DAY 3:
TIME FLIES!

TODAY'S SCHEDULE:
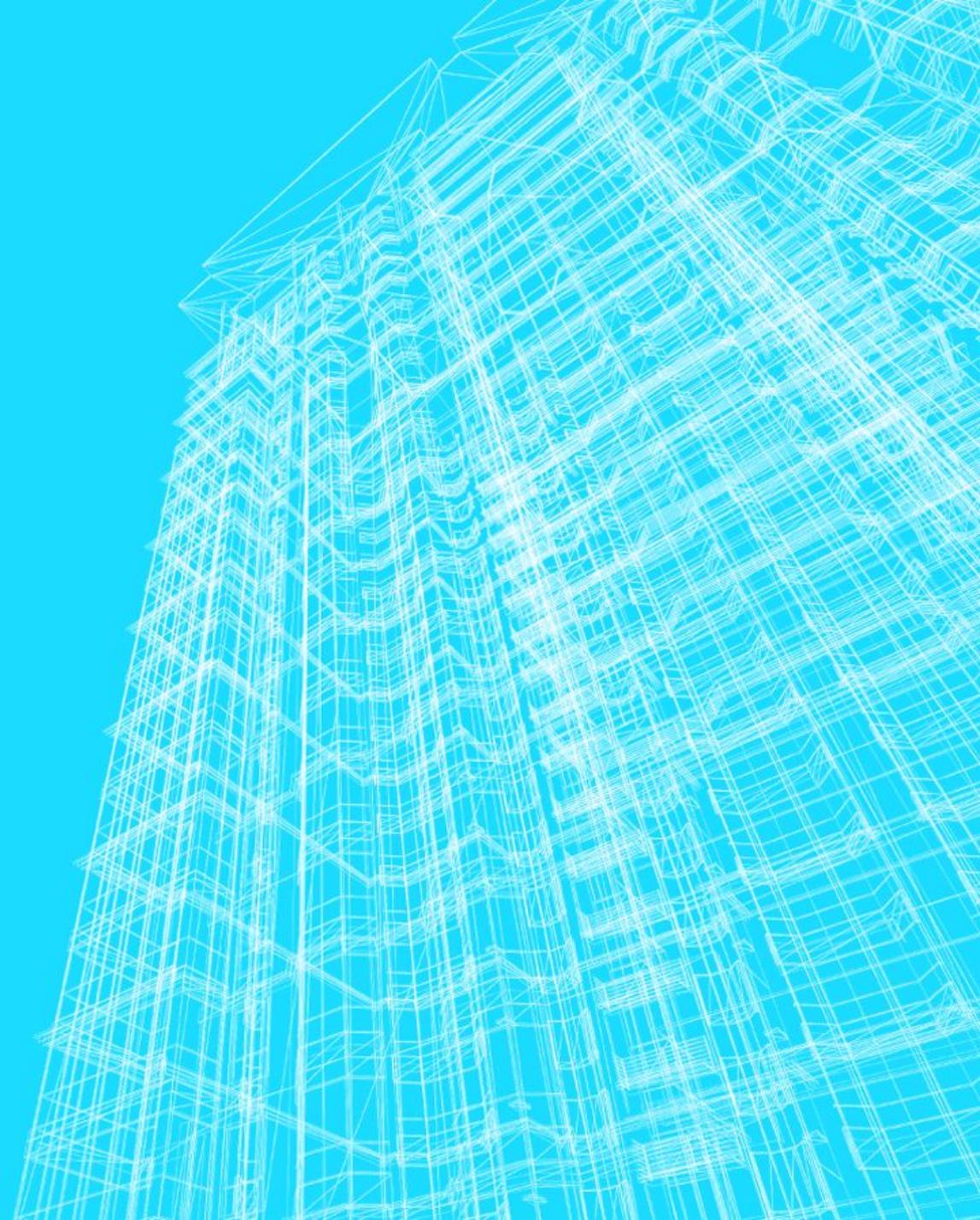
TIME	TOPIC
9:00-10:30	*Vocabulary: Best Practices in Acquisition*
10:30-10:45	BREAK
10:45-12:00	*5 Fantastic Vocabulary Activities for the EFL Classroom*
12:00-1:15	LUNCH
1:15-2:45	*Activate: Games for Learning English*

