IMPROVING READING COMPREHENSION OF A2 LEVEL LEARNERS THROUGH VOCABULARY ACTIVITIES

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Annotation: *This study explores how vocabulary activities can support A2 level ESL learners in improving their reading comprehension. Many students at this level struggle to understand texts due to limited vocabulary knowledge. The research was conducted with 15 students and focused on using interactive activities such as games, matching exercises, and sentence completion tasks. The results show that these activities help learners understand texts more easily, remember new words, and feel more confident while reading. Overall, the study highlights the importance of using simple, interactive, and context-based vocabulary activities in language classrooms.*

Keywords: vocabulary acquisition, reading comprehension, interactive activities, A2 level learners, ESL students, learner motivation

Аннотация: *Данное исследование рассматривает, как лексические упражнения могут помочь учащимся уровня A2 улучшить понимание прочитанного. Многие студенты на этом уровне испытывают трудности при работе с текстами из-за ограниченного словарного запаса. Исследование было проведено с участием 15 учащихся и сосредоточено на использовании интерактивных заданий, таких как игры, упражнения на сопоставление и заполнение предложений. Результаты показывают, что такие задания помогают учащимся легче понимать тексты, лучше запоминать новые слова и чувствовать себя более уверенно при чтении. В целом, исследование подчеркивает важность использования простых, интерактивных и контекстных методов обучения лексике на занятиях по языку.*

Ключевые слова: усвоение лексики, понимание прочитанного, интерактивные задания, уровень A2, учащиеся ESL, мотивация учащихся

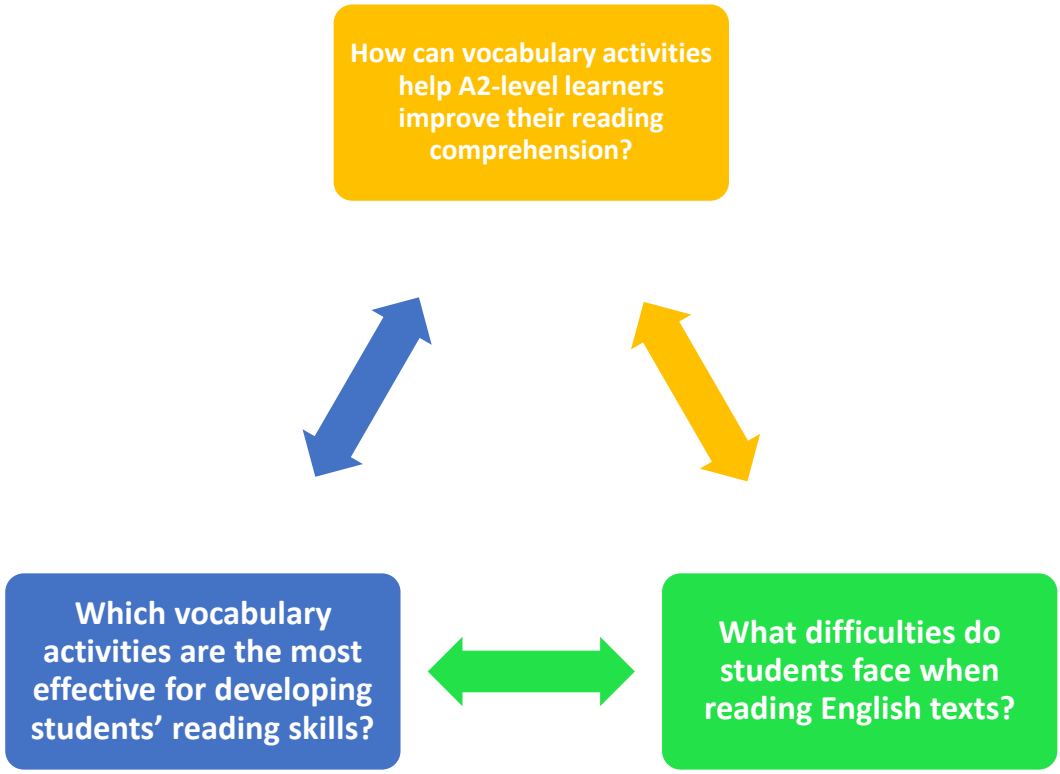
Introduction. Vocabulary is an important part of learning English, especially for A2-level learners. Many students find it difficult to understand reading texts because they do not know enough words. When learners see too many unfamiliar words, they may lose confidence and interest in reading. Vocabulary knowledge plays a key role in reading comprehension, as it helps students understand the main ideas and details of a text. Using vocabulary activities in the classroom can make learning more effective and engaging. This study focuses on how vocabulary activities can help A2 learners improve their reading comprehension and deal with common difficulties.

