



Teachless vocabulary learning: the "achilles heel" of ELT.

*To teach a man how to grow independently... is perhaps the
greatest service that one man can do another.
Benjamin Jowett.*


Once upon a time...





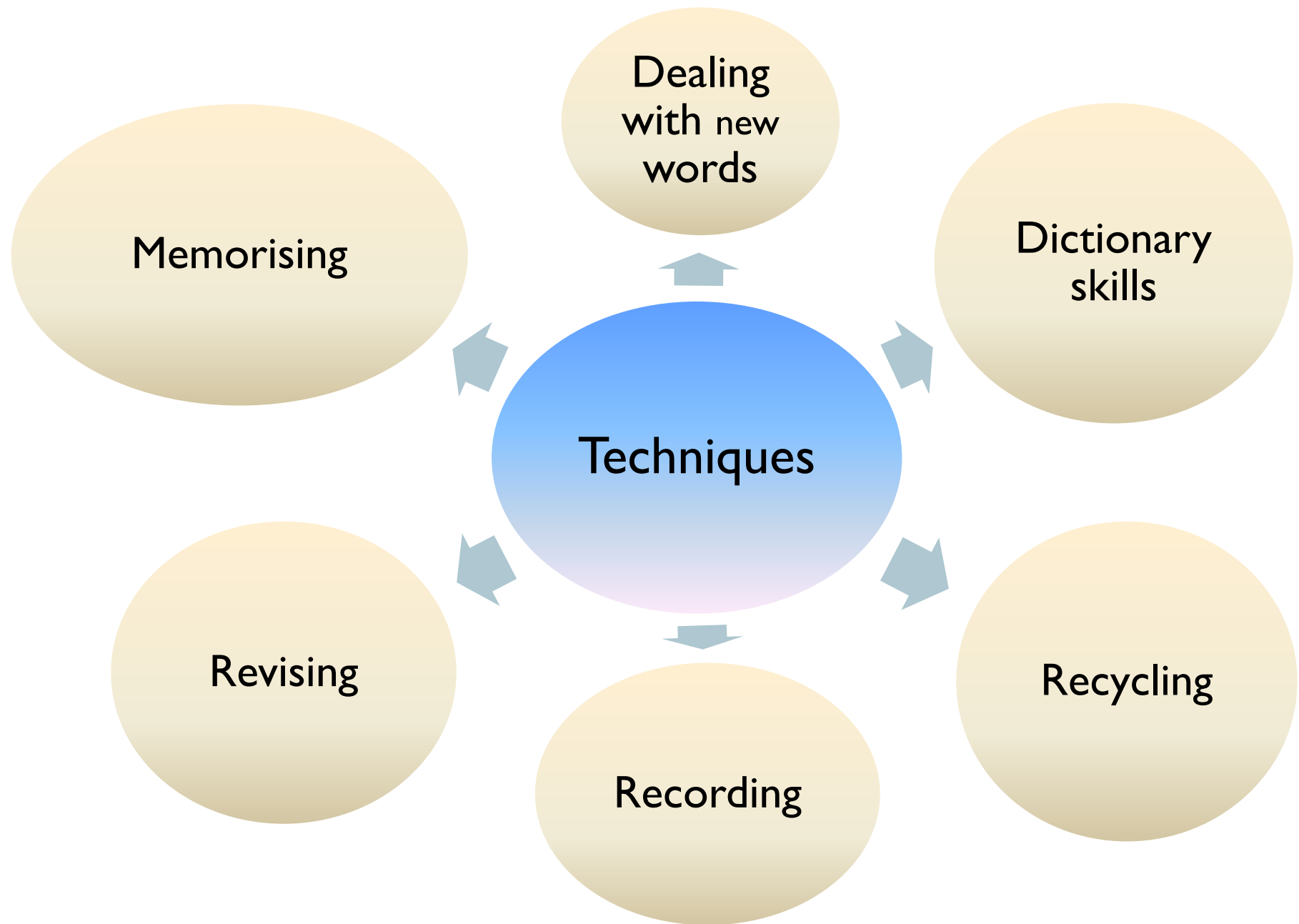
Where the shoe pinches...

Could I train my students regularly and explicitly
to help them apply vocabulary strategies
independently?

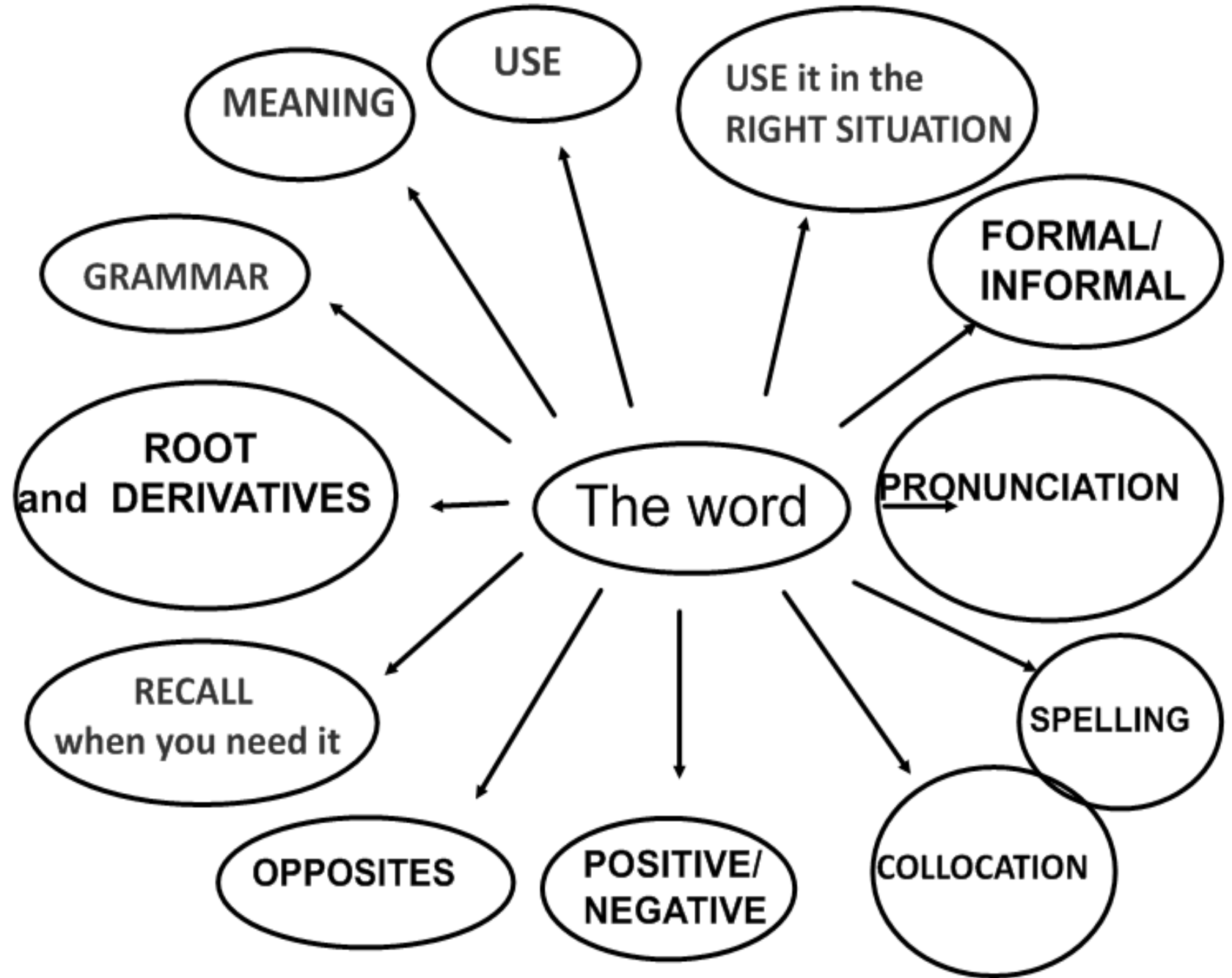
- 
- to “regulate” learning (Griffiths)
 - to set a framework for autonomous learning