VOCABULARY: BEST PRACTICES & ACQUISITION

Seneca Ryan
English Language Fellow 2015-2017
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WE THINK WITH WORDS, THEREFORE TO IMPROVE THINKING, TEACH VOCABULARY.
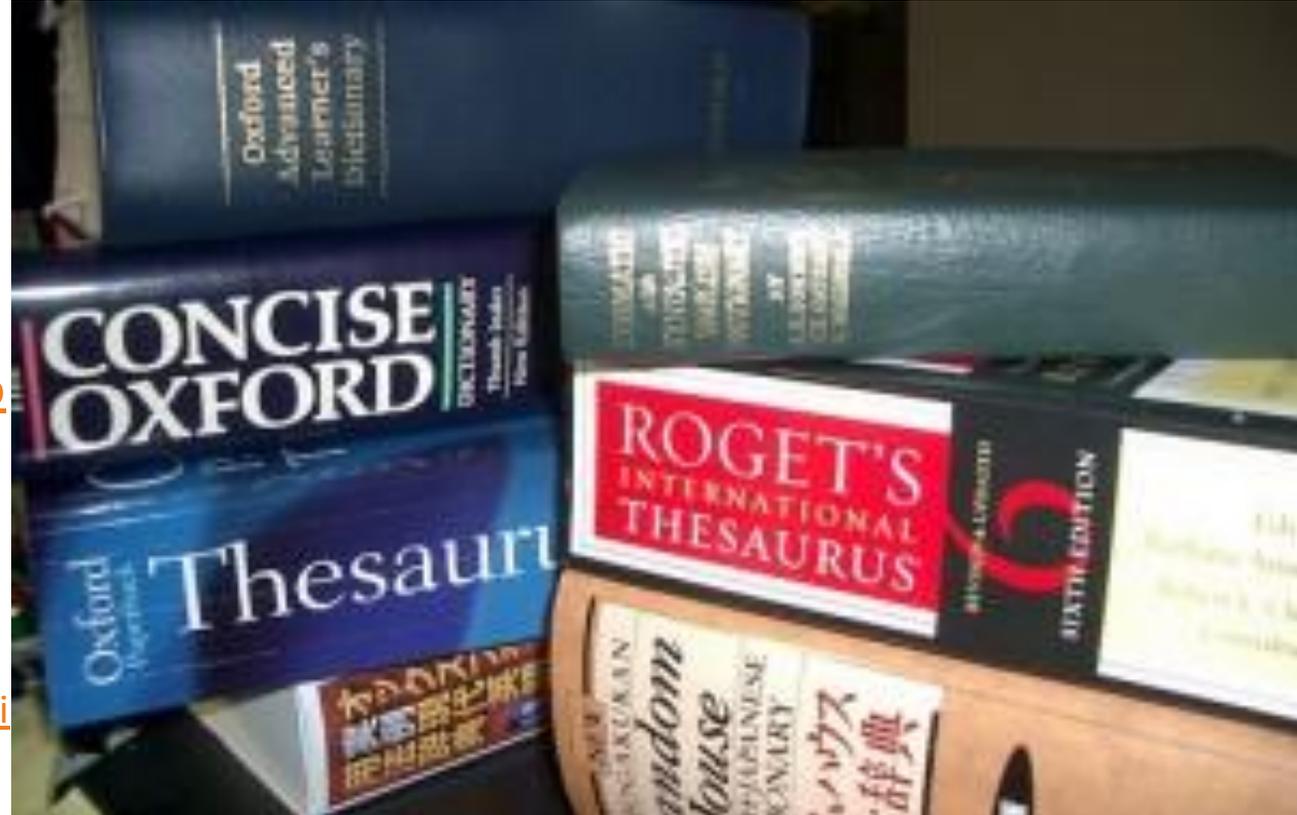
-- A. Draper and G. Moeller

HOW MANY ENGLISH WORDS ARE THERE?

- 1,025,109 English words as of 21 January 2014

- A new English word is created every 98 minutes

  According to: Global Language Monitor
  http://www.languagemonitor.com/number-of-words/number-of-words-in-the-english-language-1008879/

- At least 250,000 *distinct* words http://www.vistawide.com/languages/language_statistics.htm

HOW MANY WORDS DOES THE AVERAGE NATIVE ENGLISH SPEAKER KNOW?

