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**VOCABULARY AS THE FOUNDATION OF EFFECTIVE
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Abstract

The theme of the present qualification paper is closely connected with the vocabulary. It is of great importance to emphasize that vocabulary is the most required and enormously paramount feature for learning foreign language, and the aim of researcher is to identify its level of importance in teaching, especially for providing the lesson with the additional information and teaching activity. It shows that vocabulary as one of the most important necessities is considered to be the widely used source for both teaching and studying foreign language. The reason for choosing this topic was to analyze the gravity of vocabulary in teaching process.

As an addition, the given qualification paper also includes the different types of classroom activities. The researcher hopes that the qualification paper would be the step ahead on being conscious in the usage of vocabulary for the teaching process.

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION | 3 |
| I. LITERATURE REVIEW | 5 |
| A. The importance of vocabulary in learning process | 5 |
| B. The necessity of various technologies in teaching and learning vocabulary | 10 |
| C. Teaching and learning vocabulary through various games | 17 |
| D. Motivating techniques of games in learning vocabulary | 24 |
| II. RESEARCH PLAN | 32 |
| A. Statement of purpose | 32 |
| 1. The goal of the research | 32 |
| 2. The objectives of research | 32 |
| B. Methods and techniques | 33 |
| 1. Subjects of the research | 34 |
| 2. Materials of the research | 37 |
| 3. The procedures of the lesson | 38 |
| 4. Data analysis | 41 |
| III. DATA COLLECTION..... | 45 |
| IV. RESULTS AND DISCUSSION | 54 |
| A. Pre-presentation results | 54 |
| B. Post-presentation results | 54 |
| C. Results of Student's Questionnaire | 56 |
| D. Results of Teacher's Questionnaire | 57 |
| E. Answers for Research Questions | 57 |
| V. FINAL REFLECTION..... | 65 |
| REFERENCE | 69 |
| BIBLIOGRAPHY..... | 72 |
| APPENDICES..... | 75 |

INTRODUCTION

Vocabulary learning is an indispensable part of any language learning process. Drawing on findings obtained from observing three English for Academic Purposes ESL classrooms, several current databases and his personal experience as a teacher and learner, the author discusses various effective vocabulary teaching strategies in the English for Academic Purposes classroom which could greatly assist English language learners in their journey of language acquisition and therefore expedite the language learning process. This paper is an attempt to study and explore gaming techniques on the bases of the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom. During the years of independence a lot of academic lyceums and professional colleges as well as higher educational institutions have been opened and they are equipped with up-to-date logistics and students who are studying there getting acquainted with the skills and knowledge of modern professions and sciences as well as enlightenment and thousands of these students are already able to speak two or three foreign languages and on the example of our such young specialists we can witness our dreams and strivings are giving their fruitful results [1,52].

It is well known that vocabulary is considered to be the base of all the four skills that should be developed in the students' possession of the language, we counted that it would be valuable to study effective ways of enhancing vocabulary using innovative methods of teaching. One of the productive methods of teaching vocabulary is using games.

Taking into consideration above-mentioned goals and based on the foregoing, the aim of this work is to identify the didactic possibilities of

the vocabulary in teaching foreign languages. In turn, the purpose specifies the following objectives are:

- To consider the importance of expanding vocabulary in teaching foreign languages;
- To note psychological aspects of using games in teaching vocabulary;
- To observe ways of implementing innovative pedagogic technologies in teaching vocabulary;
- To explicate the advantages and disadvantages of using games in teaching vocabulary.

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the EFL classroom. However, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. The average native English speaker's active vocabulary is about 10,000 words, while the average English language learner may know 5,000 words in the his native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap. The following table outlines how many words are needed for effective communication in a 2

Technical vocabulary is words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as conductor and surge capacity. Words that people outside that industry never use. Academic vocabulary on the other hand is the vocabulary critical to understanding the concepts of the

I. LITERATURE REVIEW

A. The importance of vocabulary in learning process

Vocabulary knowledge plays an important role in language learning. It can be easily proved by taking sample from the intellectual development of a child. What do the children begin learning the surroundings with? First of all, they start to learn the names of objects and subjects around, i.e. they learn vocabulary of their parents. Vocabulary is the first essential element of communication. The more words one knows, the clearer their speech will be. The wider the vocabulary of a person, the more smoothly he will be able to express his opinion [4,87].