Background. Vocabulary learning plays a key role in English language teaching because it helps students understand texts and communicate more effectively. Having a strong vocabulary is important for developing all language skills, including speaking, writing, reading, and listening. As Nation and Webb (2012) point out, vocabulary is at

the heart of language learning. However, many English learners, especially in countries like Indonesia, experience difficulties because English is very different from their native language in terms of grammar structure, pronunciation, and word usage.[1] Krashen (1989) explains that learners often use their existing language knowledge and vocabulary to guess the meaning of new words, which makes reading easier to understand. This shows that learners need a large enough vocabulary in order to understand written texts in English. Without sufficient vocabulary knowledge, it becomes hard for students to guess word meanings from context. Reading different materials on the same topic can support vocabulary development because learners are repeatedly exposed to similar words and grammar structures. This repeated exposure helps improve language acquisition over time. Krashen (1989) also suggests that reading can naturally lead to vocabulary learning without direct teaching. [2] When students read texts that they can mostly understand, they can learn new words indirectly through context. This type of learning, known as incidental vocabulary learning, is very important because classroom time for vocabulary teaching is often limited (Nation, 2001). [3] Earlier research by Nagy, Herman, and Anderson (1985) also supports this idea, showing that even a single exposure to a new word in context can slightly improve vocabulary knowledge. [4] Vocabulary is considered a fundamental part of all languages, as it forms the basis for understanding and communication. Recent studies highlight that strong vocabulary knowledge is essential for language learning because it supports learners in developing their overall communication skills. Without sufficient vocabulary, students may find it difficult to understand authentic texts and express their ideas clearly. For this reason, many researchers emphasize the importance of teaching vocabulary through engaging and effective methods.

Objectives:

[1] Webb, S., & Nation, P. (2012). I am teaching Vocabulary—the Encyclopedia of Applied Linguistics
[2] Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis.
[3] Nation, P. (2001). Learning vocabulary in another language.
[4] Nagy, W. E., Herman, P., & Anderson, R. C. (1985). Learning words from context.

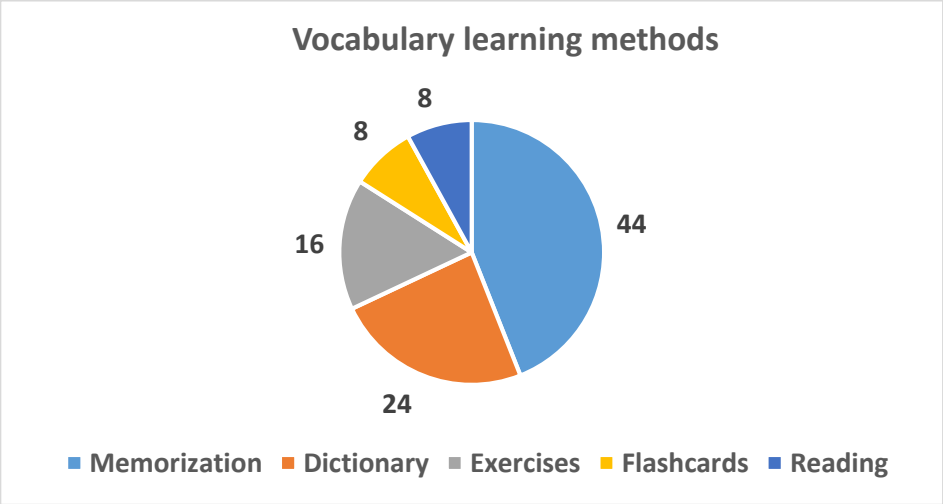


The research was carried out with 15 students from the 8–9 grade classes at Bristol education center in Mingbuloq district, Namangan region. These objectives focus on improving students' reading comprehension through vocabulary activities.

