

**THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTON**

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

ENGLISH LANGUAGE FACULTY I

SELF STUDY

**THE THEME: TEACHING VOCABULARY AND ITS IMPORTANCE IN EFL
AND ESL**

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TOSHKENT-2015

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INTRODUCTION

One of the concerns in foreign language teaching is to explain the vocabulary of the language and form the learners' ability of applying it to a large context. Teaching vocabulary is an important area worthy of effort and investigation. Vocabulary is needed for expressing meaning and in using the receptive and the productive skills. Language learning is a process of habit formation. The more often something is repeated, the stronger the habits and the greater the learning. As language is spoken, the learners of a language have to be able to speak in the language. We must do lots of practices to be able to speak in a certain language. But in fact, most of the students have little opportunity to practice speaking English outside the classroom. So they need lots of practices when they are in the classroom. Thus, during the study we are going to give more vocabulary exercises to the students.

(2) to improve the quality of teaching method/technique.

(3) to enrich the students' vocabulary stock in EFL classes.

There are several ways of teaching vocabulary effectively. Only the teachers are demanded to construct the correct ways of selecting the suitable and challenging ways of teaching vocabulary. The teachers should foresee the effect of the vocabulary tasks to each learner. For teaching vocabulary effectively Joseph Pettigrew proposes two dozen tips and techniques which we also found useful in our learning and teaching process.¹ The tips consist of eight main topics in turn are followed by several subtopics. Oldies but goodies (the first part of tips) include matching synonyms, Matching opposites, Fill in the blank sentences. VARIATION ON THE ABOVE have the tasks as label a picture, correct the mistakes, complete the phrases, draw a picture(works for a limited number of words),cross out the word that does not belong with the others in the group, categories, and completing the sentences. The third main type of tasks is entitled as Distinguishing shades of meaning and near synonyms, the next-vocabulary tasks connected with reading. To guess the meaning of vocabulary from the context is also a fruitful way of teaching

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vocabulary. The next effective way of teaching vocabulary is using fun games which contain pantomime(charades), Crossword Puzzles, Categories game, Password, Drawing pictures (win, lose or draw) and Miscellaneous examples.

The selection of words which are to be taught to the learners is a very important procedure in the language learning process. However the word selection process does not mean that the learners are fluent in expressing themselves in English upon learning that list, i.e. what students need to know regarding vocabulary is the word meaning, the word use, the word formation and the word grammar.

To teach vocabulary effectively teachers should use different techniques and activities to motivate the learners, enrich their vocabulary and enable them to speak English properly.

Teaching vocabulary and its importance in EFL and ESL

This chapter deals with a review of the related literature regarding teaching of vocabulary and the importance of teaching vocabulary to B1 level learners. It provides a theoretical framework of the previous studies of the relevant literature. It gives the background information and reviews of the relevant research and studies. The chapter throws light on the definition of the concepts of vocabulary teaching, ways of teaching, characteristics of techniques of teaching vocabulary in language teaching and learning as EFL and ESL. Vocabulary is one of the important aspects of language to teach.

There are many quotations from famous linguists to support this idea. For example, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." Hence teachers should know how to present vocabulary effectively in order to help students to develop their vocabulary. There are so many words, so little time. When choosing which words deserve special instructional time, we don't have to do it alone. One of the biggest mistakes that the teachers make in vocabulary instruction is selecting all the words for the students and not giving them a say in the matter. So choosing the effective ways of teaching is very important in developing learners' vocabulary.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves, there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge

2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. Word consciousness and word-play activities to motivate and enhance learning.

A lot of linguists worked on this field and suggested some useful strategies that can be used in effective teaching. For instance, Diane August and her colleagues (2005) suggest several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement. According to the first strategy students can draw on their cognate knowledge as a means of figuring out unfamiliar words in English. A second instructional strategy for ELLs is learning the meanings of basic words. A third instructional strategy that ELLs particularly benefit from is review and reinforcement. These methods include read-aloud, teacher-directed activities, listening to audiotapes, activities to extend word use outside of the classroom. However, the linguists Scott and Nagy say that a more general way to help students to develop vocabulary is by fostering word consciousness, an awareness of interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day. It can be developed at all times and in several ways: through encouraging adept diction, through word play, and through research on word origins or histories. According to Graves, "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

Another linguist Stahl conveys that students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide

students with opportunities to encounter words repeatedly and in more than one context. Apart from this Stahl worked on brief strategies for vocabulary development. They are followings:

1. *Teach synonyms.* Provide a synonym students know, (e.g., link *stringent* to the known word *strict*).