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. The average native English speaker enters nursery school knowing at least 5,000 words while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap. The following table indicates how many words are needed for effective communication in an L2.

Technical vocabulary is words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use. Academic vocabulary on the other hand is the vocabulary critical to understanding the concepts of the

content taught in schools [24,89]. Another crucial point to consider is the amount of time it takes for English language learners (ELLs) to learn English and be ready for school. While it takes one to three years for ELLs to develop Basic Interpersonal Communication Skills (BICS), they need seven years to develop Cognitive Academic Language Proficiency. Firstly, the English language learners are doing two jobs at the same time; they are learning a new language (English) while learning new academic concepts. They are literally moving between two different worlds. There have been done a lot of investigations connected with the theme of our qualification work by such American, English and Russian methodologists as Stephen Krashen, Ana Filipek, Howard Gardner, Doug Fisher, Nancy Frey, Jill Hadfield, J.Harmer, Scherba O.V., Solovyeva Ye.N., Nedomova and Uzbek specialists in the field of applied linguistics but most of them are about games for the learners of lower level, and our intension is teaching vocabulary to students of higher educational institutions.

Secondly, ELLs have to work harder and need more scaffolding than the average native English-speaking student who has an age- and level-appropriate command of the English language. Scaffolding is providing support for students as they learn new skills or information [3,154]. Thirdly, academic vocabulary is often very technical and less frequently used than conversational English used in the English language classroom and students are constantly required to use higher level language function such as analyzing, predicting, explaining and justification. Due to the enormous and alarming gap between the acquisition of basic conversation English and academic English, it is therefore important for teachers in the English for Academic Purposes ESL classroom to be knowledgeable about the most effective and current teaching strategies in vocabulary instruction and provide constant

academic scaffolding to ELLs. The English for Academic Purposes classroom focuses mostly on academic language. Academic language is the language used by teachers and students for the purpose of acquiring new knowledge defines academic English as the English needed for reading, writing, speaking and listening in the content areas. Hence, if students in the English for Academic Purposes classroom need a language proficiency that will enable them to comprehend academic content and participate in activities and assignments, then it is even more important for the teacher to employ effective and dynamic teaching strategies that will empower the students to master the required tasks.

If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities [5,136]. Thornbury stated as follows: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."

Huebener stated that the subject matter of language consists essentially of stocks of words and expressions and of the rules that govern the syntax of its speech pattern, that is, vocabulary and grammar.

As it is acknowledged, "word" is the most common element in sentences because a language is a collection of words. Words can be compared to bricks of buildings fixed with the help of clay called Grammar. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed". Therefore, the study

of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. We cannot neglect grammar at all but even if you misuse grammar or pronounce a word wrongly, you'll be still partly understood, but if you use an incorrect word in your speech, the listener may be confused and misunderstand you. According to Ghadessy, the vocabulary is more important than grammar as the basic of language. In communication, vocabulary is often more important than grammar. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need.

Vocabulary is one of the significant aspects in language teaching and learning, above and beyond grammar and pronunciation. A good vocabulary and the ability to use word correctly and effectively can be the passport to the worlds of interesting and exciting information [24,89].

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy argues: 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'.

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and

writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Nation aptly mentioned, "Such as writing and reading, vocabulary knowledge is one of the components of language skills". Harmer clearly states, "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". If one wants to use language effectively, he/she must have good stock of vocabulary. Language is made up of words. Nagy appropriately remarks, "Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean". Teaching vocabulary well is a key aspect of developing engaged and successful readers.

Acquiring a large vocabulary can benefit you in any sphere of social activity. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively.

The main aim of teaching vocabulary is assimilation of the meaning, form of the words and its usage in oral and written speech – that is formation of lexical habits. People can have many aptitudes, but without a large and precise English vocabulary to express them, they cannot take full advantage of these abilities. Unlike aptitudes, vocabulary is not a natural ability; it can be improved if one is willing to make the effort to do so [15,89].