- 20,000 (12,000 at the low end and 40,000 at the high end, but approximately 20,000 for the average university graduate) Goulden, Nation and Read, 1990

- If you knew just 2,000 words, what percentage of an average text could you understand?

- 80%. To speak fluent English, most people know about 2,000 words.

- If you knew just 5,000 words, your percentage of understanding would grow to only 88.7%. Francis and Kuccera, 1992

- And if you were using spoken language, you would only need to know 1,800 words to understand 80% of what was said. McCarthy 2004; Teaching Vocabulary, O'Keeffe, McCarthy, and Carter 2007

http://www.lingholic.com/how-many-words-do-i-need-to-know-the-955-rule-in-language-learning-part-2/

THE HIGH FREQUENCY WORDS

K12 Readers: Instruction Resources

- Most frequent word lists (1,000, 2,000, 5,000, etc.)

- Most frequent noun list (1,500)

- What are the top nouns?

Teaching ideas: direct students to use the lists to teach students when working on grammar, vocabulary and specific terms

Note: students should learn to instantly recognize high frequency words to improve reading fluency

Word	Frequency	Type
people	372	(noun)
history	187	(noun)
way	185	(noun)
art	183	(noun)
world	169	(noun)
information	168	(noun)
map	167	(noun)
two	164	(noun)
family	159	(noun)
government	143	(noun)
health	122	(noun)
system	111	(noun)
computer	109	(noun)

MOST FREQUENT WORD LIST, 2000 WORDS

Calculated how often the word appears in a sample of 250,000 words (compiled from the BNC top 3,000, The COCA 5,000, and the Longman 3,000) http://www.talkenglish.com/vocabulary/top-2000-vocabulary.aspx

From the top of the list

- The
- Of
- And
- To
- A
- In
- Is
- You

Some at the bottom of the list

- Motor
- Tomorrow
- Translate
- Suspicious
- Sympathy
- Weekly
- Whoever
- Witness

