CHAPTER – 6

Designing Vocabulary Tasks
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DESIGNING VOCABULARY TASKS

6.1 Introduction

The chapter focuses on different types of vocabulary tasks classified mostly on the basis of learning strategies. In this chapter, I will firstly discuss a number of vocabulary tasks used nowadays. The tasks are described according to the Nunan’s (1989) model of task components i.e. goals, input, activities, role of learners, teachers, and settings. Secondly, I will also present some vocabulary tasks which are designed by me.

6.2 Word focused tasks:

Paribakht and Wesche (1997; cited in Kara, 2013) assembled tasks of vocabulary from the vocabulary teaching books and place the tasks into five different groups:

1. **Selective attention**: By giving learners a list of target words at the beginning of a text and they are asked to read the list and draw attention to where the word emerges. This task type is applied to attract the learners’ attention.

2. **Recognition**: Matching the word with definition or synonym, identifying the meaning from a multiple choice of meanings, selecting the exact picture once seeing the target word or opt the right word to label a picture. This category can only be used for recognizing the target words and their meanings.

3. **Manipulation**: Providing derivations of words, using stems and affixes to build words. These tasks draw on learners’ awareness of morphology and grammatical classes.

4. **Interpretation**: Find the odd word in a sequence of related words, multiple-choice cloze exercises, guessing the meaning of target words in context. This category involves analysis of meanings of words in connection with other words that are provided in the context.
5. **Production**: These tasks refer to open cloze exercises, labeling pictures, finding the mistake in an idiom. In this category learners are required to make use of the target words in proper contexts.

### 6.3 LEARNING AND TEACHING TASKS:

#### 1. Strategy: Arranging

Arranging involves placing items/things in a particular order or series, in terms of priority, chronology or any other criteria. In other words, it is the arrangement of the words in according to their significance.

**Description**: The aim of the task is to train the students to rank vocabulary items according to preference. In the task the students will be given some vocabulary items. Now the students are required to arrange and put those words into some kind of order. For example, adverbs of frequency (always, sometimes, never, occasionally, often, etc). The task can be applied to both intermediate and undergraduate students and can be done individually or in pairs.

**Time limit**: 15mins

**Task on Arranging**

Q.1 Imagine you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them:

- fridge
- bed
- desk
- dining table
- sofa
- wardrobe
- chair
- dishwasher
- book case
- cooker
- washing machine
- chest of drawers

Q.2 Now compare your list with another student and explain your order. If you were sharing the flat together, would you agree? If not, make a new list that you both agree on.

Source: www2.vobs.at/ludescher/pdf%20files/How%20to%20teach%20vocabulary.pdf: 30
2. Strategy: Auditory Presentation

This strategy is generally considered in the form of spoken language. The words are in fact semantically similar but the information found in spoken vs. written language is done in a different manner. The auditory learners learn all the way through listening or verbal communication in a better way. Auditory elements such as tone, pitch, and loudness are all essential for these learners.

Description: The aim of the task is to train the students to check their familiarization with a specific set of words through auditory representation. In the task the students are required to listen and understand the text carefully. Then they are asked to answer some questions on the basis of the text provided to them. The task is suitable for undergraduate students and can be done individually or in pairs.

Time limit: 10-15mins

Task on Auditory Presentation

OK, that’s Mr Brown. He’s wearing a jacket and trousers, no tie, and he’s talking to the woman with the long dark hair – she’s wearing a black dress. Now Mrs Brown is over there. She’s wearing a skirt and a blouse, and she’s talking to a tall man with fair hair. And their son, Richard ... yes, there he is, he’s over in the corner. He’s wearing jeans and a T-shirt – he’s the one with very short hair.

a) List all the clothes items that you hear.

b) Raise your hand when you hear a clothes item.

c) Put these items in the order that you hear them:

blouse tie skirt jeans jacket T-shirt dress trousers

d) Tick the items that you hear:

blouse shoes tie shorts skirt socks jeans jacket hat
T-shirt dress trousers suit shirt
e) Listen for clothes words and write them in the correct column:

<table>
<thead>
<tr>
<th>Mr. Brown</th>
<th>Mrs. Brown</th>
<th>Richard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: www2.vobs.at/ludescher/pdf%20files/How%20to%20teach%20vocabulary.pdf: 28

3. Strategy: Contextual Guesswork/ Guessing

One of the popular vocabulary learning strategies is guessing meaning from the context i.e. the skill to deduce the meaning of a new vocabulary item from the context. It presents an opportunity to derive the meaning of the lexical items contextualized in a different manner. Students are generally introduced with a word which they do not know and they are asked to find out what it means. This facilitates the students to strengthen their understanding of the target vocabulary.

**Task on Contextual Guessing** (See Appendix A)

**Description:** The aim of the task is to make students aware of various terms related to ‘telling directions’. The task will help the students to learn the ability of guessing from the context. In the task, the students are provided with a map and text ‘Smash girl in a tizzy’ (Appendix A). Now they are required to make use of the map and text which guide them towards the use of terms related to ‘telling directions’ and then to give their answers to the questions that follow. The task can be done in pairs and is suitable for undergraduate students.

**Time limit:** 20-25mins

**Task**

1. Read the article ‘Smash girl in a tizzy’, then look at the two maps at the bottom of the page and choose the map which corresponds to the article.

2. Now look at your map again and mark the following:
a roundabout
a pedestrian crossing
a junction

3. Read the following account of an accident and draw what happened.

Car A tried to overtake Car B approaching a road junction. Car C which was coming in the opposite direction swerved to avoid Car A and crashed into a tree near the corner of the junction.

4. Read the article again and try to guess the meaning of the following.

rammed (para 3)
vague (para 6)
reckless (para 7)

5. Write an account of an accident yourself. Read it out to your partner while he or she draws it.

Source: Gairns and Redman, 1986: 85

4. Strategy: Contextualisation

It involves deducing the meaning of new words in a given context. It is one of the most useful strategies to enhance vocabulary comprehension in which one has to find out the meaning of an unfamiliar word with the help of context which surrounds it. This finding process is assisted by clues provided in the context.

Task on Contextualization (See Appendix B)

Description: The aim of the task is to help students acquire vocabulary and grammar. The task will provide an opportunity to the learners to interact more closely with the text and helps them in better comprehension. In the task students will be given a text “Fear of Flying” (Appendix B). The students are required to read the text carefully and will be asked to answer a few questions with the help of the given text. The task can be done individually and is suitable for undergraduate students. When all the students have completed the task, the teacher can discuss the correct answers.