Language learners who wish to own an ability of fluency in English skills must have a large and adequate vocabulary. Jack C. Richard and Willy A. Renandya assert: The complex materials need to be understood through the vocabulary knowledge as an important. Sufficient English words can make learners efficiently communicate and fundamentally comprehend on English articles and academic essays.

Unfortunately, learning vocabulary is considered to be as a weak point of the most language learners. Restricted knowledge of vocabulary and sentence structure is thought as the main problem in learning language. Without wide range of vocabulary a learner won't be able to be skillful at reading, writing, listening and speaking [27,231].

It will enable us to understand the others' ideas better and to have the satisfaction of getting our thoughts and ideas across more effectively. While there are not any magic shortcuts to learning words, the larger our vocabulary becomes, the easier it will be to connect a new word with words we already know, and thus remember its meaning. In summary, learning vocabulary is the very important thing that English students should focus on in order to achieve success in learning and in the future work in the field of English.

B. The necessity of various technologies in teaching and learning vocabulary

Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills: database and spreadsheet programs promote the understanding of science and math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education.

Technologies available in classrooms today range from simple tool based applications to online repositories of scientific data and primary historical document, to handheld computers, closed circuit television channels and two way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn.

Each technology is likely to play a different role in student's learning. Rather than trying to describe the impact of all technologies as

if they were the same, researchers need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made student can learn from computers – where technology used essentially as tutors and serves to increase students basic skills and knowledge; and can learn with computers where technology is used a tool can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking creativity and research skills.

The primary form of student learning from computers is what Murphy, Penuel, Means, Korbak, describe as discrete educational software (DES) programs, such as integrated learning systems (ILS), computer assisted instruction (CAI), and computer based instruction (CBI). These software applications are also among the most widely available applications of educational technology in schools today along with word processing software and have existed in classrooms for more than 20 years [18,121].

Teachers use DES not only to supplement instruction as in the past but also to introduce topics, provide means for self study, and offer opportunities to learn concepts otherwise inaccessible to students. The software also manifests two key assumptions about how computers can assist learning. First, the user's ability to interact with the software is narrowly defined in ways designed specifically to promote learning with the tools. Second, computers are viewed as a medium for learning, rather than as tools that could support further learning.

Types of classroom listening performance; with literally hundreds of possible techniques available for teaching listening skills, it will be helpful for you to think in terms of several kinds of listening performance that is what your students do in a listening technique. Sometimes these types of performance are embedded in a broader

technique or task and sometimes they are themselves the sum total of the activity of a technique.

Reactive - sometimes you want a learner simply to listen to the surface of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of interactive, communicative classroom. This role of the listener as merely a 'type recorder' is very limited because the listener is not generating meaning. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

Intensive- techniques whose only purpose is to focus on components of discourse may be considered to be intensive in their requirement that students single out certain elements of spoken language. They include the bottom up skills that are important at all levels of proficiency. Examples of intensive listening performance include these: students listen for cues in certain choral or individual drills [17,234].

The teacher repeats a word or sentence several times to 'imprint' it in the students' minds. The teacher asks students to listen to a sentence or longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure.

Responsive - a significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply. They are:

- Asking questions;
- Giving commands;
- Seeking clarification;

➤ Checking comprehension.

Selective- in longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively for certain information. The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Such activity requires field independence on the part of the learner. Selective listening differs from intensive listening in that the discourse is in relatively long length. Examples of such discourse include:

- Speeches;
- Media broadcasts;
- Stories and anecdotes.

Extensive - this sort of performance unlike the intensive processing described above, aims to develop a top down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills for full comprehension [14,102].

Interactive - finally, there is listening performance that can include all five of the above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.

Several decades of research and practice in teaching listening comprehension have yielded some practical principles for designing classroom aural comprehension techniques. These principles should help you to create your own techniques and activities. Some of them

especially the second and third, actually apply to any technique the others are more germane to listening.

