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THE ACTIVITIES IN TEACHING VOCABULARY IN EFL CLASSES

Abstract: this article deals with the importance of teaching vocabulary games in EFL classes and many researchers gave their own perspectives about important features of teaching vocabulary games in EFL classes. In addition, there are effective vocabulary games that energize students to learn vocabulary better.

Key words: Phonological form, orthographic form, conceptual meaning, register, lexical field, "Speed word", "Chopstick take", "Keep or toss".

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Introduction

In the EFL classrooms it is necessary to implement vocabulary games. Especially, vocabulary games are an effective technique to make a classroom relaxed, have positive effective on vocabulary development. Sometimes, sometimes without vocabulary games English lessons cannot encourage students' to review vocabulary in the English classroom as well as maximize learners' vocabulary area.

There are many activities and games which can be implemented in teaching vocabulary in EFL and ESL classes. These games and activities are considered to be essential part of English lesson when English teachers are conducting practical lesson to their learning. There are large number advantages of employing those games in teaching target language to speakers of other languages. In fact, Alemi (2010,435) found that "Word game had a positive effect on vocabulary development among the students in her study. Huyen and Nga's (2003) research found that games (1) create a relaxed environment that helps students learn and recognize words ; (2) introduce friendly, competitive activities that energize active participation; and (3) improve students' communicative competence through the review and practice of vocabulary. In addition, Lengeling and

Malarcher (1997,43) write that "using games lowers the affective filter, encourages creative and spontaneous use of language, build class cohesion, and improve group dynamics." As it is obviously above mentioned information utilizing vocabulary games and activities helps to strengthen students' language area as well as their high involvement of participation.

There are some tips for English language teachers in teaching vocabulary. One of them is called "Eight aspects of word knowledge" devised by Nation (1990).

1. Phonological form – how to say it
2. Orthographic form – how to spell it
3. Conceptual meaning – its definition
4. A word's part of speech – noun, verb, adjective, derivative forms and grammatical patterns
5. Register or appropriateness – whether the word is used in formal or informal communication
6. Lexical field or semantic network of association – words often found together (for example, kitchen words and terms such as frying pan, oven, mix, stir, spoon)
7. Collocations – words that are commonly used with the given words to form an expression: for example, collocation for heavy include heavy sleeper, heavy smoker, heavy heart, heavy eater

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8. Frequency of usage – how often the word appears in every communication (a and the have a high frequency of usage, ullage has a low frequency of usage)

Table 1.

	Phonological form	Orthographic form	Conceptual meaning	Part of speech	Register	Lexical field	Collocation	Frequency of usage
recognize								
Recall								
produce								

X=definitely doing P= mean possibly doing S=mean silent production

As it is clear from above mentioned the table once educators is using the vocabulary games, they take into account 3 dimensions in the left-hand column such as recognizing vocabulary, recalling, producing. Receptive skill such as reading and listening we should use recognize aspect, on the other hand, in speaking and writing it is necessary to recall and produce the acquired vocabulary. When it comes to word knowledge matrix that is mentioned above if a game pays attention to the recognize section in the phonological form, we will put a tick X sign. It means that English learners are experiencing new vocabulary and have learnt by heart them. If we put a tick P mark, it means students have a chance to possibly review vocabulary. Once the students use learnt vocabulary in playing games passively, they put a tick in produce dimension.

This article also deals with vocabulary games in teaching English language. The first one is called “Snowman”. I managed to learn this game when I was studying in “Fostering students’ engagement and motivation” in OPEN online course from reading option article named vocabulary games: more than just wordplay. (2022.24)

1. To implement this game in the classroom, firstly, a teacher chooses one of the words that were introduced previously.

2. The teacher writes a blank for each letter in the chosen word by a teacher. (for instance, teacher is conducting a topic a domestic animal, the chosen word is cat, the blanks would be in the followings _ _ _).

3. Once the students can figure out the letter in the word, the teacher writes the letter in the blank or blank (_ a)

4. If the letter is not in the word, the teacher draws one part of the snowman - three circles for body, two eyes, arms, a mouth and hat.

5. if the students are able to find out the word before teacher finishes drawing the snowman, they win.