“The necessary evil”





WHAT DOES IT MEAN TO KNOW A WORD?

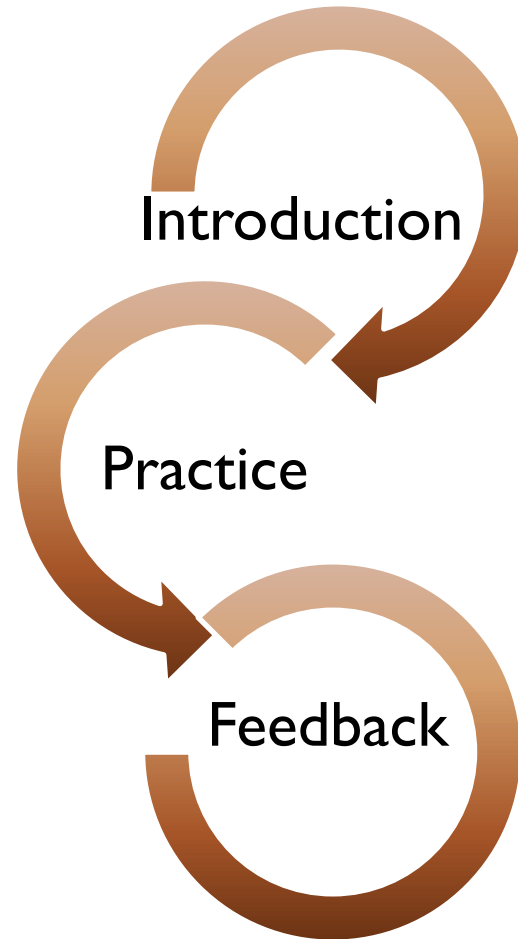


DAILY:

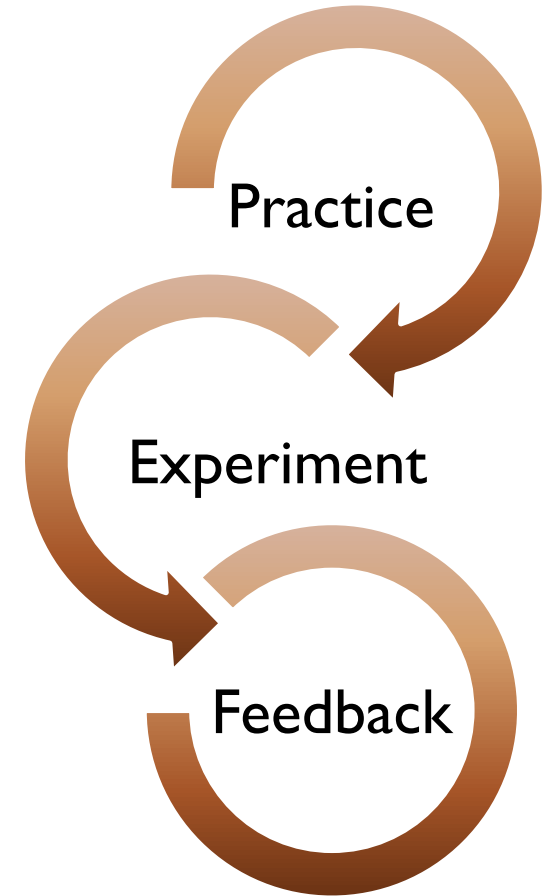
Example isn't another way to teach, it is the only way to teach.