Time limit: 10-15mins
Task

a. Count the number of times *plane* (s) and *train* (s) occurs in the text.
b. Find four words connected with *flying* in the text.
c. Find five phrasal verbs in the text.
d. Find eight comparative adjectives in the text.
e. Underline all the words ending in –*ing* in the text.
f. Read the text carefully, did the following words occur in the text?
   - busy
   - crowded
   - fast
   - dangerous
   - uncomfortable
   - dirty
   - convenient
   - inconvenient
   - noisy
g. Now check the text to see if you were right.

Sources: www2.vobs.at/ludescher/pdf%20files/How%20to%20teach%20vocabulary.pdf: 27

5. Strategy: Dictionary Use (Referencing)

Referencing is a traditional strategy which permits readers to make use of resources to get the meaning of an unidentified word. Students only go to a resource to look for the meaning of the word.

**Description:** The aim of the task is to let the students know the positive and negative explanations of certain adjectives/words and to make use of these words in certain context. The students will be given a list of some adjectives and they will be asked to give its meaning and they have to mention also whether the words are positive or negative. On the basis of Exercise A, they will be asked to fill the gaps of Exercise B with those of given words. The task can be done in pairs and is suitable for undergraduate students.

**Time limit:** 15- 20mins

**Task on Dictionary Use**

A. Look at the list of words and use your dictionary to look up the words below, decide if they are positive or negative, and give an explanation. The first one has been done for you as an example.

*cosy gloomy damp spacious cramped draughty luxurious*
### Positive Explanation Negative Explanation

e.g. spacious  Lots of space

---

B. Now complete the following sentences with one of the above adjectives.

1. The place where I stayed was so _____________ that I didn’t have any room to store anything.

2. My new flat isn’t very big but I like it because it’s so _____________.

3. The problem with basement flats is that they can be very _____________.

4. It’s one of the most _____________ houses I’ve ever seen; a bathroom for every bedroom, colour TV in every room, and a swimming pool on the roof.

5. My new flat isn’t beautiful or very comfortable but it’s very _____________.

6. My flat is so _____________ that it still feels cold when the central heating is on.

7. I think the flat is _____________ because I keep getting colds and there is a funny smell everywhere.

Source: Gairns and Redman, 1986: 133

### 6. Strategy: Use of Context Clues (Multiple Meaning Words)

Context clues are words and phrases in a sentence or paragraph which help in figure out the meaning of a new word as a result of paying attention to the surrounding language. A basic strategy for unlocking the meaning of an unfamiliar word is to see the context of the sentence for clues. It becomes important when a single word has multiple meanings which a person already knows and he/she just has to find out the particular one that applies.
Description: The task is designed for students of undergraduate program to identify the appropriate meaning of the given words in the given sentences. The students are provided with certain sentences in which they have to recognize meaning of certain words which form a part of a larger sentence sequence. They are given freedom also to use dictionaries and to approximate the exact meaning. The task can be done individually.

Time limit: 15mins

Task

A. Each sentence below contains a multiple-meaning word. Use the context clues in the sentence to choose which meaning of the word fits the sentence best. Below each question, explain which context clues helped you choose your answer.

1. Carla found an old watch hidden under a panel of the door.
   A. a group of people who are chosen to do a service
   B. a flat section of a surface

2. Ryan tried not to drop the glass dish he was carrying.
   A. to let something fall suddenly
   B. a very small amount of liquid

3. Alicia could feel her row boat begin to rock as the waves got bigger and bigger.
   A. to sway back and forth
   B. a large stone
4. Todd needed to put another coat of paint on the wall.
   A. a layer of one thing covering something else
   B. an outer piece of clothing

5. Sofia used a round mold to shape the clay into a ball.
   A. a fuzzy green substance produced by fungus
   B. a form used to shape an object

6. At the fork in the road, I decided to take the right path because the left path led toward a dark forest.
   A. a pronged utensil used for eating
   B. a division into separate paths or branches

7. Jay showed his interest chemistry by helping the teacher set up the experiment before class and by asking lots of questions.
   A. a charge for borrowed money
   B. a feeling that causes special attention to something

8. Sylvi looked up and saw that rain was beginning to fall from the dark sky.
   A. to drop or come down
   B. related to autumn
9. Iron is one of the metals used to make the beams that hold up buildings.

A. a household tool used to smooth clothing
B. a heavy, silvery metal

10. Joanna went to the theater on Friday night to see a play about three brothers and their adventures.

A. an action in a game or sport
B. a story acted out on a stage

11. At the doctor’s office, Tina stepped on the scale to see how much she weighs.

A. a machine used for weighing
B. a small, thin plate that makes up the covering of a fish

12. Alex carefully held the caterpillar in the palm of his hand so that he wouldn’t crush it with his fingers.

A. the center part of a hand
B. a type of tropical tree

Source: downloads.hmlt.hmco.com/EdSchool/LMS4Resources/DR3_Print_Activities/Unit_20/Your-Turn_Activities/DR3_U20_Vocab-Strategy_Your-Turn.Pdf.

7. Strategy: Peer Teaching Through Pictures

Negotiation of word meaning is a very influential word leaning strategy. In order to complete a task, students require exchanging information which contains target words. Picture is the visual approach which is really helpful in learning new words by introducing objects and it motivates students to learn English as a second language.
Task on Peer Teaching Through Pictures (See Appendix C)

Description: The aim of the task is to enable the students to exchange information about the pictures in order to find differences. In this task, the students will be given two pictures (A and B) which are basically similar but have certain number of differences between them i.e. not identical (Appendix C). Now they are required to find these differences and discuss them with the partners or group members of what is different in their pictures. The task is suitable to both intermediate and undergraduate students and can be completed in pairs. Having all the pairs done the task; the teacher can ask them to exchange their sheets with another pair to learn some more differences.

Time limit: 15-20mins

Task

Q.1 Compare the pictures. Write what is different in picture B.

Source: Gairns and Redman, 1986: 113

8. Strategy: Use of Context Clues (Prefixes and Suffixes)

Analyzing the word’s structure and properties is one of the helpful vocabulary strategies which student can apply to be aware of the word’s meaning. When the student finds a new word, he/she can infer its meaning by breaking down the elements of the word.

Description: This task is designed for students of undergraduate program to understand certain/selected prefixes and suffixes and then its use in certain sentence sequence. Students are provided with selected prefixes and suffixes and then these prefixes and suffixes are added to certain roots which are given in a sentence string. Now students have to break the words into its prefix and suffix and then they have to write down its exact definition. The task can be done individually or in pairs and is suitable for undergraduate level.

