

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

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ**

**ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ
СОЛИЕВА СУРАЙЁ ҚОБИЛЖОН ҚИЗИ**

**TECHNIQUES OF TEACHING A2 LEVEL VOCABULARY THROUGH
WRITING SKILLS**

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**TECHNIQUES OF TEACHING A2 LEVEL VOCABULARY THROUGH
WRITING SKILLS**

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

QUALIFICATION PAPER

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IS ADMITTED TO DEFENCE

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Abstract

The qualification paper is about activating A2 level pupils' passive vocabulary through writing skills at secondary school (especially 9th form). Therefore, it tends to analyze the methods of activating lexis in secondary stages and recommends the more applicable ones.

The basic purpose of this thesis is to suggest more appropriate ways of activating A2 level vocabulary via writing skills, so the secondary school pupils can put their vocabulary in action easily, without any troubles as well as develop their writing skills. The participants of the research were groups of learners at the Pre-Intermediate level at the age of 15 and all of them were non-native speakers. In order to suggest more applicable methods it was taken a Pre-test on basis of 10 units from the book "Fly High". Then, the researcher listed of all not activated vocabulary. Next, she conducted four lessons on teaching this passive lexis with the combination of new techniques namely Continue the story, Word Up as well as Cynquain. The lessons were conducted at school №81 which is located in Uchtepa district, Tashkent city. The duration of the study was for two months. In the finishing stage of conducting lessons in classes it was taken a post test on the basis of those 10 units and collated them for determining the efficiency of methods.

The theory was proving that the researcher used methods of teaching pre-intermediate level to activate vocabulary of English language revealed effectively in teaching process.

It can be concluded that the study assisted A 2 level learners to obtain active lexis through writing with the efficient teaching methods and techniques to make the 9th grade teachers' work easier by suggesting them into use.

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I. Introduction

On December 10, 2012 the First President of Uzbekistan , I .Karimov, announced a decree “ On measures for the further enhancement of the system of teaching foreign languages . It is stated that in the framework of the Law of the

Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system's target is to bring up deeply educated, modern-thinking youngsters as well as more integration of the country to the world community, has been announced .

In accordance with the decree, during the period of independence , a lot work has been done for the enhancement of teaching foreign languages .However, in order to keep up with the world ,our traditional methods of teaching foreign languages are not adequate .That's why teachers' professional upgrading and utilizing modern –teaching methods via using modern – technologies are high of essence .Furthermore , CEFR system was established in which the 9th form graduates should be A+2level. Considering the decree, the researcher dedicated this thesis to activate vocabulary of A2 level through writing skills in a language and learners commence to develop knowledge of the target language. As a consequence, learners will be able put their target language into practice with the help of language skills. In this research, it was mostly emphasized on activating passive vocabulary through writing skills .So as to achieve the goal, it was tried to use novel methods called Word Up to facilitate the pupils' vocabulary .The effectiveness of the newly applied methods is illustrated with its outcomes. Activating lexis is not as easy as it seems, since it requires a lot of steps .It demands integration of skills in order to achieve the goal which are listening, speaking ,reading . With the help of these above-mentioned skills and effective teaching methods, it can be much easier to achieve complex and successful process to obtain active lexis in teaching foreign languages. As is clear, in the whole procedure , the ways of activating vocabulary especially via writing skills is highlighted .

1.1 Literature review

“ Vocabulary is the key factor to produce a language ”

Thornbury

Vocabulary is the crucial factor to succeed in a language. Although passive vocabulary is obtained by most learners, active vocabulary is equally significant, possibly more essential . By utilizing active vocabulary, learners can communicate effectively and read rapidly, write correctly. However, putting lexis store into practice through writing is always the basic obstacle for A2 level learners .

Thornbury observes that "for many years vocabulary' teaching based on traditional methods and their outcomes led to the development of passive lexis " In recent years, nevertheless, developing active vocabulary has gained ever-increasing attention from scholars in second-language teaching.

Majority learners have a low interest in activating their second language lexis. This makes them have low self-esteem in using English well. It will even make them passive learners .The question “How to reach A2 level learners’ active lexis through skills especially writing skills interestingly ?” it is really worth discussing from the classroom teacher’s point of view. Wilson claims that “it is of significance to cooperate with learners to achieve active words for secondary school learners”.

A. Activating passive vocabulary through writing skills.

Teaching vocabulary through integration of skills is high of essence as we are using the new called PRESET curriculum covering 4 skills and 2 aspects. It is obvious that teaching vocabulary through writing skill is one of the most effective ways that will help pupils to activate their prior knowledge. Jalolov said that writing is the crucial factor to utilize ever achieved vocabulary. There a number of ways to teach vocabulary through writing (Teaching comparative methods 2015).One of them is suggested by Yoqubov. It is called continue the

story method, which not only activates learners vocabulary, but also develops learners ' critical thinking and imagination. While writing a story learners unconsciously activate their prior vocabulary. Essay writing is another crucial method as Thornbury said .Here , the learners ought to brainstorm and plan their writing before practicing it . Furthermore, creating a story which is based on the topic is a very essential way that makes learners to put their vocabulary into practice .The view is practically true indeed .

Moreover , it would be useful data if requirement of vocabulary size is mentioned as it is related to the research work . It is considered that vocabulary size rather than depth to be of crucial importance to learners Vocabulary size was found to be a good predictor of reading comprehension (Anderson and Freebody 198J, Koda 1989, Coady 1993) and to correlate well with writing quality (Linnarud 1986, Astika 1993). .

Investigating the progress of learners' vocabulary size can be very considerable value to language research and pedagogy .For example, teachers might want to know how much instruction is needed before pupils have reached the vocabulary threshold level necessary for the comprehension of written authentic prose .For English, a threshold of 3,000 word families (5,000lexical items) was suggested for 'minimal comprehension' (Laufer 1992) and 5,000 word families (8,000 lexical items) for reading for pleasure (Hirsh andNation 1992). A higher threshold is claimed to be necessary for a similar population of university students, 10,000-11,000 lexical items

(Hazenberg and Hulstijn 1996). Information on learners' vocabulary size at various stages of instruction can show how realistic the expectations of a given lexical syllabus are or what would constitute an optimal syllabus As for research, some topics related to increase in vocabulary size are the relationship between vocabulary growth and different input conditions, such as comprehension-based versus production-oriented instruction, the effect of

language learning context (second or foreign) on vocabulary growth, similarities and differences' between the developments of passive and active vocabulary.

It can be concluded that the way is of high importance to facilitate learners' prior lexis. It is deeply suggested to take into consideration above –mentioned points during the teaching procedure.

B. The requirement of A2 level vocabulary and writing in CEFR

A2 level is the second level of CEFR which is equal to pre-intermediate level . In writing skills it is demanded to be able to write brief, ordinary notes as well as messages that concern with in areas of immediate need ,linking a series of simple phrases and sentences with simple transitional words ,such as : “and “ ,”because” . Furthermore, learners can write simple personal letter .Graham mentions that pre-intermediate level learners can function in social situations . Moreover, A2 level learners can describe plans ,living conditions , schooling ,present job as well as past activities and personal experiences . The lexis that should be activated in this writing skills includes the topics: food and drink, objects and rooms, travel and services vocabulary, things in the town and shops ,adjectives: personality ,description and feelings . Pilaw says that describing adjectives are highly activated while writing descriptions “. Moreover , Collins claims that “ while writing personal experiences , a pre –intermediate level student unaware activate feelings related lexis store “ .It can be deduced that it is required to be able to such vocabulary measurements and writing skills from A+2 level learners in accordance with the criteria of PRESET_.

C Approaches to activating A 2 vocabulary

It is a method which designed for teaching foreign languages .It was illustrated via Michael Lewis in the early 1990s. The main idea of this approach is that it is an important part of learning a language consists of being able to understand and produce lexis as chunks. Learners are thought to be able to perceive patterns of language ([grammar](#)) as well as have meaningful set using of words at their disposal when they are taught in this way. This approach is a new one .It works best when it is conducted in a group. In this method, instruction is dialogue and writing text based which improves pupils ‘ language skills and aspects . In this approach vocabulary is superior to grammar. It was highly used in traditional vocabulary teaching classes before .Nevertheless, the process can be applied in modern English lessons. The continuation of this approach is lexical syllabus which is a form of prepositional paradigm .It takes “word “ as the unit of analysis and content for syllabus design .Different lexis researches dated back to the 1920s and 1930s (West 1926 ,Ogden 1930,Faucet ,1936) and now recent progress in this approach is for the computer analysis of authentic text . This modern tool is discussed in Sinclair and Renouf (1988) who referred the main advantage of the method, because it is more frequent for pupils. Related work concerns on collocation is provided by Sinclair (1987) and Kennedy (1989) which are helpful for learners’ vocabulary activation . In this approach pair work is more vital, because learners share their ideas and write their own ideas leaning on their prior vocabulary. It is highly recommended to apply the procedure for teenage and adult learners as their levels are adequate to utilize their ever achieved passive lexis .

