



Հետազոտական աշխատանք

<p><b>Կազմակերպության տվյալներ</b></p> <ul style="list-style-type: none"> <li>• Անվանում, հասցե</li> <li>• Տնօրեն</li> <li>• Էլ.հասցե</li> <li>• Հեռախոս</li> </ul>	<p>«Մասնակցային դպրոց» կրթական հիմնադրամ Վահրամ Սողոմոնյան <a href="mailto:masnakcayindproc@gmail.com">masnakcayindproc@gmail.com</a></p>
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<p><b>Ուսումնական հաստատության տվյալներ</b></p> <ul style="list-style-type: none"> <li>• Անվանումը, հասցե</li> <li>• Հեռախոս</li> <li>• Էլ. հասցե (տնօրենության)</li> <li>• Web կայքի հասցե</li> </ul>	<p>Ա.Մարգարյանի անվան թիվ 29 ավագ դպրոց Սարյան 23, 010-58-32-70 <a href="mailto:yerevanschool29@mail.ru">yerevanschool29@mail.ru</a> <a href="http://school-29.weebly.com">school-29.weebly.com</a></p>

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## Ներածություն

### Նպատակը եւ հետազոտական հարցը

The present research aims at reviewing and investigating some of the effective ways of teaching and presenting vocabulary to the high school tenth graders.  
The ultimate goal of this study is to find out which techniques and methods would result in better learning and remembering vocabulary

	items.
<p><b>Թեմայի կարեւորութիւնը եւ նշանակութիւնը Ձեր/թիրախային խմբի համար</b></p>	<p>The present paper focuses on studying and analysing the ways of engaging high school students in learning and memorizing vocabulary. The ultimate goal should be enabling the students to use the vocabulary items in real life situations and authentic contexts.</p> <p>It's a well-known fact that learning new words and their meanings is essential to any student's instruction. Vocabulary and grammar are often considered as an inseparable part of every English lesson. Learners with a large vocabulary can easily develop their reading, writing, listening and speaking skills, while those with limited amount of vocabulary will have difficulties expressing their thoughts and ideas. Learning vocabulary is a challenge for learners for several reasons that include, but are not limited to, the size of the task, the variety of vocabulary types to be learned, including single words, phrases, collocations, strategic vocabulary, as well as grammatical patterning, idioms and fixed expressions. Vocabulary teaching in a second language involves teaching core vocabulary which is common to many text types and genres, as well as developing more specialized vocabulary taking into account the learner's interests and needs. There are some important issues in the domain of vocabulary</p>

	<p>learning and teaching. Topics covered are understanding vocabulary, importance of various vocabulary levels and teaching vocabulary effectively.</p> <p>The <b>topicality</b> of the research is explained by the fact that words are the building blocks of the written and oral communication; without words meaning is hard to convey.</p> <p>At any level learning vocabulary is a challenge for learners for several reasons: they include, but are not limited to the size of the task, the variety of vocabulary types to be learned, including single words, phrases, collocations, strategic vocabulary, as well as grammatical patterning, idioms and fixed expressions.</p> <p>Teaching vocabulary to the high school students should be carried out in such a way that it could provide realistic opportunities for students to use the target vocabulary in real-life situations both in speech and writing. To this end, we will therefore have to compile and design such activities where students can put the new vocabulary items into practice</p>
<p><b>Ո՞ր առանցքային կոմպետենցիային/կարողունակությանն է ուղղված նպատակի ռեսուրսափառությունը</b></p>	<p>The research focuses on the development and improvement of the following competencies: first and foremost, fluency, accuracy, sensitivity. Furthermore, language proficiency, content knowledge, contextual knowledge, learner-centered teaching, cognitive skills, joining a community of practice and real- life situations. Ultimately, teaching vocabulary will strengthen all core language competencies, because the word is the building block of the communication. Thus, it will promote grammatical competence, sociolinguistic competence, discourse competence and strategic competence.</p>

<b>Վերապատրաստման ո՞ր թեմայի շրջանակում է անդրադարձ կատարվել այս հիմնախնդրին/ուղորտին</b>	In methodology classes