Academics study and research in the LLT program focuses on the nature of human learning and literacy across learners of diverse social, cultural, and linguistic backgrounds and ability levels and contexts, the use of technologies to support learning environments, and the conditions under which learning occurs [23,233].

LLT draws from a rich array of theoretical perspectives, research traditions, and content disciplines to enable graduates to address the complex nature of research in schools and other educational spaces, and to advance their scholarly contributions to education.

Examples of research arenas to pursue within the LLT program include, but are not limited to curricula, instruction and software design to enhance learning; examination of formal and informal learning environments to inform the design of learning ecologies for learners of diverse social, cultural and linguistic backgrounds and ability levels; use of technologies and gaming to promote learning educational interventions and research methodologies; the design and implementation of innovations how we assess and improve learning opportunities in various subjects; and teacher quality and professional development. Students' research interests can be in any discipline as long as it relates to learning, literacy and technology. They can be discipline specific including, but not limited to the following examples: Special education, early childhood education, teacher preparation, multiple literacy, gaming and technology in the classroom, English learners, and culturally diverse populations. The LLT program will equip students to develop interdisciplinary approaches to complex problems and issues. Students are expected to engage in study on a fulltime basis.

All admitted students will receive a funding package that includes a competitive stipend, tuition remission, and health insurance.

The professional education sequence for foreign language majors at our university. In the first course teacher candidates receive an introduction to foreign language education at the secondary level. Students are expected to bring their laptops to each class session in order to complete daily assignments, carry out research and investigation on the internet, and share information with others in the class. In the introductory course students learn about the NETS-T technology standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the ACTFL Proficiency Guidelines and state standards for foreign language teachers and learners. Students also receive instruction in basic webpage design, and they begin to develop their own digital teaching portfolios [27,231].

The second required methods course focuses on instructional strategies, teaching approaches, and materials development. In this course students explore some of the possible ways that technology can be integrated into foreign language classes, how technology can facilitate the contextualization of language and how technology can be used to meet state and national standards for foreign language learning.

The final foreign language methods course covers the topics of assessment and technology in foreign language education. Technology skills that are developed in this class include designing web pages, managing digital audio and video, creating graphics, scanning, using digital cameras and digital camcorders, working with software programs such as Power Point and Word, constructing web based lessons, and producing brief digital movies. As students develop their technology skills, class discussions focus on integrating technology into foreign language curricula in methodologically sound ways that will benefit perk

for language learners. In these and other education courses instructors consistently model technology use and challenge teacher candidates to find appropriate ways to use technology in their own future classes.

One way to use computer for English language learners is to teach vocabulary. Any attempt to treat vocabulary learning as learning of isolated facts certainly will not promote real vocabulary knowledge. Students need to learn vocabulary in context and with visual clues to help them understand [20,231]. Computers can provide this rich contextual environment. The computer also allows students to become active learners in a one on one environment. Computers can incorporate various learning strategies as well as accommodate a variety of learning styles.

Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning - both personal and academic occurs within the socio-cultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community". Therefore, effective teachers of language and literacy provide practices that stimulate rich uses of language, designing their instructional programs within a social context that promotes literacy learning.

Teachers know that students who are learning to read and write and those who are reading to learn that is, learning in content areas will benefit from a sound instructional vocabulary program. This is especially true for classrooms where children have small vocabularies and are English language learners. Knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities [15,98].

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises.

Pavicic dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own [22, 233].

C. Teaching and learning vocabulary through various games

Various factors should be taken into account when language games are used, one of which is how to choose suitable games for students to play. Teachers should be very careful about choosing games so that students will find them enjoyable. If properly designed, language games give students valuable communicative practice. In order for language games to bring desired effects, first of all teachers should consider the level of games to fit students' language level and knowledge background. Games become difficult when the task or the topic is unsuitable or outside the student's experience. In this case, the challenge of the games is too great, which can discourage students. Thus, one point teachers should bear in mind is that games should be used to revise and recycle previously studied content, rather than involve new content. Moreover, a very important factor is that language games should correspond to the content of the lesson; otherwise students may think