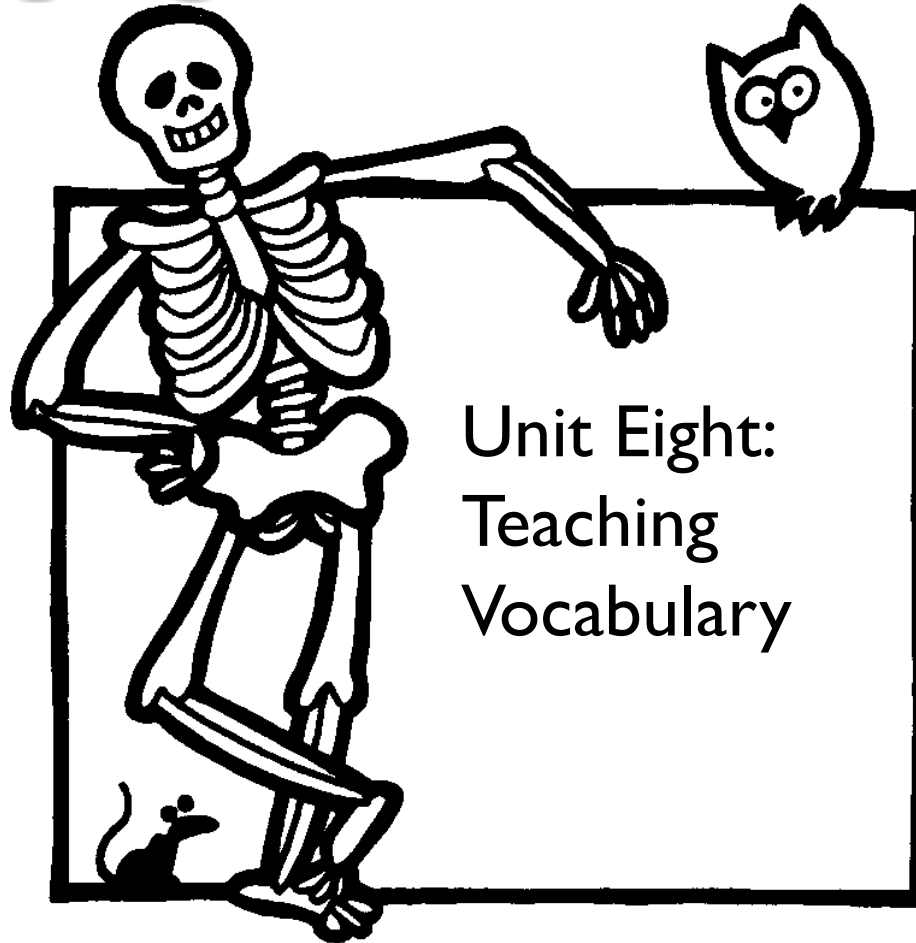
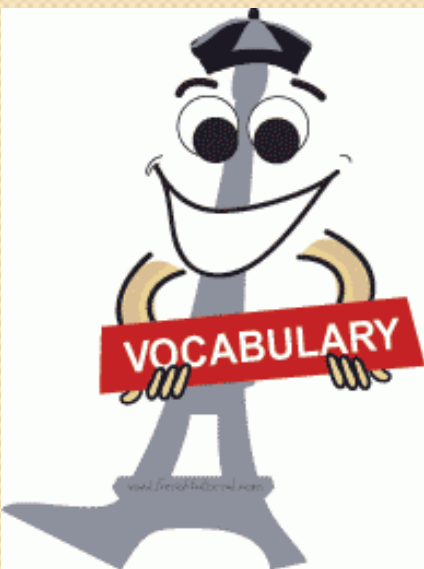


Teaching English as a Second Language





“Yesterday....go
disco.”

LANGUAGE STRUCTURE & VOCABULARY



Grammar

- Allows us to generate sentences
- Knowledge of grammar will be of no use without vocabulary

Consider:

“I wonder if you could lend me your.....”

Vocabulary

- Must have meanings that we wish to express
- We need to have a store of words to choose from to express meaning

Structure vs. Vocabulary

Translation Difficulties

- Homonyms



Translation Difficulties

‘their/there/they’re’

Knowing which form to use in a sentence requires a bit of mastery of structure and knowledge of the English language.