Another approach which is highly suggested to use in this research is find Find that Word. **Find that Word** (Richek&McTague, 2008) is considered one of the most essential approach to improve A2 level learners’ lexis .It was created by Pilaw in 1950 .It was not very popular during that time as traditional way of teaching ,namely Grammar Translation Method was widely in use .Coming to PRESET curriculum ,this approach really suits its standards ,since it involves

integration of skills .It is very effective in high school .The procedure of this approach is very interesting .

At first ,pupils are asked to record the words they are learning .They have already come across these words in speaking and reading tasks . Coming to the second stage teacher gives learners a list of target words and learners must jot down the sentence in which the word appears .Teacher may give strips of paper to pupils . The most important thing here pupils utilize the vocabulary in writing which they have already achieved in the process of speaking and reading .It is highly responsible for lexis activation process . Another good characteristic of the method is that it is arranged as a group work which adds more interest towards the learning procedure. It can be arranged like a competition in which motivation is excellent mark for the best usage of lexis in sentence . Afterwards , it is devoted a few minutes each week to read the sentences and they are posted . It is highly suggested to vocabulary activation process because of above mentioned procedure covers all the requirements of lexis utilization in skills . One more thing to mention is assessing of pupils .According to the criteria of the method 1 point for a learner who saw or heard the word in speech ,print or media .2point is for the one used the word in speech (peer wrote the sentence) .3 point for the pupil who used the word in writing . As is clear , it is deeply effective method which really matches the target. Activity demands a minimum of instructional time, yet challenges notice and usage of lexis. Like other suggested activities I reckon this is one of the most crucial one that can be utilized , because it is of high essence to challenge learners more towards the lesson as well as it helps prior lexis a lot .Following applicable teaching method is **Semantic Mapping** (Rebecca Martinez ,2008). It was created by Nilson in 1990 . This is an applicable tool that helps in the transformation of data elements from one namespace into another namespace .It is suggested in web writing and key vocabulary is picked for it to fill . Semantic maps are maps of words .The aim of creating a map is to show the gist based connections between a word or phrase as well as set of relevant words .This tool helps the

pupils to recall the meaning of words they write a text . The method is very modern .It is widely used now. The procedure of the method is very interesting to share. In the initial stage here , a teacher can supply pupils with direct instructions about the usage of semantic maps .Afterwards ,below mentioned steps are carried out . Initially, picking a word is demanded that one already know from the text and the word is marked . If digital text is being used , it is suggested to highlight ,bold ,or underline the word . Coming to the next stage a blank map is utilized or commenced to illustrate a map .It is both possible on paper or using an online tool .So as to create convenience to learners paper is mostly offered. Next stage is placing the word in the centre of the map then pronouncing them. It is very helpful , if online dictionary is available .It can also be used as a note taking which help memorize key words of the topic. A Semantic Map is one mode of graphic organizer. All in all ,it is very effective method to conduct the lesson . Next interactive method to apply in writing lessons is **Word Walls** (Gaquin, 2008) it is also considered an applicable tool to deepen learners' vocabulary .It was created by Johnson in 1988 .Firstly ,the method was applied for children to interact them more to the lesson procedure .Nowadays ,it is being used widely for adult and teenage learners .That 's why ,beyond doubt this approach can be applied . The target of this approach to enhance learners' vocabulary as well as teach them how to spell correctly . Word walls can be as effective in upper grade classrooms as they are in the primary grades. With word walls teachers can help students develop reading and writing vocabularies, enhance content learning, and support struggling readers and English as second language students. As learners master a word, it should be retired to a shoebox and newer words added to the wall. The "shoe box" words can be reviewed before cumulative tests, or used to help learners make connections between past learning and new topics. Word walls work best when they are interactive, with words that can be easily added, removed or rearranged. Pocket charts, or index cards with peel-and-stick Velcro, or peel-and-stick magnetic strips work well. To conclude about the method, it can be suggested to

conduct an effective lesson. Following useful method for the research is **Concept Cube** (Montgomery, 2008) .It was designed by Pilaw in 1987. It is really interesting mode of method which involve pupils more towards the learning procedure. This approach was highly used for secondary school learners and now it is still in use. It is considered one of the most applicable tool to raise interest to a lesson .Now, some information about the procedure of the method is presented .It involves these below mentioned stages:

Initially learners receive six –square pattern on tag board which can be folded up and taped into three-dimensional cube, which will be 4 in each side. Before folding ,learners ,pupils clearly write in each square following directions .Here ,each student is given one challenging word from a recent reading and asked to write the assigned vocabulary word in one square. Then it is required to write a synonym (word or phrase) in another square. Next step is writing an antonym (word or phrase) in another square .Afterwards ,it is demanded to illustrate a category or categories it could belong to .Following process is jotting down essential characteristics of the concept of this word .After all, giving one example . After writing down the word with its characteristics, the next step is shaping the cube. In order to do it, it is required to cut ,fold and tape the cube .In this process ,cube is rolled and read what comes up on the “top” ,the student must tell the relationship of that word or phrase to the original word. In the last stage of the method, after learners know their own cube without any errors ,they exchange with a peer . As it is vividly clear ,the method is very useful for activating prior lexis ,because in order to fill the requirements of the cube ,pupils unconsciously activate their passive vocabulary by writing them and retelling them afterwards . There are many advantages of the method:

1. It enhances learners’ vocabulary
- 2 It develops writing skills as well as speaking
- 3 It can used as an evaluation system
- 4 Dealing with cube motivates learners

5 It develops pupils' creativity

As the coin has two sides, the method is not free of disadvantages. Below limitations of this approach is listed:

- 1 It may be challenge working with cube
- 2 Useful materials are not always available
- 3 Affective learning is unpredictable through cube
- 4 Storage and retrieval can create problems.

It can be used in the post stage of the lesson .It really works best if it is done as a pair work. As mentioned above, it can be an interesting mode of assessment .The connection of the approach with research is that it really suits while working with vocabulary through writing . That's why it is suggested to use widely beyond doubt .Following approach is also very beneficial for the study .Therefore, it is selected .It is called **Word Up!** (Richek & McTague , 2008) which is considered one of the most interactive way to enable learners' vocabulary . The origin of this method dates back to 20th century. It involves reading and speaking skills alone with writing. It is done individually. It can be applied in the main stage of the lesson mostly. Most teachers are taking advantage of the approach. In order to be aware of the procedure of the approach, let's introduce the lesson procedure. Initially , a teacher presents a topic with target vocabulary . Then learners are invited to writing task which is making sentence with the usage of vocabulary. 15 minutes are provided to carry out the task .The peculiarity of the approach is that if 10 vocabulary is illustrated by the teacher , pupils should use them all one by one . To be more clear, in the first sentence pupils should use the first lexis and in the second the first and the second lexis are required to use together .Coming to the third sentence the first ,the second and the third lexis are supposed to apply with cohesion .Likewise ,the writing process proceeds till the last sentence . At the end of the stage , 10 vocabulary is highly activated because of applying one word more than 9 . Ending stage of activity is like a competition. Teacher rewards the best usage of sentences

with excellent marks . There are tones of merits of this approach to use it in writing classes which is listed below :

- 1 It develops writing skills
- 2 It enhances pupils' creativity
- 3 It shapes active lexis store
- 4 It motivates learners
- 5 It does not require any special tools

It is clear from the features ,the approach can be used for the research in order to reach the goal . Nevertheless ,some demerits should be taken into consideration which are 1 .it may be a bit challenge to make up a sentence 2 some learners may be discouraged as they can not cope with the task .However ,generally it is one of the most effective tools to facilitate learners' vocabulary . To conduct more effective lesson ,some more useful approaches are needed .The following method which will be introduced is **Giving instructions (Grahm ,2006)**. It is suggested by Grahm .He says that'' We can support learners' information processing by supplementing auditory information with visual clues. We can provide learners with multi-sensory experiences observing and communicating, it helps all learners , especially emerging writers and English language learners''. This approach can be applied to A2 level learners. It is very interactive way of teaching and activating vocabulary. It requires some materials like drawings, diagrams and pictures ,audios as well as cards . It can applied as a role play or recipe writing .For the research it is very useful to use writing a recipe . Here, teacher invites learners to a new topic, for example : National foods .Learners should gather important vocabulary on the topic to achieve the task . Then they are supposed to write a recipe instruction via utilizing collected vocabulary. It works best as a group work .This method is of importance to apply in the lesson. It is highly used in project works which is

provided at the end of units. With the help of the approach pupils develop team –working ,problem solving skills .Furthermore, the approach highly effect on their time –management skills which is very crucial .Most importantly ,learners collect vocabulary about the topic and write them while giving instructions which is really responsible for the acquisition of active lexis . It is obvious that the method is very beneficial in order to conduct the study via applying it in classrooms. Moreover, it is very learner-centered approach in which pupils are able to show their talents and imagination which is responsible for discovering hidden talents during the lesson procedure. Taking above mentioned points into consideration the method is the one that is very significant for using passive vocabulary via applying writing skills which brings active lexis at the end of it . Another approach to introduce is **Word Expert Card** (Richek&McTague, 2008). It was created by Michael George in 1987 . It is very applicable for A 2 level learners’ vocabulary activation process. Initially ,it will be more appropriate to present the procedure and its usage.

