

English Roundtable Web Chat – October 2010

Topic: Vocabulary Teaching

Transcript:

Damon Anderson: Welcome. Please feel free to submit any pre-questions or comments.

Damon Anderson: Everyone, thank you for your pre-questions. We will get to them as soon as we begin.

Damon Anderson: Vicky and Vinh Thuy Do, welcome. It is great to see you again. You are very early. We will start in about 45 minutes. Thank you for your pre-questions.

Damon Anderson: Hello Jittra. We still have some time before we begin. Please feel free to submit any pre-questions on our topic today.

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Jittra: Hi Damon, thank you.

Damon Anderson: Hello Nguyetdung0425 and Pham Viet Ha. Welcome to the chat. We will begin at the top of the hour. Please feel free to submit any pre-questions on our topic for today.

Vinh Thuy Do: Nice to meet you.

Damon Anderson: Pham Viet Ha 2, welcome. Are you the same person as Pham Viet Ha?

Damon Anderson: Hello Ian. Welcome to our chat on Vocabulary. We will begin at the top of the hour. Please feel free to submit any pre-questions.

nguyetdung0425: no

Damon Anderson: Thank you.

nguyetdung0425: I am not Pham Viet Ha 2 nay more

pham viet ha: This is my first time attending this online discussion. Hope I don't press any wrong button.

Damon Anderson: Welcome, Pham Viet Ha. Don't worry, you won't press any wrong buttons.

Damon Anderson: Hi Bloodaxe. Welcome to our chat on vocabulary. You have a Halloween sounding name. Feel free to submit any pre-questions. We will begin our chat in about 5 minutes.

Damon Anderson: Hi SonLT. Welcome to the chat on Vocabulary. We will begin in a few minutes.

ian: nice to meet you

Damon Anderson: Hi Cathl. Welcome to the chat. We will begin in a couple of minutes.

Damon Anderson: Welcome Le Tran Loan Phuo and Pham Thi Thuy An.

Damon Anderson: Welcome everyone to today's chat focusing on teaching vocabulary. It has been awhile since our last chat, so we are happy to see so many of you coming back. And, of course, welcome to all you new chatters.

Damon Anderson: Let's begin. We have some great pre-questions that we will start posting for you to comment on.

Phanisara: There seems to be a lot of you from Vietnam. Great job. Great to see you.

Wang Ping: Hello all! This is Wang Ping from Beijing, China. Nice to "see" you all here.

Lê Trần Loan Phượng: wishing you a g'day.

Lê Trần Loan Phượng: nice to see you Damon.

Thanh Nguyen: It is said that vocabulary is even more important than grammar. Vocabulary is critical to fluency both in speaking and listening. Do you agree? How would you explain the purpose of learning new words to motivate English learners to learn new words?

nguyetdung0425: Hello everyone, how can the teacher make students remember vocabulary at the class? are there any supporting for this problem, such as any games or interesting activities?

pham viet ha: Hi all. My pre-question is: what techniques should be used to help a learner to make his/her passive vocabulary into active vocabulary?

Vicky: A lot of games

Phanisara: Knowing more words gives students (and speakers) more power to express themselves and articulate their thoughts.

Vicky: What kinds of activities can we organize so the students can join and study the words in the natural way?

pham viet ha: Can we go through the questions one by one? or should we throw in any questions and answers. Sorry, I am a new chatter and tend to ask too much about the "how"

Damon Anderson: Pham viet ha, throw in questions and comments as they occur to you. But everyone should address the name of the person they are responding to so that we know where to look for the thread (connection).

Nguyen Lan: This is also my first time

Nguyen Lan: Hi all

Vinh Thuy Do: plz, question by question. We cannot deal with a lot of questions at the same time

Damon Anderson: Thanh Nguyen, vocabulary is important, but you can say much with only a few words. You need the rules of grammar and syntax to put them together appropriately. Would you agree?

gladys: Sorry. I am new, too. Hello, everyone.

Tresha Chen: I am not asking a question yet. Just so happy to be here and learn from experts. Tresha from Hsinchu, Taiwan.

Phanisara: Teachers can be the great models to use different words that provide the same meanings. Say them in many different ways. Students will remember the synonyms and be able to recognize and use them as well.

gladys: I agree. Since when lots of questions are thrown in, it's a little hard to address to the one I would like to share ideas with.