Frequency, coverage and choice



SELECTING VOCABULARY



Lower level learners

- Vocabulary words are chosen and are typically found in classrooms or can be easily explained by things around the student

Upper level learner

- Vocabulary words become more abstract

General Principles

The research

- West (1960): 1,200 commonly used words
- Fox (1970): learners need lists which allow them to deal with authentic language

Consider

“Many persons who ‘talk’ with their hands are **blunk**. They have doubts about what they are saying, so they try to cover up by **drolling** a false **parn** of excitement and urgency. ...”

Frequency

The Research

Richards (1974):

- Coverage more important than frequency
- The ease in which words can be learned is important
- Familiarity
- May need different vocabulary lists for different groups of learners:
communicative needs

Computer



- Helped expanded research
- Led to the development of vocabulary based materials for L2 learners
- Hasn't resolved the issue of frequency count vs. text type

CHOSING THE RIGHT WORDS FOR YOUR STUDENTS

- 1. Information & recent research on frequency*
- 2. Level of learners*
- 3. Purpose in learning*
- 4. Words learners need to be able to communicate effectively*

Meaning
Word use
Word formation
Word grammar



WHAT DO STUDENTS NEED TO KNOW?

Multiple meanings



Verb:

"I booked a room at the hotel."

Verb + preposition

"The hotel was all booked up."

Use context

" But I booked my tickets
three weeks ago."

"We booked him for
speeding."

Meaning in
Context

Meaning

Sense relations – understanding meaning

- General vs specific meanings

e.g. 'vegetable' vs.
'carrot'



- Synonym & antonyms

'bad' → 'evil'

'bad' → 'good'

Meaning in
Context

Meaning in Context





Components of meaning in lexical items

- Avoid complex grammar
- Keep sentences short
- Chuck language into small components

The meaning of lexical items in context

- Point out collocations to students
- Design activities that focus attention on the collocations of particular lexical items
- Encourage the use of dictionaries
- Use text gap-fill exercises
- Ask learners to guess meaning from context, rather than always using dictionaries
- Get learners to predict likely meanings before seeing or hearing a text

Meaning in relation to other words

- antonyms
- Synonyms
- Word groupings
- Suffix/prefix explanations
- Words can have more than one meaning, sometimes unconnected. Explain appropriate use through contextual cues.
- Different words with different spellings can be pronounced the same.

Components of meaning in lexical items

e.g.

“What does *Wellington boots* mean?”

1. Also called ‘gumboots’. Brit. Knee-length or calf-length rubber or rubberized boots, worn esp. in wet conditions. Often shortened to wellies.
2. Military leather boots covering the front of the knee but cut away at the back to allow easier bending of the knee.

[C19: named after the 1st Duke of Wellington].

- The definition is written in language more complex than the item being defined.
- No distinction between the everyday meaning (1) and the much rarer second use (2)
- No examples of how these words might be used
- Common everyday knowledge, feelings and reactions that we carry around in our head are often ignored (e.g. wellies are often black or green; wellies are associated with farmers, fishermen, etc.; wellies can get very smelly; you have to pull them on; etc.

Explaining meaning to students

- Avoid language more complex than the word you're trying to explain
- Use examples
- Use your own knowledge and the student's knowledge (where possible) to focus on what we understand by this word

Example: Wellington Boots

- You wear them on your feet.
- You wear them when it rains.
- You wear them in the snow.
- They're made of rubber.
- You wear them when you walk in or near water.
- You wear them when you walk in the mud.
- Farmers/ranchers/fishermen/walkers often wear them.
- You wear them when you don't want your feet to get wet.
- You wear them so that your feet will stay dry/clean.
- They are difficult to take off.
- They are often black or green.
- They are quite tall.
- Sometimes they are smelly!
- My socks come off in them.



Task

Segment the meaning of the following words into the component parts, using language that is less complex than the words themselves.

1. A calf → It's an animal. It's a cow. It's young.
2. A watch → It tells you the time. You wear it on your arm.
3. A clock → It tells you the time. You see it on a wall, or a table, or a cupboard.
4. A poster → It has a big picture or an advertisement. It's made of paper. You can put it on a wall in your house.

Task: Meaning in Context

In the following short text, fill each gap with an appropriate word.

There was _____ traffic all the way from the airport to town, and when we eventually arrived at the hotel, it was _____ late. Luckily, we had phoned up that morning and _____ a room—so the receptionist was _____ us.

Task: Relations between words

What is the relationship between the words within each group below?

1. hot cold
2. on off
3. stroll amble
4. drink lemonade
5. flower pot spade seeds weed killer
6. nation national international inernationalist
7. fair fair

Metaphor

e.g. “hiss’

“Don’t move or you’re dead,”
she hissed.