- Albert Einstein

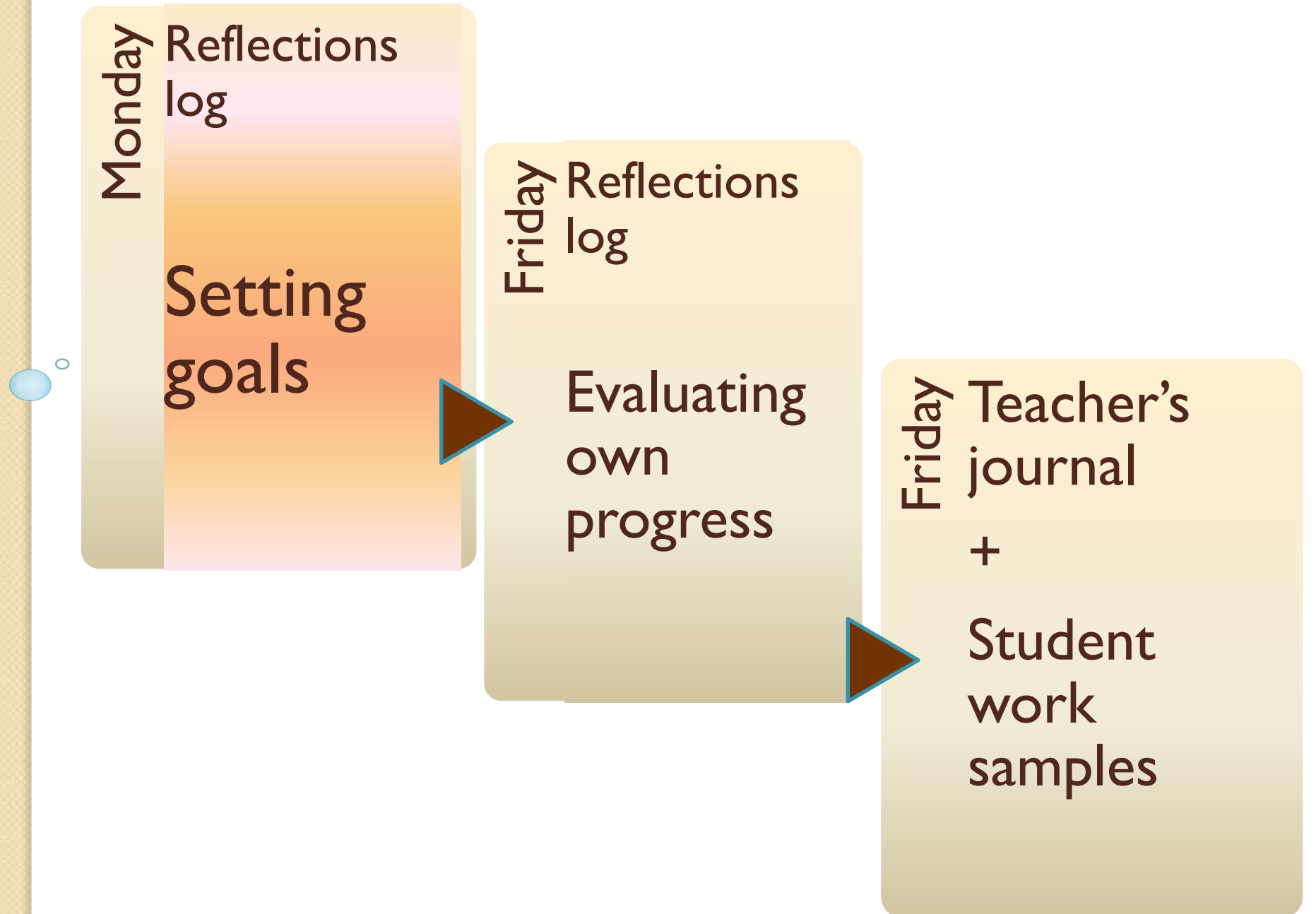
In-class



Out -of the class



WEEKLY:



FORTNIGHTLY:

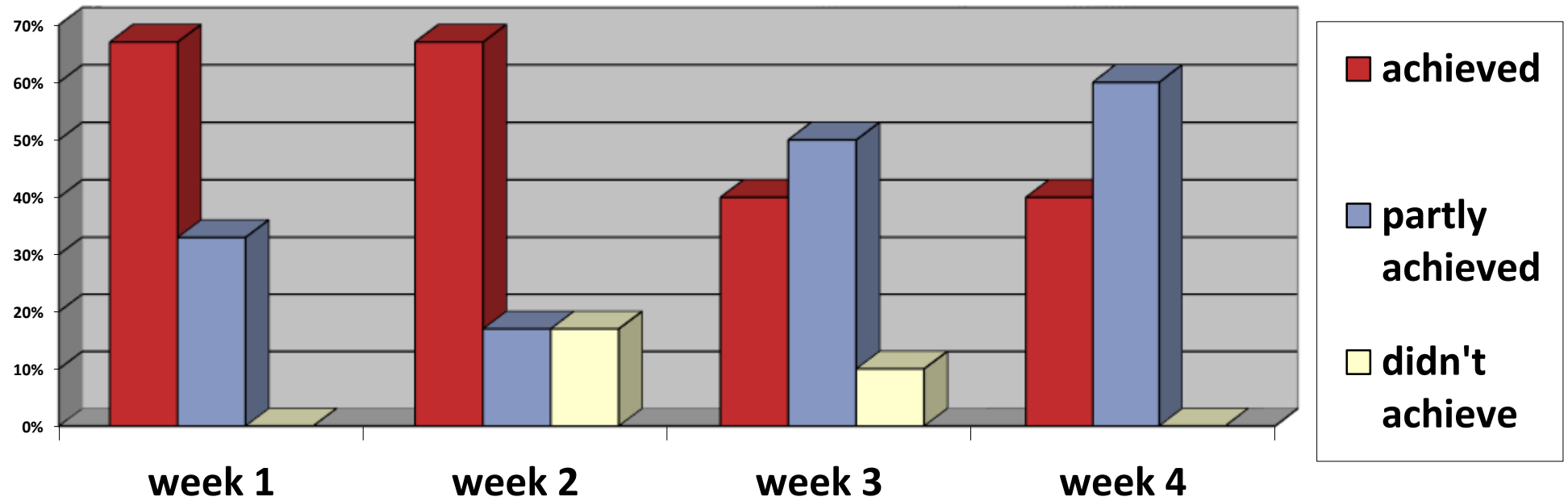


One-to-one
feedback
sessions

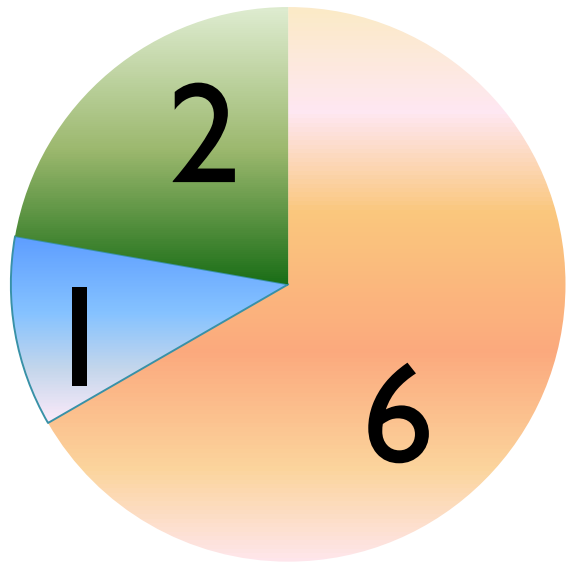
Strategy
ranking
games



Group
interviews

To what extent do you feel you have achieved their aims?