Based on the word knowledge matrix, this game pays attention to phonological form, orthographic form and lexical field.

The next game that helps to energize students to learn vocabulary is named after “Speed word”. I learnt

this game when I was studying in OPEN online course in 2022 winter term reading option article named vocabulary games: more than just wordplay. (2022.25). There are several stages in playing this game.

1. Teacher gives four blank cards or a slip of paper to each student to write the words which they have studied previous lesson.

2. Students form 2 groups of 4 or 5 players and teacher assign two chairs each of the group. The chairs should be put in front of blackboard.

3. Once the students have written words on the cards, teacher has the learners come to front of the room and line up in front of their teach chair.

4. The first student in line sits down on the chair and gathers all of the cards and shuffles them and gives them to the second student who is standing in line.

5. The student that is sitting on the chair is a guesser, the first student who is standing in line is explainer. The explainer should define words in the cards to the student who sitting on the chair.

6. The guesser ought to figure out the word that is being explained.

7. If the student can find out the word correctly, he or she stands up and goes to the back of the line.

8. The explainer sits on the chair; she or he becomes a guesser and gives the cards to next student who is standing in the line.

9. If someone to find answer correctly, that group will be winner.

The third game that is called “Word wall crawl” helps to review learnt vocabulary in which all of students get enjoyed by playing this games. I learnt this game when I was studying in OPEN online course reading option article named vocabulary games: more than just wordplay. (2022.28)

To play this game it is essential to have a sticky label, handout.

1. A teacher initially prepares sticky labels as well as handouts and he or she writes a word on them that students have learnt in last unit. Each of the student should have a sticky label

2. In the handout there are three columns, in first column write names of all of the students, in the second column the students should write the words on students’ back, in the third column to write that word’s definition.

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Name	Word	Definition

3. A teacher has student stick a word on students' back. Students' tasks are to write down the words on students' back next to his or her name on the handout. According to the rules of this game students should protect his or her word in order not to be seen by players by keeping back to the wall.

4. The students should stand in circle, face to face, stick vocabulary word on their back and inform them to start. If somebody finishes writing all of words and definition next to names of students, that player will be winner.

One of the interesting games that have a chance to students to review acquired vocabulary in previous units and generate students' interests to learn vocabulary is called "Chopstick take". I learnt this game from the article when I was studying in OPEN online course reading option article named vocabulary games: more than just wordplay. (2022.29).

1. To play this game, three sets of word cards in three different colours and bowls/container.

2. A teacher writes vocabulary words to review on words cards with different colors. After that a teacher puts written word cards face up on the desk.

3. Students form two equal-sized groups. Each of group students take in turns to come to the desk and teacher gives definition of the word on the desk.

4. Students rush to find out that word and put that word their own bowl. Each of the group start to gain points by getting words in their own bowl. To win in the game it is necessary to get more word cards.

The next game that is not only essential for students' vocabulary skill but also it is useful for students' writing skill. This activity is called

"Changing register" reading option article named vocabulary games: more than just wordplay. (2022.30). To play this game students should analyze and reproduce a text – changing language from formal to informal or vice versa.

Materials for playing this game: handouts of text (students should fill in the gaps with help of t replacement words)

1. A teacher distributes texts to their students and students' responsibility is to match the underlined informal words with formal counterparts on the list.

2. Students reproduce the text and following changes: replace formal passive constructions with active phrases, using / or we as personal pronouns, making contractions (for instance, changing I am I'm where necessary), reduce repetition by replacing noun phrases with object pronouns such as this, these and it, replace longer, complex sentences with shorter, simpler ones.

The following game is useful to review obtained vocabulary that they have studied before. It is called "Keep or toss". I learnt this game when I was studying in OPEN online course reading option article named vocabulary games: more than just wordplay. (2022.31). A teacher has students draw three pictures of three items such as a picture of a refrigerator, backpack, and rubbish bin. Explain functions of three items. For instance, a refrigerator means you put necessary products in the future, in the backpack you place your own products in the backpack, in the rubbish bin you throw away unnecessary things.

To sum up, as mentioned above there are some tips for reviewing vocabulary games in learning English and effective vocabulary games to strengthen students' vocabulary skill, practice learnt vocabulary, have high students' involvement in the classroom.

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