

# Effective Vocabulary Teaching Strategies

Viktoria Gramp  
Aziah McNamara  
English Language Program  
Bridges to Success  
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Vocabulary — not enough  
— don't know most suitable word  
express — when I write  
— feel.  
— Eom.

deep meaning — not interesting

— Vocabulary

— Can't express the meaning

Use  
Use correctly forms in vocabularies



# Presentation Outline

I. Framework

II. Practical Application

- pre-reading
- reading
- post-reading



# I. FRAMEWORK

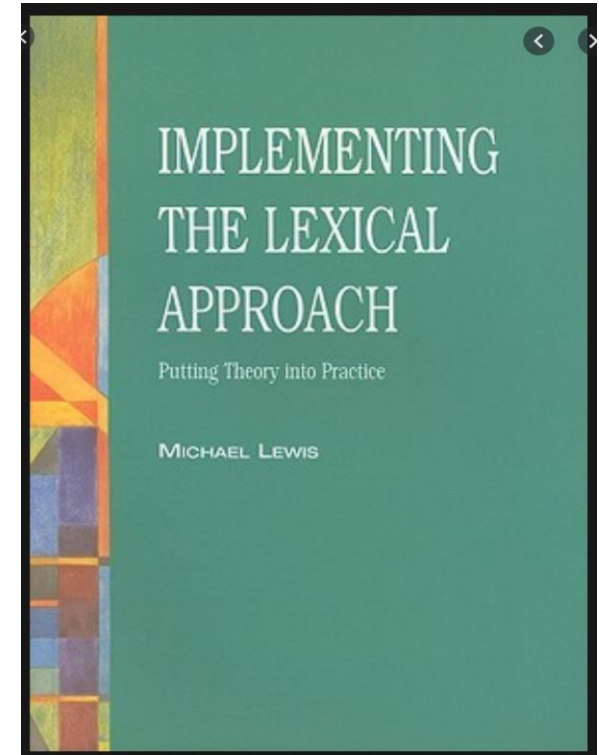
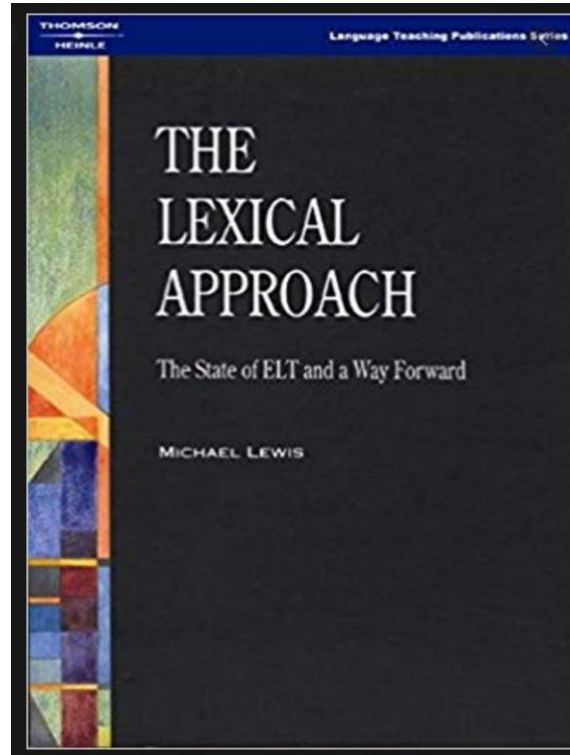


# The Lexical Approach

**Michael Lewis**

**1993**

**1997**



**not "traditional grammar and vocabulary  
but multi-word prefabricated chunks"**

# The Lexical Approach

## everyday

- *Hi there!*
- *Long time no see!*
- *...might as well...*
- *No joke!*
- *See you later!*

## more academic

- *...detailed explanation*
- *...competing views...*
- *core ideas behind...*
- *...classroom material...*

# The Lexical Approach

Michael Lewis (1993, 1997)

- Vocabulary is increased through "**suitable input** not formal teaching"

Hugh Dellar and Andrew Walkley (2015)

- Words (& collocations or grammaticalized chunks) can be **learnt consciously**—and **very efficiently** (...and **in context**)

