Communicative Language Teaching
Vocabulary

Lecture 3

Plan

1. Principles of teaching vocabulary
2. Skills to be built
3. Receptive and productive vocabulary
4. System of exercises to teach vocabulary

Problem solving task 1:

What do you think are the principles for teaching vocabulary in FLTL?

Principles of teaching vocabulary

1. **Integration of teaching vocabulary and pronunciation** From the very beginning the significance of the expressions that are practised should be made use of. The very first phonetic examples should be characteristic words and phrases.

Bloomfield,1945

Principles of teaching vocabulary

2. Teach both form and function

The beginning should be made with expressions concretely intelligible: formulas of greeting, short sentences about objects in the classroom, and actions that can be performed while naming them. As the work goes on to connected narrative and descriptive texts, this method must be continued. The texts, must at first be confined to very simple discourse about concretely illustrable matters. Pictures are here of great use.

Principles of teaching vocabulary

3. An emphasis on speech awareness and self-monitoring.

Teacher is the facilitator-coach and organizer of instructional activities. Here there is the need for patience and support of learners who, as they are engaged in developing their L2 pronunciation skills, may go through a period of deteriorating performance as they give up old ways and have not yet become fluent with new ways.

Principles of teaching vocabulary

4. A focus on meaningful practice
   Special speech-activity experiences suited to the communication styles and needs of the learners' real-life situations.

Principles of teaching vocabulary

5. A focus on the development of the whole range of vocabulary skills

- The teacher should find ways to help students work on all four kinds of vocabulary skills: productive, receptive, sociocultural and linguistic

Principles of teaching vocabulary

6. A focus on a systematic vocabulary teaching

A system of activities should be applied to teaching vocabulary: from simple to complex

Principles of teaching vocabulary

7. A focus on the uniqueness of each ESL learner.

- Each has created his or her own personal pattern of spoken English, which is unlike that of anyone else and the product of influences from both the LI and the L2, the student's personal learning and communicability strategies, as well as the impact of input and instruction.

Problem solving task 2:

