

How To Learn Words

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Contents

Twenty Minute Routine For Learning Words	3
Notes On Doing The Routine.....	4
Why The Routine Works	6
Sample Routine for Learning 25 Words in 10 Minutes	7
How To Learn Words From Lists.....	10
Why It Is So Hard To Learn Words.....	11
Making Associations	12
Creative Ways To Use A Dictionary.....	13
Classroom Procedure For Introducing New Words	17
Mnemonic Principles & Techniques.....	18
Sample Mnemonics.....	20

**20 Minute Routine For
Learning 25 Words
So'zlarni yigirma daqiqada
o'rganish jaroyoni**

Give each pupil a copy of the word list.

Har bir o'quvchiga so'zlar varag'idan bering.

Work on five words at a time in order.

Odatdagidek bir vaqtda beshta so'z ustida ishleng.

1) The teacher says the first English word.

1) O'qituvchi birinchi inglizcha so'zni aytadi.

All the pupils say out loud the English word and the Uzbek translation, then the Uzbek translation and the English word. Hamma o'quvchilar o'sha so'zni inglizchasini va o'zbekchasini ovoz chiqarib aytadilar va keyin o'zbekcha va inglizchasini aytadilar.

2) Then the pupils spell the English word out loud and try to see the letters in their head.

2) Keyin o'quvchilar o'sha so'zni inglizchasini ovoz chiqarib harflab aytadilar va ular o'zlarini boshlarida o'shani ko'rishga harakat qiladilar.

3) The teacher says the next four words in the list and the process in steps 1 & 2 above is repeated for each word.

3) O'qituvchi varaqdagi qolgan to'rtta so'zni aytadi va o'sha jarayon birinchi va ikkinchi bosqichni har bir so'zini qaytarish bilan davom qiladi.

4) After the first five words are done, the teacher asks each of the five English words in order and the pupils have to give the Uzbek translation.

4) Birinchi beshta so'zlikdan keyin o'qituvchi odatda har bir so'zni inglizchasini so'raydi va o'quvchilar o'zbekchasini tarjimasini aytadilar.

The pupils may read the answer. O'quvchilar javoblarni o'qishlari mumkin.

5) Then the teacher asks the five English words faster and in random sequence.

5) Keyin o'qituvchi o'sha beshta so'zni tezroq so'ray boshlaydi ularni betartib so'raydi.

The pupils may not look at the word list.

O'quvchilar varaqqa

qaramasliklari kerak.

Wrong answers are corrected.

Hato javoblar to'g'rilanadi.

6) Optionally the teacher says the Uzbek and the pupils have to give the English for each of the five words.

6) Keyin o'qituvchi o'zbekchasini aytadi va o'quvchilar har bir beshta so'zni inglizchasini aytadi.

7) These questions are repeated as many times as necessary until the pupils know the words without looking at the word list.

7) Bu savollar o'quvchilar o'sha so'zlarni varaqqa qaramasdan yodlagunlaricha ko'p marotabalab qaytaradilar.

8) After the five words are learned, all the words in the list for the week that have already been learned so far in the session are asked for review, both ways.

8) Beshta so'z o'rganib bo'linganidan keyin hamma so'zlar o'sha varaqdagi bir haftada o'sha so'zlarni so'ragunlaricha tezda o'rganiladi.

9) Repeat this process for each new group of five words.

9) Bu jarayonlarni har bir yangi guruhda beshta so'zdan takrorlang.

Review:

Qaytarish:

1) Review the new words four times on the day you learn them:

1) Yangi so'zlarni bir kunda to'rt marotaba o'rganing:

a. Ten minutes after you first learn them.

a. O'n minutdan keyin ularni birinchisini o'rganing.

b. 1 to 2 hours later.

b. bir ikki soatdan keyin.

c. Before you go to sleep.

c. Uhlamasingizdan oldin.

d. After you wake up the next morning.

d. Turgangizdan keyin.

2) Review the words two or three days later.

2) So'zlarni ikki yoki uch kundan keyin ko'ring.

3) Review the words thoroughly the day before the test.

3) So'zlarni testingiz bo'lmasidan bir kun oldin ko'ring.

4) Review the words on the day of the test half an hour before the test.

4) So'zlarni testingiz bo'lmasidan yarim soat oldin ko'ring.

At least look quickly at any words you have trouble with.

Nihoyat havfsirayotgan hohlagan so'zingizni tezda ko'zdan kechrib chiqing.

Notes On Doing The Routine

Introduce difficult words before doing the routine.

siz o'rganmasingizdan oldin qiyin so'zlarni kiriting o'sha jarayoningizga.

If pupils can not remember a word, it is often because they can't pronounce the word correctly or the meaning is not clear.

Agar o'quvchilar bitta so'zni eslay olmasalar yoki ular so'zni talaffuz qila olmasalar yoki o'sha so'zni manosini to'liq bilmasalar. Stop and make a sample sentence.

To'htating va oddiy so'zlar ayting.

Work on words first thing, do other activities, then review the words one last time at least ten minutes later, perhaps after break or at the end of the class.

Birinchi qilishingiz kerak bo'lgan narsa o'sha so'zlar ustida ishlang keyin o'n minutdan keyin o'sha so'zlarni qaytaring ehtimol balki tanaffusdan keyin dars ohirida.

Before you start ask the class a few of the words to make sure they don't already know them. Siz darsni so'ramasingizdan oldin ular allaqachon ularni bilmasligiga ishonch hosil qiling. When you test them at the end of the class, the pupils can see by themselves how much they have learned.

Siz dars tugagandan keyin ularni so'raganingizda o'quvchilar o'zlari qanday o'rganganliklarini bilishadi.

To hold the pupil's interest you have to keep moving quickly through the words.

siz so'zlarni tez tez aytib o'quvchilarni qiziqishini orttirishingiz kerak.

Once the routine starts, don't allow interruptions.

Bir jarayonni boshlang boshqasini aralashtirmang.

Maintaining the pace and the rhythm is the key thing.

So'zlarni galma gal ayting.

Practice pronouncing difficult words ahead of time so you don't have to stop to figure out a word. Boshida qiyin so'zlarni talaffuz qiling va keyinchalik siz bu so'z ustida to'htalib o'tirmaysiz.

Everyone has to stay together.

Hamma birgalikda o'tirishi kerak. To keep 4th, 5th, and 6th graders together, it is necessary to say each part of the routine explicitly, and to have the pupils follow you exactly.

4, 5, 6- sinf o'quvchilari yi'ging shuni aytish kerakki har bir guruh jarayoni qatiyatli va o'quvchilar aniq shuni qilishlari kerak.

Initially pupils may just read the answers.

Dastlab o'quvchilar javoblarni o'qishlari mumkin.

Then tell them not to look at the wordlist.

Keyin ularga qog'ozga qaramasliklarini ayting.

Go faster and ask the words out of order.

Tezlashing va so'zlarni betartib so'rang.

If the pupils make a mistake, correct them the first and second time and then the third time yell at them; they know you are just pretending to be upset to help them.

Agar o'quvchilar hato qilishsa ularni bir ikki yoki uch marta to'g'rilang ular sizni yordam berayotganingizni bilishsin.

When the whole class doesn't get a word, ask it repeatedly after every two or three other words. Butun sinf bitta so'zni bilmasa ulardan ikki yoki uch so'zdan keyin o'sha so'zni so'rang. When they get it, tell them, "Good!"

Ular yaxshi bilsa "Yaxshi" deb qo'ying.

One difference between the older and younger pupils is that the older pupils try to remember the words and make mistakes,

whereas the younger pupils just read the answers.

