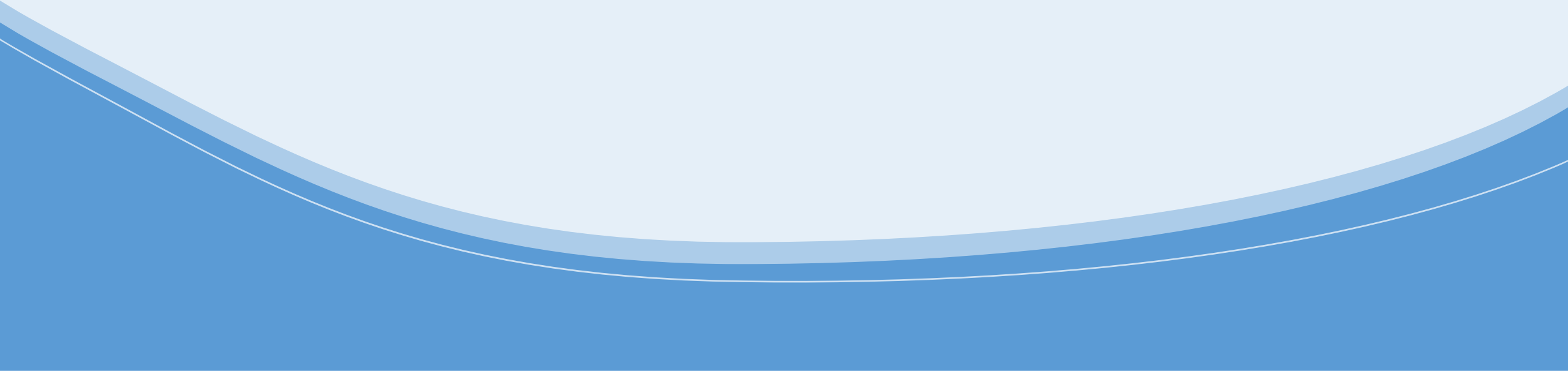


# **Teaching Vocabulary**

Without grammar, very little  
can be said but without  
words.....

***1) Can you think of examples of words which may cause learners the following problems?***



Possible ideas:

*2) Teachers need to draw learners' attention to the following aspects of vocabulary. Discuss with your partner where they should go in the list below.*

stress, appropriacy, affixation, silent letters, (ir)regularity, idiomatic, connotation, phonemes, register, (in)transitive, dependent prepositions, false friends, weak forms, (un)countable, part of speech, collocation.

| Meaning | Form | Pronunciation |
|---------|------|---------------|
|         |      |               |

| <b>Meaning</b>  | <b>Form</b>  | <b>Pronunciation</b>   |
|---|--|--|
| <b>Appropriacy</b><br><b>Idiomatic</b><br><b>Connotation</b><br><b>Register</b><br><b>False friends</b> | <b>Affixation</b><br><b>(ir)regular</b><br><b>(in)transitive</b><br><b>Dependent</b><br><b>prepositions</b><br><b>(un)countable</b><br><b>Part of speech</b><br><b>Collocation</b> | <b>Stress</b><br><b>Silent letters</b><br><b>Phonemes</b><br><b>Weak forms</b> |

# **Language Clarification**

Any new vocabulary you target to teach will need to be clarified in terms of meaning, form and pronunciation.

# Clarification of Meaning

- This can be done by analysing the word in terms of any issues it may have in terms of **appropriacy, idiomacy, connotation, register, false friends and words with similar meaning.**
- **Concept Checking Questions** can then be created to ask your students. These are usually simple yes / no questions. For example,  
**Appropriacy:** Can I use this word with my boss?  
**Idiomacy:** Can I translate this word into Italian?  
**Connotation:** Is this word positive or negative?  
**Register:** Is it formal or informal?  
**False friends:** Does this word mean the same in Italian?



# Clarification of Form

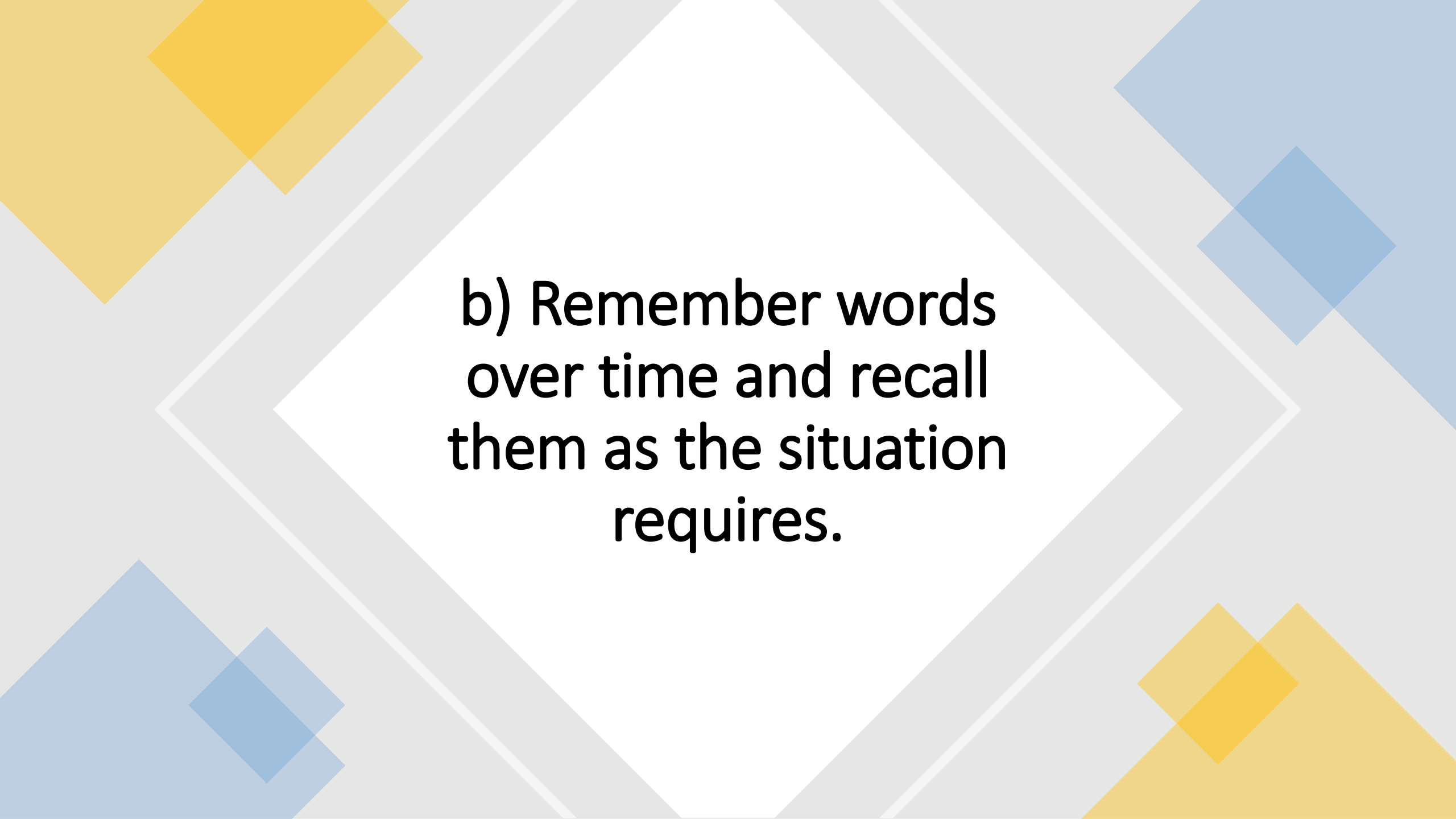
- This can be done by analysing the word in terms of **affixation, (ir)regularity, (in)transitivity, dependent prepositions, (un)countability. part of speech and collocation**
- Concept Checking Questions can then be created to ask your students. Such as,
- Is it a verb, noun or adjective? Is it regular or irregular? Does it have an object? Does it have any dependent prepositions? Can it use any prefixes? How do you make the noun and adjective forms? Is it countable or uncountable? Is it usually used with any nouns?

