

Teaching vocabulary in CLIL

Prof. PaedDr. Silvia Pokrivčáková, PhD.

`spokrivcakova@ukf.sk`

To learn more, you can use the following textbooks:

- **TTS** – Pokrivčáková, S. (2013), *Teaching Techniques for Modern Teachers of English*. Nitra: ASPA.
- http://www.academia.edu/20418965/TEACHING_TECHNIQUES_FOR_MODERN_TEACHERS_OF_ENGLISH_2013_full_text
- **CALL** – Pokrivčáková, S. (2014), CALL and teaching vocabulary. (DOI: 10.17846/CALL.2014.24-28)
- <http://www.klis.pf.ukf.sk/sk/na-stiahnutie/277-call-and-teaching-vocabulary>

L1 vocabulary learning

- never finished,
- never stable,
- both grows and shrinks with age

CEFR level: Vocabulary size (EFL)

- A1: <1500
- A2: 1500 – 2500
- B1: 2750 - 3250
- B2: 3250 – 3750
- C1: 3750 – 4500
- C2: 4500 – 5000

(SCHMITT, N.: “Instructed second language vocabulary learning”.
Language Teaching Research, 2008, Vol. 12, No. 3, pp. 329-363.)

FL vocabulary

- acquired mostly incidentally - through **indirect exposure** to a FL,
- **intentional learning** - through a variety of teaching techniques.

Work in pairs and discuss:

What do you need to know about a word?

Look at the list from Scrivener (pp. 247-248) and decide which of the given aspects of a lemma are the most crucial for its initial presenting in the classroom.

TO KNOW A LEMMA MEANS:

- to know the word's **meaning**;
- to **pronounce** the word correctly;
- to **spell** it correctly;
- to be able to **use it** in a sentence
- to be able to recognize its **grammar** categories functionally (not descriptively),
e.g. to be able to use the word as a noun or a verb, to create a plural form, to create a past tense forms with verbs, etc.;

- to know its **connotations**;
- to know its **idiomaticity**.

BASIC PRINCIPLES OF TEACHING VOCABULARY

- **Too many is too bad** (8 words per a day);
- **Most frequent words go first** (a good source is the course *Basic English* (850 words);
- **Active repetition is the key** (the young learner - 60 times; the adult learner – 20 times);
- **Multiple exposures in multiple contexts**

Think and put into the correct order:

- Learners look for the word in other contexts.
- The teacher introduces the word's meaning through clear illustration, demonstration or explanation.
- Learners use the word orally in sentences.
- The teacher asks learners to repeat correct pronunciation of the word.
- Learners practice activities to fix vocabulary.
- The teacher introduces a new word in sound.
- The teacher revises new vocabulary.
- The teacher or learners select a group of relevant, useful vocabulary.
- The teacher introduces a written form of the word (spelling).

- **Work in groups and try to think of how the meaning of words can be presented.**

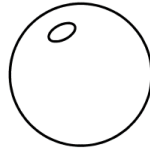
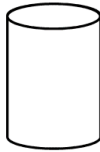
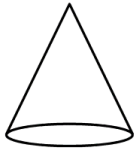
WORDS AND EXPRESSIONS IN VISUAL CONTEXT

- Demonstrating visuals and objects

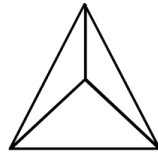
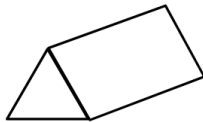
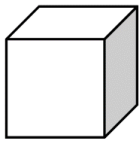
Name _____

Date _____

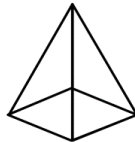
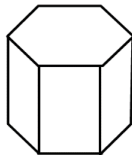
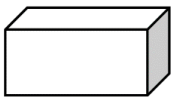
3D SHAPE SHEET



