10 (62 ,5 %)	1 (6, 3 %)	0 (0 %)	0 (0 %)
11.When I take part in interactive games I feel myself relaxed and interested.	0 (0 %)	0 (0 %)	3 (18, 7%)	11 (68,7 %)	2 (12,5 %)
12.I learn new words through learning by heart the words.	0 (0 %)	1 (6, 3 %)	7 (43, 7 %)	8 (50 %)	0 (0 %)
13.Making role play is more effective to learn how to use new words in context.	0 (0 %)	2 (12,5 %)	6 (37,5 %)	5 (31 ,2 %)	4 (25 %)
14.I like to listen to teacher's explanations and follow her order in the lesson.	0 (0 %)	3 (18, 7%)	5 (31 ,2 %)	7 (43, 7 %)	1 (6, 3 %)

15.I want and try to be a winner during the game.	1 (6, 3 %)	2 (12,5 %)	6 (37,5 %)	4 (25 %)	3 (18, 7%)
16.I learn new words through reading them out loud many times with teacher.	7 (43, 7 %)	7 (43, 7 %)	7 (43, 7 %)	1 (6, 3 %)	1 (6, 3 %)
17.I remember new words faster and better due to the relaxed atmosphere created by playing games.	0 (0 %)	0 (0 %)	6 (37,5 %)	8 (50 %)	2 (12,5 %)
18.I always write new words down and repeat so many times in order not forget.	0 (0 %)	4 (25 %)	2 (12,5 %)	7 (43, 7 %)	3 (18, 7%)
19.I consider games are highly motivating and entertaining.	0 (0 %)	0 (0 %)	6 (37,5 %)	6 (37,5 %)	4 (25 %)

20.I do not like pair works and group works. It's suitable for me to learn traditional way.	7 (43, 7 %)	5 (31 ,2 %)	0 (0 %)	1 (6, 3 %)	3 (18, 7%)
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If we analyze the questionnaire we may see that in group 208 the majority of students prefer the lessons which based on interactive games and vocabularies. Let's analyze this questionnaire.

1. Three students strongly agree with the idea that playing games in vocabulary class is interesting, ten students agree and only three students are neutral for this idea.
2. In second column 2 (12.5%) students strongly disagree and 10 (62,5%) students just disagree teacher's oriented classes. Only 1 (6,3%) student is neutral and 5 (31,2%) students agree with this method.
3. In third column 13 (%) students consider that interactive games help to improve their ability English speaking. 2 (11,1%) students neutral and only 1 (6,3%) student disagree for this idea.
4. Games always bring noisy atmosphere in class. For this idea 8 (50%) students disagree and 7 (43,7%) students are neutral. It is wonder for what reason, but only 1 (6,3%) student strongly agree with this opinion.
5. In fifth column, 11 students agree that activities help enrich the vocabulary in their English compositions. It formed 68,7 % of the group. The rest 4 (25%) students are neutral and only one student disagree for this.
6. In sixth column, 5 (31,2%) strongly disagree and 8 (50%) students just disagree to keep silent in class than acting. The rest are neutral, agree and one of them