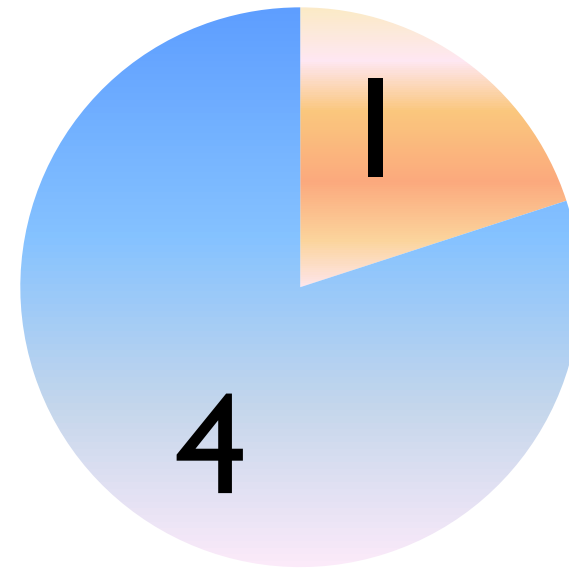




**Student progress.
Experimental Group**



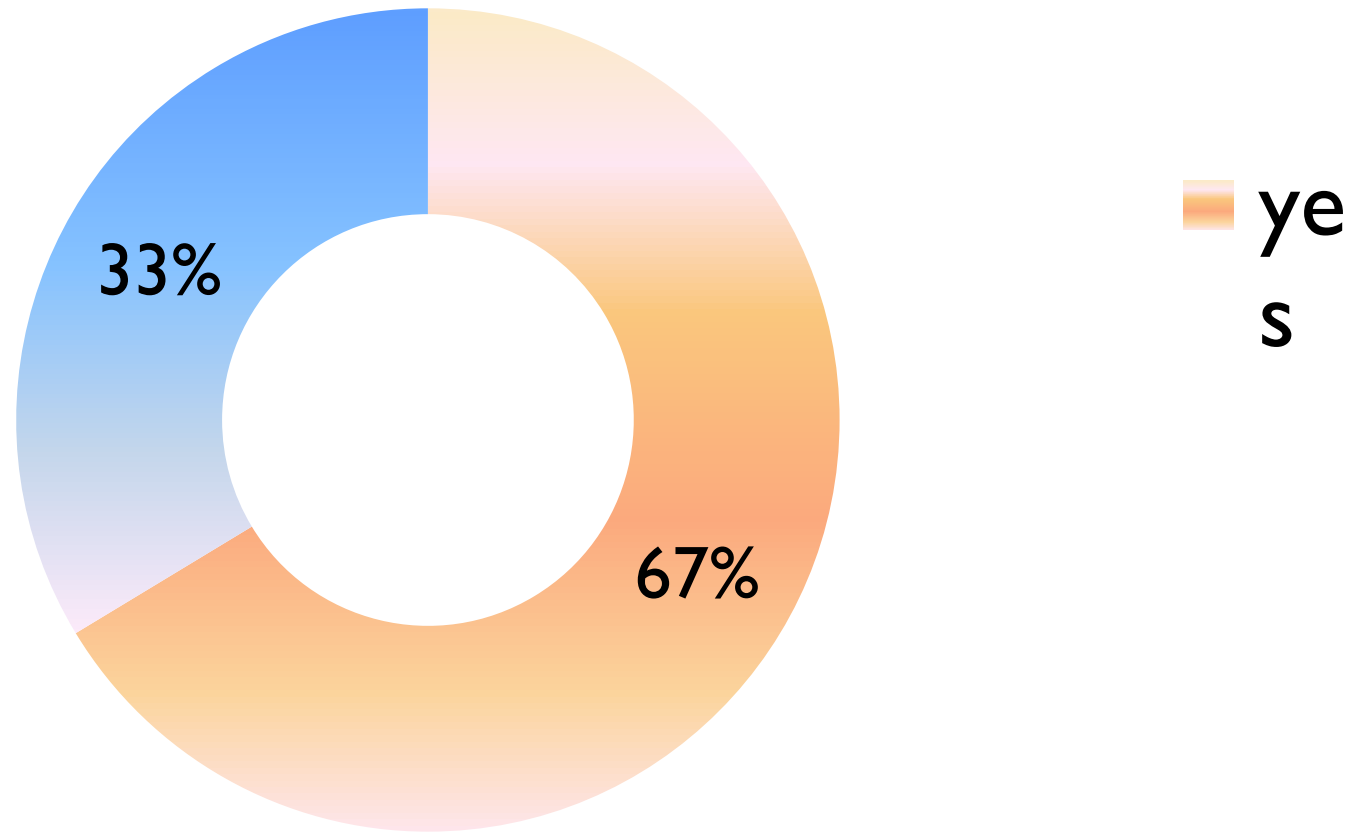
-  moved to a higher level
-  stayed in the same level