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

WORDS AND EXPRESSIONS IN VISUAL CONTEXT

- Demonstrating visuals and objects

Name _____ Date _____

3D SHAPE SHEET

3D SHAPE SHEET



Name _____ Date _____

3D SHAPE SHEET

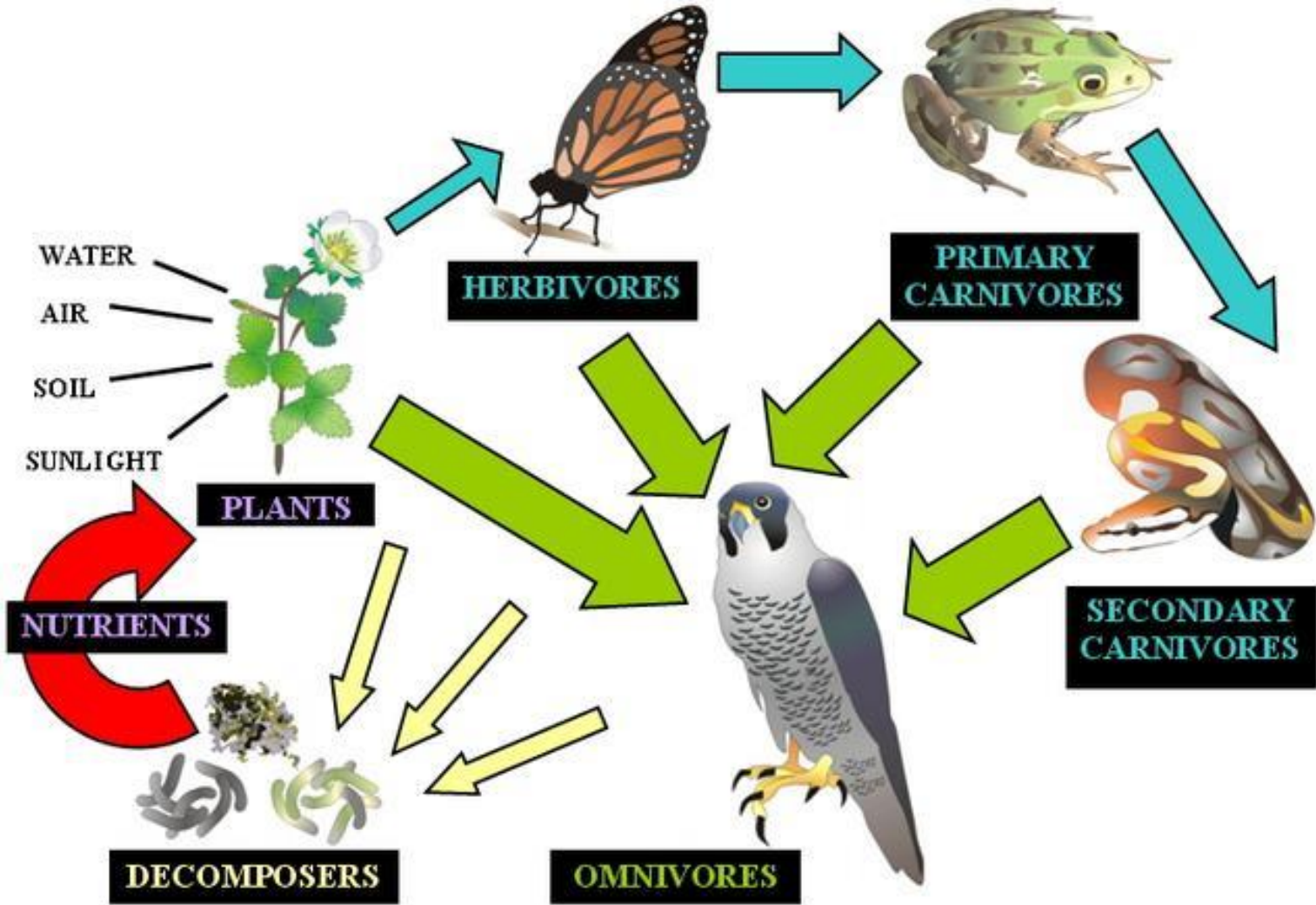
3D SHAPE SHEET



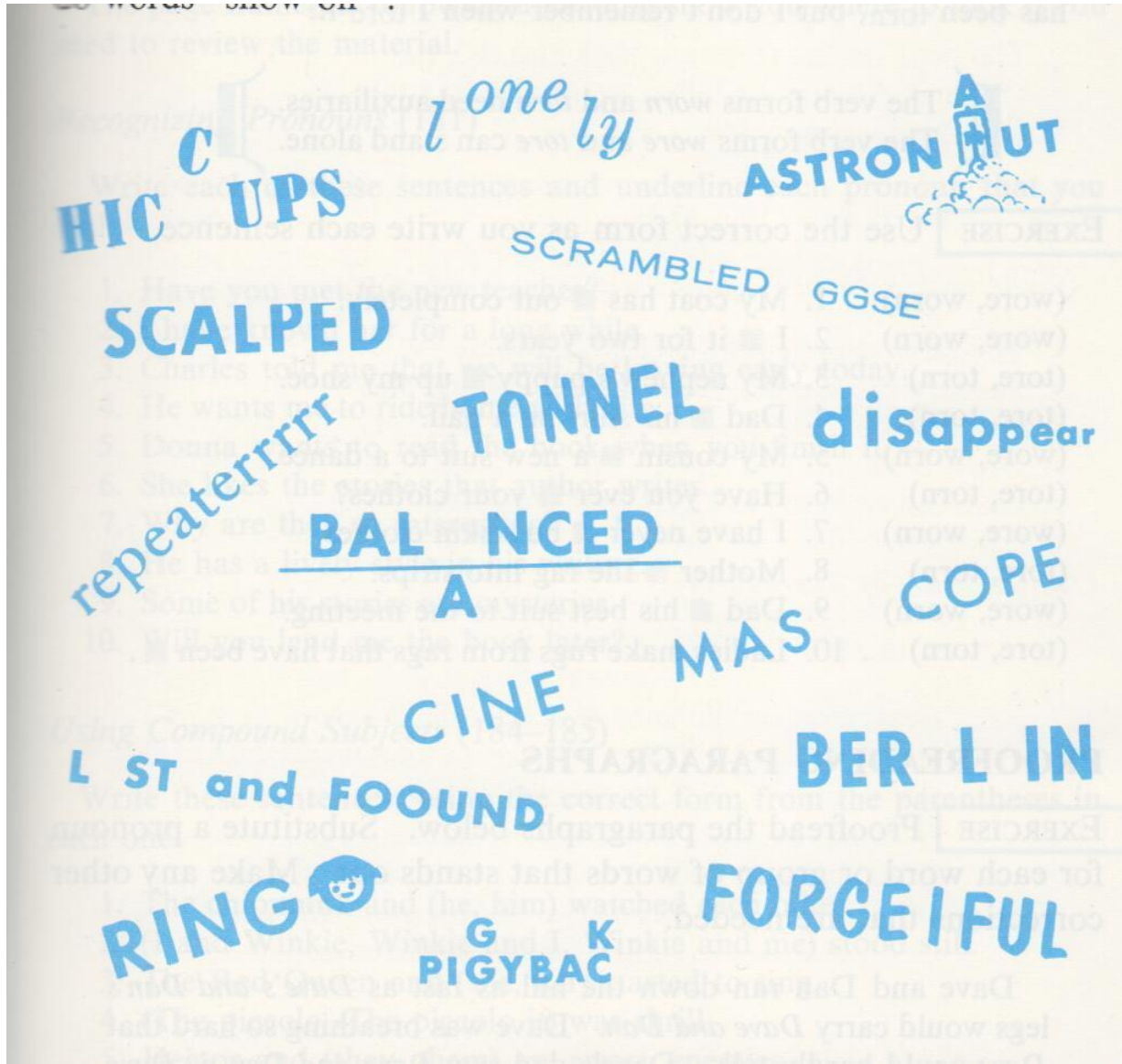
Demonstration



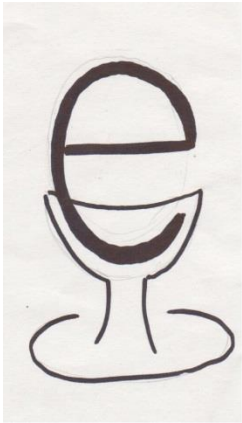
Demonstration