# Clarification of Pronunciation

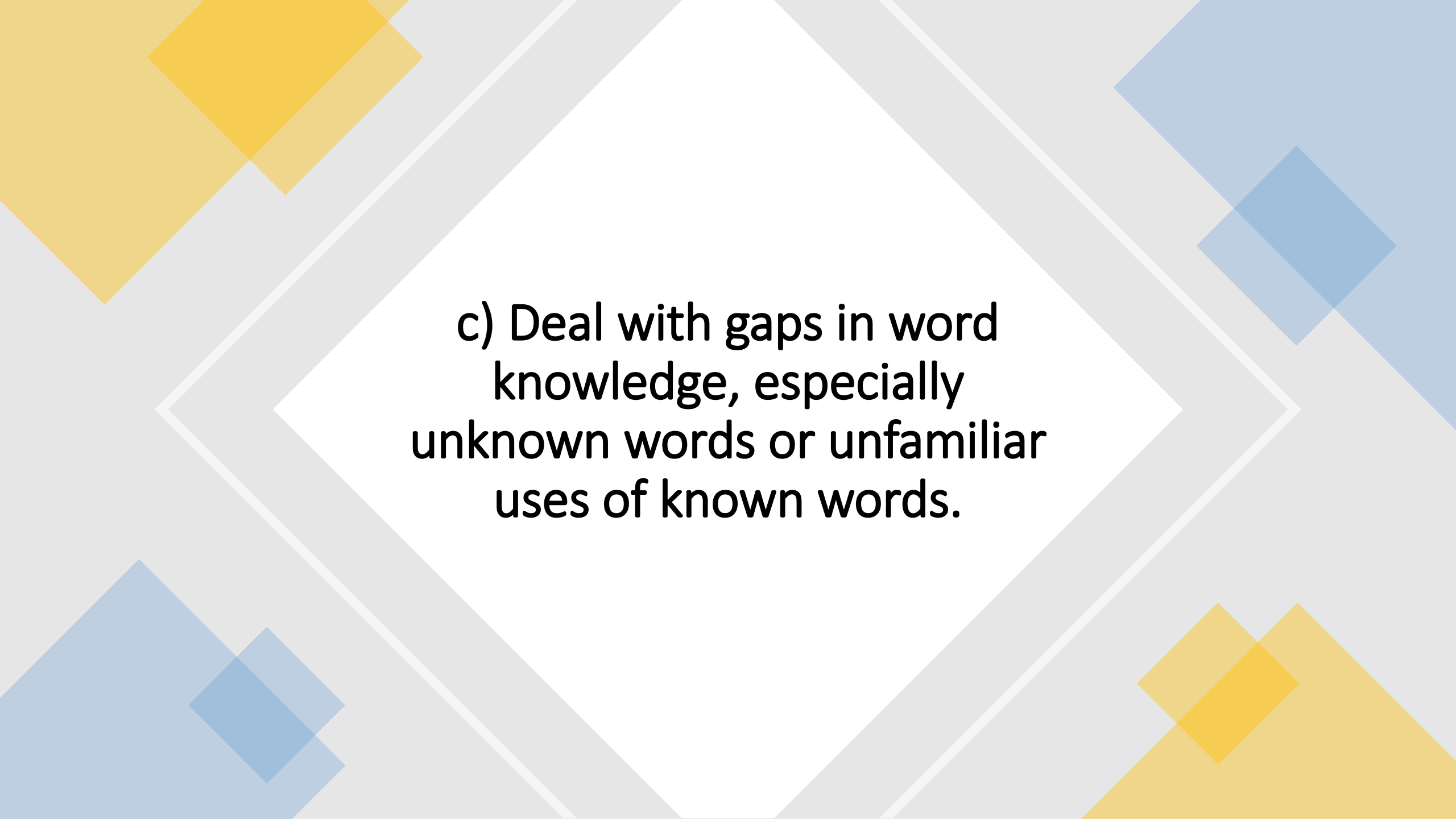
- This can be done by analysing the word in terms of its pronunciation features, such as stress, silent letters, phonemes and weak forms.
- Concept Checking Questions can then be created to ask your students. Like,
- Which syllable is stressed?
- Are there any silent letters?
- Are there any differences between spelling and pronunciation?
- Are there any weak syllables?
- **This is then followed by drilling the target vocabulary with the whole class and individual students.**

*3) In order to meet these challenges of making the correct connections between the form and meaning of a word and to use the correct form of the word for the intended meaning, students will need to do the following:*

