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The Effective Ways of Teaching Vocabulary to Korean Students as a Second Language Learners

sujin kang
sujinkan@hawaii.edu

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University of San Francisco

**The Effective Ways of Teaching Vocabulary to
Korean Students as a Second Language Learners**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

by
Sujin Kang
December 2016

University of San Francisco

**The Effective Ways of Teaching Vocabulary to
Korean Students as a Second Language Learners**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

In

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Sujin Kang

December 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Onllwyn C. Dixon
Instructor/Chairperson

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I dedicate this field project to my beloved mother and father who have supported me with lots of affection, love, and enthusiasm.

CHAPTER I INTRODUCTION

Statement of the Problem

Vocabulary plays an important role in English as a second language (ESL) learners development. The reason for this is that knowledge vocabulary is one of the foundations of learning a language, especially for ESL learners in the early stage of acquisition. Knowledge of vocabulary cannot be ignored in language acquisition because without it learners could face challenges in developing their reading, writing, listening, and speaking skills. The greater vocabulary knowledge learners have the easier it will be for them to learn English. Although vocabulary is central to language, researchers and teachers have sometimes underestimated its importance. Second language acquisition (SLA) researchers and teachers have placed priority on syntax and phonology (Richards, 1976). However, vocabulary development started to be regarded as a factor in learning a second language in the 1990s (Lewis, 1993).

Vocabulary is one of five core components of reading instruction. Other components are phonemic awareness, phonics, fluency, and comprehension. Vocabulary development is linked to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is for them to comprehend texts. Vocabulary knowledge is also a vital tool for obtaining background knowledge and communicating effectively. Vocabulary knowledge is linked to academic success because learners who have a wide range of vocabulary can understand new concepts and ideas more quickly than learners with a more limited vocabulary. Despite these important factors, many Korean English language teachers struggle with identifying the most effective ways to teach vocabulary to their students. There are many methodological and theoretical approaches to vocabulary development.

Various learning tools have been developed for teachers that integrate multimedia and computer programs such as applications, visual images, and videos. These tools can be helpful because they may provide a large amount of lexical input in a short period and stimulate learners' motivation to acquire English language proficiency. Nevertheless, teachers are still faced with the challenge of determining the best way to help L2 learners retain their target language. Furthermore, for many students, there is a substantial gap between the learners' knowledge and their communicative competence.

There are three major reasons associated with difficulties in teaching vocabulary. First, teachers often use textbooks or other academic materials instead of authentic materials. In most textbooks, English is presented in its standard form not in the form people use in everyday conversations. Second, there is a lack of phonemic awareness, phonics, and word analysis skills in much of the vocabulary materials that second language teachers have been using. It hinders the vocabulary acquisition process for students. Third, a significant number of teaching methods and materials focus on the vocabulary itself and not reading, writing, and speaking. Therefore, learners are likely not to apply the appropriate words they learn, making learning vocabulary easily forgettable. These difficulties are obvious and prevalent in South Korea. Most second language learners in South Korea have score high points on official English tests such as TOEIC, TOEFL, and TEPS due to the considerable interest in English around the world. In Korea, there is a common belief any Korean can advance themselves through hard work. Education is viewed as the most significant way to achieve social mobility and economic prosperity (Park, 2009).

Many Korean parents believe that they can support their children by emphasizing, and in some cases, impose education for their children. Subsequently, Korea has become, according to Seth (as cited in Park 2009), the most exam obsessed country in the world. Park estimates 20

trillion won or approximately \$20 billion USD (Park, 2009). Nevertheless, the average score on TOEFL for South Korean students was 93rd out of 147 countries in 2004 and 2005 (Park, 2009). Chun and Choi (2006) suggest English education in Korea has high-cost and low-efficiency. Several factors have led to the rise of 'English fever,' including introduction of English listening tests into national college entrance examinations, introduction of early English education in elementary school, the process of globalization in the late 1980s and the economic crisis in the late 1990s (Park, 2009).

Amid an increased focus on English language acquisition, failures of English education have been attributed to the traditional grammar translation method. Therefore, some experts have reasoned oral language fluency should be the goal of English language education (Park, 2009). Thus, this new focus on oral language proficiency in English has brought about a desire to obtain native-like English proficiency. However, I suggest this should not be the primary goal. Instead, the focus should most appropriately be placed on supporting Korean English as a foreign language (EFL) teachers to identify effective ways of teaching students to increase knowledge of vocabulary because it is the basis of oral language fluency.

Purpose of the Project

The purpose of this project is to create a handbook for EFL teachers in South Korea to help them teach vocabulary more effectively and to help solve the following question: what are the most effective ways of vocabulary teaching by focusing on vocabulary knowledge and speaking production. The goal is to suggest activities that could narrow the gap between learners' vocabulary knowledge and their communicative competence. For this purpose, this project involves the development of a handbook suggestions for an EFL curriculum and authentic teaching materials, including textbooks, PowerPoint slides and handouts. The primary

audience is EFL teachers working with adult learners who are studying for the TOEIC, TOEFL and GRE. This handbook provides a brief background on morphological linguistic units such as root words, affixes, parts of speech, intonations and stresses. It also provides various methods for teaching vocabulary using various media. These methods center on method of loci. Furthermore, the handbook provides resources such as PowerPoint slides and handouts for Korean EFL teachers.

Theoretical Framework

This project is based on two theories: Howard Gardner's theory of multiple intelligences and Stephen Krashen's theory of second language acquisition, particularly the affective filter hypothesis. The theory of multiple intelligences suggests the traditional concept of intelligence, based on I.Q. testing, is limited. Gardner suggests eight different intelligences to account for a wider range of potential in adults and children. Krashen's theory is comprised of five core hypotheses that support his concept that if information received by second language learners is easily comprehensible to them it can form the foundation for acquiring a new language more effectively.

Howard Gardner first outlined his theory in the 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. According to Gardner, intelligence is not something one is born with. Instead, it can be nurtured throughout one's life. Gardner rejects labeling learners with a specific intelligence. He suggests the theory of multiple intelligences must be viewed as a mean to empower learners and not to restrict to a specific of mode learning. Gardner (1999) theorizes intelligence is a biopsychological potential to process information that can be used by an individual to solve problems or create products that are of value in a culture.

Gardner (1983) outlines eight abilities: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. He has also suggested existential and moral intelligence should be included. The intelligences can be summarized as follows:

1. Musical-rhythmic intelligence enables individuals to produce and make meaning of different types of sounds;
2. Visual-spatial intelligence allows people to comprehend different types of graphical information;
3. Verbal-linguistic intelligence refers to an individual's ability to analyze and produce work that involves oral and written language;
4. Logical-mathematical intelligence describes the ability to develop equations and proofs, make calculations, and solve abstract problems;
5. Bodily-kinesthetic intelligence entails using one's own body to create products or solve problems;
6. Interpersonal intelligence reflects an ability to recognize and understand others' moods, desires, motivations, and intentions;
7. Intrapersonal intelligence refers to one's ability to recognize and assess their own moods, desires, motivations, and intentions; and
8. Naturalistic intelligence refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world.

Gardner (1983) maintains IQ tests focus primarily on logical-mathematical intelligence and verbal-linguistic intelligence. Some students may learn effectively with this kind of focus.

However, there are others who do not. He posits his theory allows teachers to better understand

the uniqueness and specific abilities of each of their students and design and implement curricula that is more inclusive of these differences.

This project reflects Gardner's theory of multiple intelligences in several ways. First, this project includes a variety of activities and exercises. For example, some activities include vivid pictures for students. These types of activities emphasize visual-spatial intelligence. Second, there are activities that involve teachers encouraging their students to talk to each other. These activities focus on students using their interpersonal intelligence. Lastly, some activities focus on students using bodily movements to facilitate memorization of vocabulary such as acting out a story.

The other theory which frames this project is Stephen Krashen's theory of second language acquisition. Krashen (1981) theorizes there is not a fundamental difference between the way one acquires their first language or subsequent languages. He claims humans have an inborn ability that informs the language learning process. To illustrate, children learn their mother tongue by listening attentively to spoken language that becomes meaningful to them over time. Foreign languages are acquired in the same way. Krashen synthesizes his theory of second or language learning into five components:

1. *acquisition-learning hypothesis* posits learning a language is an unconscious process;
2. *natural order hypothesis* claims language acquisition is a natural process and is not impacted by explicit instruction;
3. *monitor hypothesis* states consciously learned language is not ever the source of spontaneous speech;
4. *input hypothesis* claims language learners advance in their knowledge of the target language when they understand language input that is somewhat more advanced than

their current level. Krashen refers to the process as $i+1$, i is the learner's interlanguage and $+1$ is the subsequent stage of language acquisition; and

5. *affective filter hypothesis* suggests comprehensible input does not result in language acquisition if input is filtered out before it can reach the language processing center of the brain.

This project focuses on the affective filter hypothesis. At times, the input learners receive while acquiring a new language may not be enough for learners to comprehend. Thus, it necessary to 'let in' the input for language acquisition to occur. According to Krashen (1985), affective (emotional) factors such as motivation, attitude, self-confidence and anxiety can influence the amount of input learners receive and also determine the strength of the filter, the comprehensible input, to lessen the affective factors learners have been essential for second language acquisition (Krashen, 1981).

Learners are affected by emotional factors; and, therefore, it is connected to the process of second language acquisition.