Methodology. The research is designed as a classroom-based study aimed at understanding how vocabulary activities can improve A2 learners' reading comprehension. The study combines simple qualitative and quantitative approaches in order to collect both students' responses and classroom observations. The research was conducted at Bristol Education Center in Mingbuloq district, Namangan region during regular English lessons. The participants were 15 students from grades 8–9 who were learning English at A2 level. They were selected based on their English proficiency level and regular attendance in lessons. Data were collected through a questionnaire and classroom observation. The questionnaire included both multiple-choice and short-answer questions focused on students' vocabulary learning habits and reading

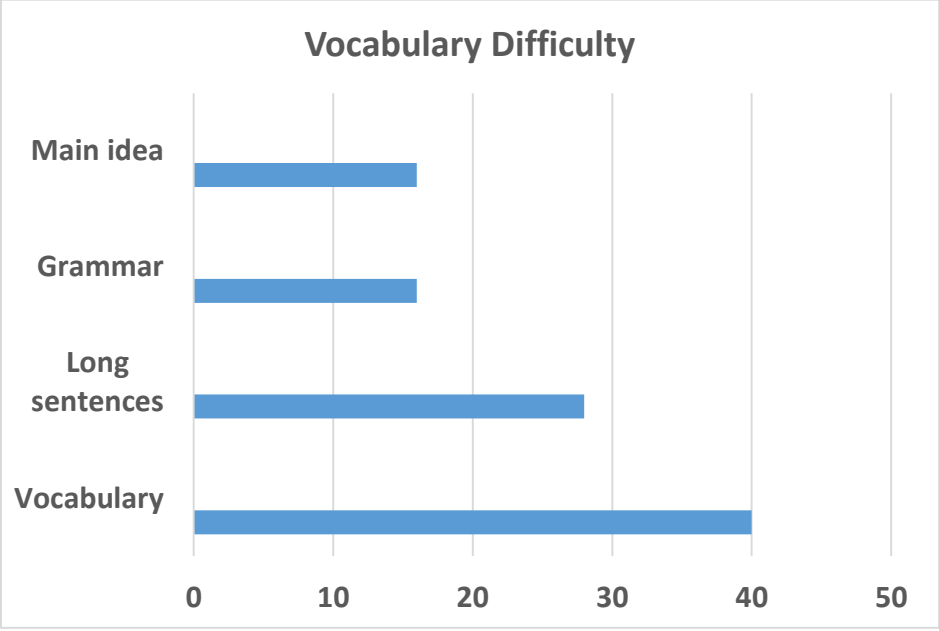
difficulties. Classroom observations were used to see how students reacted during vocabulary activities such as games, matching exercises, flashcards, and sentence completion tasks. The data collection process was carried out over two weeks. During the first week, students were introduced to different vocabulary activities in lessons. In the second week, they completed the final questionnaire based on their experience. At the beginning, some students were not fully confident in answering questions about their vocabulary learning habits. However, after several lessons, they became more comfortable and willing to share their real experiences. A supportive classroom environment was created to encourage honest answers and active participation. Overall, this method allowed the researcher to collect reliable and realistic data about how vocabulary activities influence students' reading comprehension and engagement in English lessons.

