

SOME VOCABULARY ACTIVITIES

Макалада англис тилин үйрөнүү үчүн колдонуучу айрым жолдор жана сөз байлыктарын көбөйтүү маселелери каралган.

Статья рассматривает использование словарного запаса в языке.

Students need to increase their vocabulary knowledge. Teachers should incorporate explicit vocabulary teaching supported by classroom activities that reinforce previously studied material. Such activities will help learners focus their attention on key vocabulary, require learners to retrieve the forms and meanings of new words, and encourage learners to identify and develop a personalized inventory of strategies for vocabulary learning. The ultimate goal is to help the students be active vocabulary learners after they leave the classrooms. The purpose is to present / introduce teachers to some practical vocabulary activities.

Results from research on language vocabulary clearly call for more vocabulary practice in classes, especially classroom activities that include the goals of focusing, multiple retrievals, and developing successful learning strategies. We can explain some activities that help learners focus their attention on the vocabulary, require learners to retrieve the forms and meanings of new words, and encourage learners to identify and develop a personalized inventory of strategies for vocabulary learning. These following activities have been used successfully in several settings with learners ranging from teenagers to adults.

Keeping a running list of words. Students remember a certain percentage of what they hear, but they will remember even more of what they see and hear. Therefore, we should make a list of vocabulary as we are teaching. Point out the words to focus learners' attention on the words. To providing focus and multiple retrievals, writing a list also shows the students an example of keeping a vocabulary notebook, which is one of many good vocabulary learning strategies. It is important for the students to see a model of what their notebooks could look like. Keeping a vocabulary list on the board is a good first step, but students are bombarded by all sorts of information all day long. The job is to make these words memorable and one way to do this by doing something unique with the words as we teach them. It could include drawing the word, making a story about it, or even spelling it backwards. More common actions could include pronouncing the word, noting its antonym or asking if anyone knows the word already. Let's look at teaching options when noting the two following words on the vocabulary list: *valley* and the *bottom line*.

When teaching the word valley, we could ask students what the shape of a valley is. They will indicate that a valley is shaped like the letter V. Thus, we might write the word with an extra big initial letter to indicate this relationship: Valley.

The idiom the *bottom line* is a good word to illustrate. Have students draw an arrow to the lowest one and then label it “*the bottom line*”. Thus, the students have illustrated that the bottom line means the most important point or factor in a discussion.

A very simple effective practice activity uses vocabulary cards that contain one question each. The teacher puts students in pairs or small groups and their task is to discuss and solve the vocabulary question presented on the card. These teacher-generated cards can feature a variety of exercises, as seen in the examples for the word *valley*. Each card contains only one exercise. Write the question in large enough print or font so that students can see the cards as they work in pairs or small groups. This activity can and should be repeated, even with the same cards, because students will most likely be working with different classmates. This second and third practice with the same cards (but with different students) allows for multiple retrievals. It allows students an opportunity to share their strategies for how they remember certain vocabulary. Be sure to allow enough time between uses so that students do not remember the cards.

In a ranking activity we present the class with a list of six to eight items that they must rank according to population or historical events that students must rank according to importance. Choose a list of items that represent a theme that is meaningful to the students. Embed key target vocabulary in the activity and put these target words in bold or underline them.

The following ranking activity practices quantity words particularly different kinds of containers. Students write their own ranking by themselves. Then have students work in groups to discuss their rankings and then reach a group consensus on one ranking list for their group.

In the vocabulary ladder puzzle task, the teacher will construct a ladder of five words that all have the same number of letters. Within the ladder of five words each word differs from the word immediately above or immediately below by only one letter. To create the puzzle, replace all of the letters with dashes to indicate how many letters are in each word. If they do not know one word, they should skip that clue and go to the word above and below the unknown word. Once they have the answers above and below the word, they can rearrange the letters to discover the missing word. In doing this activity learners frequently talk about a word several times, thus producing multiple encounters with the word.

In the vocabulary sentence auction activity, we will auction sentences using previously studied vocabulary and the students' goal is to buy as many correct sentences as possible in the auction. For this activity, we will need paper money and a list with sentences to auction. The sentences can range from simple to complex depending on the level of the students, with key target vocabulary in capital letters, in boldface or underlined. These sentences can be written on paper with one sheet given to each group or the sentences could be written on a transparency and viewed on the board. Notice how the four sentences in the example work on a variety of levels of knowledge ranging from basic meanings to actual usage.

Give students a few minutes to study the list and decide the best items to build on. It is important to explain before and during the auction that there is no penalty for buying wrong vocabulary sentences and that there is no credit for leftover money. 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.

The next activity- 'scrambled vocabulary envelopes' provides practice with collocations. In this activity students work in groups of three or four to rearrange sentence parts into correct sentences. Prepare a set of sentences that illustrate previously studied vocabulary in capital letters. Cut each sentence into pieces and put these pieces into an envelope. For a class of fifteen who are working in five groups of three we will need approximately eight or ten envelopes. For a larger class we will need to prepare a proportionate number of additional envelopes. List the teams on the board in a grid with the envelope numbers at the top of the grid. Pass out the envelopes. Ask each team to first empty the contents of the envelope on their desk and verify that they have all the pieces. Then the students try to reassemble the sentences. The winner is the team that completes the most envelopes in a given time period.