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<p><b>Գրականության ակնարկ</b></p> <ul style="list-style-type: none"> <li>• Մեջբերումներ արդեն արված հետազոտություններից,</li> <li>• Մեջբերումներ գրականությունից, տեղեկության վստահելի աղբյուրներից:</li> </ul>	<p>Performing in conformity with today’s teaching demands is not easy as it seems to be, especially when it comes to teaching vocabulary.</p> <p>According to Richards (1976) and Nation (2001), there is a list of different things learners have to know about a word before it can be considered as learnt. They are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Its spoken and written forms</b></li> <li>• <b>Its associations with other words</b></li> <li>• <b>Its meaning(s)</b></li> <li>• <b>Its register</b></li> <li>• <b>Its collocations</b></li> <li>• <b>Its grammatical properties</b> (Richards 1976);( Nation 2001).</li> </ul> <p>“ A Course in Language teaching” defines vocabulary as “ the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word ( Ur., P 2007: 60).</p> <p>McCarten, J. Differentiate between two types of vocabulary: active and productive vocabulary (McCarten, J. 2007).</p>
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	<p>Furthermore, he identifies words according not only to their core meaning but also to their relationship with other words (McCarten, J. 2007).</p> <p>Most words have multiple meanings, and the more meanings a word has the more likely a learner is to encounter the word. First of all, we should teach the core that is the main meaning of this or that word and later we can come to less central and contextual meanings (Bagdassarian, S; Gurdjayants, S 2010).</p> <p>Another good way of expanding our students' vocabulary is teaching them the most common prefixes and suffixes in the English language (Callela, T. 2004).</p> <p>According to Richards, J., teaching vocabulary through collocations is one of the most effective ways. This term refers to the process of identifying how words can be used together such as which nouns and verbs are used together or which prepositions are used with particular verbs (Richards, J. 2015).</p> <p>There are a number of strategies to support students to learn effectively, such as labeling everything in the classroom, speaking to students with rich vocabulary, pre-teaching key vocabulary, teaching prefixes and suffixes, playing vocabulary games and so on (colorincolorado.org).</p>
<p><b>Օգտագործված մեթոդները, գործիքները</b></p>	<p>In the present research I have applied the following methods and strategies: role-plays, focus groups, observation methods, illustration ( picture, object), dialogues, monologues, simulations, cooperative, group work, audio-visual.</p>

As it has been already mentioned the aim of this research is to find effective ways of teaching vocabulary to the tenth -graders.

44 students from two classes participated in the study.

One focus group was taught new words using prefixes and suffixes as well as through collocations and making sentences out of them.

The other focus group was taught new words using traditional ways such as synonyms, antonyms, definitions and translation from the target language into the mother tongue.

The study has revealed that teaching vocabulary through collocations, prefixes and suffixes results in better academic performance and retention than presenting them using traditional methods. Teaching vocabulary through collocations can be an effective factor in helping students remember and further use them in real life situations.

While carrying out the experiment, I have come to understand that when teaching vocabulary, it is really vital to teach learners the main grammatical categories of words, such as nouns, verbs, adjectives, adverbs, pronouns, etc. and what grammatical patterns words fit into, such as which nouns are countable and which are uncountable, what the normal order of adjectives is, when more than one occurs, which are transitive verbs and which are intransitive and so on.

Another good way of expanding our students' vocabulary is teaching them the most common prefixes and suffixes in the English language ( Callela, T. 2004) Very often students skip words they

don't know when they are reading, but this may bring to a kind of misunderstanding. For this reason, research made in this sphere recommends teaching students how to break down the meaningful parts of unknown words. This process should be started from an early age.

I find it useful and entertaining to make a lesson plan consisting of 4 main activities to teach students a new vocabulary:

- A take-home Word List with parts of speech to study.

- A set of hands-on Vocabulary Sort cards to match up for independent practice.

- A set of Review game cards to transfer what was learned. (The definitions are rewritten in this game, so students have to think and apply what they have learned about the meanings of words. This game combines listening, speaking, and reading.)

### **Strategies of Teaching Vocabulary:**

#### **Labelling everything in the classroom**

Teachers can choose posters with colorful pictures to attract their learners' attention and engage them into the learning process.

For example, we are learning parts of the human body. We can choose an appropriate picture and ask students to write on sticky notes the names of the parts of body they already know and stick them on the right place. Later we will teach them the names of those parts that they do not know and encourage them to learn and enrich their vocabulary. We should also



help our students to become independent learners. Thus, we may suggest labeling various objects at home. They can label different pieces of furniture in their bedroom or living-room using colorful sticky notes. If they see the object and read its name at the same time, it will be remembered easily.

### **Speaking with rich vocabulary**

Teachers should speak to their students with rich vocabulary. Firstly, they should express the idea using simple vocabulary. Secondly, they may come to the same idea and express it with rich vocabulary. For example, in the question “What problem does the character face?” the word “problem” is a familiar word. Then, it may be replaced by the words “challenge” or “conflict” which are more or less unfamiliar. Analyzing this it becomes quite obvious that these three words can be used synonymously. The other way round, after using an unknown word the teacher should clarify its meaning with simpler words.

### **Pre-teaching key vocabulary**

While reading this or that text students may encounter many unknown words and this may lead them to disappointment and unwillingness to carry on working on the text. For this reason, we, teachers, should pretest our students’ knowledge of the key vocabulary, select the unknown words and focus on teaching them. In this way we will definitely simplify their task ([colorincolorado.org](http://colorincolorado.org)).