Krashen (1982) outlines the impact of specific affective factors:

- *Motivation*. Learners with high motivation normally do better in second language acquisition;
- *Self-confidence*. Learners with self-confidence and a good self-image are likely to do better in second language acquisition;
- *Attitude*. Learners with positive attitude tend to learn an L2 easier and with rapid progress and those with negative attitude make slowly progress. and
- *Anxiety*. Low anxiety level is effective in acquiring second language acquisition if measures as personal or classroom anxiety (p. 31).

Du (2009) notes affective factors are linked to language learner's performance. In particular, their level of motivation may be decreased because of five main reasons: 1) no interest, 2) no confidence, 3) teacher's ineffective teaching methods, 4) negative perceptions of the target language, or 5) thinking there are not significant enough reasons to learn. Therefore, Karshen's affective filter hypothesis has practical value in SLA. It can potentially help cultivate the students' active learning by reflecting on the kinds of connection between students' affective factors and L2 learning and modifying their teaching appropriately.

Significance of the Project

The project may play an important role in Korean EFL teachers' classroom practice as it provides guidelines for vocabulary teaching that is directly connected to the learner's vocabulary knowledge and oral language skills. There is a plethora of EFL teaching resources focused on vocabulary. However, many of them are focused on teaching students to develop knowledge of word meanings, grammar, etc. There is often little focus on explicitly connecting students' vocabulary development to increased communicative competence.

Many Korean EFL learners are proficient in memorizing words or achieving high scores on tests such as TOEIC, TOEFL, and GRE. Nevertheless, their communicative competence is often much lower than their competence in reading and writing. This project provides Korean EFL teachers with resources to address some of the shortcomings of traditional vocabulary teaching. Instead, it focuses on oral language proficiency rather than obtaining native-like English proficiency.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

This literature review summarizes and synthesizes previous studies that have addressed the learning of vocabulary in second language acquisition. The literature focuses on three main themes. The first theme focuses on English education in South Korea. The second theme is how effective vocabulary teaching has been conducted. The third theme highlights literature related to effective vocabulary learning.

English Language Education in South Korea

English has become a de facto global language. Consequently, many countries, English-speaking as well as non-English-speaking, consider it necessary to learn because it is used in many political, cultural, social, and business transactions. South Korea is not an exception. A large amount of money is spent on English education in the country. Seth (2002) states, “This preoccupation with the pursuit of formal schooling was the product of the diffusion of traditional Confucian attitudes toward learning and status, new egalitarian ideas introduced from the West, and the complex, often contradictory ways in which new and old ideas and formulations interacted” (p. 6). Subsequently, teaching and learning of English has become, according to Seth, a “national obsession with the attainment of education” (p. 9). Learning English is now considered a vehicle for achieving status and increasing educational and employment opportunities.

English education in South Korea is rooted in a cultural emphasis on diligence and a highly competitive environment to gain admission to universities. Historically, English was first regarded as an essential subject after the Korean War because of the presence of the U.S. military. Since then, learning English has become a powerful advantage for getting a good job

and a better life (Cho, 2014). Demonstrating English competence can be an important skill for South Koreans. Park (2009) revealed the amount of money spent on English education in South Korea. In 2006, 20 trillion won or approximately \$20 billion dollars.

South Korean students spend years, beginning in primary school, learning English. In large part, they learn the language to prepare themselves for various examinations that are required for admission to universities and jobs. Major qualifications include: Korean language, mathematics, and English. One of the Korean exams necessary for admission to colleges and universities (*soo-nung*) consists of five major subjects and a selected category: Korean language, English (first foreign language), mathematics, social and natural science, and a second foreign language (40). English represents approximately 80 (18%) of the total score (440). Additionally, prestigious institutions of higher education also administer their own entrance exams covering mathematics, Korean language, and English (Cho, 2014).

Every student in South Korea is required to begin the process of acquiring English at 9 years old or the third year of elementary school. It is a compulsory subject. In 3rd-6th grades, students receive 1-2 hours of instruction per week, 2-4 hours in 7th grade, and 4 hours from 10th - 12th (Igawa, 2007). Written language is excluded in the first year. In the second year, reading is limited to identification of letters of the alphabet. In the third year of instruction, reading on the word-level and writing on the alphabet-level as well as the short sentence-level are learned. Vocabulary is meticulously controlled: 500 words are taught over four years are taught (Chang, 2009).

High school graduates who desire to universities are required to complete the government administered College Scholastic Ability Test (CSAT). It was first administered in 1994, focusing on phonological, lexical, and grammatical knowledge. A revised test focused on communicative

competence, listening comprehension, fluency over accuracy, reading comprehension, and pronunciation and spelling. The new focus of CAST represented a concerted effort to shift English education from studying grammatical structures to improving reading and listening skills (Chang, 2009). Nevertheless, second language learning also depends on students developing knowledge of vocabulary.

Learning of Vocabulary in Second Language Acquisition

Vocabulary is fundamental to English language learning because without it learners will not possess a foundation for understanding others or expressing their own ideas. Over the past decades, L2 vocabulary learning has become a topic of interest for some scholars. Some of them have explored specific methods related to vocabulary acquisition. To illustrate, O'Malley and Chamot (1990) divided language learning strategies into three major types: 1) metacognitive (strategies for the process of language use and learning, and for taking steps to efficiently plan and regulate those process), 2) cognitive (strategies for the manipulation of information), and 3) social/affective (strategies dealing with interpersonal relationship and for controlling one's emotional constraints). They suggested that each learner uses their own strategies for learning vocabulary, and it is generally effective when language learners used integrated tasks.

Also, Chamot (1990) determined, based on a study conducted with a group of high school ESL students, that language learners tended to use more diverse vocabulary learning than for any other language learning activities such as listening comprehension, oral presentation, and social communication. Furthermore, other vocabulary strategies were commonly used. In a 1981 study, Cohen and Apehek explored the process by which learners memorized the words which they did not know. O'Malley and Chamot (1985) mentioned that it was the most common repetitive strategy to repeat a word constantly. Ahmed (1989) described different types of learners'

habitual practice that most students engaged in such as taking notes on vocabulary or writing notes in the margins of their books. Therefore, the ability of L2 learners to obtain vocabulary can be thought of as being influenced by levels of processing.

In the field of cognitive psychology, some researchers have emphasized the ways learners manipulate information to engage in deeper and more involved learning. This process has been referred to as the depth of processing model (Craik & Lockhart, 1972). Memory can be viewed as by-product of the depth of processing of information, suggesting no clear distinction between short-term and long-term memory (Craik & Lockhart, 1972). Thus, how information is encoded affects how well it is recalled. The deeper the level of processing a learner engages in, the easier it is for them to recall information (Craik & Tulving, 1975).

Deeper vocabulary learning strategies are about forming associations (Cohen & Aphek, 1981) by using the keyword method (Pressley, Levin, & Miller, 1982). The keyword method is a two-stage process for remembering materials that have an associative element. With respect to foreign vocabulary learning, the learner, as theorized by Pressley et al., must first acquire a firm association between unfamiliar foreign word and a familiar English word that sounds like a salient part of the foreign word. Next, the learner determines a meaningful interaction between the keyword and foreign word's definition. The keyword method has been identified as a more effective vehicle for L2 learner to acquire the requisite vocabulary knowledge for second language acquisition (Piribabadi & Rahmany, 2014). Several decades before Piribabadi and Rahmany, Nation (1982) concluded word lists were effective when learners dealt with a large amount of vocabulary within a relatively short period.

Other researchers have insisted that students who use more than one strategy learn more effectively. Ahmed (1989) concluded that a 'good learner' used a variety of strategies, were

aware of their learning, knew the importance of vocabulary in context, and were conscious of the semantic relationship among words. On the other hand, a “poor learner” tended to have few strategies and showed little awareness of how to learn new words or even how to connect the new words to prior knowledge. Learners’ willingness to acquire new words and learn a language is also important. Cohen (1990) argued that the most effective vocabulary learning occurs when learners pay attention to learn the new word. By concentrating on the task, learners tend to absorb more knowledge.

Effective Ways to Learn Vocabulary

Incidental learning means that learning occurs without any intended situation. It is also learning one thing while intending to learn another (Richards & Schmidt, 2002). When it comes to language acquisition, incidental learning is said to be an effective way of learning vocabulary from context (Day, Omura, & Hiramatsu, 1991; Jenkins, Stein, & Wysocki, 1984; Nagy, Herman, & Anderson, 1985). In other studies, many researchers said that vocabulary acquisition through reading, reading-while-listening, and listening to stories were highly effective strategies (Boettcher, 1980; Dale, O’Rourke, & Bamman, 1971; Eichholz & Barbe, 1961; Gentner, 1975). In addition, if learners came to know the meaning of a word, it could be more effective when the learning occurs from context (Carey, 1978) because learning vocabulary is understood to be a gradual process (Deighton, 1959). Learning strategies are tools that learners can use for active language learning. Conscious use of these strategies is correlated with language achievement and proficiency (O’Malley & Chamot, 1990).