- Complete the diagram showing the four vocabulary skills
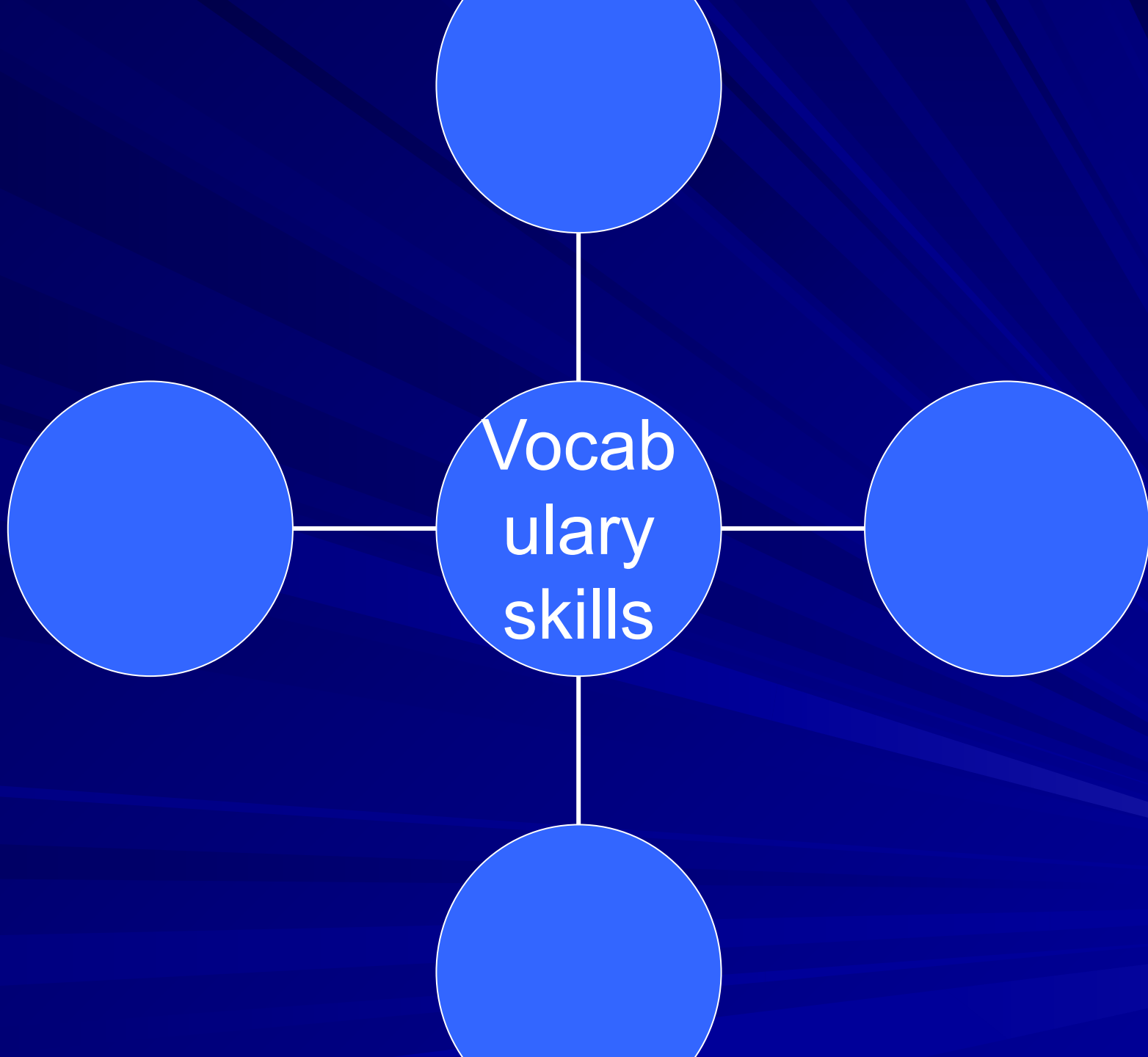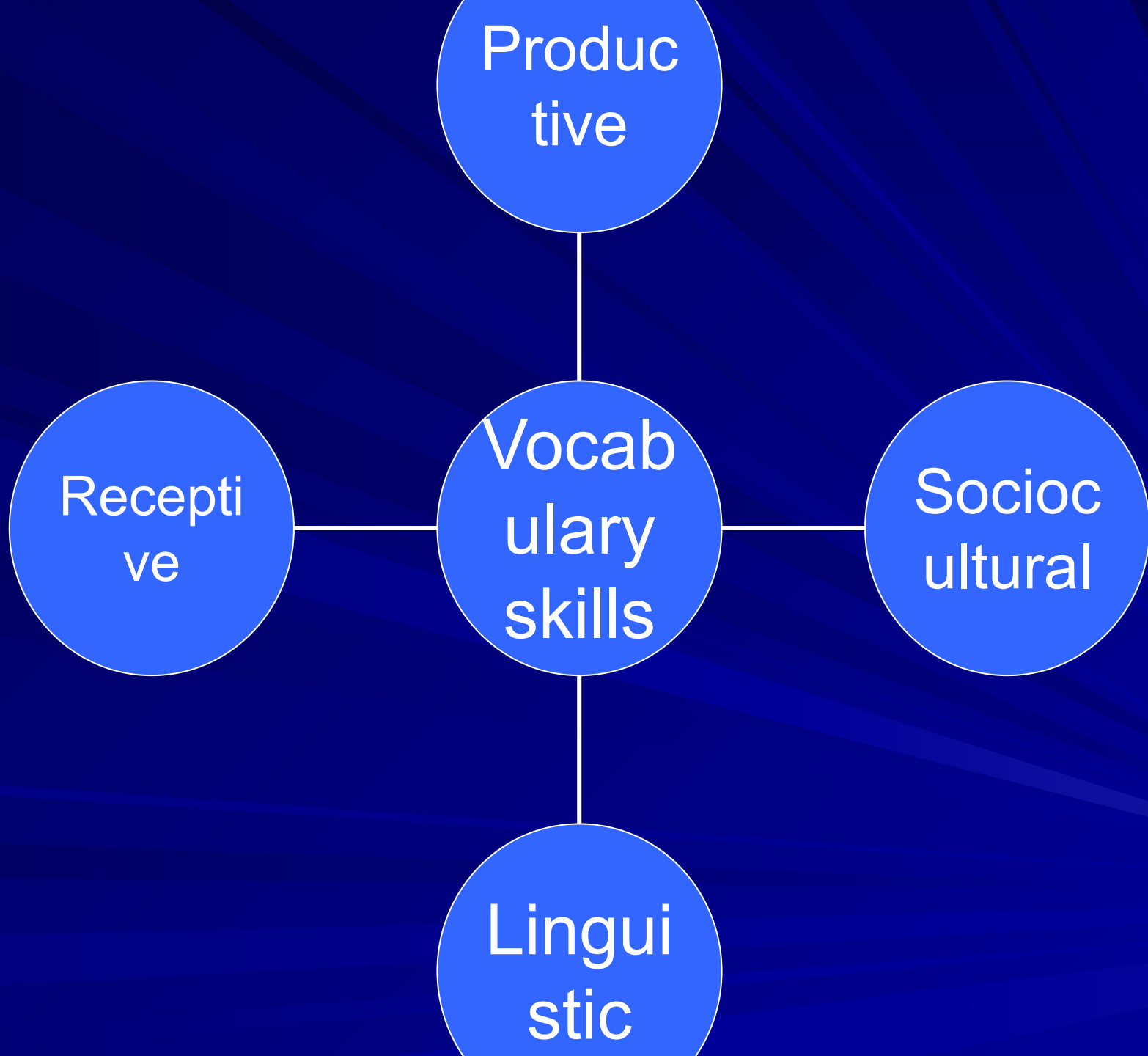
Vocab
ulary
skills

