

## ABOUT CURRENT STATE OF TEACHING VOCABULARY IN ACADEMIC LYCEUMS IN KARAKALPAKSTAN

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### ABSTRACT

A great number of opportunities for learning foreign languages especially English in the republic of Uzbekistan are being created in the last four years. A lot of projects, various teaching methods with using modern and information technologies in education, which can motivate a new generation of youth to learning foreign languages have been implementing. At the same time movements in the system of training specialists who are confident in teaching foreign languages, actions in creating conditions and opportunities for wide use of sources have been developing in the country. This article deals with the issues of teaching and learning foreign language to the students of academic lyceums in the republic of Uzbekistan. This is a compulsory specialized secondary, vocational training with three year period of study gives learners the opportunity to reach B1 level of English according to CEFR. The main attention in the article is given to the problems of enriching learners' vocabulary by suggesting new methods of teaching. There also given the results of textbook analysis "English B1 (for the academic lyceums and vocational colleges)" where together with its positive sides the authors noticed that insufficient attention was given to enrich the vocabulary of pupils especially the verbal lexicon of the English language. The author suggests new ways of teaching in the form of Modular technology which can individualize the learning process and motivate students to learn foreign languages.

**Keywords:** Academic lyceums, educational reform, verbal lexis, current state, book B1 for academic lyceums.

### INTRODUCTION

The main goal and driving force of all the fundamental changes in Uzbekistan is the human being, his harmonious development and prosperity. Therefore the task of education, the task of rising up a new generation, capable of national renaissance will remain the prerogative of the state constitute a priority. Introduced from the childhood to the ideas of national independence and tolerance, the young generation of Uzbekistan looks with confidence to the future. Its basis is the strong policy of the government, which provides the necessary conditions for individuals to realize their potential. The National Programme for Personnel Training (1997) , developed under the direct supervision of the President I. Karimov ensures the continuity of education and regular improvement and renovation of general education and professional training.

After the resolution of the President of Uzbekistan "On measures to further improvement the system of foreign languages learning" (2012) new opportunities for teaching foreign languages have been introduced throughout the country. A lot of projects, various teaching methods with using modern and information technologies in education, which can motivate a new generation of youth to learning foreign languages have been implementing. At the same time movements in the system of training specialists who are confident in teaching foreign languages, actions in creating conditions and opportunities for wide use of sources have been developing in the country.

## LITERATURE REVIEW

The research, which we are carrying out now is also concerned to the field of teaching foreign languages, especially to the issues of learning and teaching vocabulary. Vocabulary knowledge is not something that can be fully mastered in one day; it is something that expands and deepens over the course of a lifetime. Every day human being has opportunity to coin and acquire new words. Even, in our native language we are continually learning new words, and learning new meaning for old ones. Vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Language learners encounter vocabulary in a daily basis, and must be able to acquire and retain it. Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The prominent role of vocabulary knowledge in second or foreign language learning has been recognized by a great number of theorists and researchers in the field. According to Nation and Waring (1997) second language learners of English need a receptive vocabulary of 3,000 to 5,000 word families and productive vocabulary of 2,000 to 3,000 word families to function well in their daily use of English. In order to be able to teach this essential part of language as effectively as possible, it is important to know, how words are remembered and stored in student's minds and how to make this process easy and fruitful. Efforts should be taken to enable students to progress gradually from receptive knowledge to productive knowledge and from consciously knowing words to sub-consciously and automatically using them (Y.Nan).

## METHODOLOGY

### Interviewing Teachers

Our observations of karakalpak lyceum students show that many of them have difficulty finding the words they need to express their ideas in speaking and writing, they find it a great challenge to sufficiently master the spelling, pronunciation and comprehension of words, they have problems with the phenomenon of polysemy, (words having more than one meaning), set phrases, phrasal verbs, idioms and so on. Questioning and interviewing data shows that in English classes students expect to learn more vocabulary, as in daily life they have no opportunity to acquire and use English words. So, all of their hope is on English lessons, on English language teachers, as they are the only environment for them to gain knowledge and at the same time practice it. They dream that the lessons, instructions teachers give should be effective and motivating. They wish to have more additional exercises and tasks to work individually and out of class, using their computers and other gadgets. They want to have a control over their learning and accept greater responsibility for learning.

In order to know our opportunities in answering the learners' needs we did a survey by questioning teachers, by observing lessons and by analyzing course books they are using. First, we'd like to write about the teachers' attitudes and reflections on their own strategies of vocabulary teaching. The material has been collected through interviewing more than 20 teachers. The purpose of the interviews has been to know what methods the teachers are using in teaching English and for improving learners' vocabulary; what types of words they mostly teach; if teachers are flexible enough to design or use tasks according to their learners' needs.