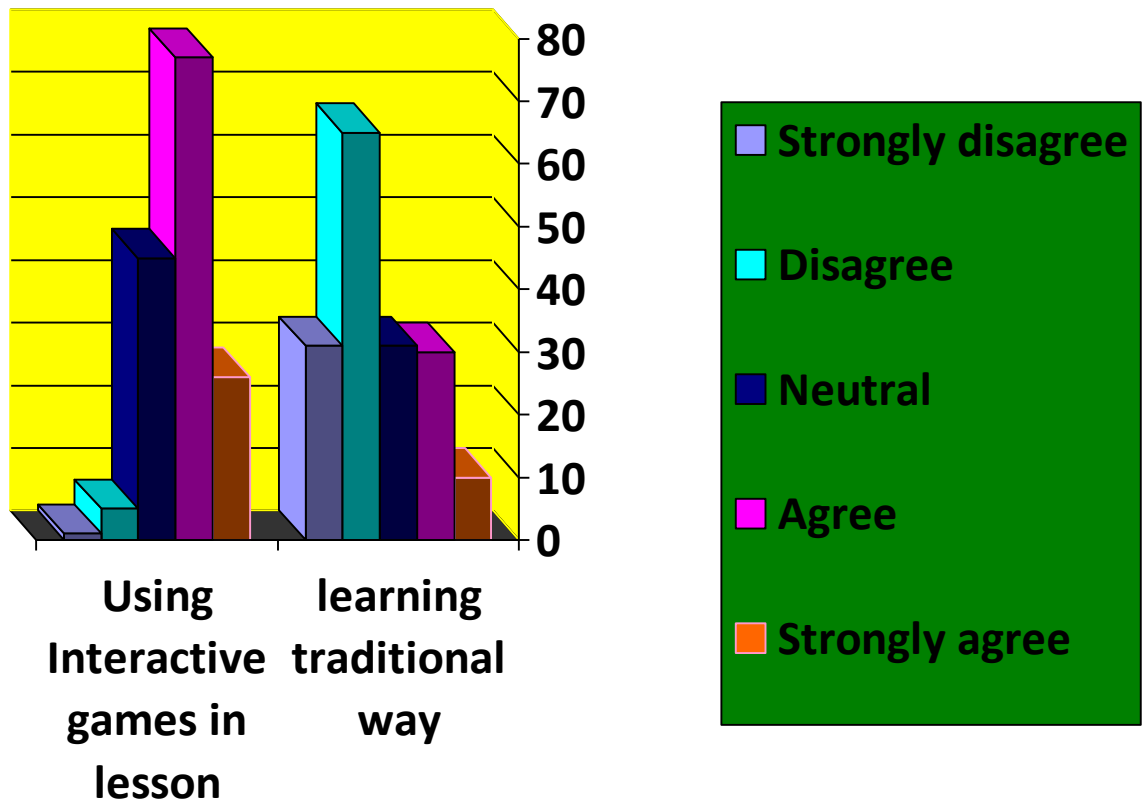
strongly agree for this question. Maybe this student is shy. For this reason s/he wants to keep silent during the class.

7. In seventh column, 11 (68,7%) students think the interactive ways of teaching help to shy students to show themselves. The rest are neutral and one of them disagree this opinion.
8. For the eighth question, 14 (87,4%) students disagree and only 2 (12,5%) students disagree for the question Interactive games do not help improve my ability in English speaking.
9. 10 (62,5%) students consider that learning vocabulary through games is the most important one that help them to communicate clearly and effectively. Other 5 (31,2%) students are neutral and one student disagree for this question
10. In tenth column, 5 (31,2%) students strongly disagree and 10 (62,5%) students just disagree the idea it's waste of time to play games and act in class. Only 1 (6,3%) student are neutral.
11. In class 13 (74,2%) students feel relaxed and interested when they take part in interactive games. Also 3 (18,7%) students are neutral in this situation.
12. In twelfth column, 8 (50%) students learn new words through learning by heart the words, besides that 7 (43,7%) students are neutral and 1 (6,3%) of them disagree for this.
13. Thirteenth question is making role play is more effective to learn how to use new words in context. For this idea 4 (25%) students strongly agree, 5 (31,2%) of them agree, 6 (37,5%) students are neutral and 2 (12,5
14. 8 (50%) students like to listen to teacher's explanations and follow her/his order in the lesson. 5 (31,2%) students are neutral and 3 (18,7%) of them disagree.

