

Week 2 Summary

Week 2 had a wonderful outpouring of resources from teachers all around the world. To summarize the discussion, it seems that most respondents agreed with the idea "Vocabulary cannot be taught.... but ultimately it is learned by the individual", with the general consensus being that teachers are responsible for introducing words in a variety of contexts to learners, but it is the learners themselves who must make the associations between the worlds and their own learning in order to make the new vocabulary "stick".

The other general point of view was that teachers must use a variety of resources to present new vocabulary in many different ways, recycling it through various learning methods so students of all learning styles have opportunities to interact with the words in a myriad of ways. There were many strategies, both online and off, which were suggested, which I'm summarizing below.

Thanks to all for such a vibrant exchange of ideas last week! I'm looking forward to seeing your website reviews for Week 3 and hearing your ideas and continued contributions from your professional experiences.

Ideas/suggestions from Week 2 participants:

Online Resources:

Webster Dictionary (smart phone app)

www.learningchocolate.com

<http://www.vocabulary.com/>

www.teach-this.com

<http://a4esl.org>

<http://iteslj.org>

<http://aitstudy.com/news/voa.html>

www.wordle.com (for word clouds)

Wordle! (www.wordle.net) Fun, easy to use and satisfies the visual learning aspect as well as others. I will give each group of students the same word and ask them to find 5 collocations and make up a wordle for them. It's interesting because in wordle, you can't use word groupings, only single words, so the result becomes a puzzle for other groups to solve.

Nik Peachy gave examples of activities to teach vocabulary using word clouds. He has some interesting ideas. Here is the link to the recording and the handout

<http://www.macmillanenglish.com/online-conference/2013/>

quizlet.com

<http://learningapps.org>

<http://ankisrs.net/>

<http://www.learninggamesforkids.com/>

Mind-mapping <http://www.mindmeister.com/ru/255818455/english-class>

<http://www.youtube.com/watch?v=jNUdpER4nc>

bubble.us

business-vocabulary-flash-cards

<http://www.eslflow.com/vocabularylessonplans.html>

<http://www.memrise.com>

<http://busyteacher.org>

<http://www.islcollective.com>

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.merriam-webster.com>

<http://www.urbandictionary.com>

<http://www.lex tutor.ca>

<http://www.readwritethink.org/files/resources/interactives/diamante/>

www.anglaisfacile.com

www.delicious.com/Maro0n (lots of resources, not only vocab, shared by Elisenda)

Classroom (off-line) Activities

Hotseat

role plays

I use music lyrics, for example if I am teaching comparative I try to find a song which has this kind of vocabulary and remove them from the lyrics for the student fill in the blanks, a common activity but they love it. I sometimes use (www.lyricstraining.com)

I sometimes play a game similar to a relay race. I divide the students in two groups and they stand in line, I hang at the board two lists, with answers to some questions. The answers appear in random order. Then I ask the questions and the first students in line has to cross out the answer that correspond to the question I mentioned. the student that cross it first gets a point for his/her group. There's little noise but the students are motivated. Finally they choose some of the words in the list to write a paragraph, or an email or any other activity to consolidate the vocabulary.

The actual use of clozes to learn vocabulary provoked thought for me. I use cloze activities as homework assignments focussing on word forms of new vocab. I also make up clozes with the choices being synonyms where not all of them would work – again – collocations.

Door to door salesman: I kind of like this role play idea - I usually work with students at an advanced level and they often have difficulties with words that look alike. "Good morning, Ma'am, I have a little sympathy you might be interested in today." " No, I don't think so - I already have all I need." "OK, how about some empathy instead?"

One of my favorite methods of introducing new words and activating them is visualization through mind-maps, schemes, pictures, tables, stories. reading vocabulary

Pictionary can also be fun lesson closure activity with young learners, whereas with adult students I often play Taboo game.

Word prediction, guessing game, or Vocabulary map are interesting activities for vocabulary teaching and learning.

Book suggestions:

CALL Essentials: Principles and Practice in CALL Classrooms by Joy Egbert (2005) equips the ESL instructor with a background in computer-assisted language learning (CALL) and its associated terms. Egbert provides practical applications for an instructor just beginning to integrate technology in the ESL classroom.

VOCABULARY ACTIVITIES. Penny Ur. Cambridge handbooks for language teachers. This is a good one but the whole collection is AMAZING! Really, buy some and you'll see how helpful they might be for your lessons.

Thanks to everyone for such an amazing list of resources and ideas!