

An Introduction to Teacher Development

Programme 3: A visit to a vocabulary class – teacher support worksheet

This programme is about vocabulary and we're going to listen in to **Eka's** classroom in Indonesia and follow her whole lesson.

Eka starts by 'eliciting' – she doesn't just give her class the language she wants to present. By using prompts and questions, **Eka** encourages her students to suggest the answers by themselves. She shows the students a picture of the sun to elicit the word 'sunny', a picture of rain to elicit the word 'rainy', and so on.

When the children seem to have understood, she makes sure by showing the pictures again and each time asking, 'What's the weather like?' to elicit the correct answer.

Now they have practised several adjectives, **Eka** is ready to play a game to reinforce what the children have already learned.

'After that I used a bingo game to make them identify the correct weather based on the pictures...'

This is an adapted game of Bingo, which we featured in our programme about games. She gave out cards which were all the same and included eight squares, each with a picture of a different kind of weather. Everyone had the same set of pictures. **Eka** made these card sets herself using a photocopier, but if you don't have one and you are short of time, ask the students to copy from the board onto a piece of paper.

Students covered up the squares as they heard the words. At the end of the game **Eka** called out the last word and the children shouted 'Bingo!'

As we've seen previously, the Bingo game is great for reinforcing new vocabulary, but then what? After the game, she does something called 'drilling'. As **Dina**, who works in India, explains:

'Drilling means giving the students a chance to be able to listen to you, say the word correctly and repeat it after you. So you might say the word once, and get them all as a group to repeat it after you, or you may say it two or three times and give them a chance to get the pronunciation of the word right.'

As **Dina** explains, she first 'models' a word – she says it slowly and carefully. When the students then repeat the word it helps their pronunciation. When the students repeat the word by saying it together, it gives them confidence and it makes it easier for students to remember a word and how to say it.

"What's the weather like?" Once again, "What's the weather like?" Once again, "What's the weather like?" Good!"

After drilling, **Eka** gets the students to practise, by linking the pictures to the written form of the words.

'I asked the students to ask the same questions with their friends by giving them a piece of paper. Some of them get the picture of the weather, but some of them get the words...'

The students need to find each other but without showing anyone their card. With this quick activity they have all circulated and had to speak and listen and read the new words. It also means they have ended up with a new partner for the next activity!

In the next stage, **Eka** asks the students to open their school textbooks where there is a text to read about a weather report and charts showing the weather in different parts of the country.

She introduces a more personal stage, in which students give examples of things that they like to do in different weather conditions.

'I introduce sentences about some activities they can do in certain weather. So "when it's sunny...", for example, "I like to..." So I want to know their personal information and also teach them how to use the vocabulary in the sentence.'

Students see how to use the word in a sentence, and they can practise making new sentences using the word or phrase that they have learned.

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Finally, they move on to a simple written activity. The children write their sentences and then some of them read them out loud for the rest of the class:

'I ask them to write down on the paper what they usually like to do and then put the paper on the board so everyone can see what they usually do in certain weather.'

We leave **Eka's** vocabulary class as the students crowd around the board in excitement to see what everyone has written. By following a set of careful steps **Eka** has got all her students using the target vocabulary.

Programme summary: In this class Eka used a variety of activities to keep her young students involved – sometimes they worked as a whole class, sometimes in small groups, sometimes in pairs.

- She started with **pictures**, and **eliciting words**.
- She used a bit of **modelling** and **drilling** with the student repeating.
- Then her students **listened and identified the words** in the Bingo game.
- Then they **matched the spoken and written forms** in 'Find a Partner', using the expression 'what's the weather like?'
- Only at this point did they do some **related reading** in their text books, so Eka avoided starting with their books by **making her own materials and activities**.
- Finally they did a very simple bit of **personalised writing** – and were still having fun!

Ask a colleague

Talk to other teachers about the ideas in this programme and keep a list of useful ideas.

Over to you!

Eka's class was focusing on vocabulary relating to the weather. Which of the following lexical sets (groups of words that share a similar feature) could you present and practise using the same activities as Eka used? Discuss with another teacher.

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|----------------------|---------------------------|
| • Means of transport | • Family members |
| • Jobs | • Clothes and accessories |
| • Food and drink | • Parts of the body |
| • Colours | • Everyday activities |
| • Rooms in a house | • Shops |

Can you think of other lexical sets that you could present and practise in the same way? Make a list.