2. *Teach antonyms.* Not all words have antonyms, but thinking about for those that do, opposite requires their students to evaluate the critical attributes of the words in question.

3. *Paraphrase definitions.* Requiring students to use their own words increases connection making and provides the teacher with useful informal assessment—"Do they really get it?"

4. *Provide examples.* The more personalized the better. An example for the new word egregious might be *Ms. Kinsella's 110-page reading assignment was egregious indeed!*

5. *Provide non-examples.* Similar to using antonyms, providing non-examples requires students to evaluate a word's attributes. Invite students to explain why it is not an example.

6. *Ask for sentences that "show you know."* Students construct novel sentences confirming their understanding of a new word, using more than one new word per sentence to show that connections can also be useful.

7. *Teach word sorting.* Provide a list of vocabulary words from a reading selection and have students sort them into various categories (e.g., parts of speech, branches of government). Students can re-sort words into "guess my sort" using categories of their own choosing.

Students with weak lexical skills are likely to view all new words as equally challenging and important, so it is imperative for the teacher to point out those words that are truly vital to a high level student's academic vocabulary base. Unfortunately, teachers who gravitated toward English instruction, in great part out of a passion for language and literature, may find all words of equal merit and devote too much instructional time to interesting and unusual, yet low-frequency,

words, that a less prepared reader is unlikely to encounter ever again. This lexical accessorizing is overwhelming to a reader who may be striving simply to get the gist of a novel, and it proves to be even more daunting as the student attempts to study a litany of unfamiliar terms. Graves makes a helpful distinction between teaching vocabulary and teaching concepts. Teaching vocabulary is teaching new labels / finer distinctions for familiar concepts. In contrast, teaching concepts involves introducing students to new ideas / notions / theories / and so on that require significantly more instruction to build real understanding. Teachers can get more out of direct vocabulary work by selecting words carefully. More time-consuming and complex strategies are best saved for conceptually challenging words, while relatively expedient strategies can assist students in learning new labels or drawing finer-grained distinctions around known concepts. Making wise choices about which words to teach directly, how much time to take, and when enough is essential to vocabulary building.

Tips for selecting words:

Distinguish between words that simply label concepts students know and new words that represent new concepts.

Ask yourself, "Is this concept / word *generative*? Will knowing it lead to important learning in other lessons / texts / units?"

Be cautious to not "accessorize" vocabulary (e.g., spend too much time going over many clever adjectives that are very story specific and not likely to occur frequently). Rather, focus attention on critical academic vocabulary that is essential to understanding the big ideas in a text (e.g., *prejudicial*: As students learn the meanings of *pre-* and *judge*, they can connect to other concepts they

Providing rich and varied language experiences: Incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all levels include:

- (1) interactive read-aloud of outstanding children's literature,
- (2) dialogic-based instructional activities,
- (3) independent reading,
- (4) interactive writing, and
- (5) creating a print-rich environment where the "walls are dripping with words."

Teaching individual words: Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words (Graves, 2006).

So, having reviewed the material about teaching vocabulary and its importance in EFL and ESL we have given the following considerations as highly important:

The learners must be interested in learning vocabulary and must make an effort to understand. It is upto the teacher to provide a variety of activities that will keep the learners interested in the vocabulary learning and will help them understand. The teacher should also provide frequent spaced out repetition, to reinforce the learning process and to fix the new vocabulary firmly in the minds of the learners. We hope that this review will help us to select and use an effective technique for a particular purpose, purpose of effective teaching of vocabulary when we need it in the course of our teaching.

THE IMPORTANCE OF VOCABULARY INSTRUCTIONS

Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

Teaching word-learning strategies: An important aspect of developing students' robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word.

Building word consciousness in readers and writers: An important aspect of a strong vocabulary program is to engage students in learning new words. As teachers, we need to develop word consciousness within our students and maintain their interest in words. Graves and Watts-Taffy (2008) suggest that teachers "(1) create a word-rich environment, (2) recognize and promote adept diction, (3) promote word play, (4) foster word consciousness through writing, (5) involve students in original investigations, and (6) teach students about words".

Apart from this, there are several aspects of lexis that need to be taken into account while teaching vocabulary. The list below is based on the work of Grains and Redman (1986):

- *Boundaries between conceptual meanings:* knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).

