



State of Israel  
Ministry of Education  
The Pedagogical Secretariat  
Languages Department  
Inspectorate for English Language Education

# Vocabulary

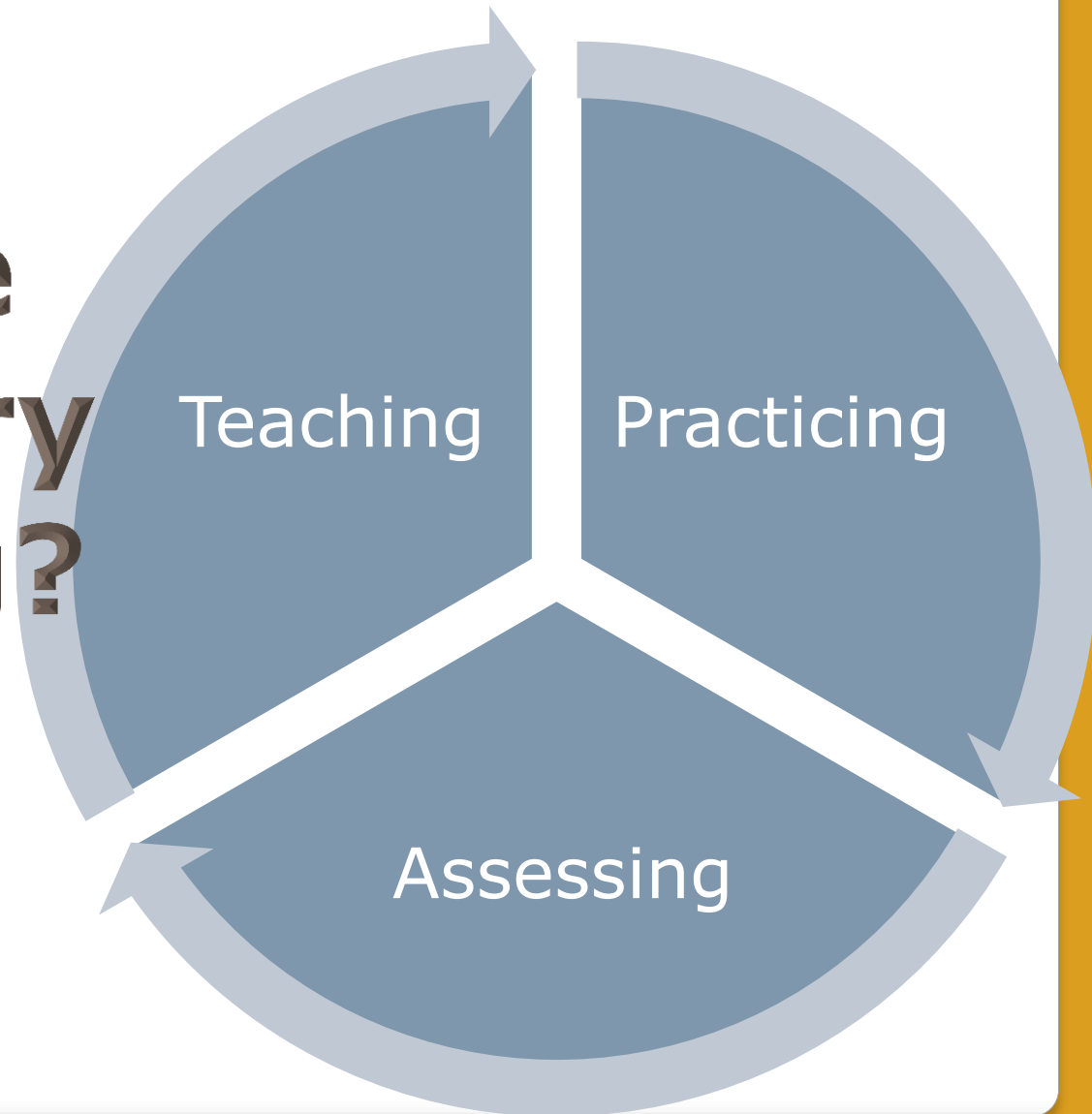
## PILOT E 2020

**Tziona Levi, Ph.D.**

Thank You!



**FIRST,  
What is  
effective  
vocabulary  
Teaching?**



# Beyond the lists: Implementing the vocabulary syllabus in materials and classroom practice

based on Penny Ur  
Summer School 2019

# Myth

**No need to teach so much vocabulary, because**

- a) words can be looked up in a dictionary**
- b) words can be guessed from context**
- c) you can work out the meaning from word parts**

# Looking up words in a dictionary

- ... is often unreliable
- ... takes a long time (even in an electronic dictionary!)

# Looking up the meaning of words in a dictionary in a test

## Doesn't make a difference to scores...

- (Bensoussan, M. (1983). Dictionaries and tests of EFL reading comprehension. *ELT journal*, 37(4), 341-345.)

