

SESSION: Teaching Vocabulary

Date: 6 October 2016

Time: (1 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Identify different types of vocabulary
- Understand various methods of teaching vocabulary to students
- Recognize the best strategies for teaching different vocabulary words

Supplies: Vocabulary Cards

Step 1: Warm Up ----- 10 minutes

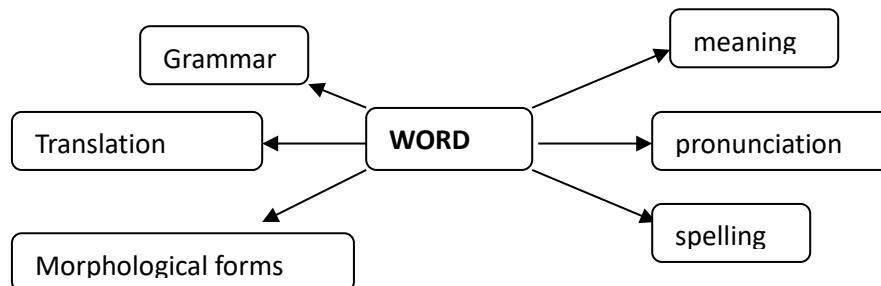
Write a list of words on the board (also on student worksheet). Have the students discuss in groups the differences between the words. What kind of word is it? How could a teacher teach this word? How would you teach it to students of different ages/proficiencies?

Words: women, head, Comorian, stand up, went, hot, What's up?

After discussion, return to large group and go over students' responses.

Step 2: Teaching Aspects of Words ----- 10 minutes

After discussing differences between words, ask students: "What do we need to know about words to teach them?"



Elicit Responses: (give examples if students aren't sure what correct answers are)

- Meaning (which could include synonyms, antonyms, and definitions)
- Pronunciation (read present vs. read past tense)
- Spelling
- Part of speech (verb, noun, adjective, etc.)
- Identifiable Roots and Affixes (morphological forms) (ex. Honest → dishonest)
- Translation

Step 3: Brainstorm – How do we teach vocabulary? -----10 minutes

We teach vocabulary depending on the EASIEST way to teach it. For example, defining "hot" to English learners is not helpful, but giving the opposite is useful.

Also, remember that when we teach vocabulary we don't just go over it... we must practice it! Ask students what are possible ways to teach vocabulary? Elicit responses:

- Context (phrases, idioms, using texts)
- Pictures (nouns, for example: animals, colors, in the house, etc.)
- Gestures (verbs, emotions)
- Realia (nouns, things you can find around the house and in the classroom, clothes, etc)
- Synonyms/antonyms (adjectives)
- Explanation (prepositions, many things)
- Translation (almost all vocabulary)
- Cognates (be wary of false cognates!) (words that are the same in English and French, ex) cousin, different) (sensible = false cognate)

For each, ask what words would be good to teach using that method. Record on worksheet.

Step 4: Practice – Teaching Groups of Vocabulary Words -----25 minutes

Divide students into groups of ~4. Give each group a set of words. They then must brainstorm best way to teach those words. Give each group 10 minutes to prepare, then each group must choose a “teacher” to “teach their vocabulary to the class.

Vocabulary sets:

- a. Hello, how are you, have a nice day!, goodbye
- b. To jump, to sit, to listen, to talk
- c. Happy, sad, angry, hungry
- d. Cow, chicken, cat, goat
- e. Beautiful, tall, short, fat
- f. Table, chair, copybook, pencil
- g. Went, ate, talked, studied
- h. Head, shoulders, knees, toes

After each group, discuss with students how the vocabulary was presented. What other ways can that vocabulary be taught?

Step 5: So now what? How to build on Vocab uses ----- 10 minutes

Now that we know how to teach vocabulary, how do we get our students to practice it?

Go over some sample activities:

- Word scramble – (euafiu!bt → beautiful, orsht → short)
- Listen and repeat (practice pronunciation)
- Write a dialogue or skit with the vocabulary words
- Matching games using vocabulary words with pictures, translation, their opposite, etc.
- Games, like “Simon says,” “Jeopardy,” ball toss games, etc.
- Songs, like “Head, shoulders, knees, toes,” “Old MacDonald Had A Farm,” or popular songs

With students, brainstorm others on worksheet.