Idioms

“He’s a real snake in the
grass.”



Word Use

Collocation

“sprained wrist”

Not

‘sprained rib’ or ‘sprained thigh’

‘headache’

NOT

‘throatache’ or ‘legache’

Style & Register

“I’m angry.”

vs.

“I’m really pissed off.”



Register affected by the language used for specific professions

Words in Use

Word Formation

‘run’



Participles—running/ran

She run. She is running. She ran.

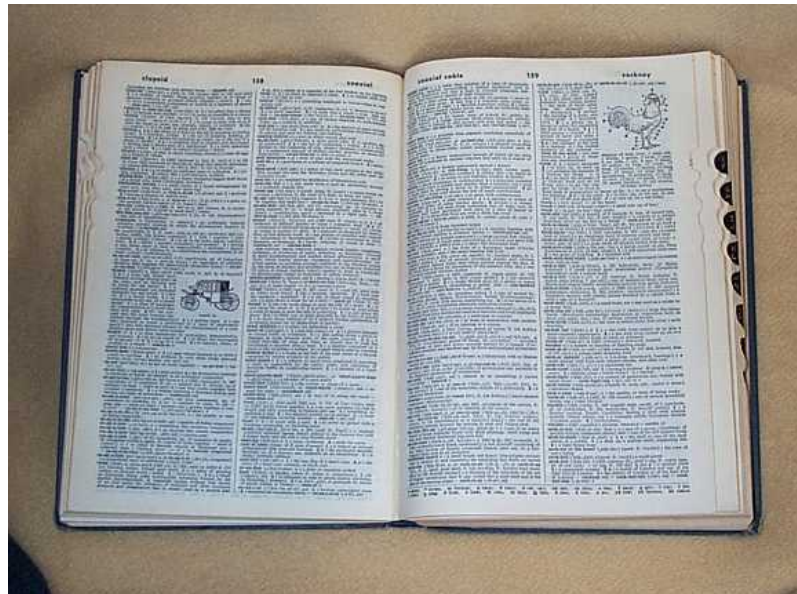
Adjective: “The running water is coming out of the tap.”

Noun: “Running is fun.”

Word Formation: Suffixes & Prefixes

How can we make the words 'potent' and 'expensive' opposite?

Why do we preface one with 'im' and the other with 'in'?





Word Formation: Spelling/Sound

- Learn correct spellings
- Stress can change meaning

Consider:

‘She wants to go where?’

Word Grammar

Nouns

- Countable vs uncountable nouns

Countable nouns → singular AND plural

‘one chair’ AND ‘two chairs’

- Uncountable nouns → only singular

‘furniture’ NOT ‘furnitures’

- Neither countable/uncountable → used with singular or plural verbs

‘people’; ‘the news’; ‘mathematics’

Word Grammar: Verbs

- ‘tell’

Object + to + infinitive

“He told her to wake him up at six.”

- ‘say’ (works differently, doesn’t need the object)

To + infinitive

“He said to wake him at six.”