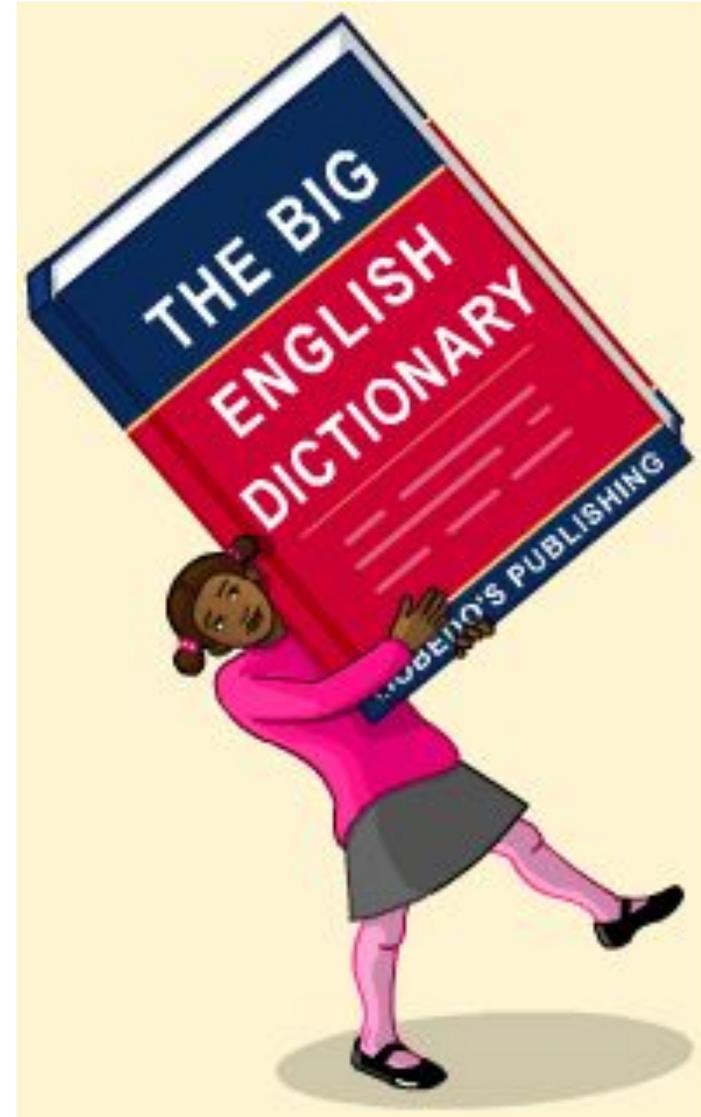# SEVEN STEPS TO LEARN VOCABULARY

STEP 1

- Define the word

- They write the word in a sentence

- Give an example of the word

- Translate it

STEP 2

- Student defines the term in their own words, creating their own definition that makes sense to them

- They use the word in their speaking/writing

STEP 3

- Student finds a non-linguistic representation for the word in a magazine or the internet

- Student can also illustrate the word

- Present their drawing/picture to a partner or the class

CAN YOU DRAW THESE WORDS?

- Culture

- Evidence

STEP 4

- Students may increase their knowledge of terms by finding similarities, making comparisons, analyzing, etc.

CREATING ANALOGIES

1. <u>Shoe</u> is to <u>foot</u>

   as <u>tire</u> is to _____

2. <u>Fire</u> is to <u>burn</u>
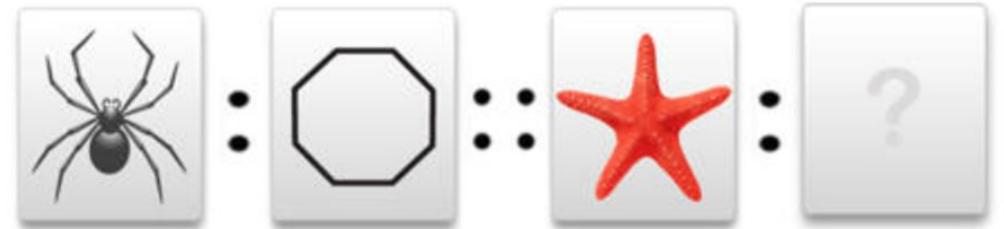
   as _____ is to _____

Analogy Types:
1. Part to whole
2. Cause to Effect
3. Synonyms or Antonyms
4. Problem to Solution
5. Thing to characteristic

CREATING ANALOGIES

3. <u>Noise</u> is to _____

    as <u>harmony</u> is to _____

4. <u>Culture</u> is to _____

    as _____ is to _____

STEP 5

- Students work together in pairs or groups to discuss the word and be able to use it in conversation

- Write dialogues, short stories or use the words to describe something or someone

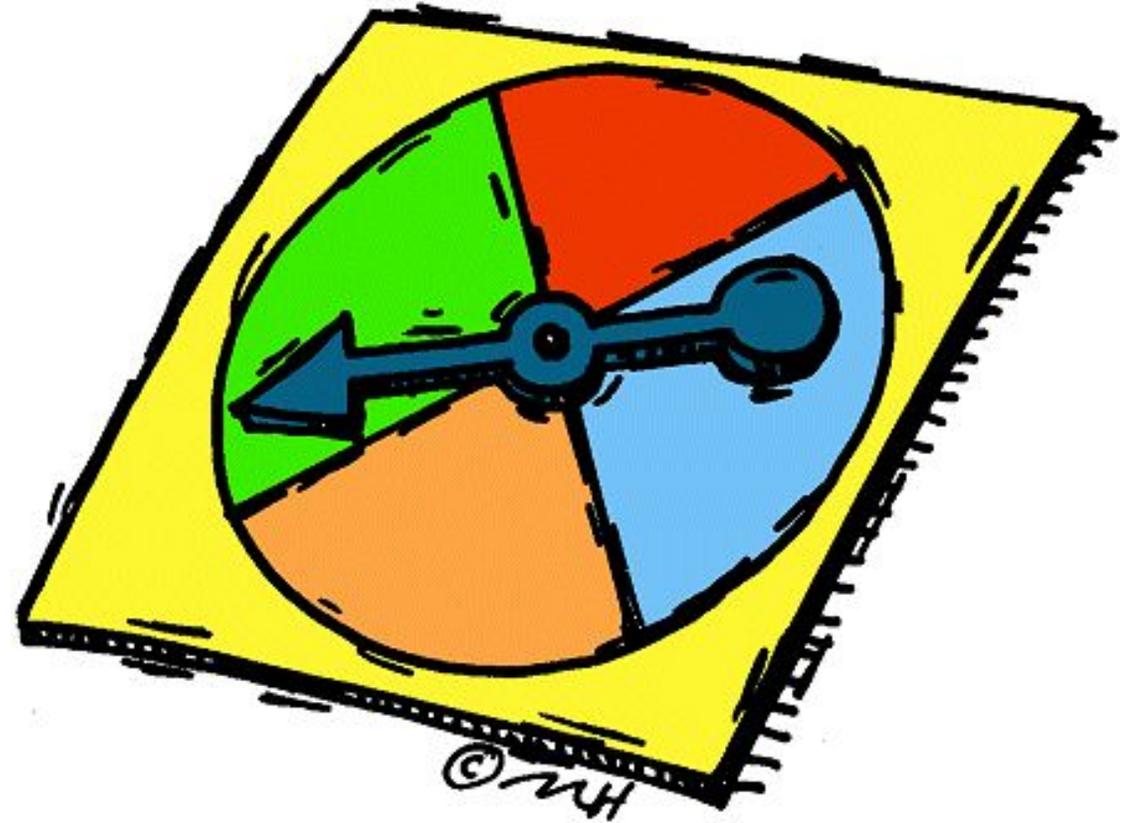# WHICH WORD DOESN'T BELONG? WHY?