15. In class 7 (43,7%) students want and try to be winner during the game, 6 (37,5%) students are neutral and 3 (18,7%) students do not want to be winner during the game.
16. In sixteenth column, 14 (87,4%) students disagree the idea to learn new words through reading them out loud many times with the teacher, 7 (43,7) students are neutral and 2 (12,6) of them agree with this idea.
17. 10(62,5%) students consider that they remember new words faster and better due to the relaxed atmosphere created by playing games. Also 6 (37,5%) students are neutral .
18. In this group 10 (62,5%) students always write new words down and repeat so many times in order not forget. However, it is not so true, because if somebody learns by heart the words without understanding, they may forget easily and fast. So 2 (12,5%) students neutral and 4(25%) more students disagree with this opinion.
19. 10 (62,5 %) students consider that games are highly motivating and entertaining. 6 (37,5 %) students are neutral.
20. In this column, 12 (74,9%) of 16 students like pair works and group works. They disagree to learn traditional way of learning. 4 (25 %) of them agree and there is nobody neutral in this column.

Survey question diagram

In order to show the results of group 208 clearly there is given the diagram of survey question. Here you may see the results below.



In this diagram you may notice that most percentage of students agree with using interactive games in lesson. It forms 77 % of the students. 26 % of students are keen on interactive games. Of course, there are neutral students also in this diagram. It forms 45 % of students. Besides that 5 % of students disagree with using interactive games in vocabulary class. According to this result we may say that these students may be shy or they do not like to work together. Such kinds of features are suitable for individual leaning style students. So, only one percentage of students totally disagree using games.

Of course some students strongly agree for learning traditional way. It forms 10%. 30% students just agree with this while 31 % of students neutral with this idea. The majority 65 % students just disagree learning traditional way. The rest 31 % of students strongly disagree. They consider this method very old and boring.

Survey Question for 210 group

Survey Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I think it's more interesting to play games in vocabulary class.	0 (0 %)	0 (0 %)	2 (11,1%)	10 (55,5 %)	6 (33,3 %)
2. In my opinion teacher should be oriented in class.	0 (0 %)	5 (27,8 %)	2 (11,1%)	6 (33,3 %)	5 (27,8 %)
3. Interactive games help improve my ability in English speaking.	0 (0 %)	0 (0 %)	3 (16,7 %)	10 (55,5 %)	5 (27,8 %)
4. Games always bring noisy atmosphere in class.	0 (0 %)	3 (16,7 %)	6 (33,3 %)	7 (38,9 %)	2 (11,1%)
5. Activities help enrich the vocabulary in my English compositions.	0 (0 %)	1 (5,5 %)	5 (27,8 %)	8 (44,4 %)	4 (22,2 %)

6. I like to keep silent in class than acting.	6 (33,3 %)	4 (22,2 %)	4 (22,2 %)	3 (16,7 %)	1 (5,5 %)
7. Interactive ways of teaching help to shy students to show themselves.	0 (0 %)	3 (16,7 %)	5 (27,8 %)	7 (38,9 %)	3 (16,7 %)
8. Interactive games do not help improve my ability in English speaking.	2 (11,1%)	13 (72,2 %)	3 (16,7 %)	0 (0 %)	0 (0 %)
9. Learning vocabulary through games is the most important one that helps me to communicate clearly and effectively.	0 (0 %)	3 (16,7 %)	5 (27,8 %)	7 (38,9 %)	3 (16,7 %)

10.It's waste of time to play games and activities in class.	3 (16,7 %)	9 (50 %)	5 (27,8 %)	1 (5,5 %)	0 (0 %)
11.When I take part in interactive games I feel myself relaxed and interested.	0 (0 %)	1 (5,5 %)	3 (16,7 %)	10 (55,5 %)	4 (22,2 %)
12.I learn new words through learning by heart the words.	1 (5,5 %)	3 (16,7 %)	4 (22,2 %)	7 (38,9 %)	3 (16,7 %)
13.Making role play is more effective to learn how to use new words in context.	0 (0 %)	1 (5,5 %)	5 (27,8 %)	6 (33,3 %)	6 (33,3 %)
14.I like to listen to teacher's explanations	0 (0 %)	5 (27,8 %)	4 (22,2 %)	7 (38,9 %)	2 (11,1%)

