

Idioma estranger i la seva didàctica

Language form:
**VOCABULARY &
GRAMMAR**

Maria del Mar Suárez Vilagran (2008)



LANGUAGE FORM: VOCABULARY

- Has vocabulary learning been a particularly easy or difficult task for you as a learner of English?
- Why do you think this is so in your case?
- Do you have any particular tactics or techniques to remember the meaning of words?

LANGUAGE FORM: VOCABULARY

Two main things to bear in mind:

- Children are still building up their L1 vocabulary.
- Learning vocabulary is a **NEVERENDING** process.

Language form: VOCABULARY

- **It is important to decide:**
- Which vocabulary items you will want your pupils to **produce**
- Which vocabulary items you will want your pupils to **recognize** only.
- It is important that those words you select are the kind of vocabulary your pupils want to learn and find easier to learn and remember.
- In a utopic world, we should learn 500w /year

INTRODUCING NEW VOCABULARY

- Can you think of other ways to introduce it apart from those in the reading pack?

PRACTISING AND CHECKING VOCABULARY: HOW?

- Can you think of other ways to practise and check vocabulary apart from those in the reading pack?

CONSOLIDATING VOCABULARY

- Can you think of other ways to consolidate it apart from those in the reading pack?

Direct ways to teach vocabulary

- Vocabulary exercises
- Memorization strategies

Indirect ways to teach vocabulary

- Involved in the process of reading, listening, writing and speaking

DVD Mod 12.1

1. The students are learning vocabulary for parts of the body. What are the two techniques that are being used to help them learn? Do you think they are effective? Why, or why not?

2 techniques: repetition + physical movement

Repetition: natural learning technique for younger learners. They like repeating.

Physical movement: helps learners understand the meaning of the words and to reinforce the effects of the repetition

DVD Mod 12.1

2. Steps:

- Choose a song with a theme that matches the lesson
- Model the song and movements together while students watch and listen only.
- Sing the song and have students do the movements only.
- Sing the song part-by-part and have students repeat the song and movements together.
- Sing it all together!

DVD Mod 12.1

3. Have the students learned the vocabulary?

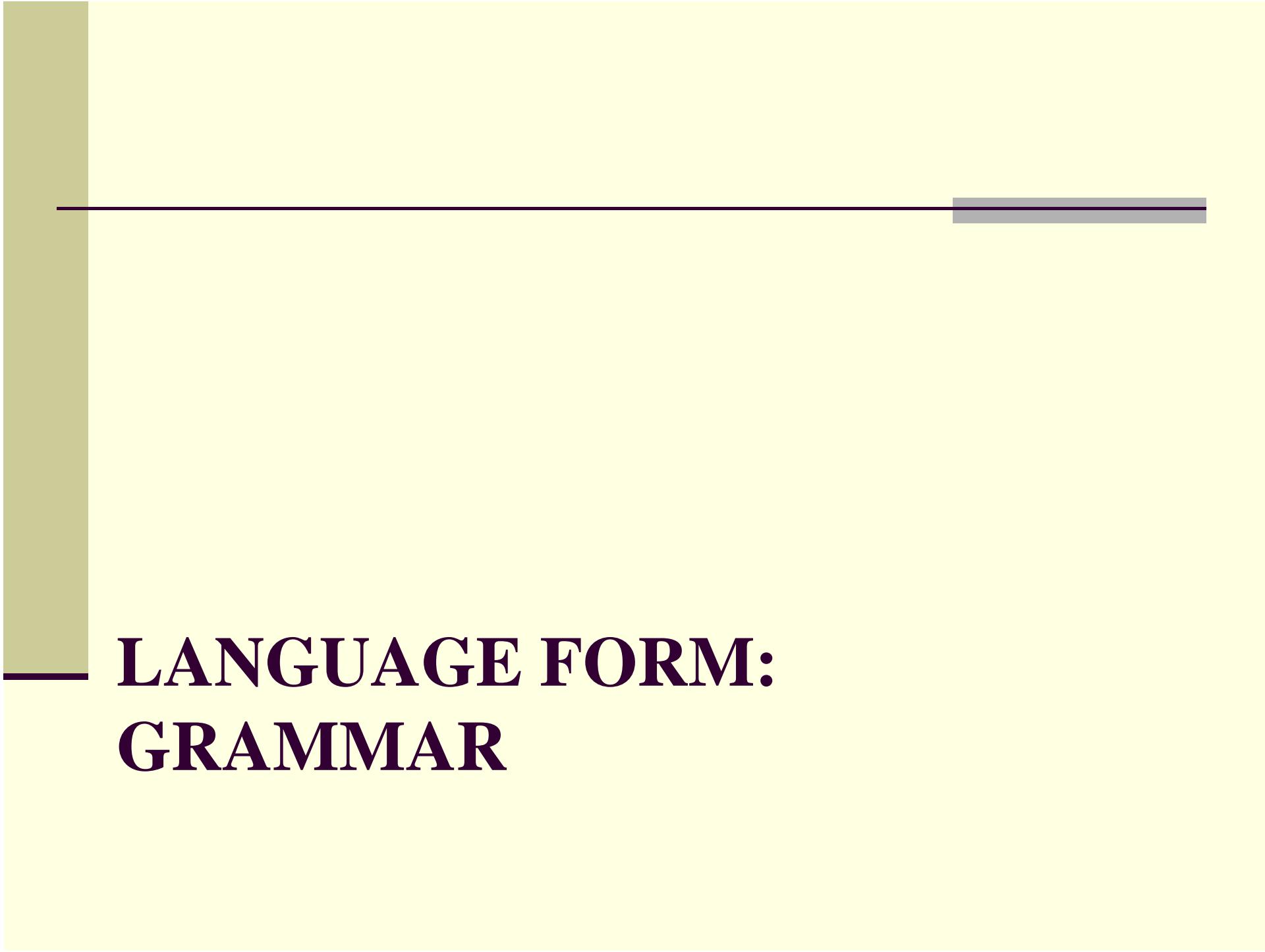
Yes: when touching

NO!!!

- toes? feet?
- plural forms in the worksheet

Let's revise vocabulary!

- Reading pack: classifying words
- Cleveland's article:
 - Let's play “Stop!”
 - Let's play “Round the class word-chaining”
 - Song I've got a lot of pets



LANGUAGE FORM: GRAMMAR

WHAT GRAMMAR TO TEACH?

a) Facts: those that cannot be applied generally

foot – feet

goose - geese

b) Patterns: a *blue* book // a *red* pencil

c) Choices:

I' *ve played/’ve been playing* tennis since I was 8.

(secondary school – grammar related to
meaning – much exposure needed).

See reading pack

PRESENTING A STRUCTURE

- Presentation: use it with **vocabulary** you want to revise. First do it yourself, then make them repeat, then make them do it.
- Controlled practice: use any useful game.
- Production: activity where they have to use the structure

DISCOVERY GRAMMAR ACTIVITIES

- Compare their own language with English and spot similarities and differences.
- Attempt to work out the rules of English grammar for themselves.