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THE EFFECTIVENESS OF A METHODOLOGICAL APPROACH TO ENHANCING HIGH SCHOOL STUDENTS’ VOCABULARY DEVELOPMENT THROUGH COMMUNICATIVE EXERCISES

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Abstract. This study explores the effectiveness of communicative exercises in developing high school students’ vocabulary. It examines how interactive, context-based tasks improve lexical retention and usage compared to traditional methods. The findings show that communicative activities enhance vocabulary acquisition, student engagement, and the ability to use words in real communication.

Keywords: *vocabulary development, communicative exercises, language teaching methodology, high school students, communicative competence, lexical acquisition, interactive learning, english language teaching.*

Introduction. Vocabulary is a fundamental component of language learning and plays a crucial role in developing communicative competence. Without sufficient lexical knowledge, learners face difficulties in expressing ideas, understanding spoken and written texts, and engaging in meaningful communication. Therefore, vocabulary teaching has always been a central focus in foreign language education. Traditional methods of vocabulary instruction often rely on memorization of word lists, translation, and repetition. However, such approaches do not always ensure long-term retention or the ability to use words appropriately in real communication. In contrast, modern pedagogical theories emphasize the importance of communicative approaches, where vocabulary is learned through meaningful interaction and contextualized practice.



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Communicative exercises provide learners with opportunities to use new lexical items in authentic or semi-authentic situations. These tasks include role-plays, dialogues, problem-solving activities, discussions, and information gap tasks. Such activities encourage active participation, critical thinking, and contextual understanding of vocabulary.

Methods

The research was conducted using a qualitative and quasi-experimental approach in a high school English language learning context. The participants included students from upper secondary classes who were divided into experimental and control groups.

1. Instructional design

- The **control group** was taught using traditional vocabulary instruction methods, including word lists, translation exercises, and mechanical repetition.

- The **experimental group** was taught using communicative exercises such as:

- role-playing real-life situations (e.g., shopping, traveling, interviews),
- group discussions on familiar topics,
- information gap activities,
- storytelling and dialogue creation tasks,
- problem-solving communication tasks

2. Data Collection

Data was collected through:

- pre-tests and post-tests to measure vocabulary knowledge,
- classroom observation to analyze student engagement,
- oral performance assessments,
- short written tasks to evaluate vocabulary usage.

3. Data Analysis. The results were analyzed by comparing vocabulary improvement between the two groups. Attention was given to:



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- vocabulary retention,
- correct usage in context,
- fluency in oral communication,
- student participation and motivation.

Results and discussion.

The findings of the study show a significant difference between the experimental and control groups in terms of vocabulary acquisition and usage. Students in the **experimental group**, who were taught through communicative exercises, demonstrated:

- higher retention of newly learned vocabulary,
- better understanding of contextual meaning,
- improved ability to use words in speaking and writing,
- increased confidence in communication. In contrast, students in the **control group** showed limited improvement. Although they were able to recognize and memorize word meanings, they often struggled to use vocabulary appropriately in real communication situations. One of the key observations was that communicative exercises increased student motivation and engagement. Learners were more active during lessons, participated willingly in discussions, and showed less fear of making mistakes. This supports the idea that language learning is more effective when students are emotionally and cognitively involved in meaningful tasks. The results also indicate that contextual learning plays a crucial role in vocabulary development. When words are introduced in real-life situations, students are more likely to understand their meaning and retain them for longer periods.

Overall, the study confirms that communicative exercises are more effective than traditional methods in developing vocabulary competence among high school students.



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Conclusion. The research demonstrates that communicative exercises significantly enhance high school students’ vocabulary development. Unlike traditional memorization-based methods, communicative approaches provide meaningful contexts for language use, which leads to better retention and practical application of vocabulary.

The study highlights that vocabulary acquisition should not be treated as an isolated process but as an integral part of communication-based language learning. Teachers are encouraged to incorporate interactive and student-centered activities into their lessons to improve lexical competence and overall communicative ability. In conclusion, communicative methodology represents an effective and modern approach to vocabulary teaching, contributing to both linguistic development and learner motivation.

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