Time limit: 20-30mins.
**TASK**

Read the sentences below. Then, fill in the chart with the prefixes and suffixes. Use the word parts in the given box to help you determine the meanings of the words in bold text.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>omni-</td>
<td>-ence</td>
</tr>
<tr>
<td>peri-</td>
<td>-al</td>
</tr>
<tr>
<td>para-</td>
<td>-ing</td>
</tr>
<tr>
<td>meta-</td>
<td>-ly</td>
</tr>
<tr>
<td>retro-</td>
<td>-ism</td>
</tr>
<tr>
<td>un-</td>
<td>-s</td>
</tr>
<tr>
<td>all</td>
<td>act or fact of doing, state of</td>
</tr>
<tr>
<td>around, about, near, regular</td>
<td>pertaining to</td>
</tr>
<tr>
<td>beside, almost, before, apart from</td>
<td>like, pertaining to</td>
</tr>
<tr>
<td>beyond, change</td>
<td>action of</td>
</tr>
<tr>
<td>backward, back, behind</td>
<td>like, in a manner, happening</td>
</tr>
<tr>
<td>not</td>
<td>more than one</td>
</tr>
<tr>
<td>the act, state, or theory of</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Prefix</th>
<th>Suffix</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uncle Tim knew about the old French coins I found in the basement before I told him. He must be <strong>omniscient</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In <strong>retrospect</strong>, I think he may have left them there years ago.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Right now, Uncle Tim is a <strong>paraprofessional</strong> in a hospital, but he used to travel around the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. They say he once walked the <strong>perimeter</strong> of the Great Wall of China.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. He claims that he studied the **metamorphic** behavior of butterflies in France at the same time.

6. Uncle Tim’s **omnipresence** is legendary in our family, although I don’t think he was ever in more than one place at once.

7. He probably spent a **period** of time in China before going to France.

8. I think I see a **parallel** between Uncle Tim’s travels and the origin of those old coins.

9. I read a **paragraph** in one of his old diaries that talks about the time he discovered some rare coins while exploring an old cave.

10. I guess that’s not exactly what it said; I’m **paraphrasing** the diary.

11. He actually said, “The coins in the half opened chest glinted like tiny suns,” which is rather **metaphoric**.

12. I read a story once about coins that **unexpectedly** kept a man the same age for fifty years.

13. Uncle Tim says his high **metabolism** is from his active lifestyle, but I like to think the coins magically keep him thin as a rail.

14. I tried to publish a paper about it in my school **periodical**, but the article was rejected because there wasn’t enough evidence.


The ability of associating words is an important strategy. Having knowledge of how words connect allows the proficient reader to analyze and synthesize information by determining the ways in which words connect to one another.

Description: The aim of this task is to build and extend the students semantic networks. The task will enable the students to see connections between words, become aware and remember new words. In the task the students will be given (a) a word map and (b) a list of words. Now they are required to put the words under the appropriate category given in the word map. When the students have done this task, they will be asked to compare the categories and also how they sorted the words, justifying their categories and discussing meanings. The task can be done individually or in pairs and is suitable for undergraduate students.

Time limit: 10mins

Task

Q.1 Look at the following words and complete the following word map with the appropriate words.

\[\begin{array}{cccccc}
\text{doubt} & \text{guess} & \text{laugh} & \text{remember} & \text{state} & \text{tell} \\
\text{forget} & \text{joke} & \text{mention} & \text{remind} & \text{tease} & \text{think} \\
\end{array}\]

\[\begin{array}{c}
\text{Humor} \\
\hline \\
\hline \\
\hline
\end{array}\]  

\[\begin{array}{c}
\text{Beliefs} \\
\hline \\
\hline \\
\hline
\end{array}\]

\[\begin{array}{c}
\text{Communication} \\
\hline \\
\hline \\
\hline
\end{array}\]

\[\begin{array}{c}
\text{Memory} \\
\hline \\
\hline \\
\hline
\end{array}\]

\[\begin{array}{c}
\text{Reporting} \\
\hline \\
\hline \\
\hline
\end{array}\]
2. Can you add two more verbs to each category?
Source: Nation, 1994: 123-124

10. Strategy: Sorting/ Categorizing

Categorizing is a strategy that vigorously engages students and stimulates them to sort out new concepts and experiences with respect to previous knowledge about the idea.

**Description:** The aim of the task is to train the students to identify the related words through background knowledge. Here the students will learn how to organize vocabulary words by category. The task will also make the students to learn how to sort words into different categories. It encourages students to develop conceptual and relational understanding of words. In the task, the students will be provided a list of adjectives and they will be required to place those adjectives/words under the appropriate category i.e. positive or negative. This task is suitable to both intermediate and undergraduate students and can be done individually.

**Time limit:** 15mins

**Task**

Q.1 Put these adjectives into two groups- positive and negative.

<table>
<thead>
<tr>
<th>emotional</th>
<th>friendly</th>
<th>good-humoured</th>
<th>outgoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td>ambitious</td>
<td>rude</td>
<td>self-centred</td>
</tr>
<tr>
<td>Offensive</td>
<td>kind</td>
<td>selfish</td>
<td>Nice</td>
</tr>
</tbody>
</table>

Source: www2.vobs.at/ludescher/pdf%20files/How%20to%20teach%20vocabulary.pdf: 30

11. Strategy: Morphological analysis (Use of Suffixes)

Another significant vocabulary-learning strategy which a learner is supposed to acquire is morphological. Students can develop their awareness of new words by using their knowledge of common root words and the strategy of morphological analysis. This strategy consists of breaking down unknown words with the understanding of the structure of words, specifically morphemes, which are the minimum meaningful units of words.
Description: The aim of the task is to make students familiar with the use of suffix ‘+ish’. It will help them further to coin new words. In the task, students will be given a list of words and they will be asked to sort those words into different categories given with the help of the chart provided. In the follow up Exercise students will be given a few sentences with some blanks, and they will be required to fill those blanks with the most appropriate words given in the previous exercise.

The task is suitable to both intermediate and undergraduate students and can be done individually or in pairs.

