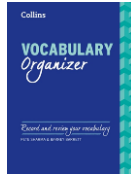




Using a Vocabulary Organizer in EAP courses

Pete Sharma
BALEAP
April 2015



EAP Lecturer Pre- sessionals



Director of training



Consultant



Teacher Trainer



Book Reviewer

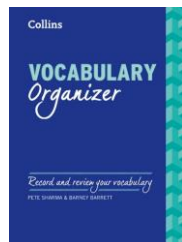


Author



Overview

- Part one
Genesis
- Part two
The pilot



A brief history of Lexical Notebooks



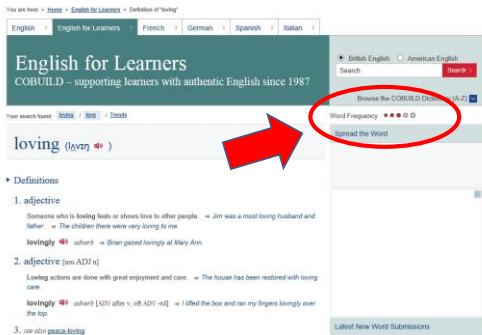
WORD FREQUENCY

1980's - electronic corpora

Collins Birmingham University International Language Database (COBUILD)

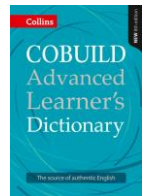


Collins online dictionary



Word Frequency

- Band 5 – just over 700 ◇ ◇ ◇
- Band 4 – just over 1000 ◇ ◇
- Band 3 – just over 1500 ◇
- Band 2 – just over 3000
- Band 1 – just over 8000
- No frequency tag – c. 17,900



Word – translation

كلمة 字

Pre sessionals



Photographer: Pete Sharma

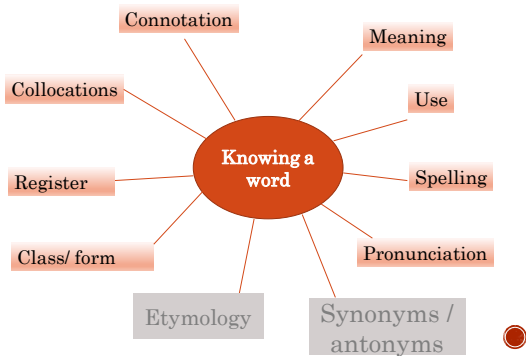
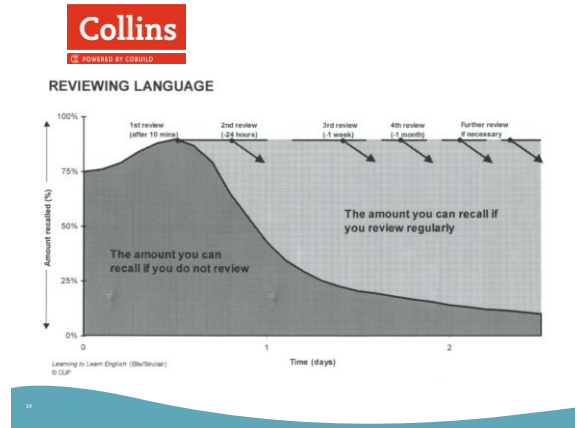
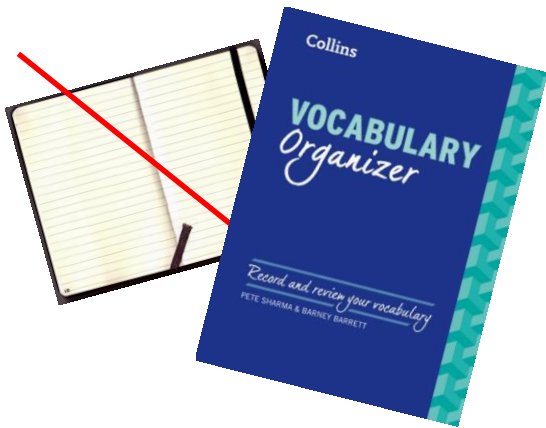
“Write it in your lexical notebook!”