Jittra: Try using jokes or humours in teaching vocab. Students will feel relaxed enough and won't feel against learning.

Thanh Nguyen: There is a book called Techniques in teaching vocabulary, which have a lot of suggestions for vocab games and techniques for learners at different levels

Phanisara: Students can remember words better when they "own" them--and they actually "using" them; instead of just memorizing the words.

Phanisara: Tresha Chen, I believe we all are "experts" and have something to share. That's why the webchat like this is great to see different point of view and share what works in our classes.

Wang Ping: It seems that we all have a lot of questions to ask about teaching vocabulary. I have one how-to question too: does each word receive equal attention in teaching? how do we decide on the priority. I have some humble thoughts but please share your thoughts. I think we should give active words (more frequently used words) more attention and chance for practice than less active, passive words.

Thuy Pham: I agree with Wang

Nguyen Lan: or we call it passive and active vocabulary, right?

PHAM THI THUY AN: HI! nice to meet all. this is my first time to join this meeting. so how to make vocabulary class more interesting?

Thuy Pham: Hello everyone

Thao: How can we decide the passive and active vocabulary?

Vicky: Hi, how can u pick up the words from the passage to teach as new word

Jittranon: i normally use many games to attract students' attention

Bloodaxe: Vocab is a lot more important then grammar & syntax to the new learners. A native speaking teacher most times be able to understand what a student is trying to say. People make the mistake of getting to caught up in all the rules for a learner, one small step at a time.

Thuy Pham: And the word has many aspects, such as connotation, denotation, grammar (form), ... which ones should we teach?

Nguyen Lan: Thao, as far as I know, the passive vocabulary is the one that you may know its meaning when you see it in a context but you cannot use it when you need it while writing or speaking

Wang Ping: I also think that it's important to let the students know that vocabulary/words are building blocks, they need to figure out their own way to construct the buildings with the help of teacher. Each learner may have different ways of remembering words and practice with them and use them to express ideas in both oral and written forms.

Nguyen Lan: when you can use it when you need it, it becomes active

Thanh Nguyen: if we can get our students to do extensive reading, they will be exposed more to active vocab and that is how they internalize them

lan: my students always complain that they can not complete the reading tasks because there are so many new words in the reading tasks. So my question is what kind of vocabulary we should pre-teach our students and how we should do that

pham viet ha: Thanks Lan.

Vinh Thuy Do: @pham viet ha: there are many techniques that we can use, it depends on the learners' level

LH: Are there any ways to help Ss of intermediate and advanced level know what they must learn in terms of vocabulary when using monolingual dictionaries? There may be too much info. in a dictionary entry for a learner to learn/ remember.

William Wolf (Tra Vinh Vietnam): I hate to interrupt but is there anyway to enlarge the font. It is about size 4 on my screen and almost impossible to read

Damon Anderson (privately): William, I believe that is a setting on your computer. The font on my screen is much larger than that.

pham viet ha: But the problem is many of our students are learning English as a foreign language, not as the second language. So I guess, the way is to give them tasks and communication activities to use the learnt words to fulfil communication functions- learning by doing. But then, another problem arises.

doris: you can press F11

Phanisara: I like what Bloodaxe stated on the importance of vocabularies over syntax.

Thuy Pham: LH's Q is similar to mine

Lê Trần Loan Phương: yes, i agree with William, too small to read.

doris: full screen

William Wolf (Tra Vinh Vietnam): Vocab is one of the key issues in learning a language, especially to a high level. Most people the first time they study a very different language underestimate the HUGE vocab load it takes to read even middle school level texts (about 5000 words) much more than is needed for even fluent ordinary conversation (2000 words or fewer)

Thuy Pham: learning by doing does suit YLs but doesn't suit adults, it seems to me

nguyetdung0425: which games u use?

Wang Ping: I read some research about the easiest way to remember words. Here are some tips: when words are presented in context, when learners can associate the words with themselves, when the words themselves have strong emotional appeal, etc. such words tend to be remembered better.

Tresha Chen: I'd like to try teaching phonics to build Ss' decoding or encoding abilities before asking them to read and learn more vocab. Meanwhile think of interesting tasks for them to do.

Lê Trần Loan Phượng: THANKS DORIS.

pham viet ha: When they try to use the learnt words for communication, we can use them in the wrong way (socially and contextually). Then, feedback to the use is important.