During the interview we found answers to the following questions:

1. What methods do you always use in your lessons?
2. Do you pay attention to the principles of vocabulary teaching?

3. Do you explain the words with multiple meanings?
4. Do you explain the formation of the words?
5. Which methods do you find the most effective in learning vocabulary?
6. What additional tasks on vocabulary do you give to the students for self-study?
7. What is the students' role in learning vocabulary?
8. How do you overcome the problem with time limit?
9. Do you encourage your students to use the Internet to enrich their vocabulary?
10. Do students perform technology education better than traditional tasks?

Below we are giving some teachers' points and reflections about their attitudes to teaching vocabulary. Aynura, an experienced teacher of the lyceum, divides language teaching into six different components: speaking, listening, reading, writing, grammar and vocabulary. Vocabulary is equally important compared to the other aspects. However, she believes that working with vocabulary is more important when students start with English, her vocabulary teaching with intermediate level learners is also highly systematic. Fifteen minutes each lesson she spends on word-learning. She believes that context is important as it helps students get a better understanding of words. The books give valuable support to her vocabulary teaching. She once gave students important words from a general word list, not connected with a text, and it did not work. She says that they work with words mostly in class, because most of her students find homeworks challenging. She plans a big variety of tasks and because of time limit she gives a lot of self-study. She recommends to her students to use e-books. And sometimes students do the tasks online.

Dildora tells that the words in the text books are not enough for her learners and vocabulary "is the most important part because if you're good at grammar but don't have much of a vocabulary, you cannot say anything, but if you have a good vocabulary but some problems with grammar, you can still express yourself and be understood". She tries to be attentive, and whenever someone uses a difficult or new word, she writes it on the word box, (a special poster on the wall), and later together with students define the words, and students write down the words and their translations or definitions. Dildora works with technology to learn vocabulary, especially with her first-year students. Due to the time limit, she tries to give instructions that help to work individually. She thinks that students play a great role in learning vocabulary. They can learn vocabulary everywhere (from songs, TV, internet), that's why they can achieve their aims in their own pace.

Vocabulary is an important part of Sarbinaz's teaching since the syllabus states that the language should be varied and coherent. Furthermore, she says variation and vocabulary is more important for the higher grades. She recently let her students read two movie reviews where words had been underlined. The students looked up what these words meant in the specific context and learned the words by their own. Her vocabulary teaching is always connected with what they are working with. She finds reading very efficient to increase vocabulary. She recommends students to do intensive reading. And for home task she tries to give a big diversity of interesting tasks that enlarge their vocabulary. She makes them work individually.

Nigora, a young teacher, suggests students who want to improve their vocabulary to look at news stories online. At her lessons she uses a big variety of multimedia and internet. And she advises her students to use internet in order to improve their vocabulary. Her students do the tasks at home then check it during the lessons.

## **Analysis of Current Textbooks**

The book “English B1 for the second year students of Academic Lyceums and vocational colleges”[5] is a complete English language teaching packet for the second year students of secondary Specialized and Professional Education in Uzbekistan that was published in 2015. The book consists of 10 units, that cover the CEFR requirements of language skills and competences. Each unit is designed containing all learning skills and knowledge development. For example, the first unit “Study skills achievement” contains the exercises for developing vocabulary and grammar; improving listening, reading, speaking and writing skills, and for home task there given a task (essay) for writing. Each unit is divided into two parts and follows a pattern in its organization of the lessons. On the first page of each unit there are questions and topics for discussion, then there given vocabulary tasks, which move on to listening tasks, after that comes grammar section and final section of the lesson is a reading task. The overall weighting of the sections devoted to skills in the textbooks it is evident that there is a balance between four skills.

Reading tasks are at a suitable level for the learners of academic lyceums. English is used as the language of instruction of tasks and comprehension questions. Writing sections are mostly found towards the end of each unit which could suggest that the writers intended to provide oral and written input to students with tasks on reading and listening which opened the first two lessons of the prior to the undertaking of writing texts. Speaking input is provided through pictures as well and students usually have to describe pictures, compare and contrast pictures or give their opinions. The nature of content of speaking tasks is mostly concrete allowing students to express themselves in content they would more easily relate to and comprehend. Through pair work and group work effective speaking skills could be promoted based on collaboration among language users. Overall, the speaking tasks do not seem artificial, learners will be engaged in discussions and dialogues with their peers on topics they would find interesting.

