WORLD FORUM ON ACADEMIC INNOVATION AND DIGITAL LITERACY

WHY STUDENTS FORGET VOCABULARY AND HOW TO IMPROVE IT.

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Abstract. *This study's primary goal is to investigate the issue of sixth-grade English language learners' rapid vocabulary loss and to find practical solutions. The study also sought to determine the primary variables influencing students' learning behaviors and word memorizing. Twelve sixth-graders from school No. 26 in the Buvayda district of the Fergana area participated in the study, which employed a descriptive mixed-method approach. Questionnaires and classroom observations were used to gather data. The majority of children forget newly learnt terms after a few days, according to the statistics. The primary causes of this issue were found to be acquiring words out of context, a lack of practical tasks, and infrequent repetition. Rapid word forgetting is also a result of the majority of students' reliance on passive learning strategies. The study's findings demonstrated that interactive tasks, visual aids, and repetition-based exercises greatly enhance word recall. Effective vocabulary learning generally necessitates regular repetition, contextual application, and active engagement in addition to memorization. This study offers significant suggestions for educators to improve the efficacy and engagement of language instruction.*

Keywords: *vocabulary, forgetting, EFL students, blended learning, language learning strategies*

Abstract. *Ushbu tadqiqotning asosiy maqsadi 6-sinf ingliz tili o‘quvchilari*



orasida so‘z boyligini tez unutish muammosini o‘rganish hamda uni bartaraf etishga yordam beradigan samarali usullarni aniqlashdan iborat. Shuningdek, tadqiqot o‘quvchilarning o‘rganish odatlari va yangi so‘zlarni eslab qolishiga ta’sir qiluvchi asosiy omillarni aniqlashga qaratilgan. Tadqiqotda tavsifiy aralash metod (mixed-method) yondashuvi qo‘llanildi va Farg‘ona viloyati, Buvayda tumanidagi 26-maktabning 6-sinfidan 12 nafar o‘quvchi ishtirok etdi. Ma’lumotlar so‘rovnoma va sinf kuzatuvi orqali yig‘ildi. Natijalar shuni ko‘rsatdiki, o‘quvchilarning aksariyati yangi o‘rganilgan so‘zlarni bir necha kun ichida unutib qo‘yadi. Ushbu muammoning asosiy sabablari sifatida muntazam takrorlashning yetishmasligi, amaliy mashqning kamligi va so‘zlarning kontekstdan tashqarida o‘rganilishi aniqlandi. Shuningdek, o‘quvchilarning ko‘pchiligi passiv o‘rganish usullariga tayanishi ham so‘zlarni tez unutishga sabab bo‘lmoqda. Tadqiqot natijalari shuni ko‘rsatdiki, takrorlashga asoslangan mashqlar, vizual materiallar va interaktiv topshiriqlar so‘z boyligini eslab qolishni sezilarli darajada yaxshilaydi. Umuman olganda, samarali so‘z o‘rganish jarayoni faqat yodlash emas, balki muntazam takrorlash, kontekstda qo‘llash va faol ishtirokni talab qiladi. Ushbu tadqiqot o‘qituvchilarga so‘z boyligini o‘rgatish jarayonini yanada samarali va qiziqarli qilish bo‘yicha muhim tavsiyalar beradi.

***Kalit so‘zlar**: so‘z boyligi, unutish, EFL o‘quvchilar, aralash metod, til o‘rganish strategiyalari.*

***Аннотация.** Основная цель данного исследования — изучить проблему быстрой потери словарного запаса среди учащихся 6-го класса, изучающих английский язык, и определить эффективные методы, помогающие ее преодолеть. Исследование также направлено на выявление основных факторов, влияющих на учебные привычки учащихся и запоминание новых слов. В исследовании использовался описательный смешанный метод, в котором приняли участие 12 учащихся 6-го класса школы № 26 Бувайдского района*

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Ферганской области. Данные были собраны с помощью анкет и наблюдения за уроками. Результаты показали, что большинство учащихся забывают недавно выученные слова в течение нескольких дней. Основными причинами этой проблемы были названы недостаток регулярного повторения, недостаток практических упражнений и изучение слов вне контекста. Также тот факт, что большинство учащихся полагаются на пассивные методы обучения, также способствует быстрому забыванию слов. Результаты исследования показали, что упражнения на основе повторения, визуальные материалы и интерактивные задания значительно улучшают запоминание словарного запаса. В целом, процесс эффективного изучения словарного запаса требует не только запоминания, но и регулярного повторения, применения в контексте и активного участия. Данное исследование содержит важные рекомендации для учителей, позволяющие сделать процесс обучения лексике более эффективным и интересным.