Thuy Pham: and we always seem to be in short of time for games/ commu activities

pham viet ha: "doing here" means "using"

Thuy Pham: thanks Ha

pham viet ha: @ Thuy Pham: yes

ubon sanpatchayapong: Hi! This is Ubon From Thailand TESOL.

travi188: Hi there. Could you suggest me some game to teach vocab?

My Linh: WHAT IS THE EFFECTIVE WAY TO CHECK STS REMEMBERING WORDS?

Phanisara: I like the tips, Wang Ping. Thank you for sharing that. Ownership does make vacabs easier to remember.

pham viet ha: I had this dilemma as well. But LEARNING is more important than teaching. So I decided to take my class-time for vocab enhancement activities

dzung nguyen: "Learner-centred approach seems to be in vogue. Is motivation a key factor to encourage students learn more by themselves?

Bill Templer 2: A technique very suitable both for younger learners and teens & adults is the approach in Joachim Grzega's BASIC GLOBAL ENGLISH www.basicglobalenglish.com Joachim (a German linguist at the Catholic University in Eichstaett) has developed a core vocabulary of 750 hi-frequency words, which students 'overlearn' through communicative interaction and extensive 'recycling.' They also develop their own personal 250 'extra' words they particularly like [a novel approach], giving a solid core vocab of 1,000. I think this needs experimentation in SE Asia. Joachim has had much success with this in Germany, both in adult education and in elementary school experimentation. Take a look at Joachim's website! In some ways a paradigm shift, building on Ogden/Richards' BASIC ENGLISH 850.

pham viet ha: Thanks Wang Ping. I found it's very true as well.

William Wolf (Tra Vinh Vietnam): I've tried using quizzes and also progress logs. For quizzes, I've used the format from Cambridge Univ books: using 6 words but then 3 blanks for 3 productive sentences so that Ss can't use the process of deduction to guess

Thuy Pham: I think it's important to teach the Ss to use the word in appropriate context, I mean the collocations for polysemic words

pham viet ha: Thanks, Bill for sharing

ubon sanpatchayapong: I observed one primary school teacher applied cross word puzzle- a simple one to classroom use.

Bloodaxe: Wang Ping is right that vocab is the building blocks. Give the students the words, explain what they mean and then let them try to work it out themselves with our help. A student will have more pride in themselves, and therefore want to learn more, if they can do this. It is up to us as teachers to help them where they need it, not fill their heads with stuff they don't need or will never use.

Damon Anderson: Thank you Bill! I think the key words for Joachim Grzega's approach are: high-frequency words, active vocabulary, personal, repetition...

Kim Hồng: Voc is one of the most important part for beginners. I mean we should discuss more about the effective techniques. So can you show mw how to teach Sts?

Thuy Pham: I can give them examples but sometimes I do not know myself

Thanh Nguyen: @ dzung nguyen: yes, students would love to read what is relevant to their interest. Find something that you think they might be interested in and they may read that text again and again. The higher the frequency of input, the more likely they take in the vocab

pham viet ha: I agree with Thuy

Phanisara: I agree with Thuy Pham. The actual using of the vocabs in appropriate context show its relevant connection and meaning---facilitating the ownership of the words for the speakers/learners.

Thuy Pham: How do you teach synonyms?

Lê Trần Loan Phượng: I would like to know whether there is any difference between teaching EFL and ESL, if it's irrelevant, pls I beg your pardon.

Wang Ping: Thanks Bill for sharing this!

ubon sanpatchayapong: I agree with Thanh.

Nguyen Lan: William, I don't understand why you want to prevent your sts from deducing the words by guessing

Nguyen Lan: I think that is the most important technique that sts should know to learn vocab

Kim Hồng: What do you think if we teach voc through funny stories or movies?

Damon Anderson: In neurolinguistics, they say we need to help students to form hooks for remembering things. One of the best hooks is attaching new things to things already in the mind that are easily remembered.

Bill Templer: Hi I think extensive free voluntary reading of graded materials is what students should be doing on their own everywhere. Joachim Grzega has very good ideas that are being implemented in several schools in Germany, and in adult education (Volkshochschule).

Thuy Pham: when you teach ESL the learners have a lot of experience with the lang., they sometimes just acquire, not learn

Wang Ping: Kim Hng, yeah, movies and radio podcasts provide real-life language for vocabulary learning.

