TEACHING HISTORY VOCABULARY TO B1-LEVEL ENGLISH LEARNERS: A TASK-BASED APPROACH

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Abstract. Learning a language requires understanding and using vocabulary. Vocabulary helps learners read texts, share thoughts and talk with others. Teaching history vocabulary can be hard for students at the B1 level of English. This is because history texts have words that're not familiar, academic words and words that talk about past events. This article looks at ways to teach history vocabulary to B1 university students. The methods include learning through context talking with others and doing tasks. The article looks at the students, what to teach and how to teach it. It uses research from Nation (2001) Schmitt (2008) Webb and Nation (2017) and de la Fuente (2006). It suggests a lesson plan that includes teaching vocabulary, practicing, telling history stories and checking progress. This is a paper based on existing information. It gives a plan, for teaching vocabulary not research results.

Keywords: history vocabulary, B1 learners, vocabulary teaching, task-based language teaching, communicative language teaching, assessment

Introduction. I see that learning a language is more than just studying grammar and pronunciation. Learners need vocabulary to understand information, share opinions and take part in meaningful conversation. Vocabulary is especially important when students explore topics such as history, science and culture.

I notice that history gives English learners chances to learn about events, historical figures, important discoveries and cultural changes. Still students at the B1 level may find it hard to use words like empire, revolution, conquer, ancient, civilization and independence. When learners know these words they may hae trouble using them correctly in sentences or telling stories about history in English.

I have seen that traditional vocabulary teaching often depends a lot on memorising word lists and translating words. While translation can help learners understand meanings simply memorising words does not give chances to use new vocabulary when speaking. Nation (2001) stresses how important it is to think about how vocabulary's taught, learned, practised and used, Therefore, teachers need methods that link vocabulary to real life situations and chances for speaking.

This article looks at how to teach history-related vocabulary, to B1-level English learners by using clear instruction and communication activities. Research Question and Objectives The key research question is:

What methods can be used for teaching vocabulary on history with the help of task-based activities and contextual learning to B1 level English learners?

Three research aims are identified in the article:

1. Identification of linguistic needs and learner features of B1 level students learning history vocabulary.
2. Selection of history vocabulary and communication goals.
3. Recommendation of strategies which will allow students to perceive, memorize and use history

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vocabulary in context. The article is based on the analysis of literature and the proposed lesson. It does not state any achievements in students' performance since there was no actual experiment in the class. Theoretical Background.

Who to Teach? The suggested teaching technique is intended for B1-level university students learning English as a foreign language. The target learners are supposed to comprehend the main ideas of clear texts on known topics and to tell about experiences, events, and ideas with the help of connected language.

However, the learners within the same level group may vary in vocabulary, motivation, prior knowledge of history, reading skills, and speaking English. Some learners may already have an idea about historical terms in their native language but not in English. Others may not know anything either in their native language or in English. Therefore, the teacher should find out what learners already know before introducing new vocabulary. It can be done, for example, by asking learners to enumerate events in history they know, to translate some words into English, to describe a historical person using simple words. All these tasks allow teachers to find out the needs of the learners and to adjust instruction using visuals, bilingual glossaries, prompts and speaking practice.

What to Teach? The lesson focuses on twelve history-related vocabulary items that are suitable for B1-level English learners.

1. Ancient – belonging to the distant past. Example: Ancient civilizations built impressive cities.
2. Civilization – a developed human society with its own culture and traditions. Example: Ancient Egyptian civilization was famous for its pyramids.
3. Empire – a group of countries or territories controlled by one ruler or government. Example: The Roman Empire controlled many territories.
4. Ruler – a person who governs a country or territory. Example: The ruler introduced new laws.
5. Revolution – a major political or social change. Example: The revolution changed the country's government.
6. Independence – freedom from another country's control. Example: The country gained independence in 1991.
7. Invasion – an entry into a country or place by an army to attack or occupy it. Example: The invasion changed the course of history.
8. Dynasty – a series of rulers from the same family. Example: The dynasty ruled the kingdom for many years.
9. Reign – the period during which a king, queen, or other ruler holds power. Example: During his reign, the country became stronger.
10. Establish – to create or start something officially. Example: The ruler established a new kingdom.
11. Collapse – the sudden failure or end of something. Example: The collapse of the empire changed the region. These words help students understand historical events, describe important figures, and explain political and social changes. The lesson also introduces common word combinations, such as ancient civilization, powerful ruler, gain independence, and the collapse of an empire. Students practise the vocabulary through matching exercises, sentence completion, short reading texts, and speaking activities. By the end of the lesson, they should be able to recognise the words and use them in simple descriptions of historical events.