Oxford (1990) and Schmitt (1997) suggested vocabulary learning strategies are knowledge used to learn vocabulary as well as actions taken by learners to ascertain the meaning of unknown words, retain them in long-term memory, recall words readily, and use words in oral

or written communication. Learning vocabulary can be viewed as a series of sub-tasks (Gu as cited in Nosidlak, 2013). Several kinds of vocabulary learning strategies can to complete tasks such as predicting the meaning of a word, looking it up in a dictionary, taking notes, rote repetition, using the word actively. The various tasks require the use of cognitive and strategies for vocabulary learning.

Schmitt (1997) developed a taxonomy of vocabulary learning strategies (VLS) based upon the work of Oxford (1990). Schmitt theorized VLSs could be classified as metacognitive or cognitive. Cognitive learning strategies allow L2 learners to use reasoning, analysis, note-taking, summarizing, etc. to manipulate the language material in direct ways. There are four main processes outlined by Waldvogel (2013) that constitute metacognitive learning: organization of information, management of information, monitoring learning, and evaluation of learning. Planning and monitoring are generally considered the two core processes found in most metacognitive L2 learning strategies. Monitoring processes are significant for metacognitive learning because they assistance learners to become aware of what they are doing and use them as needed (Waldvogel, 2013). These strategies require long-term development of cognitive processes. Ultimately, cognitive and metacognitive learning strategies are used simultaneously.

Summary

In this chapter, I focused on three specific themes. First, I highlighted key elements of English language education in South Korea. Over the past three decades, English has been positioned as a tool for economic stability for the country. By extension, it has become a significant vehicle for achieving social mobility for many families. The Korean Ministry of Education devotes a large amount of resources to English education every year. Furthermore, because of a highly competitive environment for admission to Korean universities and the nature

of the job market, many parents are also willing to dedicate their own resources to their children's English education in the form of private tutors and language classes.

Korean students spend years learning English from an early age. However, much of the focus of their learning has been preparing for examinations rather than developing communicative competence. In recent years, there has been increasing acknowledgment from policymakers and language teachers that supporting Korean EFL students to develop communicative competence is imperative if they are to improve proficiency.

Vocabulary development is an essential component of language learning. Language learning strategies represent the most significant ways to help students develop foundational oral skills. These strategies can be divided into three major types: 1) metacognitive (strategies for the process of language use and learning, and for taking steps to efficiently plan and regulate those process), 2) cognitive (strategies for the manipulation of information), and 3) social/affective (strategies dealing with interpersonal relationship and for controlling one's emotional constraints). Many scholars suggest language teachers support learners to develop competencies that allow them identify and use their own strategies for learning vocabulary.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This project takes the form of a handbook to help EFL instructors in South Korea teach strategies for vocabulary development to adult learners. This handbook includes practical and instructional materials such as pictures, video, PowerPoint slides, etc. These materials will second language learners to improve their knowledge of vocabulary and their speaking skills. The target audience is teachers or instructors in South Korea who teach intermediate-level adult learners at language schools or private academies, especially those preparing for tests such as TOEIC, TOEFL, and GRE. The handbook is organized into two distinct sections.

The handbook will be divided into two sections. The first section will provide a brief introduction to morphology, the structure of vocabulary. Learners will have an opportunity to understand how a word is constructed and how to identify the smallest independent units of language. This section also focuses on how a word is constructed and why teachers teach vocabulary.

The second section consists of two months' worth of lesson plans. There is a lesson plan for each class session with instructional guidelines and necessary materials. Many vocabulary terms are embedded in each lesson plan. For these purposes, photos, videos, dialogues, and various other materials are provided in this handbook. These materials provide teachers sufficient sources for class activities that can be easily implemented in the classroom.

Development of the Project

After first being introduced to vocabulary lists in my TESL courses, most of my projects and lessons involved this topic. My interest in vocabulary stems from my own experiences. In learning English, I often tried to memorize a large amount of vocabulary to prepare for tests like

TOEFL and GRE. Admittedly, the way I used to memorize words was not conducive to developing a stronger foundation. I easily forget the words not long after I completed the exam. Throughout my studies in the TESOL program at the University of San Francisco, I acquired a greater understanding of the process of second language acquisition. This new knowledge provided the impetus for the development of this project.

Many Korean EFL teachers do not have enough time to cover vocabulary lists in class. To be effective in vocabulary teaching, teachers should provide strong instruction in what they teach, implementing ideas and activities that are easy to understand and use. This handbook gives teachers resources and suggestions to focus on vocabulary instruction in a proactive manner. In the development of the project, I reviewed general approaches for learning vocabulary. I concluded teaching vocabulary should be taught using a variety of strategies and activities.

The Project

**Effective Several Ways of Teaching
Vocabulary: A Handbook for Korean EFL
Teachers**

By
Sujin Kang

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5. Learning Vocabulary by Using Pictures and Images
6. Learning Vocabulary by Using the Dictionary
7. Learning Vocabulary by Reading the Newspaper

LESSON OVERVIEW

Lessons	Content	
1. Learning Vocabulary	Objective: Become acquainted with each other. Learn about Language learning strategies. Language Builder: Learn basic structure of words	
2. Several Ways of Learning Vocabulary	Objective: Learn various ways of memorizing vocabulary (dictionary, image, storytelling, video etc..)	
3. Learning Word Formation	Objective: Learn about word formation (formal and informal words, suffixes, prefixes, Roots, Abstract nouns, Compound adjectives, Compound nouns, Compound nouns-verb+ preposition)	
4. List the most difficult words in TOEIC, TOEFL and GRE	Objective: Learn about the most important and frequent words in official tests and also make a list the most difficult 200 words (TOEIC, TOEFL and GRE)	
5. Learning vocabulary by using pictures and images	Objective: Learn vocabulary by pictorial images. Learners draw pictures and images with a new word and search for an image.	
6. Learning vocabulary by using the dictionary	Objective: Learn vocabulary with pictorial images and make learners' own vocabulary notes. Learning will be achieved incidentally.	
7. Learning vocabulary by making a story (storytelling)	Objective: Learn vocabulary by making one's own story. By doing so, students can make a sentence with a new word.	
8. Learning vocabulary by reading the newspaper	Objective: Learn about the vocabulary by reading various newspapers (The New York Times, The Economist, The Atlantic Monthly and The New Yorker)	
9. Exercise Vocabulary in Reading	Objective: Learners can apply their vocabulary knowledge in the reading section.	



Teacher's Advice

- There are many words in English that you don't need to know at all
- There are some words you need simply to understand when you read or hear them.
- There are words that you need to be able to use yourself
- You need to know how a word usually associated with
- You also need to know a word's grammatical features
- You have to know how to pronounce a word

Unit 2. Several Ways of Learning Vocabulary



Share your story

1. How do you memorize a word?
2. What is the most challenging when you are trying to learn a word?
3. How long can you memorize a word?

Every person has a different style of memorizing new words. Memorizing a new word is a significant task and requires patience.

The following article was written by a nameless author on September 10, 2014 on the website, Magoosh. Read it here: <http://magoosh.com/toefl/2014/12-fun-ways-to-learn-and-remember-new-english-vocabulary/>

Read this carefully and discuss with classmates which ways are the most effective for memorizing words.

11 Ways to Learn and Remember New English Vocabulary

1. Read

This is an essential activity because reading is the best way to be exposed to a rich and wide vocabulary.

And remember: you can read whatever you want! You can read literature books if that is what you enjoy, but if you don't, try reading a comic book or a magazine. You can buy a cookbook and read that, or read a children's book to your kids. There are thousands of articles online, news websites...the options are endless. So find something that you like, and read it. Reading is an easy, fun and relaxing way to boost your language skills. Plus, you will be learning about other things as well: win, win!

2. Understand context

Great! So you have “learned” many new words; but if you do not know how and when to use them correctly, you have not truly learned.

This is also why reading is so important because it gives each word context, and that will help you understand the meaning and use of the word. For example, in the sentence “This soup is horrible, it tastes so bitter!” you might not understand the word “bitter”, but thanks to the context of the whole sentence, you will know it means “not good”.

Context helps us comprehend when a word is used in formal language or informal language, if it is slang we can use with friends, or if it is a word that is usually used in written English but not in conversation.

3. Related words

If you just learned the word “care”, don’t stop there! Use a dictionary or the internet to find derivatives of that word, and expressions that use it.

For example: careful, carefree, careless, take care! See? You started with one word but quickly learned four more, and because their meaning is related, it is easier to understand and remember what each one means.

4. Make sentences

Making sentences helps us put everything we have learned into action: so you have learned a new word and you understand when to use it. But for the brain to remember this word in the future, the best way to memorize is by using it.

Make ten sentences that use different meanings of the word you want to learn or, if it is a verb,

with different tenses. For example, if you want to remember the phrasal verb “to tidy up”, write: “Maria, you must tidy your room up”, “I have to tidy up before my friends come”, “Paul will watch TV after he finishes tidying up the kitchen”.

Ever heard Benjamin Franklin’s quote, “Tell me and I forget, teach me and I may remember, *involve me and I learn*”? Well, by making sentences you are helping your brain to learn because it gets actively involved in the learning process.

5. Record yourself

By hearing your own voice say the words out loud and feeling your mouth move, you are making even more connections in your brain.

If you studied English in the past but have not practiced it for a long time, you might know the words but find it hard to remember them. Yet, once you start speaking, it becomes easier to access those words when you need them.

So, use a camera, your phone or your webcam to record yourself practicing your new vocabulary words and using them in the sentences you made.

