

## **SEVEN VOCABULARY ACTIVITIES FOR THE ESL/EFL CLASSROOM**

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### **ABSTRACT**

*The purpose of this article is to show how to teach vocabulary to students and improve their learning abilities by using 7 effective techniques to choose the right teaching methods based on their interests and skill levels. One of the useful and quickly recalled methods for learning a language with ease and enjoyment is through the use of specific practices. This work investigated at incentive instructional methods, alternate measurement techniques, and learners' interest in the classroom.*

**Keywords:** *Vocabulary, ESL/EFL classroom, vocabulary cards, error identification, puzzle, sentence auction.*

### **АННОТАЦИЯ**

*Цель этой статьи — показать, как учить студентов словарному запасу и улучшать их способности к обучению с помощью 7 эффективных методов выбора правильных методов обучения, основанных на их интересах и уровне навыков. Одним из полезных и быстро запоминающихся методов изучения языка с легкостью и удовольствием является использование конкретных практик. В этой работе исследованы стимулирующие методы обучения, альтернативные методы измерения и интерес учащихся к занятиям.*

**Ключевые слова:** *словарный запас, класс ESL/EFL, словарные карточки, выявление ошибок, головоломка, аукцион предложений.*

### **INTRODUCTION**

According to research on second language vocabulary, additional vocabulary practice in courses is certainly needed, particularly in classroom activities that encompass the three aims of concentration, numerous retrievals, and establishing successful learning strategies. We describe seven tasks in this section that assist learners focus on the vocabulary, force learners to retrieve the forms and meanings of new words, and allow learners to select and construct a tailored repertoire of certain preferred vocabulary learning tactics. These seven activities have been effectively used with learners ranging from teenagers to adults in a variety of EFL contexts.

### **Methodology**

1. Keeping a running list of words

Learners will memorize a portion of what they see and hear, but much more will be remembered. As a result, you should create a vocabulary list while teaching. Point out the phrases to get the students' focus writing a list not only provides focus and much retrieval, but it also demonstrates to children how to keep a vocabulary notebook, which is one of many effective vocabulary learning tools. For ELLs, seeing a model of what their notebooks could look like is critical (Folse 2017). Keeping a vocabulary list on the board is a fantastic start, but pupils are constantly assaulted with information. It's your responsibility to make these phrases stick in people's minds, and one method to achieve that is to educate them in a unique way. Drawing the word, crafting a tale about it, or even typing it backwards is all examples of unique acts. Some of the more typical exercises include pronouncing the word, highlighting its antonym, and asking if anyone knows the word. Consider the following teaching possibilities while considering the two terms in our vocabulary list: valley and bottom line. You could ask kids what the shape of a valley is when teaching the word valley. They'll show you how a valley looks like the letter V. To highlight this relationship, you may write Valley with an extra-large first letter. The expression "bottom line" is an excellent example. Learners should draw many lines, one on top of the other. To signify that the lowest line is more essential than the others, it should be larger or thicker than the others. Make an arrow to the lowest one and title it "the bottom line" with your kids. As a result, students have demonstrated that the bottom line refers to the most relevant point or factor in a debate.

2. Vocabulary cards

A simple but effective practice activity involves using vocabulary cards with one question on each. Students are divided into pairs or small groups by the teacher, and their role is to discuss and solve the vocabulary question on the card. These teacher-generated cards can feature a variety of exercises, as seen in the following examples for the word *valley*:

Multiple Choice Exercise

The area between two mountains is called a \_\_\_\_\_.

- A. voucher
- B. valley
- C. wound
- D. wave

[Answer: B.]

True or False Exercise

A valley is a kind of animal.

True \_\_\_ False \_\_\_

[Answer: False]

Error Identification Exercise

All of the valley in that region are white in winter and green in spring.

Which underlined word, if any, is in error?

[Answer: The word *valley* should be *valleys*.]

There is only one activity on each card. Write the questions in large enough text or font for students to view them while working in pairs or small groups of three or four. Because kids will most likely be working with other classmates, this practice can and should be repeated, even with the same cards. Multiple retrievals are possible with this second or third exercise with the same cards (but with different students). It also gives pupils an opportunity to share their memory skills for specific language. Allow sufficient time between uses so that pupils do not forget the cards.

### 3. Ranking vocabulary items

In a ranking activity, you give the students a list of six to eight items to rank according to some criteria. You may, for example, show places that students must rank by population or historical events that students must evaluate by importance. Make a list of items that symbolize an important theme to your students. Include crucial target vocabulary in the exercise, and highlight or underline relevant words. The following ranking task helps students learn English quantity words, specifically different types of containers. To begin, ask pupils to create their own rankings. Then have students discuss their rankings in groups of three or four and come up with a group consensus on a single ranking list for their group.

#### Ranking Activity

Directions: The following six goods were purchased yesterday at (insert the name of a local store that all of your pupils are familiar with). Use your price knowledge to rate these from cheapest (1) to most costly (3).

- \_\_\_ a **bag** of chips
- \_\_\_ a **bunch** of bananas
- \_\_\_ a **carton** of eggs

If you're doing this as a speaking activity, keep in mind that you'll need two different sorts of language. The language required for the job is generally not the same as the language required for the subsequent speaking assignment. Most teachers are adept at identifying the task's language.

#### 4. Vocabulary ladder puzzle

The teacher will design a ladder of five words with the same number of letters in this homework. Within the five-word ladder, each word differs by only one letter from the word immediately above or below it, for example: —cat—cut—cup—pup—pop— The answers to this word ladder puzzle are these five words (Folse, 2017). To make the problem, replace all of the letters with dashes to show how many letters each word contains. As shown in the sample below, each series of dashes is followed by a hint.