Results. The questionnaire results provide important insights into students' vocabulary learning habits, reading difficulties, and their perceptions of vocabulary activities in improving reading comprehension. Overall, the findings show that students mainly rely on traditional methods such as memorization and dictionary use when learning new vocabulary. Many students frequently encounter unfamiliar words while reading English texts, which makes understanding the meaning of texts more difficult. When students face unknown vocabulary, they most often use a dictionary or ask their



teacher for help. Some learners also try to guess the meaning from context or ask their classmates, showing that different learning strategies are used. Students were asked to explain how they usually learn new English vocabulary. This question aimed to identify the most common learning strategies used by A2-level learners. The results are presented in the chart below.

The results show that memorization is the most frequently used method for learning new vocabulary. A significant number of students also prefer using dictionaries when they encounter unfamiliar words. These traditional strategies are widely used in the classroom. In addition, some students reported that they learn vocabulary through classroom exercises, while a smaller number use flashcards or reading texts. This indicates that interactive and context-based learning methods are less common among the participants. Most students reported that they often encounter new vocabulary while reading English texts. A smaller number of students sometimes face unfamiliar words, while a few always experience this difficulty. This shows that exposure to new vocabulary is frequent among learners. When students meet a new word, most of them use a dictionary or ask their teacher for help. Some students try to guess the meaning from context or ask their classmates. This shows that students use different strategies to understand unfamiliar vocabulary.



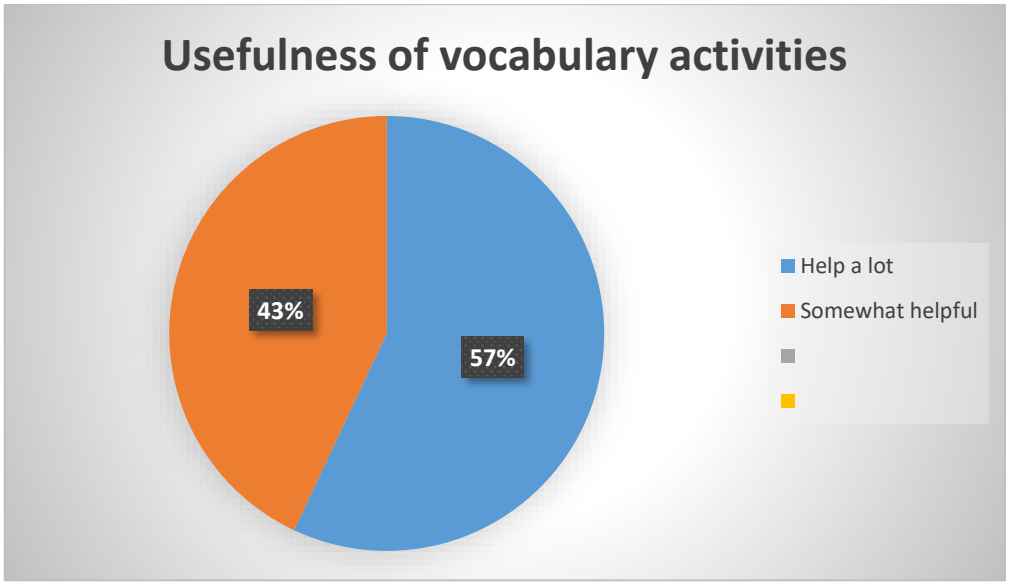
The next question focuses on the main difficulties students face when reading English texts. The results are shown

in the chart below.

The results show that unknown vocabulary is the biggest difficulty for students. Long sentences and grammar issues also affect comprehension, but they are less significant. This indicates that vocabulary knowledge is the main barrier in reading. The results show that students prefer interactive vocabulary activities over traditional methods. Games were identified as the most helpful activity by 33% (8 students). Sentence completion tasks followed closely with 29% (7 students). Matching exercises accounted for 21% (5 students), while flashcards were selected by 17% (4 students). Overall, the findings suggest that students learn vocabulary more effectively through engaging and interactive activities rather than passive memorization. Vocabulary retention remains a challenge for many students. Half of the participants (50%, 7 students) reported that they sometimes forget newly learned words. Meanwhile, 36% (5 students) stated that they often forget vocabulary, and only 14% (2 students) said that they rarely forget words. This shows that most students struggle with long-term vocabulary retention and need regular revision and practice to remember new words effectively.