## ...and takes longer.

- Nesi, H., & Meara, P. (1991). How using dictionaries affects performance in multiple-choice EFL tests. *Reading in a foreign language*, 8, 631-631.

**\*It should be noted these articles relate to reading comprehension uses not for production moving from L1 to FL.**

# Guessing from context

## Notoriously unreliable

- (Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 37(4), 645-670.)

## Time-consuming

- Mondria, J- A. (2003). The effects of inferring, verifying and memorizing on the retention of L2 word meanings. *Studies in Second Language Acquisition*, 25(4), 473-499.)



# Using morphological evidence

## Unreliable, can be misleading

(Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. . In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* (pp.20-34). Cambridge: Cambridge University Press.)

# Using dictionary, inferencing, morphological awareness...

- ... help most when you already have a good vocabulary
- The more vocabulary you know, the more these strategies help;
- The less you know, the less they help.

**Bottom line:**

**There is no substitute  
for simply learning  
vocabulary.**

# Teaching

**It is important to take the time to teach ALL aspects of the new words**

# How do we teach new words?

- How much class time?
- How many words a lesson?
- What different tools and methods?
- What are the criteria for choosing activities to teach new words?

One idea for practicing voc. (from Gail Singer and the Ort Tivon English team)

## Stages of voc. project:

- 1) Learn the words
- 2) Prepare to teach the words (practice materials)
- 3) Create a practice task for the words
- 4) Assessment

# Stage 1 - Learn the words

Prepare your word list

Use a dictionary, e-dictionary or online dictionary (such as Webster)

For each word:

- 1) Find the translation and meaning
- 2) Find examples of how it is used
- 3) Find any word families for this word
- 4) Check for antonyms / synonyms for the word
- 5) Check your findings with your group and / or with your teacher

## Stage 2 -

# Prepare to teach the words to a peer

For each word:

- 1) Find the meaning and translation
- 2) Find examples of how it is used in sentences / expressions / phrasal verbs etc
- 3) Find any word families for this word
- 4) Check your findings with your group and / or with your teacher



# Stage 3 - Create your teaching materials

Create a presentation in PPT, google slides, prezzi or any other tool that will help you teach the words to your classmates.

For each word, be sure to include:

- 1) The word
- 2) Word family words
- 3) Expressions with the word
- 4) At least one example sentence
- 5) The translation of the word

# **Stage 4 - Create a practice task and teach the words to a peer/s**

**The practice task is to help you and your classmates LEARN the words and remember them.**

**You can create a digital or paper task such as Quizlet or Bingo**

**Or any other ideas you have (check with your teacher first)**



9. in advance - לראש  
He knew about the moving ~~that was planned~~  
\$ five months in advance.

10. intend - כוון intention - מכוון  
1) they have good intentions but ~~these~~  
2) ~~these~~ actions came out ~~of~~ their ~~tricks~~  
their out wrong.

1) I didn't intend to make you feel ~~angry~~

|| angry

1) mean

2) for purpose

11. obvious - ברור obviously - ברור  
1) It's obvious that I like sea. ~~ob~~ ~~ur~~

2) This new shoes ring is obviously ~~not~~ expensive

1) clear

2) clearly


ברור

12. recall- . תבילס

Yesterday, I ~~see~~ recalled that I need to do home work.

~~to remember~~ to remember. - תבילס


13. stable- ~~stabil~~ . תבילס

 ~~The horse~~ We need to make sure that the platform is stable.

steady - תבילס

14. to some extent- תבילס

Eating fruits ~~is~~ <sup>is</sup> healthy to some extent.

 תבילס

# Assessing

# Pilot Module E 2019

SITE

- **Guidelines, Color Coded Practice Test and Bagrut Mock Exam**
- **Vocabulary Guidelines for the NEW MODULE E**
- **A practice test for Module E: color coded according to vocabulary bands**
- **Full Mock Exam**

## תש"פ בלבד:

מאחר והבחינה כוללת אוצר מילים נלמד, אין אפשרות להשתמש במילון או במילון אלקטרוני.

**התלמידים הבאים זכאים לדרכי הבחנות מותאמות בשאלון 16471 פיילוט זה:**

• עבור תלמידים עולים, המילים המאושרות לתרגום, תרגומם יופיע ב-5 שפות.