Ключевые слова: *лексика, забывание, студенты, изучающие английский как иностранный, смешанное обучение, стратегии изучения языка.*

Introduction. Gaining vocabulary is crucial for language learning because it enables pupils to confidently communicate their ideas and comprehend spoken and written English. In this sense, a lot of people struggle with forgetting. Studying the causes of new words' rapid forgetfulness is crucial since it helps pupils strengthen their language abilities and enhance their memory.



Background. Vocabulary learning has long been a key component of second language acquisition, as it is impossible to master a language without a sufficient vocabulary. However, many ESL learners have difficulty remembering newly learned words and forget them in a short period of time. From a cognitive perspective, forgetting occurs as a result of interference, subsumption, and other mental processes that limit word recall (Allanazarova, 2020).[1] At the same time, spaced repetition is considered effective in vocabulary acquisition, as students who practice systematically and in small groups show higher retention results than those who use simple repetition (Saksittanupab, 2024).[2] In addition to repetition, teaching methods are also important. Research shows that teaching words through a variety of communicative and contextual activities, rather than just frequent exposure, is more effective in long-term memory (Gantari, 2024).[3] Furthermore, the meaning-first instruction approach has been shown to be more effective in teaching the meaning of words before their form, as this method enhances deep semantic processing and leaves a stronger imprint in memory (Sahin & Yavuz, 2025).[4] Also, meaningful strategies such as pictures, stories, and contextual learning improve short- and long-term memory because they create strong associations in memory and help words be recalled more easily (Allanazarova, 2020).[5]

Aim. The primary goal of the research. This study's primary goals are to identify the reasons behind students' rapid forgetfulness of recently taught English terms and to investigate strategies for enhancing vocabulary retention. The study specifically seeks to address the following questions:

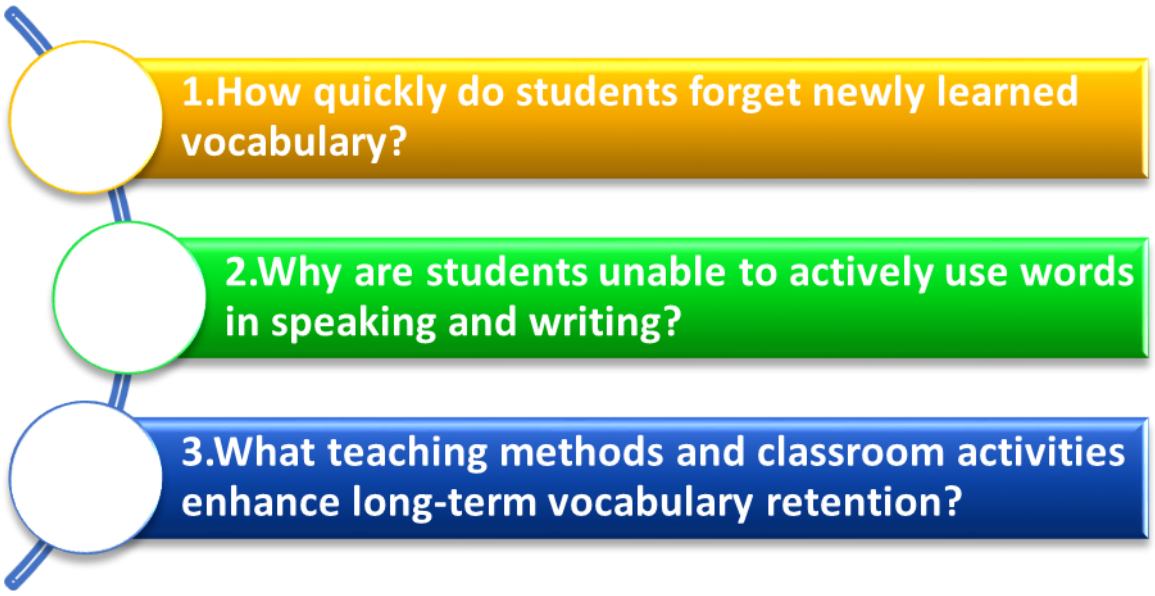
[1] Allanazarova, M. (2020). Vocabulary retention in cognitive theory. Bulletin of Science and Practice. https://doi.org/10.33619/2414-2948/58/42

[2] Saksittanupab, P. (2024). Enhancing vocabulary acquisition and retention: The role of spaced repetition. Journal of Modern Learning Development. https://so06.tci-thaijo.org/index.php/jomld/article/view/273598

