

Helping Students Develop Vocabulary by Building Awareness of Vocabulary Patterns

- I. Welcome and Introduction**
- II. What elements of language should be taught?**
- III. We just don't say it that way.**
- IV. Lexical chunks and how they can be identified**
- V. Activities to build skills in chunking**

Listening and Reading

- Memorization of unanalyzed chunks
- Reading Aloud by teacher
- Speed reading and extensive reading
- Matching/Word Associations
- NPR news cloze exercise
- Other types of cloze
- Identifying chunks in text

Speaking/Pronunciation

- 4/3/2 technique
- Poems/Chants
- Read and look up technique
- Recording and re-recording
- Games (Collocation Jeopardy, Charades, 20,000 Pyramid)

Writing

- Lexical Notebooks
- Free Writing
- Delayed Copying
- Dictate and Dash

Wrap Up Discussion

- What do you already do to help learners see or hear language correctly chunked?
- What changes might you make?
- Final Questions

Summary Points

What should teachers pay **more** attention to? (adapted from Lewis)

- Different kinds of multi-word chunks
- More listening at lower levels
- More reading aloud at higher levels
- The use of a good L1 dictionary as a resource for active learning
- Probable rather than possible English
- Use of student notebooks to show patterns and aid memory
- Language students may encounter outside of the classroom
- Help Ss turn input into intake by helping them notice natural patterns in vocabulary
- Learning activities which emphasize vocabulary do not replace other types of learning.

What should teachers pay **less** attention to?

- Sentence grammar – single sentence fill in the blanks or transformation practices
- Lists of uncollocated nouns
- Random recording of “new words”

Notes:

Matching Activities (see Lewis, Implementing the Lexical Approach, for many more ideas)

In both activities, the topic is healthy lifestyles.

Activity 1: Match the words from List A with words in List B.

List A

1. daily
2. short-term
3. regular
4. healthy
5. to follow
6. to control
7. to eat
8. to set

List B

- a. a balanced diet
- b. your weight
- c. an exercise program
- d. routine
- e. weight-loss
- f. targets
- g. food
- h. benefits

How successful was that?

Activity 2: Match the words from List A with words in List B.

List A

1. to balance
2. to keep
3. to lose
4. to watch
5. to eat

List B

- a. fit
- b. your weight
- c. carefully
- d. your diet
- e. weight

6. fresh
7. daily
8. balanced
9. healthy
10. regular

- a. diet
- b. lifestyle
- c. routine
- d. exercise
- e. fruit

Why was Activity 2 more successful than Activity 1?

Tips for creating matching activities:

- The collocations are strong rather than weak.
- The order of the examples is roughly from easiest to most difficult.
- Limit ambiguity.
- Some pairs are chosen to emphasize strong collocation (which is stronger? Daily routine? Daily exercise?)

Other Word Association Activities

Deleting Examples

1. Delete the word does not have a strong association with the first word.

PAY	a debt	a meal	a bill	a ticket	the taxi
STRONG	language	cheese	intelligence	accent	indication
SHORT	email	letter	mail	note	message
FRIEND	new	near	close	dear	long-lost

2. Delete the words in italics which does not have a strong association with the underlined word.

She got *full/maximum/top* grades on the test.

We have to *take/make/write* a vocabulary test every Friday.

Failing the driver's test was a *strong/big/bad* disappointment for me.

Getting on/Taking on/Going on a diet will help you.

I fell down and my skin *became/turned/looked* blue.

Just a short *note/mail/correspondence* to thank you very much for the cap you *offered/gave* me.

I heard you received a *medal/an award/a trophy* for your work.

3. Related verbs: *speak, talk, say, tell.*

Did you enjoy the presentation? You have to _____ us all about it.

She's very lonely because she has no one to _____ to.

Can you _____ me what time it is?

How many languages do you _____?

I couldn't hear that. What did she _____?

From: Cambridge English for Schools, Book 3, 1997

(Complete text)

Dr. Owen Beattie was a scientist at a university in Canada. He wanted to know why so many men died in the Franklin Expedition.

Dr. Beattie began to think about the first men who died on the expedition. They were all young and they died after only six months at sea. Twenty more men died the next year. There was something very strange about this and there was only one way to discover what it was.

In 1984, Dr. Beattie went to Baffin Bay with a team of scientists. There, they opened the graves of the three Franklin sailors. Because of the extreme cold and ice, the bodies were in perfect condition. Beattie took small samples of hair and skin and then put the bodies back into the graves.

Back at the university, Beattie made an incredible discovery. From the hair and skin, he found that the three men died from lead poisoning. They had nearly 100 times more lead in their bodies than normal.