Thuy Pham: I like teaching vocab using stories, Hong

Kim Hồng: I sometimes teach voc like this. My sts seem to be more interested in it.

Thuy Pham: You can give Ss the real contexts in which the words are used

Kim Hồng: but the most important is that we know what kind of story will be chosen in each lesson.

Tresha Chen: In Taiwan, publishers always provide ebooks with vocab. in them.

Thuy Pham: the aim is to use the words, not only know them

Nguyen Lan: I agree with you Hong. But do you have any sources of the stories or movies

Bill Templer: One key question is how many times you need to encounter a word in different contexts to learn and remember it well. Maybe 30-40 times, different sentences, different texts. Memorizing lists is not the answer. Extensive recycling of vocabulary may be. What do people think? Thy is right Use stories extensively.

Phanisara: Bill: Thank you for sharing the very interesting link. Would be a great experiment for teaching high and low frequency words and how to authentically integrate their uses in the real and appropriate contexts.

Luu Thi Kim Nhung : Hi

Nguyen Lan: cause we teach vocab by topics, right? And it is not easy to find suitable stories and movies for a given topic

Luu Thi Kim Nhung : Using stories in presenting new vocabulary is really motivating

Bill Templer: Another link worth looking at is the work of Lexitronics. You can find them easily via Google. They have developed a new approach to core vocabulary.

Kim Hồng: topic is okay

Thuy Pham: Oh you can create stories yourselves

Luu Thi Kim Nhung : especially when the teacher personalizes the stories and using up to date English (for example, the words from English today in BBC English)

Nguyen Lan: Yeah, but I am not very good at creating things

Thuy Pham: Try and you will see you can do much more than you thought. I do't waste time to find stories

Nguyen Lan: I can modify it to make it suitable to my sts' level but creating new stories is impossible for me. :)

Bill Templer: As Damon knows, I experiment with VOA Special English. Many stories there in graded form, and a kind of Academic English Lite on many kinds of topics. Low intermediate level. Is anyone experimenting with that? Big archive online.

Damon Anderson: Thuy Pham, if you let the students create stories with the words, they will remember the stories better. have them do this in groups.

Kim Hồng: creative stories in class is good and we should intergrate with chian game. That can help sts remember new words in class

Jill Kester: Hi! This is Jill Kester, an English Language Fellow in Beijing, just joining.

Luu Thi Kim Nhung : From my recent experience, I find using the PPP cycly in teaching vocab is effective

Wang Ping: Hi Jill, good to have you here!

Phanisara: I agree with Luu---using stories are very motivating and interesting. And doing stories yourselves like Thuy Pham suggested might even be better than "any old stories out there." It's more real and exciting---not to mention relevancy.

Thuy Pham: Yes, Bill, VOA is a great source

Luu Thi Kim Nhung : Thank you, Phanisara, for sharing my views.

Phanisara: VOA is SUPER for EFL setting.

Luu Thi Kim Nhung : Using personalized stories can save teachers a great deal of time

Thuy Pham: Have you try the TTT- test- teach- test?

Bloodaxe: Relevance to students is the most important thing. They are more likely to learn if they are interested. The problem with so many textbooks, and it doesn't matter where you are in the world, is that most of the stuff in them is either outdated or just not known to the learners in the country that you are teaching in. Example from me : I'm in Viet Nam and the books I'm using are British based (about 4 years old) and stuff in them is just not relevant to the students here. How many Vietnamese students know British rock bands from the '70s and '80s, let alone the songs? You have to tailor all your teaching to suit the individual so that they want to learn.

Bill Templer: In Reader Response approach, students enter into a story and then write monologues as if they were a character, or write a letter to another character, or invent a dialogue. Does anyone use Reader Response theory and practice? It is very personalized, as Luu mentions.

William Wolf (Tra Vinh, Vietnam): I like the approach you mentioned Grzega uses for these high frequency words. But what to do for the thousands of words that are not high frequency but which are essential even for a high intermediate level of proficiency? These are words that do not (and will not) come up in conversation with any frequency at all. using extensive reading and listening is one way to reinforce them AFTER they've been learnt, but I think for those with the goal of higher skill levels we need to find learning techniques that don't rely on conversational frequency

Thuy Pham: It can develop Learner's autonomy more

Luu Thi Kim Nhung : Yeah, the TTT is fine, but in terms of vocab, I do prefer the PPP

Wang Ping: Anyone here uses mother tongue in presenting new words? Is it something to be encouraged or ignored?

