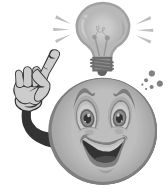
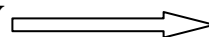


# TEACHING VOCABULARY GUIDELINES



## WHAT IS VOCABULARY?

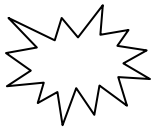
- Words we understand when we hear or read them in context.
- Words we use to speak or write in context.

## WHY IS VOCABULARY SO IMPORTANT?

- Comprehending any text or speech, depends on knowing 90 - 95% of the words.
- Vocabulary knowledge = comprehension = learning success.
- Progress in learning English will depend on learning vocabulary.

## WHAT IS IMPORTANT?

### What will provide the most powerful change in student learning?

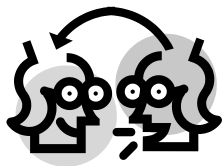


- The first 2,000 most frequently used words. (Internet list)
- What is most important, relevant, useful, and/or meaningful to the student?  
i.e. what the student needs/wants to learn.
- Content words: academic, workplace, personal life, etc.

## STAGES OF LEARNING:

- Not knowing the word at all.
- Recognizing it by hearing and reading it.
- Recalling it by speaking and writing in limited, structured contexts.
- Using it by speaking and writing it independently.
- Fully understanding it. “Knowing” it in different contexts. “Owning” the word.

## CHUNK AND CHEW – A RHYTHM FOR LEARNING



### Chunk

- Learners learn best with small “chunks” of information.
- Learners can only manage 10-15 minutes of information input at a time.

### Chew - Repeat, Review, Reinforce, Recycle

#### Use a *variety* of activities:

- Talking is the single, most important factor in language learning
- 6-8 new vocabulary words at a time.
- 8-10 times using the words (speaking or writing) per hour for long-term memory.
- At least 20 encounters with the word for confident use.
- Reinforce in everyday familiar and/or meaningful contexts.
- 30% of teaching time might spent be on vocabulary.