Choose one word from each group that doesn't belong with the others. Explain **WHY** it doesn't belong.

1. Plants, Mountains, Vegetables, Rivers

2. Observe, Witness, Examine, Spy

3. In Conclusion, Finally, Next, Secondly

On a set of cards, write one vocabulary word on one card. SS turn over two cards, and make comparisons.

STEP 6

- Students use the academic language in games and activities that give them further practice with using the target words

- Use vocabulary/word cards for a quick activity to focus on developing skills

CRITICAL THINKING: VOCABULARY ACTIVITIES

Students analyze word choice in a text considering tone/mood the author is trying to convey. What is the mood of the following passage?

"It was a dark and stormy night. I sat alone in the old, dilapidated house staring out the window. The sky was black, the wind was loud, and the rain slammed against the broken windowpane. I shut my eyes, remembering my earlier visit, and I felt so embarrassed and angry. When I opened them, the lightning bolt flashed and lit up the room once more. I had to get out of the house; I had to hide. No one could know my horrible mistake. I opened the door, took a deep breath, and ran into the cold and rain."

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CRITICAL THINKING: VOCABULARY ACTIVITIES

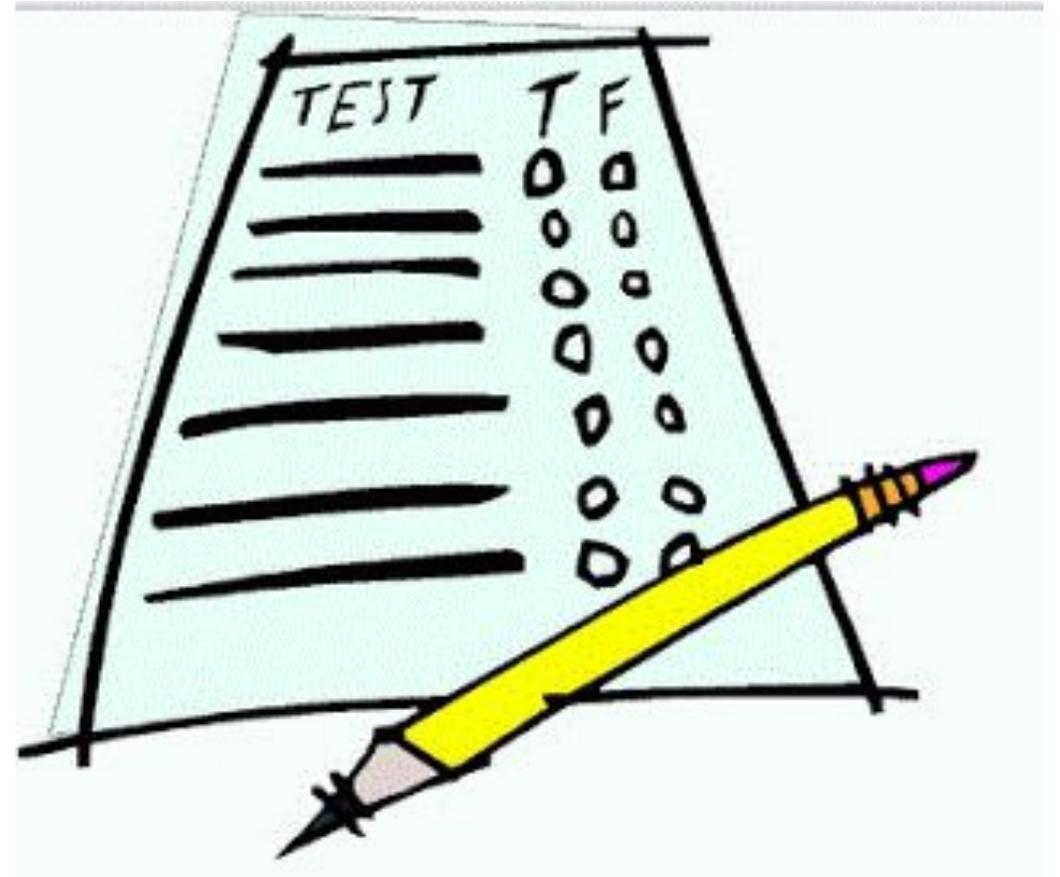Students analyze **connotations** of words.