6. Make flashcards

Flashcards are a popular way of learning new words. You can also use post-it notes and put them in places where you will see them regularly, or draw the definition of the word if you are a visual learner.

Every day, take out your flashcards and read over them. Read the word and try to remember what it means before checking the drawing or definition behind it.

7. Mnemonics

Mnemonics are ways to help us remember things better.

A great online resource for mnemonics is the mnemonicdictionary.com; you can type in the words you want to remember and you will see many different ways to help you memorize.

8. Take notes

A great little trick is to always carry around a notebook and pencil. Then, if you hear a word or sentence you like in a movie or a song, you can write it down. When you get home, you can research it and add it to the list of words you have learned.

9. Play games

When you are having fun it's so much easier to learn. So play games like [boggle](#) or scrabble. These games will test your creativity and make you think outside the box.

10. Speaking

In tip #5 we explained how recording yourself helps your brain remember words better. So, what better way to do this than to talk with a friend? If you do not have any native English

speaking friends, don't worry! Just invite another friend who wants to learn English out for a cup of tea and practice.

To get the most out of these conversations, we suggest that each week you choose a different topic. This way you will be using different vocabulary. Make sure to spend an hour or two to make a list of words you would like to use before meeting your friend.

11. Repeat

As Spanish people say, “la repetición es la madre del éxito”, or, in English: “repetition is the key to success”. It's true. To learn anything, you must repeat, repeat, repeat.

Every day, set aside some time to study vocabulary. It doesn't matter how you do it, but it is important that you practice a little daily. This will create a good habit.

Now, Share your tips with classmates!

- 1.
- 2.
- 3.
- 4.
- 5.

Unit 3. Word Formation

Objective: Students learn a basic word formation such as Suffixes, Prefixes, Roots, Abstract Nouns, Compound Adjectives, Compound Nouns.

1. Suffixes

Suffixes can change the word class and the meaning of the word.

Common Noun Suffixes

1) -er is used for the person who does an activity, e.g.,

writer, worker, consumer, teacher

What's else ? _____

2) -er/-or are also used for things that do a particular job,

e.g., pencil sharpener, computer, bottle opener, grater, projector

What's else ? _____

3) -tion/-sion/-ion are used to form nouns from verbs, e.g., complication, pollution, reduction,

donation, promotion, admission

What's else ? _____

4) -ism (an activity or ideology) and -ist (a person) are used for beliefs and ideologies, and

sometimes professions (compare with -er/-or professions above), e.g., liberalism, journalism,

Buddhism.

What's else ? _____

Adjective Suffixes

-able/-ible combined with verbs often means “can be done”

drinkable, breakable, forgivable, readable, edible

What's else ? _____

Verb

-ize forms verbs from adjectives, e.g., modernize [make modern], commercialize, industrialize, populize.

What's else ? _____

Other Suffixes that can help you recognize the word class

-ment	(nouns) excitement, enjoyment, replacement
-ity	(nouns) flexibility, projectivity, scarcity
-hood	(abstract nouns) childhood, motherhood
-ship	(abstract nouns) friendship, partnership
-ive	(adjectives) passive, productive, active, creative
-al	(adjectives) brutal, legal
-ous	(adjectives) delicious, outrageous, furious, pious
-ful	(adjectives) forgetful, hopeful, useful, successful
-less	(adjectives) useless, harmless, homeless
-ity	(verbs) beautify, purify, terrify

2. Prefixes

Prefixes are often used to give adjectives a negative or an opposite meaning.

For example,

comfortable/**un**comfortable

convenient/ **in**convenient

similar/**dis**similar

Prefix	Meaning	Example
anti	against	antithesis, antisocial
auto	of or by oneself	autograph, autobiography
bi	two, twice	bicycle, bilateral, bilingual
ex	former	ex-boyfriend, ex-girlfriend
ex	out of	extract, exhale, excommunicate
micro	small	microwave
mis	badly/ wrongly	misunderstand, misconception, misconduct
mono	one/single	monolog, monotonous
multi	many	multiple, multimedia
over	too much	overdo, overeat, oversleep



Find more examples of other prefixes in English. Check a dictionary with classmates.

4. Roots

Many words in English are formed from **Latin roots**. These words are often considered fairly formal in English. Here are some examples of the more common Latin roots, with some of the English verbs derived from them.

Latin Root	Definition	Examples
Vert	turn	revert, convert
Port	carry, take	transport, export, support
duc, duct	lead	conduct, produce
press	press, push	impress, depress
pose, pone	place, put	postpone, depose, impose
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
bene	good	benefactor, benevolent
cent	one hundred	century, percent
form	shape	conform, reform
fac	to do, to make	factory, manufacture
fort	strength	factory, manufacture
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
ject	throw	projection, rejection



Think of other words based on each of the Latin Roots.

5. Abstract Nouns

An abstract noun describes an idea, experience, or quality, rather than an object that you can touch. Happiness, intentions, and shock are abstract nouns, but desk, eraser, and books are not.

- **When you check the suffixes to the ends of words, you can find abstract nouns. The most common suffixes are -ment, -ion, -ness, and -ity.**

Achievement
Adjustment
Amusement
Discouragement
Replacement

Action
Collection
Combination
Illusion
Imagination
Production
Recognition

Aggressiveness
Attractiveness
Bitterness
Carelessness
Consciousness
Friendliness

absurdity
anonymity
complexity
curiosity
generosity

6. Compound Adjective, Compound Nouns and Compound Verb + preposition

- **Compound Adjective**

- 1) A compound adjective consists of two parts. Sometimes it is written with a hyphen. e.g., good-**natured**. The second part of the compound adjective is often a present or past participle.



Describe his appearance.

Harry Potter has brown-haired, blue-eyed, and thin lips.



- **Compound nouns- Combinations of two nouns**

A compound noun is a fixed expression, consisted of two or more words that function as a noun.

For example, babysitter, trademark, youth hostel, windshield, bus stop, credit card.

If you understand both parts of the compound noun, the meaning will usually be clear.

Compounds nouns are expressed in three ways.

- 1) Closed form - has two words that have melded together to make one word, like: softball, redhead, makeup, and keyboard.
- 2) Hyphenated form examples are: six-pack, five-year-old, and son-in-law.
- 3) Open form - has the words next to each other, like: post office, upper class, and attorney general.

- **Compound nouns- verb+ preposition**

Some compound nouns are based on phrasal verbs. Here are examples of this.

E.g., walkout, crackdown, breakout, breakup, shakeup



Read this article and circle any compound nouns (compound adjectives, compound nouns +verb) that you find.

For the last 10 years, Vietnamese model and show producer **Jessica Minh Anh** has been turning the world's most visited landmarks into her personal runway.

In recent years, she has staged -- and starred in -- large-scale productions at the Eiffel Tower and London's Tower Bridge, along with the new One World Trade Center building in New York and a glass bridge 4,000 ft above the Grand Canyon. Her shows feature the collections of lesser known fashion designers from around the world (recent collaborators include emerging Lebanese brand **Rouba.G and Peruvian designer **Ani Álvarez Calderón**), and involve as many as 50 models and crew members.**

"I believe the most exquisite designs should be showcased at the best locations," she says.

"I constantly search for the most unique venues that will amaze the world."

Anh's next show -- set on a glass boat on Paris' River Seine to create the illusion of models walking on water -- takes place on 29 October. CNN caught up with her before the show to discover the motivation behind her stylish stunts.

(Source : http://www.cnn.com/2015/10/29/fashion/jessica-minh-anh-runway-stunts/?iid=ob_article_footer_expansion&ioref=obinsite)

Unit 4. List the most difficult words in GRE, TOEFL and TOEIC

words for unit 5				
aberration	<i>aesthetic</i>	<i>refute</i>	<i>sanction</i>	<i>recondite</i>
abstain	<i>ambiguous</i>	<i>reproach</i>	<i>provincial</i>	<i>refractory</i>
abstruse	<i>amalgam</i>	<i>repudiate</i>	<i>pundit</i>	<i>preclude</i>
accolade	<i>ambivalent</i>	<i>rescind</i>	<i>qualify</i>	<i>precocious</i>
acerbic	<i>ameliorate</i>	<i>restive</i>	<i>querulous</i>	<i>predilection</i>
acrimony	<i>amenable</i>	<i>resurgent</i>	<i>querulous</i>	<i>prescience</i>
adamant	<i>amorphous</i>	<i>reticent</i>	<i>quotidian</i>	<i>prevaricate</i>
admonish	<i>anomalous</i>	<i>reverent</i>	<i>ravenous</i>	<i>prodigal</i>
admonitory	<i>anomaly</i>	<i>rudimentary</i>	<i>rebuke</i>	<i>prodigious</i>
aesthete	<i>antipathy</i>	<i>rustic</i>	<i>reconcile</i>	<i>profligate</i>

