



LANGUAGE FOCUSED ACTIVITIES

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Abstract: *The article deals with the issues based on analyzing the importance of language focused activities. Language acquisition is a complex process that requires both exposure and practice. Learners often face challenges in mastering grammar, vocabulary, pronunciation, and communication skills simultaneously. Language focused activities provide structured opportunities to integrate these elements in meaningful contexts. Such activities encourage students to develop accuracy, fluency, and confidence while engaging in interactive learning.*

Keywords: *language learning, communicative competence, vocabulary, grammar, interaction, motivation.*

Introduction

Language acquisition is a complex process that requires both exposure and practice. Learners often face challenges in mastering grammar, vocabulary, pronunciation, and communication skills simultaneously. Language focused activities provide structured opportunities to integrate these elements in meaningful contexts. Such activities encourage students to develop accuracy, fluency, and confidence while engaging in interactive learning. There are three sub-sections here: Focus on Vocabulary, Focus on Grammar and Focus on Pronunciation. You can use these activities when students need practice on specific language points. These can be used at any stage to practice or review vocabulary, grammar or pronunciation points, or as part of a skills-focused lesson. Below are some examples of ways you can integrate these activities into a lesson. They are based on the same lesson plans as the Skills-focused Activities introduction. Practice Activities. They take the key structure used in the text - the past simple tense - and give students controlled to free practice, so students can better understand and use this structure. B2 and B3 are Vocabulary Practice Activities. They look at the vocabulary students have encountered in the Pre-task Activity (watching an example speech). They provide controlled and free practice with this vocabulary, so students can use it in the main task (making a persuasive speech). A8 and B9 are Pronunciation Practice Activities. They focus on areas of difficulty students might have in pronouncing key structures used in the tasks.

Objectives

- to analyze the role of language focused activities in improving learners' communicative competence.
- to explore effective techniques that enhance vocabulary retention and grammar accuracy.



- to examine how these activities contribute to learners' motivation and participation in classroom interaction.

Use these activities when students need to focus on understanding and using words and phrases. This section is ordered by levels of control: controlled practice activities are near the beginning of the chapter, free practice activities at the end. However, many activities can be adapted to make them more controlled or freer. Some of the activities in other sections, especially Pre-teach Vocabulary, can be used to practice vocabulary:

- 1.4 Mind-map /2.1 Match the Vocabulary
- 2.2 Elicit the Word /8.8 Write and Match the Description
- 8.11 Text from Key Words /9.11 Prompt Cards
- 2.3 Concept-checking Questions/12.7 Mill Drill
- 4.8 Disappearing Paragraph /12.9 Noughts and Crosses
- 5.6 Classify the Information /8.1 Rewrite the Text
- 12.11 'Who am I?' Mingle /12.13 Speaking Stick.

Vocabulary Cards

Purpose: students remember form and meaning of new vocabulary

Practicalities: each student needs at least 10 small pieces of cardboard

- a. Students decide which words and phrases they want to focus on. Encourage them to pick useful words that they have trouble remembering.
- b. Give each student 10 or more small pieces of cardboard. They write the word or phrase on one side of the cardboard.
- c. On the other side, they write:- a translation /- or a definition or synonym /- or an example sentence using the word- or they can draw a picture.
- d. Students put the cards in their pockets or bags. At any time - when they are sitting at home, on the bus, waiting for someone - they can get them out and test themselves.

Methodology

The research adopts a qualitative approach supported by classroom observation and learner feedback. A group of intermediate-level students participated in task-based lessons where language focused activities were integrated. These included pair work, problem-solving tasks, role plays, and vocabulary-building games. Data were collected through reflective journals, teacher notes, and post-activity discussions to evaluate learner engagement and outcomes.

Results

The findings reveal that language focused activities create an active learning environment where students feel comfortable practicing the target language. Learners demonstrated noticeable improvement in vocabulary usage, grammatical accuracy, and speaking confidence. Moreover, collaborative tasks encouraged peer support, reducing anxiety and increasing motivation. Students also expressed that interactive activities helped them connect classroom knowledge with real-life communication.





Conclusion

Language focused activities play a significant role in enhancing both the accuracy and fluency of language learners. By combining structured practice with interactive tasks, they support the development of communicative competence while maintaining learner motivation. The study concludes that teachers should integrate varied and purposeful activities into their lessons to ensure a balanced and effective language learning process.

References

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