But where did the lead come from? Beattie looked closely at some of Franklin's food tins and found the answer. In those days, tins were closed with lead. Usually, this was not a big problem, but these tins were not made correctly. Lead was inside the tins. It was not the ice and cold that killed the men. It was the 8,000 tins of food that they were eating.

Lead also affects the brain. It makes it difficult to think clearly. Up in the Arctic, we can now understand why John Franklin made so many wrong decisions.

(Identifying chunks)

Dr. Owen Beattie was a scientist at a university in Canada. He wanted to know why so many men died in the Franklin Expedition.

Dr. Beattie began to think about the first men who died on the expedition. They were all young and they died after only six months at sea. Twenty more men died the next year. There was something very strange about this and there was only one way to discover what it was.

In 1984, Dr. Beattie went to Baffin Bay with a team of scientists. There, they opened the graves of the three Franklin sailors. Because of the extreme cold and ice, the bodies were in perfect condition. Beattie took small samples of hair and skin and then put the bodies back into the graves.

Back at the university, Beattie made an incredible discovery. From the hair and skin, he found that the three men died from lead poisoning. They had nearly 100 times more lead in their bodies than normal.

But where did the lead come from? Beattie looked closely at some of Franklin's food tins and found the answer. In those days, tins were closed with lead. Usually, this was not a big problem, but these tins were not made correctly. Lead was inside the tins. It was not the ice and cold that killed the men. It was the 8,000 tins of food that they were eating.

Lead also affects the brain. It makes it difficult to think clearly. Up in the Arctic, we can now understand why John Franklin made so many wrong decisions.

Cloze #1

Dr. Owen Beattie was a scientist at a university in Canada. He wanted to know why so many men died in the Franklin Expedition.

Dr. Beattie began to _____ the first men who died on the expedition. They were all young and they died after only six months _____. Twenty more men died the next year. There was something very strange about this and there was only one way to discover what it was.

In 1984, Dr. Beattie went to Baffin Bay with a team of scientists. There, they opened the graves of the three Franklin sailors. Because of the extreme _____ and _____, the bodies were in perfect _____. Beattie took small samples of hair and skin and then put the bodies back into the graves.

Back at the university, Beattie made an _____ discovery. From the hair and skin, he found that the three men died from lead poisoning. They had nearly 100 _____ more lead in their bodies _____ normal.

But where did the lead come from? Beattie looked closely at some of Franklin's food tins and found the answer. In those days, tins were closed with lead. Usually, this was not a big problem, but these tins were not made correctly. Lead was inside the tins. It was not the ice and cold that killed the men. It was the 8,000 tins of food that they were eating.

Lead also affects the brain. It makes it difficult to _____. Up in the Arctic, we can now understand why John Franklin made so many wrong decisions.

Cloze #2 (C-cloze)

Dr. Owen Beattie was a scientist at a university in Canada. He wanted to know why so many men died in the Franklin Expedition.

Dr. Beattie began to th_____ a_____ the first men who died on the expedition. They were all young and they died after only six months a___ s____. Twenty more men died the next year. There was something very strange about this and there was only one way to discover what it was.

In 1984, Dr. Beattie went to Baffin Bay with a team of scientists. There, they opened the graves of the three Franklin sailors. Because of the ex_____ co_____ and i____, the bodies were in pe_____ co_____. Beattie took small samples of hair and skin and then put the bodies back into the graves.

Back at the university, Beattie made a___ in_____ di_____. From the hair and skin, he found that the three men died from lead poisoning. They had nearly 100 t_____ m_____ lead in their bodies th_____ normal.

But where did the lead come from? Beattie lo_____ cl_____ at some of Franklin's food tins and found the answer. I_____ th_____ da_____, tins were closed with lead. Usually, this was not a big problem, but these tins were not made correctly. Lead was inside the tins. It was not the ice and cold that killed the men. It was the 8,000 tins of food that they were eating.

Lead also affects the brain. It makes it difficult to th_____ cl_____. Up in the Arctic, we can now understand why John Franklin made so many wrong decisions.

Dictate and Dash Version

Dr. Beattie was a Canadian scientist who studied the mysterious deaths in the Franklin Expedition in 1847.

He wondered why these young men died after only six months at sea.

In 1984, Dr. Beattie went back to Baffin Bay and opened the graves of some of the sailors.

Because of the extreme cold and ice, the bodies were in perfect condition.

The scientists took hair and skin samples to examine.

They discovered that the men had died of lead poisoning.

After examining the food tins, the scientists discovered that the tins were defective and lead was inside the tins.

Because of Dr. Beattie's investigation we now know that the sailors died of lead poisoning.