and follow her order in the lesson.					
15.I want and try to be a winner during the game.	0 (0 %)	2 (11,1%)	1 (5,5 %)	10 (55,5 %)	5 (27,8 %)
16.I learn new words through reading them out loud many times with teacher.	2 (11,1%)	2 (11,1%)	10 (55,5 %)	4 (22,2 %)	0 (0 %)
17.I remember new words faster and better due to the relaxed atmosphere created by playing games.	0 (0 %)	2 (11,1%)	3 (16,7 %)	12 (66,7 %)	1 (5,5 %)
18.I always write new words down and repeat so many times in order not forget.	0 (0 %)	4 (22,2 %)	5 (27,8 %)	6 (33,3 %)	3 (16,7 %)

19.I consider games are highly motivating and entertaining.	0 (0 %)	0 (0 %)	3 (16,7 %)	10 (55,5 %)	5 (27,8 %)
20.I do not like pair works and group works. It's suitable for me to learn traditional way.	3 (16,7 %)	7 (38,9 %)	4 (22,2 %)	4 (22,2 %)	0 (0 %)

In group 210 the results are very different. Most of students prefer using interactive games in vocabulary class. Let's discuss their results.

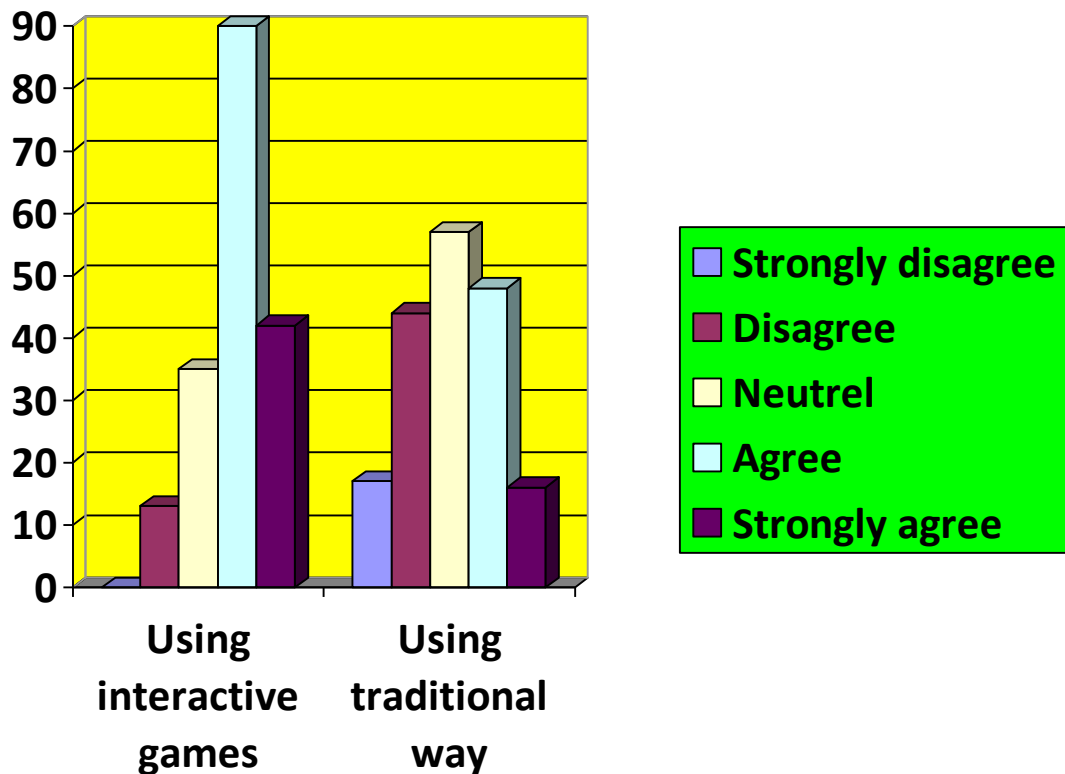
1. In first column, 16 (88,8%) students think it's more interesting to play games in vocabulary class. Two of them are neutral.
2. 11 (40%) of students consider teacher should be oriented in class. Two of them neutral and 5 (27,8%) of them do not want teacher's oriented lesson.
3. In third question, 15 (83,3%) students agree that interactive games help improve their ability in English speaking . however, 3 (16,7%) students are neutral with this idea.
4. In fourth column, 3 (16,7%) students disagree with the idea that games always bring noisy atmosphere in class. 6 (33,3%) of them neutral and 9 (50%) students agree.
5. 12 (66,6%) students think that Activities help enrich the vocabulary in their English compositions. One of them disagree and 5 (27,8%) students neutral with this question.