It includes many stages .Firstly ,in this approach every pupil in the class takes the responsibility thoroughly learning a few words ,then they are supposed to teach those achieved words to peers .It is very beneficial teaching 3 words and activating them while teaching process . Afterwards every “word expert” designs a card for each lexis utilizing a teacher-approved rough draft of the word’s definition ,part of speech and an illustration .After a “word expert” is finished with his or her cards ,pupils manifest their cards to a classmate and they exchange cards .It is very excellent way to add interest to learning and activating lexis . When pupils are given a chance to be a teacher for their peers, they try to do their best with the task . It is also learner -centered approach as pupils are in active state .While writing and designing cards ,pupils can develop their vocabulary storage and they will be able to activate it .Moreover ,creativity is awarded by a teacher here .Because every pupil unconsciously try to use an easy way to transfer their ideas which may be responsible for appearing new teaching

methods . It really works best as a pair work .It can be applied in the main stage as it demands much time. Taking above mentioned procedure into consideration, it can be deduced that this approach is very needy for the current study as it improves learners' new vocabulary as well as it helps to activate it .Furthermore ,productive skills are highly involved in it .Therefore beyond doubt ,it is deeply feasible to apply it to conduct a lesson .

To conclude, it can be generalized that above –mentioned approaches play a significant role in this research because of their peculiarities. In the procedure and process part , all of them are used successfully to achieve the target . Without any hesitation , it is really suggested to apply .

D .Techniques of A 2 level vocabulary in writing classes .

There are a number of techniques that can be highly used in writing classes to enhance A2 vocabulary .One by one each of them will be listed. The first one is **Continue the story** technique. A number of techniques a applied to teach and vocabulary through writing skills .One of the them “ Continue the story “ technique .In this technique , a teacher gives a situation and learners should continue the story .As Piaget said “ Story writing is an essential factor to enhance prior vocabulary “ . (Effective Vocabulary strategies ,2011) .Moreover , as Herman & Dole1(1988. Theory and Practice in Vocabulary Learning and Instruction) mentions “Continue the story ‘ technique improves learners' critical thinking . It is deeply recommended by Thornbury to apply A2 level classroom , since this mode of learners can handle this activity . The next technique which is offered is **Cynquain** .It is also considered one of the most effective teaching aid for A 2 level learners .A cinquain – which, by the way, is pronounced “sin-cane,” *not* “sin-kwane” – is a form of poetry that is very popular because of its simplicity. It was created by American poet Adelaide Crapsey about 100 years ago, and is similar to Japanese poetic forms, such as haiku and tanka. Cinquains are just five lines long, with only a few words on

each line, making them easy to write. The first and last lines have just two syllables, while the middle lines have more, so they end up with a diamond-like shape, similar to the poetic form called the diamante. Though they are just five lines long, the best cinquains tell a small story. Instead of just having descriptive words, they may also have an action (something happening), a feeling caused by the action, and a conclusion or ending. Blachowic (2006. Vocabulary) mentions “ Cinquains are key factors to develop lexis as well as it provides an interesting procedure to conduct the lesson . Moreover , Nuessel, F. (1994).(Recreational Problem-Solving Activities for Teaching Vocabulary in Elementary and Intermediate. Hispania) said that cinquains are more interactive to entail learners to the lesson procedure . Here , some instructions are gathered how to write cinquains :

1. Decide what you would like to write about.
2. Brainstorm words and phrases that have to do with your idea.
3. Think about what story you want to tell.
4. Write your words and phrases in an order that tells your story, being sure to count the syllables as you go.

There are actually many different ways to write a cinquain, so how to write a traditional cinquain, as it was defined by the poet who invented it. These are the rules:

1. Cinquains are five lines long.
2. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line.
3. Cinquains do not need to rhyme, but you can include rhymes if you want to. This technique is very useful activate passive vocabulary , because while writing a synonym ,a phrase and a sentence it is addressed to the passive

lexis store and it is activated . For the study, this very technique is the most important one to reach the aim as it covers all the peculiarities of the research. It is done as an individual work .The most exciting poem is rewarded by the teacher with an excellent mark which is motivation for pupils. It can be used in the post stage which helps pupils to enjoy the lesson. To conclude about the technique , it can be said that it is very beneficial for conducting an efficient lesson ,in particular in vocabulary and writing lessons it is very vital . **Picture prompt** . A. & Dole, J.(1988. Theory and Practice in Vocabulary Learning) is the next technique which facilitates learners writing as well as vocabulary . As Herman, P. A. & Dole, J.(1988. Theory and Practice in Vocabulary Learning and Instruction. The Elementary School Journal,) mentions that it develops learners' analytical thinking as well as it is one the ways that grabs the pupils to lesson .To put the technique into action ,a number of steps required . At the beginning, a teacher shows learners an image with no explanation and ask them to identify and explain it ,then it is demanded to justify the answers . In the second pace, the teacher asks pupils to write about it using terms from lesson or to name the processes and concepts shown . Here, pupils try to write achieved vocabulary in order to present the picture. It is done individually. It can be suggested to use it in the main stage. To draw deduction about the technique, it can be mentioned that the very technique is the needy one for the study ,since it owns above-mentioned features .

The last but least one is **Brainstorming** (Effective Vocabulary Strategies ,2008) which

Is one of the most widely used techniques .The idea goes back to the American Alex Osborn .He is the founder of it . Every one unconsciously uses this technique. It can be used in writing classes. While planning writing ,to be more

clear in the process of brainstorming ,pupils are supposed to get the main ideas with the help of key words .It really bring the situation which is called utilization and activation of lexis store . It is applied as a group and a individual work . It is up to pupils how to design their brainstorming words and ideas .For instance , some pupils prefer circles while other learners try to create another way which is suitable and motivation for them . This technique is deeply applied in the research as it is the one that helps to achieve the goal .

Overall conclusion is that above mentioned sources as well as effective techniques are used in order to make progress in teaching as well as conducting effective lessons . the researcher is for all the methods and techniques which intend to facilitate learners' writing skills as well as prior lexis . The points provided by researchers and scientists in language sphere assisted a lot to do research work efficiently together with productively .During the research many sources are addressed which are listed in used reference part .

All above mentioned methods emphasizes on activating prior lexis of A2 level through writing skills. During the procedure part , these methods are highly applied in writing tasks which is provided in Fly High 9 . Because of research work ,the researcher investigated beneficial sources which aided her a lot to procedure part. To conclude, it can be generalized that those sources are very applicable in research work and they are deeply addressed so as to conduct the lessons as well as improve learners' vocabulary.

Chapter – II Procedure and process

2.1 Research plan

2.1.1 Statement of Purpose:

The current thesis is focused on analyzing how vocabulary is being activated in the 9th grade at school and suggesting the most applicable teaching methods of

vocabulary through writing skills . . . The researcher first analyzes the book which is published for the 9th grade pupils “Fly high’ ”, gathers all vocabulary and writing activities ; draws the statistics of activation of prior lexis and states effective techniques and methods which is not provided in “Fly High ” (*Continue the story*, ,*Cynquain* ,) for activating prior passive lexis .

✓ **Goal**

The basic goal of this research is to examine the list of given new words in the book “Fly High ” and determine how pupils can present achieved vocabulary so that researcher will be able to present more easier ways of activating vocabulary. For this reason, she puts the following questions in front of her. The answers of these questions count as a half meaning of this thesis.

- What is the syllabus for teaching vocabulary in secondary classes particularly 9th grade pupils?
- How pupils are activating prior vocabulary?
- What methods are suggested in activating vocabulary via writing skills to young learners?
- Which of them are considered more efficient and essential?

✓ **The objectives**

The objectives of this study are:

To search for topic related books, scientific researches, thesis works done by students, magazines and newspaper articles, internet materials, video, audio and any other supportive data.

- To analyze the whole found materials and make a list of methods for activating passive vocabulary which are appropriate for 9th grade learners.
- To make a list of words from “Fly High ” the book which has published for the 9th grade pupils.
- To design the materials, and teaching aids according to the vocabulary activating methods which, researcher is going to use.

- To put into practice the whole preparation and to conduct lessons to the 9th grade pupils for gaining the statistics, and for making assimilation percentages unit by unit by checking the pupils' knowledge concerning to active vocabulary.
- Finally, taking into consideration the results, she utilizes new approaches, methods for activating prior lexis to young learners.
- Afterwards she shows the results and assimilation percentages of an experiment which she made and studies by comparing the pre-test results and the post test results.

2.1.2 Methods

As we know, not all of the learners do not own the same capabilities. Some are better to learn by seeing, or by listening, while the others by feeling, touching or by being physically involved. Therefore it is of high essence that the methods chosen by mentors match their learners' abilities, their experiences, and their interests. It is also equally crucial to challenge learners that may have various learning profiles to engage in distinctive modes of teaching methods.

Most of scholar believe that knowing vocabulary is not enough to produce the language . It should be activated to put lexis into practice . It follows that to the language activation should be done not only in early childhood, but also it should maintain by applying language skills. This caused a search for new methods of teachers to activate learners ' lexis effectively , and most importantly with interest to learn a foreign language. Leaning on the fact, practicing the language is the best stimulus to learning, to entail teenagers' attention towards the learning process . Considering this factor, the importance of activating English vocabulary in secondary classes plays crucial role in language development on learners' mind. It goes without saying that, the key success of any school subject depends on the used book and its content. Therefore, the researcher has the great intend on analyzing the vocabulary base of "Fly High ".

