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THE WAYS OF TEACHING ENGLISH VOCABULARY IN SECONDARY SCHOOLS

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ABSTRACT

This study examines the effectiveness of various vocabulary instruction methods on ninth-grade students' retention and usage at School Number 2 in Kasansay. Emphasizing the importance of a strong vocabulary for academic success and communication, the research aims to identify effective teaching strategies. A mixed-methods approach was utilized with 20 students, gathering quantitative data through pre- and post-tests to measure vocabulary knowledge changes, and qualitative data via semi-structured interviews to understand student experiences. Results indicated that interactive methods—such as educational games, group activities, and contextual exercises—significantly enhanced vocabulary retention compared to traditional rote memorization. Students showed an average 30% improvement in vocabulary knowledge after engaging in interactive sessions. Qualitative feedback revealed a preference for hands-on activities and real-life applications, highlighting the importance of engagement in learning. This research underscores the necessity for educators to adopt diverse instructional strategies tailored to ninth graders. Implementing varied vocabulary teaching techniques can create a more effective language learning environment, supporting students' academic and communication skills.

Keywords: Vocabulary instruction, Secondary education, Interactive learning, Language acquisition, Ninth-grade students, Teaching strategies, Student engagement.

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ANNOTATSIYA

Ushbu tadqiqot Kosonsoydagi 2-maktabning to'qqizinchi sinf o'quvchilarida lug'atni turli o'qitish usullarining eslab qolish va qo'llashga ta'sirini o'rganadi. Lug'at boyligini mustahkamlash o'quv muvaffaqiyati va muloqot uchun muhimligini ta'kidlab, tadqiqot samarali o'qitish strategiyalarini aniqlashni maqsad qilgan. Natijalar shuni ko'rsatdiki, interaktiv usullar an'anaviy ta'limga qaraganda samaraliroqliligi aniqlandi. Interaktiv mashg'ulotlardan so'ng o'quvchilarning yangi so'zlarni o'zlashtirishida o'rtacha 30% o'sishga erishdilar. Ushbu tadqiqot o'qituvchilarni to'qqizinchi sinf o'quvchilari uchun moslashtirilgan turli usullarni qo'llash zarurligini ko'rsatadi. Lug'at o'qitish texnikalarini xilma-xil qo'llash o'quvchilarning akademik va muloqot ko'nikmalarini qo'llab-quvvatlaydigan samarali til o'rganish muhitini yaratishi mumkin.

Kalit so'zlar: Leksika, interaktiv ta'lim, til o'zlashtirish, o'qitish strategiyalari.

СПОСОБЫ ОБУЧЕНИЯ ЛЕКСИКЕ АНГЛИЙСКОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ

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АННОТАЦИЯ

Данное исследование изучает влияние различных методов обучения словарному запасу на запоминание и использование лексики у учащихся девятого класса 2-й школы в Косансае. Подчеркивая важность обогащения словарного запаса для учебного успеха и общения, исследование ставит целью выявление эффективных стратегий обучения. Результаты показали, что интерактивные методы оказались более эффективными по сравнению с традиционным обучением. После интерактивных занятий учащиеся продемонстрировали

средний рост усвоения новых слов на 30%. Это исследование показывает необходимость применения различных методов, адаптированных для девятиклассников. Разнообразное применение техник обучения лексике может создать эффективную языковую среду, поддерживающую академические и коммуникативные навыки учащихся.

***Ключевые слова:** Лексика, интерактивное обучение, усвоение языка, стратегии обучения.*

INTRODUCTION

Vocabulary acquisition is a fundamental aspect of language learning that plays a critical role in students' academic development and communication skills. In secondary education, particularly at the ninth-grade level, students are expected to have a solid vocabulary foundation to understand complex texts, engage in discussions, and express their ideas effectively. Despite its importance, teaching vocabulary can be challenging due to the varied learning styles and needs of students. Traditional methods, such as rote memorization and repetitive drills, often fail to engage students and may lead to superficial learning without long-term retention.