Word pictures



Visual associations



gg



nake



ch

mney

- TTs, 2013, p. 17

Human graphs

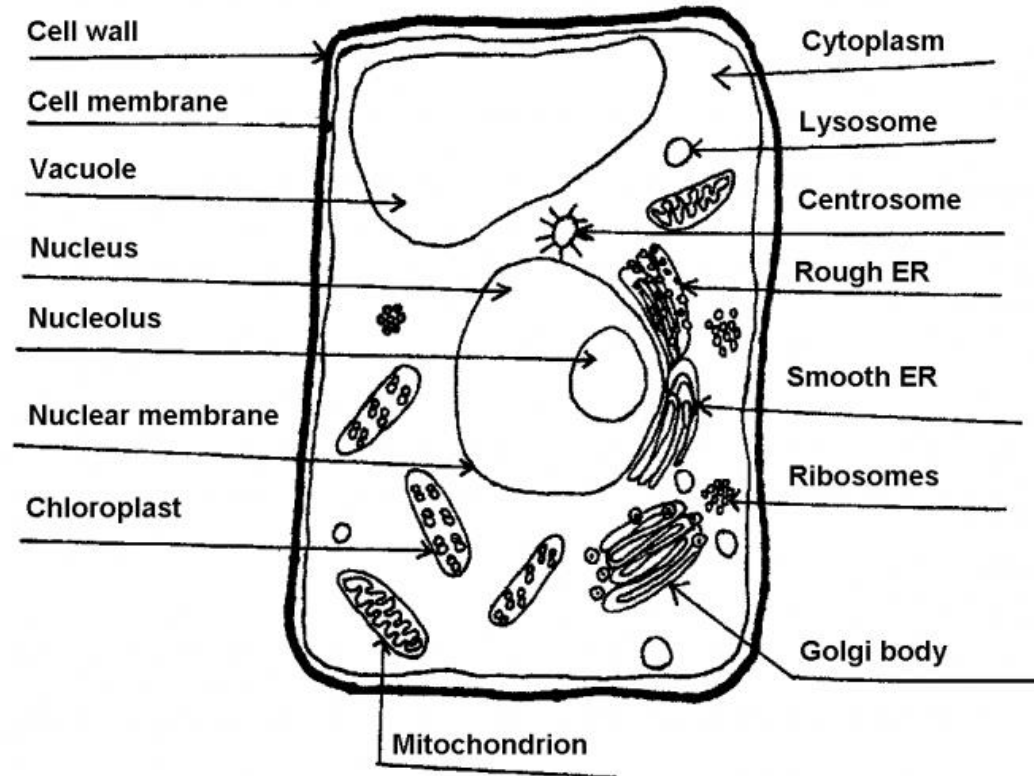
- Practice the activity *Human Graph* (TTs, p. 22). Choose a group of words you would demonstrate through this activity.

Name: _____

PLANT CELL

Directions: Use your book or any other resource to correctly label the following plant cell structures.