[3] Gantari, A. (2024). Investigating vocabulary retention in English language learners. Patria Educational Journal. https://ojs.unublitar.ac.id/index.php/pej/article/view/1844

[4] Sahin, D., & Yavuz, M. A. (2025). Fostering effective vocabulary retention among students. Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2025.1594620

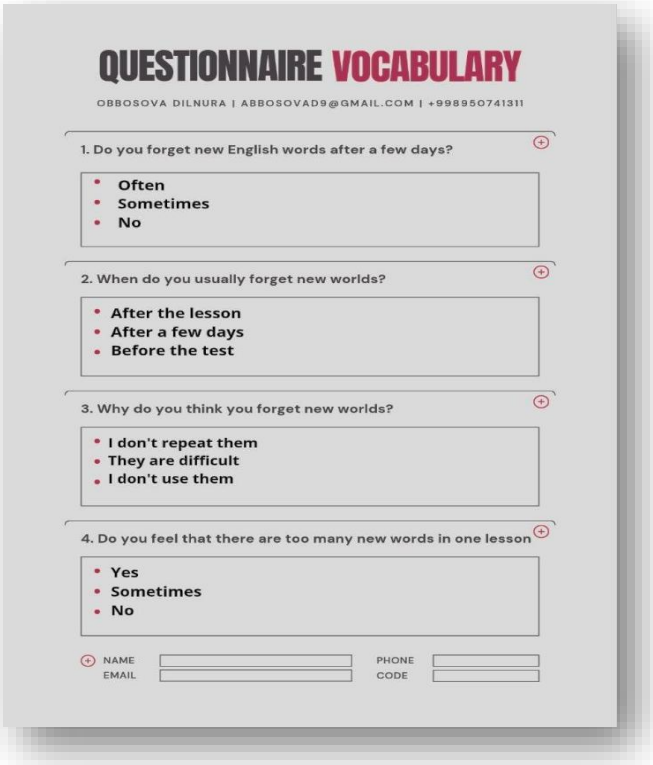
[5] Allanazarova, M. (2020). Vocabulary retention in cognitive theory. Bulletin of Science and Practice. https://doi.org/10.33619/2414-2948/58/42



Picture 1.1. Research objectives

Map. One of the primary issues noted among students in the classroom is forgetting recently taught terms, which served as the foundation for this study's conduct and remedies. In order to identify the root reasons of this issue, the class was first watched and a questionnaire was administered. The results were then examined, and strategies were implemented in light of the findings. Additionally, observations were made and the primary solutions were examined as the approaches were being applied.

Method. Enhancing students' vocabulary acquisition and retention is the goal of this study, which is crucial for both teachers and students. In this study, I concentrated on how sixth-grade students learning English as a foreign language acquire, retain, and apply vocabulary.


QUESTIONNAIRE VOCABULARY

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1. Do you forget new English words after a few days?
- Often
- Sometimes
- No

2. When do you usually forget new worlds?
- After the lesson
- After a few days
- Before the test

3. Why do you think you forget new worlds?
- I don't repeat them
- They are difficult
- I don't use them

4. Do you feel that there are too many new words in one lesson
- Yes
- Sometimes
- No

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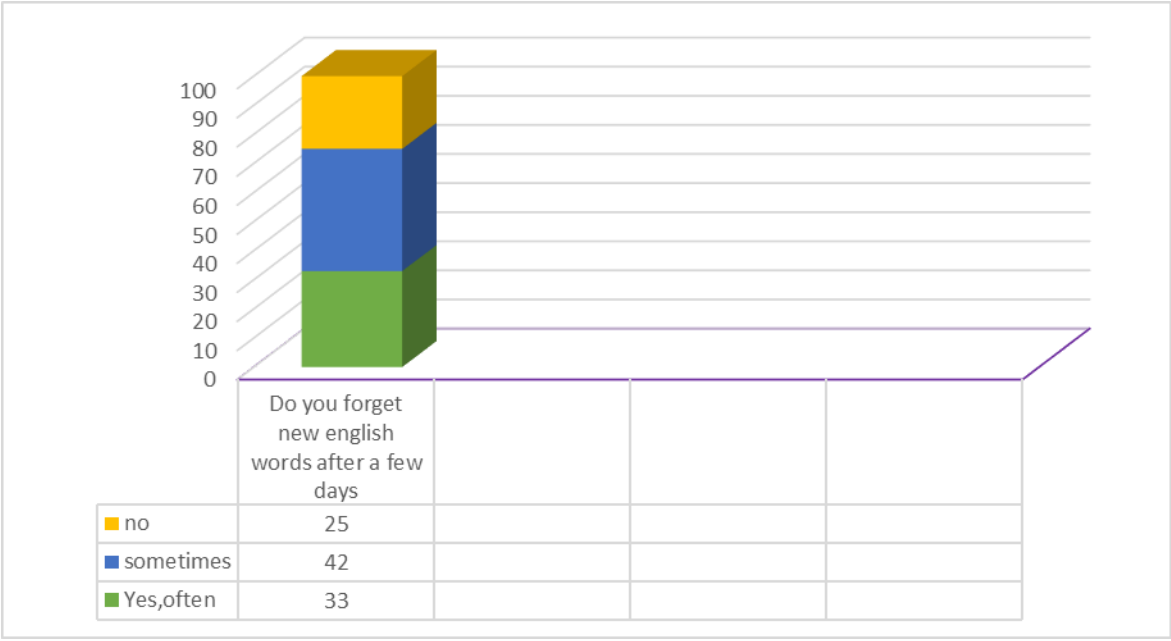