Katta va kichik o'quvchilar o'rtasidagi bitta farq katta o'quvchilar so'zni eslab qolishga harakat qiladilar va hato qiladilar yoshlari bo'lsa javobni darrov o'qib qo'ya qo'ya qoladilar.

The younger pupils sound like they know the words, but they don't.

Yosh o'quvchilar bilgan so'zlarini aytishni hohlaydilar bilmaganlarini emas.

Tell pupils not to look at the word list on the reviews.

O'quvchilarga varaqqa qaramasliklarini ayting.

The reviews are as important as learning the next five words.

Jarayonlar beshta so'zni o'rganish uchun o'ta muhimdir.

Resist the temptation to advance ten words at a time instead of five.

Besh so'zni o'rganish o'rniga o'nta so'zni o'rganmoqchi bo'lsa unga darhol qarshilik ko'rsating.

As you work down the list of words, stop reviewing the initial groups of five words at the top of the list once they are learned.

Siz bir varaqdagi so'zni o'rgnaib bo'lganingizdan keyin o'rgangan so'zlaringizni boshidan boshlab qarab chiqing.

Always end the review sections by going from native word to foreign word.

Doimo ohirida so'zlarni o'zingizni tilingizdan chet tiliga tarjimasini ayting.

It is most satisfying to know the words that way, because then you can express yourself.

Bu yo'l so'zlarni o'rganishning eng yaxshi yo'lidir chunki keyin o'zingiz siz jamlay olasiz.

Do singing songs after vocabulary work as a reward. O'sha lug'atni o'rganganingizdan keyin qo'shiqlarni aytib ko'ring.

It takes a lot of energy to lead the routine.

O'sha jarayonni boshqarish uchun juda ko'p energiya talab qilinadi.
After a few classes you get tired of doing it.
Bir qancha sinflardan keyin siz charchab qolasiz.

One solution is to have the best pupils take turns leading the routine.

Bir yo'li o'sha jarayonni olib borishni eng yaxshi o'qiydigan o'quvchiga topshirib turish kerak. They each do two groups of five words.
Ular har biri beshta so'zdan ikki guruh qiladilar.
Stand beside them to help them.
Ularga yordam berish uchun ularning yonida turing.

Another solution is to make a tape recording of the first session and play it for each class.
Boshqa yo'li siz so'zlarni magnitafonga yozdirib qo'yib har bir sinfda qo'yib qo'yasiz.

If you want the pupils to learn more than 20 words, work on the words in two separate sessions on different days rather than one long session.

Agar siz o'quvchilar yigirma so'zdan ortiq so'z o'rganishlarini hohlasangiz siz uzun bir jarayon o'tkazmasdan so'zlarni ikki guruhga ajratib ularni turli kunlarda o'rgating.

Teach the pupils how to review words.

O'quvchilarga so'zlarni qanday takrorlashni o'rgating.

When reviewing words, you should cover up the Uzbek translations with your hand.

So'zlarni qaytarayotganida siz qo'lingizda o'zbekcha tarjimasini jamlang.

Then read each English word and ask yourself what is the Uzbek translation.

Keyin har bir inglizcha so'zni o'qing va uni o'zbekchasini o'zingizdan so'rang.

Mark any words you do not know with a pencil.

Bilmagan so'zlaringizni qalam bilan belgilab qo'ying.

Now work on the words you don't know.

Hozir siz bilmagan so'zlaringiz ustida ishleng.

Learn those words as if they were new words.

ULarni huddi siz yangi so'zlardek o'rganing.

At the end of each class remind the pupils to review their words that day before going to sleep and the next morning after waking up.

Har bir guruh ohirida bolalarga so'zlarni uhlamaslaridan oldin va ertalab turganlaridan keyin qaytarishini ayting.

The first two minutes of each English class should contain a review of the week's words.
Har bir ingliz sinflari dastlabki ikki minutlarini haftalik so'zlarni qaytarish bilan jamlang.

If you only see your pupils once a week, have the other English teachers work together with you on this.

Agar siz o'quvchilaringizni haftada bir marta ko'rsangiz, siz boshqa ingliz tili o'qituvchilar bilan buni bajarishingiz kerak. Provide each teacher with a booklet of all the word lists.
Har bir o'qituvchiga bittadan varaq bering .

Pupils should spend half an hour studying the words the day before the test.

O'quvchilar testdan oldin yarim soat vaqtlarini so'zlarni o'rganishga sarflashlari kerak.

In one class five out of five pupils who got perfect scores had done that.

Bitta sinfda beshta beshta o'quvchilar buni qilgani uchun baholanishlari kerak.

Review all the words once with the whole class twenty minutes before the weekly test.

Hamma so'zlarni butun sinfdan haftalik test o'tkazmangizdan oldin yigirma minut so'rang.

Here is a good way to test pupils on vocabulary once a week.
Bu yerda o'quvchilarni haftada bir marta test qilishning eng yaxshi yo'li bor.

It is very quick and there is no cheating.

Bu tezda bo'ladi va bu yerda g'irromlik yo'q.

Call the pupils in alphabetical order.

O'quvchilarga odatdagidek alfavit bo'yicha bering.

They stand up at their desks and you ask them each five words.

Ular joyida turadilar va siz beshta so'z so'raysiz.

They have two seconds to answer each word.

ULar har bir bergan javobiga ikki ikkilikka ega bo'ladilar.

If anyone gives them the answer, you can hear it; they immediately get a zero and so does the person who gave them the answer.

Agar kimda kim unga javobini aytsa siz buni eshitib qolsangiz ularga darhol nol qo'yasiz ularni ikkalasiga ham aytib qo'yganiga ham javob berayotganiga ham.

By calling out the pupil's names, you don't have to actually know who is who; the right person just stands up.

O'quvchilarning ismlarini aytib chaqirish orqali siz ularni bilmaysiz to'g'ri kishi darhol o'rnidan turadi.

Have the word list and computer printout of the pupils' grades in one hand and a pen in the other.
So'zlar varag'i va o'quvchilarni kompyuterdan chiqarilgan qog'ozga ularni baholarini tushasiz.

All the pupils listen spellbound to the words you ask and to the other pupils' answers, so the test time is a good review.

Hamma o'quvchilar so'zlarni yaxshilab tinglaydi va ularni aytadi va keyin test jarayonida yaxshi ko'rsatkichga ega bo'ladilar.

Why The Routine Works

There are many reasons this technique works.

Research has shown that five to seven items of unrelated information are the most the mind can remember at one time. This is why telephone numbers are only seven digits long, not including the area code.

The Zigernat effect states that the first and last items in a list are remembered best, so you should keep groups of data to be remembered short and have lots of groups.

The activities in the routine are arranged so that you stay with each new word for at least five seconds before moving on. Research has shown that you need to hold a new word in your head 5-7 seconds to remember it. Verify this yourself. Look at a new word, then picture it in your mind for five seconds. You won't forget it.

Practically everyone says that you have to see a new word five times to get it. The intense questioning and then the complete reviews after every five words accomplish this. You spend just long enough learning five new words to loose the previous five words from short term memory, then you are asked them again.

You learn the words first from foreign language to native, which is easiest for most people. Then you learn them in the reverse direction, from native to foreign.

You stop after twenty minutes, which studies show is the ideal time for memorization work.

To learn a word you have to be able to pronounce it correctly. The English word is always pronounced first, then the pupils

echo it. The pupils say the Uzbek translation.

Before you can learn a word you must understand its meaning clearly. Any difficult words are explained, using sample sentences.