<words for unit 6>

prolific	<i>posit</i>	<i>nonplussed</i>	<i>pedantic</i>	<i>misconstrue</i>
propitious	<i>pragmatic</i>	<i>nuance</i>	<i>laudable</i>	<i>intransigent</i>
pedestrian	<i>precipitous</i>	<i>obscure</i>	<i>lionize</i>	<i>intrepid</i>
pejorative	<i>mitigate</i>	<i>obsequious</i>	<i>magnanimous</i>	<i>inveterate</i>
perfidy	<i>mollify</i>	<i>opaque</i>	<i>maintain</i>	<i>involved</i>
pernicious	<i>mundane</i>	<i>opulence</i>	<i>maladroit</i>	<i>itinerant</i>
petulant	<i>munificent</i>	<i>ostentatious</i>	<i>maverick</i>	<i>jingoism</i>
placate	<i>myopic</i>	<i>ostracize</i>	<i>mawkish</i>	<i>jovial</i>
platitude	<i>myriad</i>	<i>panache</i>	<i>mendacity</i>	<i>jubilant</i>
poignant	<i>negligible</i>	<i>parochial</i>	<i>mercurial</i>	<i>juxtapose</i>
polemic	<i>nonplussed</i>	<i>parsimonious</i>	<i>meticulous</i>	<i>laconic</i>

<Words for unit 7>

lambast	<i>insidious</i>	<i>bastardization</i>	<i>artifice</i>	<i>deter</i>
languid	<i>insolent</i>	<i>beg</i>	<i>artless</i>	<i>detrimental</i>
largess	<i>intimate</i>	<i>bemoan</i>	<i>asperity</i>	<i>devolve</i>
indecorous	<i>ignoble</i>	<i>benighted</i>	<i>assiduously</i>	<i>diabolical</i>
indifference	<i>immutable</i>	<i>bereft</i>	<i>atavism</i>	<i>differentiate</i>
inexorable	<i>impartial</i>	<i>besotted</i>	<i>attenuate</i>	<i>dilapidated</i>
ingenous	<i>impertinent</i>	<i>bilious</i>	<i>autocratic</i>	<i>diligent</i>
ingratiate	<i>implacable</i>	<i>blinkered</i>	<i>baleful</i>	<i>discord</i>
inimical	<i>implausible</i>	<i>bowdlerize</i>	<i>base</i>	<i>discreet</i>
innocuous	<i>imprudent</i>	<i>bridle</i>	<i>destitute</i>	<i>discriminate</i>
inscrutable	<i>impudent</i>	<i>arrogate</i>	<i>deter</i>	<i>disenfranchise</i>

<Words for unit 8>

dog	<i>eccentric</i>	<i>conundrum</i>	<i>debase</i>	<i>broadside</i>
dupe	<i>egotist</i>	<i>convivial</i>	<i>decimation</i>	<i>bromide</i>
endemic	<i>eke</i>	<i>consulted</i>	<i>degrade</i>	<i>brook</i>
enmity	<i>elaborate</i>	<i>cornucopia</i>	<i>delegate</i>	<i>browbeat</i>
entice	<i>elude</i>	<i>corroborate</i>	<i>demean</i>	<i>byzantine</i>
enumerate	<i>elusive</i>	<i>cosmopolitan</i>	<i>demure</i>	<i>callow</i>
err	<i>embellish</i>	<i>credence</i>	<i>deride</i>	<i>canard</i>
errant	<i>embroiled</i>	<i>creditable</i>	<i>derisive</i>	<i>capitulate</i>
erratic	<i>empathetic</i>	<i>credulity</i>	<i>derogative</i>	<i>cataclysm</i>
euphoria	<i>emulate</i>	<i>cumbersome</i>	<i>desecrate</i>	<i>catholic</i>
evasive	<i>contrite</i>	<i>dearth</i>	<i>bridle</i>	<i>cede</i>

<Words for unit 9>

celerity	<i>behooves</i>	<i>buttress</i>	<i>unequivocal</i>	<i>pinnacle</i>
chargin	<i>belittle</i>	<i>torpor</i>	<i>unscrupulous</i>	<i>piquant</i>
charlatan	<i>bellicose</i>	<i>tortuous</i>	<i>upbraid</i>	<i>pithy</i>
chary	<i>benign</i>	<i>tractable</i>	<i>vacillate</i>	<i>pittance</i>
chauvinism	<i>besiege</i>	<i>transient</i>	<i>vehement</i>	<i>placid</i>
chimera	<i>besmirch</i>	<i>travesty</i>	<i>venality</i>	<i>plodding</i>
choleric	<i>boon</i>	<i>treacherous</i>	<i>venerate</i>	<i>ploy</i>
churlish	<i>bleak</i>	<i>trite</i>	<i>veracious</i>	<i>powwow</i>
complaisant	<i>boorish</i>	<i>truncate</i>	<i>vilify</i>	<i>precarious</i>
beoming	<i>brusquely</i>	<i>undermine</i>	<i>peruse</i>	<i>precedent</i>
begrudge	<i>buck</i>	<i>underscore</i>	<i>pine</i>	<i>paradoxical</i>

<Words for unit 10>

pastoral	<i>invidious</i>	<i>ineluctable</i>	<i>lampoon</i>	<i>malingerer</i>
patronize	<i>inviolable</i>	<i>inequity</i>	<i>languish</i>	<i>martinet</i>
paucity	<i>inviolata</i>	<i>infelicitous</i>	<i>lascivious</i>	<i>maudlin</i>
peevish	<i>irrefutable</i>	<i>inimitable</i>	<i>litany</i>	<i>maunder</i>
perennial	<i>jaundice</i>	<i>insouciance</i>	<i>limpid</i>	<i>mellifluous</i>
perpetuate	<i>jejune</i>	<i>insufferable</i>	<i>loath</i>	<i>mendicant</i>
perquisite	<i>jingoist</i>	<i>internecine</i>	<i>lugubrious</i>	<i>meteoric</i>
pertinent	<i>juggernaut</i>	<i>intimation</i>	<i>machinate</i>	<i>mettlesome</i>
perturb	<i>inviolata</i>	<i>kowtow</i>	<i>magisterial</i>	<i>obstreperous</i>
inure	<i>indignant</i>	<i>lacerate</i>	<i>malapropism</i>	<i>obtain</i>

invective	<i>ineffable</i>	<i>lachrymose</i>	<i>malfeasance</i>	<i>officious</i>
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aberration	<i>aesthetic</i>	<i>refute</i>	<i>sanction</i>	<i>recondite</i>
abstain	<i>ambiguous</i>	<i>reproach</i>	<i>provincial</i>	<i>refractory</i>
abstruse	<i>amalgam</i>	<i>repudiate</i>	<i>pundit</i>	<i>preclude</i>
accolade	<i>ambivalent</i>	<i>rescind</i>	<i>qualify</i>	<i>precocious</i>
acerbic	<i>ameliorate</i>	<i>restive</i>	<i>querulous</i>	<i>predilection</i>
acrimony	<i>amenable</i>	<i>resurgent</i>	<i>querulous</i>	<i>prescience</i>
adamant	<i>amorphous</i>	<i>reticent</i>	<i>quotidian</i>	<i>prevaricate</i>
admonish	<i>anomalous</i>	<i>reverent</i>	<i>ravenous</i>	<i>prodigal</i>
admonitory	<i>anomaly</i>	<i>rudimentary</i>	<i>rebuke</i>	<i>prodigious</i>
aesthete	<i>antipathy</i>	<i>rustic</i>	<i>reconcile</i>	<i>profligate</i>

Unit 5. Learning vocabulary by using pictures and images	Objective: Learn about the vocabulary with pictorial images and make learners' own vocabulary notes. Learning will be achieved incidentally.
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Pictures may be powerful tools for learners. We are going to do three activities.

1. Draw your own picture.
2. Search the image on Google and Save it as a file on your computer.
3. Take a picture.

1. Draw your own picture.

Guess the meaning of words

- Aberration
- Aesthetic
- Refute
- Sanction
- Recondite
- Abstain
- Ambiguous
- Reproach
- Provincial

Student notes

<DEFINITION>

Aberration : A departure from what is normal, usual, or expected, typically one that is unwelcome.

Aesthetic : Concerned with beauty or the appreciation of beauty.

Refute : Prove to be wrong or false, disprove

Sanction : Official permission or approval for an action

Recondite : (of a subject of knowledge) little known, abstruse.

Abstain : restrain oneself from doing or enjoying something.

Ambiguous : (of language) open to more than one interpretation

Reproach : address in such a way as to express disapproval

Provincial : of or concerning of a country or empire.