Time limit: 20-30 mins

Task

The suffix ‘+ish’ has several different meanings

<table>
<thead>
<tr>
<th></th>
<th>Denoting nationality</th>
<th>e.g. Swedish = from Sweden.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Approximately: with</td>
<td>e.g. at sixish = at about six o’clock;</td>
</tr>
<tr>
<td></td>
<td>times, numbers</td>
<td>fiftyish = about fifty.</td>
</tr>
<tr>
<td></td>
<td>(informal)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Somewhat, rather,</td>
<td>e.g. fattish = tending to be fat;</td>
</tr>
<tr>
<td></td>
<td>tending</td>
<td>greenish = a vague green colour.</td>
</tr>
<tr>
<td></td>
<td>towards (informal)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Typical of, in the</td>
<td>e.g. foolish = like a fool, typical of a fool.</td>
</tr>
<tr>
<td></td>
<td>manner of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(often pejorative)</td>
<td></td>
</tr>
</tbody>
</table>

A. Now look at the list below and divide the adjectives into the four categories, according to the meaning of ‘+ish’ in each case.

- Spanish
- childish
- snobbish
- irish
- tallish
- flemish
- boyish
- devilish
- finnish
- six-thirtyish
- youngish
- latis
- sixtyish
- blackish
- roundish
B. Complete the sentences below using a word from the list above.

1. He’s just retired from work so he must be______________________.

2. How would I describe her? Well, she’s got a __________________ face, and she’s _______________—can’t be more than 20 years old.

3. You wouldn’t think he was an adult—his behaviour is so__________________.

4. She lives in Belgium so perhaps she speaks ____________________.

5. I’ll see you in front of the theatre—shall we say_________________?

6. He’s so ____________________ that he won’t even talk to anyone he thinks is inferior.

Source: Gairns and Redman, 1986: 142

12. Strategy: Use of Context Clues (Synonyms and Antonyms)

Acquiring knowledge of the meaning of words from the context is the most effective strategy to increase students’ vocabulary knowledge. Using the context that contains an unfamiliar word facilitates in revealing its meaning. There are many types of context clues that students can use to understand the meaning of a word surrounded by the context of what they are reading such as synonyms and antonyms.
Description: This task is designed to make students understand the relationship between two different words through synonyms and antonyms. Students are provided with an example of relationship between two words and later given with certain examples to select the same relationship. After that they are required to use knowledge of context clues to determine the meanings of synonyms and antonyms. The task is suitable for undergraduate students and can be completed individually.

Time limit: 15-20 mins

Task

A. Read each analogy. Decide whether the analogy is based on antonyms or synonyms and write your answer on the line. Then circle the meaning of the word.

1. Nice is to kind as revenue is to income.
   This analogy is based on_____________.
   The word revenue means
   A. business.
   B. money.
   C. tax.
   D. treasure.

2. Dark is to light as obscure is to clear.
   This analogy is based on_____________.
   Something that is obscure is
   A. funny.
   B. interesting.
   C. easy to avoid.
   D. hard to understand.

3. Proper is to inappropriate as positive is to adverse.
   This analogy is based on_____________.
   An adverse condition causes
A. difficulties.
B. livestock to flourish.
C. confusion.
D. financial gain.

4. Succeed is to thrive as reap is to harvest.

This analogy is based on _________________.

When you reap crops you
A. plant them.
B. gather them.
C. process them.
D. destroy them.

B. Choose and circle the correct word that completes each analogy. Then say whether the analogy is based on synonyms or antonyms.

1. Schedule is to plan as negotiate is to
   A. desire.
   B. anticipate.
   C. bargain.
   D. sympathize.

   The analogy in the previous question is based on _________________.

2. Harsh is to soothing as inadequate is to
   A. quiet.
   B. sufficient.
   C. lustrous.
   D. vacant.

   The analogy in the previous question is based on _________________.

117
3. *Incredibly* is to *extremely* as *conversely* is to

A. *nearly.*
B. *terribly.*
C. *hugely.*
D. *oppositely.*

The analogy in the previous question is based on _________________.

Sources: http://it.dadeschools.net/Riverdeep/9-10LRedge/LA.910.1.7.2/LA.910.1.7.2%20(7)/Your%20Turn%20Activities/DR4U08VocabStrategyYour-Turn.pdf.

13. **Strategy: Using literal meaning to understand the figurative/metaphorical meaning**

There are many words which have both literal and figurative meanings. Literal meanings are the explicit, dictionary meanings; while figurative meanings are metaphorical or use figures of speech. Figurative meanings are particularly difficult for students who learn English as a new language.

**Description:** The aim of the task is to develop the prediction skills and also to familiarize the students with the other meanings of the given words. In this task, the students are provided two exercises 1 and 2. In Exercise 1 they have been provided with a list of target words to be matched with a longer list of definitions. The purpose is to ensure that they recognize the target words and their meanings. In Exercise 2 they are provided with a few sentences with blanks and are required to fill the blanks with the other meaning of the given words of Exercise 1. The task is suitable for undergraduate students and can be done individually or in pairs.

**Time limit:** 20-25 mins

**Task**

1. Look at the following list of words. Can you match each word with the definition that best explains its meaning?

<table>
<thead>
<tr>
<th>branch</th>
<th>mountain</th>
<th>torrent</th>
<th>chasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>peak</td>
<td>wave</td>
<td>trickle</td>
<td>desert</td>
</tr>
</tbody>
</table>

a. a large area of sandy land that has very little water or plant life
b. a large amount of water that flows or falls very quickly

c. a very deep crack in rock, earth, or ice

d. an extremely high hill that usually has steep sides

e. the slow flowing of a liquid in very small amounts

f. the pointed top part of a mountain

g. the part of a tree that grows out from the trunk and gets leaves, buds, or flowers

h. the raised moving part of water on the surface of the lake or sea

2. The words you have just defined also have at least one other meaning. Can you find one of those meanings for each word by completing this exercise? Use the list of words in Exercise 1 to complete the following sentences. The first one has been done for you as an example.

a. She went to speak to the manager of the Norwich branch of I. P. Insurance.

b. The buses had arranged to leave at 9 a.m. but by 8.45 there was already a slow___________ of people arriving to catch them.

c. All I did was ask for my book back, but she answered with a ____________ of abuse.

d. There’s a ____________ separating the two political parties, and they’ll never agree on anything.

e. His career has reached its ____________, and he is really enjoying his success.

f. A ______________ of panic swept over the crowd when they heard the fire alarm.

g. When we came back from holiday we had _______________ (plural word) of washing to do.

h. This city is a cultural________________ - no theatres, libraries or music of any kind.

3. Choose three of the words on the list. Look at their two different meanings- the meaning given in Exercise 1 and the meaning given in Exercise 2. Translate the word into your own language. Does it have the same two meanings in your language? Or do you need two different words to translate it?