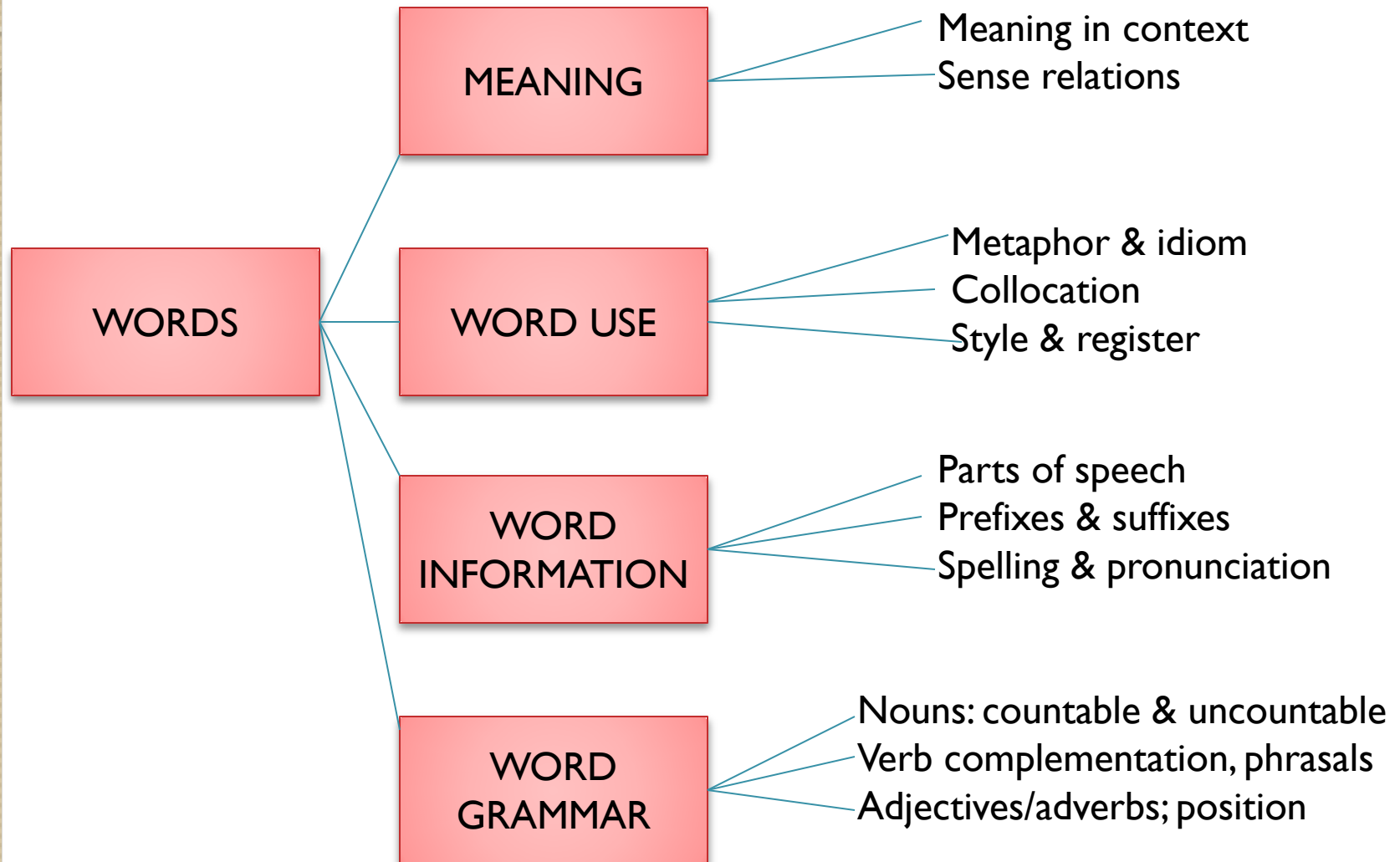
- Modal verbs (bare infinitive)

“I can wake him at six.”

“He said me to come.”

“I must to go.”

Knowing a Word





Active & passive
Interaction with words
Discovery techniques



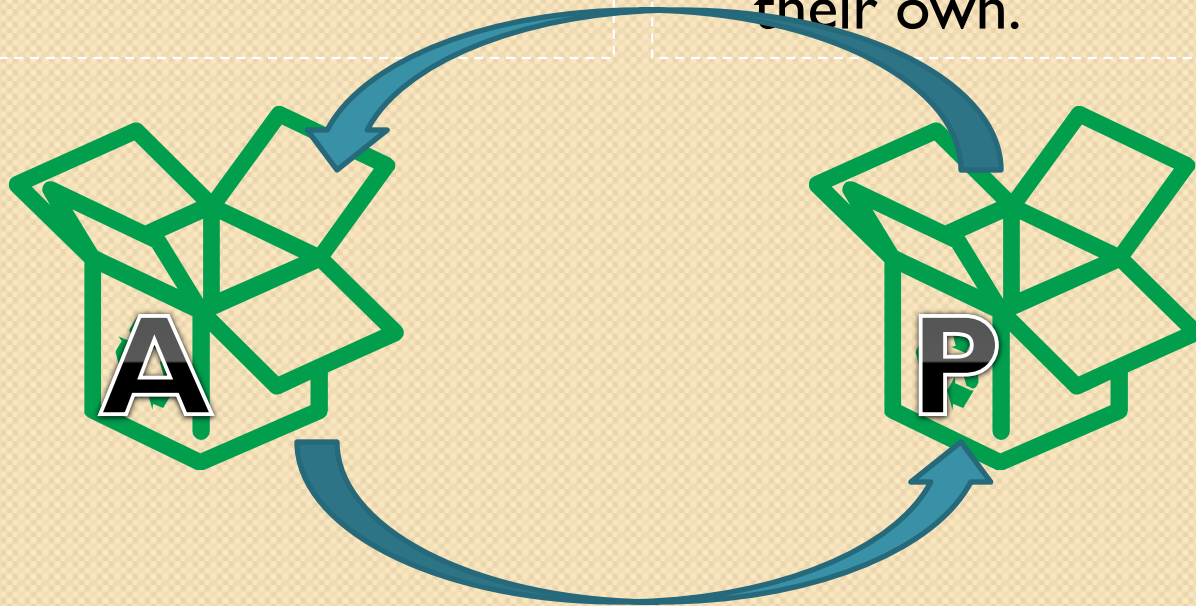
TEACHING VOCABULARY

Active

Vocabulary that students have been taught or learnt AND which they are expected to use.

