

## Virtual Activity 2

# ENHANCING VOCABULARY

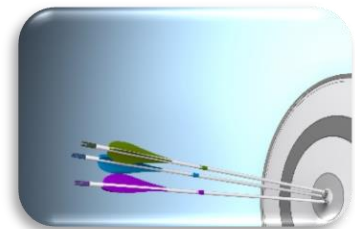


### LEARNING VOCABULARY IN A FOREIGN LANGUAGE

Young children are still building up the vocabulary in their first language when they start learning the second language. At this point they are still in the process of acquiring and organizing concepts, which makes the learning of vocabulary in a foreign language a complex matter. Furthermore, it is a continuous process that can continue throughout their lives.

### VOCABULARY SIZE

The size of vocabulary depends on different factors. The most important factors are the learning conditions, the available time and the learnability of words.



### THE VOCABULARY TEACHING AND LEARNING PROCESS

The teacher guides the pupils through 5 main stages during learning of the vocabulary. The teacher helps them learn new words and attach them to the vocabulary that they already know.

#### 1. Understanding and learning the meaning of new words

A new vocabulary is ideally introduced in a familiar context. Visual support is also important to help convey the meaning and to aid pupils memorize new words. It is also beneficial if new words are presented in groups. This can help pupils associate new words with the words they already know, and it also ensures a better retention and recall.

## Words are introduced in

**lexical sets:**  
fruit, animals

**rhyming sets:**  
cat – bat - rat

**colour sets:**  
snowman – snowflake -  
polar bear - ice

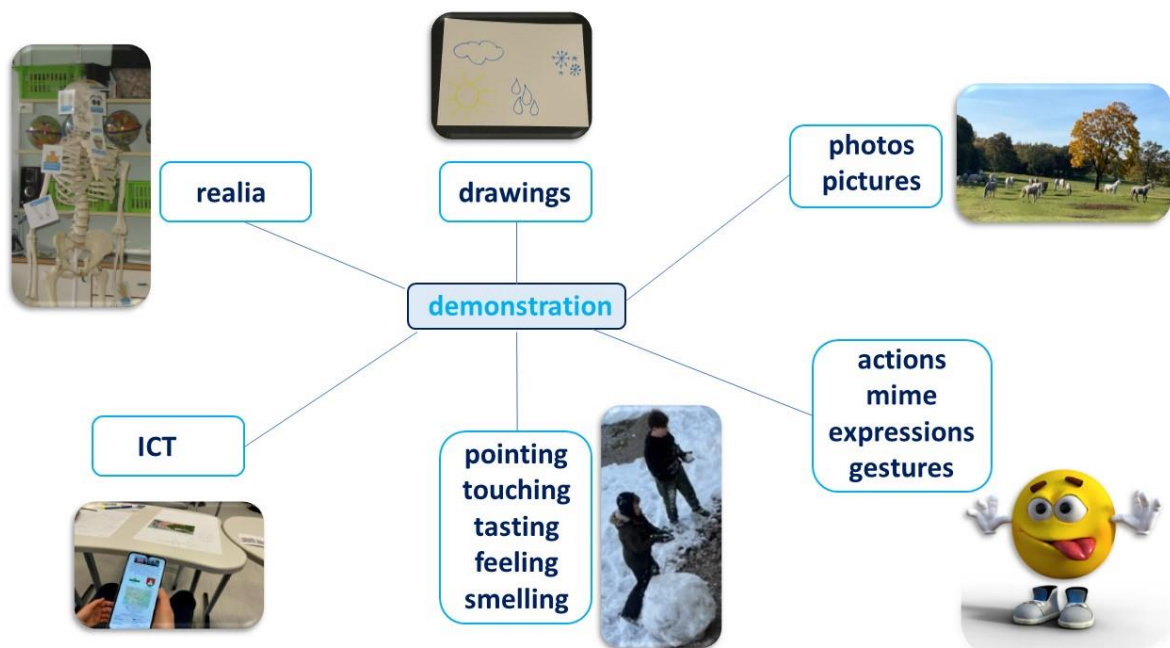
**grammatical sets:**  
nouns, adjectives, verbs

**collocations,  
partners:**  
white snow  
cold winter  
make a snowman

**opposites,  
male - female:**  
summer – winter  
boy - girl

The number of new words introduced per lesson depends on the learnability factors, the linguistic and conceptual level of pupils, as well as on the richness and memorability of the context.

The most common techniques used to introduce new vocabulary are demonstration and verbal techniques.



## verbal techniques

explaining  
defining the context  
eliciting  
describing  
translating



## 2. Attending to form

This involves:

listening & repeating

listening for specific phonological information

observing the written form

noticing grammatical information

copying and organizing

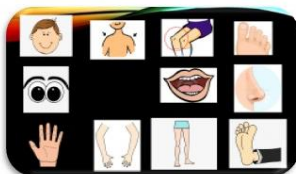
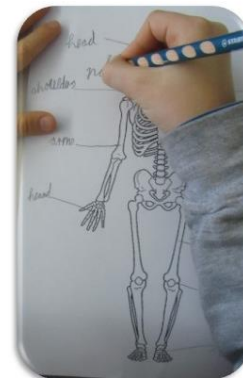


## 3. Vocabulary practising, memorizing & checking activities

These vocabulary activities require the pupils to make strong memory connections.



sorting into categories  
giving instructions  
picture dictation  
what's missing?  
word search  
sequencing  
labelling



## 4. Consolidating, recycling, organizing, recording, personalizing vocabulary

Pupils should practise regularly, consolidate and recycle words in different context. They can make their own personalized vocabulary systems.



VOCABULARY RESOURCES FOR CHILDREN:

<https://schools.collinsdictionary.com/>

<https://learnenglishkids.britishcouncil.org/>

[https://global.oup.com/education/dictionaries/subjects/english/?facet\\_type\\_facet=Teaching+Support&view=ProductList&region=uk](https://global.oup.com/education/dictionaries/subjects/english/?facet_type_facet=Teaching+Support&view=ProductList&region=uk)

<https://www.learninggamesforkids.com/vocabulary-games.html>

<https://www.eslgamesplus.com/memory-games/>

<https://agendaweb.org/vocabulary-exercises.html>

<https://agendaweb.org/vocabulary-exercises-2.html>