Source: Lazor, 1996: 48- 49
14. Strategy: Visualization

Visualization is mental and concept imagery. This strategy helps readers in assessing and understanding vocabulary knowledge, learning word meaning, making predictions and inferences.

Task on Visualization (See Appendix D)

Description: The aim of the task is to train the students to learn new words through context and pictures. Here the students will also learn how to link the clues provided by the text (from words, sentences) and ideas with what they already know about that topic. In this task the students will be given the text and picture of a room and will be supposed to guess the meaning of the italicised words in the text with the help of the picture given (Appendix D). Now the students are required to write the numbers next to the respective items in the picture. The task can be done individually or in pairs and is suitable to undergraduate level.

Time limit: 15- 20 minutes.

Task

Q1. Find out the meaning of the italicised words in the text with the help of the picture given to you.

This, as you can see, is my bedroom. It’s full of modern furniture. I’ve got a single bed and I don’t sleep very well on it because the mattress (1) is so hard and uncomfortable and it makes a noise. The bedspread (2) is covered with flowers and it’s quite pretty, I suppose, but it doesn’t look very nice with two rugs (3) on the floor near the bed. I’d like to get one with the same design as the rugs. My landlady has given me an alarm clock (4) which I have next to the bed so that I wake up on time. I’ve got a wardrobe (5) in the corner and my landlady gets angry if I don’t put my clothes in it. I put the smaller things like shirts and socks in the chest of drawers (6) (well, sometimes I leave them on top of it). But it’s a nice house, and my landlady changes the sheets (7) on the bed every week. Last week it was a lot colder so I asked her to give me an extra blanket (8). Oh, and one more thing about the bed: pillows (9) in England are very soft, so I need two for my head!

Source: Gairns and Redman, 1986: 106.
15. Strategy: Word formation

It is one of the important strategies in which students change one form of word into another in accordance with the sentence.

Description: This task is designed to test student’s knowledge of the correct form of the word in a context. In this task, students will be given some sentences in which certain words are edited; now students have to fill in the exact/appropriate grammatical form with the help of the words provided in the bracket. The task is suitable for undergraduate students and can be done individually.

Time limit: 15mins.

Task

Q. Fill in the blanks with appropriate words derived from the ones given in brackets.

1. We have known each other since our ...................... (child)
2. His hard work .................... him to pass his examination. (able)
3. The manager asked the board members to ...................... his earlier proposal. (consider)
4. Only a fool will ...................... his net worth. (estimate)
5. He is a stupid and often talks ...................... (sense)
6. The Government of China has .................... its currency. (value)
7. Parents should not .................... their children’s mistakes. (look)
8. He was absent because he was ...................... (well)
9. The judgment ...................... in our favor. (go)
10. The judge ordered that the accused be ...................... (behead)
11. The minister wants to ...................... the capital. (beauty)
12. Only monosyllabic words were ...................... by her. (utter)

Source: http://www.englishgrammar.org/word-formation-exercise/
6.4 TASKS FOR TESTING VOCABULARY

Without testing, there is no easy way of knowing how effective a teaching sequence has been done. Testing provides a feedback, both for learners and teachers’. Besides, testing makes a useful effect on learners. When learners get the idea that they are being tested for their vocabulary knowledge, they may take vocabulary learning more seriously. It motivates learners to review vocabulary for a test. In fact, the single difference between exercises and tests is that the later one is scored.

1. Multiple choice tests

Multiple choice tests are one of the traditional ways of testing. The multiple choice design can be applied with isolated words, words in a sentence context, or words in a whole text. The strategy can assist learners to form educated guesses if they are not sure about an answer. When they do not identify with the right answer, they can think and figure out what the answer is not. This strategy can help learners narrow down the series of possible answers thereby increasing their possibility for a correct result.

**Description:** The aim of this task is to fill in the suitable word in a given context out of a list of some words provided to students to pick up the appropriate. In this task, students will be provided a text in which some left blanks are given in a sentence. Now, students have to fill the blanks with the proper words from the given list of words. The task is appropriate for undergraduate students and can be accomplished individually.

**Time limit:** 10-20 mins

**Task**

Q.1 Complete the following article by choosing the most suitable word from each of the 4 possible options. The first one has been done for you an example.

For over a century we have been enjoying our favourite ice-creams in cones, cleverly __Example__ wafers that are as tasty as the ice-cream itself. But have you ever __1__ about how they were invented? In 1904, in St Louis, Missouri, the biggest __2__ of the summer was the Louisiana Purchase Exposition. This was a sort of fair which __3__ place in that city. Ice-creams were invented here - almost completely by chance.
Charles Menches was a shopkeeper who sold ice-cream in dishes the __4__ every other ice-cream man did. One hot day at the fair he attracted so many thirsty customers that he __5__ out of dishes. He had half a day’s work ahead of him and no dishes to __6__ his ice-cream on. What should he do?

Suddenly he spotted his friend Ernest Hamwi working at his stall __7___. Ernest was selling something called zalabia, a Middle Eastern sweet which __8__ of a crisp, wafer-like pastry. “Give me as much of that as you can spare!” cried Menches. He rolled up the zalabia and scooped his ice-cream on top. This is how the ice-cream cone was born and from this day __9__ ice-creams and their cones have been __10__.

EXAMPLE:

A composed  B formed  C moulded  D shaped

The correct answer is D.

1. A imagined  B thought  C supposed  D considered
2. A point  B instance  C time  D event
3. A gave  B found  C made  D took
4. A way  B manner  C method  D style
5. A lost  B ran  C came  D finished
6. A serve  B cater  C give  D administer
7. A closely  B nearly  C nearby  D around
8. A includes  B composes  C consists  D contains
9. A further  B onwards  C after  D later
10. A inseparable  B undivided  C unattached  D disconnected

Source: www.babilon-nyelvstudio.hu/Files/File/Euro/euro%20b2%20practice%20task%204.1%20grammar&vocabulary.pdf.

2. Gap- fill tests

Gap-fill tests require learners to remember the word from memory with the aim of completing a sentence or text. Consequently they test the skill to produce a word instead of simply identifying it.
Description: The task has being designed to test the ability of students judge/range their vocabulary in a particular context. In this task, students will be provided with a conversation in which certain words are being edited and students will have to fill those blanks with the exact word. This task can be suitable for undergraduate students and can be done individually.

Time limit: 10mins.