- Anthony appeared **confident** when speaking with his colleagues.

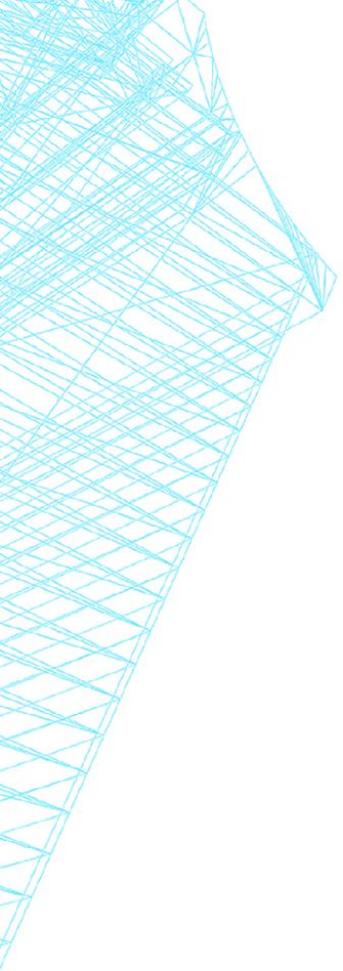- Anthony appeared **egotistical** when speaking with his colleagues.

The words may have similar meanings, but one has a **negative** connotation. Do you know which?

- Frank is very **easy-going** about his job.

- Frank is very _____**lazy**_____ about his job.

STEP 7

- Students recall words for quizzes, tests and exams

- This act of recalling words or knowledge is an important part of learning

- Learn>Review>Recall cycle builds faster recall and promotes long term knowledge

IN TESTS CONSIDER ASKING FOR...

- Definitions

- Use the word or phrase in a sentence

- Answer questions about the word in a speaking test

- Synonyms/Antonyms

- The Ukrainian word

IDEAS FOR BUILDING VOCABULARY

Use **mnemonics** - memory devices
that aid in retaining information

- mnemonicdictionary.com

- memrise.com

IDEAS FOR BUILDING VOCABULARY

Group words into **categories**, e.g. kitchens, health/medicine, etc.

▪ Students sit in a space (a park, library, etc) and make a list in their notebooks of everything they see. Look up any words they don't know, and write in a separate notebook with the L1 translation.