**Labelling
pictures or
objects**

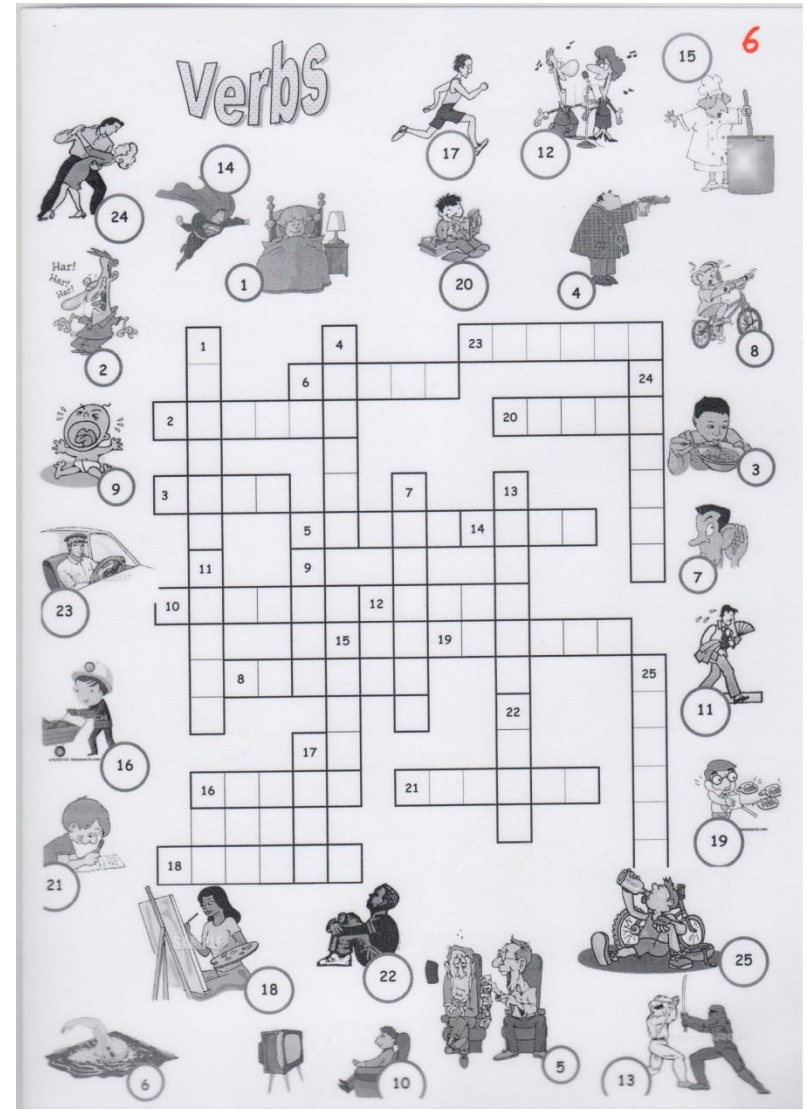
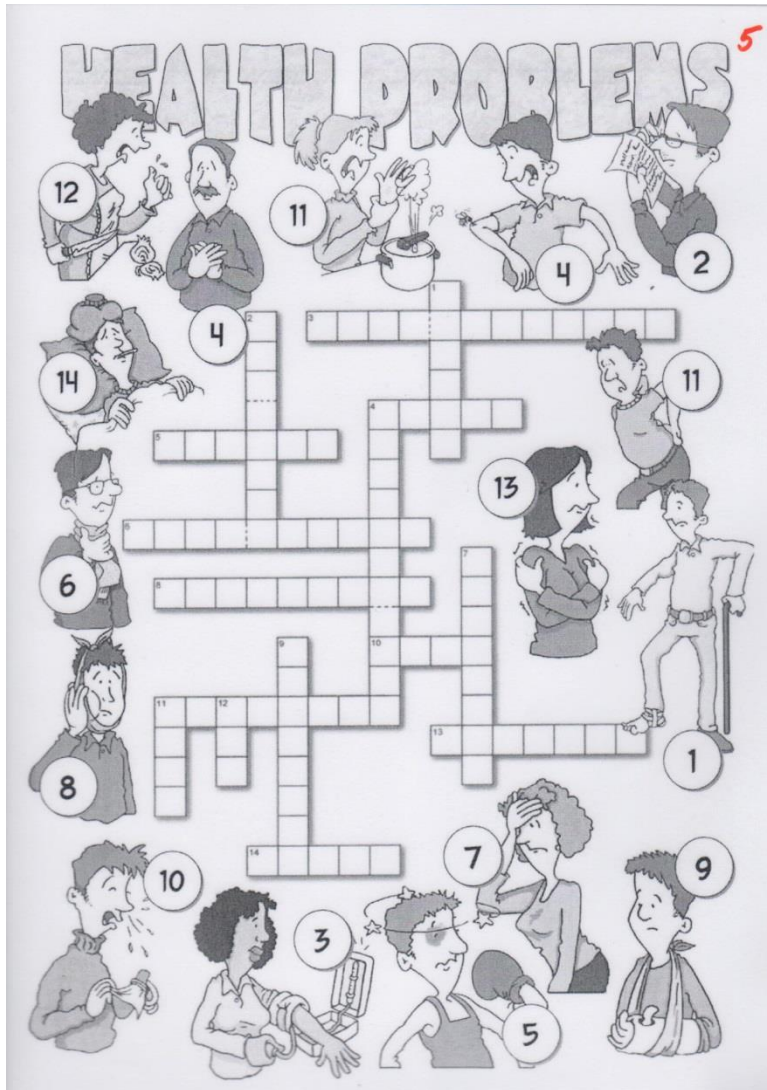


cell membrane, centrosome, cytoplasm, Golgi body, lysosome, mitochondrion, nuclear membrane, nucleolus, nucleus, ribosome, rough endoplasmic reticulum (rough ER), smooth endoplasmic reticulum (smooth ER), vacuole, chloroplast, cell wall