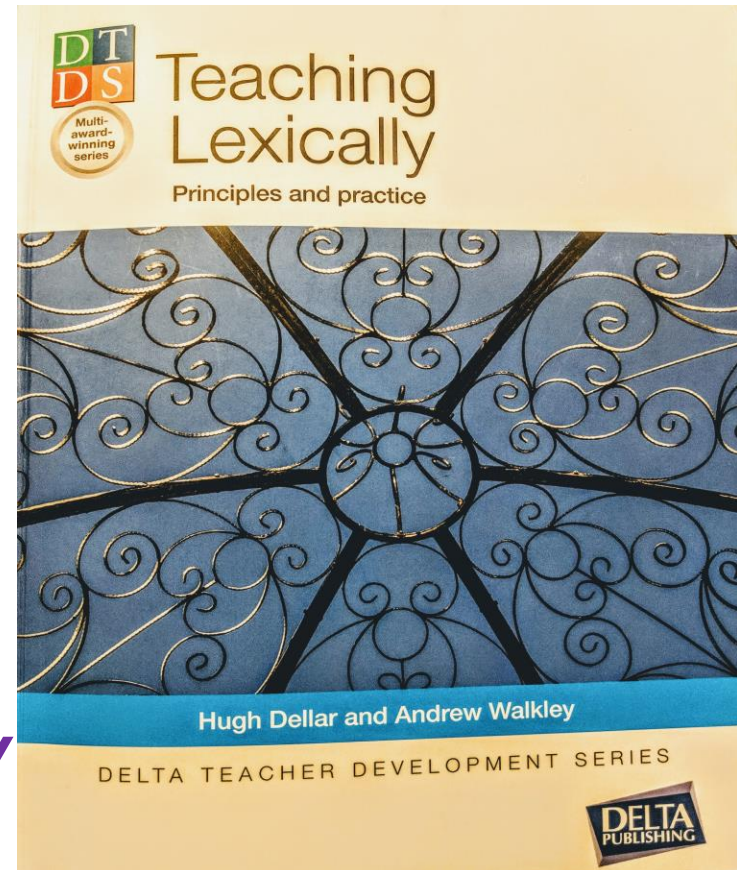
the luxury of time



# The Lexical Approach

Hugh Dellar &  
Andrew Walkley  
(2015)

- teaching **vocabulary lexically**
- teaching **reading lexically**






# Vocabulary: Providing Explanations

## \*Using the target language

[Longman Dictionary of Contemporary English](#)

[Merriam-Webster's Learner's Dictionary](#)

<sup>1</sup> **fine** /'faɪn/  *adjective*

**finer; finest**

**Learner's definition of FINE** .....

**1 a** *not used before a noun* : good, acceptable, or satisfactory

- That's fine with me.
- "Is there anything wrong?" "No, everything's fine."
- The house looks fine to me.

[+] [more examples](#)

◇ *Fine* is often used as a response to show acceptance or approval.

- "I have to leave early, all right?" "*Fine*."



# Vocabulary: Providing Explanations

*\*Using the target language*

- *When the weather is **fine**, the sun is shining.*
- *A **fine** is a punishment in which a person has to pay money because they have broken a rule.*
- *When someone is **fined**, they have to pay money...*

# Vocabulary: Providing Explanations

*\*Going beyond the immediate context*

*How are the words connected in meaning?*

*A: You should speak to the **manager** of that store. You need help with it?*

*B: Don't worry. I can **manage**.*



# Vocabulary: Dictionary Work

## *\*The Importance of Context*

6. Look up the word **focus** (both focus<sup>1</sup> and focus<sup>2</sup>) in the dictionary. How many meanings are there? \_\_\_\_\_
7. Look at the first entry for **focus** (focus<sup>1</sup>). Which meaning is used in the following sentences? Write the correct number in the space provided.
  - a. \_\_\_\_\_ The photographer adjusted his camera so that it focused on the flower by the tree.
  - b. \_\_\_\_\_ In today's class, we will focus on mammals and their characteristics.
  - c. \_\_\_\_\_ She had trouble focusing on the picture because her eyes felt blurry.
8. Look at the second entry for **focus** (focus<sup>2</sup>). Which meaning is used in the following sentence? Write the number.
  - d. \_\_\_\_\_ What do you think the focus of today's discussion will be?