**Student progress.
Control group**

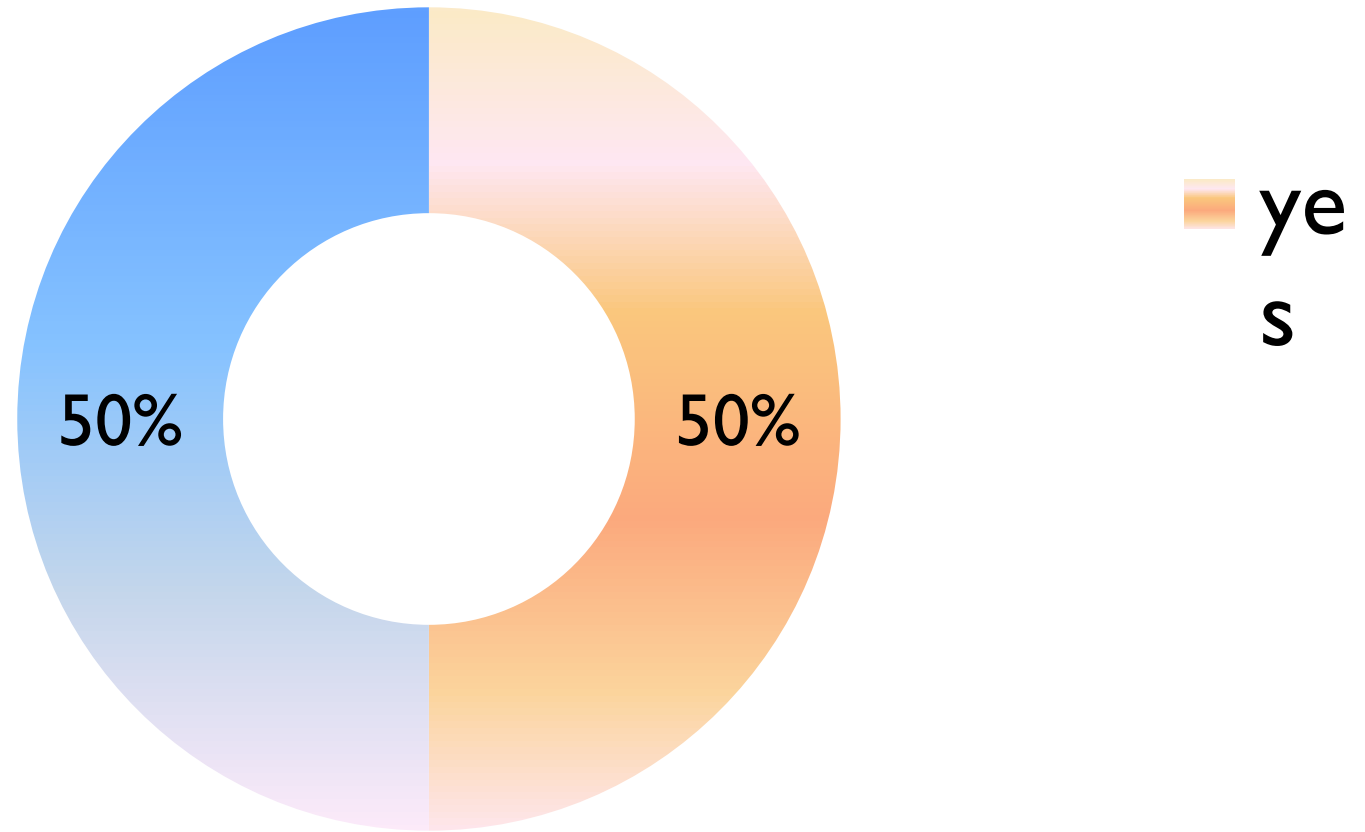


-  moved up to a higher level
-  stayed in the same level

Will you continue to study in the same way after the project?



Did you continue to study in the same way after the project?