Twelve kids in all took part in the study that I carried out at School No. 26, Buvayda district, Fergana area. The study's primary goals were to determine the causes of students' rapid word forgetting and to investigate easy-to-use strategies that enhance vocabulary retention. And a mixed technique approach was employed for this. The study combined the collection and analysis of qualitative and quantitative data. Two primary strategies were used in this study to gather data from seven female and five male students: questionnaires and classroom observations. The purpose of the 13-question survey was to find out how pupils learned language, how often they did it, and what challenges they faced. Students' mastery of new vocabulary during the lecture was assessed by classroom observation. The research was conducted in multiple phases: In order to determine the students' vocabulary acquisition challenges, English classes were watched for one to two weeks in the first stage. Based on these observations, a questionnaire was created and given to students in the second phase. During the third phase, students learned new vocabulary using illustrations, definitions, and examples. Following that, games and group activities were used to reinforce them. In the following phase, students utilised the new words in phrases and in everyday contexts after repeating them multiple times. The final phase involved observing and documenting the students' participation in the course, their degree of word memorisation, and their application skills. The observation's findings revealed that some pupils did not utilise the newly acquired vocabulary in everyday conversation or repeat it. I examined the information gathered by comparing the findings of the observations and examining the answers to the questionnaire. I determined which techniques were more successful by analysing the questionnaire data in percentage terms and using the observation notes. This approach was chosen because it enables close observation of the students' learning process in an actual classroom setting. Most significantly, the observation examined students' real-world

behaviours while the questionnaire exposed their true beliefs and behaviours. This improves the research findings' dependability.