For this, she will utilize the checking vocabulary through writing skills methods, so that she could illustrate the statistic charts, and give exact facts concerning to the 9th grade pupils' knowledge and their assimilation of active vocabulary.

To carry out the research study the following steps are applied :

- Questionnaire – is held to identify the role of activating vocabulary to teenage learners.
- Observation– is carried out to obtain how teaching methods of activating vocabulary are being applied to teach English to the 9th grade pupils. Investigator will be able to get informed what are the peculiarities of the chosen subjects and their background knowledge.
- Experiment – is held to practice the activating methods of lexis at secondary classes and show their efficiency .
- Comparison and analytic researchers – are held about to compare the results of activating English lexis through writing by the suggested methods of “ Fly High ” and the methods which researcher used for weak assimilated units and to analyze the effectiveness of these methods usage.

A. Subjects

The subject of this investigation is 9^v pupils of № 81th school which is located in Uchtepa district, Tashkent city. The subject was chosen randomly. The facility of this school is amazing because the school was provided with nearly all essential teaching aids, materials and technical units by Ministry of Secondary Education of Uzbekistan. The subject is consisted of 16 pupils; 11 of them are girls and 5 of them are boys. Nearly every pupil of the classes is in the same age and the same nationality-Uzbek (Table 1). Moreover, there are passive subjects which helped to the researcher to complete this study work. The English teachers of the same school and other English teachers from other schools have great experiment and high quality in teaching teenage learners.

They participated in the questionnaire and shared their precious experiments and thoughts.

List of pupils' 9^v

Table 1

№	Address	Age	Gender	Native language	Nationality
1	Abdumutalova Mushtariy	15	Female	Uzbek	Uzbek
2	Abdusamadov Abdullo	16	Male	Uzbek	Uzbek
3	Abduqodirov Muhammad	16	Male	Uzbek	Uzbek
4	Abdurahmonov Abduhakim	16	Male	Uzbek	Uzbek
5	Alimova Feruza	15	Female	Uzbek	Uzbek
6	Anvarova Omina	15	Female	Uzbek	Uzbek
7	Avazxonova Robiya	16	Female	Uzbek	Uzbek
8	Doniyorova Gulnoza	16	Female	Uzbek	Uzbek
9	Erkinova Muslima	16	Female	Uzbek	Uzbek
10	Ergasheva Aziza	16	Female	Uzbek	Uzbek
11	Fayzullayeva Ziyoda	15	Female	Uzbek	Uzbek
12	Isomiddinova Nasiba	16	Female	Uzbek	Uzbek
13	Jo'rayeva Robiya	15	Female	Uzbek	Uzbek
14	Ergasheva Aziza	15	Female	Uzbek	Uzbek
15	Koshifxonov Akbar	15	Male	Uzbek	Uzbek
16	Miryoqubov Mirjalol	16	Male	Uzbek	Uzbek

B. The materials and Equipment:

The materials play significant role in this research , so that the researcher takes into consideration every detail of them. She attempts to utilize each chance for obtaining the reliable statistics for this research. The main material of this very thesis is “Fly High ” the book which is in use for teaching secondary

school pupils .”Fly High 9 “ is based on the State Educational Standards and syllabus for teaching foreign languages .

The book “Fly High 9” is the 5th book from the series of books for secondary classes (5-9 classes) of English which were published in 2000-2014 . It contains of a “Class Book”, “Teacher’s Book”, “Fly High CD ” and tests as well as pack of didactic materials, and it provides material for up to 102 hours of study, arranged in a flexible way to cater for faster and slower classes.

The textbook is divided into 9 major units and each unit has 6 lessons . Moreover 1 revision lesson is separated to recycle the learnt themes. The units are taught in the terms as follows:

1st term (18 hours) – 4 units + 2 revision lessons;

2nd term (14 hours) – 3 units + 2 revision lessons;

3rd term (18 hours) – 4 units + 2 revision lessons;

4th term (16 hours) – 4 revision lessons.

The units are presented a bit challenging. Overall lessons of every unit are targeted to develop communicating skills ,namely writing ,speaking listening and reading are highly emphasized as well new vocabulary and grammar structure are given are presented in the revision part which exists at the end of each unit .

The teachers’ book is targeted to provide instruction on how to educate and conduct the lesson . The book can be applied as ready lesson plan.

In “Fly High 9 book” clear explanations are available for tasks. Tasks are given cohesion and coherently . That’s why it does not cause any difficulty to the researcher.

✓ **Fly High 9 Classbook**

This book is mostly split into 9 units covering 9 lessons and 1 revision lesson. Every lesson of the book is devoted for 45 minutes, overall ...hours of study which are adequate for 9th grade. Each unit is divided into six lessons. Every lesson follows the pages with the exception of revision lessons which are available at the end of each.

The order of the units and lessons progresses from easy to more complex in accordance with the level of difficulty of themes and the sequence and consistency of grammatical structure as well as development of skills.

At the end of Classbook, wordlist and grammar rules are presented to revise overall achieved knowledge during the course.

✓ **Fly High 9 Teacher's book**

The Teacher's Book is considered as vital part of the Fly High 9. Teachers should have and utilize it so as to conduct their classes effectively. The Teacher's Book involves objectives of every lesson and activity, typescripts for the Multimedia DVD and clear explanations for teachers on how to manage the activities in the Classbook and advice for faster/slower/class pupils.

Furthermore, it is clear that the authors have attempted to enter all necessary elements while developing the lessons so that the teacher could utilize these lessons as their ready lesson plans.

✓ **Pictures**

The pictures in this book serve a language learning function. They must be actively used during the lessons. Misusing and neglecting them will diminish the effectiveness of the lesson procedure. Moreover, with the aid of them, researcher can easily examine pupil's active lexis knowledge.

Fly High 9 CD

✓ It contains natural recordings of texts, dialogues, videos, etc, performed by native speakers of various types of English(American, British) and by good

Uzbek speakers of English. It involves all the needed material for the listening activities in the classbook.

✓ **The projector**

This device is also one of the most useful tools in teaching English that facilitates the lesson. It makes teachers work more easier and it serves for taking the display of a computer screen and project a large version of it a flat surface as a big high quality screen. Generally, educators apply it for presenting videos, photos, power point presentations and etc.

2.2 The procedure

2.2.1 Variables

The dependent variable of the recent research is teaching how to activate English vocabulary through writing skills and the methods which are utilized to enhance them. The independent variables are using cards and pictures of the words and examining the subjects' vocabulary knowledge. The moderator variables, the special independent variables which may influence the relationship between the dependent and independent variable, are the materials used during the lesson, the background comprehension of the subjects, the age and the culture of the subjects. The selected subjects to conduct the present research are in the role of control variables. At last, the intervening variable is the effectiveness of the methods in getting better teaching English vocabulary in primary classes (9th grade pupils).

2.2.2 Specific steps in the experimental process

The study's procedure consists of several stages

Step one:

In stage one investigator goes to observe the lessons of 9th grade pupils so as to gain some crucial experience by observing the lessons of experienced mentors . During the observation procedure, she takes into to the consideration the method which educator is applying and the response of the pupils namely activeness of the subjects and takes notes as a reminder. Furthermore , she gets the lesson plans from the teacher for learning.

Step two:

After having finished the lesson observation , researcher analyzes the whole lesson procedure basing on the notes she took while observing . So that researcher behaves herself as a real teacher, self-esteemed she arranges the each part of the lesson plan and applied methods, their impact on pupils' mind, positive and drawback sides . In the end , she concludes the whole section of research work, divided to the lesson observation

Step three:

In the third stage she takes a pre-test on 18 units to be able to pick more appropriate methods for her research. She selects the methods leaning on the outcomes of the pre-test.

Step four:

Coming to this stage the researcher calculates the results and makes a list of all not activated words and categorizes them, selects the methods for conducting lessons and starts to prepare materials for activating prior passive lexis . She targets to carry out four lessons for defining the assimilation percentages of the 9th grade pupils' active vocabulary and to identify what results pupils have.

Step five:

Here, the time comes which demands putting all prepared materials and gathered experiences, methods into practice. In this stage she will conduct four lessons for obtaining the target goal of this research work.

Step six:

After completing the fourth lesson, she will arrange a post test and calculate the outcomes. As a concluding point, in this stage the researcher analyzes the results and the outcomes by making comparison of the pre and post test results based on subjects' assimilation of the active lexis, makes final data collection, and draws the statistical charts.

2.3 Data collection

A. Teacher questionnaire analyzes

The investigation focused on analyzing the effectiveness of teaching methods of active vocabulary in secondary classes. The questionnaire involves 5 questions based on multiple choice. 15 passive subjects are engaged in filling it who are teaching at secondary classes and in particular are conducting lesson in the 9th grades. 6 of them are the teachers that teach English in Uzbek groups and 3 of them are the educators of Russian groups. The distributed questionnaire provided valuable experience to the researcher.