**STUDENTS’
“OWN”
STRATEGIES:**

Listening to music, TED talks and news

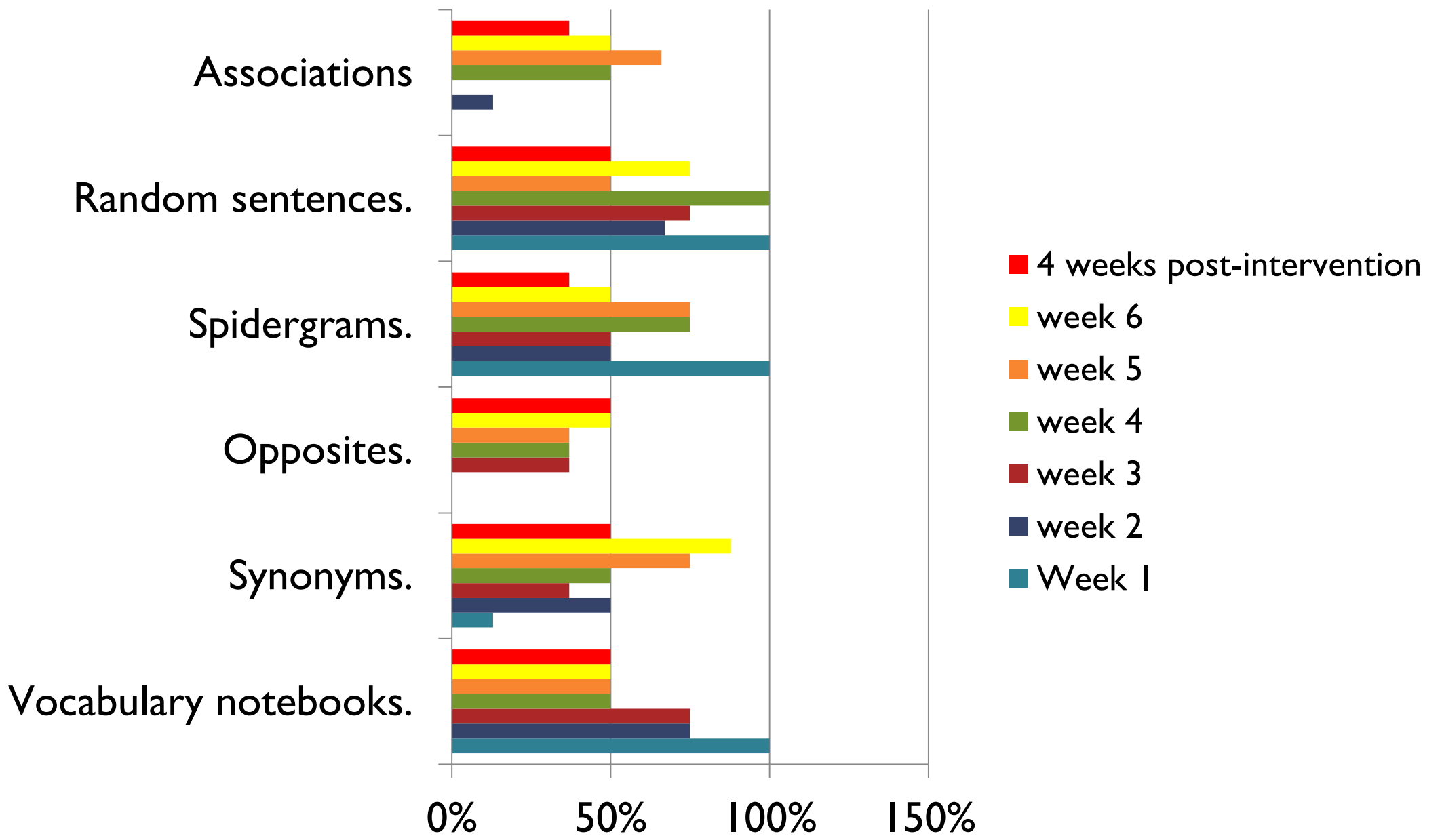
Watching series

○ Using dictionaries

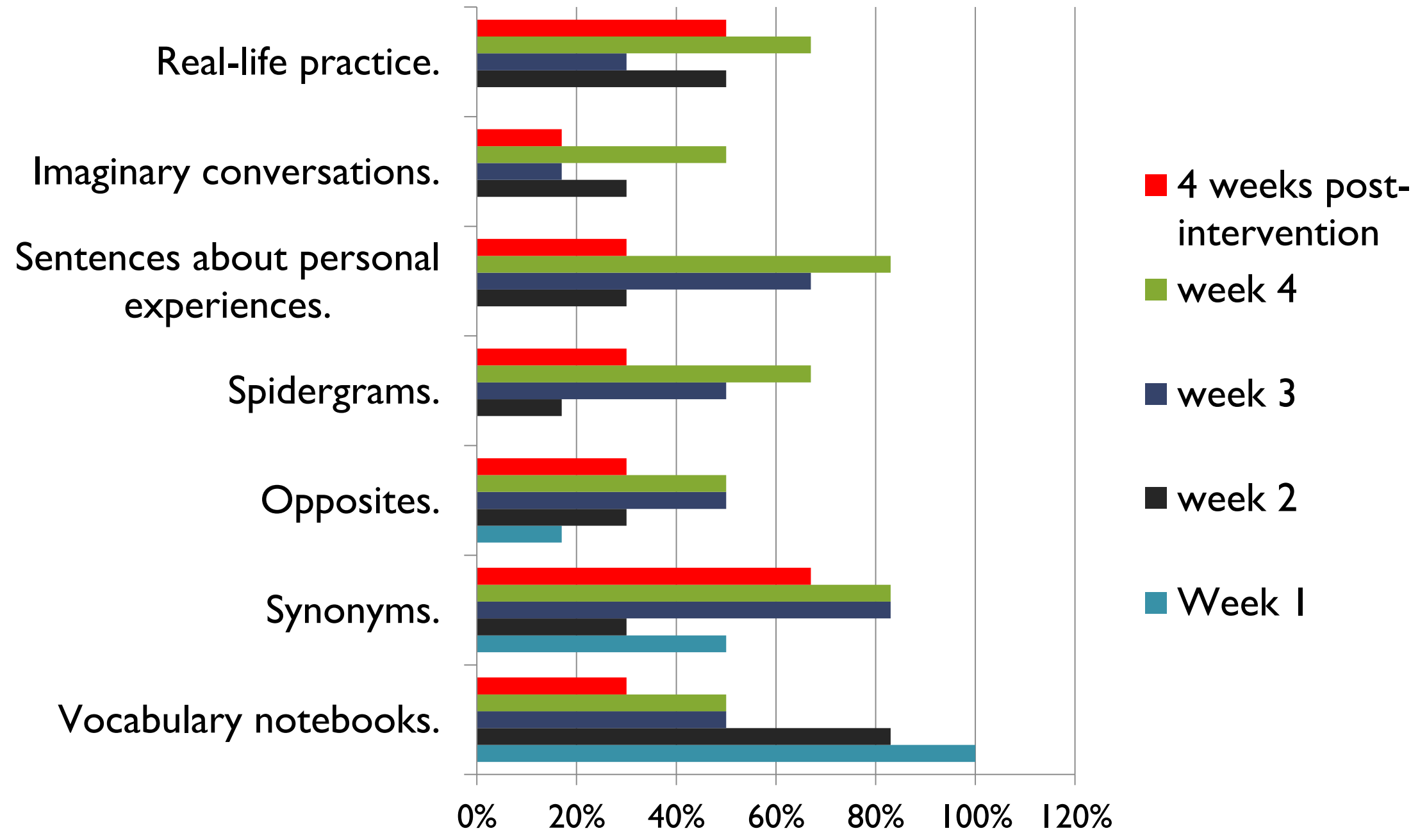
Reading books or newspapers

Speaking with friends

Most
Frequently
Used
Strategies.
Cycle I.



Most
Frequently
Used
Strategies.
Cycle 2.





Recording the word: a **MODEL**

Association word

*The word (p.o.s., formal/informal),
/pronunciation/*

Synonym 1

Antonym 1

Synonym 2

Antonym 2

Collocation 1

Affixes

Collocation 2

*(suffixes/prefi
xes),*

Derivatives

EXAMPLE SENTENCE (S)

Recording the word: an **EXAMPLE**

It reminds me of my friend Fabian (letter F). We ate ice cream together and I liked its flavour (similar word).

Favourable (adj.) / 'feɪv(ə)rəb(ə)l/

Advantageous

Helpful

Convenient

Harmful

Disadvantageous

Negative

**** condition*

**** report*

**** impression*

favourableness, noun

favourably, adverb

unfavorable, adjective

He made a favourable impression on his boss.

need regular practice
and demonstration

resistance

need reminder

strategy homework

Training

Your independent students:

Take responsibility

3-4 NEW techniques

EXPLORE the word

Sense of DIRECTION

Personalise and contextualise language



Training

EXCELLENCE IS AN ART WON
BY TRAINING...

- WE ARE WHAT WE
REPEATEDLY DO.

EXCELLENCE... IS NOT AN ACT
BUT A HABIT.

Aristotle

Students' comments...