Initially hearing and seeing the word at the same time is a multi-media approach which uses two senses, sound and sight. The two senses reinforce each other.

Hearing, seeing, and saying out loud each of the five new words is a rhythmical choral activity which is easy to get into and fun to do.

This first part of the routine is done by the whole class in unison, so there is a lot of safety, there is a lot of group energy, and there is a lot of peer pressure to participate; everyone else in the class is doing it.

Children like games. They will learn in a game format. But you have to make it possible for them to win. The second part of the routine, asking the five new words and then all of the old words, is a game; the pupils compete against each other and against themselves to give the right answer first. They hate it when they answer wrong.

Initially they can just read the answers, but then the words are asked faster and finally they are asked out of order.

If they make a mistake, pupils are corrected right away, sometimes by the teacher but usually by hearing another pupil say the correct answer.

The one thing absolutely every word learner agrees on, expert or novice, is that they do not want to spend any time or energy learning words they will never use. This routine uses word lists

that are based on published word frequency counts.

Pupils can see by themselves how much they have learned.

The routine follows learning reinforcement theory. If you do not review what you learn ten minutes after learning it, later during the day, again before going to bed at night, and again the next morning, you forget 75% of everything you have learned within the first 24 hours. We work on words first thing, do other activities, then review the words ten minutes later one last time after break or at the end of the class. Every class ends with a reminder to review the words that night and the next morning.

Half of the reason this routine works is just that it is a simple discipline which is actually done in class. Spending the time to learn the words in class is critical.

It may be that for many young pupils doing a vocabulary routine by themselves simply requires too much energy and concentration and motivation. It is much easier to do it in class in a coordinated supervised group activity.

Sample Routine for Learning 25 Words in 10 Minutes

See, say, and spell.
export. chetga sotmoq.
chetga sotmoq. export.
e.x.p.o.r.t .
export. chetga sotmoq.
chetga sotmoq. export.
express. isxor qilmoq.
isxor qilmoq. express.
e.x.p.r.e.s.s .
express. isxor qilmoq.
isxor qilmoq. express.
extend. kengaytirmoq.
kengaytirmoq. extend.
e.x.t.e.n.d .
extend. kengaytirmoq.
kengaytirmoq. extend.
fail. yiqilmoq.
yiqilmoq. fail.
f.a.i.l .
fail. yiqilmoq.
yiqilmoq. fail.
fall. yiqilmoq.
yiqilmoq. fall.
f.a.l.l .
fall. yiqilmoq.
yiqilmoq. fall.

Read or recall.
export. chetga sotmoq.
express. isxor qilmoq.
extend. kengaytirmoq.
fail. yiqilmoq.
fall. yiqilmoq.
export. chetga sotmoq.
express. isxor qilmoq.
extend. kengaytirmoq.
fail. yiqilmoq.
fall. yiqilmoq.
export. chetga sotmoq.
express. isxor qilmoq.
extend. kengaytirmoq.
fail. yiqilmoq.
fall. yiqilmoq.

Next five words.
feed. boqmoq.
boqmoq. feed.
f.e.e.d .
feed. boqmoq.
boqmoq. feed.
feel. sezmoq.
sezmoq. feel.
f.e.e.l .
feel. sezmoq.
sezmoq. feel.
fight. urushmoq.
urushmoq. fight.
f.i.g.h.t .
fight. urushmoq.
urushmoq. fight.
fill. to'ldirmoq.

to'ldirmoq. fill.
f.i.l.l .
fill. to'ldirmoq.
to'ldirmoq. fill.
find. topmoq.
topmoq. find.
f.i.n.d .
find. topmoq.
topmoq. find.

Read or recall.
feed. boqmoq.
feel. sezmoq.
fight. urushmoq.
fill. to'ldirmoq.
find. topmoq.
feed. boqmoq.
feel. sezmoq.
fight. urushmoq.
fill. to'ldirmoq.
find. topmoq.

Review.
export. chetga sotmoq.
express. isxor qilmoq.
extend. kengaytirmoq.
fail. yiqilmoq.
fall. yiqilmoq.
feed. boqmoq.
feel. sezmoq.
fight. urushmoq.
fill. to'ldirmoq.
find. topmoq.

Next five words.
finish. bitirmoq.
bitirmoq. finish.
f.i.n.i.s.h .
finish. bitirmoq.
bitirmoq. finish.
fit. to'g'ri kelmoq.
to'g'ri kelmoq. fit.
f.i.t .
fit. to'g'ri kelmoq.
to'g'ri kelmoq. fit.
fix. tuzatmoq.
tuzatmoq. fix.
f.i.x .
fix. tuzatmoq.
tuzatmoq. fix.
float. ustida bo'lmoq.
ustida bo'lmoq. float.
f.l.o.a.t .
float. ustida bo'lmoq.
ustida bo'lmoq. float.
flow. oqmoq.
oqmoq. flow.
f.l.o.w .
flow. oqmoq.
oqmoq. flow.

Read or recall.
finish. bitirmoq.
fit. to'g'ri kelmoq.
fix. tuzatmoq.
float. ustida bo'lmoq.
flow. oqmoq.
finish. bitirmoq.
fit. to'g'ri kelmoq.
fix. tuzatmoq.
float. ustida bo'lmoq.
flow. oqmoq.
finish. bitirmoq.
fit. to'g'ri kelmoq.
fix. tuzatmoq.
float. ustida bo'lmoq.
flow. oqmoq.

Review.
export. chetga sotmoq.
express. isxor qilmoq.
extend. kengaytirmoq.
fail. yiqilmoq.
fall. yiqilmoq.
feed. boqmoq.
feel. sezmoq.
fight. urushmoq.
fill. to'ldirmoq.
find. topmoq.
finish. bitirmoq.
fit. to'g'ri kelmoq.
fix. tuzatmoq.
float. ustida bo'lmoq.
flow. oqmoq.

Next five words.
follow. ergashmoq.
ergashmoq. follow.
f.o.l.l.o.w .
follow. ergashmoq.
ergashmoq. follow.
force. majbur qilmoq.
majbur qilmoq. force.
f.o.r.c.e .
force. majbur qilmoq.
majbur qilmoq. force.
forget. esdan chiqarmoq.
esdan chiqarmoq. forget.
f.o.r.g.e.t .
forget. esdan chiqarmoq.
esdan chiqarmoq. forget.
forgive. kechirmoq.
kechirmoq. forgive.
f.o.r.g.i.v.e .
forgive. kechirmoq.
kechirmoq. forgive.
freeze. muzlammoq.
muzlammoq. freeze.
f.r.e.e.z.e .
freeze. muzlammoq.
muzlammoq. freeze.

Read or recall.
follow. ergashmoq.
force. majbur qilmoq.
forget. esdan chiqarmoq.

forgive. kechirmoq.
 freeze. muzlamoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.
 freeze. muzlamoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.
 freeze. muzlamoq.

Review.

feed. boqmoq.
 feel. sezmoq.
 fight. urushmoq.
 fill. to'ldirmoq.
 find. topmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.
 freeze. muzlamoq.

Next five words.

gather. toplamoq.
 toplamoq. gather.
 g.a.t.h.e.r .
 gather. toplamoq.
 toplamoq. gather.
 get. olmoq.
 olmoq. get.
 g.e.t .
 get. olmoq.
 olmoq. get.
 give. bermoq.
 bermoq. give.
 g.i.v.e .
 give. bermoq.
 bermoq. give.
 go. bormoq.
 bormoq. go.
 g.o .
 go. bormoq.
 bormoq. go.
 govern. boshqarmoq.
 boshqarmoq. govern.
 g.o.v.e.r.n .
 govern. boshqarmoq.
 boshqarmoq. govern.