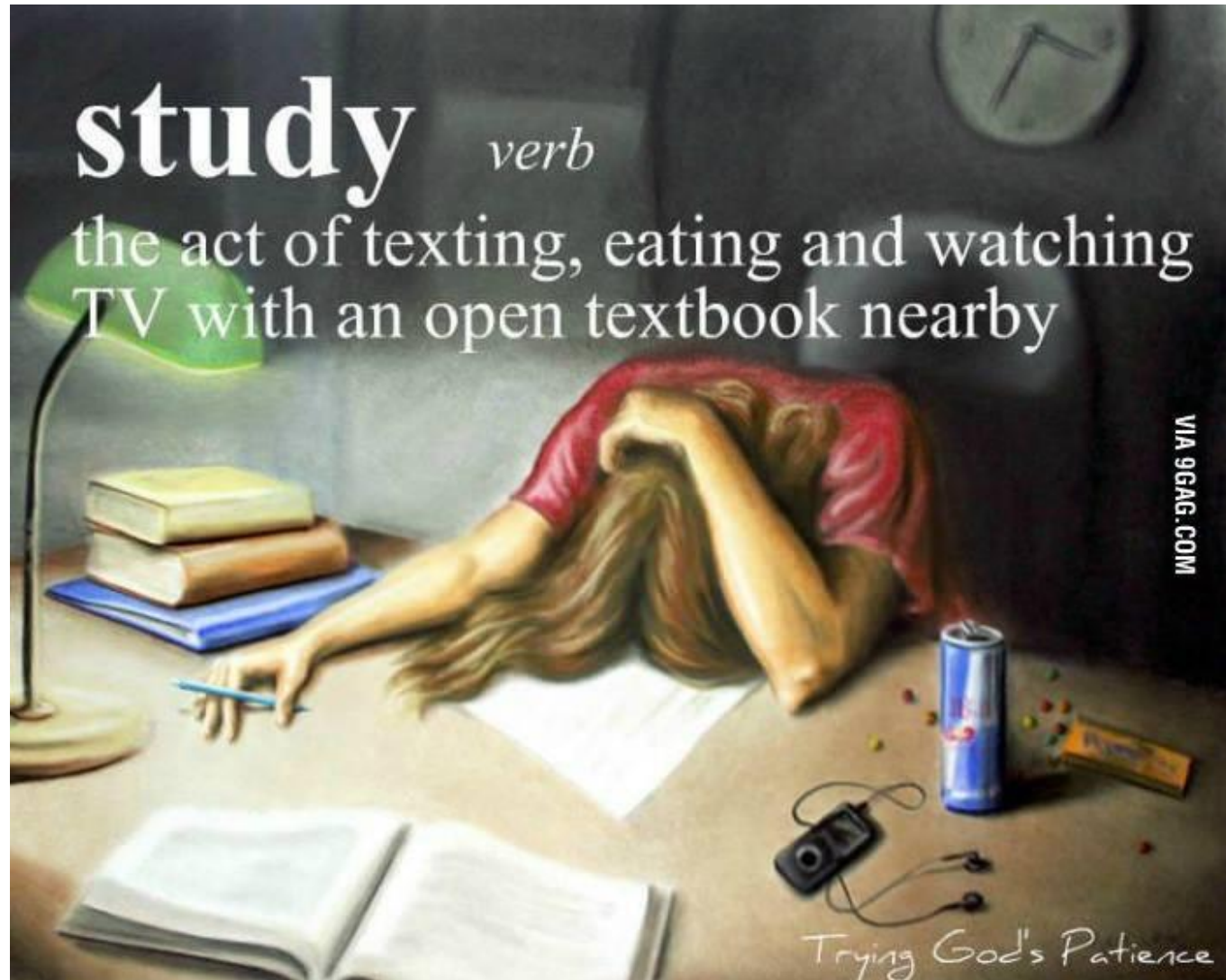
Acting out and pantomiming



Word games and word puzzles

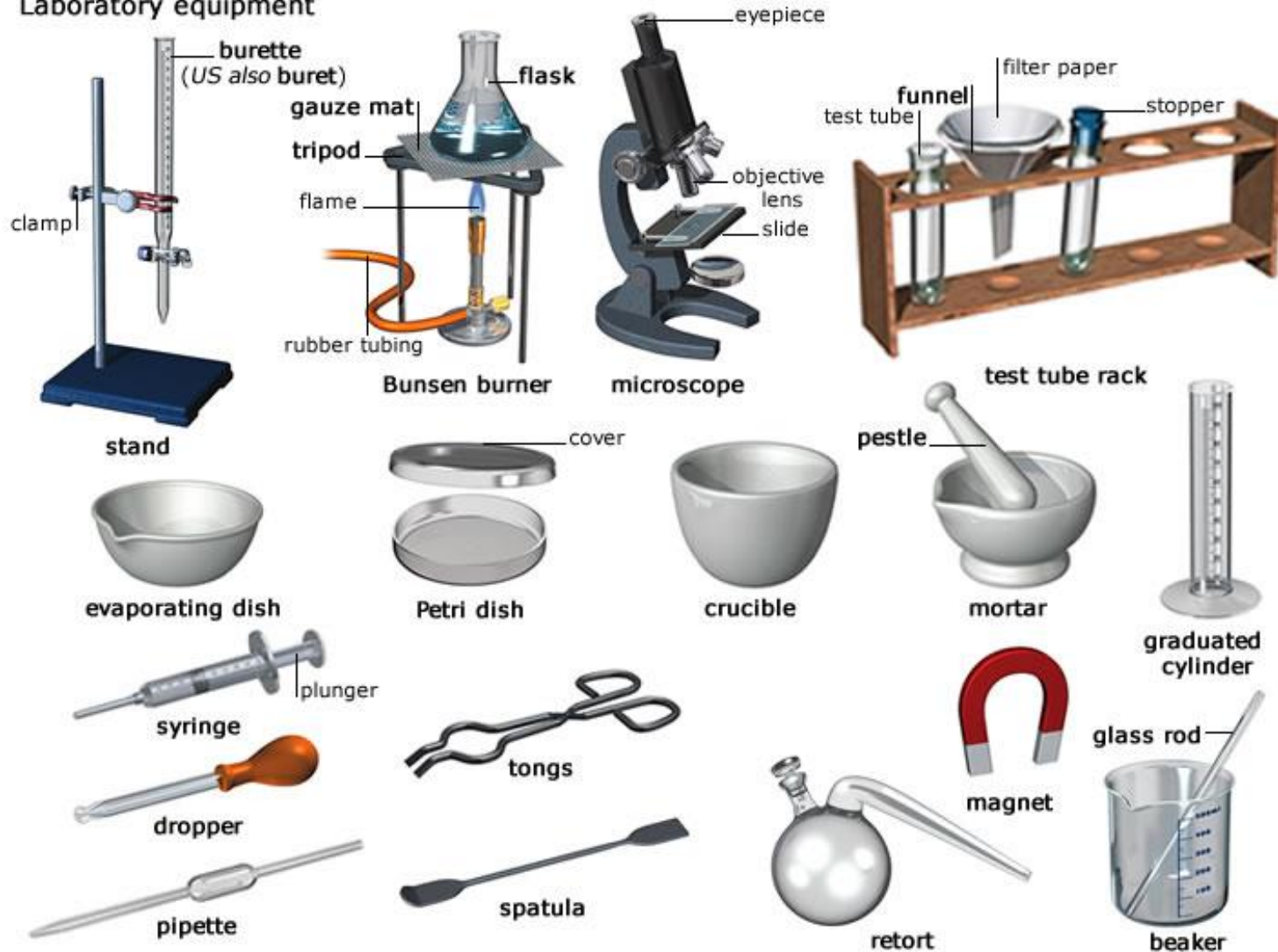


Picture dictionaries

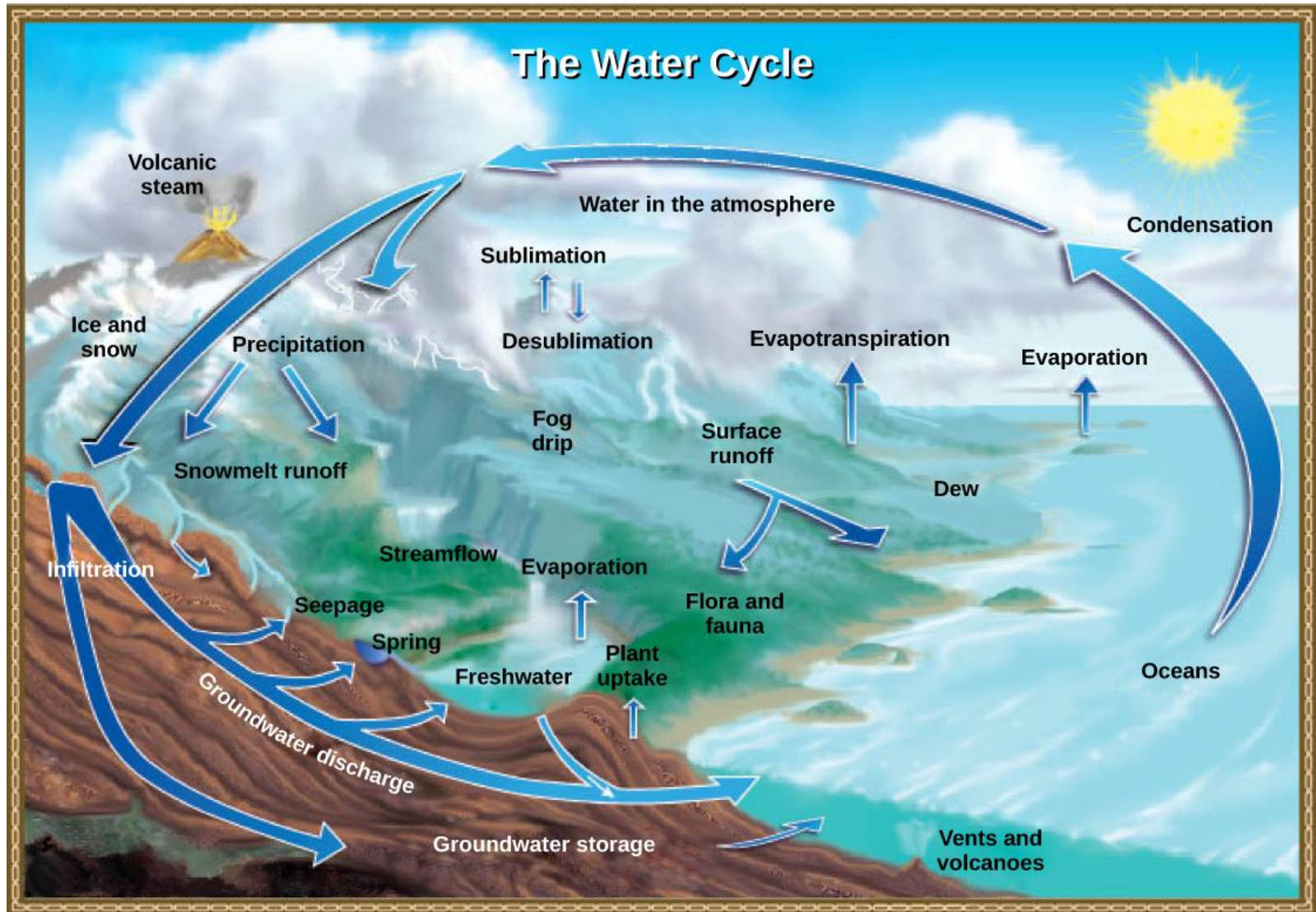