Task

Q. 1 Complete the following text with the appropriate words.

Receptionist: - Good afternoon, Valentine Hotel. May I ____________ you?
Mrs Smith: - Yes. I’d like to__________ a room, please.
Receptionist: - Sure. When for, madam?
Mrs Smith: - April the 15th.
Receptionist: - How long will you be___________?
Mrs Smith: - Three _______________.
Receptionist: - What kind of _____________ would you like?
Mrs Smith: - Double with bath.
Receptionist: - I’ll just check what we have _____________ . . . Yes, we have a room on the 3rd floor with view over the lake
Mrs Smith: - Good. How much is the charge____________ night?
Receptionist: - It’s fifty two euro per night.
Mrs Smith: - That’s fine.
Receptionist: - Who’s the booking ____________, please, madam?
Mrs Smith: - Mr and Mrs Smith.
Receptionist: - Thank you for choosing valentine Hotel and have a nice day. Good bye.
Mrs Smith: - Goodbye.

3. True / False Testing

In this kind of testing, students come to a decision whether the given text or sentences are true or false. In accordance with a text or listening the teacher prepares a set of statements which students have to circle true or false.

**Description:** The aim of the task is to expand the students’ repertoire and also check their comprehension level. Through this task, teacher will get an idea about how much the students comprehend and how correctly they remember.

In this task the students are provided with a text “Laura’s Hoodoo Hols!” (Appendix E). The students will read the text and complete the true/false exercise individually. They can also use dictionary if necessary. The task is suitable for intermediate and undergraduate level students as well.

**Time limit:** 20-20mins

**Task**

1. Read the following text and then answer the questions below by putting (√) on the right one.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laura had her first holiday 23 years ago.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The first time she flew there was an emergency; the plane’s radar failed on the runway and the plane couldn’t take off.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When she went to Tenerife the plane took off two hours late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In Holland her coach party was delayed for two hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In Holland she was delayed because her suitcase was put on the wrong boat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In Bulgaria she lost her suitcase.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. When she went to Vancouver her flight was cancelled.

8. Her plane landed in Manchester so that passengers could get off.

9. She couldn’t get the money back for her train journey to Gatwick because the company had gone bankrupt.

10. This year she is going to Yugoslavia.


4. Matching tests

Through matching teachers usually test the meaning of words, generally words of the opposite meaning. In this way, students do not need to produce any vocabulary, they simply match given words.

**Description:** The aim of the task is to train students in teaching each other vocabulary. The task will help the students to develop a deeper understanding of word meanings. This is the task where the information is distributed between students. In this task the class will be provided a list of words and a list of definitions in which they have to match the words with their definitions. After doing the task, the teacher will display the right answers, and so students will be asked to check their sheets and match with the teacher’s answers in order to know how many they have got correct. The task can be done in pairs or group wise and is suitable for both intermediate and undergraduate students.

**Time limits:** 20-30mins
Task

Q1. Match the study words with the appropriate definitions. There are more definitions than words.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a name</td>
<td>the word by which an individual person, place, or thing is spoken of</td>
</tr>
<tr>
<td>a family name or a surname</td>
<td>the name common to all members of a family</td>
</tr>
<tr>
<td>a given name or a Christian name</td>
<td>two or more letters, especially of a person’s initial, woven together</td>
</tr>
<tr>
<td>a signature</td>
<td>a speech sound in which the air stream is partly stopped</td>
</tr>
<tr>
<td>a title</td>
<td></td>
</tr>
<tr>
<td>an initial letter</td>
<td></td>
</tr>
<tr>
<td>Initials</td>
<td></td>
</tr>
<tr>
<td>a monogram</td>
<td></td>
</tr>
<tr>
<td>a vowel</td>
<td></td>
</tr>
<tr>
<td>a consonant</td>
<td></td>
</tr>
<tr>
<td>the name of a book or poem</td>
<td>a way of showing a person’s status; it is put before their name</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>a speech sound in which the flow of air is not stopped</td>
<td>the letters at the beginning of a person’s names</td>
</tr>
<tr>
<td>a letter at the beginning of a word</td>
<td>a person’s name or initials used in signing</td>
</tr>
<tr>
<td>the name that is chosen for a child to distinguish it from other members of the family</td>
<td></td>
</tr>
</tbody>
</table>


6.5 Some Self-Designed Tasks by the Researcher

6.5.1 Translation-based task

Translation can be an extremely useful strategy often at the basic stages of teaching vocabulary. For instance, at the early levels of L2 learning, if the learners come up with the awareness of their own language without having any knowledge of L2 words and structures, they can be taught more beneficially when L1 equivalents are employed together with explanation in L2.

**Description:** The aim of this task is to improve students’ vocabulary. This task considers the role of translation as a strategy for learners learning L2 words. The translation task is constructed by Husain (1996: 71) based on Hieke’s transliteration. Here, I have given a passage in which the L2 adjectives have been underlined. Their L1 equivalents have also been provided just after the passage, but in a jumbled manner. The students are required to match all these L2 adjectives with their L1 equivalents. The task is suitable for the beginning learners and can be done individually or in pairs.

**Time limit:** 15-20mins
Task

Q.1 Match the underlined L2 adjectives in the following text with their L1 equivalents, provided.

The wind and the sun once had an argument as to which was the stronger of the two, and they agreed to settle the issue by holding a contest: whoever could make a traveler take off his coat first would be recognized as the most powerful. The wind began and blew with all his might until he stirred up a blast, cold and fierce as an Alaskan storm. The stronger he blew, however, the tighter the traveler wrapped his coat around him and clasped it with his hands. Then the sun broke out, and with his welcome beams he dispersed the clouds and the cold. The traveler felt the sudden warmth, and as the sun shone brighter and brighter, he sat down, overcome by the heat, and threw his coat on the ground.

Thus the sun was declared the winner, and ever since then, persuasion has been held in higher esteem than force. Indeed, sunshine of a kind and gentle manner will sooner open a poor man’s heart than all the threats and force of blustering authority.

(From Zipes, J. 1992: 98)

L1 Equivalents:

Mazboot Thandak Narmi
Khush amdid Chamakdaar Kasna
Chillana, hungama karna Taqatvar

6.5.2 Formal Vs Informal Task

Description: The aim of the task is to help students to know the difference between formal words and informal words. Through this task they will get to know that the use of words depends upon the situation. In this task, students are provided a few sentences in which formal words have been underlined. They are asked to replace those words by their informal equivalents which are given at the end in a jumbled way. The task is suitable for undergraduate students and can be done individually.

Time limit: 10-15 mins
Q1. Look at the sentences below. Replace the underlined words by choosing their informal equivalents from the list given at the end. Use the appropriate form of the word/expression in the sentences given. The first example has been done for you.