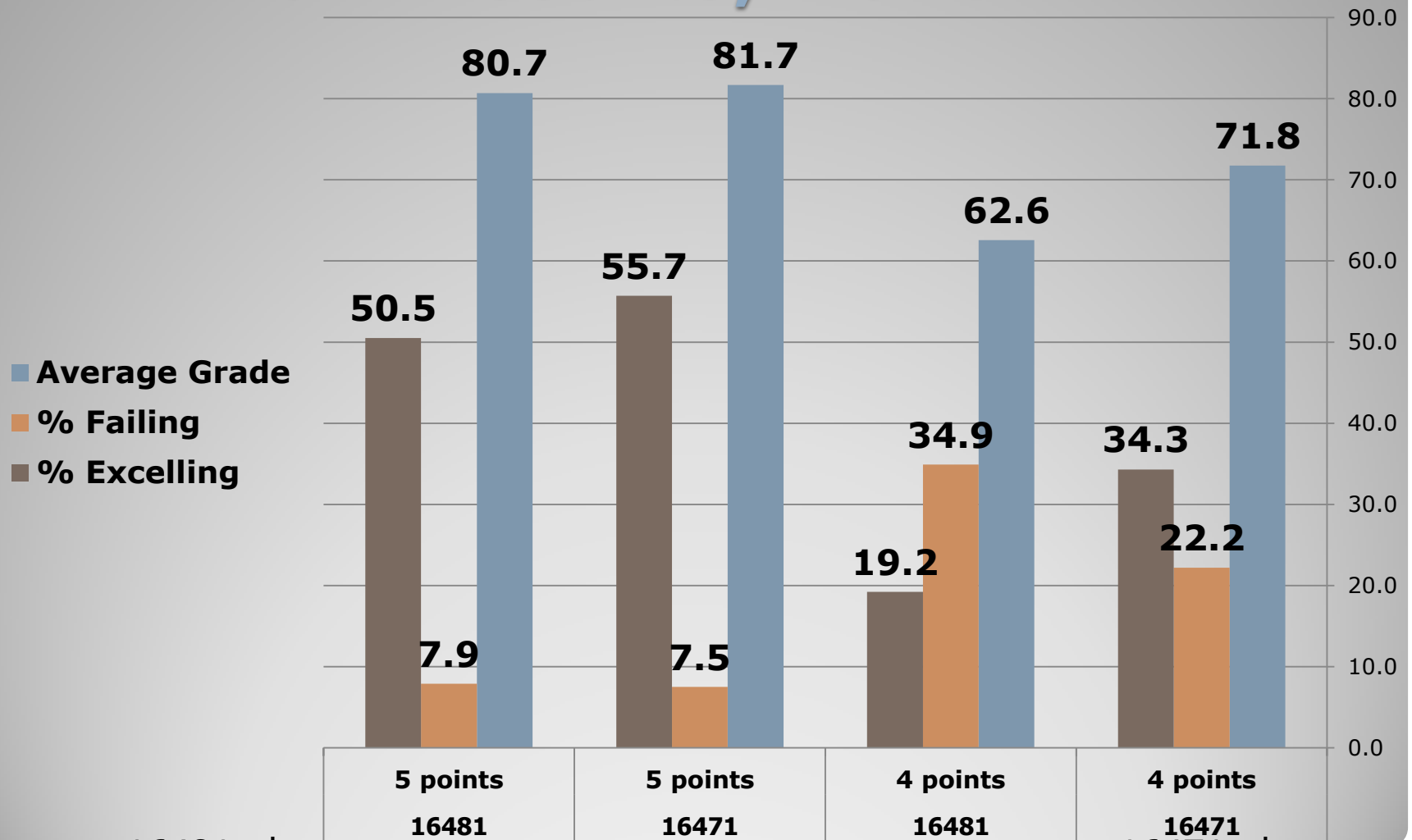
\*פרטים נוספים למורים המלמדים תלמידים עם לקות שמיעה אצל הפיקוח לאנגלית או נעמי אפשטיין

[naomi.shema@gmail.com](mailto:naomi.shema@gmail.com)

<p>תלמידים מהחינוך המיוחד (07) הלומדים בכיתה רגילה אשר משתתפים בפיילוט</p>	<p>תלמידים שאושרה התאמה להשמעת שאלון הבחינה או בחינה מתוקשבת מלא על ידי וועדת ההתאמות המחוזית</p>
<p>זכאים להבחן ב itest או על ידי בוחן אנושי</p> <p>הבחינה בעל-פה תהיה מבוססת על שני חלקי הבחינה</p> <p>קטע הקריאה וקטע של אוצר מילים.</p> <p>הבוחן רשאי לחפש פרושים עבור הלומדים במילון</p> <p>מידע נוסף ניתן למצוא ב: <u>LD</u> <u>07 Accommodations for Internal and External Students</u> (posted August 2019)</p>	<p>שאלון 16471 בחינה ב- itest</p> <p>המילים מתוך Band 3 יוטמעו ויתורגמו ( מילים חמות) לשפה עברית וערבית.</p> <p>+ מילון אלקטרוני <u>בשנת תש"פ בלבד</u> בחדר של הבחינה המתוקשבת בלבד.</p> <p><b>(Band 1-2 ילמדו)</b></p>



# E PILOT Results, 2019



בשאלון 16481  
 30467 - יח"ל 4  
 40389 - יח"ל 5

בשאלון 16471  
 370 - יח"ל 4  
 1130 - יח"ל 5

Questions  
please

