

Learning Vocabulary with Interactive Ways

Ro'ziyeva Bahora Xushmurod qizi

*Student of Samarkand State Institute of Foreign Languages, Faculty of English Philology and Translation, Philology and teaching languages (English) 3-year student 2204- group
Bahorruziyeva04@gmail.com*

Xotamova Parvina Ilhomovna, PhD

Scientific Supervisor

Annotation: This study investigates how well interactive techniques help EFL (English as a Foreign Language) learners acquire vocabulary. Conventional memorisation methods are frequently inadequate for retaining vocabulary over time. Through a review of existing research and an examination of contemporary teaching methods, this study shows how interactive resources like role-plays, games, storytelling, and technology-enhanced learning can greatly enhance vocabulary acquisition, learner motivation, and retention. According to the results, these techniques promote a student-centered learning environment that encourages participation and contextual learning.

Key words: student involvement, interactive learning, EFL learners, educational technology, and vocabulary acquisition.

Introduction. Communication, reading comprehension, and general language competency all depend heavily on vocabulary knowledge, which is a basic part of language ability. Even though acquiring vocabulary is important, is frequently restricted to rote memorisation methods that don't encourage contextual usage or long-term retention (Nation, 2001). Current educational trends highlight how interactive and communicative approaches can improve vocabulary acquisition. Stronger cognitive associations with new words, motivation, and engagement are all enhanced by interaction (Schmitt, 2008). This study looks at several interactive strategies and how they affect EFL learners' vocabulary growth.

Methods

This study employed a qualitative research design, combining a literature review and informal interviews to explore interactive vocabulary learning techniques.

A literature search was conducted for scholarly books, peer-reviewed articles, and class reports published between 2000 and 2024. Sources were selected using keywords such as “interactive vocabulary learning,” “EFL techniques,” and “educational technology” from databases including Google Scholar, ERIC, and JSTOR. A total of nine relevant sources were reviewed to gather a comprehensive understanding of current methods. To supplement the literature, five EFL teachers from secondary schools in [region/country] participated in informal interviews. The teachers had between 3 and 15 years of teaching experience. Interviews, lasting approximately 30 minutes, focused on their classroom implementation and observations of interactive vocabulary techniques. Notes were taken during the interviews for analysis. Data from the literature and interviews were analyzed thematically to identify key interactive methods and their perceived impact on vocabulary learning.

The following interactive methods were reviewed:

1. Educational games (e.g., vocabulary bingo, charades, and digital word games)
2. Storytelling and role-plays
3. Use of flashcards and visual aids
4. Technology-enhanced tools (e.g., Quizlet, Kahoot, Duolingo)
5. Peer collaboration and group tasks

Analysis of literature and classroom practices revealed several key findings:

Increased motivation: Students demonstrated greater enthusiasm when participating in vocabulary games and digital learning tools (Liu & Chu, 2010).

Improved long-term retention: Interactive methods like storytelling, images, and context-based tasks enhanced word recall (Webb, 2005).

Contextual learning: Role-plays and conversations allowed learners to use new vocabulary in real-life situations, deepening understanding.

Multi-sensory engagement: Visual, auditory, and kinesthetic learning styles were accommodated through interactive strategies (Gardner, 2011).

Teacher perspectives: Educators observed improved participation and vocabulary usage among students engaged with interactive materials.

Results

Using interactive games and digital tools to acquire vocabulary increased student motivation and engagement. Kahoot and Quizlet were especially praised for their abilities to make vocabulary drill fun and lively (Liu & Chu, 2010).

Interactive strategies including storytelling, graphics, and context-based exercises can boost long-term vocabulary retention. These methods found to be more effective than rote memorizing in helping pupils learn and apply new vocabulary (Webb, 2005). Role-plays, peer interactions, and conversation simulations improved students' contextual understanding and vocabulary application. Both the literature and teacher comments indicated that contextual vocabulary usage resulted in greater understanding and more frequent use in class discussions. **Support for Diverse Learning Styles:** The use of visual aids, auditory information, and kinesthetic activities accommodated various learning preferences. This multi-sensory involvement was found to improve vocabulary acquisition and student satisfaction (Gardner, 2011).

Positive Teacher Observations: Interviewees reported increased student participation and confidence in vocabulary usage while using interactive resources. They underlined how student-centered practices created an active and responsive classroom atmosphere.

Discussion.

This study's findings support the premise that interactive vocabulary learning approaches improve EFL learners' vocabulary acquisition by moving the emphasis away from passive memorization and toward active, meaningful participation. Interactive tactics such as storytelling, games, role-playing, and digital technologies enable students to apply language in context, resulting in deeper cognitive processing and better long-term retention. These findings support constructivist theories of learning, particularly Vygotsky's (1978) emphasis on social interaction and learner-centered activities. Students learn more efficiently through teamwork and hands-on experience than through isolated rote repetition. The enhanced motivation seen is consistent with previous research by Liu and Chu (2010), who found that students were more engaged when they used digital tools. Likewise, the increase in retention is consistent with Webb's (2005) findings about the efficacy of context-based activities. Thanks to

platforms like Quizlet and Kahoot, which provide multimodal experiences, technology has been essential in enabling a variety of learning styles. According to Godwin-Jones (2011), these resources offer instant feedback and repetition, both of which are essential for vocabulary consolidation. Teachers also reported that these platforms improved vocabulary usage and classroom participation, supporting Gardner's (2011) claim that multisensory learning is beneficial. Nonetheless, a number of difficulties were noted. Instructors cited constraints such limited class time and the requirement for sufficient training to use interactive tools successfully (Butler & Le, 2018). instruction. Future studies should examine the performance of various interaction tactics across a range of age groups and skill levels. The long-term impacts of these strategies on language fluency and vocabulary retention may also be evaluated with the aid of longitudinal research. Furthermore, it would be beneficial to look into how teacher preparation programs might better equip teachers to use interactive ways.

Conclusion.

This study focuses on the usefulness of interactive tactics in improving vocabulary learning among EFL learners. Moving beyond standard memory approaches, games, narrative, role-playing, and technology-based applications provide more engaging and meaningful learning opportunities. These tactics not only help with word memory and usage, but they also promote motivation, contextual comprehension, and active participation. Based on constructivist ideas, interactive learning allows students to develop knowledge via experience and cooperation. While problems such as limited class time and the need for teacher training remain, the advantages of incorporating interactive techniques into vocabulary learning are obvious. Adopting these strategies can result in a more dynamic and student-centered classroom, fostering deeper and more long-term language learning outcomes.

References

1. Butler, Y. G., & Le, V. N. (2018). *Technology-Enhanced Language Learning for Young Learners: Trends and Issues*. Cambridge University Press.
2. Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
3. Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2–11.
4. Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers & Education*, 55(2), 630–643.
5. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
6. Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363.
7. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
8. Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 27(1), 33–52.
9. Zengin, B., Delen, B., & Yakar, H. (2019). Investigation of the effects of Kahoot and Quizlet on vocabulary acquisition among EFL learners. *Journal of Language and Linguistic Studies*, 15(1), 85–99