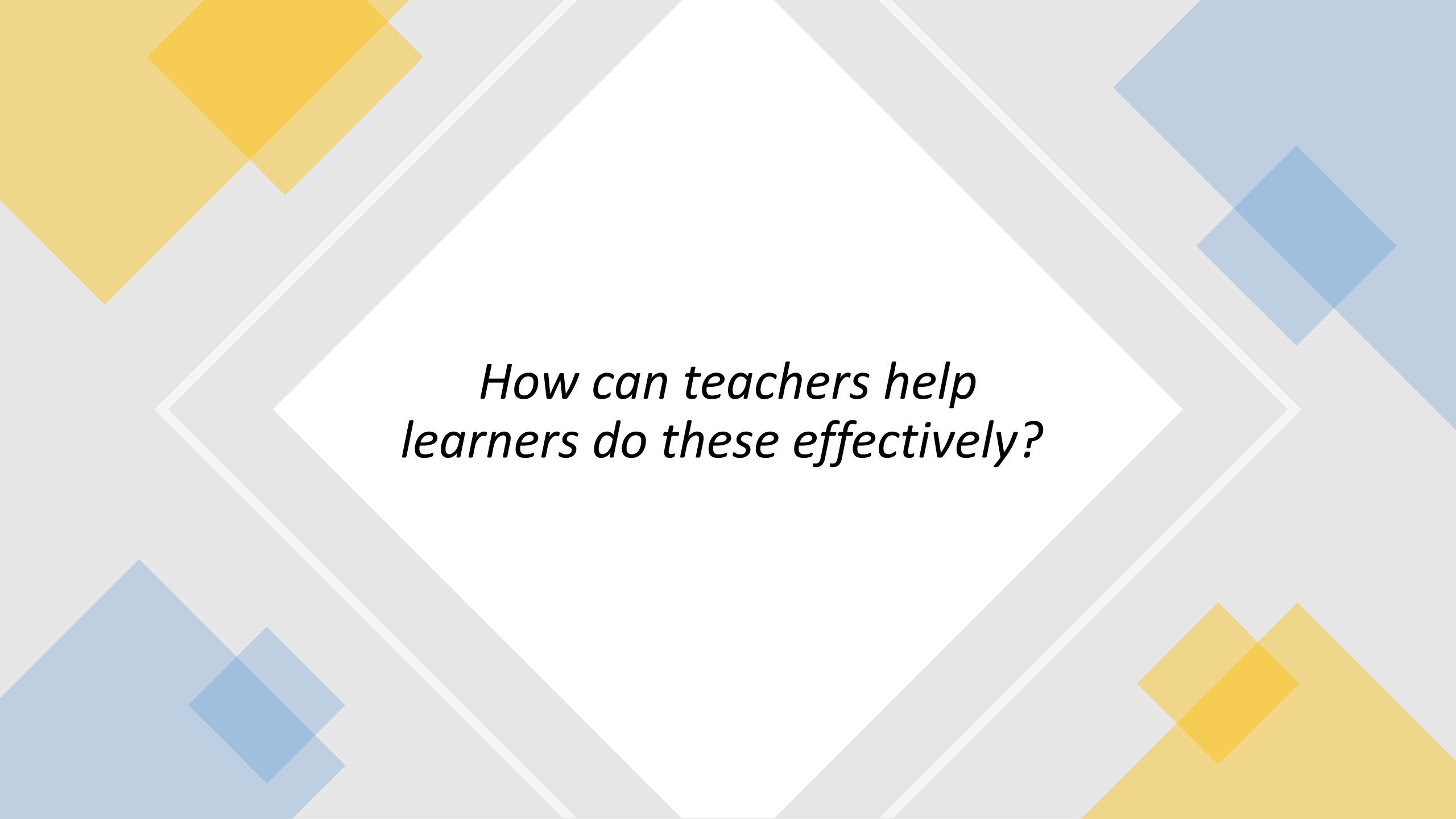
a) Acquire enough words for use in the comprehension and production of spoken and written language.



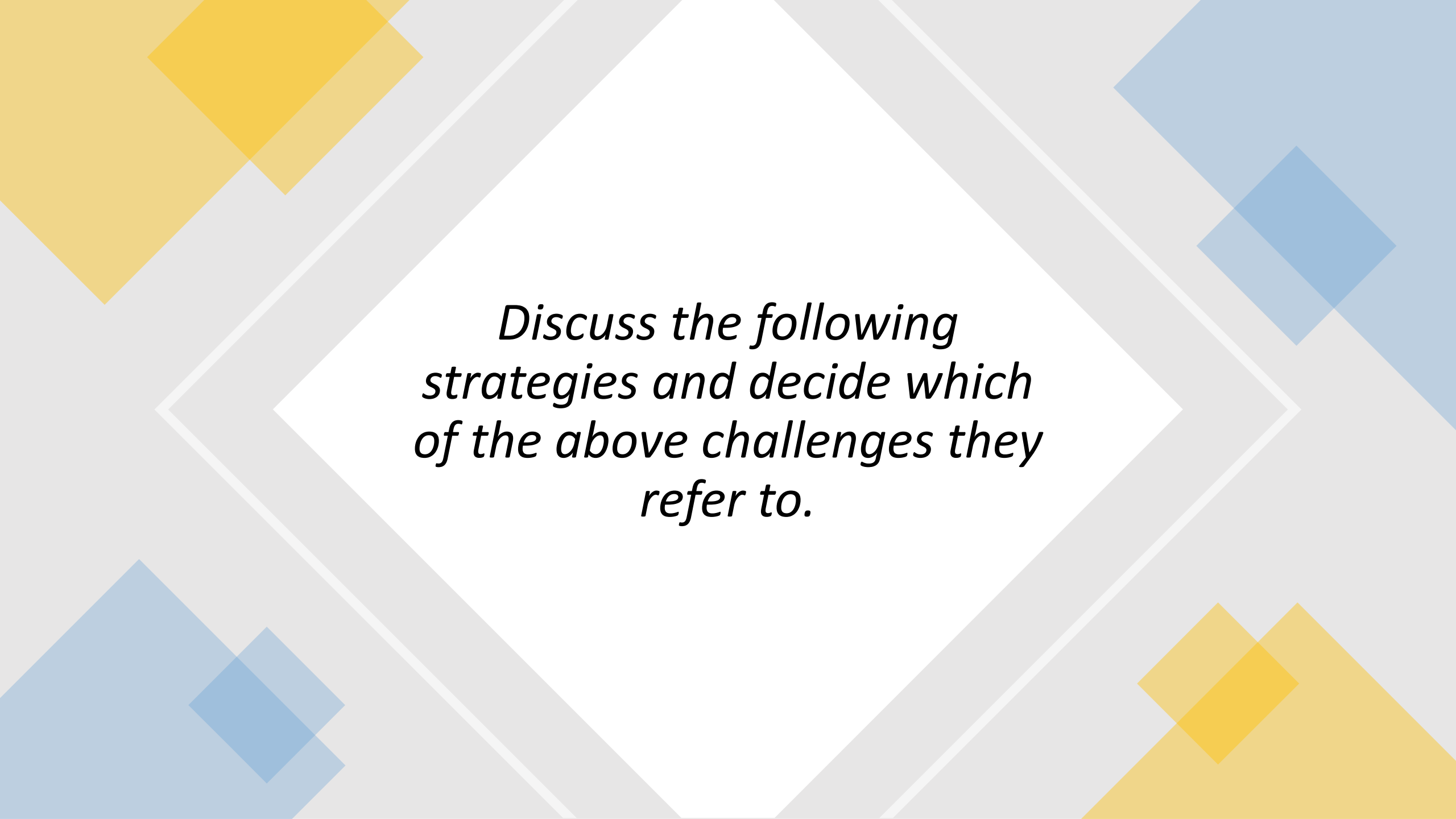
**b) Remember words  
over time and recall  
them as the situation  
requires.**