This question investigates how students perceive the usefulness of vocabulary activities in improving reading comprehension. The results are shown in the chart below:

The results show that most students believe vocabulary activities are very helpful in improving their reading comprehension. More than half of the students stated that these activities help them significantly, while the rest said they are somewhat helpful. This indicates that vocabulary activities have a positive impact on students' learning process. The results show that students experience vocabulary difficulties in different real-life situations and language skills.



In terms of contexts, the greatest difficulty was reported in films and videos, selected by 27% (7 students). Products, books/texts, and mobile applications each accounted for 19% (5 students), while social media was mentioned by 15% (4 students). This suggests that students face vocabulary challenges across various multimedia and digital environments. Regarding language skills, listening was identified as the most difficult area, with 34% (10 students) of students reporting it as challenging. Watching videos followed with 28% (8 students). Understanding new vocabulary itself was selected by 17% (5 students), while reading texts accounted for 14% (4 students). Using apps or websites was the least difficult, with only 7% (2 students). Overall, these findings indicate that A2 learners struggle more with receptive skills such as listening and video-based comprehension compared to reading or digital tasks. This highlights the need for stronger vocabulary support across different learning contexts.

Discussion. The results of this study strongly indicate that vocabulary knowledge is essential for improving reading comprehension among A2-level learners.

Students performed better when they already knew the key words in the reading texts, which supports Nation's (2001) idea that vocabulary is one of the main foundations of successful reading. Without enough vocabulary knowledge, learners often struggle to understand written information and follow the meaning of a text. In addition, the findings show that interactive vocabulary activities are more effective than traditional memorization techniques. Tasks such as games, matching exercises, and sentence completion activities made learning more engaging and helped students remember and use new words in real contexts. This is in line with Schmitt's (2000) view that active participation in learning leads to stronger and longer-lasting vocabulary retention. However, the study also reveals that learners still face some challenges in vocabulary learning, especially in spelling and using words correctly in sentences. This shows that vocabulary knowledge is not only about knowing meanings, but also about understanding how words are formed and used. Therefore, teachers should include more structured practice that develops all aspects of vocabulary knowledge, including pronunciation, spelling, and usage in context. Another important finding is the improvement in students' confidence.

After participating in vocabulary-based activities, learners became more willing to take part in reading tasks and showed less fear when dealing with unfamiliar words. This positive change can be linked to a supportive classroom environment that encourages students to participate freely without worrying about making mistakes. Furthermore, the results highlight that students experience more difficulty in receptive skills such as listening and watching videos. In these situations, vocabulary recognition becomes harder due to fast speech and limited visual support. This suggests that vocabulary teaching should not be limited to reading activities only but should also be integrated into listening and multimedia-based tasks. Overall, the study emphasizes that vocabulary teaching should be interactive, systematic, and context-based in order

to effectively improve students' reading comprehension, vocabulary retention, and learning confidence.

Conclusion. This study examined how vocabulary activities can support A2-level students in improving their reading comprehension. The findings show that limited vocabulary knowledge is one of the main reasons why students struggle to understand English texts. When learners do not know enough words, it becomes difficult for them to grasp the main idea and overall meaning of a passage. The results also demonstrate that interactive vocabulary activities are highly beneficial for students. Activities such as games, matching tasks, and sentence completion exercises made lessons more interesting and helped learners understand and remember new vocabulary more effectively. As a result, many students showed improvement in their reading skills and gained more confidence when working with English texts. However, some difficulties still remain. Many students tend to forget newly learned words over time and face challenges when trying to use them correctly in sentences. This indicates that vocabulary learning requires continuous practice and regular revision rather than one-time exposure. Therefore, teachers should use a variety of simple and interactive methods when teaching vocabulary. Activities that involve real context and student participation can provide more opportunities for learners to practice and internalize new words. In general, integrating vocabulary activities into reading lessons is an effective and practical way to enhance students' comprehension skills, motivation, and confidence in learning English

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