Problem solving task 3:

- List productive vocabulary skills

Key 3: Skills to be built: Productive

- To choose words and phrases in accord with the communicative intention

- To follow the rules of words combinability

- To choose the appropriate word in the synonymic/antonymic line

- To change the words with appropriate equivalents

- To adjust to the individual style of the speaker

Problem solving task 4:

- List receptive vocabulary skills

Key 4:Skills to be built: Receptive

- To relate the sound/visual image of the word to its meaning
- To recognize and understand the words in speech or written text
- To disclose the meaning of the word through the context
- To differentiate homonyms
- To use the mechanism of receptive combinability

Problem solving task 5:

- List sociocultural vocabulary skills

Key 5: Skills to be built: Sociocultural

- To know and understand idioms and phraseological units
- To know the words denoting everyday objects and notions of the target culture (currency units, time etc.)
- To know and be able to use speech etiquette formula appropriately to the communicative situation

Problem solving task 6:

- List linguistic vocabulary skills

Key 6: Skills to be built: Linguistic

- To know the rules of word-building and combinability
- To know the auxiliary and functional words
- To know the etymology of separate words
- To be aware of the notions that are expressed differently in different languages

3. Receptive and productive vocabulary

Statistic principles of vocabulary choice

Linguistic principles

Methodic principles

Problem solving task 7:

Define the statistic principles of vocabulary choice.

- What are they?

- What are they used for?

- Why are they important?

Key 7: Statistic principles

Define the quantitative characteristics of the vocabulary and distinguish the most frequently used items

- Frequency principle
- Principle of the range of use (number of sources using each word)

Problem solving task 8:

- List the linguistic principles of vocabulary choice. Why are they important?

Key 8: Linguistic principles

- Combinability
- Stylistic freedom of use
- Semantic value
- Word-building value
- Polysemantic usage
- Functional value
- Frequency of usage

Problem solving task 9:

- List the methodic principles for vocabulary choice.

Key 9: Methodic principles

- Orientation to the type of school and aims of teaching
- Thematic grouping
- Semantic and notional value

Problem solving task 10:

- What do you think is the system of exercises to teach vocabulary?
- What are the components of the system?
- What is the principle the system is built on?
- Why is it necessary to work with vocabulary systematically?

System of exercises

- Semantization of vocabulary: demonstration, definition, translation
- Primary consolidation: recognition, drill
- Speech preparatory exercises: differentiation, identification, imitation, contextualization
- Communicative usage: dialogues, games, role plays