**c) Deal with gaps in word knowledge, especially unknown words or unfamiliar uses of known words.**

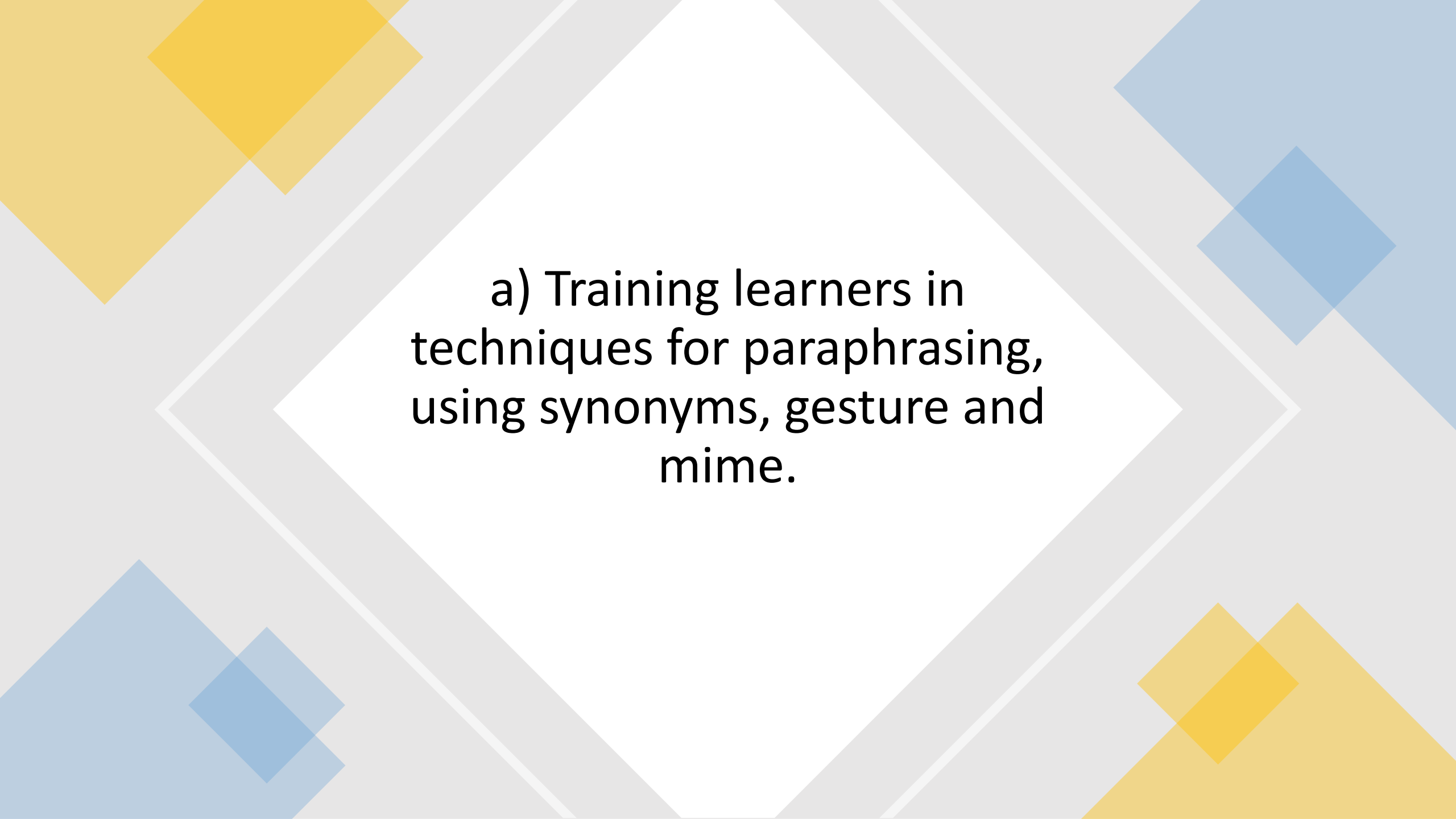


*How can teachers help  
learners do these effectively?*

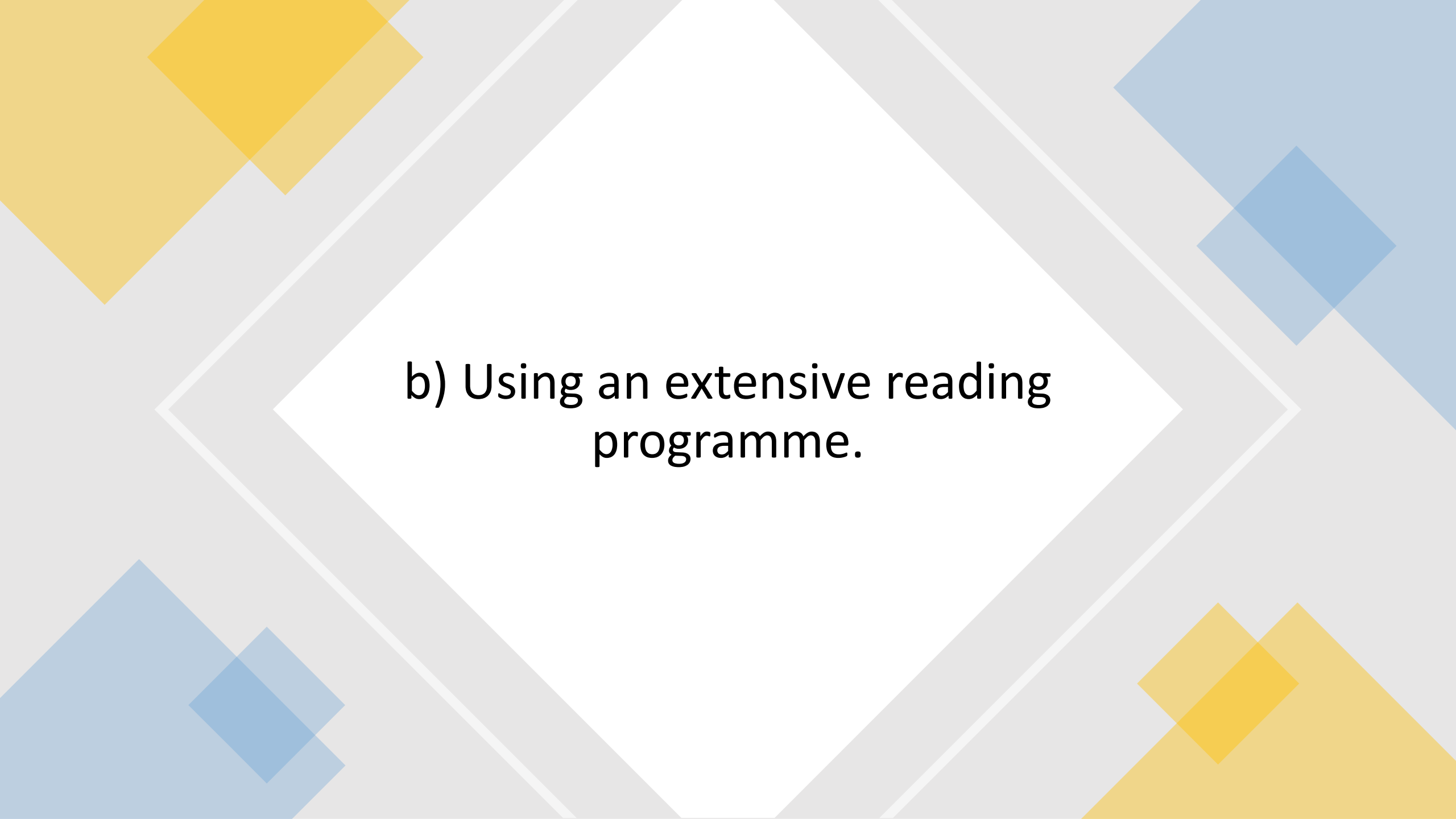


*Discuss the following strategies and decide which of the above challenges they refer to.*





a) Training learners in techniques for paraphrasing, using synonyms, gesture and mime.