- *Polysemy:* distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organisation).

- *Homonymy*: distinguishing between the various meanings of a single word form which has several meanings which are NOT closely related (e.g. a file: used to put papers in or a tool).

- *Homophones*: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

- *Synonymy*: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

- *Affective meaning*: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude or the situation. Socio-cultural associations of lexical items is another important factor.

- *Style, register, dialect*: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

- *Translation*: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

- *Chunks of language*: multi-word verbs, idioms, strong and weak collocations, lexical phrases.

- *Grammar of vocabulary*: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).

- *Pronunciation*: ability to recognise and reproduce items in speech.

The implication of the aspects just mentioned in teaching is that the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. We must use teaching techniques that can help realise this global concept of what it means to know a lexical item. And we must also go beyond that, giving learner opportunities to use the items learnt and also helping them to use effective written storage systems.

Oxford (1990) suggests memory strategies to aid learning, and these can be divided into:

- creating mental linkages: grouping, associating, placing new words into a context;
- applying images and sounds: using imagery, semantic mapping, using keywords and representing sounds in memory;
- reviewing well, in a structured way;
- employing action: physical response or sensation, using mechanical techniques.

The techniques just mentioned can be used to greater advantage if we can diagnose learning style preferences (visual, audible, kinaesthetic, and tactile) and make students aware of different memory strategies.

Meaningful tasks however seem to offer the best answer to vocabulary learning, as they rely on students' experiences and reality to facilitate learning. More meaningful tasks also require learners to analyse and process language more deeply, which should help them retain information in long-term memory.

We cannot talk about vocabulary teaching nowadays without mentioning Lewis (1993), whose controversial, thought-provoking ideas have been shaking the ELT world since its publication. We do not intend to offer a complete review of his work, but rather mention some of his contributions that in our opinion can be readily used in the classroom.

His most important contribution was to highlight the importance of vocabulary as being basic to communication. We do agree that if learners do not recognise the meaning of keywords they will be unable to participate in the conversation, even if they know the morphology and syntax. On the other hand, we believe that grammar is equally important in teaching, and therefore in our opinion, it is not the case to substitute grammar teaching with vocabulary teaching, but that both should be present in teaching a foreign language.

Lewis himself insists that his lexical approach is not simply a shift of emphasis from grammar to vocabulary teaching, as 'language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks' (Lewis, 1997). Chunks include collocations, fixed and semi-fixed expressions and

idioms, and according to him, occupy a crucial role in facilitating language production, being the key to fluency.

An explanation for native speakers' fluency is that vocabulary is not stored only as individual words, but also as parts of phrases and larger chunks, which can be retrieved from memory as a whole, reducing processing difficulties. On the other hand, learners who only learn individual words will need a lot more time and effort to express themselves.

Consequently, it is essential to make students aware of chunks, giving them opportunities to identify, organise and record these. Identifying chunks is not always easy, and at least in the beginning, students need a lot of guidance.

Hill (1999) explains that most learners with 'good vocabularies' have problems with fluency because their 'collocational competence' is very limited, and that, especially from Intermediate level, we should aim at increasing their collocational competence with the vocabulary they have already got. For Advance learners he also suggests building on what they already know, using better strategies and increasing the number of items they meet outside the classroom.

The idea of what it is to 'know' a word is also enriched with the collocational component. According to Lewis (1993) 'being able to use a word involves mastering its collocational range and restrictions on that range'. I can say that using all the opportunities to teach chunks rather than isolated words is a feasible idea that has been working well, and which is fortunately coming up in new course books we are using. However, both teachers and learners need awareness raising activities to be able to identify multi-word chunks.

Apart from identifying chunks, it is important to establish clear ways of organising and recording vocabulary. According to Lewis (1993), 'language should be recorded together which characteristically occurs together', which means not in a linear, alphabetical order, but in collocation tables, mind-maps, word trees, for example. He also suggests the recording of whole sentences, to help contextualization, and that storage of items is highly personal, depending on each student's needs.

We have already mentioned the use of dictionaries as a way to discover meaning and foster learner independence. Lewis extends the use of dictionaries to focus on word grammar and collocation range, although most dictionaries are rather limited in these.