6. In class 10 (55,5%) students do not like to keep silent in class than acting. This idea is not suitable for 4 (22,2%) of students. They like to keep silent while others are playing games.
7. For the question "Interactive ways of teaching help to shy students to show themselves" 10 (55,5%) students agree while 5 (27,8%) of them neutral and 3 (16,7) of them disagree.
8. 15 (83,3%) students consider that Interactive games do not help improve their ability in English speaking. Also 3 (16,7%) of them neutral.
9. According to 10 (55,5%) students Learning vocabulary through games is the most important one that helps me to communicate clearly and effectively. 5 (27,8%) students are neutral and 3 (16,7) of them do not agree with this question.
10. Most of the students consider that it is not waste of time to play games and acting in class. Besides that 5 (27,8%) students neutral and only 1 (5,5%) student do not think so.
11. During the lesson, 14 (77,7%) students feel relaxed and interested When they take part in interactive games while 3 (16,7%) students are neutral and one of them is expulsion.
12. In this group, 10 (55,5%) students learn new words through learning by heart the words.4 (22,7%) of them neutral and 4 (22,7%) students do not think so.
- 13.12 (66,6 %) students consider making role play is more effective to learn how to use new words in context. 5 (27,8 %) students are neutral and only one student disagree .
14. Here it is identified that 5 (27,8%) students do not like to listen to teacher's explanations and follow her order in the lesson. 9 (50%) of them disagree and 4 (22,2%) students are neutral with this idea.
15. According to the results, 15 (83,3%) students want and try to be a winner during the game. It is wonder that 2 (11,1%) students do not want to be winner during the game while one of them is neutral.

16. So in this question 4 (22,2%) students learn new words through reading them out loud many times with teacher. Ten of them are neutral while 4 (22,2%) of them disagree.
17. In this group 13 (63,2 %) students remember new words faster and better due to the relaxed atmosphere created by playing games while 3 (16,7%) of them neutral and the rest two students disagree
18. 9 (50%) students always write new words down and repeat so many times in order not forget. 5 (27,8%) of them neutral, but 4 (22,2%) students learn new words by playing games and they do not need to write them down.
19. 15 (83,3%) students consider games are highly motivating and entertaining. The rest 3 (16,7 %) students are neutral with this question.
20. In the class, 10 (55,5%) students like pair work and group work. They prefer interactive way of learning. However 4 (22,2%) students are exceptions in this idea while 4 (22,2%) of them are neutral.

Survey question diagram

In order to show the results of group 210 clearly there is given the diagram of survey question. Here you may see the results below.



In this diagram also you may notice that most percentage of students agree with using interactive games in lesson. It forms 90 % of the students. 42 % of students strongly agree with using interactive games. Of course, there are neutral students also in this diagram. It forms 35 % of students. Besides that 13 % of students disagree with using interactive games in vocabulary class. According to this result we may say that these students may be shy or they do not like to work together. Such kinds of features are suitable for students who have individual learning style. So, there is not any students totally disagree using games.