Matching activities comprised the majority of vocabulary tasks and other types of tasks included information transfer, sequencing and one word answer. Vocabulary tasks include mostly sentence completion activities with the words given, and matching activities. They also include crosswords and one word answers. Again vocabulary activities are intertwined with the reading skills of the learners since the words does not appear isolated from context. Similarly to reading activities, tasks of vocabulary are mostly selected item response types. Though, there are very few exercises, that would help to enlarge the student’s lexicon, the text book suggests a great number of tasks to develop receptive and productive skills. Tasks for receptive skills, and especially reading, are known to be effective ways to acquire vocabulary. Student cannot write without reading and cannot hold a meaningful conversation without listening. This interrelationship between productive and receptive skills makes it crucial to adopt a four-skill approach to vocabulary teaching, which we noticed in the textbook.

The text book follows a thematic approach for the organization of its units and the four skills are promoted through a context based approaches which can help students in developing their language skills. The topics and themes selected are overall appropriate to the students’ interest and age. The overall organization and layout of the students’ book showed a well-structured work that could work with the learners of this age. There is an effort to develop the four language skills in an integrated way in the units, trying to include every skill in each unit

and activities for receptive skills are usually used as input for the activities of the productive skills.

## RESULTS

### The Results of Interviews

Interviews showed that all teachers mention the importance of learning words, and that studying words in texts is one way to help students understand that the same word can mean different things in different contexts and sentences. Time limit makes them to shorten the tasks. All of them mentioned that they give extra tasks to do individually. They convinced they have difficulty in creating and designing their own new tasks for learners and mostly use ready-made materials, which are in some cases difficult or challenging for their learners.

### The Results of Textbook Analysis

As we see, there is quite a mixed variety of methods and techniques in textbooks, which are very helpful for teachers to organize their teaching. But, still we need to improve our ways of teaching and find more motivating and effective things to do.

## DISCUSSION

One of the ways we'd like to suggest for teaching vocabulary to lyceum students is modular technology. One exceptional aspect with it could be that the technology of modular training is adaptive, helps to preserve the level of mental and physical health, reduce anxiety, and increase self-sufficiency and quality of education. The technology has a range of internal self-development; it contains a constantly evolving energy system. Experience of its use inevitably leads to an increase in the competence of students and teachers. We designed our modules for vocabulary learning and share them with lyceum teachers, who are now experimenting them in Academic lyceums. We are giving one example from our Module in this article.

### Module 1

Theme: Noun Formation

Dates active: 10.11.2016-17.11.2016

#### Module overview

Vocabulary is an essential component for successful communication. While grammar is important, a lack of vocabulary may result in complete failure to convey a message. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. The expansion of vocabulary in modern English depends chiefly on word-formation. In this weekly module, you will get a lot of information about vocabulary learning; about noun-formation, meaning and functions of the words. This module helps you to expand your vocabulary individually.

#### Module objectives

After completing this module, you will:

- Increase the number of words that you know
- Be able to use words in a more accurate way and in a more natural context

- Learn about words and associations
- Enlarge your vocabulary
- Improve your critical thinking

### Pre-test

1 Our chosen way of....a civil society has become the basis of all reforms, carried out in the state.

- a) construct
- b) constructed
- c) constructing

2 You see, but you don't observe. The....is clear.

- a) distinct
- b) distinction
- c) distinctive

3 The International .....of Kurash was created in 1998 and acknowledged by Asian and International Olympic Committees.

- a) Associated
- b) Association
- c) Associatement

4. Archaeologists have made key discoveries of the ....of ancient centres of civilization on our land.

- a) existing
- b) existant
- c) existence

5. It is very important to preserve peace and....in the country.

- a) stabilness
- b) stability
- c) stable

### Recommended literature for this module

1. English Vocabulary in use. Pre-intermediate and intermediate. Stuard Redman. Cambridge University Press.1997 ISBN 0 512 55737 2
2. Grammar Way4. Jenny Dooley-Virginia Evans, 1999 by Express Publishing. Liberty House, New Greenham. Berkshire RG19 6HW. ISBN 1-842 16-366-X
3. Грамматика английского языка: пособие для студентов педагогических институтов. В.Л Каушанская, Р.Л. Ковнер, О.Н. Кожевникова, Е.В.Прокофьева и др.-5-е изд., испр. и доп.-М.;Айрис-пресс,2008.-384 с.: ил.- (высшее образование). ISBN 978-5-8112-3445-5
4. English Grammar in context. Advanced. Macmillan Education, Between Towns Road, Oxford OX4 4PP. A Division of Macmillan Publishers Limited 2008. ISBN 978-1-4050-70552-2
5. Focus on advanced English, C.A.E. Richard Walton., series editor: Sue O'Connell. Longman. The British Council ISBN 0000 17 02



**Rule#1****Verb+ suffix**

Many nouns are formed in the following way. (Verb+suffix= noun)

Verb	suffix	noun
Improve (=get better)	-ment	improvement
Manage (e.g. a shop or business)	-ment	management
Elect (=choose someone by voting)	-ion	election
Discuss (=talk about something seriously)	-ion	discussion
Inform (=tell someone something)	-ation	information
Organize	-ation	organization
Jog (=running to keep fit or for pleasure)	-ing	jogging
Spell (e.g. S-P-E-L-L)	-ing	spelling

**Task#1**

Complete the table.