The researcher investigated two different secondary schools in order to attain appropriate and clear information. The participants did not need to write their names as the questionnaire was based on anonymity. Above questionnaire list, the theme of the research paper was illustrated to make teachers be aware about the survey. The questionnaire with the multiple choices that the respondents have to answer is placed to the appendices (see **Questionnaire** in appendix)The allocated time for questionnaire was a week. The researcher distributed it two different schools as No 81 in Uchtepa district and


B. Analyzing the “Fly High 9 ” and determining the assimilation percentages of each unit

The text book is analyzed according to the criteria:

- ✓ How many units are there?
- ✓ What is the theme of each unit ?
- ✓ What kind of tasks are provided for writing?
- ✓ What words are suggested to use in writing in each unit?
- ✓ What are the assimilation percentages of activated vocabulary of each unit?
- ✓ What are the total learning statistics of the classes?

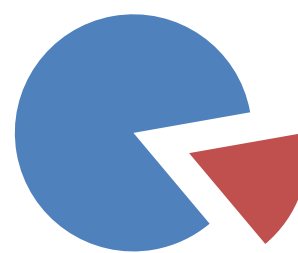
Class 9^v

Table 2

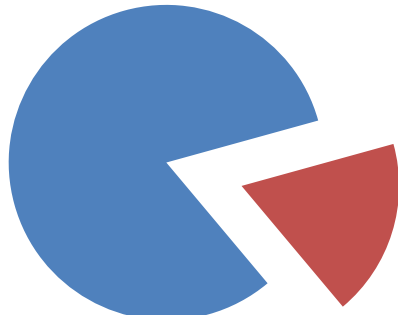
UNITS and name of the writing task	№	Given lexis	ASSIMILATION PERCENTAGES %
UNIT 1 Communication Task : Write a report about services in Uzbekistan	1	Fax	 <p>■ Activated 60%</p> <p>■ Non activated 40%</p>
	2	Call	
	3	Email writing	
	4	Telephone	
	5	Ambulance	
	6	Emergency Services	
	7	Fire brigade	
	8	Cash a postal order	
	9	By air mail	
UNIT 2 The world of work Task : Filling	1	Work outdoors	
	2	Work indoors	
	3	Deal with	
	4	Responsible	

application form	5	Work for
	6	Be on time
	7	Energetic
	8	Experience
	9	Directly
	10	Problem-solving
	11	Fashion and beauty
	12	Fond of
	13	Good at
	14	Look relaxed
	15	Successful
	16	Wear a uniform

UNIT 3 Education Task Composition writing Education system in Uzbekistan	1	Nursery
	2	Primary
	3	Junior
	4	Infant
	5	Comprehensive
	6	Public
	7	Private
	8	Boarding
	9	Specialized
	10	Emphasize
	11	Free
	12	Ages 15 through 19
	13	State



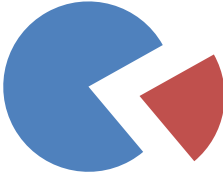
■ Activated 85%
■ Nonactivated 15%

UNIT 4 School and community Task : Write your school rules you know	1	Listen	 <p>■ Activated 90% ■ Nonactivated 10%</p>
	2	Concentrate	
	3	Appropriate hair style	
	4	Walk in the corridor	
	5	Prepare everything	
	6	Written permission	
	7	Be absent	
	8	Campus	
	9	Heeled shoes	
	10	Give feedback	
	11	Short skirts	
	12	No jewelry	
UNIT 5 Government and structure Task : Write a description about the national emblem of Uzbekistan	1	Represent	
	2	Background	
	3	Peace	
	4	Abundance	
	5	Left hand corner	
	6	Flowering valley	
	7	Shining sun	
	8	Wheat ears	
	9	Cotton seed cloves	
	10	Eight pointed star	
	11	Flag	
	12	Right hand	


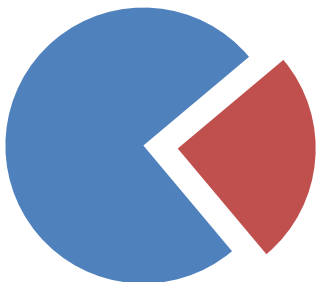
		corner	
	13	Stretch	
	14	Crescent	
	15	Supreme	


A pie chart with two segments. The larger segment is blue and labeled 'Activated 75%'. The smaller segment is red and labeled 'Nonactivated 25%'.

UNIT 6 Political parties Task : Write an action plan for your party	1	Labour	<p>■ Activated 80% ■ Non activated...</p>
	2	MPs	
	3	Conservative	
	4	Liberal	
	5	Vote	
	6	District councils	
	7	Environment	
	8	Water pollution	
	9	School equipment	
	10	Waste of resources	
	11	Health care	

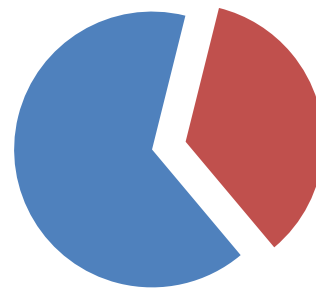
	12	Improvement of roads	
	13	Modern constructions	
	14	Fuel	
	15	Solar energy	
	16	Education standards	
UNIT 7	1	Price cut	 <p>■ Activated 78% ■ Not learned 22%</p>
Advertising and marketing	2	Discount	
	3	Free gift	
	4	Extra product	
	5	Money back offer	
	6	Coupon	
	7	Token	
	8	Original	
	9	Healthy product	
Task :			

UNIT 8	1	Wash	
Industry and Services	2	Cut (women)	
	3	Cut (men)	
	4	Blow dry	
	5	Color	
	6	Perm	
	7	New style	
	Task :		

	8	electricity	 <p>■ Activated 58 % ■ Non activated...</p>
	9	Towels	
	10	Cleaning	
	11	Shampoo	
	12	Equipment	
UNIT 9 Globalization and Uzbekistan Task : Write a composition on functions of International organizations	1	Environment	 <p>■ Activated 75% ■ Not learned 25%</p>
	2	Education	
	3	Communications	
	4	Culture buildings	
	5	Local government	
	6	Ancient buildings	
	7	Preserve	
	8	Human rights	
	9	Peaceful and united world	
	10	Official languages	
	11	Purpose	
	12	Improve	

UNIT 10 Revision lesson	1	Enjoyment	 <p>■ Activated 100%</p>
	2	Camp	

Task : Write an essay about expectations of summer holiday	3	Swimming pool
	4	Pay a visit
	5	Entertainment
	6	Summer school
	7	Mountains
	8	Trips
	9	Speaking club
	10	Household
	11	Vacancy
	12	Volunteer
	13	Pleasure
	14	Refresh mind
	15	Reading books
	16	Beach
	17	Country side



■ Activated 65%
■ Non activated 35

So as to select the more effective teaching writing methods for less activated words the researcher decided to examine the ninth grade pupils. English is conducted with integration of skills for 9th for in accordance with the book “Fly High 9”. The general question asking method was used to determine the teenage learners’ knowledge of active vocabulary. Ten units were asked by the researcher and the charts were drawn leaning on the results. Above drown (Table 2) illustrates the outcomes of the pre-test vocabulary assimilation of 9^v class.

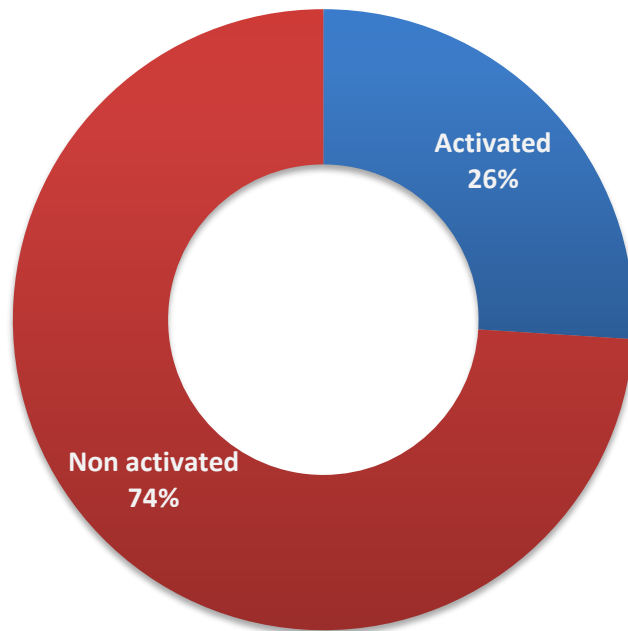
Pie chart below presents “Fly High 9” vocabulary assimilation percentages of class 9^v (Figure 1)