Student notes

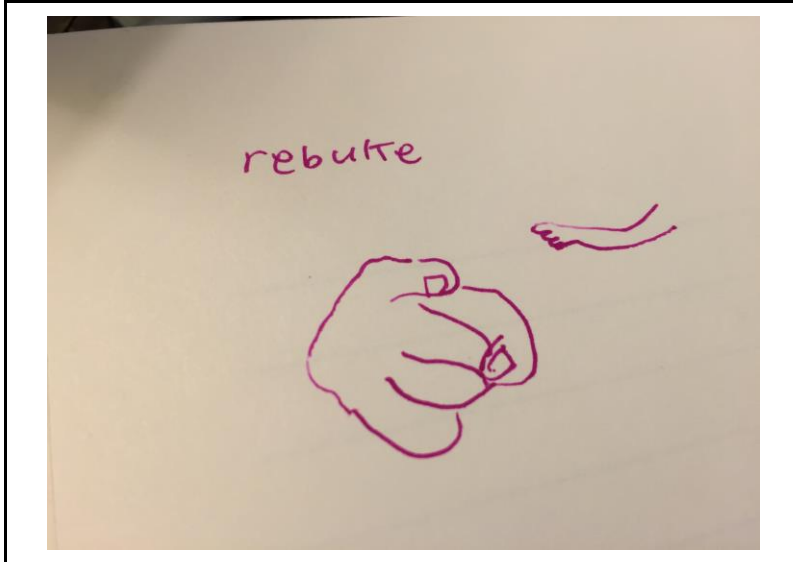
Draw an image with new words

prescience
adamant
amorphous
reticent
quodidian
prevaricate
admonish
anomalous
reverent
ravenous
prodigal
admonitory
anomaly
rudimentary

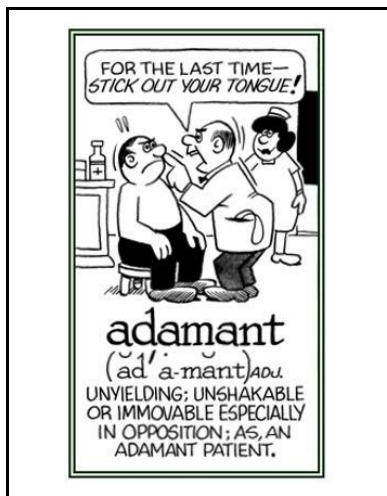
rebuke
prodigious
aesthete
antipathy
rustic
reconcile
profligate

Student notes

<**Rebuke: express sharp disapproval or criticism of (someone) because of their behavior or actions**>



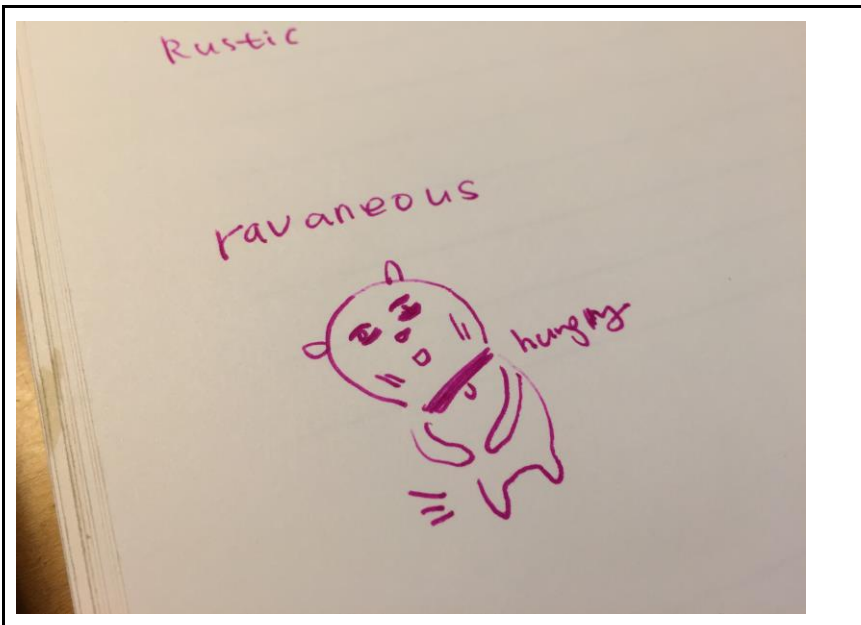
<Adamant: refusing to be persuaded or to change one's mind.>



<Rustic: of or relating to the countryside; rural>

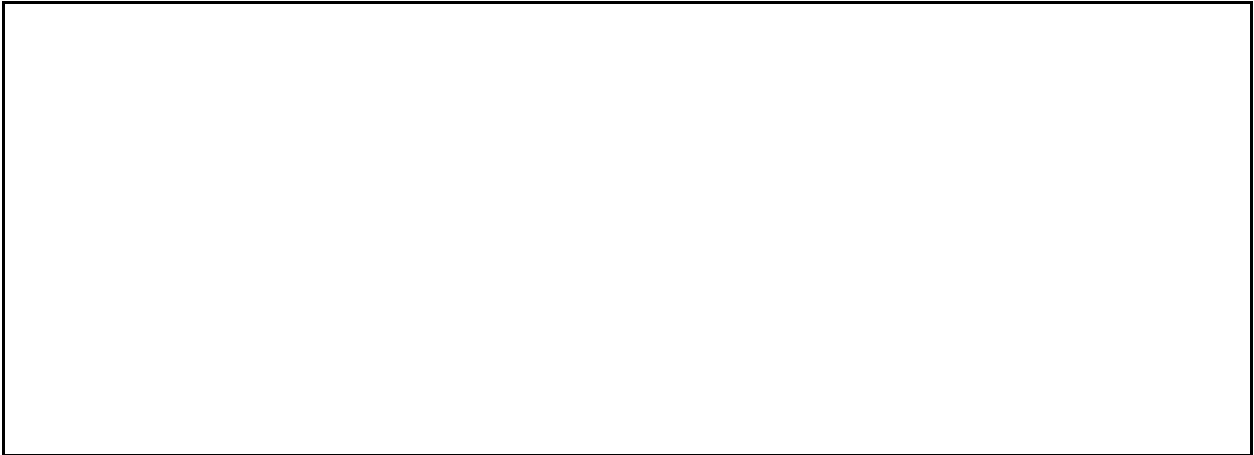


<Ravenous: extremely hungry; famished; voracious>

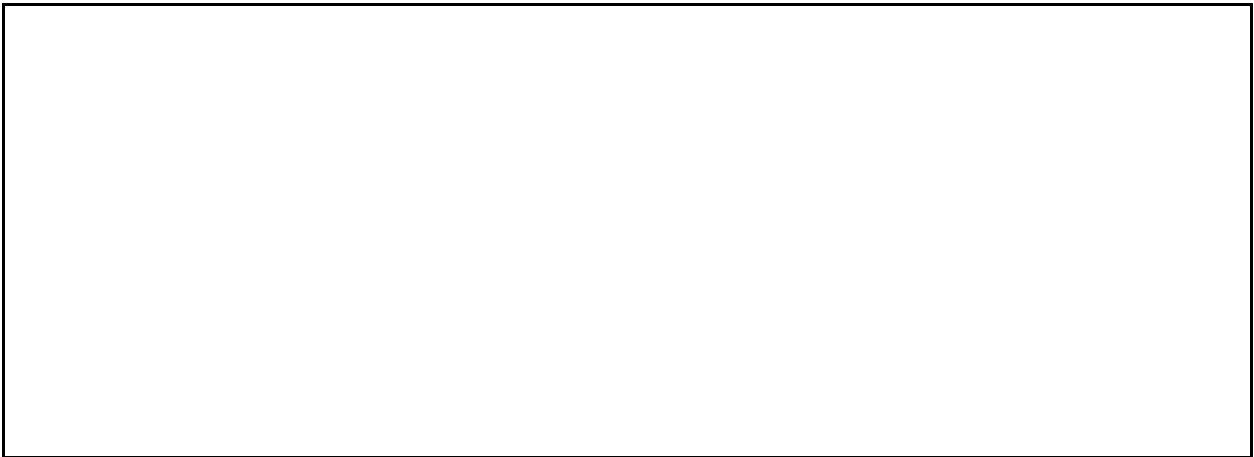


Practice now.

<**Prescience: the fact of knowing something before it takes place; foreknowledge**>