Bill Templer: I have had a lot of inventive response with students in Malaysia using Reader Response approaches.

Phanisara: Not to "test" like traditional dictation, I hope :) At least, hope that is not the only source of vocabulary assessment.

Ian: Hi, Nhung you've mentioned about PPP cycle in teaching vocabulary. Would you please tell me in detail of this approach

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Luu Thi Kim Nhung : For example, presenting the new vocab by telling a personalized story with gestures and explanations, then practice them with some kind of board race, and help students produce the new words in written or spoken form.

Thuy Pham: Oh not real test, actually it's like Production - presentation - practice/production

Jitra: mother tongue is good for beginners, if pure target language is taught at this stage, the learners will be discouraged. When learners are more familiar with the target language, then it's encouraged to teach in the target language without the mother tongue.

Phanisara: My view is that I rather use synonyms--than mother tongue--and translating the words.

William Wolf (Tra Vinh, Vietnam): @ Wang Ping: most people I know who have learned a foreign language to a high skill level have used mother tongue and also bilingual dictionaries for much of their learning. I tell students to use a variety of sources: monolingual L2 dictionary, bilingual dictionaries. And to use a variety of learning techniques (flashcards, and then using flashcards productively to make sentences relevant to their lives right now, imagining vividly contexts in which they could use these words and making sentences out loud)

Jill Kester: Wang Ping, that's a good point. Do you all think there is a place for L1 if the teacher is bilingual? We have to be careful, though. If we explain everything in L1 then the students will have no need to learn the L2. And also, there are subtle nuances in word meanings that don't come across in translations.

LH: Are there any better ways to help Ss with collocation?

Vinh Thuy Do: @Wang Ping: sometimes, my students are at the age of 6 to 8, they are impossible to understand everything in English, so I have to use the mother tongue.

Luu Thi Kim Nhung : @Vinh Thuy Do: why not use body gestures and realia?

Wang Ping: Jitra, Jill, and Vinh Thuy Do: all great thoughts. Thanks for sharing.

Phanisara: Thank you, William Wolf. I like your idea of using "VARIETY" of sources. Whatever can help the students to increase on the knowledge and the use of vocabularies.

Luu Thi Kim Nhung : I find this way does engage young learners,, well, not just young learners, but learners of all ages

Thuy Pham: You give them the source, and check and know what they know, and teach what they don't, then practice

Bill Templer: to respond to Bill Wolf, take a look at Lexitronics. It is a very creative new approach to Academic English pedagogy. Paul Nation has also written a lot that is valuable about this question of teaching lower frequency vocab. And vocab essential for very specialized areas, i.e. higher frequency for specialists [most hard science].

pham viet ha: I agree with Nhung

Damon Anderson: When you use the mother-tongue to introduce new words, you need to have the students use the new words in meaningful ways totally in English as soon as possible. Meaningful here means something that they can identify with on a personal level.

Vinh Thuy Do: @Luu T Kim Nhung: gestures are OK for Verbs, but sometimes the words are complicated

Thuy Pham: (sorry I have a phone call)

pham viet ha: But realia and body language is used more for objects and verbs

lan: Thanks Nhung for sharing

William Wolf (Tra Vinh, Vietnam): I've also used Repertoire Notebooks for collocations, idiomatic expressions, problems with near synonyms, etc. I tell students that their repertoire is the collectoin of linguistic skills which they can perform NOW almost entirely correctly. A repertoire notebook is to help them take skills (or language items like vocab) that are not yet in their repertorie but which they decide should be. they should have a rough goal of so many items per day to add to this notebook and then they should review it daily. .Not just passively review but actively speak the words, sentences, idioms, etc

Vinh Thuy Do: as I said, It depends on learners' level

guest: I've had Ss use those notebooks in class, as reference, to quiz each other, to build dialogues

Thuy Pham: we can use combination of techniques to present and practice vocab depending on the words we teach

Bill Templer: It depends a lot on learners' levels. And except for small elites, many learners don't get much further than shaky low intermediate. They need a lot of recycling of basic vocabulary -- not Academic English. Most kids don't go on to higher ed.