Example:

1. These problems were evident from the inception of the programme.
   Answer: These problems were evident from the beginning of the programme.

2. In the past, we produced a relatively small, though numerically a large class of people who knew English.

3. Even though they may not have known it very well, they considered themselves superior to those who did not.

4. A divide has been created between those who can speak English and those who cannot.

5. This fact was appreciated when state boundaries were established after independence.

6. The government of India has embarked on a programme to make English universal.

7. It is hoped the government does not encounter too many problems in achieving this goal.

8. The drug precipitated the worsening of his condition.

List of informal words:

- hasten
- start
- set up
- in number
- thought
- face
- gap

6.5.3 Task on Etymology

A word’s etymology is the origin of the word or an element of the word. Knowing this history can frequently assist learners to remember the word’s meaning and generate a number of related words.
**Description:** The aim of the task is to familiarize students to all the different meanings of words that have the same etymology. Learning the etymology of a word will definitely raise students’ understanding of new words. The word’s origin is a very good tool for learners to retrieve the related knowledge. In the task, students are given some words which have the same etymology. They are asked to provide two or more words with the same etymology. The task is suitable for undergraduate students and can be done individually.

**Time limit:** 20-30 mins

**Task**

Q.1 Try to find out at least two more words with the same etymology with the help of a dictionary. Three words are given for you as examples.

1. All three words are derived from the Latin word *aqua*, which means *water*

*Example:*

Aquarium: a water-filled glass tank for keeping fish and other water creatures and plants

Aquamarine: a light bluish-green colour

Aquatic: relating to water, and living or near water

Write your own words below, with the root *aqua*

a ..................................................  
b ..................................................

2. All three words are derived from the Greek word *arkhos*, which means *chief*

*Example:*

Archangel: an angel of high rank

Archbishop: a bishop of the highest rank

Archenemy: a chief enemy

Write your own words below, with the root *arkhos*

a ..................................................

b ..................................................

131
3. All three words are derived from Latin word *explicare*, which means *unfold*

**Example:**

Explicable: able to be explained

Explicate: analyse and explain something in detail

Explicit: clear and detailed, with no room for confusion

Write your own words below, with the root *explicare*

a....................................................

b...................................................

4. All three words are derived from the Greek word *astron*, which means *star*

**Example:**

Astronaut: a person trained to travel in a spacecraft

Astronomy: the scientific study of stars, planets, and the universe

Astrology: the study of the supposed influence of stars and planets on human affairs

Write your own words below, with the root *astron*

a...................................................

b................................................

5. All three words are derived from the Greek word *haima*, which means *blood*

**Example:**

Haemoglobin: a red protein which transports oxygen in the blood

Haemophilia: a medical condition in which the ability of the blood to clot is greatly reduced, causing severe bleeding from even a slightly injury

Haematology: the branch of medicine concerned with the blood

Write your own words below, with the root *haima*

a...................................................

b................................................
6. All three words are derived from the Greek word *micros*, which means *small*

**Example:**

Microfiche: a piece of film containing greatly reduced photographs of the pages of a newspaper, catalogue, or achieve material

Microscope: an instrument for magnifying very small objects

Microbe: a microscopic organism

Write your own words below, with the root *micros*

a..........................................................

b..........................................................

7. All three words are derived from the Greek word *bios*, which means *human life*

**Example:**

Biopsy: an examination of tissue taken from the body, to discover the presence or cause a disease

Biotin: a vitamin of the B complex, found in egg yolk, liver, and yeast

Biography: an account of a person’s life written by someone else

Write your own words below, with the root *bios*

a.............................................

b..............................................

8. All three words are derived from the Latin word *radius*, which means *ray*

**Example:**

Radio: the sending and receiving of electromagnetic waves carrying sound messages

Radium: a reactive, radioactive metallic element

Radiotherapy: the treatment of cancer or other disease using X-rays or similar radiation

Write your own words below, with the root *radius*

a.....................................................

b.....................................................
9. All three words are derived from the French word *aero*, which means *air*

**Example:**

Aerobic: relating to physical exercise intended to improve the intake of oxygen and its movement around the body or using oxygen from the air

Aeroplane: a powered flying vehicle with fixed wings that is heavier than the air

Aerosol: a substance sealed in a container under pressure and released as a fine spray

Write your own words below, with the root *aero*

a.

b.

10. All three words are derived from the Latin word *centum*, which means *a hundred*

**Example:**

Centigrade: relating to the Celsius scale of temperature

Centipede: an insect-like creature with a long thin body made up of many segments, most of which have a pair of legs

Centiliter: a metric unit equal to one hundredth of a litre

Write your own words below, with the root *centum*

a.

b.

6.5.4 Task on Idioms

An idiom is defined as an expression whose meaning cannot be understood from the combined meanings of the individual words in the expression.

**Description:** The aim of this task is to familiarize students with some significant idioms which students can employ in their own daily conversations. Students are provided some sentences with italicized idioms in it. They will have to identify the meanings of the italicized idioms from the list given in a jumbled order. This task is suitable for undergraduate level students and can be done individually or in pairs.

**Time limit:** 15-20 mins
Task

Q1. Look at the sentences below. In each sentence there is an idiom which has been italicized. Find out the meaning of the italicized idiom from the given list of meanings.

1. It is better to *let the cat out of the bag* before anybody else does it.
2. The supervisor checked the thesis with a *fine tooth comb* before the submission.
3. Before the declaration of the results *keep your fingers crossed*.
4. You should *think on your feet* before accepting the reality.
5. The children of the modern times have become *couch potatoes*.
6. She is quite an *easy going* person and is rarely affected by anything.
7. Jasmine *puts on a brave face* in every situation, but we know that she is worried.
8. Please don’t make *lame excuses* to avoid your office work.
9. How can the Indian government *turn a deaf ear* to Kashmir’s flood problems?

Means:

- examining something carefully to not miss out any detail
- reveal a secret
- inappropriate excuse
- a person who sits indoors and watches TV or plays video games, eats bad food, and doesn’t exercise
- to act confidently in a difficult situation, to behave as if problem is not important
- refuse to listen or respond to a statement or request
- calm, relaxed, not nervous or anxious
- to hope that things will happen in the way that you want them to, a sign for hoping good luck
- adjusting quickly to changes and making fast decisions

6.5.5 Task on Literal and Figurative meanings

Description: The aim of this task is to enhance students’ metaphorical abilities. Through this task they will be familiarized with two different meanings of one word: one literal and the other figurative. In this task, students will be provided a list of words with their literal meanings followed by the use of these words in a sentence. Then, they are asked to provide the figurative meanings of these words followed by
the use of these figurative meanings in sentences of their own. The task can be done individually and is suitable for undergraduate students only.