Effective Strategies for Teaching Vocabulary

Explicit Vocabulary Instruction

Implicit Vocabulary Instruction

http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/
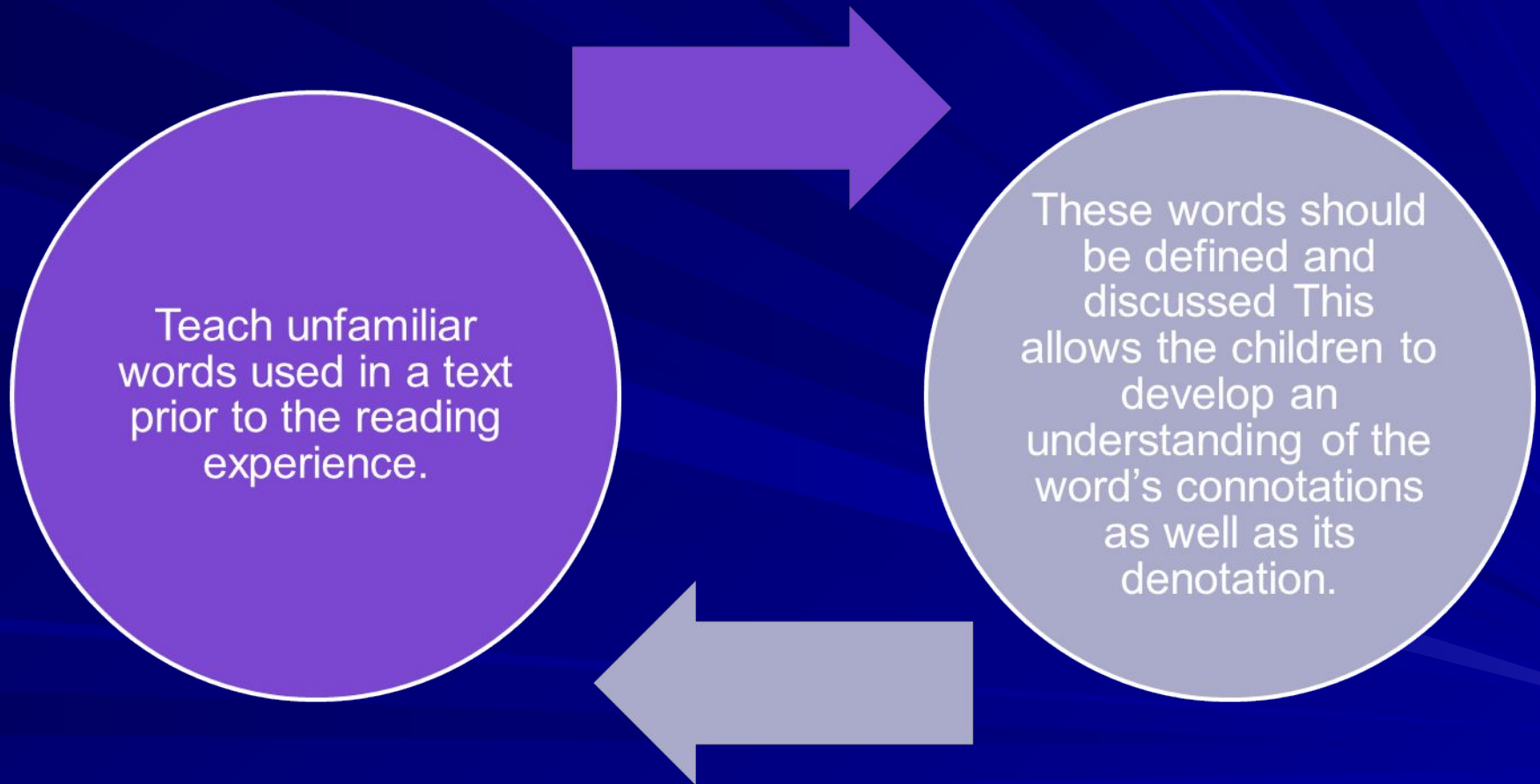
Explicit Vocabulary Instruction

- Pre-teaching Vocabulary Words
- Repeated Exposure to Words
- Keyword Method
- Word Maps
- Root Analysis
- Restructuring Reading Materials

Pre-teaching Vocabulary Words

Teach unfamiliar words used in a text prior to the reading experience.

These words should be defined and discussed This allows the children to develop an understanding of the word's connotations as well as its denotation.

Repeated Exposure to Words

- The more times we are exposed to a word, the stronger our understanding becomes.
- Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method

- Unfamiliar words are introduced prior to reading.

- This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context.

- The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

Word Maps

- For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples.

Root Analysis

- Focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition.

Restructuring Reading Materials

- Restructure the materials in several different ways to help readers comprehend them more easily.

- A portion of the difficult words can be replaced with "easier" synonyms to help the reader understand the overall text. Vocabulary footnotes can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text.

Implicit Vocabulary Instruction

- Incidental Learning
- Context Skills

Incidental Learning

- Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on.

Context Skills

- Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of "clues" about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words.