### **Playing vocabulary games**

Playing vocabulary games is a productive way of engaging our students into the learning process.

Example:

**Alias-** the class is divided into two teams, and each team is given an equal period of time. The students start explaining the hidden words or word combinations to their team members without using root words. The team members have to guess the words. The more correct answers a team has in a fixed period of time, the higher the score will be. Symbolic prizes can be prepared to inspire the winning team and to increase the students' motivation.

Teaching vocabulary is crucial in language acquisition. Our study has revealed that words should be studied from a variety of perspectives:

- **spoken and written forms**
- **nature of vocabulary**
- **associations with other words**
- **multiple meanings**
- **register**
- **collocations**
- **Using suffixes and prefixes**
- **grammatical properties**

### **Data Analysis**

#### **Nature of Vocabulary**

Here we should distinguish between 2 types of vocabulary: active or productive vocabulary (i.e. the words we use when we speak and write) (McCarten, J. 2007), and passive or receptive vocabulary (i.e. we need to understand but not necessarily produce). The thing is we should know the vocabulary so well that later we will be able to use them in our everyday

speech and writing. Moreover, it will be much better to include in vocabulary lessons not just single words, but also larger “chunks” consisting of two or more words. This process should be started at the elementary level.

Example: Besides teaching the verb *to go* we can add some expressions like *to go in for sports, to go home, to go mad, to go off etc.*

When learners see how the word is used in the context, it is more easily remembered. In practice they can make up dialogues or simply communicate with each other using the above mentioned expressions making them their own.

## Dimensions of knowing a word

### Word relations

This is the process of identifying words according not only to their core meaning but also to their relationship with other words (McCarten, J. 2007). For example *to go* is linked to come (an opposite meaning - an antonym), to leave (a similar meaning – a synonym) and to other words having the same core or root: going, undergo, goer and so on. We can practice by giving them various exercises.

**Example 1:** Make pairs of words having opposite meanings: *huge, search, win, ordinary, calm, rely on, impolite, boring, lose, extraordinary, stormy, tiny, polite, find, betray, polite.*

**Example 2:** Choose the right word from the word family.

1. You can . . . on his honesty.

depending

2. He is totally . . . on his parents.

dependence

3. . . . on weather the crops can be rich and poor.

depend

4. He suffered from alcohol . . . .

dependent

(Bagdassarian, S; Gurdjayants, S 2010)

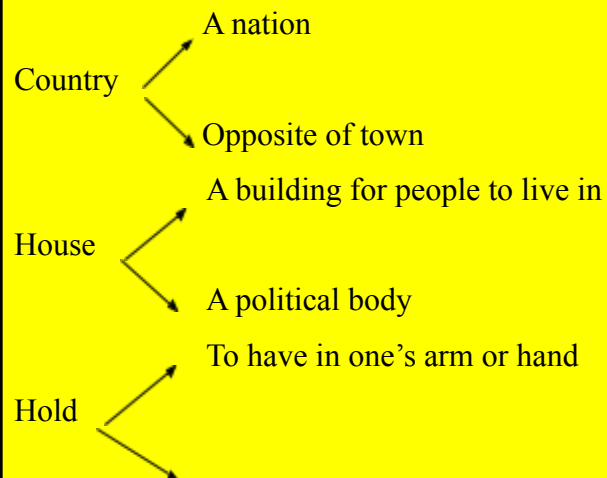
**Example 3:** Make up a story just on the spot using the words that the classmates will write on the blackboard at that very moment.

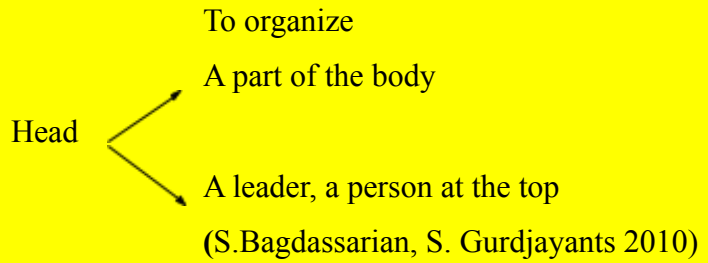
### Multiple meanings

Most words have multiple meanings, and the more meanings a word has the more likely a learner is to encounter the word. First of all, we should teach the core that is the main meaning of this or that word and later we can come to less central and contextual meanings.

We can practice different uses of the same word by doing various exercises.

**Example:** Listen to the text and identify the meaning of the following words: a country, a house, to hold, a head.





## Register

Register refers to the kind of specific vocabulary that is used in a particular kind of discourse, in a particular subject area or even in a particular location. Thus, we should take into consideration whether the set of vocabulary is going to be used in spoken or written language, in formal or informal context, in a capital or a regional area, in a teacher's, child's or man's talk and so on. Being informed about such information helps us choose the appropriate vocabulary.