Passive

Vocabulary words that students will recognize when they meet them but which they will probably not be able to produce on their own.



Active and Passive



Interaction with Words

Getting students to interact with words can be dependent upon circumstances

Discovery Techniques

- Allow students activate their previous knowledge and to share what they know
- Provoke interaction with words
- Using technology can create problems





Presentation
Discovery
Practice



EXAMPLES OF VOCABULARY TEACHING

Presentations

Realia: use of real objects in the classroom to explain the meaning of words

Pictures: Can be board drawings, wall pictures, charts, flashcards, magazine pictures, and any other non-technical visual representation

Mime, action & gesture: actions & concepts are more easily explained by mime.

Contrast: show / demonstrate to students the sense relationships between words

Present meaning by showing contrast.

e.g. contrast 'empty' to 'full'



Presentations

Enumeration: show the meaning of general vs. specific words

Explanation: verbal explanation of a word meaning

Translation: quick and easy way to present the meaning of words, but it is not without problems.

- not always easy to translate.
- even when it is possible, it may make it too easy for students by discouraging them from interacting with words.

The Presentation of Vocabulary MUST Include Pronunciation

Do not:

- Introduce words without making sure that students know how they are said

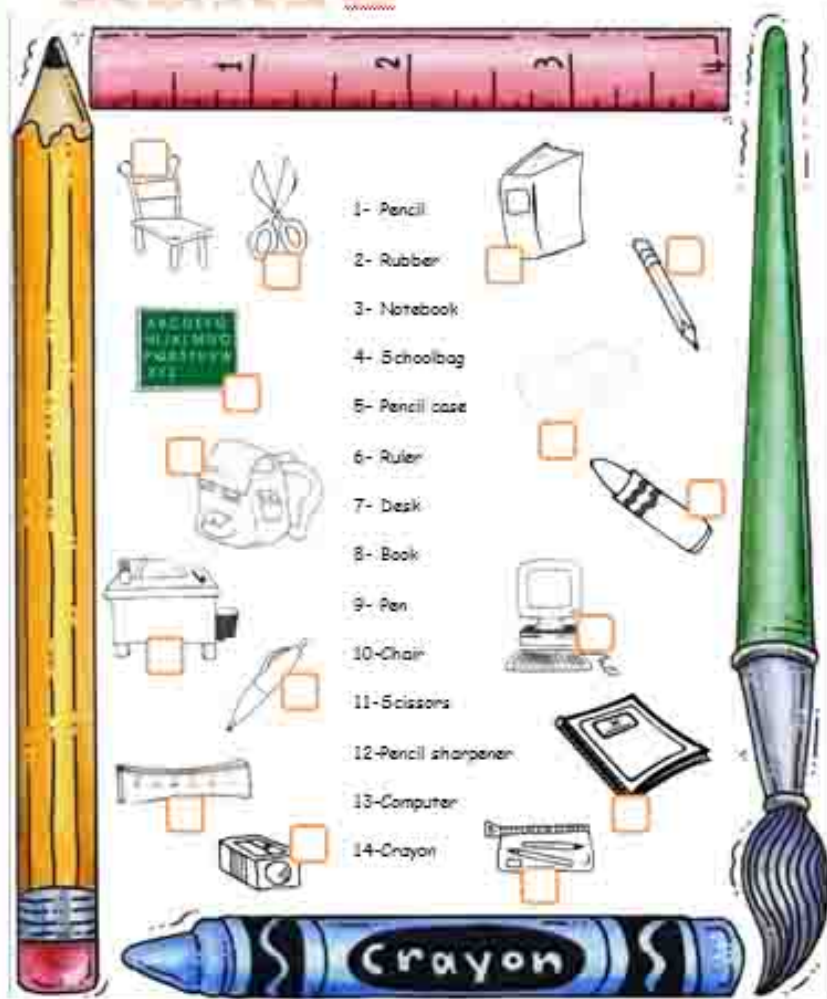
Do:

- Present words through modeling
- Present words through visual representation

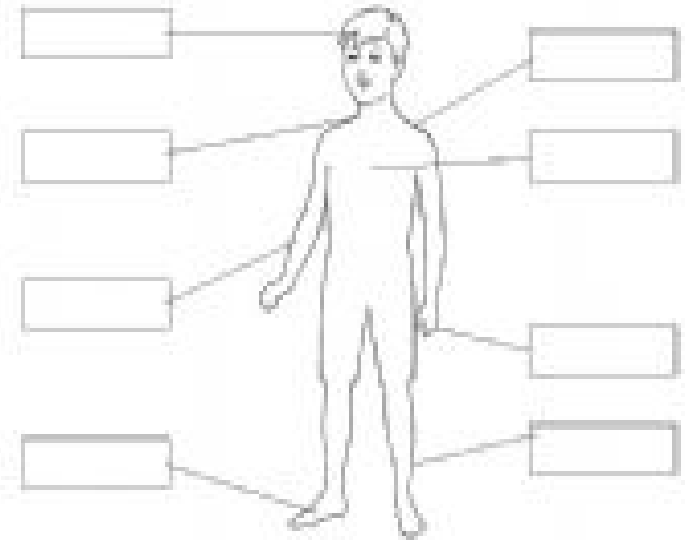
e.g. photograph
/'fəʊtə ,græf,/'

