

When they have finished, students practice rehearsing their scripts. Finally, the conversation is performed to the rest of the class.

4. Use the dictionary www.ldoceonline.com with students in class. **Train and encourage them to consult it instead of using a translation dictionary.** This dictionary is also extremely useful for complicated vocabulary questions that arise in class. For example, if a difficult word comes up, get the whole class to look it up in the dictionary. After looking at few examples, board one a student gives you. Alert students to the grammar and patterns that are around the word. Choose a few students to use that sentence and personalise it. Each student writes their own sentence and then shares it. Do this often as it is excellent training,

5. With the class, go to www.lexicallab.com and choose 'Chunk of the Day' section. Students read a story you have chosen while you board and gap key chunks from that story. Students then guess the missing words. This highlights the importance of noticing and recording lexis in a text. Each student now chooses their favourite Chunk of Day and repeats the procedure. In groups, they describe, exchange and write down chunks they hear.

Top 3 Resource Books

1. Outcomes course book series (all levels).

Excellent vocabulary and writing sections, while its readings address topical issues not covered in other textbooks.

2. **Collocations Extra Book (Cambridge Copy Collection).** A good intro instant lesson-type resource to teach collocations related to various topics at all levels.

3. **Key Words for Fluency - Collocation Practice (Pre-Intermediate, Intermediate and Upper-Intermediate).** An excellent book to refer to when choosing words and collocations to teach in class. Has a wide range of everyday collocations organised into topics.

Top 3 Web Resources

1. quizlet.com - Use this to create and share study sets of vocab cards and quizzes.

2. www.ldoceonline.com - This is by far the best online dictionary.

3. www.macmillandictionary.com/learn/red-words.html Use this when choosing words and collocations for a text or to teach in class. Choose red words and look at the stars!



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Guidance Notes Teaching Vocabulary



THINGS TO BE AWARE OF

- No matter what the level, students often don't NOTICE enough lexis, or lack awareness of how words are patterned in sentences. Don't just explain lexis, give good examples in complete sentences to demonstrate usage.
- Speaking activities need a lexical focus. Students already do lots of speaking outside class. However, the problem is they don't get explicit instruction on lexis which they can get in your class. Remember, the class is where you engrain these useful learning habits that will promote learner autonomy.

TOP TEACHING TIPS

1. Don't accept "good enough" language in writing or speaking tasks. Upgrade or reformulate a student's language instead of just listening for grammar inaccuracies.

2. Reformulation: This correction technique is indispensable at this level. For example, a learner writes or says, "My area has been deserted after a huge flooding three years ago". The mistake here is lexical AND grammatical so corrections codes or error corrections won't work.

a) Instead think to yourself how you might say it better. Ask them: "Do you mean the area was evacuated during the terrible flood three years ago? Or it has been uninhabitable since then?"

Then alert the student to the grammar in the sentence, "Remember, we often use past simple with three years ago and use present perfect with 'since then'."

b) Use reformulation during speaking activities. Listen in to what students are trying to say but could say better. Then board your upgrade. For example, "the area has been e_____ after a huge flooding three years ago." After the speaking activity, ask students to guess the missing word and draw attention to the grammar used or how the lexis is patterned in the sentence.

3. Whatever you do, **DON'T** board single words when you can demonstrate the usage of a word or phrase in a complete sentence. This also helps to recycle previously learnt vocabulary and grammar. Start raising awareness of how vocabulary is patterned by boarding **COMPLETE** sentences. This shows learners how words, collocations etc. behave in a sentence.

4. Get used to using www.ldoceonline.com **online dictionary** in and outside class. Along with useful collocations and idioms, it gives plenty of examples of how words are patterned in sentences. It will also raise YOUR language awareness and teach you how to exemplify language properly. In class, train and encourage students to consult it instead of using a translation dictionary.

5. A general rule of thumb: **Teach the probable** ("This is how we usually say it..."): NOT the possible ("you could say X, Y or Z, it depends..."). As an English language teacher you know what sounds right and what doesn't irrespective of your learners' English level. Learn to trust and use your language instinct.

6. Keeping a **vocabulary notebook** is essential for all students.

TEACHING IDEAS TO TRY

1. At the start of class or for revision, board some previously learnt sentences with key vocabulary gapped. Students guess the missing words. Do this frequently or get a student to do it. This teaches learners the importance of **revising and revisiting lexis**.

2. Recycling and activation of lexis is vital. Use "**backs to the board**" activity with lexis. Or using their notebook, one student starts a sentence with some target lexis and the other tries to finish it. Another good way of consolidating and activating lexis after covering vocabulary to set a writing task. For example, students write an essay based on the target lexis you covered that week.

3. Another favourite is in pairs, students write a "**paper conversation**" using as many target structures as possible. First, student A writes a line, then Student B responds, etc. Monitor and provide input if necessary.