**Example:** When talking to your peers whom you know well you may say "Hi" and "Bye", while when speaking to strangers or work colleagues it is more preferable to say "Hello" and "Goodbye".

## Collocations

This term refers to the process of identifying how words can be used together such as which nouns and verbs are used together or which prepositions are used with particular verbs (Richards, J. 2015).

A collocation is usually made up of 2 or more words that are commonly used together in English.

**E.g.**

- To make progress
- To save time
- To do the washing up

- To take a risk
- To do exercises
- To feel free
- To make one's bed

We can have our students practice the phrases targeted earlier by various activities.

**Example 1:** Contrast 2 words

Make	Do

Ask the students to complete the columns with their collocates.

**Example 2:** Select some collocations and ask the students to make up real-life dialogues and act out in class.

**Example 3:** We can show some colorful illustrations on the smart board and ask the students to guess the meaning. This task can be done as a pre-teaching task as well to motivate the students and make the learning process enjoyable.

<b>Իրականացման ժամանակահատվածը</b>	The study was carried out September 5 <sup>th</sup> up to 16 <sup>th</sup> , 2022.
<b>Թիրախ խումբը և շրջանակը /քանակ, սեռային բաշխում/</b>	High school students ( 10-th grade) The number: of participants 44 Male – 20 Female -24

<b>Վերհանված արդյունքներ, եզրակացություններ, պատասխան հետազոտական հարցին</b>	<p>Since vocabulary is a component of every language course and instruction, we can consider it to be a lifelong process.</p> <p>An expansive vocabulary enables students to feel confident in their abilities and communicate more effectively. There are many methods of teaching vocabulary and in each class the teacher is to use different methods and techniques depending on the students levels and age as well as their learning styles.</p> <p>Having studied all the above mentioned essential issues we should find creative ways to expand our learners' vocabulary related to their needs and interests. It is quite evident that teaching words in isolation is ineffective. On the other hand, giving too much information about the new word at a time may be difficult for learners to digest. Therefore, we</p>
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should choose the “golden middle” providing students with logical, smooth flow of needed information. The thing is we need to make the teaching process as enjoyable and effective as possible. We should encourage students to use new vocabulary items both in oral and written work, to use them appropriately in their real life situations. Students’ motivation and enthusiasm for learning new words will increase their love for reading, and this will lead them to further success.

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## Appendix 1.

### Vocabulary Questionnaire Template

1. My favourite aspect of English ( reading, writing, speaking, listening, grammar, vocabulary)
2. My favourite way or method of presenting vocabulary ( definition, antonyms, synonyms, translations, collocations, definitions)
3. My favourite activity while learning a new vocabulary
  - Role-plays
  - Groupwork
  - Dialogues
  - Monologues
  - Reading a text and understanding the meaning of the word in the context.
4. What motivates you to learn more?
  - Asking a lot of questions to the teacher
  - Completing various assignments
  - Extracurricular activities
  - Other
5. How much time do you usually spend on learning vocabulary?
6. Does your teaches encourage you to perform better?

## Appendix 2.

A Vocabulary Quiz using test-prep and fill-in-the blank formats that require thinking, reading, and writing. The questions extend students' learning

Example:

**Pre-** before, in advance

**Mono-one**

Word	Definition
Predict	To say what will happen before it occurs
Prevent	To stop something from happening before it occurs
Prefix	A syllable or word that comes before a root word to change its meaning
Monosyllabic	Having only one syllable
Monotone	A speech in which every word has one tone of voice
Monologue	A long speech given by one person

**Vocabulary Sort: pre- mono- Match the words with their definitions**

Monologue	Having only one syllable
Prevent	A syllable that comes before a root word
Predict	To stop something from happening
Monotone	A long speech given by one person
Prefix	To say what will happen before it occurs
Monosyllabic	A speech in which every word has one tone of voice

**Read-Around Review: pre- , mono-**

I have the first card.

Who has the word that describes how you say what will happen in a story before you read?

<p>I have the word <b>predict</b>.</p> <p>Who has the word that describes a long speech given by only one person?</p>
<p>I have the word <b>monologue</b>.</p> <p>Who has the word that describes the part of a word that comes before word and changes the meaning?</p>
<p>I have the word <b>prefix</b>.</p> <p>Who has the word that describes a word with only one syllable?</p>
<p>I have the word <b>monosyllabic</b>.</p> <p>Who has the word that describes trying to stop something before it happens?</p>
<p>I have the word <b>prevent</b>.</p> <p>Who has the word that describes a reader who needs to work on reading with phrasing and fluency?</p>
<p>I have the word <b>monotone</b>.</p>

The last activity is a quiz or a fill-in format exercise related to the new vocabulary.