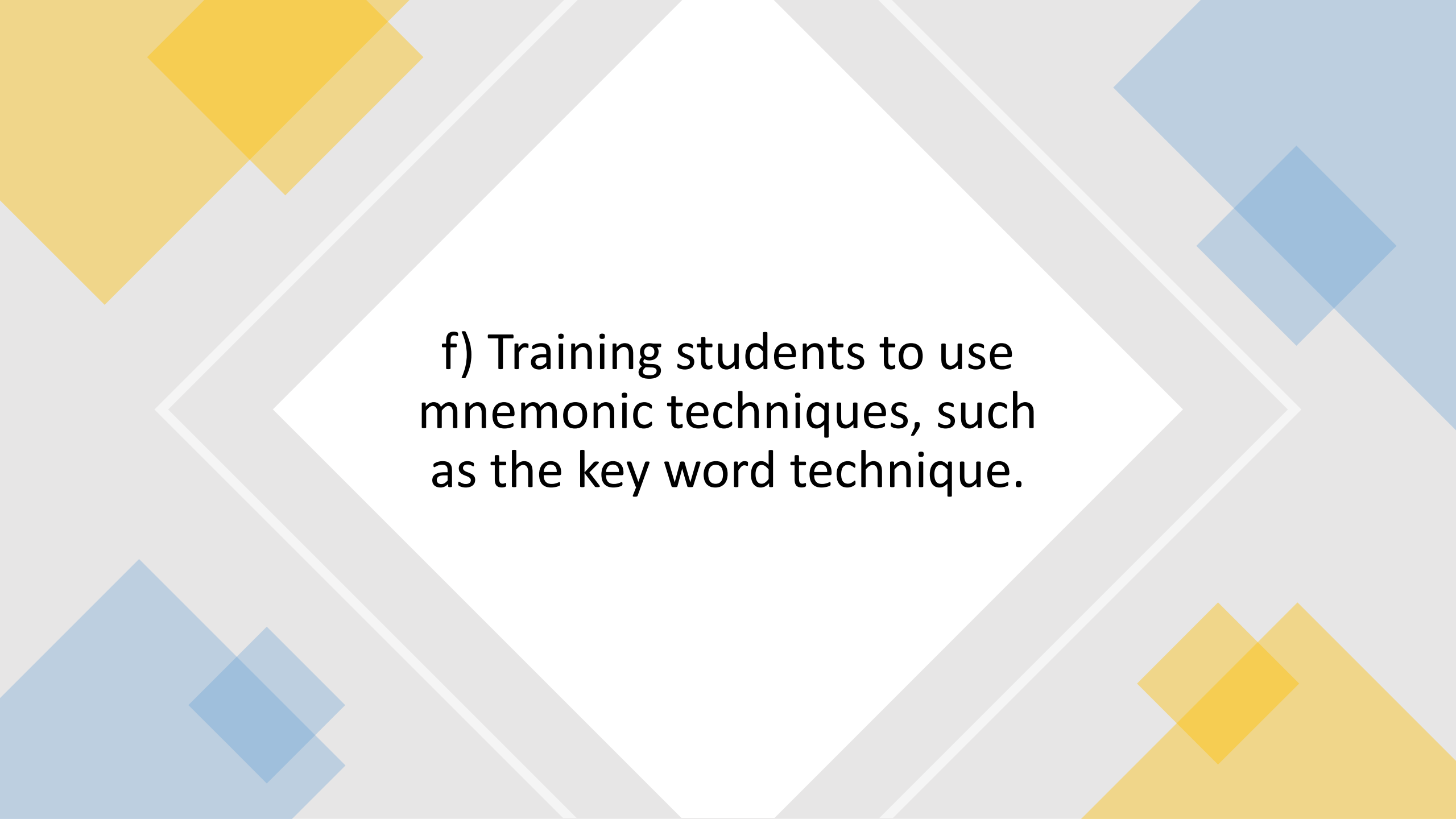
**b) Using an extensive reading programme.**

c) Encouraging learners to keep a vocabulary notebook with words recorded along with form, meaning(s), pronunciation, co-text and example sentences.

d) Reviewing, recycling and testing vocabulary using the principle of distributed practice in class and encouraging learners to do the same in their own time.



