ABSTRACT

This thesis is aimed at researching effective teaching strategies that enhance vocabulary learning among English language students aged 13 to 16 years old, with a particular focus on vocabulary related to electricians' and mechanics' tools. Teaching this kind of vocabulary is a challenge that demands innovative teaching strategies that take into consideration the specific functioning of the adolescent brain.

The study is based on a review of modern learning theories and teaching methods, as well as on the implementation of practical lessons using different vocabulary strategies.

The theoretical part of the study explores the concept of Brain-based teaching and reviews previous studies that have been conducted successfully in this area. The work showed that strategies such as Frayer Model, Semantic Mapping and Chunking have a considerable positive effect on the process of vocabulary acquisition.

These strategies were then employed successfully in a teaching process carried out with four different groups of students. The empirical part shows various statistics that are based on the results of a vocabulary assessment pre-test and two types of post-test, immediate and delayed. These data illustrate the effectiveness of the treatment used. Although statistically insignificant in some cases, the results showed a noticeable improvement in vocabulary learning.