Techniques of Teaching

Techniques of Teaching Word Meaning
(main meaning sense)
1. Ostensive definition: by showing
2. Verbal definition: using language
3. Audio Presentation: using sound

Ostensive definition: by showing (visual)
1. Realia
2. Pictures
3. Body

Realia: real things (objects)
1. object nouns
   * classroom furniture / objects
   * small objects brought into the classroom / create interest
   fruit, bread, eggs, a whistle, a stick, toys, forks, etc.
2. non-objects
   puddle (create a puddle by pouring a bottle of water onto the floor)
3. verbs
   crash / skid (use model cars / planes to represent the meaning)
Pictures

for objects not easily carried / not available

1. pictures from magazines
   (collected over time)
   (too many details / meaning not clear)

2. drawings
   simple sketches on the board: tyre, cat, house
   flashcards prepared at home (for more complex items):
   telephone, zebra, skyscraper, beach

3. cut-out figures
   socks, skirts, shirts

Body

1. facial expression: to show feelings
   happy, smiling, hot, thirsty, angry, tired

2. gesture (using hands & arms)
   fast, small, curving, wide, rolling

3. mime & actions (verbs, adverbs)
   to stagger, to eat, to sleep, to wake up, slowly, angrily

Verbal definition: using language

1. hyponyms
2. synonyms
3. cognates
4. illustrative sentences
5. building on general knowledge
6. scales
7. translation
8. definitions
9. analysis of important features of the concept

Hyponymy (general-specific)

1. to teach general words / use word sets including specific examples
   clothing: dresses, shirts, trousers are clothings.
   vehicle: cars, trains, planes are vehicles.
   furniture: chairs, tables, beds are furniture.
   (examples should be familiar to the learners.)

2. to teach specific words / use the general word already familiar
   canary: canary is a bird.
   pine: pine is a tree.
**Synonyms**
(a difficult word is explained through an easy synonym / synonym must be familiar / difference explained)

- **residence** = **home** (more formal than home)
- **coach** = **bus** (but makes long distance journeys)
- **purchase** = **buy** (more formal than buy)

Not useful when both are equally difficult/unknown:
- **fierce** = **savage**
- **shore** = **beach**

**Formal similarity / a matter of degree**
- **tape** - **teyp**
- **photocopy** - **fotokopi**
- **radio** - **radoo**
- **industry** - **endüstri**
- **brother** - **birader**
- **lamp** - **lamba**

Low formal similarity:
1. difficult to recognise in receptive use / less useful
2. less interference from L1 cognates

**Illustrative sentences**

**Example: hate**

*My father *hates* potatoes, but he loves rice. He likes carrots, beans and most other vegetables, but he refuses to eat potatoes. He *hates* them.*

*hate contrasted with love / like

"weaker interpretation "dislike" prevented by refuses to eat"
Example: traffic (poor example)
There is a lot of traffic in cities. Traffic is a nuisance. Traffic is dangerous too.
(meaning of traffic is not clear / pollution, smoke, drugs can be a nuisance & dangerous)
Example: traffic (corrected)
There are many cars, buses, taxis and motor-bikes in the city centre. There are many vehicles passing through the streets. The traffic is heavy in the city.

Building on general knowledge
(knowledge about the world)
east, west, north, south: names of major cities in learners’ country
Antalya is in the south. Sinop is in the north. İzmir is in the west. Erzurum is in the east.

near / far: local villages
Görükle is near, but Çali is not near.

celebrity: Tarkan, Hülya Avşar, Sibel Can, Beyaz, Okan Bayülgen are some Turkish celebrities.

Scales:
adjectives:
horrible nasty unpleasant pleasant nice wonderful
cold luke-warm tepid warm scalding hot

frequency adverbs:
never sometimes often generally always
Translation

too quick / not useful as a way of teaching meaning

1. to quickly deal with a unimportant word
   (low frequency words / words in a text not important to the meaning of the text)
2. as a means of checking understanding

Definitions

Never begin:
The meaning of (word) is..............
(word) means..............

User-friendly definitions:

Verbs : when clause
When we expect something to happen, be believe it will happen, we think it will probably happen.

Adverbs

When something happens that we do not expect, and it happens so quickly that it surprises us, it happens suddenly; when people do something we do not expect and when they do it so quickly that it surprises us, they do it suddenly.

