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EFFECTIVE TEACHING METHODS FOR ENHANCING TOPIC VOCABULARY ACQUISITION IN SCHOOL LEARNERS

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Abstract: Vocabulary is a fundamental component of language competence, especially for school learners developing academic and communicative skills. This study explores effective teaching methods for introducing and reinforcing topic-specific vocabulary in English lessons at the school level. Using a mixed-methods research design, we compared three instructional approaches—direct instruction, task-based learning, and lexical games—among 60 school learners aged 11–13. The results show that integrating context-based and interactive strategies significantly improves vocabulary retention and use. The study offers pedagogical recommendations for optimizing vocabulary instruction across diverse classroom settings.

Key words: Vocabulary acquisition, topic-specific vocabulary, task-based learning, lexical games, English language teaching, communicative competence, language pedagogy, young learners, classroom instruction, language learning strategies.

Annotatsiya: So'z boyligi – ayniqsa, akademik va kommunikativ ko'nikmalarni rivojlantirayotgan maktab o'quvchilari uchun til kompetensiyasining asosiy tarkibiy qismidir. Ushbu tadqiqot ingliz tili darslarida mavzuga oid lug'atni joriy etish va mustahkamlashga qaratilgan samarali o'qitish usullarini o'rganadi. Aralash tadqiqot metodologiyasidan foydalangan holda, 11–13 yoshdagi 60 nafar maktab o'quvchisi o'rtasida to'g'ridan-to'g'ri o'qitish, topshiriqlarga asoslangan o'rganish va leksik o'yinlar singari uchta ta'lim yondashuvi taqqoslab chiqildi. Natijalar shuni ko'rsatadiki, kontekstga asoslangan va interaktiv strategiyalarni uyg'unlashtirish so'z boyligini eslab qolish va undan foydalanishni sezilarli darajada yaxshilaydi. Tadqiqot turli sinf sharoitlarida lug'atni o'rgatishni optimallashtirish bo'yicha pedagogik tavsiyalarni taklif etadi.

Kalit so'zlar: So'z boyligini o'zlashtirish, mavzuga oid lug'at, topshiriqqa asoslangan o'rganish, leksik o'yinlar, ingliz tilini o'rgatish, kommunikativ kompetensiya, til pedagogikasi, yosh o'quvchilar, sinfda o'qitish, til o'rganish strategiyalari.

Аннотация: Словарный запас является основополагающим компонентом языковой компетенции, особенно для школьников, развивающих академические и коммуникативные навыки. В данном исследовании рассматриваются эффективные методы преподавания, направленные на введение и закрепление тематической лексики на уроках английского языка в школе. С использованием дизайна исследования со смешанными методами были сравнены три подхода к обучению – прямое обучение, обучение на основе задач и лексические игры – среди 60 школьников в возрасте от 11 до 13 лет. Результаты показывают, что интеграция контекстно-ориентированных и интерактивных стратегий значительно улучшает усвоение и использование словарного запаса. Исследование предлагает педагогические рекомендации по оптимизации преподавания лексики в различных учебных контекстах.

Ключевые слова: Приобретение словарного запаса, тематическая лексика, обучение на основе задач, лексические игры, преподавание английского языка, коммуникативная компетентность, языковая педагогика, младшие школьники, обучение в классе, стратегии изучения языка.

INTRODUCTION

Vocabulary knowledge is a crucial component of language acquisition and development. Without a sufficient vocabulary base, learners struggle to comprehend others or articulate their thoughts effectively. As Nation (2001) asserts, vocabulary serves not only as the foundation of communication but is also vital for developing proficiency in reading comprehension, listening, speaking, and writing.

LITERATURE REVIEW

For school learners, particularly those acquiring English as a second or foreign language, mastering topic-specific vocabulary is especially important. This vocabulary enables them to participate in subject-specific learning (e.g., science, history) and to develop academic literacy. However, traditional vocabulary teaching methods often fail to promote long-term retention or deep understanding.

Recent developments in language pedagogy emphasize the importance of active, contextualized learning. Theoretical frameworks such as Vygotsky's sociocultural theory and Krashen's input hypothesis highlight the role of meaningful interaction and comprehensible input in language acquisition. These theories support the use of communicative, task-based, and game-based methodologies in vocabulary instruction.