▪ Have students draw a "word tree" or other image to link visuals with new vocabulary

IDEAS FOR BUILDING VOCABULARY

Teach with **Collocations** - a group of words that are commonly used together

- *Noun + Noun:*

- peanut butter, circus tent, dream vacation

- *Adjective + Noun:*

- heavy rain, happy child, large bowl, strong coffee, high temperature

- *Adverb + Adjective*:

- easily available, richly decorated, never used, fully aware

- *Verb + Noun:*

- do homework, make bed, commit murder

IDEAS FOR BUILDING VOCABULARY

Students should think of words in **groups/chunks** and not just individuals words:

- Use collocation dictionaries with students

- http://prowritingaid.com/free-online-collocations-dictionary.aspx

- Teaching collocations…to eat with, eat by, eat over, eat near, eat on…

- http://www.englishcollocation.com/vocabulary/example-sentences.aspx

- Activities for teaching collocations

- https://www.britishcouncil.org/voices-magazine/fun-ways-teach-english-collocations

LET'S PLAY A GAME TO PRACTICE COLLOCATIONS

- Get into pairs and work together

- Write 100% totally correct sentences for each of the words

- Each sentence must contain at least 9 words with a collocation.

- Write one sentence at a time and call the teacher over to make sure it is correct

- If it is correct, your team will gain one point

- Try to gain as many points as possible from creating correct sentences

Nouns	Verbs	Adjectives
cat_____	To dance____	fluffy_____
dog_____	To sleep____	lonely____
secret____	To wait____	valuable____

MORE ON TEACHING WITH COLLOCATIONS

- http://www.englishcollocation.com/vocabulary/vocabulary-frequency.aspx
- Look up words on the 2,000 MFWL to see collocations
- Search words by frequency, letter or word
- Use examples to teach lessons on most common vocabulary and collocations

- http://www.englishcollocation.com/how-to-use/promise

- **Example: Promise used with verbs:**

"She **made** him a promise." (made, gave)

"You didn't **keep** your promise." (keep, fulfill, honor)

"I knew you would **break** your promise." (break, go back on)

"His career **shows** lots of promise." (shows, holds)

MORE IDEAS FOR BUILDING VOCABULARY

- Invite the use of **dictionaries** in the classroom!

- Ask pupils to keep a **word-list notebook** for new words they have learned

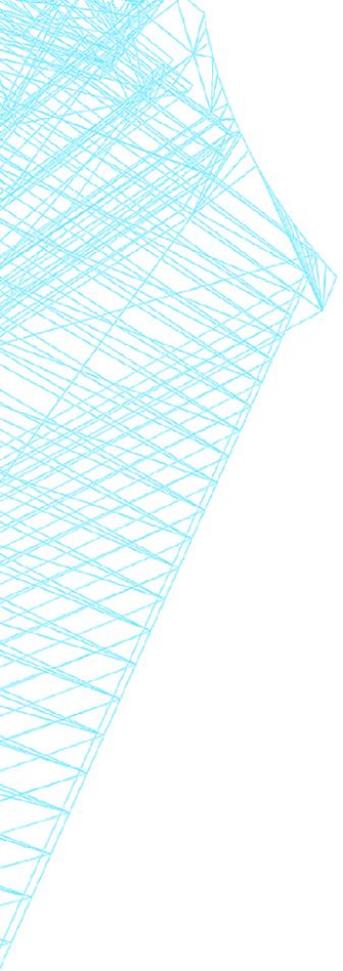- Gradually increase **intervals** for reviewing vocabulary

RESOURCE PAGES FOR TEACHERS & STUDENTS

- www.americanenglish.state.gov
Resource website for teaching English around the world offering books, articles, music, lesson plans for all levels including;

- Vocabulary building ideas

- "Trace Word Soup" and other video games for learning English

- Games and more!

WAYS TO LEARN NEW VOCABULARY

- http://www.english-daily.com/english-word.php free learn a word a day

- www.dictionary.com free dictionary and thesaurus

- https://www.vocabulary.com/app/ app for any level ($2.99)

- http://appcrawlr.com/ios/intellivocab-for-gre-and-gmat Intellivocab free app for learning advanced vocabulary

- www.snappywords.com
Free Visual Dictionary

RESOURCES

- http://englishcollocation.com/how-to-use/collocations.aspx
Use collocations, most frequent word lists for teaching vocabulary

- http://lingholic.com Second language acquisition information and related articles

- http://www.victoria.ac.nz/lals/about/staff/paul-nation Paul Nation's staff page includes free downloadable vocabulary resources including books, tests and teaching materials for language learners and teachers

- http://www.vocabulary.com/ Vocabulary learning games, vocabulary lists and blogs

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COMMENTS OR QUESTIONS?

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