Lewis also defends the use of 'real' or 'authentic' material from the early stages of learning, because 'acquisition is facilitated by material which is only partly understood' (Lewis, 1993, p. 186). Although he does not supply evidence for this, I agree that students need to be given tasks they can accomplish without understanding everything from a given text, because this is what they will need as users of the language. He also suggests that it is better to work intensively with short extracts of authentic material, so they are not too daunting for students and can be explored for collocations.

Thus, a lot of methodologists expressed different ideas on this topic. As for me, I strongly agree with Grain's and Redman's points. They really gave relevant ideas which can help in teaching vocabulary. I support their ideas and try to expand them in my research paper

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

It would be helpful if effective methods that help learners retain new words in long-term memory are clearly specified. Therefore, it is necessary to explore whether students learn vocabulary effectively in context and how they learn it. The aim of this research is to examine if implementation of teaching vocabulary in context to B1 level learners can be an effective method to reinforce vocabulary recollection.

CLASSIFICATION OF GAMES FOR EFFECTIVE VOCABULARY TEACHING

What is game?

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language (Richards, Platt, and Platt, 1992, p. 153). Game is also defined as an “activity with rules, a goal, and an element of fun” (Hadfield, 1990, p. v).

Many researchers support the use of language games in the classroom. Games are not widely used in English classrooms in state schools in our country at the moment, so applying them may make learning more enjoyable and may develop different abilities in students. Phillips (1997) states that “Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom

develops the ability to cooperate, to compete without being aggressive, and to be a good loser (p. 85).

Moreover, Antonaros and Couri (2003) state that “Games in the foreign language classroom ... encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning.” (p. 6) Although researchers believe that games are useful, Allen (1983) comments that “Not all games are helpful for language learning, of course... when we are considering

possible games for use, we should ask, “Will this game help to make several English words seem interesting and important to my students?” (p. 54). According to Allen, “Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved” (p. 52). Therefore, when playing a game they will concentrate and will try

to recall words learnt in order to play the game. If games were used more often in classrooms, this may help students learn vocabulary because

vocabulary is introduced and used in an enjoyable and challenging way, instead of asking students to copy vocabulary in their copybooks.

There are many types of games, including memory and guessing games which, as Slattery and Willis (2001) suggest, will “help children become familiar with new vocabulary in an enjoyable way” (p. 49). Besides, Allen points out that “guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess” (p. 52). Similarly, Wright, Betteridge

and Buckby (1984) agree that memory games “challenge the players’ ability to remember” (p. 139).

As a result of reading the literature on the use of games, I decided to use these specific types of games, as they are considered to be the simplest to start with learners who are not used to playing language games in the classroom.

Taxonomy of games

Different writers have different classification of games. Lee (2000, p. 65) classifies games into ten kinds: structure games, vocabulary games, spelling games, pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play, and discussion game.

However, McCallum (1980, p. 74) categorizes games for language learning into seven kinds: vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics. From these two writers’ division, we have five main kinds of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider is the aim of the lesson. As mentioned above, the language games

chosen in this study must serve the purpose of helping the learners recall vocabulary; therefore, vocabulary games were chosen in this study.

Haldfield (1990, p. 8) said that games can take one of the following forms:

a. Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

b. Guessing games. The player with the information deliberately withholds it, while others guess what it may be.

c. Search games. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

d. Matching games. These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

e. Matching-up games. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.

f. Exchanging games. Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

g. Collecting games. Players need to collect cards in order to complete a set. Combining activities. Players must act on certain information in order to arrange themselves in groups.

h. Arranging games. Players must acquire information and act on it in order to arrange items in a specific order.

The second taxonomy that Hadfield (1999, pp. 102 -104) uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

a. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

e. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

f. Labeling games. These are a form of matching, in that participants match labels and pictures.

g. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games.

h. Board games. Scrabble is one of the most popular board games that specifically highlight language.

i. Role-play games. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

However, Greenall (1990, p. 11) classifies games in a different way:

a. Do-it-yourself simulation. It is an activity in which the students play themselves in a situation which he/she has either experienced or can at least relate to in some way.

b. Role-play. Students are required to react in accordance with the identity or the role marked on the card, developing the character with improvised dialogue in either an everyday situation or a clearly defined setting.

c. Describing. This is a simple situation in which one person has a certain item of information which he/she can only reveal by drawing, mime, roundabout description or Yes/No answer to questions put by the others.

d. Matching pairs. This is where words, pictures, lines of dialogue, etc. are divided into more than two parts and then shuffled. One part is given to each of the students who must then find his/her partner.

e. Jigsaw. It is similar to Matching Pairs. It is divided into more than two parts and the students have to work to match them together.

f. Logical sequences. This technique is similar to Jigsaw, but it is used for materials such as strip cartoons, song lyrics or proverbs of which the components can be reconstructed in the correct and logical order.

g. Board games. Teacher thinks of a situation, which involves some sequence of events, and asks students to think of a number of favorable and unfavorable events which might occur as the players proceed.

h. Discussion. Activities can be used as a springboard for discussion or questionnaires.