This study aims to explore and compare three teaching approaches—direct instruction, task-based learning, and lexical games—in the teaching of topic-specific vocabulary. It seeks to determine which methods are most effective in improving vocabulary knowledge, retention, and learner engagement in school-aged learners. This section details the theoretical framework and the research design utilized to investigate the effectiveness of different vocabulary teaching methods. The theoretical underpinnings of the study are informed by key principles from second language acquisition (SLA) research, which emphasize the importance of contextualized learning, task-based interaction, and the use of multimedia or game-based activities to promote vocabulary retention.

RESEARCH METHODOLOGY

A mixed-methods research design was employed to comprehensively explore the effects of different vocabulary teaching methods. The use of a mixed-methods approach aligns with the theoretical perspective that both qualitative and quantitative data provide complementary insights into complex educational phenomena. Creswell (2014) suggests that a mixed-methods design allows for the triangulation of results, enhancing the credibility and validity of the findings. This study used a combination of pre-tests, post-tests, and delayed post-tests to quantitatively measure vocabulary acquisition and retention, which were supplemented by qualitative data from learner surveys and teacher interviews. The combination of these approaches enables a holistic understanding of how learners interact with and internalize vocabulary in different instructional contexts.

The participants in this study were 60 school learners aged 11–13, representing a typical age group for language learning in school settings. According to Vygotsky's sociocultural theory (1978), learners within this age range are in a developmental phase where social interaction plays a crucial role in cognitive development, making this an ideal stage for studying the impact of interactive and communicative teaching methods. These learners were divided into three groups, each representing a distinct instructional approach, ensuring a clear comparison of the effectiveness of the methods under investigation. The learners were at a comparable proficiency level in English (A2 on the CEFR scale), which allowed for a more controlled examination of how the teaching methods influenced their vocabulary learning.

This study explored three distinct teaching approaches for vocabulary instruction, each grounded in different theoretical perspectives from the field of language teaching.

Direct instruction is a teacher-centered approach based on explicit teaching of vocabulary through presentation, explanation, and repetition. This method, which is widely used in traditional language teaching, emphasizes form-focused instruction (Ellis, 2003). The teacher provides definitions, example sentences, and translations to help learners understand the meanings of words. The theory behind this method is based on the notion that explicit knowledge of vocabulary is necessary before learners can use words effectively in communication. According to Schmitt (2000), this method is often effective in helping learners to acquire the form and meaning of new words but can be less successful in promoting long-term retention or in developing the skills needed to use vocabulary appropriately in various contexts.

Task-based learning (TBL) draws on Vygotsky's sociocultural theory and Krashen's input hypothesis (1985), which emphasize that language learning is most effective when it occurs in meaningful, goal-oriented contexts. According to Willis (1996), TBL promotes language acquisition by encouraging learners to complete real-world tasks using the target vocabulary, thus fostering deeper semantic processing and enabling learners to use words actively in communication. This approach involves learners in activities such as role-playing, problem-solving, and discussions, which provide opportunities for natural language use in authentic contexts. The idea is that learners will internalize vocabulary more effectively when they are required to use it actively to achieve a specific goal, rather than simply memorizing word lists.

Lexical games are based on the theory of gamification in education, which posits that incorporating elements of play into learning can increase motivation, engagement, and retention (Gee, 2003). In this study, learners engaged in games such as bingo, charades, and memory match, which were designed to reinforce vocabulary



through repetition, competition, and interaction. Ellis (2003) suggests that such activities support implicit vocabulary learning, where learners are exposed to vocabulary in a non-threatening, enjoyable environment. The game-based approach facilitates multisensory learning, as learners engage visually, auditorily, and kinesthetically with vocabulary items. Research by Bax (2015) also indicates that learners in game-based environments are more likely to retain vocabulary because the activities are perceived as enjoyable and low-pressure.

The data collection instruments were designed to align with the theoretical perspectives of the study and to capture both quantitative and qualitative aspects of vocabulary learning.