- “...but if I don't have homework, I can't practise.”
- “...when I'm at home, something changes.”
- “ ...in my class we did a lot of work, a lot of hard-working practice. But I am not hardworking without teacher's advice. I am not sure that what I do is correct.”

Students' comments...

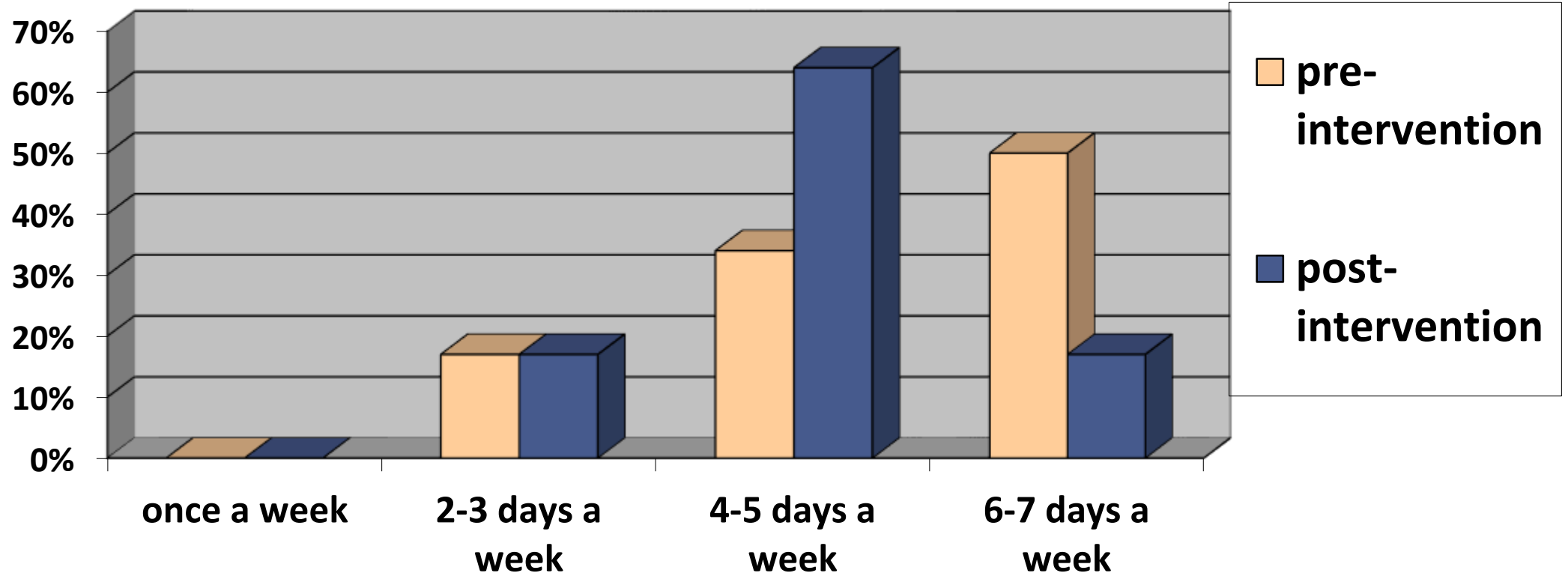
- “After starting project, I could check my goal more often.. So I clear where I need to arrive.”
- “... I really want more. I motivated more. Homework and independently homework makes nice work.”
- “...because of project I can understand what it means to know a word. It was important point to me.”
- “...now, if I see the word 5-6 times, I see “the sign” and decide to learn this word.”
- “...before, I translate, translate, but now I translate and find synonym and explanation.”



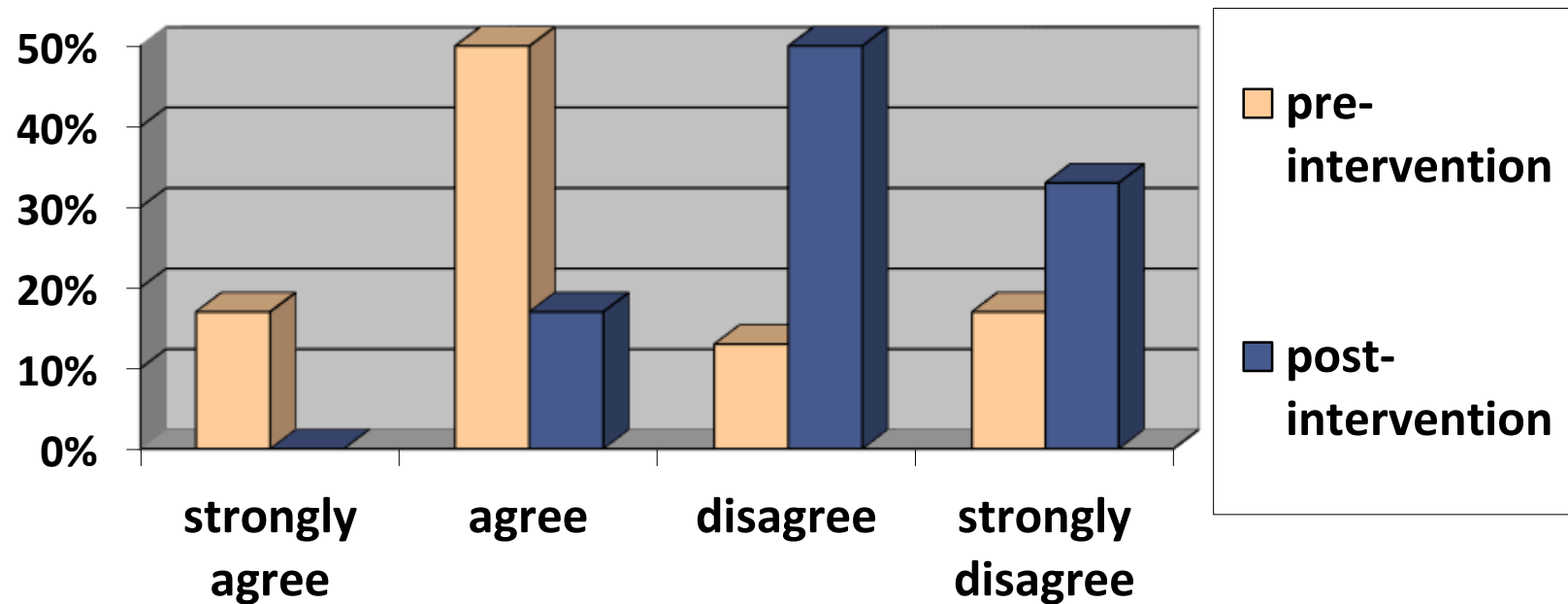
“Mindless fear is greater than mindful fear.”