Total number of examined words: 131

Total number of activated words:98

Total number of non activated words: 33

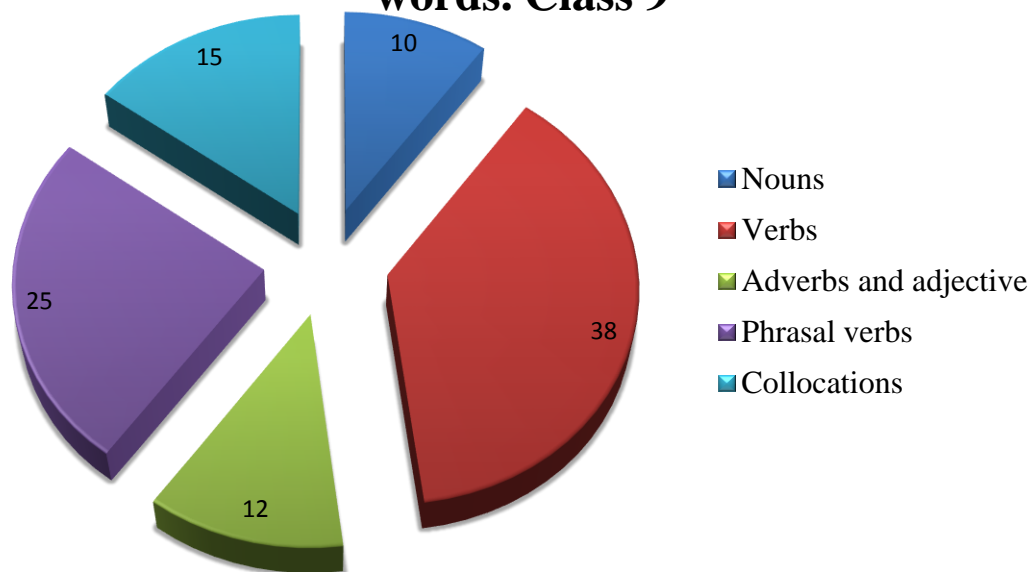
Figure 1



After drawing out the ninth grade pupils' vocabulary activation state the researcher immediately has commenced her experiment dedicated to reinforcing and improving the methods of vocabulary activation through writing in secondary school classes, with the motive assisting to the secondary school English teachers. Initially, she gathered the list of not activated words, unit by unit. Next, she split the words according to their mode so that she could find out the most suitable and effective teaching method of activating lexis (Figure2)

Figure 2

Categorizing pie chart of not activated words. Class 9^v



As she listed all not activated lexis and categorized them in accordance their form (see appendices; table1). Subsequently, the researcher conducted lessons focused on these non activated words to 9^v via utilizing using her lesson plans alone with *Concept cube* ,*Brainstorming* ,*Word Up* , *Cinquain methods* which are not provided in “Fly High 9 ” . For this process the investigator used up nearly two and half months and gained the results of her study. She conducted the lessons as extra lessons by seeing that she cannot take the compulsory lessons for her experiment for the reason that this experiment could affect to the yearly signed schedule of teaching English program suggested by government disapprovingly. Nevertheless, the extra English classes plays a great role in teaching English and they also considered as a compulsory course for secondary school classes. Furthermore, pupils are used to attend to extra English course eagerly. So the researcher had not faced any difficulty in carrying out lessons in secondary school classes for her research.

While, examining the ninth grade pupils' knowledge of active vocabulary concerning to the 10 units, the researcher marked them basing on the following criteria:

- Attendance
- Activeness
- Creativity
- Knowledge of active vocabulary
- Comprehension of writing tasks
- Usage of words in writing

The maximal mark which pupils can get in one lesson is 5.

Chapter III–Result and Discussion

3.1 Result and Analysis

This part of the research makes clear the consequences of the research and responds to the research questions. As above mentioned, the aim of current paper is to indicate the effective writing methods for non activated words. After gathering data for the current study, the researcher began to analyze her outcomes and made conclusions from what she had attained . Before leaping to reasonable conclusions, the researcher thoroughly studied questionnaire answers and pre and post-test results.

A. Data collected from the questionnaire

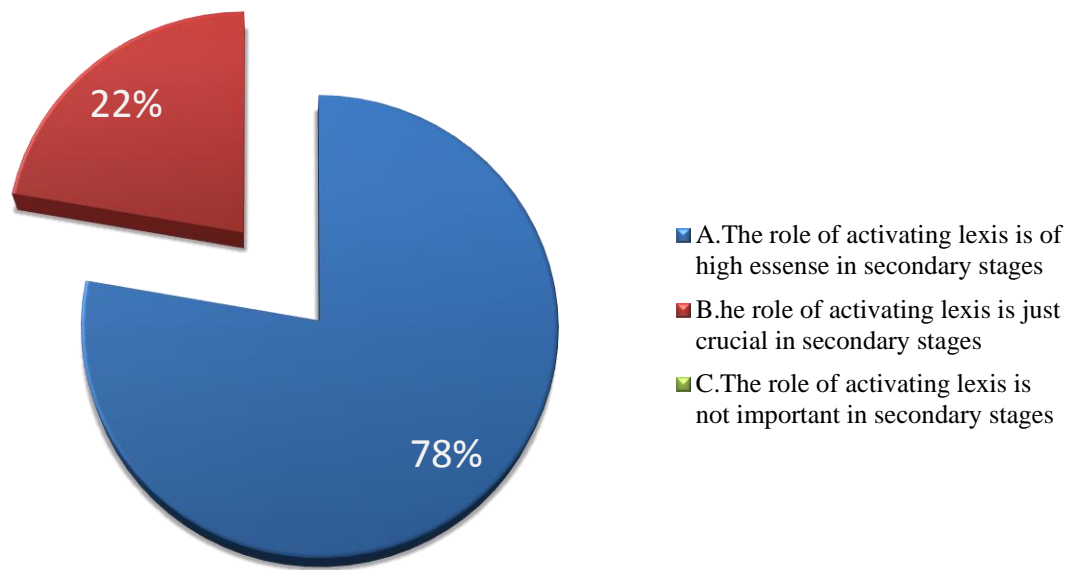
After assembling all answers for survey, the researcher observed that nearly all teachers hold the same views, thoughts and suggestions for teaching teenage learners. The researcher, who has targeted to gather information on her survey, decided to commence analyzing questionnaire (*see Appendix*) that was given for subject, in particular teachers at secondary schools, before conducting the study. She began from the initial question “*What is the importance of activating lexis in secondary school classes?*” the feasible answers are:

- The role of activating lexis is of high essence in secondary stages*
- The role of activating lexis is just crucial in secondary stages*
- The role of activating lexis is not important in secondary stages*

This question intended to show how many teachers consider the active vocabulary vital. The responds to this very question are depicted in the graph below (Figure 3)

Figure 3

0% Overall results



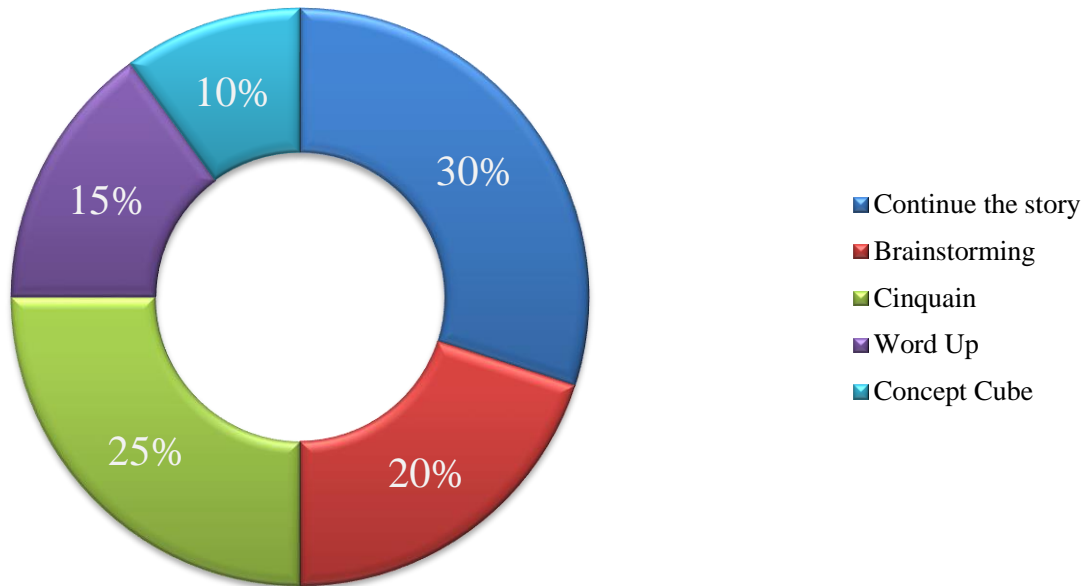
The pie chart shows that 78 % of the respondents believe that to activate vocabulary at secondary school classes is of high importance and indispensable. The other part of the respondents (22%) considers that the role of activating lexis in secondary stages is just crucial and none of the respondents did not tick the third answer.

The 2nd question asked the passive subjects to display their opinions about frequent used methods by them for writing methods to activate vocabulary to teenage learners in class. 30 % of the teachers ticked the answer “Continue the story”, whereas 20% of them chose the “Brainstorming”. 25% of respondents picked “Cinquain”. 15% of participants opted for “Word Up”. Only 10 % of them selected method “Concept Cube”.