Of course some students strongly agree for learning traditional way. It forms 16%. 48% students just agree with this while 57 % of students neutral with this idea. The majority 44 % students just disagree learning traditional way. The rest 11 % of students strongly disagree. They consider this method very old and useless.

Results of tests

After finishing the practice researcher takes the post test in both group. According to the test students should find true answers according to the theme which they are conducted. There are twenty questions from all themes which they had. For every theme five questions are included. They are: Phrasal verbs, everyday English, Occupation and “Nicole’s day at school” Idioms. The test is taken very strictly and no one allowed to cheat each other.

Here we may see the results of group 208 below.

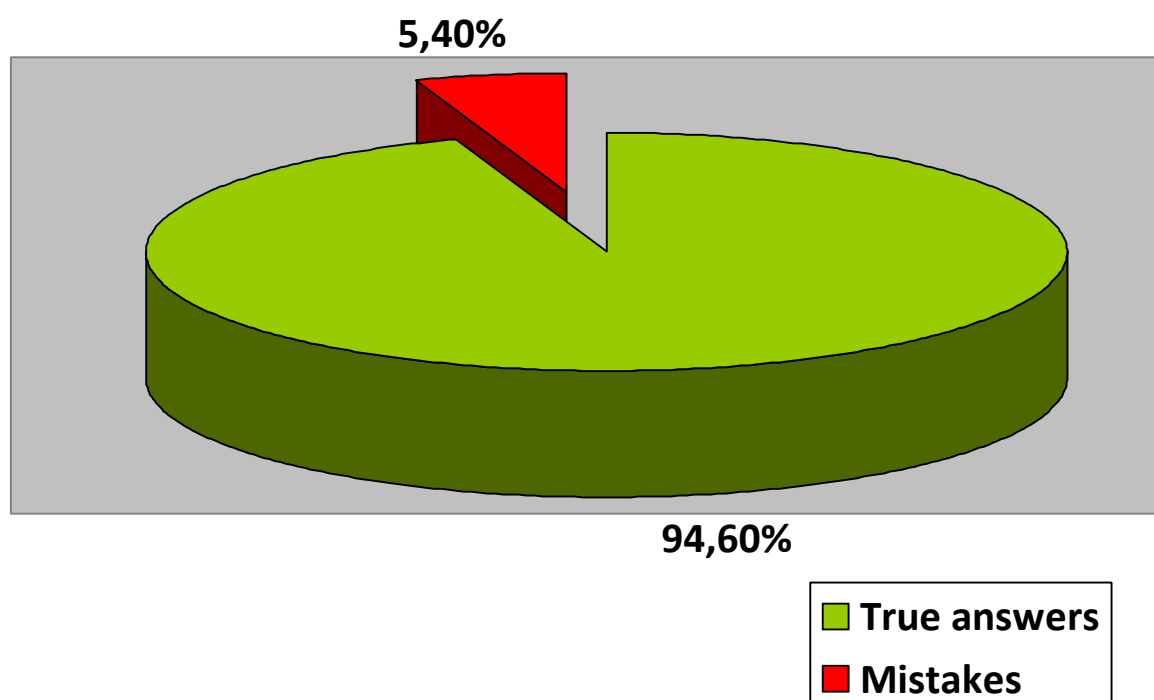
Group 208

Name	Questions	True answers	Mistakes
Allado’stova Nafisa	20	19	1
Ergasheva Nodira	20	20	0
Isroilov Adham	20	19	1
Jabborova Malohat	20	18	2
Mahmudova Nilufar	20	20	0
Nazarov Suyunbek	20	19	1
Nigmatova Nigina	20	17	3
Nig’matjonov Orifjon	20	20	0
Nuraliyeva Zilola	20	20	0
Nomozova Adiba	20	20	0
Ruzmetova Surayyo	20	19	1
Saidova Iroda	20	19	1

