Words, Collocations, and Technology

Teaching and Learning Vocabulary in the 21st Century



כלב keh-lev



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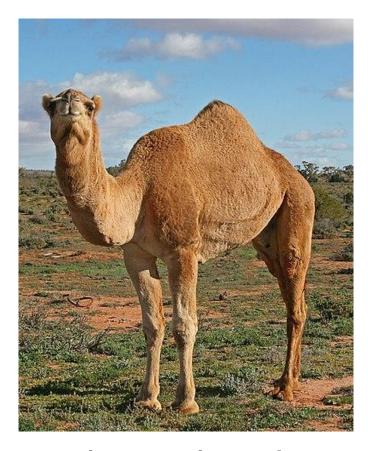
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טיגריס tee-grees



נחש na-khash



גמל gah-mal



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Why vocabulary?

- Lacking in students.
- Israel's Ministry of Education places heavy emphasis on vocabulary teaching.
 - "A Practical Guide for Teaching Vocabulary"
 - Vocab bands

Vocabulary acquisition theory

CONNECTIONS, CONNECTIONS!!

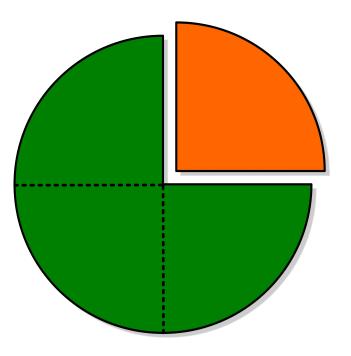


Vocabulary acquisition theory

- Common myths (in some circles)
 - 1. You should never translate new words into L1.
 - 2. It's more important to teach reading strategies than vocabulary.
 - 3. Vocabulary should always be taught and reviewed in (sentence or longer) context.
 - 4. Students can always guess meanings from context.
 - 5. It's enough to expose a learner three or four times to a new word for them to learn it.
 - 6. Words should be learned in closely-related semantic sets.
- Remember: YOU know your students.

Vocabulary acquisition theory

- Deliberate vs. incidental acquisition
- Paul Nation: four strands
 - 1. Meaning-focused input
 - 2. Meaning-focused output
 - 3. Language-focused learning
 - 4. Fluency development
- "How should I teach vocabulary?" —> "How should vocabulary be learned?"





Juan Pinto \cdot Oranim-MITF Professional Development Seminar

- Make students responsible for vocabulary learning.
 - Homework!
 - Example: vocabulary notebooks
 - Let them own their learning
- Quick, consistent reviews
 - Introduce > connect > review > connect

- Assessment for learning
 - Formative vs. summative
 - Written vs. oral
 - Receptive vs. productive
 - Recall vs. recognition

- Classroom management: find what they like, and make it fun!
 - Card games / competitions on the board / Kahoot / music activities
- Some tools

- Spaced repetition
 - Self-assessment

Typical Forgetting Curve for Newly Learned Information



Classroom Hebrew

- Anki
- Memrise course: Oranim-MITF Classroom Hebrew