

EFFECTIVENESS OF INQUIRY-BASED LEARNING IN TEACHING ENGLISH VOCABULARY TO INTERMEDIATE LEARNERS

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Abstract. Vocabulary knowledge plays a vital role in successful foreign language learning because it enables learners to communicate effectively in speaking, writing, reading, and listening. This study investigates the effectiveness of Inquiry-Based Learning (IBL) in teaching English vocabulary to intermediate-level learners in Uzbekistan. The findings revealed significant improvement in students' vocabulary achievement after participating in inquiry-based activities. The study also demonstrated that IBL positively influenced learners' creativity, communication skills, and independent learning habits.

Keywords: Inquiry-Based Learning, vocabulary acquisition, English language teaching, intermediate learners, classroom engagement.

INTRODUCTION

Vocabulary is one of the most important components of language learning. Students with strong vocabulary knowledge are more successful in communication and academic performance. Inquiry-Based Learning encourages learners to investigate, analyze, and discover information independently rather than relying entirely on teacher explanations. In vocabulary instruction, IBL allows students to identify meanings through context, discussion, and collaboration. This study aims to investigate the effectiveness of Inquiry-Based Learning in teaching English vocabulary to intermediate-level learners in Uzbekistan.

RESEARCH METHOD

This research employed descriptive and quantitative methods. Twenty intermediate-level students studying at a language center in Uzbekistan participated in the study. Pre-tests and post-tests were conducted to evaluate students' vocabulary development before and after the implementation of Inquiry-Based Learning activities.

RESEARCH PROCEDURE

The research lasted forty-five days. Students participated in vocabulary lessons based on inquiry-based activities such as contextual analysis, collaborative learning, presentations, discussions, and role plays. Instead of direct translation, students explored vocabulary meanings independently through inquiry and interaction.

RESULTS AND DISCUSSION

The findings demonstrated that Inquiry-Based Learning had a positive impact on students' vocabulary acquisition and classroom participation. Students achieved significantly higher scores on the post-test compared to the pre-test. Classroom observations also revealed increased confidence, motivation, and communication skills among learners.

CONCLUSION

The study concluded that Inquiry-Based Learning significantly improved students' vocabulary achievement, classroom participation, and learning motivation. The findings suggest that IBL creates a more interactive and student-centered classroom environment where learners actively engage in vocabulary learning.

References

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