Toshpo'latov Jonibek	20	18	2
Tursunboyeva Farangis	20	16	4
Usmonova Sarvinoz	20	20	0
Xushboqova Nasiba	20	19	1
Total	320	303	17
	(100 %)	(94,6 %)	(5,4 %)

In this table we may see that students show good results. In this group researcher uses interactive methods in class during the month. So, in this group six students find all the answers truly. They are Ergasheva Nodira, Mahmudova Nilufar, Nig'matjonov Orifjon, Nuraliyeva Zilola, Nomozova Adiba and Usmonova Sarvinoz. Next, also six students make only one mistake from twenty tests. They are : Allado'stova Nafisa , Isroilov Adham, Nazarov Suyunbek, Ruzmetova Surayyo, Saidova Iroda and Xushboqova Nasiba. So, two students make 2 mistakes in the test. They are : Toshpo'latov Jonibek and Jabborova Malohat. Finally, only one student makes three mistakes in the test. This student is Nigmatova Nigina. Totally among the class 303 questions are found and 17 questions are unfound by students. It forms 94,6 % of questions are found from 100%. It is very good result.

The diagram of test results



Above you may see the diagram of this table. Here you may easily find out the results of the test. In this diagram it is showed that 5,4 % mistakes are done by students and the rest 94,6 % of them are true answers.

The results of Group 210

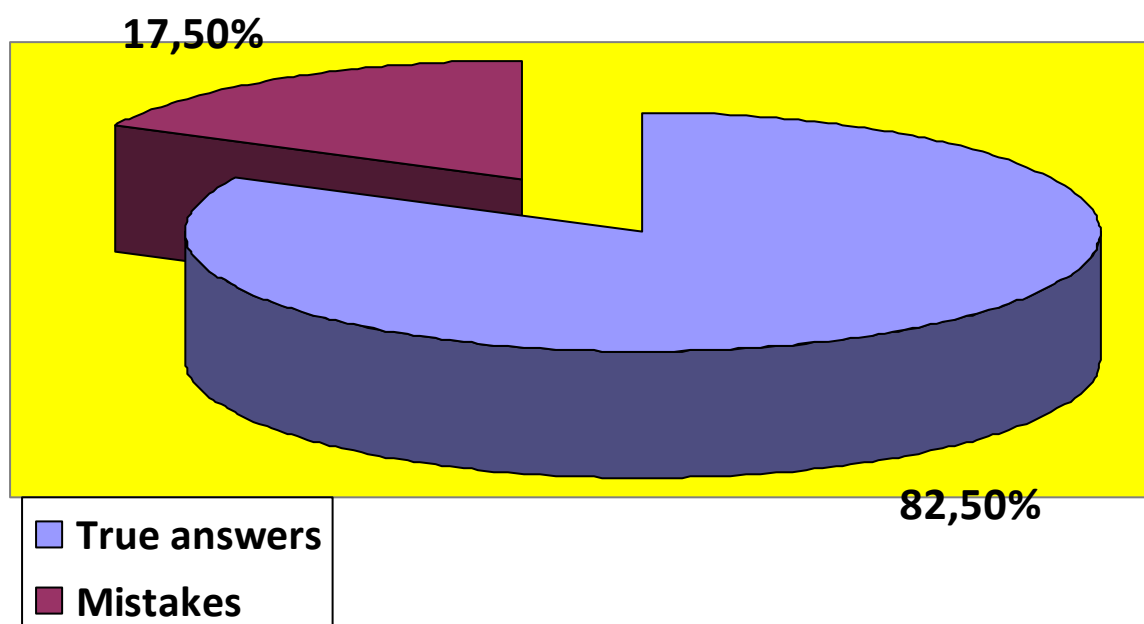
Name	Questions	True answers	Mistakes
Abdullayeva Muattar	20	12	8
Abdurahmonova Sitora	20	15	5
Ahmadaliyeva Gulmira	20	18	2
Aytullayev Doniyor	20	16	4
Esanova Mahliyo	20	15	5
Jalilov Dilmurod	20	10	10
Mahmadaminova Xurshida	20	16	4