Discovery

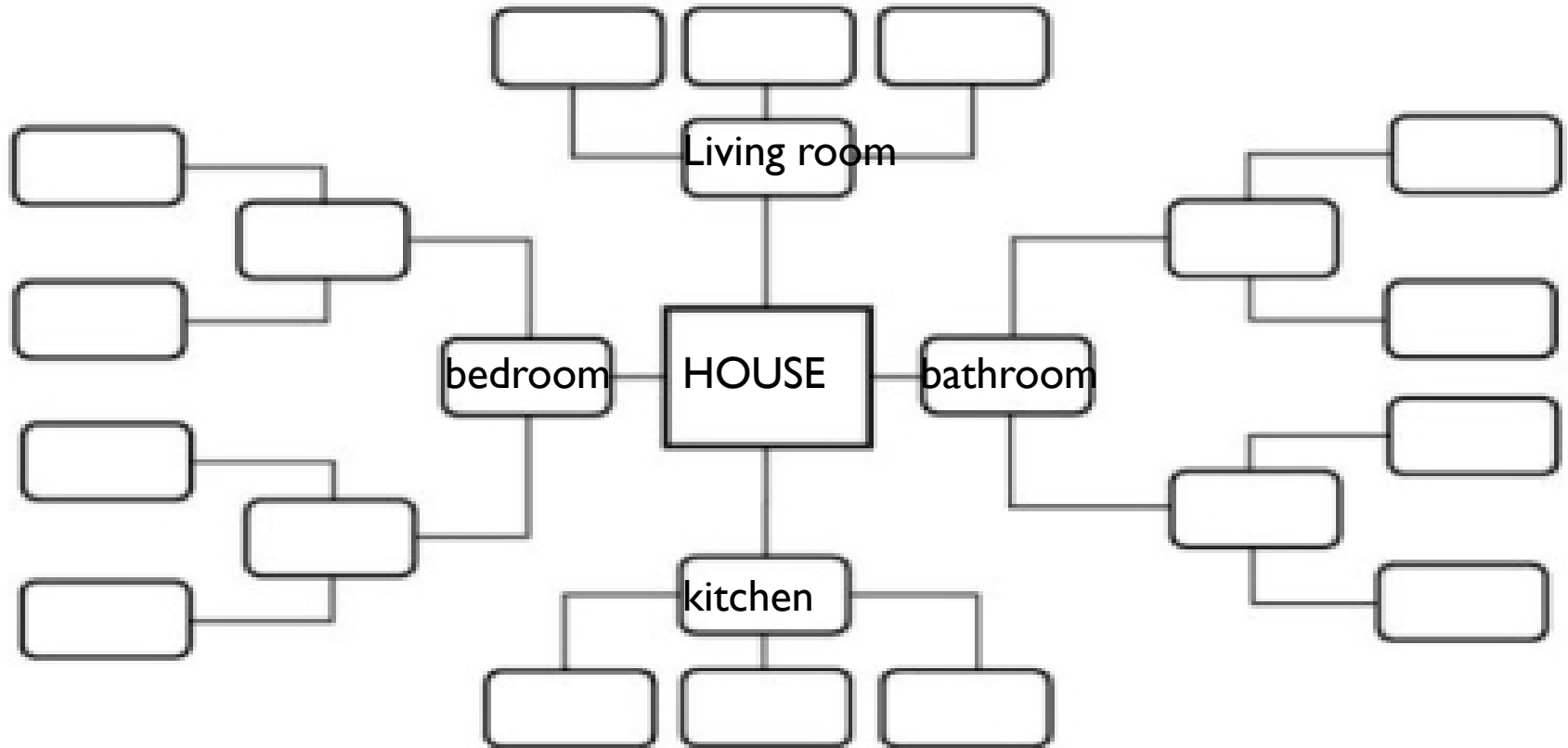
Classroom objects



Label the body parts using the words given below :



Discovery



Saucepans

Kettle

Chest of drawers

shower

video

washbasin

sofa

toilet

coffee table

towels

sheets

alarm clock

sofa

Class:

Discovery

Everybody experiences fear at some time or other, for example when you're woken by a strange noise at night, before you go to the dentist, or when you are on top of a high building. The following words describe different kinds of fear. Using a dictionary if necessary, put the words in the appropriate place on the lines. You may want to put more than one word on a line.

afraid nervous terrified petrified scared
frightened

A little fear

A lot of fear



VOCABULARY IN RELATION TO READING AND LISTENING



1. Pre-teach vocabulary

Use board pictures to draw airport; Elicit the following items (and clarify those they don't know) : *plane, check-in, take-off, delayed, passenger, Customs, First Aid, Bureau de Change*. Practice pronunciation.

2. Written practice of vocabulary

Give each student a handout showing photos of an airport, with a list of words around the edges. Students must match the words to items in the picture by drawing lines to link image and the word. They check answers with other students.

3. Oral practice of vocabulary

Put students in pairs. Ask them to think about the last time they used an airport and decide to each other the procedure from arrival to the moment they took off. What did they like or not like about it?

4. Reading to find specific information

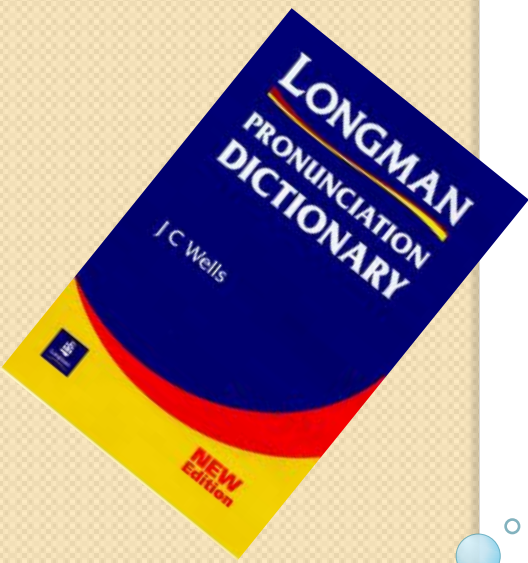
Use 'Heathrow Airport' information leaflet for fast reading exercise—students have to find the answers to ten questions as quickly as possible (eg What time does the Bureau de Change close?) The questions should involve using the vocabulary taught in #1 above.

5. Further vocabulary work

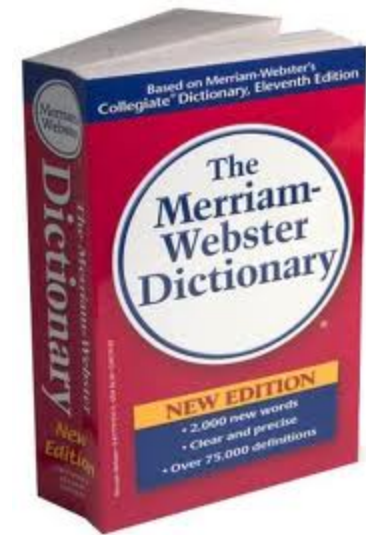
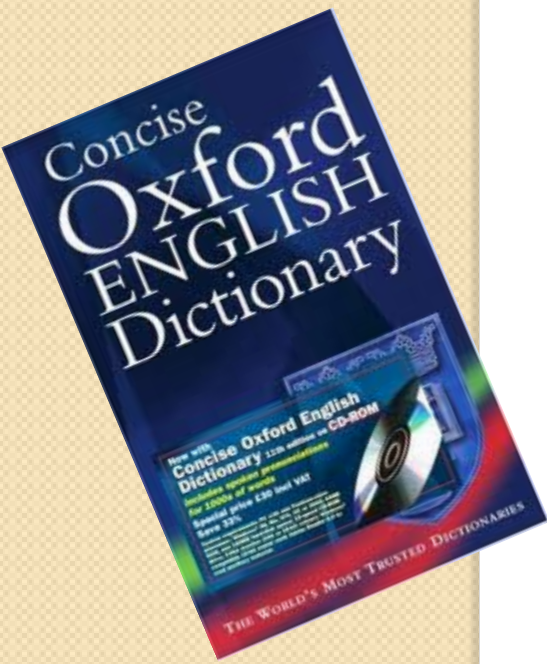
When finished—ask questions to focus them on *Arrivals, Departures, Duty-Free, Immigration, Baggage Claim* plus any useful words the students ask about.