Read or recall.

gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.
 gather. toplamoq.
 get. olmoq.

give. bermoq.
 go. bormoq.
 govern. boshqarmoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

Review.

finish. bitirmoq.
 fit. to'g'ri kelmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.
 freeze. muzlamoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

Final Review.

export. chetga sotmoq.
 express. isxor qilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 fall. yiqilmoq.
 feed. boqmoq.
 feel. sezmoq.
 fight. urushmoq.
 fill. to'ldirmoq.
 find. topmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.
 freeze. muzlamoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

The End.
 Congratulations.

Review these words after ten minutes, again tonight, and again tomorrow morning. Use the following review routine. Say the translation. Do not look.

Review Routine.

export. chetga sotmoq.
 express. isxor qilmoq.
 export. chetga sotmoq.
 express. isxor qilmoq.
 export. chetga sotmoq.
 express. isxor qilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 fall. yiqilmoq.
 feed. boqmoq.
 fall. yiqilmoq.
 feed. boqmoq.
 fall. yiqilmoq.
 feed. boqmoq.

export. chetga sotmoq.
 express. isxor qilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 fall. yiqilmoq.
 feed. boqmoq.

feel. sezmoq.
 fight. urushmoq.
 feel. sezmoq.
 fight. urushmoq.
 feel. sezmoq.
 fight. urushmoq.
 fill. to'ldirmoq.
 find. topmoq.
 fill. to'ldirmoq.
 find. topmoq.
 fill. to'ldirmoq.
 find. topmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.

feel. sezmoq.
 fight. urushmoq.
 fill. to'ldirmoq.
 find. topmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.

fix. tuzatmoq.
 float. ustida bo'lmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 flow. oqmoq.
 follow. ergashmoq.
 flow. oqmoq.

follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.

fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.

forgive. kechirmoq.
 freeze. muzlamoq.
 forgive. kechirmoq.
 freeze. muzlamoq.
 forgive. kechirmoq.
 freeze. muzlamoq.
 gather. toplamoq.
 get. olmoq.
 gather. toplamoq.
 get. olmoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

forgive. kechirmoq.
 freeze. muzlamoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

export. chetga sotmoq.
 express. isxor qilmoq.
 extend. kengaytirmoq.
 fail. yiqilmoq.
 fall. yiqilmoq.
 feed. boqmoq.
 feel. sezmoq.
 fight. urushmoq.
 fill. to'ldirmoq.
 find. topmoq.
 finish. bitirmoq.
 fit. to'g'ri kelmoq.
 fix. tuzatmoq.
 float. ustida bo'lmoq.
 flow. oqmoq.
 follow. ergashmoq.
 force. majbur qilmoq.
 forget. esdan chiqarmoq.
 forgive. kechirmoq.

freeze. muzlamoq.
 gather. toplamoq.
 get. olmoq.
 give. bermoq.
 go. bormoq.
 govern. boshqarmoq.

End of Review.

How To Learn Words From Lists

Jadvallardan qanday qilib so'z o'rganish yo'llari

Learn words first from the foreign language to the native language. Birinchidan, so'zlarni chet tilidan ona tiliga o'qib o'rganing. Later, after you know them that way, learn them in the reverse order from the native language to the foreign language. Keyin, so'zlarni hammasini o'rganganingizdan keyin shu uslubni teskarisini qiling yani ona tilingizdan chet tiliga.

See and Say. Ko'r va Ayt. Look at the new word and say it outloud with its translation. Yangi so'zlarga qara va ularni ovoz chiqarib tarjimasini bilan takrorla. Repeat it five times. Bir necha marotaba takrorla. Does copying it or spelling it your head help you remember it? Hayolan takrorlasangiz yoki ko'chirsangiz esingizda qolmaydimi?

Learn five words, then test yourself on them by covering up the translation. Beshta so'z yodlang, keyin tarjimasini yopgan holda o'zingizni tekshiring. Then learn another five words and test yourself on them. Keyin yana beshta so'z yodlang va o'zingizni tekshiring. When you know them, go back and ask yourself all ten words. Hammasini bilganingizdan keyin, birinchi beshta o'rgangan so'zingizga qayting hamma o'nta so'zni tarjimasini yopgan holda o'zingizdan so'rang. Repeat this process for the next five words, and so forth, right down the list. Bu jaroyonni keyingi beshta so'z qo'shib takrorlab boring va shu tariqa jadvalingiz oxirigacha davom qildiring.

Make a short sample sentence for each word you don't know in the foreign language and in your native language. Bilmagan yoki qiyin bo'lgan so'zlarga chet tilida va ona tilingizda misollar keltiring.

Try to tie the new word to something you already know or can create. Allaqachon biladigan yoki hayolan yarata oladigan so'zlar bilan bo'lashga harakat qiling.

Review a new word ten minutes after you learn it, later the same day, and again the next day. So'zni yod olgandan keyin o'n daqiqadan keyin takrorlang, shu kuni faqat sa'l keyinroq, va ertasi kuni yana shu tarzda.

Study for twenty minutes at a time, several times a day. Kuniga bir nacha marotaba, yigirma daqiqaga organing.

Learn ten to twenty words a day. Kuniga o'ndan yigirmagacha so'z o'rganing.

Work on the words you don't know. Bilmaydigan so'zlaringiz ustida uzliksiz ishleng. Test yourself constantly. Doimo o'zingizni sinab boring.

Review the new words you learn regularly. O'rgangan so'zlaringizni doimo takrorlab boring.

Use new words in conversation. Muloqot qilayotganingizda yodlagan so'zlaringizni qo'llang.

Some words are much harder to learn than other words. Birqancha so'zlar borki ularni boshqa so'zlarga qaraganda yodlash qiyinroq. They take a lot more work. Ular ko'p o'rganishni talab qiladi. Nouns are easiest to learn, then come prepositions, verbs, adjectives, adverbs, and conjunctions in that order.

Otlarni o'rganish juda oson, keyin predlogalar, f'ellar, sifatlar, ravishlar, bog'lovchilar va shu tartibda.

Words with many syllables, difficult sounds, or no translation in your language are hard to learn.

Ko'p bo'g'inli so'zlar, qiyin talafuz qilinadigan yoki ona tilingizda mavjud bo'lmagan so'zlarni yod olish qiyin.

Teach the words you are learning to your sister or brother. O'rganayotgan har bir so'zlaringizni ukangiz yoki akangizga o'rgatishga harakat qiling.

Meet with your classmates once a week and ask each other the words, discuss the definitions, make up sample sentences for each word, and use each word in an ongoing story. Haftada bir marotaba sinfdoshlaringiz bilan uchrashib bir-biringizdan so'zlarni so'rang, ma'nosini muhokama qiling, har bir so'zga misollar keltiring va gaplashayotgan paytingiz yoki hikoyada qo'llang.

Why It Is So Hard To Learn Words

The principles for learning words are not obvious or traditional or intuitive.

Wanting to learn is not enough. The desire to learn words and speak the language is necessary but not sufficient. What you need in addition is a good method.

You have to find a method for learning words that works for you. What works for other people very well may not work at all for you.

Working hard and long does not work. You have to work in short intervals with sufficient breaks in between sessions. In fact, for most people working more than 20 minutes at a time on learning words is a total waste of effort.

Learning requires two activities: understanding and remembering. They are very different tasks.

Short term memory is not long term memory. Understanding something and practicing it until you know it well is not enough. In fact the feeling that you know something well is quite deceptive. If you do not review what you learn four times in the first 24 hours, you forget 75% of everything you just learned in the first day.