- Applying strategies

Length of a vocabulary practice session.



The teacher is the reason why you are good or bad at English. Do you agree?



- “topping-up” RECEPTIVE practice with PRODUCTIVE tasks
 - Using a separate VOCABULARY notebook
- Guessing meaning from CONTEXT.
 - Analysing the GRAMMAR of the unknown word.
- Finding and using SYNONYMS, OPPOSITES and COLLOCATION
 - Circumlocution: saying words “AROUND” the subject
- Creating PERSONAL associations
 - Connecting to PERSONAL experience using FLASH CARDS.
- CONTEXTUALISATION
 - Organising notes into MIND MAPS and DIAGRAMS
- PRONUNCIATION: saying the word aloud.
 - “REVISITING” the word at least 5 times
- creating a WEEKLY CHART with the WORDS OF THE WEEK
 - carrying out IMAGINARY CONVERSATIONS
- using everyone around as a potential tutor: just ask “How do you say...?”

SOURCES OF DATA:

Individual

- Questionnaires
- One-to-one feedback session notes
- Interview notes
- Work samples

Group

- Rating games feedback
- Group interview notes

Teacher

- Reflective journal
- Field notes
- Observations

POINTS TO DISCUSS...

WHAT IMPACT DOES

REGULAR AND EXPLICIT

CLASSROOM INSTRUCTION

HAVE ON

FURTHER INDEPENDENT

APPLICATION OF

TECHNIQUES AND

STRATEGIES?

- 1 student from each control group tried out the strategies independently
- students needed to be shown a lot more LS than I had assumed
- applying very basic learning strategies
- rather experienced learners were using receptive skills to notice (and neither record nor memorise) new language
- “cling on” to old methods after the study
- Progress:
although 75% studying for over 2 years, practicing at least 2-3 times a week- and just moved from A2
- five out of eight participants moved to a B2 class immediately after the intervention. This is remarkable, as an average student would spend at least 8 weeks (in reality, some may spend up to 14 weeks) in one level. These 5 students joined a stronger class after 6 weeks of being in a B1 class. Out of the remaining three, two students returned to their home countries, and the third one moved up as soon as he had completed the minimum requirement of 8 weeks.
- “upgraded” their overall language level
- explicit instruction and exposure to a wide range of alternative methods of vocabulary learning that they could apply in and out-of-the class.- unlike control group
-

IELTS answers:

S1 (before intervention):

The product was the new thing... Thing for shoes. ...It was on TV ad.

S1 (after intervention):

This new... This innovative product was... was launched two years ago and I saw the advert on TV.

S2 (before intervention):

Some products on Tv influence people to buy product. But some product has not so good quality in eyes of other people, has ...

S2 (after intervention):

Some products on TV influence and... and encourage people to buy them. But sometimes, they may have bad publicity, but advertisers do not share honestly the information...

Why AR?

- the "ball and chain" in our professional practice



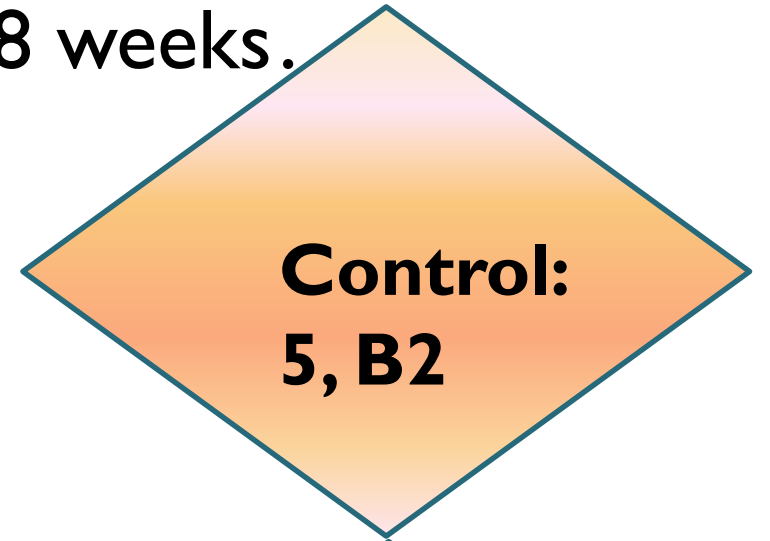
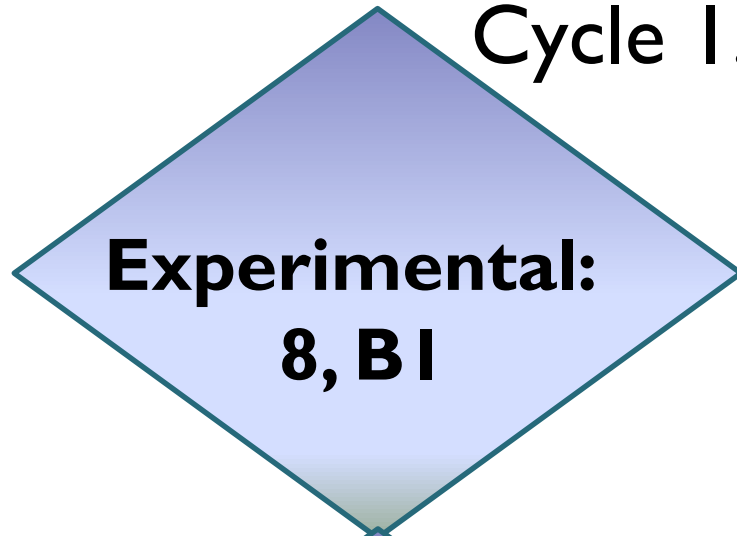
- practical outcomes



- "new forms of understanding" (Reason and Bradbury, 2001)

Who?

Cycle 1. General English, 8 weeks.



Cycle 2. IELTS, 4 weeks.