The graph below illustrates the outcomes in more clearly (Figure 4)

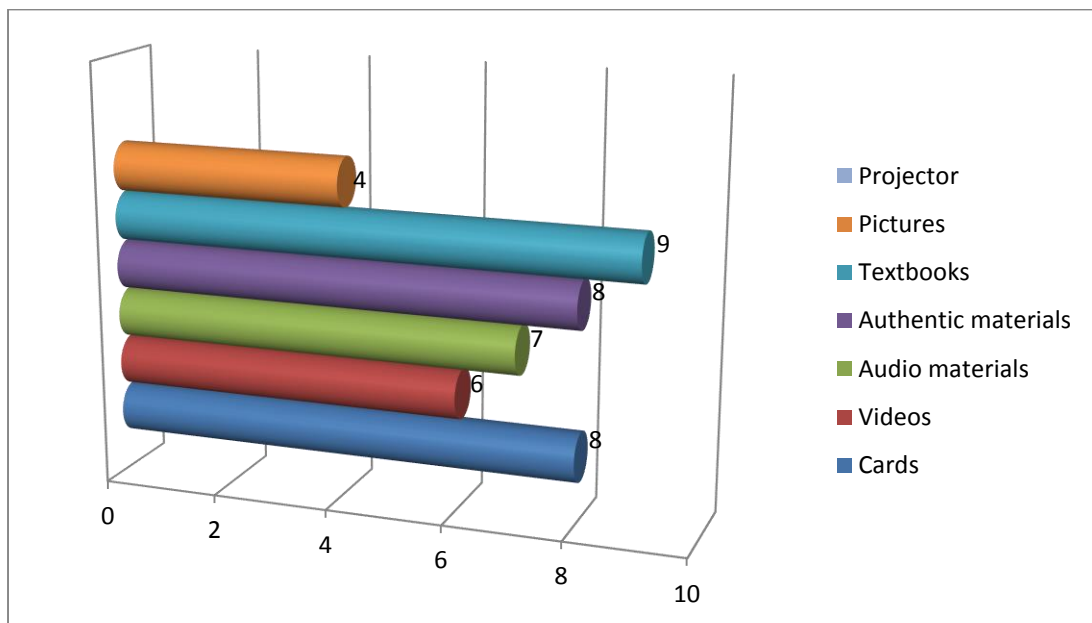
Figure 4

Overall results



To the third question “What kind of materials do you usually use in writing classes to activate teenage learners’ passive lexis?” Participants provided answers via selecting these suggested answers: Cards, videos, audio materials, text books, authentic materials. In the following bar answers were depicted so that it became easier to figure out the outcomes (Figure 5)

Figure 5



The final question was on the backwards of activating lexis in writing classes for secondary school pupils . 40% of participants stated that activating vocabulary in writing classes is sometimes a bit obstacle as challenging writing tasks are provided in class book .10% of them answered that it demands much preparation and 50% of the respondents mentioned that activating vocabulary of teenage learners through writing skills requires much time.

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

Pre-test .As mentioned before, the researcher addressed to ask general question for indicating the ninth grade pupils' active vocabulary knowledge .Therefore , she has marked the each pupil leaning on above mentioned assessment criteria (Table 4).

Jadval o'rni

In order to be easier to make comparison on the pre-results and post test results, the researcher initially summed up the mean, the average numerical value of pre-test

The formula for calculating the mean is as follows:

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

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

The class 9^v consisted of 16 pupils and the added up score is 62. In that case, mean is:

The mean = 62:16= 4

The mean = 4

Frequency distribution

Scorevalue	3	4	5
Frequency	2	11	3

Pre-test frequency distribution let the researcher see how many subjects performed in the same manner . The minimal score was 3, and the maximal one was 5. 2 students got 3 and 11 students got 4. The most frequent score is 4.

Mode = 4

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

Median = (4+4):2=4

In those measurements, the researcher represented group's conduct or performances in figures in accordance with the aspects of central tendency. The researcher also paid attention to dispersion which illustrates the performances of individuals.

The range in the set is 3 (the lowest score was subtracted from the highest score and plus 1. $(5-3)+1=3$

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

Table 5 **Pre-test**

№	Address	Score	Mean	Difference	Difference squared
1	Abdumutalova Mushtariy	4	4	0	0
2	Abdusamadov Abdullo	5	4	1	1
3	Abduqodirov Muhammad	4	4	0	0
4	Abdurahmonov Abduhakim	4	4	0	0
5	Alimova Feruza	4	4	0	0
6	Anvarova Omina	5	4	1	1

7	Avazxonova Robiya	4	4	0	0
8	Doniyorova Gulnoza	4	4	0	0
9	Erkinova Muslima	4	4	0	0
10	Ergasheva Aziza	4	4	0	0
11	Fayzullayeva Ziyoda	4	4	0	0
12	Isomiddinova Nasiba	3	4	1	1
13	Jo'rayeva Robiya	4	4	0	0
14	Ergasheva Aziza	3	4	1	1
15	Koshifxonov Akbar	4	4	0	0
16	Miryoqubov Mirjalol	5	4	1	1

$$C.SD = \sqrt{\frac{\sum(X-X)^2}{N}} = \sqrt{\frac{2}{16}} = \sqrt{0.18} = 0.35$$

D. Data collected from the subjects' Post-test results

After a month of teaching the classes via applying the methods which is not mentioned in “Fly High 9” (*Continue the story ,Word Up ,Cinquain*) the researcher held post-test to collate the outcomes and see the effectiveness of current methods. The researcher used general writing method for achieving the post test results.

The post results were made by the researcher basing on the provided assessment criteria (Table 6).

Post test jadwal

The mean, the average score of the class 9v is:

$$(4+5+5+5+4+5+5+4+5+4+5+5+5+5+5+5):16=76:16= 5$$

$$\text{Mean} = 5$$

Frequency distribution

Scorevalue	3	4	5
Frequency	0	4	12

Post-test frequency distribution let the researcher see how many subjects performed in the same manner and had progress after a month of activating English vocabulary with the help of investigator utilized methods.

The Minimal score was 3, and the maximal one was 5. 4 students got 4 and 12 students got 5. The most frequent score is 5.

$$\text{Mode} = 5$$

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

$$\text{Median} = (5+5):2=5$$

In those measurements, the investigator represented group's conduct or performances in numbers according to the aspects of central tendency.

The researcher also took into consideration the dispersion which illustrates the performances of individuals.

The range in the set is 5 (the lowest score was subtracted from the highest score and plus 1). $(5-4)+1=2$

The following aspect of dispersion is **standard deviation** (SD) which presents the average of distinctions of all scores from the mean (Table7)