#### Vocabulary Ladder Puzzle

Directions: The vocabulary ladder's five missing words all have three letters. Each word is only one letter different from the word immediately above or below it. Solve the puzzle using this information and the clues.

1. \_\_\_ \_\_\_ \_\_\_ My first pet was a \_\_\_.
2. \_\_\_ \_\_\_ \_\_\_ When I was shaving this morning, I \_\_\_ myself.
3. \_\_\_ \_\_\_ \_\_\_ Would you like a \_\_\_ of coffee?
4. \_\_\_ \_\_\_ \_\_\_ A baby dog is called a puppy or a \_\_\_.
5. \_\_\_ \_\_\_ \_\_\_ Let's \_\_\_ some popcorn! I'm hungry!

If pupils are confused by a clue, they should go on to the words above and below the unfamiliar word. They can rearrange the letters to find the missing word after they know the answers above and below the word. Learners usually converse about a word several times throughout this activity, resulting in multiple interactions with the word.

#### 5. Vocabulary sentence auction

This activity is suitable for the entire class. In a nutshell, you'll auction sentences utilizing previously learned terminology, with the students' goal being to purchase as many correct sentences as possible. You'll need paper money and a list of sentences to auction for this activity. Depending on your pupils' levels, the sentences might be basic or complicated, with key target vocabulary in large letters, boldface, or underlined. These phrases can be written on paper and distributed to each student group, or they can be written on a transparency and displayed on the board. Take note of how the four statements in the example work at various levels of expertise, from fundamental definitions to real usage.

**Example: Vocabulary Sentence Auction**

1. An ITEM is a kind of rock. (definition/synonym)
2. CLUMSY has a negative meaning. (basic meaning of word)
3. FULL-FIGURED and PLEASANTLY PLUM are antonyms.

[Answers: 1. incorrect, 2. correct, 3. incorrect]

Allow them a few minutes to look over the list and determine which items they want to bid on. It's vital to stress before and during the auction that there are no consequences for purchasing wrong vocabulary sentences, and there is no credit for money left over. The auction begins with the teacher asking for bids on item number one. "OK, this group has bid," say as the auction appears to be concluding. "Do you have any other offers?" If no additional bids come in, say gently, "Going.... Going..... Gone.... (The group) has been sold." Give each group a piece of paper or a card with the sentence number written on it, or write it on the board. At the end of the auction, announce which sentences are correct. The winner is the group that has purchased the highest number of correct items.

**6. Scrambled vocabulary envelopes**

Collocations are practiced in this activity. Students work in groups of three or four to rearrange sentence pieces into correct sentences in this activity. Make a list of sentences in capital letters that demonstrate previously learned vocabulary. Cut each sentence into smaller pieces and place them in an envelope. Label this envelope as #1 and write the number of pieces on the outside of the envelope: "Envelope #1, 12 pieces." This information does not indicate the number of sentences in the envelope. The slash marks in the sample below indicate where the sentences could be cut. The initial word and the final punctuation do not begin with a capital letter.

Example: 12 Vocabulary Pieces for Envelope #1  
during the review / SESSION yesterday, / the teacher CALLED / ON the  
sleeping student  
he LET / THE CAT / OUT OF THE BAG / and ruined the SURPRISE /  
PARTY  
people who / COMMIT / A CRIME often / END UP / in jail

[Answer: “During the review session yesterday, the teacher called on the sleeping student. He let the cat out of the bag and ruined the surprise party. People who commit a crime often end up in jail.”]

You will need about eight to ten envelopes for a class of fifteen students divided into five groups of three. You'll need to create a comparable number of extra envelopes for a larger class. List the teams in a grid on the board, with the envelope numbers at the top. Disperse the envelopes. To begin, have each team empty the contents of the envelope onto their desk and double-check that they have all of the pieces. The pupils' next attempt is to reconstruct the sentences. When they're completed, the teacher checks the sentences for accuracy. Only "yes" or "no" is said by the teacher. If yes, that team places all of the components back in the envelope, checks that envelope number on the board, and then takes another envelope. The team that completes the most envelopes in the shortest amount of time wins (set by the teacher beforehand).

7. In other words

This activity based on Kennings. A kenning is a phrase that describes something without using the name of that object. In Old Norse and Old English poetry, it is very common. A helmet, for example, could be called a "head protector." Learners work in pairs or groups. Prepare noun cards as shown in the table below:

BAG book carrier	ELECTRICITY light giver	CAT rat catcher
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The cards are arranged in the desk's center. Each student takes a turn reading aloud their description to the other. To find the correct noun, each learner has three guesses. Each right guess earns the students one point. After three guesses, if a pupil cannot discover the words, the cards are shuffled to the bottom of the pile. The player who has the most points at the end of the game is the winner. (Harvey, A., & Oakley, J.).



## CONCLUSION

Learners of English should work on expanding their vocabulary. Teachers should combine explicit vocabulary teaching supported by classroom activities that reinforce previously studied material, given the time limits of many learners. Such activities will assist learners in focusing their attention on crucial vocabulary, requiring them to retrieve the new words' forms and meanings, and encouraging learners to identify and construct a personalized inventory of vocabulary learning strategies. Techniques for retrieving a word include matching words with meanings, pronouncing a phrase, and naming a term that is similar in some way. Teachers must familiarize pupils with a wide variety of tactics and encourage them to explore which ones they prefer. Our ultimate goal is for our pupils to make them as active vocabulary learners. The word reinforcement can be used in relating to the support on building construction or the mechanical structures, however, the word can give us broader meaning as well.

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