6. Communicative activity (an opportunity to use vocab. learned)

Roleplay in small groups: one student in each group is at the 'Information Desk'; the other students have various problems and come to get advice.



THE IMPORTANCE OF DICTIONARIES



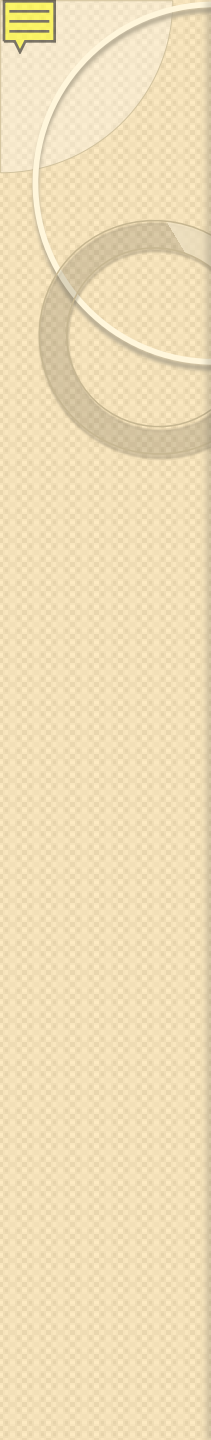
Bilingual Dictionaries

- Do not give sufficient amount of information

Monolingual Dictionaries

- Contain more words than students will ever see in class
- More grammatical information about words used in class

Dictionary



Training Students to Use a Monolingual Dictionary

- Remove fear
- Train students to understand information contained in the dictionary
- Make the dictionary a normal and comfortable part of language study and practice.

Example #1

How Britain is Governed

Britain consists of four countries: England, Scotland, Wales and Northern Ireland. London, the capital, is the center of government for the whole of Britain, but local **authorities** are partly responsible for education, health care, roads, the police and some other things.

Laws are made by Parliament. There are two 'houses'; The House of Commons and the House of Lords (which has little power). Members of the house of Commons are called MPs (Members of Parliament: an MP is elected by the people from a particular area.

au·thor·i·ty

\ə- 'thär-ə-tē, 0-, - 'th0r-\

plural au thor i ties

1. *a (1)* : a citation (as from a book or file) used in defense or support (2) : the source from which the citation is drawn *b (1)* : a conclusive statement or set of statements (as an official decision of a court) (2) : a decision taken as a precedent (3) : testimony *c* : an individual cited or appealed to as an expert

2. *a* : power to influence or command thought, opinion, or behavior *b* : freedom granted by one in authority : right

3. *a* : persons in command; *specifically* : government *b* : a governmental agency or corporation to administer a revenue-producing public enterprise <the transit *authority*>

4. *a* : grounds, warrant <had excellent *authority* for believing the claim> *b* : convincing force <lent *authority* to the performance>

Read this entry from a dictionary. It gives several meanings for the word 'authority'. Which of the meanings is the one used in the first paragraph of the text in the previous exercise?



Write Yourself In

- Students are given a list of words they probably don't know.
- They have to look the word up in the dictionary and write a sentence using the word.

Word Consensus

- After students have read a text, they make a list of 5 words they found in the text that they don't know the meaning of.
- Compare list with a partner and create **ONE** list of 5 words
- Pair then writes sentences using these words

Examples

Discussion

- What do you think are the most appropriate ways of teaching vocabulary at different levels? How useful are discovery activities at beginner levels?
- Which is more important for language learners: structure or vocabulary? Why?
- Do you think it is possible to train all students to use dictionaries? Why/why not?

Homework

Prepare a similar lesson plan to the one shown in this unit. Lesson should be focused around vocabulary having to do with the countryside.

References

1. Harmer, Jeremy. (1991). The Practice of English Language Teaching. New York: Longman Publishing.