Vinh Thuy Do: just in case the words are too complicated that I have to use mother tongue, ususly I try to find out the suitable techniques for each word

pham viet ha: I agree with William. I practically found it effective. Another thing is we can ask the students to do writing and reading tasks to enhance their ability to

use these words. The tasks can be simple or complex, topic-based or just function-based.

William Wolf (Tra Vinh, Vietnam): In writing classes, I use a special mark on their essays (and give them about 5 of these marks per page) for things that I think they should put in their Repertoire Notebook and, thereby, start to practice to incorporate into their productive repertoire. What do I mark? Three criteria 1) they should be able to understand it 2) they shouldn't yet be able to produce it correctly but 3) it is of such key importance that they should learn it (productively, not just passively) at this stage in their language learning. I also try to get them to start thinking about their own language in such terms, namely "in this text, what examples are there of language that I understand, can't yet use, but really do need to learn now"

Jill Kester: William, great ideas. I'd like to add the use of graphic organizers to help the students not only learn the meaning but the usage. Here's a link to the Frayer model, which has students make an example and a 'non-example.' In other words, how NOT to use the word. <http://wvde.state.wv.us/strategybank/FrayerModel.html>

Wang Ping: Some teachers ask students to produce a word tree to bring in associated words and to reinforce memory. Some argue that's actually interfering with learning. Have you tried this technique and how it has worked?

Thuy Pham: I can use miming, examples, situation, synonym/antonym. I use translation for abstract nouns to save time. Translation can be an effective way to check vocab

Thuy Pham: Thanks Jill

Damon Anderson (privately): Jill, I agree that graphic organizers are great tools, especially for young learners.

Damon Anderson: Damon Anderson (privately): Jill, I agree that graphic organizers are great tools, especially for young learners.

Luu Thi Kim Nhung : @ Ian: I find that students are interested in their teacher's personal life, and using the new vocab to tell them some things about myself can help engage my students. Also, because the stories are about myself, it usually takes me quite a short time to prepare for the lessons. For the new words, I often use word cards and stick them on board for the students to do the board race (they pick up the definition cards from a pile and race to the board to match the definition with the word. The winner is the one who has the biggest number of correct matches).

Jill Kester: Wang Ping, perhaps the word tree isn't focusing on the vocabulary of that particular lesson? Having the students do a word sort based on meaning is helpful. But better if the students have some familiarity with the content. Not so helpful if they are seeing most of the words for the first time.

Thuy Pham: similar to slap the board

William Wolf (Tra Vinh, Vietnam): @ Pham Viet Ha. you mention that some verbs and nouns are easy to use actions with. Most learners find these the easiest to grasp. But for those less concrete words (or ideas), I urge my students to provide some vivid, strong context (and I also do this in my role as a language ****learner****). If they're to learn some abstract word like "resolution" have them make a flashcard and when they see it, don't just imagine the word but imagine a context from their OWN life in which they needed to know that word or have them imagine (with colors, sounds, emotions, etc) a context and then use that abstract word to describe it "The resolution was approved with loud applause" or something like that

pham viet ha: @ Wang: vocab trees work too, but mainly with word families or topical word blocks

Ian: that sounds interesting. But how can I deal with a large class with 50 students

Luu Thi Kim Nhung : In addition to graphic organizers, I have also tried vocab glossary books where students can do whatever they want (writing sentences using the words, stick pictures next to the words, etc.). This kind of glossary does work effectively with students with teacher's frequent check.

Jill Kester: you can put them in groups and do the sorts together

Phanisara: Great point, William Wolf on the repertoire of vocabs---including expressions--and not just isolated words. Traditional classrooms tend to teach words in isolation--and out of context.

Thuy Pham: sves more time if the T read out the word/ definition, Ss learning listening and spelling of the words at the same time

pham viet ha: Thanks William

Jill Kester: has anyone mentioned the three tiers of vocabulary when selecting which words to teach?

Wang Ping: Jill and pham viet Ha: thank you both for expanding and modify the word tree idea!

Le Hoang An: Do you think reading aloud necessary for learning voc?