You actually learn in your sleep. The brain has to have time to process the information bio-chemically into long term storage. This is why it takes most people several days to learn a word permanently.

You learn by making mistakes and by improving. The way to be right is to be wrong and to be corrected. If you are the type of person who always has to be perfect, you will never learn any words.

You must find the right mix of learning and review for you. You have to concentrate on what you don't know, but at the same time you must review just enough what you have already learned so that you don't forget it.

Association is much more efficient than rote memory for remembering, but making associations is very difficult for beginners.

Each of the best known association techniques only work well for some people and only for some words.

The way you learn words changes as you learn more words. As you learn more words in a language, and learn more languages, it gets a lot easier to make associations.

Expert word learners use very different systems. Each expert has his or her own system.

Many expert word learners feel that what is needed is a way to help each individual find the right system for them.

In order to find out what will work for most beginners, you have to interview dozens of successful word learners, not just a few expert linguists.

You do not learn a word once and remember it. Most people have to see a word five separate times before they get it. What is the most efficient way to make this happen?

"The trick is to remember a word long enough to use it in a real conversation and be corrected."

"If you don't use it, you lose it."

It is impossible to learn a word if you can not pronounce it correctly.

It is impossible to learn a word if you don't understand its meaning clearly.

Selecting important words, finding their translations, printing them out in word lists, giving the lists to the students, introducing the words in class (pronouncing them and explaining them), assigning them for homework, demanding that the students write sample sentences using them, testing the students on the words the next week, publishing the grades, and constantly reading interesting articles that use the words is not enough. It just doesn't work for many students.

A few people will not learn from word lists. They prefer to learn from live conversation and/or from reading.

People will work reasonably hard if they succeed. No one will keep working hard if they just fail. With the wrong system you work hard and fail. Ironically, with the right system, the work is easy and you succeed, so you keep doing it for many years.

An actual learning routine is very different from a list of learning principles. It is much more complicated.

Young students have to experience and practice an actual learning routine in class where all the activities are put together for them in the correct sequence.

They must see that they succeed with it.

It may be that for many individuals doing a routine by themselves simply requires too much energy and concentration and motivation. It is much easier to do it in class in a group activity.

Making Associations

The ideal method for learning words for many students may be to use a see and say repetition routine such as the one described here in combination with their personal favorite association techniques. Each time you see and say the word you think of the association.

However, verbal association techniques are hard for beginners to use because they do not know very many words. Word relations in a language start to appear after you know three or four thousand words.

Effective associations are hard to build at high speed in a foreign language for a class of 35 students. This is because each association technique works well only for a small percentage of a class and often only for maybe one out of five words.

When making associations the trick is to quickly find the right association technique for you for each word.

Here are some familiar ways to make associations when learning words:

Find other words in the word family which you already know. Often the noun form is easier to learn first than the adjective, verb, or adverb form, since it is easier to visualize.

Find a synonym or antonym of the new word which you already know. Link the new word to that.

For other words use cognates for the association; for example, actor and action. An actor is someone who performs actions on the stage.

Explore the structure of the word. Note how the prefix or suffix, in combination with the root, tell you the meaning. Learn the meaning

of the standard prefixes and suffixes.

Make a simple sentence which you can visualize that uses the word.

Find a phrase you know in which the word appears. Reading phrase books and proverbs is excellent for doing this.

Remember the situation where you needed or heard or used the word and how it sounded.

Some people remember a word by the tone of voice that was used by the person saying it. When reading a new word to yourself, express and exaggerate the feeling.

Personally my favorite technique is making verbal mnemonics, but that only works well for one out of seven students at most, it takes time and initiative and knowledge and creativity, and it is very hard to do for many words.

Visual learners can draw a stick figure of the word or use a picture dictionary.

Kinesthetic learners can act the word out in pantomime or do it in sign language with their hands. Try doing this in front of a mirror so you can see the action as well as feel yourself doing it.

Use a multimedia approach. Hear, see, and say the word.

Of course some words are the same in both languages, or at least a key syllable sounds the same.

The first association everyone usually makes is remembering that they already tried to learn the word once before.

Another common association everyone should make is the word in reverse direction. Learn the word first from foreign

language to native, then from native to foreign.

Associations usually have to be repeated four or five times before they are learned.

The goal is to get beyond the association to where you just remember the word instantly.

Creative Ways To Use A Dictionary

There are many creative ways to use a dictionary. Some ways are well known and have been used successfully for many years. Other methods are relatively new and utilize the computer. The most powerful methods combine several techniques.

Word Games. Traditional family word games which use a dictionary include Twenty Questions, Charades, Hangman, Scrabble, and Crossword Puzzles. The advantage of these games is their simplicity. Twenty Questions and Charades require nothing. Hangman needs only a pencil and paper. Crossword Puzzles need a puzzle and Scrabble requires a game board and letters.

Classroom Exercises. Modern language teachers have developed a whole series of drills and activities to play in class to practice new vocabulary and grammar. Drills include repetition, chain drills, translation, substitution, transformation, multiple choice, fill in the blank and prompts. A resource book called "Five Minute Activities" by Ur and Wright describes 130 short classroom activities.

Pictures. Combining pictures with words is a time tested technique for helping students understand new words and remember them, particularly nouns.

Context Lists. Contextualized vocabulary means presenting words in various topics or themes. For example, all the words for food appear in the food theme. There is one page for fruits and vegetables, one page for restaurants, one page for all the things in a dining room, etc. Contextualized word lists reduce the time to look up words and improve word association. They

help students generate sentences.

The Oxford Picture Dictionary of Everyday English stands by itself as the premier example of combining pictures with contextualized vocabulary. It is used by foreign language teachers all over the world. It is so powerful that even teachers of languages other than English use it. Cut the pages out and put them in individual sheet protectors so many students can use the book at the same time. Tape photocopies on your wall.

Spell check. Older computer programs allow you to spell check entire documents. Modern word processing programs automatically lookup every word as soon as it is typed and redline it if it is misspelled.

Online Dictionaries. Putting a dictionary on your computer reduces lookup time to zero. As soon as the word is typed or copied, the definition is found. Webster's Collegiate dictionary and thesaurus is a good choice to add to your computer.

Pronunciation. If you can not pronounce a word, you can not learn it. The first thing to learn is how to say the sounds of the language you are learning. To learn the 52 sounds of English, use one of the excellent phonetic computer programs on CD. Identify students who can not read and have them work through the lessons. Transfer the contents to a video cassette and have the students watch it at home.

Story Hour. English voice synthesis programs have become so accurate that you can have them read stories for your students. A good one is Monologue. With these programs students can have any encyclopedia article on the

computer spoken out while they read along.

Talking Dictionaries. The American Heritage Talking Dictionary was one of the first major dictionaries to provide accurate digitalized voice for every word.

Native speaker. Today the real trick is to also accurately read out loud the student's native language using an English voice synthesizer. This is done with a simple spreadsheet program that alters a copy of each native word so that it is spelled with English letter combinations that sound like the native language. On the computer screen you show the original text, but in the background you have the voice synthesizer read the altered phonetic text.

Key Word Lists. Learn first the words you will use most often. There are four lists of frequently used words:

- The 1,000 most frequent words in the English language. On average 85% of the words in every sentence in English appear on this list.
- The 1,500 words on the Voice of America Special English word list. Everyday VOA broadcasts stories all over the world using just these words.
- The Oxford Picture Dictionary of Everyday English.
- The 2,000 words in the Peace Corps Uzbek Language Training Manual.