Using picture dictionaries

Laboratory equipment



Using picture dictionaries



WORDS AND EXPRESSIONS IN SEMANTIC CONTEXTS

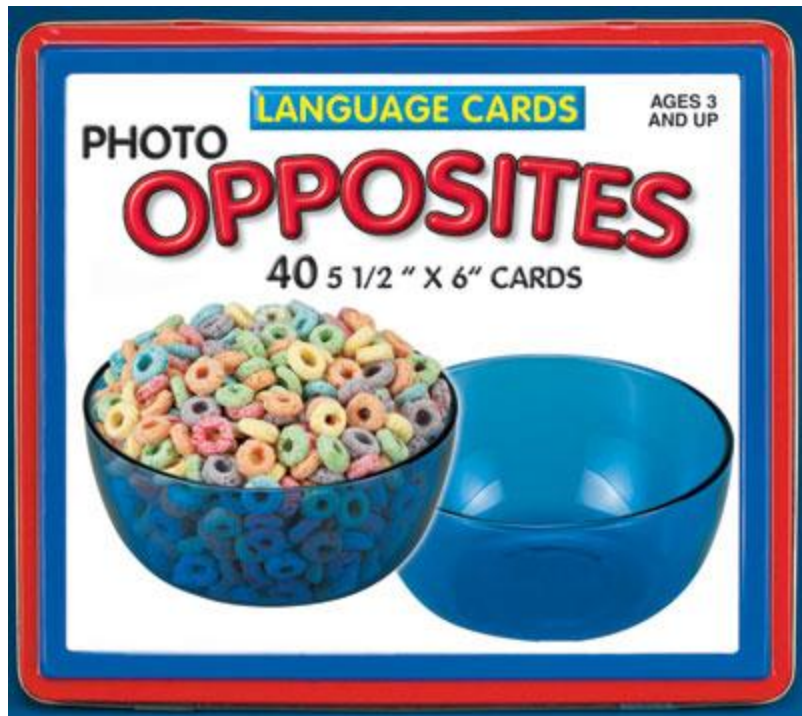
- Introducing the meaning of a new word through **synonyms**