Pre sessionals

“What’s that?”



Photographer: Pete Sharma



The good language learner....

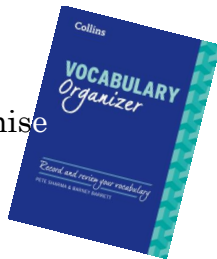
- thinks about how they are learning
- is willing to experiment and take risks
- is **independent** - does not expect to learn English just by sitting in the classroom"
- is **organised** and **active**
- has insights into their preferred learning modality [VAK]



TWO PARTS

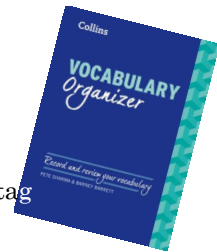
Vocabulary to use

Vocabulary to recognise



Part one:
bands 5,4,3,2
6,200+

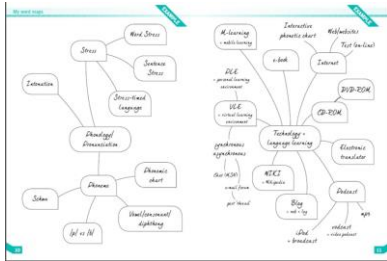
Part two:
band 1 / no frequency tag



Word maps templates

Key words

Phrasal verbs / collocations / idioms



Word maps templates

Key words

Phrasal verbs / collocations / idioms



Word maps templates

Key words

Phrasal verbs / collocations / idioms

Word	Meaning	Example	Collocation
research fellow	Member of an academic or research organization who is not a member of the staff but at the same time.	If not, I'm probably that a research fellow here at the university.	
reliable data	Data that can be trusted and is not likely to be false or misleading.	It is difficult to get reliable data on climate change.	



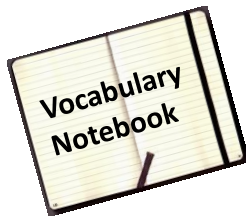
PART TWO

• A-Z



Andy Ciordia / Creative Commons / www.flickr.com

“How do your students store their new words?”



writing down a word with the translation alphabetically, as in a dictionary

in a **diagram**, e.g. a ‘word tree’ / ‘mind-map’ in **lexical sets** i.e. in groups of related words

on **index-cards** (translation on back)

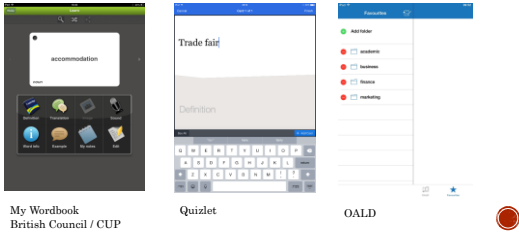


Photographer: Pete Sharma

Index cards



electronically
spread-sheet
app



To sum up....

No single 'best way' to record and review – all students are different

'A' system is better than 'no system'

Using the **Vocabulary Organizer** encourages good practice!



Photographer: Pete Sharma



The Pilot

Vocabulary Organizer **piloted** in a **five week** course, August – September 2014, by **four teachers**

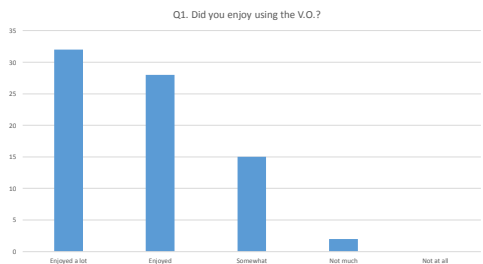
Students given a feedback sheet with **quantitative** and **qualitative** questions

79 feedback sheets collected

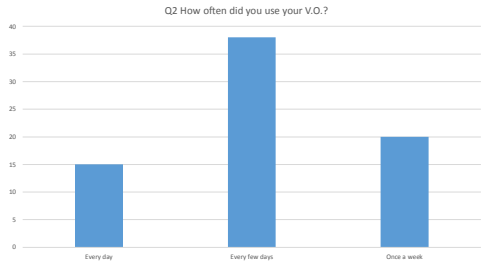
Not all questions were answered

Data

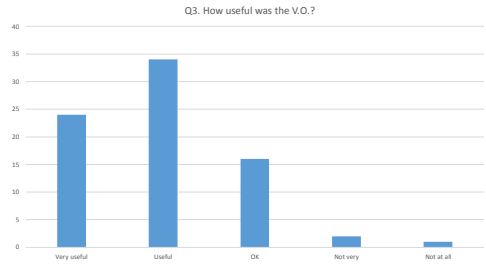
Q1: Did you enjoy using the V.O.?