When you combine all these lists, you end up with four to five thousand unique English words. These probably are the words and concepts you need to learn first in any foreign language. They are definitely the words your English students need to learn first in English.

Parts of Speech. Learn the articles, conjunctions, pronouns, prepositions, adverbs and key

adjectives first, because there are only a few of them and they are used all the time. Then concentrate on the key verbs. Don't worry about learning all the nouns. They come naturally as you need them because they are easy to visualize.

Learn nouns by pointing and asking, learn adjectives by pairs of antonyms (hot cold), and learn verbs by memorization.

A Basic Dictionary. The 5,000 key words described above make up your basic dictionary. It has to be cheap and portable, so students will take it with them. The basic dictionary is good for students through the 9th grade. 10th grade students need a bigger dictionary.

Prioritized Words. Often a language has two or more ways to say the same thing. One way is used more frequently. Literary, archaic, regional, rare, obsolete, academic, foreign and redundant synonyms drive beginning students mad, mostly because the student can not tell which word to learn. Prioritize every word in your dictionary. In the basic dictionary only show priority 1 words.

Printed Word Lists. Give your students printed accurate lists of the words they are to learn with their definitions or translations. Handwriting words is not for everyone. At least one third of any average class will refuse to copy words off the blackboard.

Flash Cards. Word lists may be printed in flash card format. This enables students to drill themselves. They simply cover up the column containing the translation. Here is a sample of adjectives in flash card format:

easy	осон, oson
difficult	қийин, qiyyin
fat	семиз, semiz
thin	ингичка, ingichka
first	биринчи, birinchi

last	сўнги, so'nggi
fast	тез, tez
slow	секин, sekin
full	тўлиқ, to'liq
empty	бўш, bo'sh
good	яхши, yaxshi
bad	ёмон, yomon
happy	бахтли, baxtli
sad	хомуш, xomush

Homework. Assign the students to learn ten words a night at home, fifty words a week, 1,800 words a year. Spend class time reading and discussing articles that use these words.

Test Regularly. Test your students once a week. To prevent cheating, give them individual aural tests, while the rest of the class is studying for the test or reading. Each student gets 5 different words and has five seconds per word to answer. Record the grades on a spreadsheet and publish them for all to see.

How to Learn. Teach your students how to learn words. Here are the principles:

Start by hearing the word and seeing it. Then say it. The natural sequence for learning a language is listening, speaking, reading, writing.

Don't learn words; ie, "a" means "b". Instead develop concepts. Once you turn a foreign word into a concept, you automatically already know how to say it in your native language. To force yourself to conceptualize the foreign word, look at a picture of it, make sample sentences, act the word out, or say it in sign language. Some expert learners draw pictures or write the definition in the foreign language or in any language other than their native tongue.

Make use of the research on memory. Associate rather than memorize. Use mnemonics.

Review a new word at the optimum times: 10 minutes after you learn it, later the same day, and again the next day. If you do not review this way, you will forget 75% of anything you learn within the first 24 hours.

Most people find it is much easier and faster to learn a word first from the foreign language to their native language. Once they know it that way, then they learn it in reverse order from their native language to the foreign language.

Identify which words on the list you don't know and work on learning them. Keep testing yourself.

Make a short sample sentence for each word you don't know in the foreign language and in your native language.

Review the new words you learn regularly. Use new words in conversation and reading. "If you don't use it, you lose it."

What really locks a word into your brain permanently, after you have learned it, is hearing someone else say it in a real conversation. Something happens when you recognize the word.

Class Demonstrations. From tests identify the students who are the best word learners. Have them explain how they learn words to their classmates.

Mnemonics. Devices that help you remember words and concepts are called mnemonics. Test results show that mnemonics will significantly improve student learning. Mnemonics can be auditory, visual, or kinesthetic. They can use rhythm and rhyme and tone of voice, illustration and graphics, facial expression and gesture and pantomime. The best ones employ humor and exaggeration to be memorable.

About one third of an average class will use verbal mnemonics once they understand them. However, the verbal mnemonics have to be created and presented by the students in their native language. Only a few students in a school are good at making verbal mnemonics, but the other students can use them. It is the teacher's job to find the good students, record their mnemonics, and share them.

For example, here are some verbal mnemonics in Uzbek for learning English words. The underlined word in the Uzbek sample sentence sounds like the English word being learned. attack. hujum kilmoq. The bad boy attacked the skirt bottom. Yomon bola atakka hujum qildi. bite. tishlamoq. The monkey bit the flea. Maymun bitni tishladi. boil. qaynamoq. The child boiled tea. Bola choy qaynatdi. bury. yerga ko'mmoq. Bury a wolf. Bo'rini yerga ko'mmoq. buy. sotib olmoq. You have to be rich to buy. Sotib olishing uchun boy bolishing kerak. cook. pishirmoq. She cooked dried apple. U qurug olma pishirdi. fill. to'ldirmoq. Fill the elephant with water. Filni suv bilan to'ldirmoq.

Obviously the easiest way to do musical mnemonics is to sing popular English songs in class and at home, and the easiest way to do visual mnemonics is to watch English movies on video cassettes with English subtitles. Teenage boys like fantasy action films.

Prefixes and Suffixes. Teach the meaning of common prefixes and suffixes and key word roots and their cognates. It is much easier to remember a word if the parts of the word make sense.

Compound Verbs. To learn compound verbs, learn the

separate words that make them up. That way the compound word will make sense.

Word families. When you learn a verb, learn the matching noun, adjective, and adverb at the same time with almost no extra effort. The nouns will be easy to picture and the words will reinforce each other.

Computer English Games. These progressive, interactive, multi-media games are totally engaging. Two of the best manufacturers are ESL and Rosetta Stone. It is absolutely amazing to watch students spend hours on the computer playing English word games. Up to 15 students will crowd around and watch two students play. The worst English students seem to like these games the most.

With constant use the CD's wear out in about a year and have to be replaced. Also, the games are best for beginner students. You need a range of them at different levels.

Wall dictionary. Put two or three parallel rows of two-sided tape or masking tape on your classroom wall at eye level and attach to them the pages of your basic dictionary. Students just walk over to the word they need.

Translators. Good computer translators are not cheap, but they are worth every cent. They are not perfect. But if 'pretty good' is good enough for your purposes, you will find them a huge help. The main problem with commercial translators is that they only exist for the major languages.

Here is a real example of how translators can be used. An American Peace Corps volunteer is trying to talk to the computer staff at an Uzbek technical college. He knows only a little Uzbek and no Russian; the staff

knows no English but a lot of Russian. However both parties have English-Russian translators on their computers. The American sets up his program to type in English and print out Russian; the Uzbeks set up their computer to type in Russian and print out English. Each person types on his computer and reads the other computer. Communication is instant, accurate, and complete. Amazingly, there is no sound.

Converters. A simple program has been written which will automatically convert words in Uzbek Cyrillic into Uzbek Latin. Another program instantly converts words written in Uzbek Latin into Uzbek Cyrillic. Both programs require only Microsoft Excel and Word. The advantages are obvious for a nation transitioning from Cyrillic to Latin. Texts can be presented in both Cyrillic and Latin.

Word Look Up. Incredibly a simple spreadsheet program can lookup and translate every common word in an English document into almost any language. What you get is the middle language; i.e., the foreign language words in English word order. Beginning students are able to understand real English instantly. Confidence soars.

