

VOCABULARY BUILDING WORKSHOP

Teacher Training for ELT
21st Century Strategies for
all teachers

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Words are important. If you **cannot say what you mean, you will never mean what you say.** And you should always mean what you say.

George Bernard Shaw

A Quick Question

Can you identify some other word/(s) for the words '**exemplify**'?



Probably, these are some of them:

exemplify

- Elucidate
- Epitomize
- Demonstrate
- Illustrate
- Depict

Introduction

Vocabulary plays a **key role** in English language learning because one **cannot** express one's thoughts or *communicate efficiently* without using words.

Wilkins (1972) wrote that “while without grammar very little can be conveyed, *without vocabulary nothing can be conveyed*” (pp.111-112).

Teacher's Role

Teachers should actively develop their understanding of words and ways to teach them.

Provide:

semantic maps

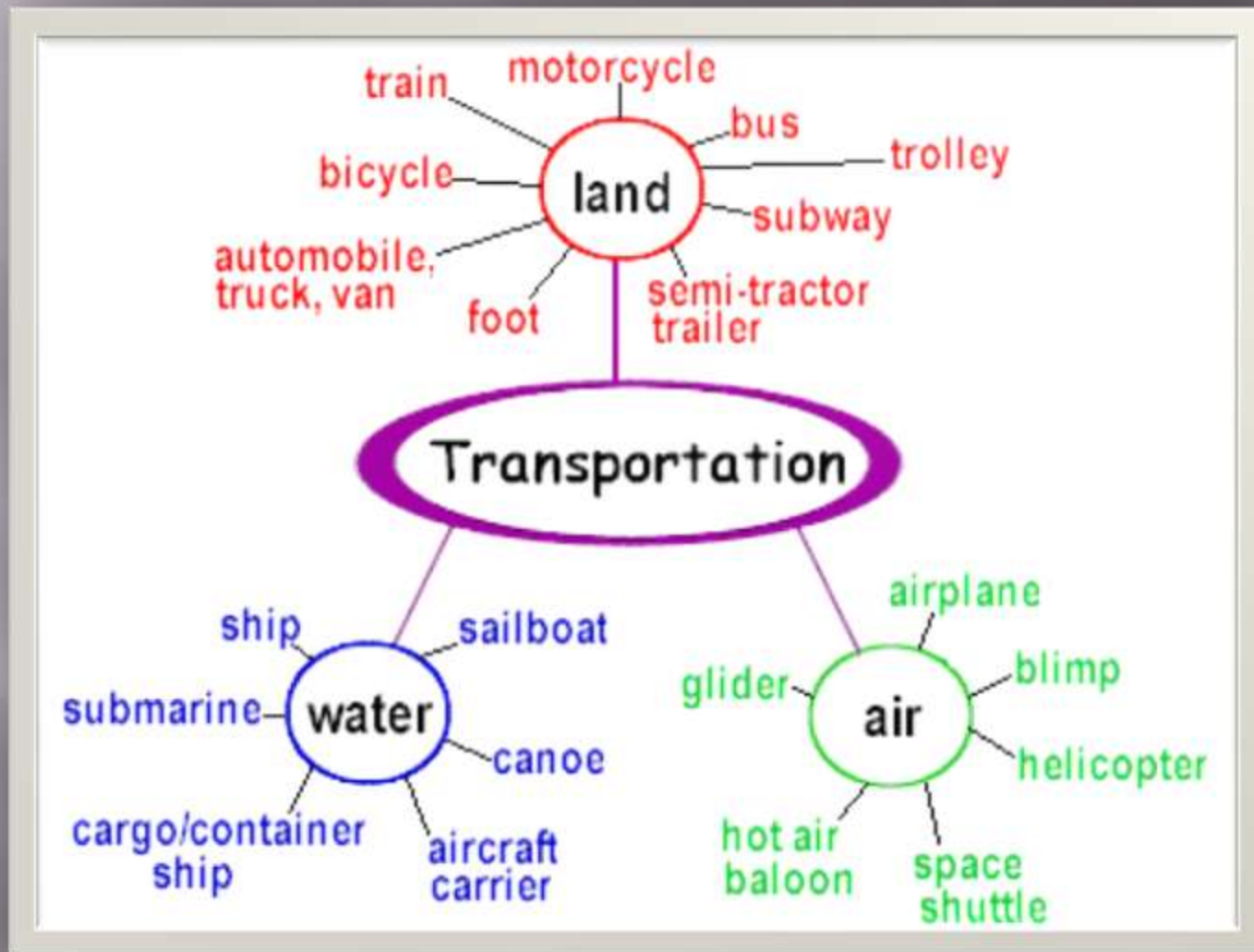
word sorts

concept definition maps



at a basic level

Semantic Map



Word Sort

Word Sort

Name _____ # _____

-o

-oa

-ow

oddballs

no

mother

soak

know

snow

throw

cold

toast

boat

toad

yellow

soap

were

goal

don't

father

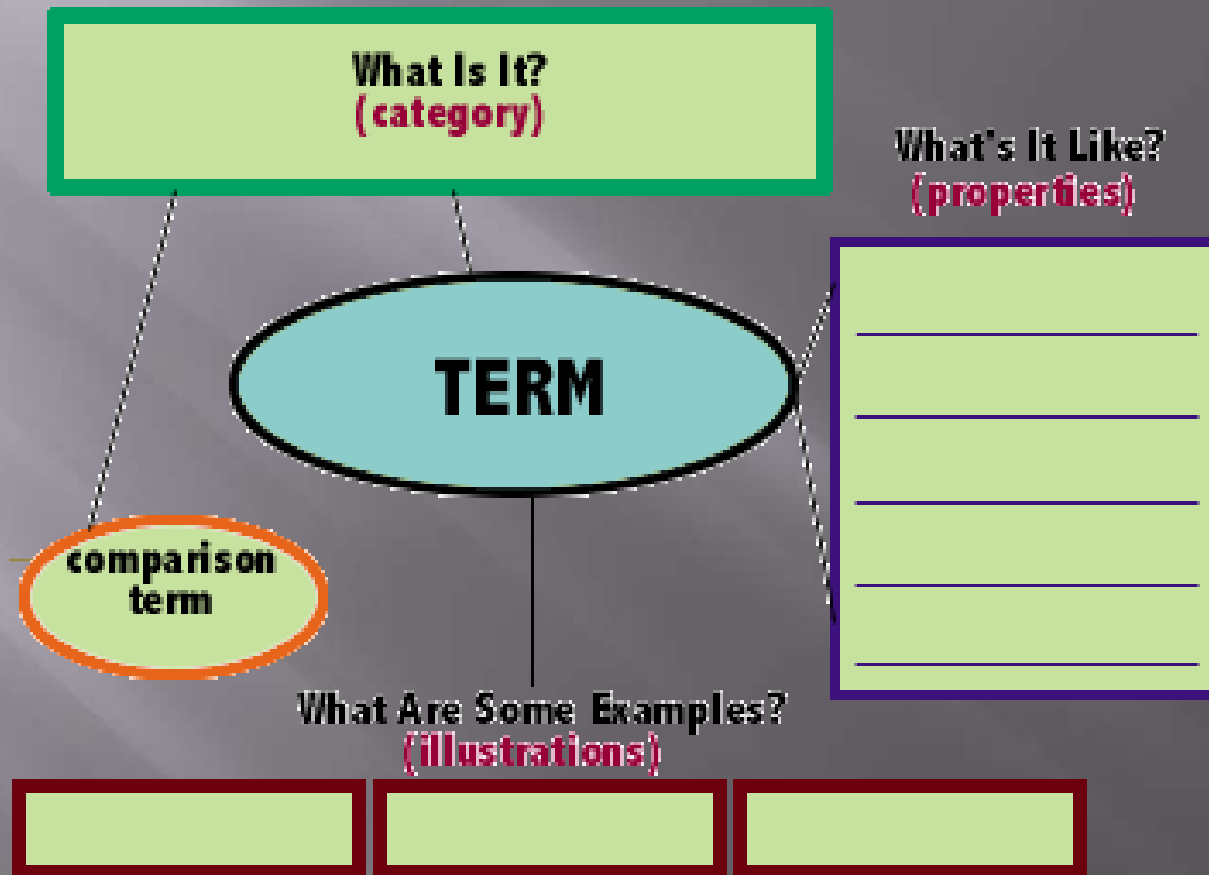
show

old

yolk

follow

Concept Definition Map



Teaching Key Vocabulary

Determine:

which words in a unit are *essential* to know

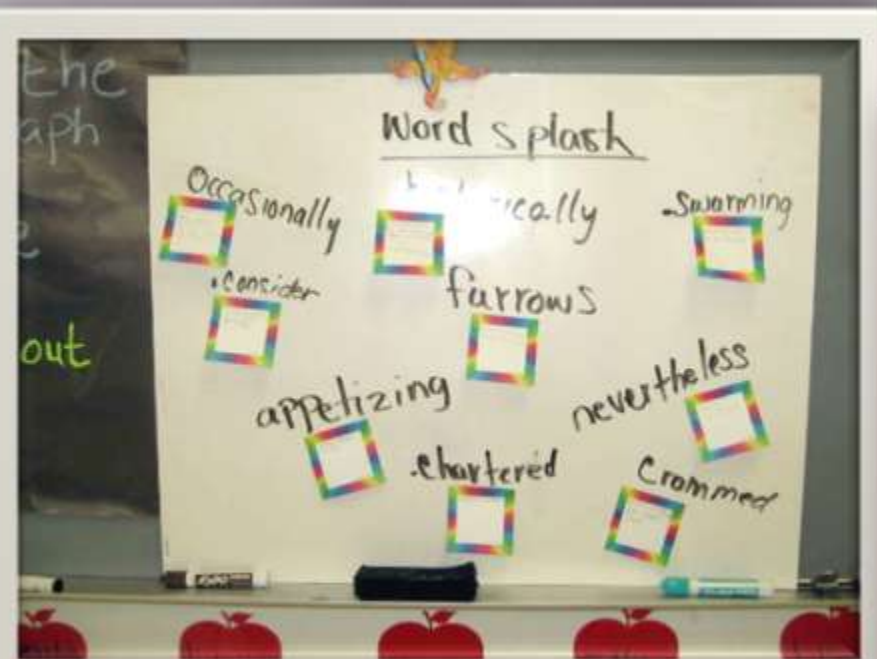
which words are *important* to know

which words are *nice* to know



Teaching Key Vocabulary..... (continued)

Interact with words using **word splash**



Teaching Key Vocabulary..... (continued)

Display word walls


Create personal dictionaries or lists

Draw pictures and place them on bulletin boards



Teaching Key Vocabulary..... (continued)

Making Connections:



Across other lessons

Within the lesson

In and out of school applications and activities

Polysemy????

Knowing different meanings associated with word

Note: When prior knowledge is activated through making connections, it enhances comprehension and reading skills too....

Teaching Key Vocabulary..... (continued)

Focus on the use of improved vocabulary in *everyday* conversations



Literature Review



Vocabulary is primarily acquired through **speaking, listening, and reading** (Graves, 2006).

Students **find the necessity of developing vocabulary** as they keep progressing trying to comprehend more challenging texts.

Hence, to provide the learners with varied language experiences, **attempts** should be made to enable learners develop vocabulary by **teaching individual words** and **guiding them to change the form and use them in a varied contexts**.

Strategies

Make learners to:

- Understand the meaning and form of words
- Use the newly acquired words in varied contexts
- Communicate efficiently
- Promote deep processing of words
- Comprehend different kinds of texts
- Develop productive skills
- Spell correctly
- Pronounce appropriately
- Differentiate the meanings when form changes



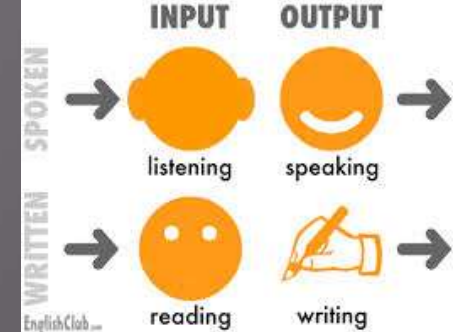
Reinforcement

Words are **not** instantaneously acquired, they are gradually learned.....

.....over a period of time from **numerous exposures.**



Skills Development



Investigate: build basic understanding of the word

Analyzing: understanding basic knowledge of word origin and how addition of prefix and suffix can alter the meaning of a word

Exploring: exploring relationship with other words

Applying: using the word in different forms and contexts both written and oral communication and refining key words

Globalizing: seeking a global perspective by relating to a big picture and considering its impact

Understanding/ reflecting: develop deep understanding, constructing new knowledge, creating new words, reflecting and communicating new understandings

Processing and evaluating: judging the validity of words in varied contexts and experiences

Findings from the workshop

The group of 35 teachers was divided into groups

A **warm up activity** was initiated

(by making them write five lines on their daily routine chores in simple English).

Then a list of 10 new words was introduced and its meaning explained.

They were then asked to make use of any of the target words into the sentences that they wrote previously.

They applied the skills of **analogy, discrimination, and the techniques of recalling**, generating more ideas for using the vocabulary in different contexts.



Findings ...continued

They also tried to **modify** the words into adverbs and use them again in different context based on instructions given.

Therefore, the learners faced **multiple exposures to new vocabulary and its association to words that go with them**. This helped the learners in **greater retention through successive repetition** of the words in different contexts.

- Gain awareness on the importance of vocabulary building
- Improve teaching practices to help students improve their vocabulary skills



Findings ...continued

The **same words** were taken to teach

synonym

antonym and

develop new words using **prefixes and suffixes**



Recap

Nation (1990, p. 31) proposes the following list of the different kinds of knowledge that a person must master in order to know a 'Word':

- the **meaning(s)** of the word
- the **written form** of the word
- the **spoken form** of the word
- the **grammatical behavior** of the word
- the **collocations** of the word
- the **register** of the word
- the **associations** of the word
- the **frequency** of the word



References

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