# Vocabulary: Working with a Dictionary

**Part II.** Find the meaning of the word as it is used in the sentence. The small numbers indicate need to look at, for example major<sup>1</sup> - noun. Circle the number of the meaning. Use your dictionary (points)

Example: The oboist played a major<sup>1</sup> scale. 1 2 **3** 4

1. Greta will color<sup>2</sup> in her coloring book. 1 2 3 4
2. There must be no discrimination based on skin color<sup>1</sup> in this school. 1 2 3 4
3. Does your health insurance cover<sup>1</sup> cosmetic surgery? 1 2 3 4 5 6 7 8 9 10
4. This book has a very long<sup>1</sup> title. 1 2 3 4 5 6 7 8 9 10
5. Please print<sup>1</sup> your name and sign the last page of the document. 1 2 3 4 5 6 7 8

# Vocabulary: Good Examples

*\*From words to collocations & **beyond***

*Go beyond simple collocations:*

Rely on **climate scientists**

Stop **climate change**

Move to **a warmer/drier/humid climate**

**Specific climatic conditions**

**The climate system / climate crisis**

# Vocabulary: Sketching

*\*From words to collocations & **beyond***

*Imagination & Creativity :*





# Vocabulary: Asking Questions

*\*Questions that take you further*

*Create questions that would elicit the largest amount of connected language.*

What are the effects of **climate change**?

What can one person (or one nation) do on their own to slow and reverse **climate change**?



# Using Vocabulary

*\*Providing extra support*





## Using Vocabulary: \*Providing extra support



# Vocabulary: Collocation Exercises

*\*Developing both words & collocations*

The weather: When the rain **(lets up, stops, turns off)**, I'll go outside again.

The weather: They are **(forecasting, foretelling, predicting)** 14 inches of snow for tomorrow!

# Vocabulary: Collocation Exercises

*\*Developing both words & collocations*



She has long/big eyelashes.



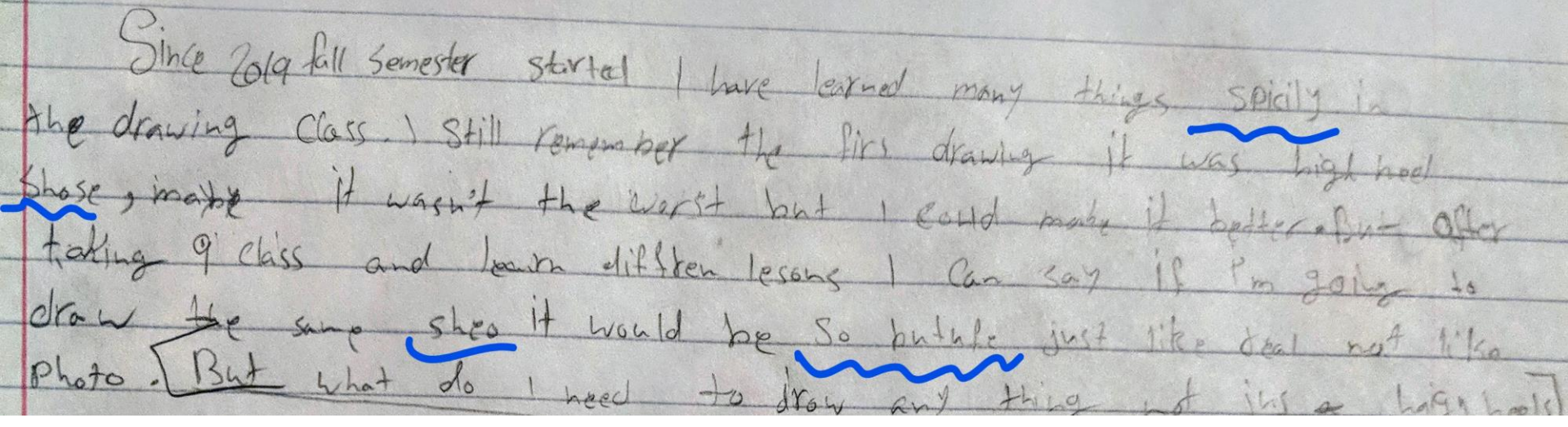
I just **took/ate** medicine.