Do an experiment to prove this to yourself. Find an Uzbek student who does not know English. Show him the following sample sentences whose words have been translated into Uzbek. Have him read the English sentence. Then have him read each word that follows in Uzbek. (The Uzbek words appear in both Cyrillic and Latin). Show him how he can rearrange the words into Uzbek order and have an intelligible Uzbek sentence. All you will need to tell him is that in English the verb comes in the middle of the sentence, whereas in Uzbek it comes at the end. And in English

prepositions come before the nouns, whereas in Uzbek they come after the nouns.

Almost five-million Americans get married each year.

Almost. деярлик. deyarlik.

American. Америкалик.

Amerikalik.

marry. уйланмоқ. uylanmoq.

each. ҳар. har.

year. йил. yil.

Some of these people will have a traditional wedding ceremony in a religious center, a hotel or a social club.

Some. бирканча. birkancha.

of. нинг. ning.

these. булар. bular.

people. одамлар. odamlar.

have. эга бўлмоқ. ega

bo'lmoq.

tradition. урф одат. urf odat.

marriage. никоҳ. nikoh.

ceremony. маросим.

marosim.

in. -да. -da.

religion. дин. din.

center. марказ. markaz.

hotel. меҳмонхона.

mehmonxona.

or. ёки. yoki.

social. ижтимоий. ijtimoiy.

club. to'g'arak.

Download from the Internet free Voice of America stories in Special English which use the same words that appear in your basic dictionary and in your student word lists. Translate the words. The students now have sample sentences in real English for all the words they are learning. The sentences make up short interesting articles that discuss important facts and ideas about America today.

Integrated Courses. The Capretz Method for teaching beginning French is the first language and culture course that totally integrates video, audio, and text components. Over 2,000 institutions have used it. Vocabulary and grammar are

practiced with 29 activation exercises in 51 weekly lessons.

Voice Recognition. In the USA more and more busy people simply dictate their thoughts into a microphone and have their words typed out automatically by the computer. Dragon Dictate and VivaVoice are the two best known commercial English voice recognition programs. These programs require that initially you spend several hours training the computer to your voice.

Internet English Courses. Several very helpful complete English courses are available on the Internet. They provide personalized instruction but are very expensive.

GlobalEnglish.com is perhaps the best known. For an Uzbek student it costs \$350 a year plus internet costs. You can try out a sample lesson for free.

Finally, there is this simple observation. Currently Uzbekistan does not have a decent Uzbek-English dictionary. The dictionaries sold at bazaars are so full of errors that teachers do not want their students to use them. Serious students are forced to use a Russian-English dictionary or both an Uzbek-Russian dictionary and a Russian-English dictionary. In many parts of Uzbekistan students no longer speak Russian, so they have no usable dictionary. For Uzbek English students just getting a decent inexpensive Uzbek-English dictionary would be the most creative thing of all.

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Classroom Procedure For Introducing New Words

State where we are.

"We're working on the third column of words this week."

Review words learned earlier in the month.

"Everyone stand up. When you don't know four words, sit down. The last person standing wins." (This is a game. It is also an oral test. It is also a wake up call for the students who haven't studied. It is also a good thing to do while people are walking in late.)

Introduce the 50 new words for this week. (This is pure Suggestopedia.)

Listen/ See/ Say

"OK, now we are going to work on the words for this week. I will read the English. You say the English and the Uzbek. Here we go."

Listen Only.

"Now, sit back in your chairs, relax, take a deep breath, close your eyes, and just listen. If you fell asleep last time when you closed your eyes, leave them open this time. Look at the ceiling or the floor or a blank place on the wall. Don't look at me. Try to see the words in your mind as I say them. Here we go. I will say the English and Rufat will say the Uzbek. Just listen." (Sometimes we play Baroque music in the background.) "OK, Open your eyes. You're back here in the classroom."

Go Over the Meaning of Difficult Words.

"What words on the list are not clear? What does 'operate' mean? It means to control. You operate a machine. What other words don't you understand?"

Have the Students Make Sample Sentences.

Now look at me. I will give each of you a word. I am going to read from the top of the column down.

You have two minutes to make a sample sentence. When you have your sample sentence, raise your hand. I will come around and hear your sentences."

Listen to about 10 student's sentences while the rest are finishing their sentences.

"All right, now we are going to play a little game. The winner is the one who tells his or her sample sentence to the most other students. Say the English word, the Uzbek word and then your sample sentence. The catch is, you have to listen to the other student's sentence as well as say yours. Everyone stand up. Walk around. Start."

"OK, who told five people their sentence? Who told six people? Who told seven people? Who told everyone in the room? You are the winner."

Practice Pronunciation.

"Now we are going to practice pronunciation. We're going to read from the bottom up. I will read the English. You repeat the English word. Just say the English word after me."

Act Out Words.

"Now I am going to give you each another word. This time you have to act it out. I am going to start half way down the list. You have to act out your word."

Have a third of the class come up to the front of the room at a time.

"All of you kids here, come up front now. Who wants to be first? Say the English word and then the Uzbek word. OK, you."

If a student can't produce a pantomime, do it for him or her. As soon as the class bursts out laughing, yell out the English word and make them say the English word and the Uzbek word. "Thank you. Sit down. Who is next?"

Who's First?

"Now we're going to play one more game. The winner is the first person to shout out the word. I will just ask from today's words. You can read them if you want. I'll say the English and you shout out the Uzbek." After each word, point to the winner.

Make Mnemonics.

If there is still time, make mnemonics for the difficult words. "Which of today's words are hard to remember? What word in Uzbek sounds like that English word? So, the mnemonic could be –." Easy mnemonics are made in class. Harder mnemonics are developed after class and told to the students next session.

Ask Each other Words.

In addition to asking the words yourself, sometimes have the students ask each other words. The attention span for this activity is about ten minutes. "Ask each other words. Divide into pairs. Take turns. Ask every fifth word on the list. If your partner does not know the answer in a few seconds, tell him."

Mnemonic Principles & Techniques

About Mnemonics

Mnemonics work very well for some students, maybe 15% of a class. For some words they are very helpful. The best mnemonics are so powerful that you remember the word instantly.

All students can appreciate a mnemonic. Mnemonics are an art form. Even poor students and students who don't care about learning English spontaneously clap and laugh when they hear a great mnemonic.

Making mnemonics involves creative thinking. They are a whole course in creativity.

Making mnemonics is a group activity. Students work together, using their different skills.

Good mnemonics are fun. Mnemonics are fun because:

- 1) They use the names of students in the class.
- 2) They reveal intimate details, likes and dislikes, failings.
- 3) They tell fanciful stories in two sentences.
- 4) They reveal the subconscious.

Mnemonics demonstrate that finding and using a better method for learning pays big dividends.

Doing mnemonics is one way to use / practice/ actualize new words.

Making mnemonics reinforces /models the learning process: understand, associate, review and use.

Student Use of Mnemonics

Many students already have a good method for learning words and want to keep it. They do not need or want to use mnemonics.

A few students really love mnemonics, once they

understand them and start to use them and see that they work.

Ironically the best student is often the first to embrace mnemonics. He switches to mnemonics because they are faster and more fun.

Only a few students in each class can make mnemonics, but many students will ask to hear them once they are made. On their own they will ask the one student in the school who is an expert at making mnemonics to hold special classes for them in the afternoon and evening.

Test Results

In a controlled English word recall test of 70 Uzbek ninth grade students in May, 2003, the 33 students not exposed to mnemonics increased their average score 3% (from 62 to 64) and the 37 students exposed to mnemonics increased their average score 60% (from 43 to 69).

Evaluation

Equivalent increases were obtained later by students using several other special techniques, so one can conclude:

- 1) Mnemonics are at least as good as other techniques.
- 2) The important thing is to use a technique that works for you.