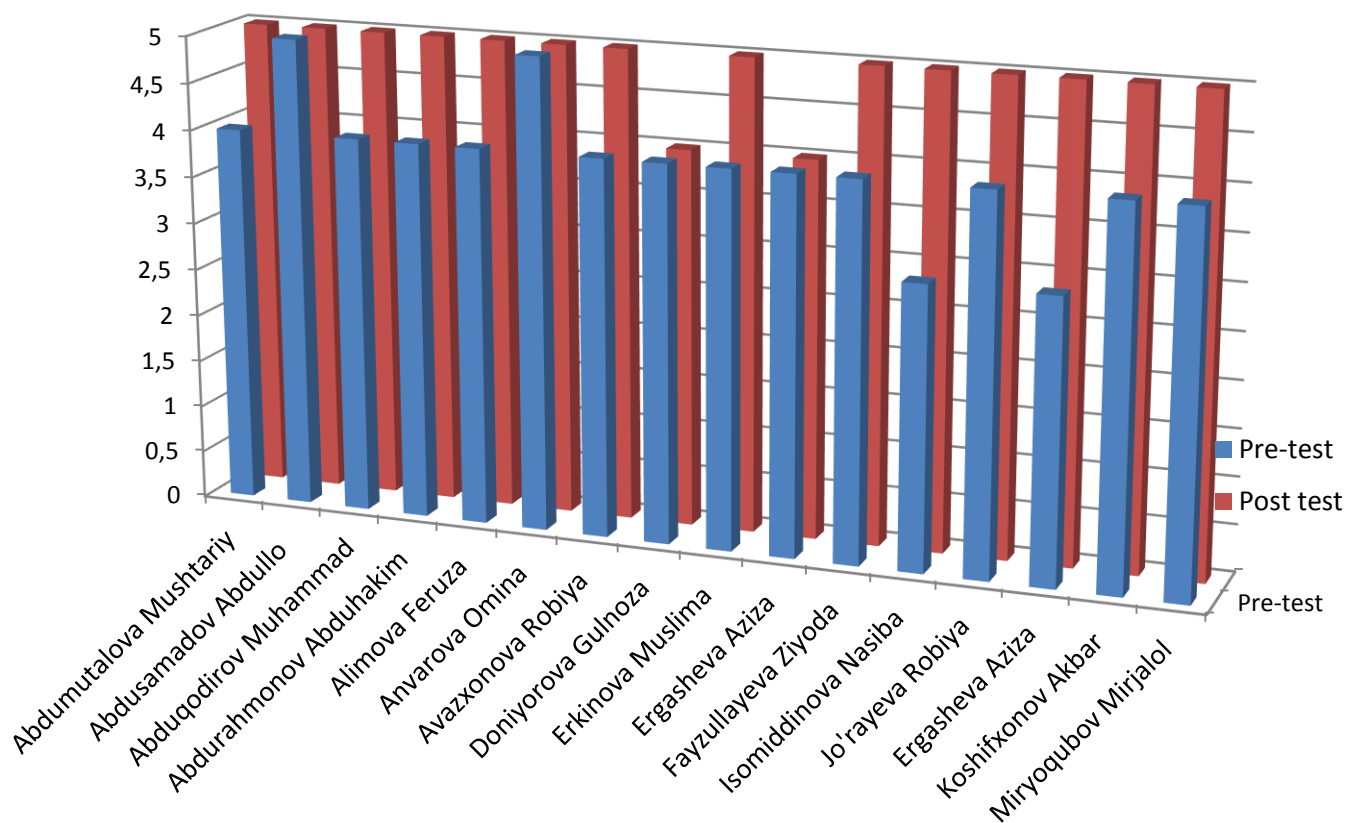
Table 7

№	Address	Score	Mean	Difference	Difference squared
1	Abdumutalova Mushtariy	4	5	1	1
2	Abdusamadov Abdullo	5	5	0	0
3	Abduqodirov Muhammad	5	5	0	0
4	Abdurahmonov Abduhakim	5	5	0	0
5	Alimova Feruza	4	5	1	1
6	Anvarova Omina	5	4	0	0
7	Avazxonova Robiya	5	5	0	0
8	Doniyorova Gulnoza	4	5	1	1
9	Erkinova Muslima	5	4	0	0
10	Ergasheva Aziza	4	5	1	1
11	Fayzullayeva Ziyoda	5	5	0	0
12	Isomiddinova Nasiba	5	5	0	1
13	Jo'rayeva Robiya	5	5	0	0
14	Ergasheva Aziza	5	5	0	1
15	Koshifxonov Akbar	5	5	0	0
16	Miryoqubov Mirjalol	5	5	0	0

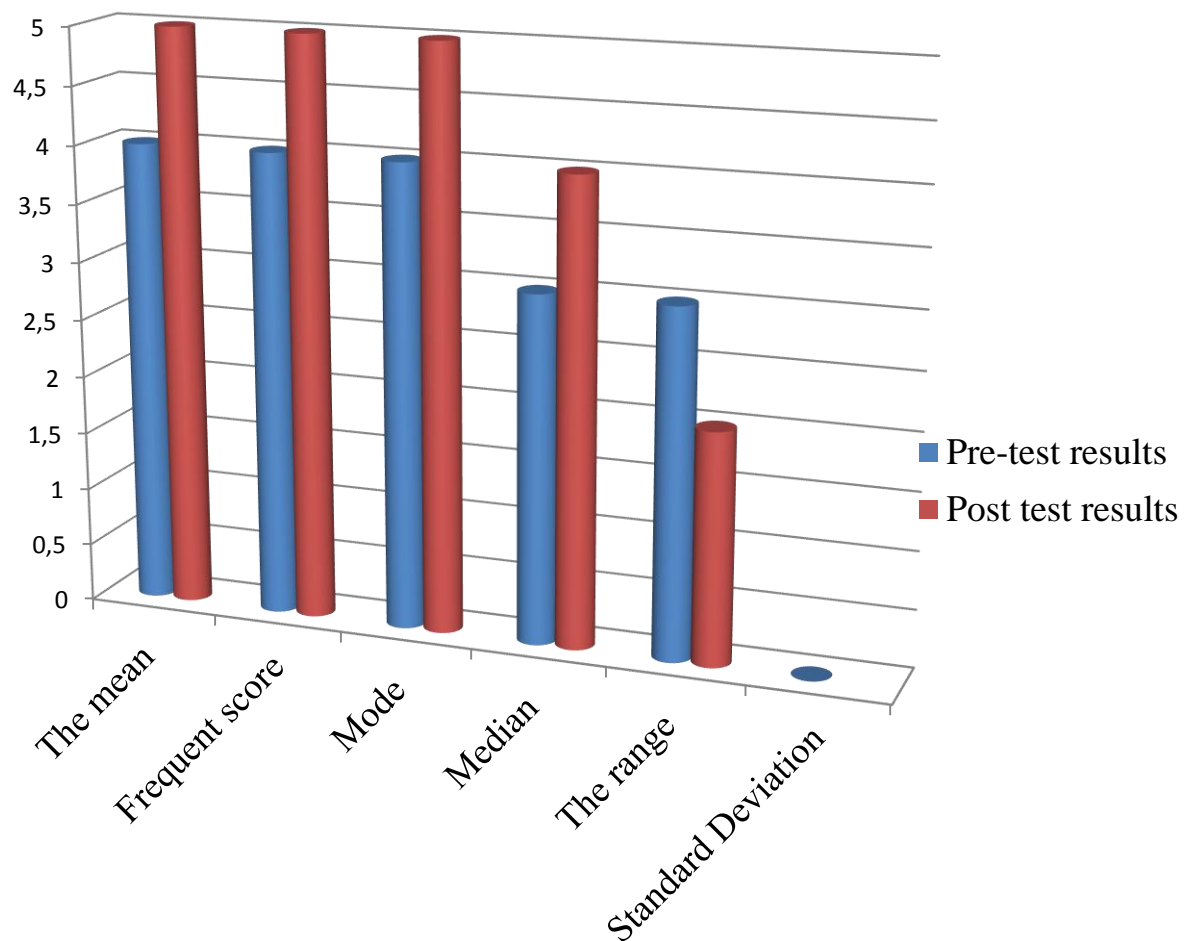
$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N}} = \sqrt{\frac{3}{16}} = \sqrt{0.18} = 0.42$$

Data comparison

The graph below presents the main idea of the thesis by comparing the 1^v class pupils' pre-test and post test results. It is obvious from the histogram that vocabulary knowledge of the subject reached a plateau in comparison of their initial marks (Figure 6).



Leaning on above presented marks the mean, mode, frequent score, median, the range and SD also have climbed significantly which illustrates the research's progress. Furthermore, the methods which researcher applied in the lesson procedure showed its effectiveness and essence (Figure 7).



E. Answers to the research questions

The researcher made up the below mentioned questions before starting the whole survey:

- What is the syllabus for activating vocabulary in writing classes at secondary school, in particular 9th grade pupils?
- How pupils are activating vocabulary through writing skills?
- What methods are recommended in writing classes to activate vocabulary of teenage learners?
- Which of them are believed more to be efficient and crucial?

The initial aim of the research was to indicate the syllabus for activating vocabulary in writing classes, in particular the ninth grade pupils. On the process of investigation, the researcher selected all important data on teenage learners

writing syllabus via analyzing the book “Fly High 9 “. Furthermore, with the help of observation and experiment the researcher found the reply the question. Totally, teenage learners’ writing syllabus is based on the theory “from easy to difficult”.

The following question was “**How pupils are activating vocabulary through writing skills ?**” So as to attain the answer, the researcher made observations and hold questionnaire from the teachers secondary schools and analyzed the “ Fly High 9 English Teachers’ book”. It became clear that, in the 9th grade teachers apply many writing tasks as teenage learners can cope with them and pupils vocabulary is being activated through effective methods and techniques . Moreover, they videos, pictures, authentic materials are helpful to make them interest more. That’s why they are enjoying from writing as well as vocabulary activation process. Since they are aware of basic grammar rules, they utilize both mother tongue and English so as to ask something in the class .

What methods are recommended in writing classes to activate vocabulary of teenage learners?

The researcher realized that the methods play a significant role in writing classes to activate vocabulary. They encourage pupils; make the lesson interesting and fun; raised the success of taught materials.

During the process of teaching, below-mentioned methods are utilized for teenage learners to activate their passive lexis through writing skills :

- **Continue the story**
- **Concept Cube**
- **Word Up**
- ***Cinquain***
- ***Brainstorming***

The final question was “**Which of them are believed to be more efficient and crucial?**”

In order to answer this question the investigator made observations and distributed questionnaire to the passive subjects and analyzed the answers. Learning on the attained data the more efficient and crucial writing methods for vocabulary activation :

- ✓ *Continue the story*
- ✓ *Cinquain*

3.2 Final reflection

The study was based on the utilizing efficient writing methods for vocabulary activation of A2 level learners, namely in the ninth classes at secondary schools. The investigator worked on the thesis theoretically and practically. While investigating, the researcher looked through the other investigators' works which had already been done so that she would be able to conduct her study in a suitable manner.

The investigator allocated plenty of months to hold the research. During this period, she came across some obstacles and difficult cases. However, she has learnt some crucial skills and points which are very significant to make the lesson more productive.

The most difficult task was to involve pupils towards the lesson procedure at the secondary school due to that fact that it was the first time of the researcher's experience with teenage learners. Even though she observed the classes during plenty of months lessons and got familiar with the subjects in advance, to manage the classes were very challenging. The pupils were very energetic and in the coincide they were very noisy. To be honest, to calm the classes down made the investigator exhausted and nervous in reality. So as to solve the problem the researcher decided to praise the self-disciplined pupils and gave the special gifts like books, pens, notebooks , CD s of English cartoons and etc. That method gathered the investigator not only to calm the classes down, but also she would be able to encourage the pupils.

Despite the challenges, I learnt many things and I got the most useful experience during the practicum. The initial point which I should state that so as to have an effective class and motivated learners, the teacher should know their learners' features; she should have enough knowledge, well-organized tasks and exercises as well as materials should be attention-grabber.