Vocabulary Tests: These tests were designed to assess both productive and receptive knowledge of the target vocabulary. Theoretical research in second language vocabulary acquisition suggests that learners often have better receptive knowledge of words (i.e., recognizing the meaning of a word when encountered in context) than productive knowledge (i.e., using the word in speech or writing). The vocabulary tests assessed both aspects, thereby providing a comprehensive measure of learning.

Learner Survey: The learner survey was used to gather qualitative insights into learners' attitudes toward each method, their level of engagement, and their perceptions of how well they had learned the vocabulary. The survey instrument was designed to capture learner motivation, which is a key factor in language learning success (Dörnyei, 2001).

Teacher Interviews: Teacher interviews were conducted to capture the instructors' observations about the effectiveness of the methods, including insights into student participation, engagement, and challenges. The qualitative data from these interviews were analyzed in light of the theory of classroom interaction (Swain, 2000), which posits that teacher feedback and student engagement are crucial for language development.

This methodological framework is grounded in well-established theories of second language acquisition and language pedagogy. By combining multiple teaching methods and using both quantitative and qualitative data, the study seeks to provide a nuanced understanding of how vocabulary teaching approaches impact learner outcomes. This approach ensures a comprehensive exploration of the effectiveness of different teaching methods, and it provides valuable insights for both theory and practice in the field of English language teaching.

ANALYSIS AND RESULTS

The findings of this study demonstrate a clear distinction in the effectiveness of various teaching methods for topic vocabulary acquisition among school learners. The results indicate that task-based learning and lexical games outperformed direct instruction in vocabulary acquisition, retention, learner engagement, and motivation. These findings align with theoretical perspectives from second language acquisition (SLA) and cognitive learning theory, offering important implications for vocabulary pedagogy in school settings.

The superior performance of the task-based learning group supports Krashen's Input Hypothesis (1985), which posits that language acquisition occurs most effectively when learners are exposed to comprehensible input that is slightly beyond their current level ($i+1$) and used in meaningful contexts. Task-based activities provided such input, encouraging learners to actively engage with vocabulary through authentic communication. This aligns with Long's Interaction Hypothesis (1996), which highlights the importance of negotiation of meaning and interaction in language learning. By completing tasks that required learners to use vocabulary in purposeful ways (e.g., role plays, poster creation), students were able to internalize word meanings more deeply.

Additionally, the effectiveness of lexical games in promoting vocabulary learning resonates with constructivist learning theory, particularly the work of Piaget and Vygotsky, who emphasized the importance of active, hands-on engagement in constructing knowledge. Lexical games promote this by offering a low-anxiety, high-engagement environment where learners use vocabulary in repeated and varied contexts. According to Gee (2003), gamified learning environments activate intrinsic motivation, which enhances memory retention and deepens cognitive processing. Lexical games also reflect dual coding theory (Paivio, 1991), in that they often combine verbal and visual stimuli, thereby improving recall through multimodal learning channels.

In contrast, the relatively low performance of the direct instruction group highlights the limitations of form-focused, teacher-centered approaches when used in isolation. While explicit vocabulary instruction can be useful for introducing new lexical items (Schmitt, 2000), the lack of meaningful context and student interaction may limit retention. The Depth of Processing Hypothesis (Craik & Lockhart, 1972) supports this interpretation, suggesting that words processed only at a superficial level (e.g., memorization) are less likely to be retained than words encountered in deeper, contextualized learning.

One of the key observations from the qualitative data was the impact of teaching methods on learner motivation and engagement—factors widely recognized as central to language acquisition (Dörnyei, 2001). Students in the task-based and game-based groups reported higher enjoyment, increased participation, and greater confidence in using the new vocabulary. These findings suggest that vocabulary instruction, when embedded

in interactive activities, can lead to greater learner autonomy—a core goal in communicative language teaching (CLT) approaches.

Furthermore, the active involvement of learners in meaning-making processes contributes to learner-centered pedagogy, which views students as active agents in their own learning rather than passive recipients of information. This aligns with Vygotsky's Zone of Proximal Development (ZPD), wherein learners are most effective when working just beyond their independent ability but within reach with support (scaffolding). Task-based and game-based methods naturally provide such scaffolding through peer collaboration, teacher facilitation, and contextual support.