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These words are appropriate for teaching a lesson on historical societies, rulers, and political transformations. These words also give the opportunity to practice various aspects of vocabulary knowledge such as meaning, pronunciation, spelling, usage, and collocations. For instance, the expressions ancient civilization, powerful empire, establishment of a kingdom, independence, and fall of an empire can be learned by the learners. It is believed that learning vocabulary in context may facilitate the natural use of words as opposed to learning vocabulary items in isolation. In addition, the lesson incorporates both receptive and productive skills. The students will read a historical text, find out the vocabulary, understand its meaning, and use the vocabulary in order to write a historical text.

How to teach?

There are three complementary approaches which underlie the suggested lesson: Contextualised learning. Words are introduced via a short text from history not via a list. Information given in context helps to comprehend meaning and see how vocabulary is used in sentences. Explicit vocabulary teaching. A teacher provides explanations for chosen meanings, demonstrates pronunciation, draws students' attention to word forms and provides examples. After that learners complete matching, classification and sentence completion exercises. Task-based approach. Students work with new vocabulary in order to accomplish communicative task with a certain aim. For instance, they can prepare a short description of how a certain kingdom was created, developed and fell apart. The task gives learners an opportunity to exchange their information and make meaningful decisions in language use. The approaches are complementary and not competing ones. Explicit teaching serves as a certain scaffolding and tasks give learners a chance to use the vocabulary independently. Systematic vocabulary learning is described by Nation (2001), Schmitt (2008). De la Fuente (2006) provides research data on task-based vocabulary learning and importance of attention to form.

LiteratureReview

Vocabulary learning research in a second-language offers a theoretical framework for vocabulary teaching through context and communication in history lessons. Nation (2001) discusses vocabulary teaching, vocabulary learning activities, vocabulary knowledge, and the conditions under which vocabulary is acquired. The findings suggest that teachers should not be concerned only with the definition of the terms. The learners need chances to associate the forms of words with their meanings, and use the vocabulary in relevant contexts. Schmitt (2008) presents a review of research on second-language vocabulary learning. He talks about the size of vocabulary, depth of vocabulary knowledge, intentional and incidental learning of vocabulary. His review is based on the idea that vocabulary learning needs systematic instruction, in addition to meaningful exposure to language. Webb and Nation (2017) analyze practical aspects of vocabulary learning, such as vocabulary selection, repetition, learning conditions, and vocabulary development programs. This study is related to choosing a small amount of vocabulary terms and offering repeated exposure to them. De la Fuente (2006) studied vocabulary learning through various pedagogical tasks and form-focused instruction. The researcher found some differences in delayed recall and certain features of vocabulary learning under different instruction conditions. The study indicates that communicative tasks can be combined with explicit attention to vocabulary form rather than treated as alternatives to it. Together, these sources provide a basis for a teaching proposal that combines contextual presentation, explicit instruction, repeated

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practice, and communicative use. However, they do not establish that one particular history-vocabulary lesson will work equally well for every B1 class.

Literature Matrix.

1. Nation (2001 Nation discusses vocabulary knowledge, vocabulary1instruction, and learning activities. His work emphasises the importance of learning word meanings, forms, and uses through structured practice. This source supports the use of contextual examples and repeated vocabulary practice in the proposed lesson.
2. Schmitt (2008) Schmitt reviews research on instructed second-language vocabulary learning. The article discusses vocabulary knowledge, intentional learning, and incidental learning. It supports combining direct vocabulary instruction with meaningful exposure to new words in context.
3.Webb and Nation examine practical principles of vocabulary learning and teaching. Their work highlights the importance of selecting appropriate vocabulary, providing repeated encounters with words, and organising vocabulary learning systematically. These principles inform the selection and sequencing of history-related vocabulary in the proposed lesson.
4. de la Fuente (2006) De la Fuente investigates vocabulary acquisition through pedagogical tasks and form-focused instruction. The study examines how different instructional conditions contribute to vocabulary learning. It provides a basis for combining communicative tasks with explicit attention to vocabulary form and meaning.

Summary. These four sources provide a theoretical foundation for teaching history-related vocabulary through contextual learning, explicit instruction, repetition, and communicative activities. Together, they support the proposed teaching approach, although they do not directly establish its effectiveness for every group of B1-level learners.

5. Proposed methodology and lesson plan .

In this part, a practical lesson plan is suggested based on the theoretical part of the dissertation. This lesson is expected to last about 45 minutes and is suitable for B1 level students in universities.

Learning outcomes.