**Time limit:** 20-30mins

Q1. The following words have a literal meaning as well as a figurative meaning. Try to find out their figurative meanings on the basis of the given literal meanings and make your own sentence using the figurative meaning of the word. The literal meaning along with its use in a sentence is given for each. The first two have been done for you as examples.

**Examples:**

1. **Head**

   *Literal meaning:* the upper part of the body, containing the brain, mouth, and sense organs

   *Sentence:* She shook her head soberly.

   *Figurative meaning:* chief, leader, act as the head of

   *Sentence:* The head of the department has the power to take any decision.

2. **Jump**

   *Literal meaning:* push yourself off the ground using the muscles in your legs and feet

   *Sentence:* Children love to jump.

   *Figurative meaning:* a large or sudden increase

   *Sentence:* One should not jump into an agreement before seeing the results.

3. **Target**

   *Literal meaning:* a person, object or place selected as a mark of attack

   *Sentence:* A leader is always the target of the opposition.

   *Figurative meaning:* .................................................................

   *Sentence:* .................................................................

4. **Hammer**: -

   *Literal meaning:* a tool used for breaking things

   *Sentence:* Hammer is made of wood and iron which is used to break items.
5. Spur:
Literal meaning: a device with a small spike or a spiked wheel, worn on a rider’s heel for urging a horse forward

Sentence: The horse rider pricked the horse’s back with his spur to speed him up.

Figurative meaning:

Sentence:

6. Underline
Literal meaning: draw a line under a word or phrase for emphasis

Sentence: The students were made to underline difficult words in their books.

Figurative meaning:

Sentence:

7. Avenue:
Literal meaning: a broad road or path

Sentence: I have seen you in the garments shop on Fourth Avenue.

Figurative meaning:

Sentence:

8. Anvil
Literal meaning: an iron block on which metal can be hammered or shaped

Sentence: The blacksmith moulded the beautiful antique by using the anvil.

Figurative meaning:

Sentence:

9. Periphery
Literal meaning: the outer limits or edge of an area or object

Sentence: New buildings on the periphery of the site look very good.

Figurative meaning:  

137
10. Bounce

*Literal meaning:* move or jump up and down repeatedly

*Sentence:* This ball *bounces* 100 times in a minute.

*Figurative meaning:*

*Sentence:*

---

6.6 Conclusion:

To sum up, the chapter was a compilation of a number of vocabulary tasks proposed by contemporary language teaching practitioners. This chapter can serve as a useful reference source for language learners and teachers looking for vocabulary tasks. At the end of the chapter a few tasks have been presented which I have designed myself. These tasks are proposed as a supplement to existing tasks types and they are also considered as useful specially for the Indian ESL learners.
Conclusion
Vocabulary plays a tremendously important role in language learning just as other components of language. In my opinion the dearth of vocabulary is one of the most serious causes of students’ failure to express themselves in English classrooms. Thereby students are not able to use English outside the classroom in real life situations in spite of studying English for several years. I suppose that this study may be useful for teachers and students in terms of familiarizing them with relatively new techniques which can be useful in their vocabulary improvement.

The work begins with literature review, discussing empirical and theoretical research related to vocabulary learning and teaching. It is followed by a discussion of the teaching of vocabulary in different teaching methods, starting from the Grammar-Translation Method to Communicative Language Teaching. Task-Based Language Teaching and Form-Focused instruction, two new methodological developments, have been dealt with separately. Though Form-focused instruction is not a method in itself but, TBLT is considered to be a method of language teaching, having emerged from Communicative Language Teaching.

As the title suggests, the aim of this work is an attempt to present tasks for the classroom context. Thus, the crucial part of the thesis is the chapter which is concerned with the compilation of a fairly large number of useful vocabulary learning tasks followed by some tasks designed by the researcher herself. These are tasks which are different from tasks usually found in books, and are considered to be specially useful for Indian ESL students. These tasks which the teacher uses in the classroom not only provide learners with practice opportunities, but also motivate them. It is clear that a pleasurable classroom environment can be built up with the use of tasks and the nature of this enjoyable classroom experience influences students’ learning.

Vocabulary was earlier ignored in language teaching courses and curriculums because of the central place given to grammar and focus on other components of language. Recently, however, researchers have realized that vocabulary is a salient element of language learning and teaching.
Learning and teaching vocabulary is these days the core of language teaching and learning and substantial progress has been made regarding the issues involved with it. A large number of studies done on vocabulary can be taken as evidence to it.

As vocabulary knowledge plays a significant role in L2 teaching/learning, activities that help vocabulary learning have achieved importance. In view of this, using tasks, compared with the traditional methods of instruction, has currently been emphasized. The subsequent implications of the study are the following:

1. Vocabulary instruction should be a primary concern in teaching English as a second or foreign language, because it is the vital part of communication.
2. Vocabulary instruction is a difficult process which needs careful preparation/attention by teachers and active participation by students.
3. Vocabulary should be taught in contexts and incorporated with the other language skills. Teaching vocabulary in isolation or through wordlists is ineffective.
4. Co-operative learning plays an important role in vocabulary instruction.
5. Teachers of Indian ESL students should try to use and even design their own tasks which suit their students' needs. For example, translation-based tasks, not in the form of word lists, but those which employ continuously running texts and hence give an idea of the context and thus are more communicatively oriented, might be a good alternative to monolingual tasks and can add variety to and enhance interest in the process of vocabulary learning. The familiarity with the L1 words used in the task make the learning of new L2 items easier.
6. In the teaching of words and expressions, varieties such as formal, informal should be recognized. Hence, the researcher has designed tasks on this aspect of vocabulary teaching and recommends the use of such tasks.
7. Further, etymology can help learners understand and generate a large number of related items, thus making them richer in vocabulary in a short period. The researcher has provided an example of such a task and recommends such tasks for ESL learners.
8. Students enrolled in a spoken English course should also be given practice in idiomatic language and phrasal verbs, so that their spoken language does not appear to be bookish; and such a task has also been designed by the researcher in the chapter on tasks.
To sum up, a good knowledge of vocabulary makes a great impact on the learners’ development of other features of language such as reading comprehension, listening comprehension, speaking, and writing. Hence, proper care should be taken in selecting and implementing appropriate vocabulary teaching/learning techniques in language classes.