These above games can be played in pairs, groups, or with the whole class. They can be card games, board games, puzzles, and role-play according to the size of the class or the excitement of the games. Games are diverse and techniques used to carry them are various. They can be used at any stages of a class (Harmer, 1991, p. 101). This study only focused on labeling games in which participants matched labels with pictures.

Shalva Shaposhvili, an EFL teacher in Georgia, investigates and categorizes the games in his article Vocabulary Practice Games (English Teaching Forum, April 2002, p.34-37) that the teacher may exploit while working with words:

1. Memory game begins with one student saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example,

- Student 1: *I went shopping.*
- Student 2: *I went shopping and bought a jacket.*
- Student 3: *I went shopping and bought a jacket and a cap.*

and so on. Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related to any topic.

2. Word association requires students to name all the words they know associated with any lexical category. One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category *classroom*, for example, the game might begin this way:

- Student 1: *chalk*
- Student 2: *book bag*
- Student 3: *tape recorder*
- Student 4: *ruler*

Anyone who can't think of a word immediately has to drop out of the game.

3. Miming can be used as a guessing game. This wordless activity leads the learners to talk quite naturally. Someone mimes an action and the others try to

guess what it is. This kind of guessing game can provide further practice of a wider variety of lexical and grammatical units, such as those related to occupations. One student chooses a job and mimes a typical activity that it involves. The others try to guess the job by asking either about the activity or the job, for example, *Do you work outside (in an office)?*, *Do you wear a uniform (use a tool)?*. The student miming provides only nonverbal clues to help the rest of the class guess what the job is.

4. Guess the tool provides a good opportunity to develop students' skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show each other their cards. The two words written on the cards are a tool and a related occupation, for example, saw and carpenter, chalkboard and teacher. One at a time, each student describes the tool without saying its name. The other student has to guess the tool and name an occupation that uses the tool, for example,

- Student 1: *It is used for painting walls and doors.*
- Student 2: *It is a paintbrush. A decorator uses a paintbrush.*

5. Human sounds can be used after students have learned the vocabulary of some of the sounds that humans make, for example, cheer, cough, cry, hum, scream, shout, sing, whisper, whistle, and mumble, and have grouped them according to the following categories: happiness, pain, sadness, disapproval, annoyance, fear, and excitement. The teacher gives the class situations in which people make noises and asks students to make the sound corresponding to each situation as well as say what it is, for example:

- Teacher: *you are in a choir*

Student sings and says: *I am singing*

- Teacher: *you don't want the others to hear what you are telling someone*

Student whispers something and says: *I am whispering*

- Teacher: *you are in great pain*

Student screams and says: *I am screaming*

At the end of the game, the teacher may get students to suggest new sentences and contexts in which to use these verbs.

6. Suggestion chain involves reviewing both leisure activities vocabulary and ways to make suggestions. For this game students first make an individual list of leisure activities. Then using their lists, one student begins by suggesting something to do in the evening or next weekend, for example, *Let's go to the concert*. The next student has to disagree and, using another way of making a suggestion, suggest a different activity, for example:

- Student 1: *Let's go to the concert!*

Student 2: *No, not the concert. What about going to the cinema?*

- Student 3: *We could go to the football match.*

Student 4: *No, not football. Why don't we visit Alec?*

Students continue the game until they have used all of their leisure activities. Another way to end this game and have a winner is to eliminate anyone who can't think of anything to do, repeats a leisure activity that was suggested before, does not use another way of making a suggestion, or uses the wrong verb form in the suggestion.