You need to **get/take** experience.



# Vocabulary: SPELLING

**\*Noticing patterns & memorizing**

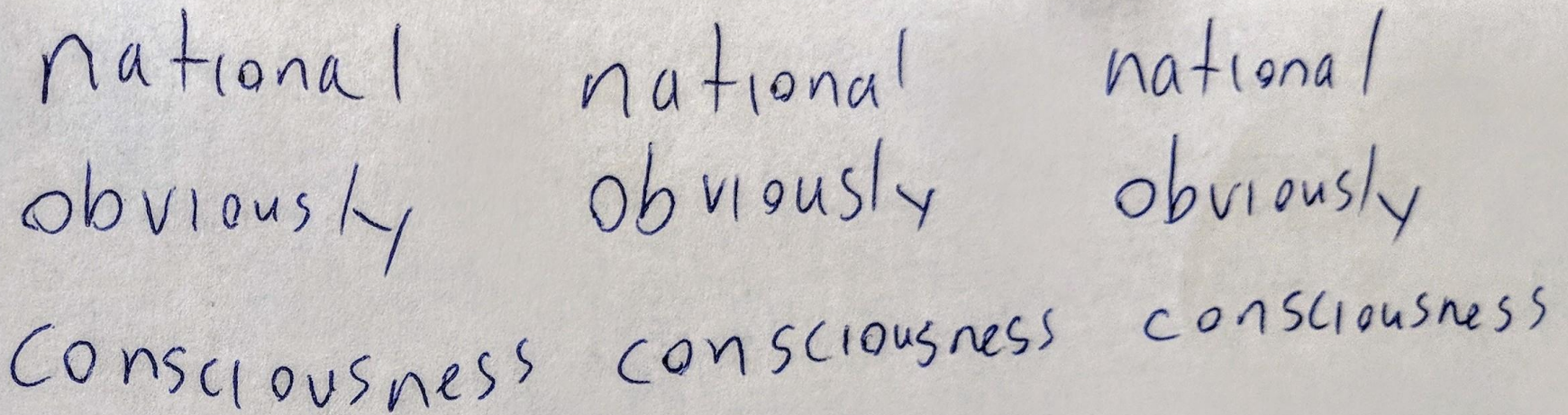


Since 2019 fall semester started I have learned many things spicily in the drawing class. I still remember the first drawing it was high heel shose, maybe it wasn't the worst but I could make it better after taking 9 class and learn different lessons I can say if I'm going to draw the same shoe it would be so butufel just like real not like photo. But what do I need to draw any thing not like a high heel

Spicily ? Shose? so butufel?

# Vocabulary: SPELLING

***\*No distractions!***





A photograph of a piece of lined paper with three columns of handwritten words in blue ink. The first column contains 'national', 'obviously', and 'consciousness'. The second column contains 'national', 'obviously', and 'consciousness'. The third column contains 'national', 'obviously', and 'consciousness'.

national	national	national
obviously	obviously	obviously
consciousness	consciousness	consciousness

***3-5-minute spelling dictations***

# Reading: Before the Text

## \**What language is there?*

- *High proportion of unknown words*   
*more intensive language work*
- *Exercises that go with the text*   
*How many of **your chunks** are focused on them?*
- *Decide **what chunks** you might spend extra time on.*

# Reading: Grammaticalized Chunks

First, the process of recycling causes more pollution in and of itself. The trucks that carry the **recycled** materials are burning more **fossil fuels**, and the factories that process the **recycled products** are **contaminating** the air. Paper recycling causes **toxic chemicals** from print and dyes to **leach** into the land and ultimately into the water supply. In addition, a type of “**cross-contamination**” can occur when **recycling** steel or aluminum products, where the **toxics** that were held in the original material get **recycled** into the new material and cause further damage. An additional problem occurs when **recycling** products such as glass because the process of **recycling** the glass is worse for the environment than the original process for creating new glass.