45 Ways to avoid using the word 'very'

| Avoid saying very: | Rather say: | Avoid saying very: | Rather say: |
|--------------------|---------------------|--------------------|-------------------|
| afraid | terrified | neat | immaculate |
| angry | furious | old | ancient |
| bad | atrocious | poor | destitute |
| beautiful | exquisite | pretty | beautiful |
| big | immense | quiet | silent |
| bright | dazzling | risky | perilous |
| capable | accomplished | roomy | spacious |
| clean | spotless | rude | vulgar |
| clever | brilliant | serious | solemn |
| cold | freezing | small | tiny |
| conventional | conservative | strong | unyielding |
| dirty | squalid | stupid | idiotic |
| dry | parched | tasty | delicious |
| eager | keen | thin | gaunt |
| fast | quick | tired | exhausted |
| fierce | ferocious | ugly | hideous |
| good | superb | valuable | precious |
| happy | jubilant | weak | feeble |
| hot | scalding | wet | soaked |
| hungry | ravenous | wicked | villainous |
| large | colossal | wise | sagacious |
| lively | vivacious | worried | anxious |
| loved | adored | | |

Introducing the meaning of a new word through opposites





F f N n

Collect them all!



Classifying and listing activities

- Examples: **TTs, p. 20**

Introducing the meaning of a new word through **homonyms and homophones**



flour



flower



HOMONYMS



Why English Suffers

ruler

ruler



lay



lei

by
Robert Christman

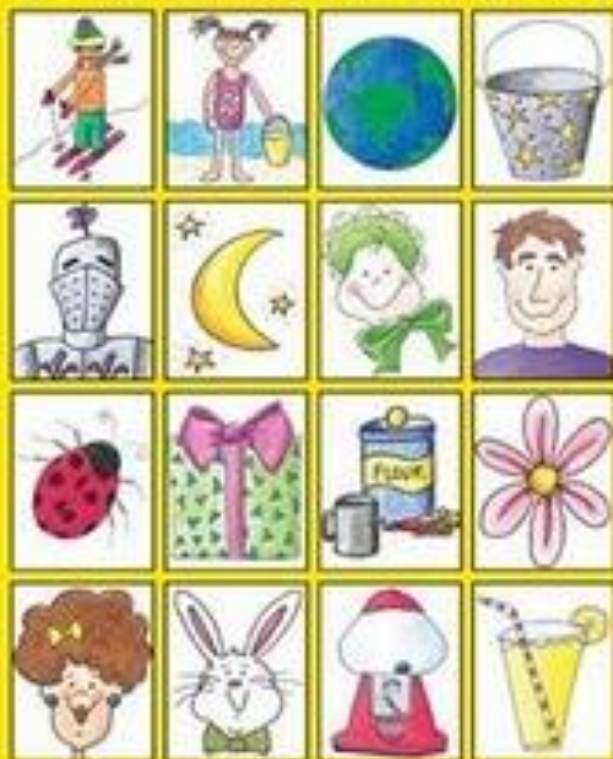


calf

calf

A toolbox of skills for teaching the BASICS while
strengthening READING COMPREHENSION

HOMONYMS SYNONYMS & ANTONYMS



Ideal for teaching at school and home!