William Wolf (Tra Vinh, Vietnam): @ Jill Kestler. Thanks! I am a huge believer that any learning and espily language learning requires "A, not A" thinking. We see this in the use of minimal pairs for phonology and also for morphology and syntax with good books that, say, contrast present perfect with simple past. In semantics and pragmatics (vocab) the "A, not A" is crucial in establishing semantic boundaries which won't be the same from language to language.

pham viet ha: I totally agree with that method as it helps the learners to learn vocabulary by relating it to their own background and their most developed/prefered intelligence or thinking style

Luu Thi Kim Nhung : That kind of board race can still be done well in classes of 50 sts if you group the students, say 10 students in a group and give each of the groups with one set of word and definition cards. Also, you should have different corners for different groups to work. You are the one who monitors their execution of the activity.

Wang Ping: Jill, we haven't talked about the three tiers of voc for selecting and teaching.

Damon Anderson: Folks, it is amazing that we have had more than 47 people attend our chat today from all over Asia (and Bill from Bulgaria). I have been busy with the mechanics of the chat and with copying the chat into a word document so it can be read later. Khun Nina and Wang Ping will post the chat on the RELO Web pages. So, I apologize for not contributing more substantively to the chat. But I thank everyone for participating, especially Khun Nina, Wang Ping and the Fellows. It is time now to think of what topic we want to discuss next month. Any ideas?

Phanisara: In a large classrooms, students can work together in groups--and do project-based learning on the related topics and sets of objective vocabularies.

andy noonan: Learner autonomy training?

pham viet ha: @ Nhung: but 10 students might be a bit big group for every st to have a turn

Bill Templer: I am more concerned about what students do on their own, outside the classroom. I've learned a few languages, couple to a very high level. But not through classroom. It's 165/3 I tell the students. 168 hours in a week, maybe 3 in class. The rest is crucial.

Phanisara: I agree with Andy. LOVE the topic of Learner Autonomy.....

Le Hoang An: Working in groups in Vietnam not suitable because of too many Ss.

Thuy Pham: I find teaching pronunciation more problematic for Vietnamese teachers. Do you, VN guys agree?

Jittra: Well done Damon, thank you for your great work.

Luu Thi Kim Nhung : @ Viet Ha: Interestingly ! Actually, this is a board RACE activity, and the students have to race - that's why it allows big groups.

andy noonan: @Damon: motivation/autonomy training. as their tied together.

William Wolf (Tra Vinh, Vietnam): @ Le Hoang An. I certainly do! Even when living in a country where most people speak the target language, learners won't get enough feedback from friends etc. For me in my role as a language **learner** reading has been crucial. But it must be reading done at the "independent level" not the "instruction level" or "frustration level". Reading easy texts (with about 2-5

unknown words per page) is crucial here. With that small of a number of unknown words, learners have much greater control over guessing, register, etc and this helps them not only with individual words but also with all the things I want them to put in Repertoire Notebooks (collocations, idiomatic expressions, etc). These idiomias are NOT of the "raining cats and dogs" variety but of the more common sort. Eg, we say "I am 20 years old" not *"I have 20 years of age". If we have students read easy text exgtensively and then show them how to mine these texts for idioms and vocab that they can use productively, we will help them immensely in learning

pham viet ha: From my experience, group size and project group size should not exceed 5 to have effective interaction

Jill Kester: Thanks, all, for great discussion. I'm all for how to develop and encourage learner autonomy for next time.

Luu Thi Kim Nhung : I;m also a fan of pronuniciatoin instruction, especially teaching stress and aspects of connected speech.

Le Hoang An: From my experience of observing classes, Ss do not want to read aloud. However, teacher often fprce them to read and that will not help them much.

Damon Anderson: We have 5 minutes remaining in our chat today. So far we have the suggestion of motivation/autonomy for our next chat. Any other thought?

pham viet ha: thank you all. I have learn a lot

Luu Thi Kim Nhung : My idea is that we can combine learner autonomy and pronunciation instruction into a session entitled 'developing learner autonomy in thier pronunciation development'. What do you tihnk?

Wang Ping: Thank you all for the inspiring discussions. I wish we had more time. Next time we'll bring in more Chinese teachers. We share similar challenges and struggles.