# Reading: Reading Aloud

## Week 1 Reading Aloud Quiz



Published



Your instructor will give you a paragraph to read aloud and record. Please take the time to practice reading the paragraph and when you are ready, then you may begin recording.

This quiz will also be used as an in-class diagnostics to see how well you read in English at the beginning of the semester.

Points 5

Submitting a media recording

# Reading: Reading Aloud

This submission is a media recording.



5

[View Rubric](#)

## Week 1 Reading Aloud Quiz

Criteria	Ratings
Pronunciation	Easy to understand: You are fully understood. You have a noticeable accent and patterned pronunciation variations, but they do not cause misunderstanding. <div><div></div></div> <div>5 / 5 pts</div>
Total Points: 5	

## Assignment Comments



Listen to the audio and compare.



[Pronunciation Learning.mp3](#)

Aziah McNamara, Aug 25, 2017 at 3:45pm



You will receive the paper with words highlighted to show what you need to work on this coming Monday, August 28. Yellow means it's not an error, but still an area you want to work on. Pink means it is an error.



Aziah McNamara, Aug 25, 2017 at 3:51pm

[Download Submission Comments](#)



# Reading: Mining Text for Language

## *\*Setting & checking noticing tasks*

The current news is full of stories about **chaotic weather**. There are wildfires, flooding, earthquakes, hurricanes, and **drought** happening all over the world. Many of these **weather events** are connected to **climate change** and **global warming**. We are all concerned citizens and wonder what we can do to help the environment. Many cities and countries have **implemented** recycling programs to help **reduce waste** and cut down on the **release of CO<sub>2</sub>** into the atmosphere. But does **recycling** always work? Are we really helping the earth through our **recycling**? In fact, there are many **negative consequences** to some forms of recycling, which we need to carefully consider.

# Reading: Mining Text for Language

*\*Setting & checking noticing tasks*

- 1) *Many of these weather events are connected\_\_\_\_\_ climate change. How can we cut \_\_\_\_\_ the release of CO2 \_\_\_\_\_ the atmosphere.*
- 2) *chaotic... current ... global ... negative....*
- 3) *Match these nouns with verbs*
- 4) *Complete NEW sentences with phrases from the text.*

# Reading: Talking about Reading Texts

*\*Encouraging & scaffolding natural responses*

1. *What surprised or shocked you in the article?*
2. *Can you think of any countries/places that are affected the most by the current changes in the weather?*





# Reading: Other Kinds of Speaking around Texts

*\*Exploiting new vocabulary*

*\*Doing the same task TWICE (Why? How?)*

*Can you think of someone whose  
career is blossoming?*

# Reading: Other Kinds of Speaking around Texts

## *Blossoming career:*

- doing really well
- woke up famous
- overnight success
- worked really hard for it
  - put in a lot of effort
- on the crest of the wave
- the future looks bright

# Reading: Encouraging Further Responses

**\*Exploiting new vocabulary**  
**\*Tie writing to it!**

several  
that People Choose different  
Places to live. For example, maybe they need some  
change. They want to move because of heavy traffic. They  
want to move to a cheaper place. They have to move  
because of the bad neighbors. They want to move to a  
better location. In addition, when I choose a place to live,  
I want to make sure that the place has nice neighborhood  
Also, it is close to a grocery store. I want the place to  
be close to my family house. It must have a good  
transportation because I don't have a car. It must be  
bigger than my older place. It must have a big kitchen.  
Also, it must have a big yard. I want to go to a  
place where it doesn't rain much because I hate  
the rain. In conclusion, I hope to find a place  
where it is good to my family.

which

9.5/10

# References

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- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
- M. Lewis (1993) *Lexical Approach*. Heinle.
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- Photographs of current and former ELP students (2015, 2016, 2019).
- Samples of student audio and writing (2019).



# **Viktorina Gramp**

- [elguina@ksu.edu](mailto:elguina@ksu.edu)

# **Aziah McNamara**

- [aziahm@ksu.edu](mailto:aziahm@ksu.edu)