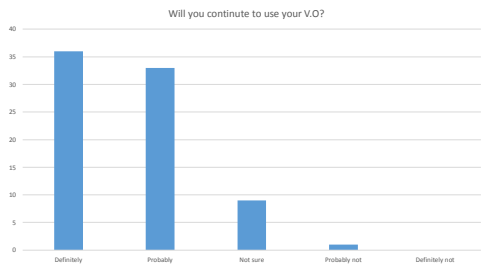
Q2: How often did you use your V.O.?



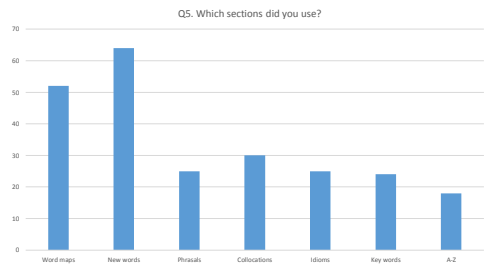
Q3: How useful was the V.O.?



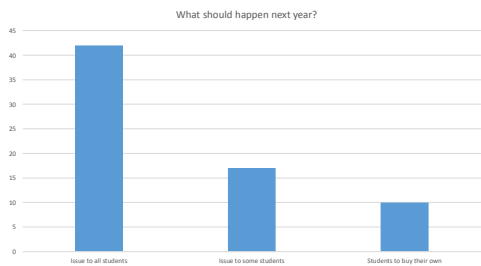
Q4: Will you continue to use your V.O.?



Q5: Which sections did you use?



Q6: What should happen next year?



Comments

+	-
Useful (10)	More examples (3)
Useful / very useful (3)	More space (7)
Good (8)	More pages (8)
Could be smaller / more portable (5)	Didn't use (2) – don't know how to
App version (2) / electronic version (3)	More pages for new words (2)

Conclusions & recommendations (1/2)

Scope to develop a **Teacher's pack** to supplement the Vocabulary Organiser with **tasks** - already developed during the pilot

Feedback bears out the hypothesis that uptake is linked to **learner training**

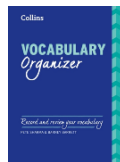
Link any future pilot to following students on **in-sessionals** to see if students continue to use it

The future

More feedback?

Build in changes?

More adoptions?



Conclusions & recommendations (2/2)

Upon reflection, many students not **autonomous learners** - would have appreciated more direction from teacher

*e.g. how to construct a word map
which words to build word maps around*

I asked SS to bring books every Friday. In future, **leave** books in room weeks 1-2, & use every day



Collins

POWERED BY COMBILIS

Bibliography and further reading

Business English (LTP: 1990) Peter Wilberg & Michael Lewis
English Collocations in Use Advanced (CUP: 2008) Felicity O'Dell & Michael McCarthy
English Learner Notebook (Enlano) Ken Gómez
From corpus to classroom (CUP: 2007) Anne O'Keefe, Michael McCarthy and Ronald Carter
Learning to Learn English (CUP: 2009) Gail Ellis and Barbara Sinclair
Vocabulary Study Book (Garnet Education: 2007) Colin Campbell
Vocabulary Matrix (Heinle Cengage Teaching: 2010) Michael McCarthy, Anne O'Keefe, Steve Walsh
Word Knowledge (OUP: 2009) Cheryl Boyd Zimmerman
Wordflo (Longman: 1998) Ellis, G. Acklam, R. Sinclair, B. Smith, S. & Smith, J.