e) Training learners to use dictionaries efficiently



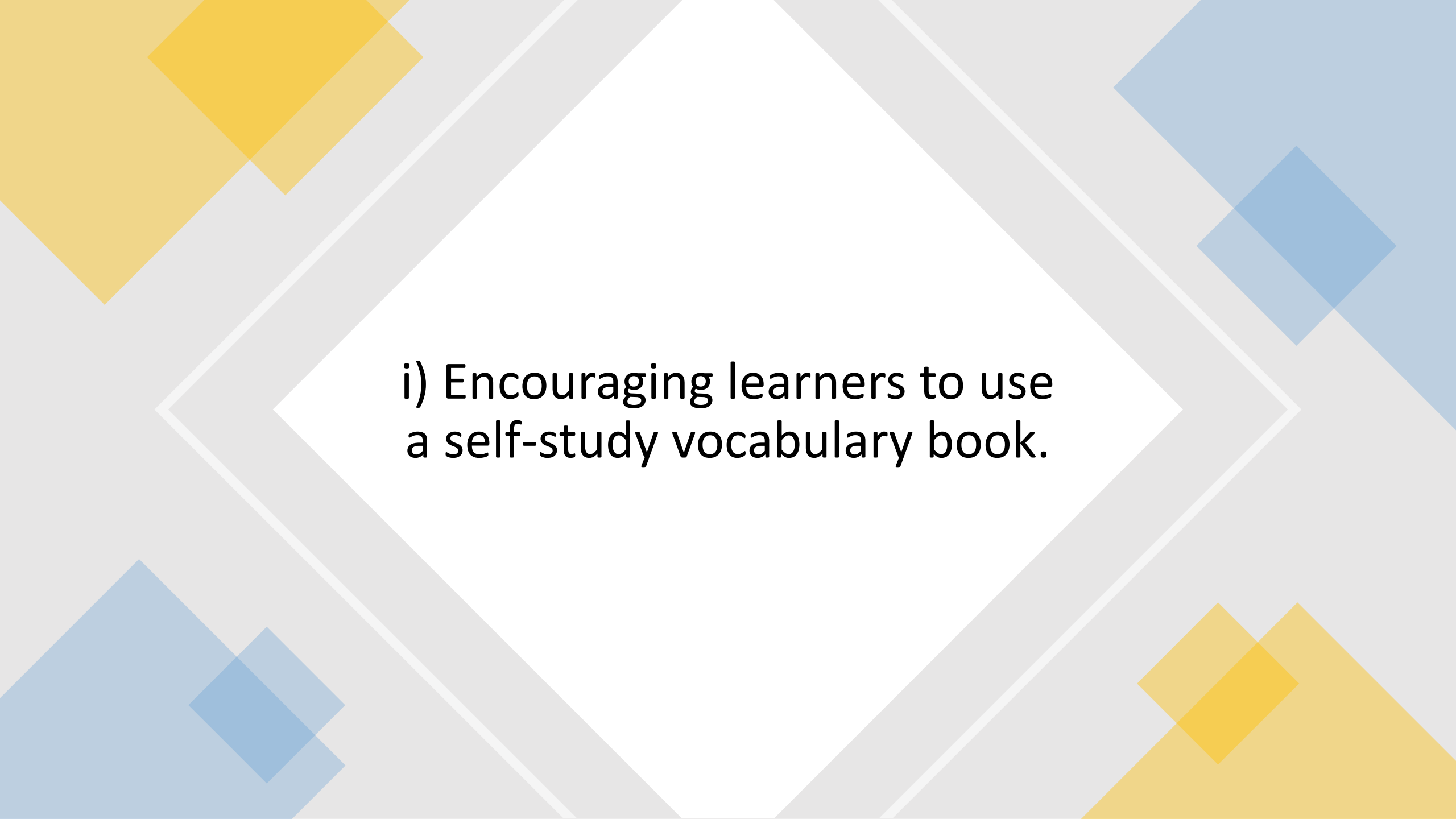
f) Training students to use mnemonic techniques, such as the key word technique.



g) Teaching vocabulary  
through lexical sets.

h) Reviewing incidental vocabulary from texts studied in class by underlining and recording words along with context (collocations, dependent prepositions, etc.)



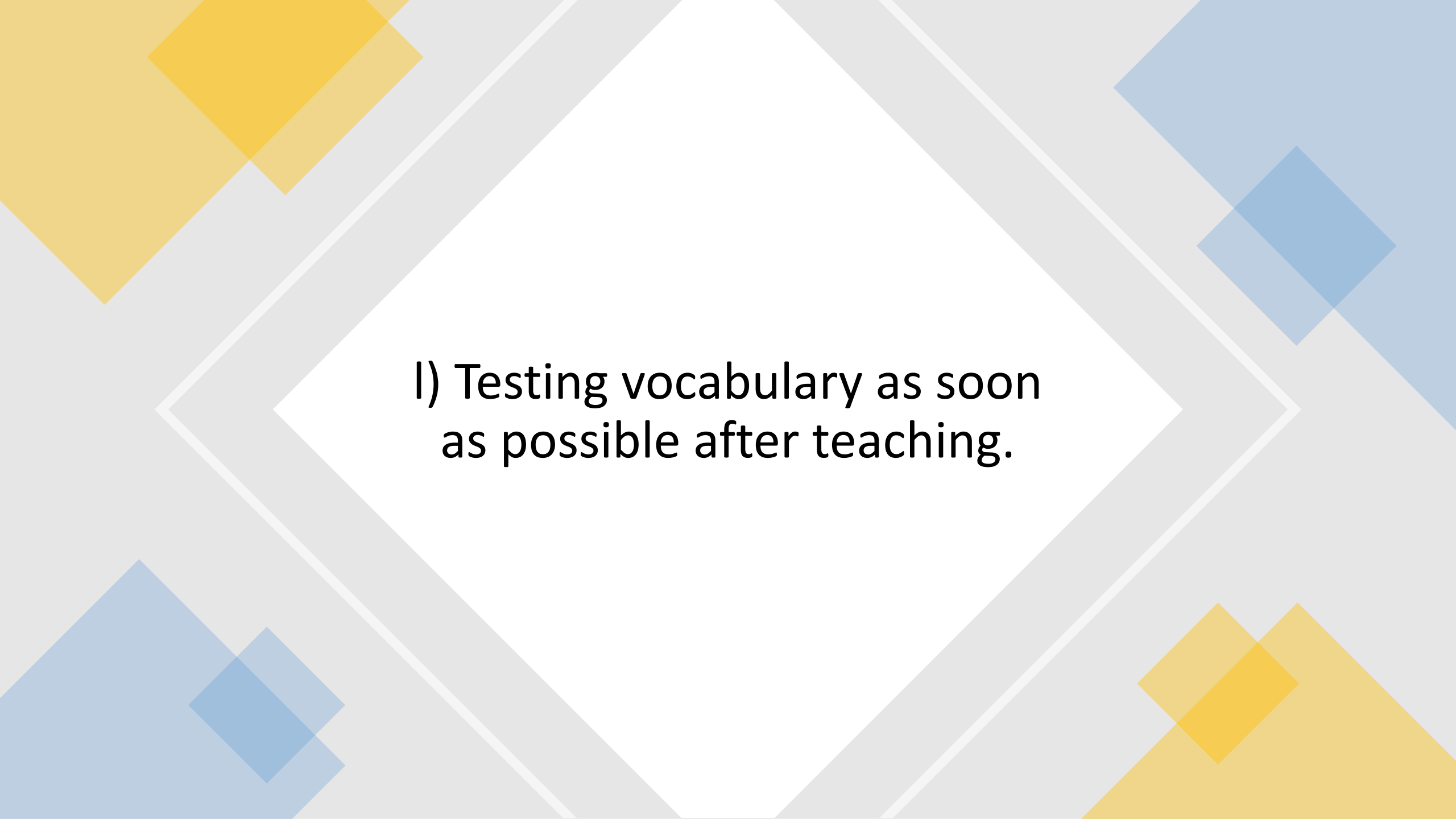


i) Encouraging learners to use  
a self-study vocabulary book.

j) Encouraging learners to record new vocabulary on cards along with their form, meaning, pronunciation, context and example sentence(s).



k) Encouraging learners to write personalised sentences with the target vocabulary.