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pham viet ha: see you next time

andy noonan 2: sorry i was so late. i missed a great discussion. here's a link to class research i did on using vocab cards intensively:
http://digitalcollections.sit.edu/ipp_collection/478 It's my 10cent on vocab development

William Wolf (Tra Vinh, Vietnam): @ Bill Templer, this is a delayed response to your Q about Reader Response Theory. In my role as a language learning, I use it a lot but mostly orally not in written form (largely because I seldom have a teacher to look at my writer). But RRR can be applied to oral response too, I think. When I use

flashcards (and I did 2 hours of flashcard work today in Vientmaese over lunch) I try to use many of the words in just the way you mention: I imagine myself to be a character and then vividly picture the context and then produce a simple sentence using these words

Luu Thi Kim Nhung : @ Viet Ha: Yeah, 3 students is best for a group. But, again, this is a RACE - that's why it allows 10 students in a group.

Le Hoang An: What a pity I am too late to get information from you. But big group is not much helpful.

Thuy Pham: See you next time. but when is the next chat?

Jill Kester: Andy-I see you're connected with SIT. I'm a MAT30 :)

andy noonan 2: Jill!! SMAT 27!

Wang Ping: Le Hoang An, don't be too upset. We will send you the transcript of this whole chat if you leave your email address (privately).

pham viet ha: @ Nhung: thanks, i have used board race (in vocab games book), still prefer about 5 to increase the turns that a student can have for a short duration (we don't have much in-class time for activities). But thanks a lot. I should learn more about it.

Luu Thi Kim Nhung : @ Le Hoang An: This is a RACE activity and students have to compete - not a group for sharing ideas. If only you had been here earlier, you could have an idea of my activity and understand why 10 students in this kind of group.

Damon Anderson: Everyone, we are planning our next web chat to be Tuesday, November 9 at the same time.

Phanisara: So the next Chat will be Tuesday, November 9th. What is the topic again?

Le Hoang An: thanks Wang ping

Daniel Linh: Don't forget to send me one. I'm late, too. My email is daniellinh@yahoo.com

Damon Anderson: So far, the only topic suggested has been motivation and autonomy.

William Wolf (Tra Vinh, Vietnam): @ Luu Thi Kim Nhung. I am also a big believer in pronunciation work. two of my big projects here at Tra Vinh involve pronunciation. One is having native speakers make videos of the basic phonemes of English but also to give short talks at various levels. The other is to have native speaker Ts work one on one with VN ELLs on various issues (pronunciation, grammar, intonation, body language) and to make videos of these. All of these will be shareable online, on DVD, on VCD, by email, and by USB flash drive. I think the

videos with NES and ELL working together (at beginner, intermediate and advanced) will be most helpful since most language learners (of any language and in any country) seldom get to work one on one with a native speaker. I'm hoping these videos will really help VN ELLs see 1) where problems are AND 2) how to solve these problems

Damon Anderson: Thank you all so much for attending and participating in this exciting chat.

Jittra: A teacher in Thailand forwarded me an e-mail of this discussion forum, I'd appreciate it if you can add me to your mailing list. I am interested to join next time. My e-mail address is jittra.hongchindawut@gmail.com. Thank you very much. And thanks for a lively discussion.

Luu Thi Kim Nhung : Developing learner autonomy in pronunciation learning

Tresha Chen: Could I get one copy too? chen.tresha@gmail.com

Le Hoang An: Hoangan11@gmail.com

Damon Anderson: We will not post emails in the transcript.

pham viet ha: could you please send me the content of this chat to tungphong@hotmail.com

Le Hoang An: Thank you very much for the topic.

pham viet ha: Thanks to all. See you next time

Luu Thi Kim Nhung : Thank you all for sharing.

Phanisara: Thank you for the WONDERFUL chat, everybody. See you on Tuesday, November 9th. Like what Luu said "Developing Learner Autonomy in Teaching Pronunciation" might not be a bad idea. Great Web-chat. "See you" on EVERY SECOND Tuesday of the month.

Luu Thi Kim Nhung : See you!

Jittra: I'd also like the script as well. Thank you.

doris: if we have any topic can we talk or communicate daily?

doris: do we have any other ways to talk

doris: thank you

Damon Anderson: Doris, not in this chat room. You could create your own professional development community and have a yahoo group or a blog that people could contribute to daily. It is a good idea, but only if the folks have the time.

andy noonan 2: some one could easily set up a group or yahoo site

Damon Anderson: I have to log off now and say goodbye to you all. You won't be able to post more comments from this point on for this chat. Join us next month to continue our collaboration in our professional discussions and development. All the best!