Nuriddinova Nargiza	20	17	3
Mahkamova Zarnigor	20	19	1
Oripova Ra'no	20	17	3
Rahmatov Akmal	20	19	1
Sadullayeva Gulhayo	20	19	1
Solijonova Shahnoza	20	18	2
Toshboyeva Durdona	20	16	4
Umarova Xurshida	20	12	8
Shamsiyeva Surayyo	20	20	0
Shermatova Zulfizar	20	20	0
Xasanov Nodir	20	18	2
Total	360	297	63
	(100 %)	(82,5%)	(17,5%)

In this table we may see that students do not show good results. In this group researcher uses traditional methods in class during the month. So, in this group only two students find all the answers truly. They are Shermatova Zulfizar and Shamsiyeva Surayyo. Next, three students make only one mistake from twenty tests. They are : Sadullayeva Gulhayo, Rahmatov Akmal and Mahkamova Zarnigor. So, three students make 2 mistakes in the test. They are : Ahmadaliyeva Gulmira, Solijonova Shahnoza and Xasanov Nodir. Two students make three mistakes from twenty questions. They are: Oripova Ra'no and Nuriddinova Nargiza. Of course there are three students who did four mistakes in the test. They are: Toshboyeva Durdona , Aytullayev Doniyor and Mahmadaminova Xurshida.

Besides that two students made five mistakes in test. They are: Abdurahmonova Sitora and Esanova Mahliyo. However, the most pitiful situation that one student had ten mistakes in the test. It is awful. It means that student is not interested in class or does not motivate. This student is Jalilov Dilmurod. Finally, two students made eight mistakes in the test. These students are Abdullayeva Muattar and Umarova Xurshida. Totally among the class 297 questions are found and 63 questions are unfound by students. It forms 82,5% of questions are found from 100%. It is not satisfied result. These results show that traditional way of teaching does not give much progress in teaching sphere. In order to motivate students teachers should discover new world for their students and the lesson must not be boring. Also they should try not to stiff in one position. Otherwise they take such kind of results from their students.

The diagram of test results



Above you may see the diagram of this table. Here you may easily find out the results of the test. In this diagram it is showed that 17,5 % mistakes are done by students and the rest 82,5 % of them are true answers.

Conclusion

These results show that interactive games and activities can improve students' vocabulary skill and enrich their English speaking compositions. Now students know how to use these new words in context. Researcher does not make students to write down new words and read loud out. She distributes the handouts and makes them act and play the game. With the help of these activities she manages to give knowledge for the students. Besides that she found the answers for her hypothesis. First hypothesis is "Do games and activities effective for teaching and learning vocabulary?" Exactly yes. Here we may see its evidence. Second "Do students feel relaxed and interested while taking part interactive games and activities?" During the lesson researcher noticed that students were very happy and friendly for teacher and each other. They made role plays, dialogues together. It was funny. Some students even make jokes during the class. It means that interactive games provide friendly atmosphere among the class.

Third hypothesis is "Can activities help enrich the vocabulary in English compositions?" During the class students make stories very easily using new words, besides that, in test we may see that they remember the new words very clearly and easily during the test.

The fourth hypothesis is "Are games and activities considering as highly motivating and entertaining?" researcher found answer for this question also. The games are really motivating and entertaining. As the provided here we may give one example. At the end of the month the students wanted researcher conducted lesson at the end of the year. In their opinion the lessons were very interesting and enjoyable and they wanted to have more. They always tried to participate in class. Here there are some feedbacks by students below:

Toshboyeva Durdona:

"This month we had very interesting vocabulary class. I learnt a lot of new words, phrasal words and idioms. I think the teacher's knowledge is very excellent. Every lesson we try to participate. She motivated us to play games and participate in the

lesson. In fact our group mates' speech improved and developed very fast" It is our teacher' s success

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