I) Testing vocabulary as soon as possible after teaching.

## Acquiring

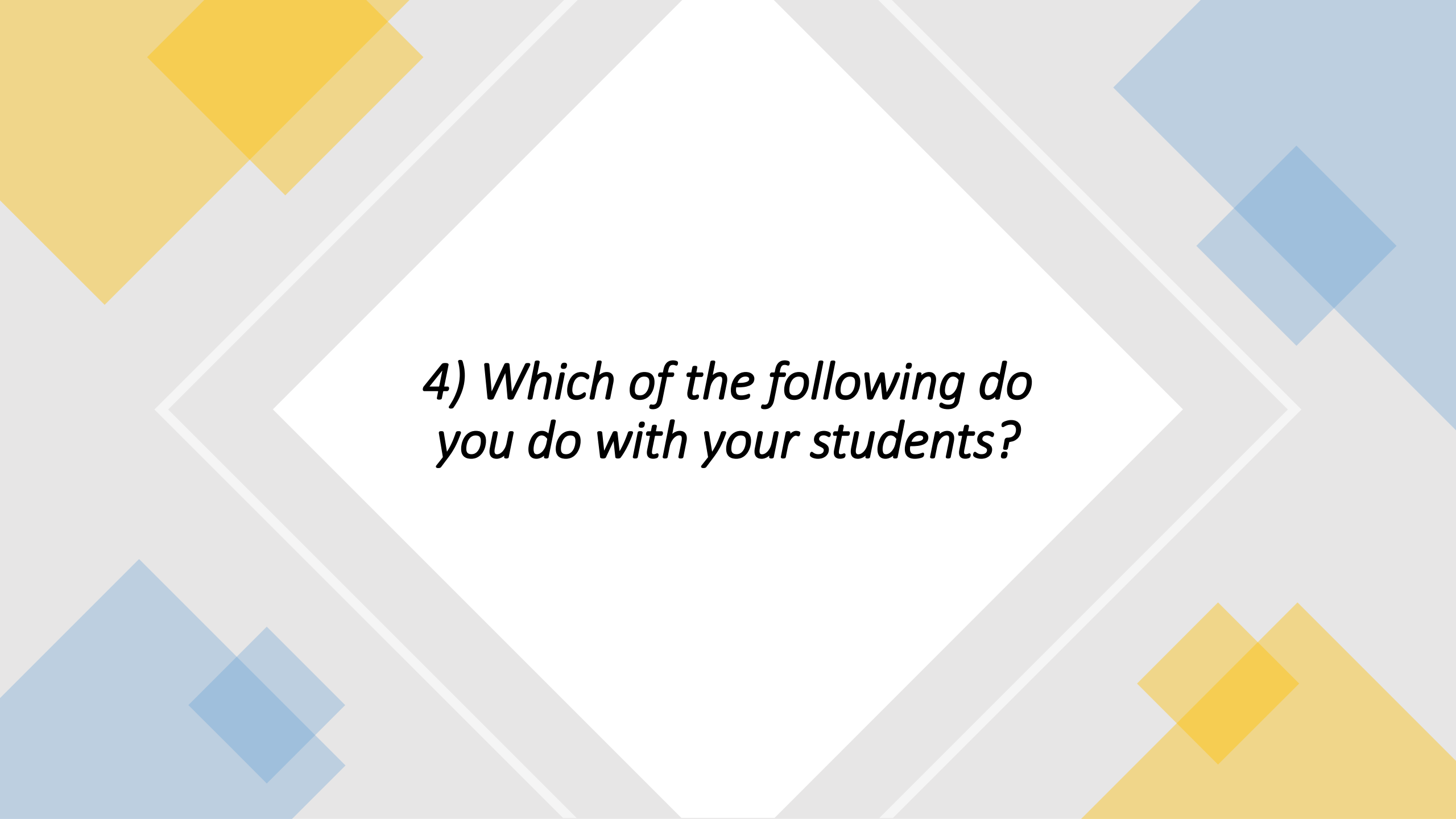
- b) Using an extensive reading programme.**
- c) Encouraging learners to keep a vocabulary notebook with words recorded along with form, meaning(s), pronunciation, co-text and example sentences.**
- g) Teaching vocabulary through lexical sets.**
- h) Reviewing incidental vocabulary from texts studied in class by underlining and recording words along with co-text (collocations, dependent prepositions, etc.)**
- i) Encouraging learners to use a self-study vocabulary book.**
- j) Encouraging learners to record new vocabulary on cards along with their form, meaning, pronunciation, co-text and example sentence(s).**
- k) Encouraging learners to write personalised sentences with the target vocabulary.**

## Remembering / Recalling

- d) Reviewing, recycling and testing vocabulary using the principle of distributed practice in class and encouraging learners to do the same in their own time.**
- f) Training students to use mnemonic techniques, such as the key word technique.**
- l) Testing vocabulary as soon as possible after teaching.**

## Dealing with gaps in knowledge

- a) Training learners in techniques for paraphrasing, using synonyms, gesture and mime.**
- e) Training learners to use dictionaries efficiently**



*4) Which of the following do you do with your students?*

**a) Decision-making tasks:** the more decisions learners have to make about an item of vocabulary, the more likely they are to remember it (the cognitive depth principle).

- identifying tasks:
- counting the number of times a word appears in a text;
- finding words connected to a lexical set; listening out for particular words in a listening task;
- listing all the words you hear connected to a lexical set;
- put the items in the order you hear them;
- tick the items you hear;
- unscrambling anagrams,
- word soups.

-selecting tasks:

- odd one out;
- choosing words to describe something or someone.
- - matching tasks:
  - matching items with a picture, translation, synonym, antonym, definition, collocation.
- - sorting tasks:
  - sorting items into categories according to meaning, form or pronunciation.
- - ranking and sequencing:
  - putting items in some kind of order in terms of frequency, preference, chronology, etc.



**b) Productive tasks:** students are required to use the target vocabulary in some kind of speaking or writing task that involve rehearsal, repetition and explanation, and are important in promoting retention of vocabulary.