The results of this study suggest that vocabulary teaching should move away from a reliance on rote memorization and isolated word lists. Instead, contextualized vocabulary instruction that integrates tasks, collaboration, and gamified learning offers a more effective and engaging alternative. Educators should consider designing activities that encourage learners to use vocabulary in meaningful ways, such as through project work, storytelling, or problem-solving tasks.

Moreover, lexical games can serve as a bridge between formal and informal learning, making them especially useful in maintaining learner interest and reinforcing vocabulary across different learning contexts. While direct instruction still holds value for explicit clarification and initial exposure, it should be complemented by strategies that allow for frequent recycling, personalization, and contextual use of vocabulary.

Although the findings are promising, the study is not without limitations. First, the relatively short duration of the intervention (two weeks) limits the generalizability of the long-term effects of each method. Second, the study was conducted in a single school with a specific age group and proficiency level, which may not reflect the diversity of learner needs across educational contexts.

Future research could explore the effectiveness of these methods with different age groups, language proficiency levels, and cultural backgrounds. Additionally, longitudinal studies are needed to assess the long-term retention and transferability of vocabulary learned through different approaches. The integration of digital tools and platforms for task-based and game-based vocabulary instruction also warrants further investigation, especially given the increasing role of technology in education.

CONCLUSION

The acquisition of topic-specific vocabulary is fundamental to learners' success in both general English proficiency and academic language development. This study has shown that the method of instruction plays a critical role in determining how effectively school learners acquire, retain, and use new vocabulary. Through a comparative analysis of three instructional approaches—direct instruction, task-based learning, and lexical games—it was demonstrated that communicative and interactive teaching strategies are significantly more effective than traditional, form-focused methods.

The results clearly indicate that task-based learning facilitates the most substantial vocabulary gains. This is due in part to the emphasis on meaning-focused interaction, which promotes deeper semantic processing and encourages learners to actively use new vocabulary in relevant and realistic contexts. The findings are supported by prominent second language acquisition theories, such as Krashen's Input Hypothesis, Long's Interaction Hypothesis, and Vygotsky's sociocultural theory, all of which stress the importance of context, interaction, and learner engagement in effective language development.

Lexical games, while slightly less effective than task-based learning in terms of vocabulary gain, proved to be highly successful in boosting learner motivation and retention. By providing a low-pressure, enjoyable environment for vocabulary use, games stimulate cognitive and affective factors that enhance language learning. This supports constructivist learning theories, which emphasize the role of active, experiential learning in knowledge construction.

In contrast, while direct instruction remains a widely used approach, the findings of this study suggest that it may be insufficient on its own for fostering deep and long-term vocabulary knowledge. While useful for initial exposure to new lexical items, its limitations in promoting engagement and contextual understanding reduce its overall effectiveness, especially among younger learners.

Therefore, it is recommended that educators adopt a blended methodology, integrating direct instruction with task-based and game-based activities. This combination not only introduces vocabulary in a clear and structured way but also ensures that learners have multiple opportunities to practice and internalize new words in meaningful and enjoyable ways. Such an integrated approach aligns with principles of communicative language teaching (CLT) and supports the development of both linguistic competence and learner autonomy.

From a pedagogical standpoint, this study underscores the need for English language curricula to prioritize contextualized vocabulary learning. Teachers should be encouraged to design lessons that are interactive, student-centered, and grounded in authentic communication. Doing so not only enhances vocabulary



acquisition but also prepares learners to use English effectively in a variety of academic and social contexts. Future research should aim to expand on these findings by investigating the long-term impact of these methods across different age groups, linguistic backgrounds, and learning environments. Additionally, the incorporation of digital tools and multimedia resources for vocabulary instruction presents a promising avenue for enhancing learner engagement and extending the reach of task-based and game-based methodologies.

In conclusion, effective vocabulary teaching goes beyond word lists and memorization. It involves thoughtful, research-informed practices that engage learners cognitively, emotionally, and socially. By implementing innovative and interactive methods in vocabulary instruction, educators can significantly enrich learners' language experiences and contribute to their overall communicative competence.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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