Verb	Noun
Product	
Judge	
Run	
Hesitate	
Spell	
Achieve	
Solute	

**Rule#2****Adjective+ suffix**

Nouns are formed by adding a suffix to an adjective. Two suffixes often added to adjectives to form nouns are -ness and -ity.

Adjective	suffix	noun
Weak (opposite to strong)	-ness	weakness
Happy	-ness	happiness
Dark (e.g. at night, when you can't see)	-ness	darkness
Stupid (opposite to clever, intelligent)	-ity	stupidity
Punctual (=always arrives at the right time)	-ity	punctuality
Similar (=almost the same)	-ity	similarity

**Task#2**

Combine the suffixes on the right with the verbs or adjectives on the left, and then complete the text below.

reconstruct, appear, emerge, kind-hearted, youthful, happy, intend, pave	-ion, -ance, -ence, -ness, -tion, -ment
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From the first days of independence, the Head of State engaged in coordinating the near total ..... of Tashkent, including its major square, in order to give it a new sense and ..... It is well known that the outline of the Republic of Uzbekistan was depicted on the globe of the Independence Monument, testifying to the .....of a new country. The Monument of Independence and Humanism depicts a happy mother with a child in her arms and symbolizes the.... And peace-loving nature of our people, their .... and human.... One of the remarkable results of construction is the Arch of Good and Noble .... The Monument of Independence

and Humanism and the Arch of Good and Noble ...are connected together with a broad white ... that unifies them into single ensemble.

### Rule#3

Suffixes –ship, -dom, -th and –hood.

Note: -ship and –hood are usually used in combination with other nouns whereas –th combines with an adjective to form an abstract noun and –dom can combine with either a noun or an adjective.

Here are some abstract nouns using those suffixes.

Apprenticeship	depth
Companionship	length
Membership	warmth
Boredom	adulthood
Kingdom	childhood
Wisdom	motherhood

### Task#3

Write your own points to describe the following abstract nouns.

1 freedom 2 friendship 3 wisdom 4 childhood

### Rule#4

There are a large number of abstract nouns which do not use any suffix at all. There are some examples of these.

Anger belief calm chance faith fear humor idea luck principle rage reason sense sight speed thought etc.

Which of words in the list below is being described in the following proverbs and sayings?

success, fear, patience, happiness, beauty, advice.

1. “.....takes no account of time.”
2. “If you wish a good...ask the old man.”
3. “.....lies in lover’s eyes.”
4. “.....has long legs.”
5. “.....is the plaster for all sores.
6. “..... is never blamed”

### Rule#5

Prefixes used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of them used with a hyphen. Check in a dictionary if you are not sure.

Prefix	meaning	example
❖ Anti	against	anti-war
❖ Auto	of or by oneself	autograph auto-pilot
❖ Bi	two, twice	bicycle
❖ Ex	out of	extract exhale excommunicate
❖ Ex	former	ex-wife ex-president
❖ Micro	small	micro-computer
❖ Mono	one or single	monologue
❖ Over	too much	overtired
❖ Post	after	postwar
❖ Pro	in favor of	pro-government



❖ Pseudo	false	pseudo-scientific
❖ Semi	half	semi-final
❖ Sub	under	subway

**Task#5**

Add the correct prefixes to the words in bold.

1. Karim is now doing a.....graduate degree.
2. Bagila is a....-teacher. She retired ten years ago.
3. This is an....national company. It has offices all over the world.
4. Sawle is....weight for her age and height. She eats very little.
5. Jetker is very....social. He is often rude to people.

**Exit task**

You are going to give a talk about a person you particularly admire (either personally or a famous person). Include the information about the following. Use different kinds of nouns as possible.

Brief biographical details  
The person's achievements  
The kind of person he or she is  
Why you particularly admire him or her

**CONCLUSIONS**

As our English language learners need to increase their vocabulary, we are doing our best to create and design materials and tasks that will help learners focus their attention on key vocabulary, require learners to retrieve the forms and meanings of the new words, and identify and develop a personalized inventory of strategies for vocabulary learning. Our ultimate goal is to help our students be active vocabulary learners after they leave our classrooms.

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