Approaches & Results

Five approaches to mnemonics were tried during the school year. Only the last approach worked.

First Approach:

Show the class mnemonics made in English for English words.

Result: almost total failure. You have to learn too many English words to understand the explanation. Also, the words in the book are not the words the students need to learn first.

Second Approach:

Show the class some English-Uzbek mnemonics. Demonstrate

to the students how they should make mnemonics. Tell them to make them on their own and see if they work. Result: mnemonics never get made. Nobody understands what you are talking about.

Third approach:

Assign each student a word in class and have him or her come up with a mnemonic. Share the results. Result: confusion. Students don't do it. They don't understand what a mnemonic is. At best only about a third of a class is good at making mnemonics or likes to make them. It takes forever to get even five mnemonics made. Most of the class is lost and starts to fool around.

Fourth approach:

Make mnemonics for the students and read them to the students. Just use the class for coming up with the words that sound alike. Figure out the mnemonic sentences on your own. It takes a lot of work to type out the English sentence and the Uzbek translation. The class does not need to do that. Find the students and teachers who are good at mnemonics and have them help you build them. Have separate mnemonic making sessions. Result: Only a few mnemonics ever get made. It's just too much work. Mnemonics are ready about a week after the words are introduced. You dream about making a complete list of mnemonics for the students over the summer and having it ready for the students in the fall, but it never happens.

Fifth approach:

Have an Uzbek student who is an expert at making mnemonics read his mnemonics to the class for 50 words. All the talking is in Uzbek. Result: total instant success. The students love it. They laugh and pay attention and ask for another column of words to be done. They go home and

try it on their own. "I can remember the words!" Ironically, you, the English teacher, don't understand a word that was said.

Making Mnemonics

Systematically go through the list of words.

Only make mnemonics for words you don't know. About a fifth of the words on our word lists students already know. They are there for completeness and review and confidence building.

Use the class's wisdom to find the sound-alike word. A whole class can come up with a sound-alike word very quickly. Ask the class, what Uzbek word sounds like the English word?

Uzbeks can discover sound-alike words that you can't possibly find with the computer and an electronic dictionary, because they know many words that are not in the computer dictionary.

Let the quarter of the class that is good at making mnemonics make them for the rest of the class.

Stay within the class's attention span. Making mnemonics for 25 words in 40 minutes is max. If you want your students to learn 50 new words a week, devote two sessions to making mnemonics. Or have two classes work on it and share the results.

Write down good mnemonics, list them, share them. Turn the tape recorder on.

A list of mnemonics (print or video or audio) is an excellent guide to making mnemonics.

Have people's energy go into making mnemonics for new words, not remaking mnemonics for the same old words. Each class should work on a different part of the list.

Re- words are difficult.

Say the English word. Explain it. Divide it into syllables. Get sound-alike words for each syllable either from Uzbek or English. Make a sentence using the sound-alike words. Test yourself on the English words. See that the system works.

Standards

Go from native language to foreign language.

Build mnemonics that sound like the foreign word. The mnemonic word needs to start with the same letter. Not rhymes. Not visual puns.

Build mnemonics at least for the first syllable of the foreign word. If you can do the first two syllables, that's much better.

Use nouns for the sound-alike word. Nouns are easy to visualize.

Get the words for the syllables from anywhere you can, Uzbek or English or Russian.

If you use English words, they have to be simple words that are already known.

If you can't find a mnemonic for an English word, find a synonym for it and try to get a mnemonic for the synonym. Or use the antonym.

Sharing Mnemonics

Show the class that they can learn this way. Test them on the spot and prove to them that they remember the words.

The students won't write down the mnemonics. They just listen and say they will remember.

After about 30 minutes of doing mnemonics, stop. Turn on the music.

Have an Uzbek do the whole process, from start to finish, in

Uzbek with the class for 25 words.

Rasul's Method

In our school one student is a master at making mnemonics. Here is the method he used for teaching the other students. Asked which of the words we wanted him to work on. Marked the words people needed to learn.

Made mnemonics ahead of time for the hard words.

Shared with the class his method for building each mnemonic.

Used words from three languages, Uzbek, English, Russian.

Made stories for each mnemonic. Explained everything in Uzbek.

Only the English word was in English.

Tested the class. What were the syllables? What were the sound-alike words? What was the story? What is the Uzbek word?

Worked on the blackboard. Had a girl write the English words down on the blackboard.

Divided the words into syllables. Wrote down the Uzbek word..

Remembering Mnemonics

A mnemonic has to be reviewed to be remembered. It only takes a few minutes a day to review the words.

For some people the process of storing a mnemonic in long term memory occurs over 4 days.

Gradually over time you forget the mnemonic and just remember the word. If you stare at the word and think about it you can recall or recreate the mnemonic.

Environment

Before you can expect students to do mnemonics, you may have to convince them that they will be tested on the new words, that not knowing the words on the test is painful, that they can't cheat their way through the tests, that if they fail, there are consequences which they don't want (they can't

use the computer if they don't get 75 or higher, their grades are posted for all to see, the zavooch reads your grade in front of the class and praises or scolds you).

Explaining the word first is critical. Just giving students the Uzbek word for an English word is not enough.

Alternatives

There are other ways to associate besides verbal mnemonics. If you can't find a mnemonic, use them. Synonym in native language, synonym in foreign language. Antonym in native language or foreign language. Other words in foreign language that this word in native language means. Word family. Etymology. Cognates. Construction logic: root, prefixes and suffixes.

Other Notes

English teachers like the book of mnemonics I brought, but all but the best high school students find it too difficult. Use for Teachers.

Sample Mnemonics

ask. so'ramoq. Ask the citizen to be a soldier. Fuqorodan askar bo'lishni so'rang.

attack. hujum qilmoq. The bad boy attacked the skirt bottom. Yomon bola atakka hujum qildi.

bite. tishlamoq. The monkey bit the flea. Maymun bitni tishladi.

boil. qaynamoq. The child boiled tea. Bola choy qaynatdi.

bury. yerga ko'mmoq. Bury a wolf. Bo'rini yerga ko'mmoq.

buy. sotib olmoq. You have to be rich to buy. Sotib olishing uchun boy bolishing kerak.

capture. ushlamoq. Capture a fish. Kapchani ushlamoq.

compete. musobaqalashmoq. The students competed for the computer. Studentlar kompyuterda ishlashga musoboqalashdi.

contain. tarkib topmoq. The box contained candy. Quti qantdan tarkib topgan.

cook. pishirmoq. She cooked dried apricot. U qurug olma pishirdi.

fill. to'ldirmoq. Fill the elephant with water. Filni suv bilan to'ldirmoq.

govern. boshqarmoq. The governor talked to the witness. Boshqaruvchi guvohga gapirdi.

operate. boshqarmoq. Operate the instrument. Oporotni boshqarmoq.

orbit. bo'ylab aylanmoq. The astronauts' chewing gum orbited the earth. Astronaftning orobiti yer bo'ylab aylandi.

oust. o'rnidan bo'shatmoq. Oust the cat from under the table. Mushukni ustar osti o'rnidan bo'shatmoq.

postpone. chetga surmoq. The policeman postponed arresting his friend. Pospon do'stini xibisga olishni chetga surdi.

pour. quymoq. The cook pours water into the soup. Po'vr sho'rvaga suv quyadi.

pray. duo qilmoq. Featherman prayed to God. Parli kishi Hudoga duo qildi.

visit. borib kelmoq. Feruza needs a visa to visit the USA. Feruzani Americaga borib kelishi uchun visa kerak.