After completing this lesson, the students will be able to:
1. Identify the meanings of at least eight of the twelve target words.
2. Be able to recognise historical vocabulary from a text.
3.Apply some of the words appropriately in sentences.
4. Cooperate to write an account on history. These are the expected outcomes and not research results.
5. Teaching Procedure Stage 1: Warm up and prior knowledge – 5 minutes The teacher presents to the students some historical image (an ancient city or monument). The students answer the following questions: What do you see on the picture? What do you know about ancient civilizations? The teacher writes down useful vocabulary and presents the topic of the lesson. This stage helps to activate prior knowledge and gives a hint about the vocabulary the students have.

Stage 2: 10 Minutes The teacher introduces the twelve words that are the focus of this lesson using short explanations, example sentences and pictures that fit the words. For example: Ancient: The city has ancient buildings. Empire: The empire controlled territories. Revolution: The revolution changed the system. Independence: The country became independent after a fight. The teacher shows how to say the words and points out common phrases, like powerful ruler, ancient civilization

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and gain independence. Students say the words again figure out what they mean. Ask questions if they need to.

Stage 3: Guided practice — 8 minutesStudents complete two short activities. First, they match vocabulary items with their definitions. Second, they fill in gaps in sentences using the target words. For example: "The country gained after years of foreign control." Students choose the most appropriate word and explain why it fits the sentence. The teacher provides immediate feedback and clarifies common errors.

Stage 4: Historical reading — 7 minutes Students read a short, level-appropriate text about a historical kingdom. The text includes several target words in context. They underline unfamiliar terms, identify the main idea, and use surrounding sentences to infer meaning. The teacher then checks comprehension and explains any words that remain unclear. The text should be historically accurate, appropriately simplified, and supported by a reliable source.

Stage 5: Pair task — 10 minutes Students work in pairs to create a short historical account using at least six target words. They may organise their account around three stages: The establishment of a kingdom or empire. Its development under a ruler or dynasty. A major change, such as a revolution or collapse. Students can use sentence starters such as "The kingdom was established…", During the ruler's reign…", and "Eventually, the empire collapsed…".Each pair prepares a short spoken account. The teacher monitors their work and provides support when students struggle to express their ideas.

Stage 6: Assessment and feedback — 5 minutes Students complete an exit ticket containing three tasks: Write the meaning of two target words. Use one target word in an original sentence. Identify one word they still find difficult. The teacher uses these responses to identify areas requiring further explanation or revision. Feedback focuses on meaning, appropriate word choice, and sentence accuracy.

5. Teaching Materials The proposed lesson requires a short historical text, vocabulary cards or a vocabulary worksheet, a picture of a historical site, and an exit-ticket activity. A projector or digital flashcards may be used, but the lesson can also be delivered with printed materials. Discussion The proposed approach connects learner needs, curriculum content, and instructional decisions. First, it recognises that B1 learners need support in understanding specialised vocabulary. A manageable vocabulary set, clear definitions, and contextual examples can make historical texts more accessible. Second, the content is connected to a meaningful topic. Rather than memorising isolated words, students examine how historical vocabulary describes people, institutions, events, and changes over time. Third, the teaching sequence moves from supported understanding towards more independent language production. Students first encounter the vocabulary, then practise it with guidance, and finally use it to complete a communicative task. This design is consistent with the literature on vocabulary instruction and task-based learning (Nation, 2001; Schmitt, 2008; de la Fuente, 2006). Nevertheless, the proposal has limitations. Students may have different levels of prior historical knowledge, and some words may be too abstract without additional examples. The 45-minute lesson may also provide insufficient time for durable learning of every target word. Repeated encounters in later lessons, short retrieval quizzes, and opportunities to use the vocabulary in reading and speaking could address some of these limitations. Future classroom research could compare students' vocabulary knowledge before and after instruction and include a delayed

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assessment to investigate retention. Such a study would need to collect actual data before drawing conclusions about effectiveness

Conclusion. Teaching history vocabulary to B1-level English learners requires a balance between language support, meaningful content, and opportunities for communication. Learners need to understand the meaning and form of historical terms and to practise using them in context. This article has proposed an approach that combines contextual learning, explicit vocabulary instruction, guided practice, historical reading, pair work, and formative assessment. The approach is informed by established research on second-language vocabulary learning and task-based instruction. The central pedagogical recommendation is that teachers should not treat history vocabulary as a list of words to memorise. Instead, they should help students understand historical concepts and use relevant vocabulary to describe events, explain changes, and communicate ideas in English. Although the proposed lesson offers a theoretically grounded framework, its effectiveness with a particular group of B1 learners remains an empirical question. Classroom implementation and systematic assessment would be necessary to evaluate its outcomes.

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