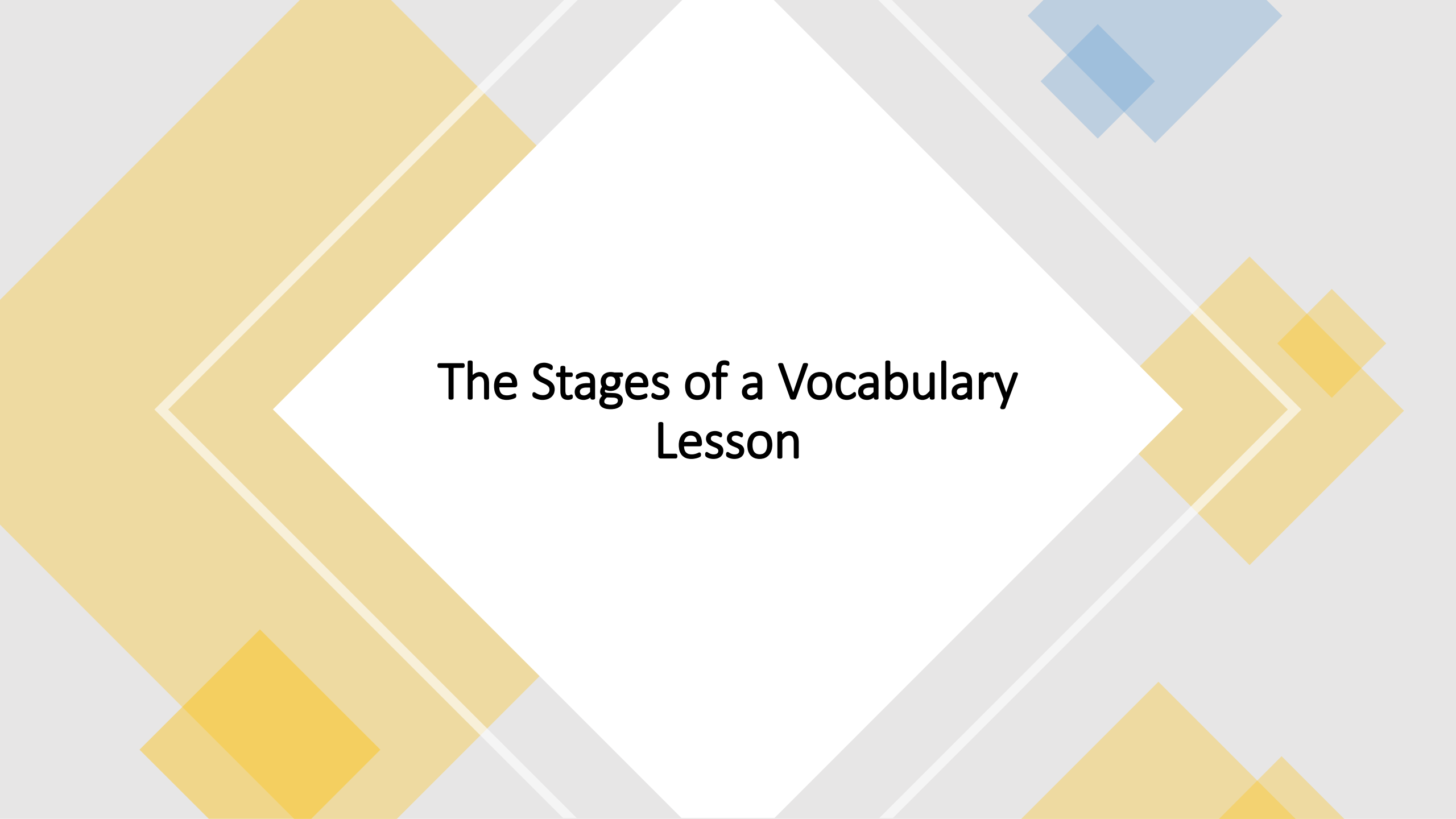
- - controlled practice:
- gap-fills (open or closed);
- multiple choice tasks;
- drills;
- - communicative practice:
- personalised sentence completion tasks;
- quizzes;
- class surveys;
- writing narrative texts that includes the target items;
- preparing dialogues and role plays;
- games, such as noughts and crosses, back-to-the-board, spelling races.

## c) Dictionary training tasks:

- dictating words that have the same sounds but different spelling rules for learners to check spelling and organise into groups;
- dictate words for students to check and group into meaning categories;
- odd one out;
- dictate words for students to organise into part of speech and other aspects of form;
- students use dictionaries to find collocations, complete word formation grids, group words according to connotation or frequency.

**d) Word cards:** a word cards box can be used in class with words recorded along with key information about their meaning, form and pronunciation.

- Students can also be encouraged to keep their own cards.
- - in class:
- students make sentences by combining two or more cards;
- bingo;
- students use cards to create a narrative text;
- students prepare a presentation using cards;
- students test each other using cards from the box.



# The Stages of a Vocabulary Lesson

## **1) Lead –in:**

- The teacher introduces the students to the topic of the lesson (not the target language).
- Useful aids include pictures, video clips, realia, etc.

## 2) Context Setting:

- The teacher provides the students with the context through which the target language will be introduced.
- This could be a text to read or listen to; a set of statements to read: a dialogue to read or build or through a set of pictures drawn on the board or presented digitally.
- According to Scrivener (How to Teach Grammar), a good context should lead inevitably to the natural use of the language.

### 3) Language Clarification:

- This involves eliciting and focusing on the target language to clarify its **meaning, form and pronunciation (MFP)**.
- The **meaning** is usually clarified through the use of concept checking questions.
- The **form** is clarified by eliciting and boarding an example sentence in the target language before eliciting the key parts of speech involved (along with the negative and interrogative forms),
- while the **pronunciation** is first modelled by the teacher, then drilled in chorus and individually.

## 4) Controlled Practice:

- Students are given restricted practice of the target language to find out if they have understood the meaning and if they can reproduce the form and pronunciation.
- Gap –fill exercises and sentence transformation exercises can be used.
- The students work individually to do the exercise before checking in pairs before whole class feedback where the teacher nominates students to read out their answers, giving immediate feedback on any issues they may have with the meaning, form and pronunciation of the target language.



## 5) Communicative Practice:

- The students are given a practice activity designed to give them the opportunity of practising the target language in a natural setting.
- The activity could take the form of a quiz or questionnaire or a personalisation activity where the students need to use the target language to talk about themselves.
- A typical feature of communicative practice is the information gap, where students have to exchange information in order to complete a task.

## 6) Delayed Error Correction:

- While the students are engaged in the communicative practice activity, the teacher should monitor them discreetly and make a note of correct and incorrect uses of the target language to give feedback on after the activity has been completed.
- Incorrect uses of the target language can be boarded for the students to correct themselves.