Adjectives:
A ________ person is a person who..................
An_________ book is a book which..................

(important semantic features clear / examples / sentence position (full sentences))

Analysis of important features of the concept

attract
to pull
need
notice
to push
pleasure
to imagine
balance
ready
heavy
steady
round
thin
nervous
normal
equal

useful when learners nearly know the meaning /
useful for the teacher to grasp the concept
Audio Presentation: using sound
(tape recording)
argument
a jet plane
a locomotive
gallop (of a horse)
splash (children splashing in water)
gurgle (river gurgling)
traffic (traffic noises)

Spoken Form
1. Pronounce the words
   (choral & individual repetitions)
2. Read aloud
   (from a text)

Written Form
1. finding spelling rules / patterns
   (a list of words)
2. Word and sentence dictation
3. Repeated writing (?)

Word Parts
1. Filling word part tables

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>evaluate</td>
<td>distinct</td>
<td>normally</td>
</tr>
</tbody>
</table>

2. Cutting up complex words
   a list of words / learners divide into morphemes
   /tell the meaning of parts

helplessness: help/less/ness
less: without ness: noun
3. Building complex words

given word stems / make complex words

negatives: match, do, lock, approve (given)
mismatch, undo, unlock, disapprove

vague words: forty, green, baby (given)
fortyish, greeny, baby-like

4. Choosing the correct form

I went to the doctor for a ________ (consult).

(write correct inflected / derived form of the word in parenthesis)

Strengthening the form-meaning connection
(words met before)

1. Matching words and definitions
(list of words & definitions / synonyms matched)

2. Discussing the meaning of phrases
(a list of phrases containing previously met words)

3. Drawing and labelling pictures
(read / listen to descriptions & draw / label pictures) / (information transfer activities)

4. Peer teaching

work in pairs / one learner teaches a list of words
the list has words and pictures as meaning
words unfamiliar to either learner)

5. Riddles

When it is new it is full of holes. (net)
It has a head but cannot think. (match)
What is the longest word in the world? (smiles)
because there is a mile between the first and last letters)
Elaboration of Meaning Knowledge

1. Finding common meanings in polysemy (Visser, 1989)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your environment consists of all the influences and circumstances around you.</td>
<td>The environment is the natural world.</td>
</tr>
<tr>
<td>What are the features of a stimulating environment?</td>
<td>Describe three factors polluting the environment.</td>
</tr>
</tbody>
</table>

2. Choosing the right meaning in polysemy

- A list of words in a reading text
- Choose appropriate meaning from a dictionary
- Alternative meanings provided by teacher / all possible meanings but one fits in context

3. Semantic feature analysis of synonyms

(should be used with known items / for revision)

<table>
<thead>
<tr>
<th></th>
<th>Because unexpected</th>
<th>Because difficult to believe</th>
<th>So as to cause confusion</th>
<th>So as to leave one helpless to act or think</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprise</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>astonish</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>amaze</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>astound</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flabbergast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Associations

1. Finding substitutes: replace words in a text with words from a list
- Synonyms
- Opposites
- Co-hyponyms (daisy and rose)
- Superordinate & subordinate words
- Car and vehicle, car and Toyota
- Chair and furniture, chair and dentist's chair
- Words in a part-whole relationship (hand vs finger)

2. Semantic maps

3. Classifying words

- List of words / classified according to criteria such as positive vs negative connotations / living vs non-living
4. Finding opposites
list of words / words from a text / supply opposites

5. Suggesting causes or effects
medical consultation
causes: illness, pain, tiredness
effects: medicine, hospital, reassurance

6. Suggesting associations
4-5 words / find associates in small groups /
scrambled classified by another group

7. Finding examples
each learner given one category /
lists examples (known vocabulary)
food: bread, meat, fruit
household objects: chair, bed, bookcase
lists passed around / added to / class dictionary -
new items added

Grammar
1. Matching sentence halves
2. Ordering words (into sentences)

Collocation
1. Matching collocates
lists of words to be matched with their collocates
2. Finding collocates
find collocates for given words /
dictionaries, own knowledge, L1 parallels
Constraints

1. Identifying constraints
   list of words / identify each using criteria such as,
   formal / informal / neutral
   polite / impolite
   child language / adult language
   women's usage / men's usage
   American / British
   spoken / written

2. Classifying constraints
   list / classify according to a given constraint
   e.g. American vs British