<**Admonish: warn or reprimand someone firmly.**>

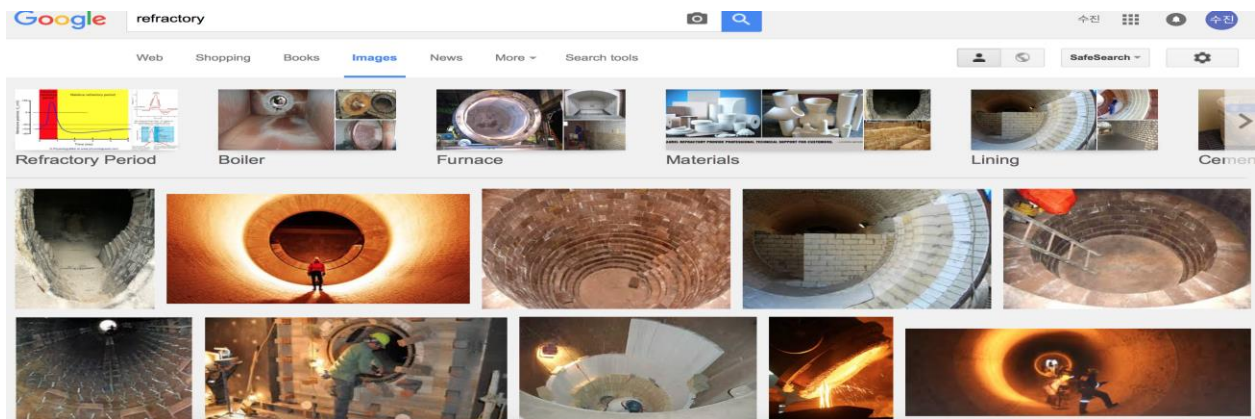


<**Anomalous: deviating from what is standard, normal, or expected**>

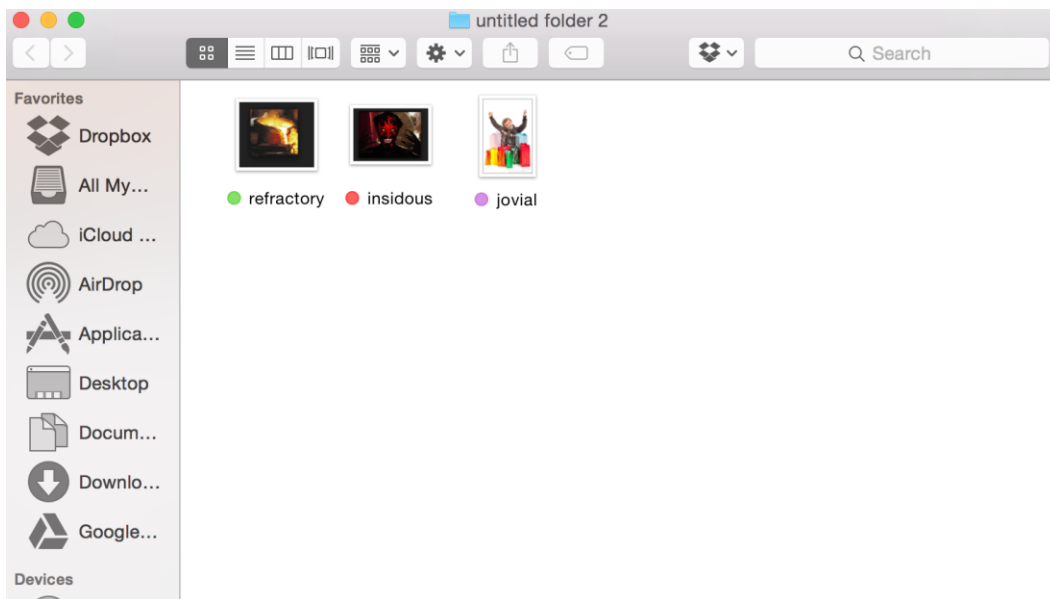


2. Search the image on Google and saving as a file on your computer.

Firstly, put the word what you are searching for, and look over image for a while. Just have a look several images and try to relate a new word you will learn with the image.



Secondly, choose one of them you like, and save an image as a file. Save the file as a word's name.



3. Take a Picture

Acerbic



6. Learning vocabulary by using the dictionary	Objective: Learn about the vocabulary with pictorial images and make learners' own vocabulary notes. Learning will be achieved incidentally.
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prolific	<i>posit</i>	<i>nonplussed</i>	<i>pedantic</i>	<i>misconstrue</i>
propitious	<i>pragmatic</i>	<i>nuance</i>	<i>laudable</i>	<i>intransient</i>
pedestrian	<i>precipitous</i>	<i>obscure</i>	<i>lionize</i>	<i>intrepid</i>
pejorative	<i>mitigate</i>	<i>obsequious</i>	<i>magnanimous</i>	<i>inveterate</i>
perfidy	<i>mollify</i>	<i>opaque</i>	<i>maintain</i>	<i>involved</i>
pernicious	<i>mundane</i>	<i>opulence</i>	<i>maladroit</i>	<i>itinerant</i>
petulant	<i>munificent</i>	<i>ostentatious</i>	<i>maverick</i>	<i>jingoism</i>
placate	<i>myopic</i>	<i>ostracize</i>	<i>mawkish</i>	<i>jovial</i>
platitude	<i>myriad</i>	<i>panache</i>	<i>mendacity</i>	<i>jubilant</i>
poignant	<i>negligible</i>	<i>parochial</i>	<i>mercurial</i>	<i>juxtapose</i>
polemic	<i>nonplussed</i>	<i>parsimonious</i>	<i>meticulous</i>	<i>laconic</i>



Questions

1. What kinds of dictionaries do you use?
2. Do you know how to look up a word from the dictionary?
3. How could you memorize a word by using a dictionary?

How to Use a Dictionary

In the world, approximately 1 million words in the English language and English speaker knows 60,000 of these words. (1)

There are many advantages on using dictionary, which helps learners with spelling and word meanings. Besides, using a dictionary could be an effective way of improving learners language skills. They can expand their linguistic knowledge of English usage and grammar.

Source 1 : <http://www.english-at-home.com/vocabulary/general-english-vocabulary/how-to-use-an-english-dictionary>

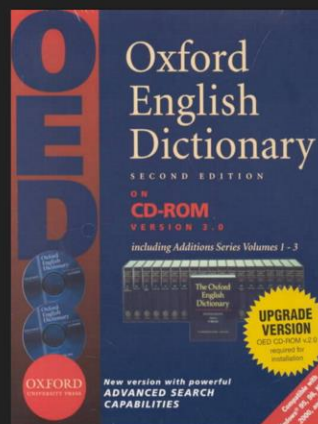
Step 1. Read the introduction

First, read the introduction part.

In the introductory section of dictionary,

important information such as the abbreviations and pronunciation symbols explained.

Introductory part will give you useful information how to study a word.



Step 2. Find the section of the dictionary with first letter of your word.

Pronunciation

Read the definition and try to find how to pronounce it, how to capitalize it, and what part of speech it is and so on.

Dictionaries can also give the synonyms and antonyms of a word. You may also find an etymology, derivation or history of the word.

Juggernaut 

[ˈdʒʌɡ-er-ˌnɑːwt, -not]

[Examples](#) [Word Origin](#)

noun

1. (*often lowercase*) any large, overpowering, destructive force or object, as war, a giant battleship, or a powerful football team.
2. (*often lowercase*) anything requiring blind devotion or cruel sacrifice.
3. Also called **Jagannath**. an idol of Krishna, at Puri in Orissa, India, annually drawn on an enormous cart under whose wheels devotees are said to have thrown themselves to be crushed.

Sample Dictionary Definition

gallus (noun): one suspender, usually plural (galluses)

Their elderly neighbor was rarely seen without his galluses on to hold up his pants.

hackneyed (adjective): without originality, old news

All of the movie's scenes were hackneyed and overdone.

juggernaut (noun): a destructive force or movement, or a large chariot (hist.)

Although they didn't take her seriously at first, her performance proved to be a juggernaut for their political agenda.

shenanigan (noun): trick or mischievous action, usually plural (shenanigans)

Her parents asked her to avoid engaging in any shenanigans, like having a party, while they were out of town.

tzitzit (noun plural): tassels worn by Jewish males that symbolize commandments from the Bible

He took great pride in wearing the tzitzit during the special ceremony at his temple.

wassail (noun): a hot drink, much like punch, that is usually served around Christmas and often contains baked apples, spices, and a type of alcohol

Everyone looked forward to grandma's wassail at the family holiday dinners.

Find the section of the dictionary of these words.

prolific	<i>posit</i>	<i>nonplussed</i>	<i>pedantic</i>	<i>misconstrue</i>
propitious	<i>pragmatic</i>	<i>nuance</i>	<i>laudable</i>	<i>intransient</i>
pedestrian	<i>precipitous</i>	<i>obscure</i>	<i>lionize</i>	<i>intrepid</i>
pejorative	<i>mitigate</i>	<i>obsequious</i>	<i>magnanimous</i>	<i>inveterate</i>
perfidy	<i>mollify</i>	<i>opaque</i>	<i>maintain</i>	<i>involved</i>
pernicious	<i>mundane</i>	<i>opulence</i>	<i>maladroit</i>	<i>itinerant</i>
petulant	<i>munificent</i>	<i>ostentatious</i>	<i>maverick</i>	<i>jingoisism</i>
placate	<i>myopic</i>	<i>ostracize</i>	<i>mawkish</i>	<i>jovial</i>
platitude	<i>myriad</i>	<i>panache</i>	<i>mendacity</i>	<i>jubilant</i>
poignant	<i>negligible</i>	<i>parochial</i>	<i>mercurial</i>	<i>juxtapose</i>
polemic	<i>nonplussed</i>	<i>parsimonious</i>	<i>meticulous</i>	<i>laconic</i>

Polemic:

7. Learning vocabulary by making a story (storytelling)	Objective: Learn about the vocabulary by using dictionary and students can know how to use the dictionary.
---	--

lambast	<i>insidious</i>	<i>bastardization</i>	<i>artifice</i>	<i>deter</i>
languid	<i>insolent</i>	<i>beg</i>	<i>artless</i>	<i>detrimental</i>
largess	<i>intimate</i>	<i>bemoan</i>	<i>asperity</i>	<i>devolve</i>
indecorous	<i>ignoble</i>	<i>benighted</i>	<i>assiduously</i>	<i>diabolical</i>
indifference	<i>immutable</i>	<i>bereft</i>	<i>atavism</i>	<i>differentiate</i>
inexorable	<i>impartial</i>	<i>besotted</i>	<i>attenuate</i>	<i>dilapidated</i>
ingenous	<i>impertinent</i>	<i>bilious</i>	<i>autocratic</i>	<i>diligent</i>

ingratiate	<i>implacable</i>	<i>blinkered</i>	<i>baleful</i>	<i>discord</i>
inimical	<i>implausible</i>	<i>bowdlerize</i>	<i>base</i>	<i>discreet</i>
innocuous	<i>imprudent</i>	<i>bridle</i>	<i>destitute</i>	<i>discriminate</i>
inscrutable	<i>impudent</i>	<i>arrogate</i>	<i>deter</i>	<i>disenfranchise</i>



Look at the word list above for 10 minutes and check the meaning.



Try to make one sentence with one word.

Baleful: Money has had a baleful impact on the country.

Implausible: His idea was blatantly implausible.

Inimical: Air pollution is inimical to the earth.

Base: The walls will need a base coat and two finishing coats.