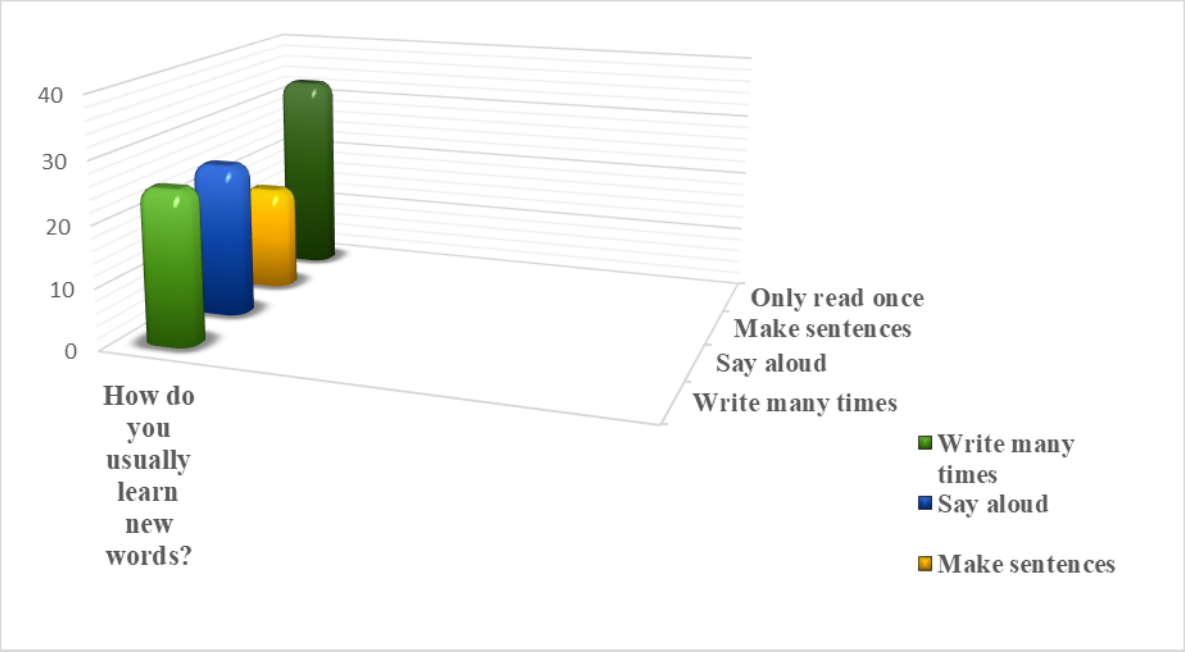


Results. Twelve sixth-graders participated in the survey to determine the primary causes of vocabulary forgetfulness as well as efficient learning techniques. The findings indicate that most students struggle to retain new terminology. Only 25% of students indicated they never forget new terms, compared to 75% who said they do it sometimes (33%) or occasionally (42%). Just 8% of respondents stated they forget new terms very away after class or before tests, compared to the overwhelming majority (84%) who said they typically forget new words after a few days.



Picture 1.2. Key Factors Affecting Vocabulary Retention Among Students

When asked why they forget new terms, 58% of students stated they don't review them, and 33% said they are challenging. No student selected lack of interest, and just 8% gave the excuse of lack of use. This demonstrates how important repetition is for word memory. In terms of learning circumstances, 75% of students occasionally believe that they are taught too many new words in a single course. When it comes to learning skills, 33% of students reported reading new words just once, while others employ techniques like writing (25%), speaking them out (25%), and creating sentences (17%). The findings also demonstrate that students' practice habits. 42% of pupils repeat words daily, 33% do so occasionally, and 25% do not repeat them at all at home. However, 67% of students reported that they frequently employ new words in their speech during class, and the same proportion reported that they grasp the meanings of the words. 58% of pupils selected games as an efficient way, followed by visuals (25%) and instructor explanation (17%). Sentence building was not selected by any student as the most successful strategy.



Picture 1.3. Key factors affecting vocabulary retention among students

Furthermore, 75% of students said that repetition enhances long-term memory, and 73% of students claimed that games help them remember words. Lastly, 42% of students were unsure and 50% of students requested greater speaking opportunities. Students identified games, repetition, visuals, teacher explanation, and sentence formation as successful strategies in their open-ended responses.

Discussion. This study used questionnaires and classroom observation techniques to look into why students forget newly learnt vocabulary and how to enhance it. The findings demonstrated that the majority of pupils had trouble recalling new words, particularly after a few days. Lack of repetition, insufficient practice, and inadequate use of the phrases in practical contexts were identified as the primary causes of this issue. Following the acquisition of these findings, the techniques employed considerably raised certain pupils' level of new word memorisation. Many kids were able to comprehend new terms, but they were unable to effectively use them in their writing and speech. This demonstrated the distinction between active and passive vocabulary. Specifically, games, repetition, and speaking exercises were shown to be the most successful tactics based on the observation's findings and Gantari's assessment. Students said that regular repetition helped them retain words longer and that they preferred learning through games. In conclusion, when students actively participate in their education, vocabulary acquisition is more successful. As a result, educators should plan frequent practice sessions, employ interactive exercises, and motivate students to apply new vocabulary in relevant circumstances. These methods will enable pupils to confidently employ words in communication in addition to helping them retain them.

Conclusion. This study demonstrated that pupils' rapid forgetting of new words is mostly caused by a lack of practice and repetition. Understanding the words alone is insufficient; you also need to practice them frequently and apply them in authentic

contexts. The findings also demonstrated that speaking exercises, games, and repetition aid with language retention. Therefore, the efficacy of students' language acquisition will be further enhanced by the employment of interactive and practical methods in lessons.

Reference:

1.Allanazarova, M.(2020).Vocabulary retention in cognitive theory. Bulletin of Science and Practice. https://doi.org/10.33619/2414-2948/58/42

2.Saksittanupab, P.(2024).Enhancing vocabulary acquisition and retention: The role of spaced repetition. Journal of Modern Learning Development. https://so06.tci-thaijo.org/index.php/jomld/article/view/273598

3.Gantari,A.(2024). Investigating vocabulary retention in English language learners. Patria Educational Journal. https://ojs.unublitar.ac.id/index.php/pej/article/view/1844

4.Sahin, D., & Yavuz, M. A. (2025). Fostering effective vocabulary retention among students. Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2025.1594620