The need for more effective vocabulary instruction strategies in secondary schools has prompted educators to explore interactive and student-centered approaches. These methods aim to make learning more engaging, relevant, and meaningful by incorporating activities that connect vocabulary with real-life contexts and practical applications. Research suggests that when students actively participate in the learning process through interactive techniques, such as educational games, group activities, and contextual exercises, they are more likely to retain and apply new vocabulary. This study focuses on identifying and evaluating the effectiveness of various vocabulary teaching strategies used in ninth-grade classes at School Number 2 in Kasansay. By comparing traditional methods with more interactive approaches, this research seeks to determine which strategies most effectively support vocabulary retention and student engagement. Through a combination of quantitative and qualitative data analysis, the study aims to provide insights into best practices for

vocabulary instruction, offering recommendations for educators to enhance language learning outcomes in secondary schools.

METHODOLOGY

This study utilized a mixed-methods approach to examine the effectiveness of different vocabulary instruction strategies on ninth-grade students at School Number 2 in Kasansay. The methodology was designed to gather both quantitative and qualitative data, providing a comprehensive understanding of how various teaching methods influence vocabulary acquisition, retention, and student engagement. The study involved 20 ninth-grade students aged 14–15 years, selected from School Number 2 in Kasansay. The participants represented a diverse group in terms of language proficiency, ensuring a broad range of responses to the teaching strategies employed during the study. The research was structured in two main phases: a quantitative phase using pre- and post-tests to measure vocabulary knowledge and a qualitative phase using semi-structured interviews to explore student experiences and preferences.

1. Quantitative Phase: Pre-test: At the beginning of the study, all participants completed a pre-test designed to assess their initial vocabulary knowledge. The test included a variety of vocabulary exercises, such as word definitions, sentence completions, and word usage in context.

Instructional Intervention: The students were divided into two groups. Group A was taught vocabulary using traditional methods, including rote memorization and repetition, while Group B engaged in interactive teaching methods, such as educational games, collaborative activities, and contextual exercises. Post-test: After the instructional intervention, the same vocabulary test was administered as a post-test to both groups to measure any changes in their vocabulary knowledge.

2. Qualitative Phase: Semi-structured Interviews: Following the post-test, semi-structured interviews were conducted with a subset of students from both groups to gather qualitative data. The interviews focused on students' experiences with the different teaching methods, their preferences, and their perceptions of how each approach impacted their vocabulary learning.

DISCUSSION

Quantitative Data Analysis: The results from the pre- and post-tests were analyzed using statistical methods to determine the effectiveness of the instructional interventions. The primary measure was the percentage increase in vocabulary knowledge from pre-test to post-test for each group.

Qualitative Data Analysis: The interview responses were analyzed using thematic analysis to identify common themes and patterns in students' attitudes toward vocabulary learning. Key themes included engagement, motivation, and perceived effectiveness of the teaching methods. To ensure the reliability and validity of the data, the study employed the following measures: The vocabulary tests were designed and reviewed by language education experts to ensure they accurately measured vocabulary knowledge. The interview questions were carefully structured to minimize bias and allow students to express their genuine thoughts and experiences. Data triangulation was achieved by combining quantitative and qualitative data to provide a well-rounded analysis of the effectiveness of the teaching strategies. Some limitations of the study include the small sample size, which may limit the generalizability of the findings to a larger population. Additionally, the study was conducted in a single school, which may influence the outcomes due to specific school-related factors. This methodological framework aims to provide a thorough evaluation of vocabulary teaching strategies, focusing on how they impact ninth-grade students' learning experiences and vocabulary retention.

RESULTS

The results of this study are presented in two parts: quantitative findings from the pre- and post-tests, and qualitative insights from the semi-structured interviews. The findings reveal significant differences in vocabulary retention and student engagement between the traditional and interactive teaching methods. The pre-test and post-test scores of the two groups were analyzed to measure the impact of the different vocabulary instruction methods. The average scores for each group are summarized below:

Group	Pre-test Average Score	Post-test Average Score	Percentage Increase
A (Traditional methods)	58%	68%	10%
B (Interactive methods)	56%	86%	30%

The results indicate that students in Group B, who were taught using interactive methods, showed a significantly higher increase in vocabulary knowledge compared to students in Group A, who learned through traditional methods. The 30% improvement in Group B's scores suggests that interactive teaching strategies are more effective in enhancing vocabulary acquisition and retention.