Arrogate: _____

Bridle: _____

Atavism: _____

Immutable: _____

Artless: _____

Impartial: _____

Assiduously: _____

Devolve: _____

Bridle: _____

Benighted: _____

Ignoble: _____

Impertinent: _____



Choose five words among the word list and try to make a story.

besotted deter discreet inexorable asperity

I was **besotted** with my ex-boyfriend about a year ago. I felt an inexorable feeling about him. He was so gentle and nice. Above everything else, he listened to my side of the story when I was in trouble. A strong sense of asperity about him had been increasing as time went by. However, I found out a bad habit of this that I could not bear one day. He habitually lied a lot about himself. I could not understand why he lied. He even lied about his age. He was four years older than me. After knowing this his bad habit, I was deterred and decided that I didn't want to be in love with him anymore because I could no longer be discreet with him about his bad habit.

impudent diligent dilapidated detrimental bemoan

I **bemoaned** the fact that I was not a **diligent** person. I am very impudent in many occasions thus I miss many important things in life. I decided to slow down and tried to be more detail-oriented. I decided not to be hurry and try be meticulous. Sometimes my characteristic makes me dilapidated and detrimental. For example, I often forgot to bring my purse at a restaurant so I lost lots of money.

Word list you choose: _____

Word list you choose: _____

Word list you choose: _____

8. Learning vocabulary by reading newspaper	Objective: Learn about the vocabulary by reading various newspaper (<i>The New York Times, The Economist, The Atlantic Monthly and The New Yorker</i>)
---	--

dog	<i>eccentric</i>	<i>conundrum</i>	<i>debase</i>	<i>broadside</i>
dupe	<i>egotist</i>	<i>convivial</i>	<i>decimation</i>	<i>bromide</i>
endemic	<i>eke</i>	<i>consulted</i>	<i>degrade</i>	<i>brook</i>
enmity	<i>elaborate</i>	<i>cornucopia</i>	<i>delegate</i>	<i>browbeat</i>
entice	<i>elude</i>	<i>corroborate</i>	<i>demean</i>	<i>byzantine</i>
enumerate	<i>elusive</i>	<i>cosmopolitan</i>	<i>demure</i>	<i>callow</i>
err	<i>embellish</i>	<i>credence</i>	<i>deride</i>	<i>canard</i>
errant	<i>embroiled</i>	<i>creditable</i>	<i>derisive</i>	<i>capitulate</i>
erratic	<i>empathetic</i>	<i>credulity</i>	<i>derogative</i>	<i>cataclysm</i>
euphoria	<i>emulate</i>	<i>cumbersome</i>	<i>desecrate</i>	<i>catholic</i>
evasive	<i>contrite</i>	<i>dearth</i>	<i>bridle</i>	<i>cede</i>



Read the following article and circle words you do not recognize.



Try to summarize the whole story 5 to 6 sentences.

<Reading 1>

Earth to Ben Bernanke

Chairman Bernanke Should Listen to Professor Bernanke

APRIL 24, 2012



When the financial crisis struck in 2008, many economists took comfort in at least one aspect of the situation: the best possible person, [Ben Bernanke](#), was in place as chairman of the Federal Reserve.

Bernanke was and is a fine economist. More than that, before joining the Fed, he wrote extensively, in academic studies of both the Great Depression and modern Japan, about the exact problems he would confront at the end of 2008. He argued forcefully for an aggressive response, castigating the Bank of Japan, the Fed's counterpart, for its passivity. Presumably, the Fed under his leadership would be

Illustration by Kelsey Dake



Paul Krugman

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Instead, while the Fed went to great lengths to rescue the financial system, it has done far less to rescue workers.

The U.S. economy remains deeply depressed, with long-term unemployment in particular still disastrously high, a point Bernanke himself has recently emphasized. Yet the Fed isn't taking strong action to rectify the situation.

The Bernanke Conundrum — the divergence between what Professor Bernanke advocated and what Chairman Bernanke has actually done — can be reconciled in a few possible ways. Maybe Professor Bernanke was wrong, and there's nothing more a policy maker in this situation can do. Maybe politics are the impediment, and Chairman Bernanke has been forced to hide his inner professor. Or maybe the onetime academic has been assimilated by the Fed Borg and turned into a conventional central banker. Whichever account you prefer, however, the fact is that the Fed isn't doing the job many economists expected it to do, and a result is mass suffering for American workers.



Who is Bernanke?



What is the name of book Bernanke wrote?



Why did the situation remained depressed economically the U.S. economy?



In the last paragraph, please describe the meaning of "Conundrum."



How was the problem in this article solved?

This Demure Day of Thanks

Published: November 26, 1998


Thanksgiving is still a simple holiday, yet for most of us an occasion of genuine feeling in a crowded festal calendar. To judge by house and yard decorations in rural America, Halloween has spilled over its once-meager banks and washed away all of October and much of November. In cities, the Christmas season as we know it now -- an economic indicator with colored lights and eggnog -- can no longer be confined, as it used to be, within the month that begins on the day after Thanksgiving. But Thanksgiving sticks strictly to its allotted Thursday, and the power of this quiet holiday is evident in the trouble so many of us go through to get home in time to honor it. There is something invariably touching about a feast of thanks at which we all find our own reasons to be thankful, in which the feeling is named but not the cause.

The year is getting old and the light weak by the time Thanksgiving comes. The only color in the woods is the green of damp moss and the bright orange berries of bittersweet. There are historic reasons that Thanksgiving falls when it does -- matters of Pilgrim fact and Presidential proclamation -- but over time it has become a holiday emblematic of this bare season. By the end of the eleventh month, the year is ancient enough to have shown us its wisdom. We know what to be grateful for by now, or gratitude is simply beyond us.

 FACEBOOK


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 PRINT

 REPRINTS

BROOKLYN
NOW PLAYING
GET TICKETS

You do not have to be very old to remember Thanksgivings that began at 4 or 5 in the morning, when women rose alone in the dark to start cooking the turkey. By the time the men and children got out of bed, the bird had already been roasting for a couple of hours on the back porch in its own enameled turkey roaster, a device that lived in the basement all but one day a year, resembled an electric bassinet, and kept the main oven free for pies. Thanksgiving then meant haste in the early hours, a long delay before the big midafternoon dinner, and scratch meals -- why eat now? -- for breakfast and lunch, a day in which you went straight from starvation to stupefaction, in which men and children felt more than ordinarily useless whenever they came near the kitchen.

Sitting down to the big meal seems like the crux of Thanksgiving, but it really comes a couple of hours later. The pumpkin pie is gone, the dishes are done, the dogs and overnight guests are napping, and there is a strange vacancy in the afternoon light. For a moment the year halts, a moment when the wakeful are not quite sure what to do with themselves. In that instant, that hollow in time, you find yourself listening to the unnatural stillness of the afternoon, pausing to look closely at the world around you. That is all the celebration necessary on this most modest, most poignant of days.

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What is Thanksgiving Day?



In the second sentence, what is the meaning of “rural”?



Why does Thanksgiving come in Autumn?



What do people usually do during Thanksgiving?



In the last sentence, why did the author express the day as the most poignant?

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The process of acquiring another language can be a challenging one for many learners. The rise of English as a global language has made it a necessity to learn for people all over the world. Certainly, this is has been the case in South Korea. Therefore, the focus should be on supporting Korean EFL teachers to teach students to increase knowledge of vocabulary because it is the foundation of oral language fluency. The purpose of this project was to create a handbook for help them teach vocabulary more effectively and, in turn, improve students' L2 oral skills. There has often been limited focus on overtly connecting students' vocabulary development to their increased communicative competence.

Every person has a different goal for learning English. Some people study English to communicate with others and some learn English to better their chances of getting a job or to insure their chances of being admitted to institutions of higher education. Regardless of the reasons people pursue studying English, the ideal way of acquiring English is by developing communicative competence through exposure to authentic experiences. In this context, people can interact, socialize, and communicate better with other people.

In English language learning, vocabulary is a rudimentary element and equally important to grammar, syntactic structure, phonology, morphology, discourse, and pragmatics. Through vocabulary knowledge, L2 learners can accumulate the most basic skills in language acquisition process such as reading, listening, writing and even speaking. There are several ways of achieving and developing vocabulary knowledge, and every student has a different style. Some prefer to keep writing a word repeatedly and others like to watch videos or listen to music.

Teachers must acknowledge learners' different learning styles. It is a sizeable task to

explore learners' different talents and learning preferences; however, it will have a potentially significant effect on how proficient they become in their L2. In addition, teachers need to keep encouraging learners by offering positive feedback to learners. Teachers must consistently be aware of their students' emotions.

Recommendations

Although the handbook includes useful information and materials for teaching vocabulary for introductory level of L2, I have a few recommendations that may be helpful for the EFL teachers applying my handbook in the classroom. Focus on a limited amount of vocabulary during class time. They should also mix up the vocabulary to better address the needs of students. It is important to provide learners with visual cues such that learners can be better relate to the vocabulary words.

All materials need to be introduced and presented in a clear and concise manner. Students should also be encouraged to ask questions so they feel comfortable with the material that is to be covered. The more familiar learners feel the more likely they will become actively involved in the vocabulary learning process. As often as possible, lessons should be led by learners, not by teachers. The teachers should figure out what their students want to learn and find how ways they can be helpful. Creating such a classroom environment by engaging learners in interactive ways is crucial.

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