7. Notices and warnings practises the phrases and short sentences people come across in an English-speaking environment. For this game the teacher needs to prepare two sets of cards. The cards in the first set (notices) contain phrases and sentences of different kinds that give information or warnings. The cards in the second set (settings) contain the names of places where people would see or hear each notice. The teacher divides the class into two teams, distributing the notice cards among the students of one team and the setting cards among the students of the other team. One member of the notices team begins by reading aloud the notice on his or her card. The members of the other team quickly decide which settings from those on their cards is where the notice would be made. For example:

- Student from team 1: *sorry, tickets are sold out*

Student from team 2: *outside a cinema*

- Student from team 1: *queue for currency exchange*

Student from team 2: *inside a bank*

The order can be reversed, for example:

- Student from team two: *beware of pickpockets*

Student from team one: *on a crowded bus or subway*

Afterwards, the teacher assigns students to think of some other possible notices and warnings that they would find in one of these places: a hospital, an airport, a library, a school, a hotel, or a park.

8. Exaggerate gives students the opportunity to practise strong adjectives, such as *enormous, delicious, fascinating, horrible, marvelous, astonished, furious, and terrified*, along with intensifying adverbs, such as *extremely, quite, rather, really, and absolutely* by answering questions. Beforehand the teacher must prepare cards, each with a question, which may be tag (He is funny, isn't he?), negative (Wasn't she surprised when she heard the news?), or yes/no (Did you have a bad day?). The game begins with the cards face down on the table. The teacher calls on someone to pick a card and read out the question. Then that person calls out the name of another student, who has to answer the question using an appropriate strong adjective, for example,

- Student 1: *They serve nice dishes in that restaurant, don't they? Bob!*

- Student 2 (Bob): *Nice? The food is absolutely delicious there!*

The second student now picks a different card, reads out the question, and names another student to answer it, and the game continues. Any student who does not use a strong adjective and/or intensifying adverb while answering is eliminated. It is best to play this game after the students have matched common, weak adjectives with their stronger synonyms.

9. Expand the sentence should be played after students have learned about ordering a series of adjectives in English, because this game provides practise in placing adjectives in the correct order. The teacher starts by giving a short sentence. Students, in turn, have to expand the sentence with an adjective by putting it in the right place and then saying the sentence aloud. A player who

cannot think of an appropriate adjective or puts it in an unacceptable position must drop out. For example:

- Teacher: *She bought a jacket.*
- Student 1: *She bought a black jacket.*
- Student 2: *She bought a long-sleeved black jacket.*
- Student 3: *She bought a long-sleeved black wool jacket.*

The game continues until the sentence would sound unusual in natural speech. The teacher can then start a new sentence with the students remaining in the game.

According to Shalva Shaposhvili, the games mentioned above are by no means an exhaustive selection. He has only tried to present some nuggets from his teaching for others to try out in their classes. Those games are intended to be integrated into the general language syllabus of any course book and can be an important and enjoyable way of practising vocabulary for learners. If the examples he has provided do not allow teachers to exploit a particular game in other teaching situations, they may need to adapt it to the proficiency level of their classes by changing the target lexis. A teacher may also modify any game to suit different teaching environments.

CONCLUSION

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted any progress, what progress happened, and also about the positives and negatives, and so on.

There would be some steps like a pre-test, the teaching-learning activities, and post-test. In data collection part we'll include the materials used for classes.

Below we are going to describe some techniques for effective teaching Vocabulary.

The goal of teaching Vocabulary is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, and to observe the social and cultural rules that apply in each communication situation.

Group work is also an essential aspect in effective teaching vocabulary. First, group work helps develop learning communities in which students feel comfortable developing new ideas and raising questions about the material. In addition, group work enhances communication skills and students' ability to manage group dynamics. Finally, group work is interesting and motivating for students because they become actively involved in the work and are held accountable for their actions by group members. For these reasons, group work can enhance student achievement.

However, groups do not always work effectively without guidance. Usually the instructor facilitates and monitors group interactions because many students have not been taught how to work effectively in groups. Well designed, open-ended problems that require the input and skills of all group members also are essential to positive group work experiences².

² Cohen, E. G. Designing group work: Strategies for heterogeneous classrooms. - New York: Teachers College Press, 1994.- p.56

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent.

From the advantages of using interactive teaching methods in teaching Vocabulary, we would like to give some suggestions to be considered by English teachers as follows:

a). Interactive teaching method as an alternative method of the teaching process is a good way to be applied in the school to improve their ability in speaking.

b). The students are more likely to be shy and afraid to take risks in using vocabulary.

c). the teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

d). High appreciation from the students does not make the teachers in a hurry to add more words, sentences, and or dialogues building to learn. The teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before.

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