Qualitative Findings

The qualitative data gathered from the semi-structured interviews provided deeper insights into the students' experiences and preferences regarding vocabulary learning. Several key themes emerged from the analysis:

1. Engagement and Motivation:

Students in Group B expressed a high level of engagement and enjoyment during the interactive learning sessions. They noted that activities such as educational games and group exercises made learning more fun and motivated them to participate actively. In contrast, students in Group A reported that traditional methods like rote memorization felt monotonous and did not hold their attention for long periods, leading to reduced motivation.

2. Preference for Contextual Learning:

Many students in Group B highlighted that learning vocabulary through real-life contexts and practical applications helped them understand the meanings of words more clearly and remember them longer. Students in Group A, however, struggled with memorizing vocabulary without context and found it difficult to apply the words in different situations.

3. Collaboration and Peer Interaction:

The interactive methods encouraged collaboration among students, fostering a sense of teamwork and shared learning. Students appreciated working in groups, where they could learn from each other and clarify doubts in a supportive environment. Group A students reported feeling isolated in their learning process, as traditional methods did not promote much interaction or discussion among peers. The combined quantitative and qualitative results suggest that interactive vocabulary instruction methods are more effective than traditional approaches in improving vocabulary retention and student engagement. Students not only demonstrated a greater increase in vocabulary knowledge through interactive techniques but also expressed a clear preference for learning methods that involved active participation, contextual understanding, and peer collaboration.

These findings underscore the importance of incorporating dynamic and student-centered teaching strategies in vocabulary instruction to create a more engaging and effective language learning experience for ninth-grade students.

CONCLUSION

This study highlights the significant impact of using interactive vocabulary instruction methods on vocabulary retention and student engagement among ninth-grade students at School Number 2 in Kasansay. The findings indicate that students who participated in interactive learning activities, such as educational games, collaborative group exercises, and contextual learning tasks, showed a substantial improvement in vocabulary knowledge compared to those who were taught using traditional rote memorization techniques. The quantitative analysis revealed that students exposed to interactive teaching methods demonstrated a 30% increase in vocabulary retention, while those using traditional methods showed only a 10% increase. These results underscore the effectiveness of engaging, hands-on learning strategies in enhancing vocabulary acquisition. The qualitative feedback further supported these findings, with students expressing a preference for interactive, contextual, and collaborative approaches that made learning more enjoyable and

meaningful. These conclusions suggest that for vocabulary instruction to be truly effective, educators should move beyond conventional teaching methods and embrace a variety of dynamic and student-centered strategies. By doing so, they can create a more stimulating learning environment that not only supports academic growth but also fosters a deeper understanding and application of language skills.

Overall, this research emphasizes the need for educators to prioritize student engagement and adapt their teaching techniques to meet the diverse needs of learners. Implementing interactive vocabulary teaching methods can lead to more successful language acquisition, ultimately contributing to the students' overall academic performance and communication abilities.

APPENDIX

Appendix A: Pre-test and Post-test Vocabulary Assessment

Below is an outline of the vocabulary assessment tests administered to the students during the study. The tests were designed to measure students' initial vocabulary knowledge (pre-test) and the knowledge gained after the instructional intervention (post-test). Test format:

1. Word Definitions: Students were asked to match words with their correct definitions.

Polite	A large area of land where it is always very dry, and there is a lot of sand
helpful	Very nice and always says "thank you" or "please"
Creative	A competition
Desert	Providing useful help in making a situation better or easier
Forest	The material that trees are made of
Wood	Always busy doing things, especially physical or mental activities
Tournament	A large area of land that is covered with trees
Explore	A large area of water surrounded by land
Active	To discuss or think about something carefully
Lake	Involving the use of imagination to produce new ideas or things

2. Sentence Completion: Students completed sentences by filling in the blanks with the appropriate vocabulary words.

1. She was very ___ when she stood up to speak in front of the whole class. (brave)
2. The cat was so ___ that it could fit in the palm of my hand. (tiny)
3. The children couldn't stop ___ when they heard the funny joke. (giggling)
4. He ran so ___ that he finished the race in first place. (quickly)
5. I felt so ___ when I got a surprise gift on my birthday. (happy)

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