NPR Cloze Example

This is member-_____ 94.9 KUOW Seattle. It's _____:00.

Good morning

Top Story

Condoleeza Rice is traveling through Central Asia talking about U.S. _____ bases there.

I'm Renee Montaigne. It's Tuesday, October 11th and this is Morning Edition from NPR News.

♪ (music) ♪♪

Headlines

1. The Secretary of State's Central Asian tour begins in Kyrkistan and will include Afghanistan. She may stop in Pakistan to tour the devastation left by a _____ earthquake there.

2. Plus Iraqis vote on a new constitution this Saturday. Experts predict it will pass; the question is how it defines the roles of regional and central governments on _____ issues like oil.

3. New York Times reporter Judith Miller is due back _____ . We'll have a report.

It's the birthday of Patty Murray. The senator _____ Washington State _____ .

The news is next.....

Read and Look Up Example

Set Up: Bernice is going to Spokane for a statewide conference for public school teachers and administrators. Before she leaves, she is telling Christine, one of the teachers at her school, that she will miss graduation because of the conference.

Bernice: Christine, I've been meaning to tell you that I won't be here on Friday for your class graduation. We'll need to talk about how to handle some of the announcements I usually make.

Christine: That's too bad, but thanks for letting me know. Where are you going? WAESOL isn't this weekend, is it? I didn't think it was on Friday.

Bernice: Right. WAESOL's the next Saturday. This is a statewide conference sponsored by OSPI and it's in Spokane. The conference is on Friday and Saturday, and I'm presenting on Saturday.

Christine: Great. What are you presenting on? It's not about grammar, is it?

Bernice: No, it's about lexical stuff – you know, collocations.

Christine: Oh, of course. You're really into that. We never have enough time to cover that too much in class, but I'd like to do more with it. Sounds good. Now, what about graduation? Should I make the announcements that you usually do?

Bernice: No, you've got enough on your mind that day. I think I'll write out the information and have Deborah explain it to the class. She can help you model the final activity, too. She's done that before, hasn't she?

Christine: Yeah, that'll be fine. We'll manage fine without you.

Bernice: I know you will, but I'm sorry to miss the graduation. This has been a great group of students. I'll say my goodbyes to them before I go. We can talk more later about some of the details.

Christine: Yeah, I've got to get back to class now. We're down to the wire, you know.

Bernice: Sure. See you later.

(Notes to the teacher: This technique should be after the students have had a chance to hear the dialogue, practice it chorally (with backchaining, perhaps), and even practice it together without using this technique.)

Collocation Jeopardy (from Janis van Zante and Robin Persiani, TESOL 2005)

Students: In groups of 3, with 1 judge and two players or groups of 5, with 1 judge and 2 teams of 2.

Cards:

Sample topic cards

**Expressions with
 “make”**

Sample question cards

“to earn a salary at work”

Answer: “What is “to make money”?”

Possible expressions and answers

	Information for question cards	Expressions for answer key
<i>make</i>	to earn a salary	make money
	to pull the sheets and blanket up neatly	make the bed
	to telephone someone	make a call
<i>take</i>	to have free time in the middle of work	take a break
	to sleep during the day	take a nap
<i>have</i>	to eat a meal in the evening	have dinner
	to give birth	have a baby

Selected Resources for Teaching Collocation

Publications

Biber, Douglas, et al, Longman Grammar of Spoken and Written English, Edinburgh Gate: Pearson Education Limited, 1999

Biber, Douglas, Conrad, Susan, and Leech, Geoffrey, Longman Student Grammar of Spoken and Written English, Edinburgh Gate: Pearson Education Limited, 2002

Hill, J. and Lewis, M. LTP Dictionary of Selected Collocations,
Hove: Language Teaching Publications, 1997

Kaplan International, Lexicon Building Notebook, Kaplan, Inc., 2001

Lewis, Michael, Implementing the Lexical Approach: Putting Theory into Practice,
Hove: Language Teaching Publications, 1997

Lewis, Michael, editor Teaching Collocation: Further Developments in the Lexical Approach,
Hove: Language Teaching Publications, 2000

Nation, Paul, Learning Vocabulary in Another Language, Cambridge:
Cambridge University Press, 2001

Oxford Collocations Dictionary for Students of English, Oxford: Oxford University Press, 2002

Websites

Academic Word List <http://www.vuw.ac.nz/lals/research/awl/>

General Services List: <http://jbauman.com/aboutgsl.html>

Sample Activities: <http://www.geocities.com/SoHo/Square/3472/lexapproach.html#exercises>

British National Corpus: <http://view.byu.edu>