Building
FUNdamentals

Constructing words using
PUN, all-based lessons



Homonyms, Synonyms
and Antonyms

Capitalization

Punctuation

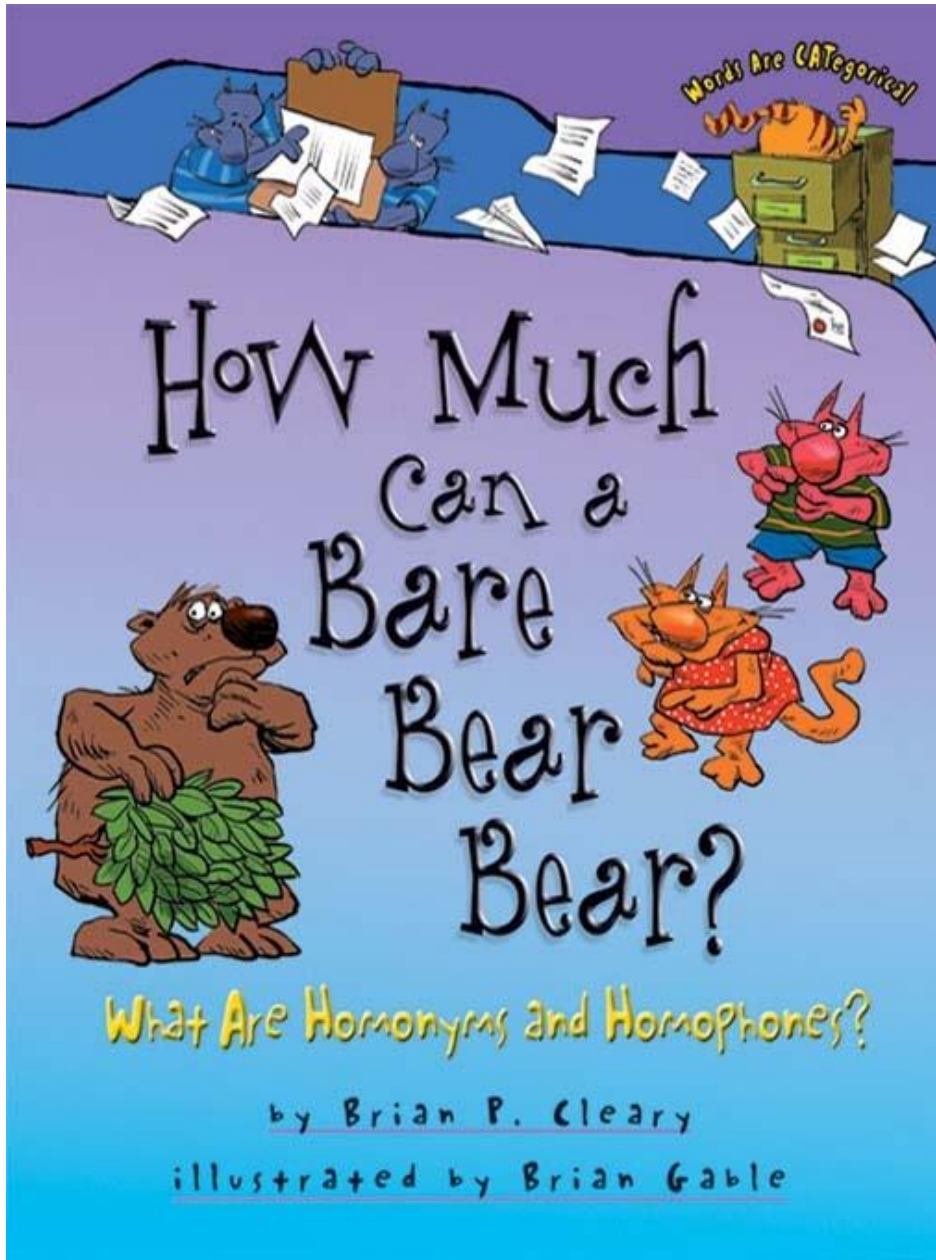
Writing Complete
Sentences

Spelling

Short Stories

Secondary
Development

Delivery Skills



Words Are CAtegorical

How Much Can a Bare Bear Bear?

What Are Homonyms and Homophones?

by Brian P. Cleary

illustrated by Brian Gable

Scholastic Dictionary

of Synonyms,

Antonyms,

and Homonyms

Word games

Anagrams: By rearranging letters in one word an entirely different word is formed, e.g. life – file.

- Make at least one anagram from each of the words below:

*anger, lamp, live, lead, leap, march, nail, part,
plum, poem, rate, share, softer, wolf*

Anagrams

- Move one letter from one word to the other so that the pair have similar meaning:

flat – pump,

furl – pet,

lice – cuts,

rat – range,

rocks – tones,

sack – neat,

salve – savage,

shred – ban,

stir – miser,

tar – ripe

WORDS IN UTTERANCES AND TEXTS

Giving definitions of new words

- oral or written explanations,
- monolingual dictionaries,

Explaining through famous or well-known words or phrases

- a beetle (the VW Beetle),
- a jungle (The Jungle Book),
- to compute (a computer), etc.

Guessing word's meaning from a text/movie

- very close to natural method

The activity: [The Very Hungry Caterpillar](#)

USING A MOTHER TONGUE

- **Using first language cognates**

e.g. futbal = football, adresa = address, polícia = police.

false cognates: police in English and police (“shelves”) in Slovak.

Special lexical items: English dialects

British and American English

| | | | | | |
|---|--|--|---|--|---|
|  apartment flat |  cab taxi |  can tin |  candy sweet |  chips crisps |  closet wardrobe |
|  cookie biscuit |  corn maize |  diaper nappy |  drapes curtains |  overalls dungarees |  elevator lift |
|  eraser rubber |  fall autumn |  faucet tap |  flashlight torch |  fries chips |  garbage rubbish |
|  gasoline petrol |  highway motorway |  hood bonnet |  jello jelly |  license plate number plate |  line queue |
|  mail post |  movie film |  pajamas pyjamas |  pants trousers |  Scotch tape Sellotape |  sidewalk pavement |
|  sneakers trainers |  soccer football |  stove cooker |  subway underground |  tire tyre |  truck lorry |
|  trunk boot |  vacation holiday |  vest waistcoat |  windshield wiper windscreen wiper |  yard garden |  zipper zip |

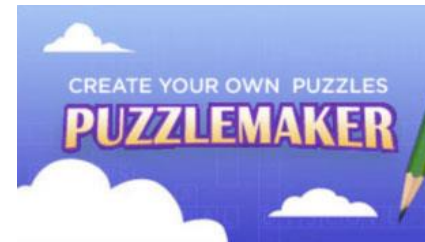




EnglishClub.com



- ESL.about.com
- ESOL Courses FREE English Lessons Online
-
- Websites with CAVL games and other entertaining activities



- Instant Online Puzzle-Maker
- Many things.org
- Self-Study English Vocabulary Quizzes
- British Council
- English flash games
- Crossword puzzle maker

Evaluating vocabulary in the textbooks

How many words are there presented in the textbook?

Is it appropriate quantity for the given level?

Circle (1 – insufficient, 5 – very sufficient)

1. The load (number of new words in each lesson) is appropriate to the level. 1-2-3-4-5
2. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. 1-2-3-4-5
3. The book distinguishes between receptive and productive skills in vocabulary teaching. 1-2-3-4-5
4. The textbook provides discovery techniques of learning vocabulary. 1-2-3-4-5
4. Words are efficiently repeated and recycled across the book. 1-2-3-4-5
5. Words are contextualized. 1-2-3-4-5