

Advanced-level issues: Confidence building

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BESIG NOVEMBER, 2020



Words, words, words...



contagious
infectious
transmission

A



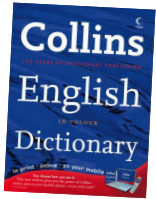
- *wit* (n)
- *witty*, *witticism*
- *keep your wits about you*
- ***I'm at my wits end***
- *quick-witted*
- *unwittingly*
- *to outwit s.o.*
- *to have the wit to do sth*
- *to wit* (vb)

C

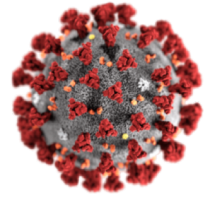
B

- Keep him under **by all means**.





Collin's word of the year:



infect

infectious .. disease / wound / patient; potentially ... infectious

spread

transmit

surface transmission

pass on

give to

catch

get from

infectious

contagious infection

contagious

still / remain infectious

etc. etc.



Sources of words:

“more than 90% effective in preventing covid-19”

prevent people from getting **infected**

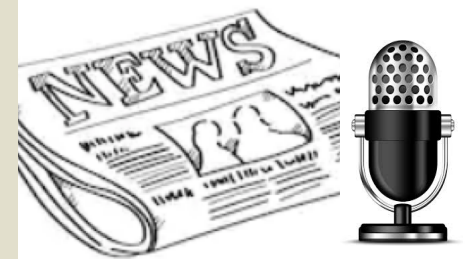
newscientist.com

infectious diseases that spread from person to person are said to be **contagious**. Some **infections** spread to people from an animal or insect, but are not **contagious** from another human (e.g. Lyme disease).

kidshealth.org

- threat posed by surface **transmission** in real life.
- mostly **transmitted** when people cough, sneeze or talk
- evidence that it can also be **spread** by particles hanging in the air.
- it stopped being **infectious** within 24 hours at 40C on some surfaces

BBC



“mistakes”



*We can't visit my grandmother.
She has a lovely caretaker,
fortunately.*



*On the top of
everything, my
son now has to
study from home
again.*



*If you're looking for
Accounts, then Tamás is
the responsible person:
room 521.*

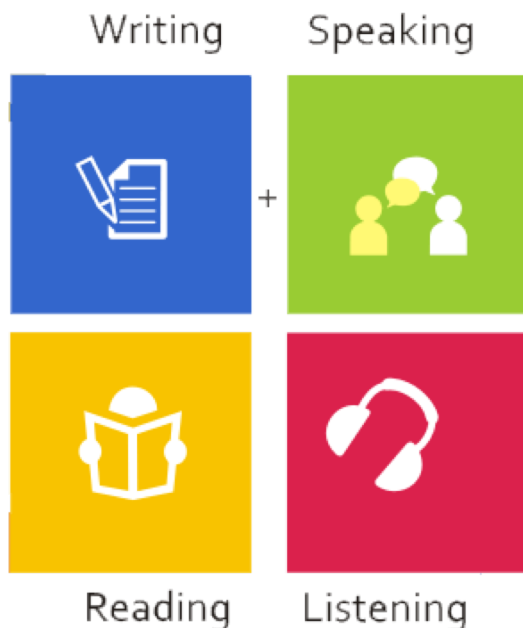
*I guess we have a
footprint all over the
world*



Advanced learners?

What can they /
can't they do?

Skills:



Systems:



Grammar Vocabulary Phonology Discourse

A C1-level learner...

“

- Can understand a wide range of demanding, longer texts, and **recognize implicit meaning**.
- Can **express ideas fluently and spontaneously** without much obvious searching for expressions.
- Can use **language flexibly and effectively** for social, academic and professional purposes.
- Can **produce clear, well-structured, detailed text** on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Can
they?!

CEFR (Common European Framework of Reference for Languages)

Your C1 learners? Characteristics:

- ★ 1. Good passive vocab
- 2. Good specialised vocab; limited general vocab
- 3. Good general vocabulary; limited specialised vocab
- 4. Over-/under-formal expressions
- ★ 5. Ingrained mistakes
- 6. Struggle to understand 'authentic' speech
- 7. High tolerance levels for *not* understanding
- 8. Hesitant, searching for words
- ★ 9. Fluent but with mistakes
- 10. Not 'sounding' English / basic intonation pattern problems
- 11. "Hunglish" (*Czenglish* / *Denglish* / etc.) (unnatural use of phrases)
- 12. Avoidance strategies
- 13. (*other*)

Vocabulary

Listening

Speaking



My learners – 'on the job':

At work:

- cope effectively
- (ESP) lexis – OK
- fluent with mistakes
- or lack fluency
- don't give good impression
- frustrated



Support:

- iron out mistakes
- GE / BE vocab
- chunks & phrases
- fluency & accuracy
- extensive & 'active' reading listening
- personalised, meaningful input



increased confidence



Confidence building



Vocabulary

“ Lexis is the core or heart of language.

MICHAEL LEWIS (1993)

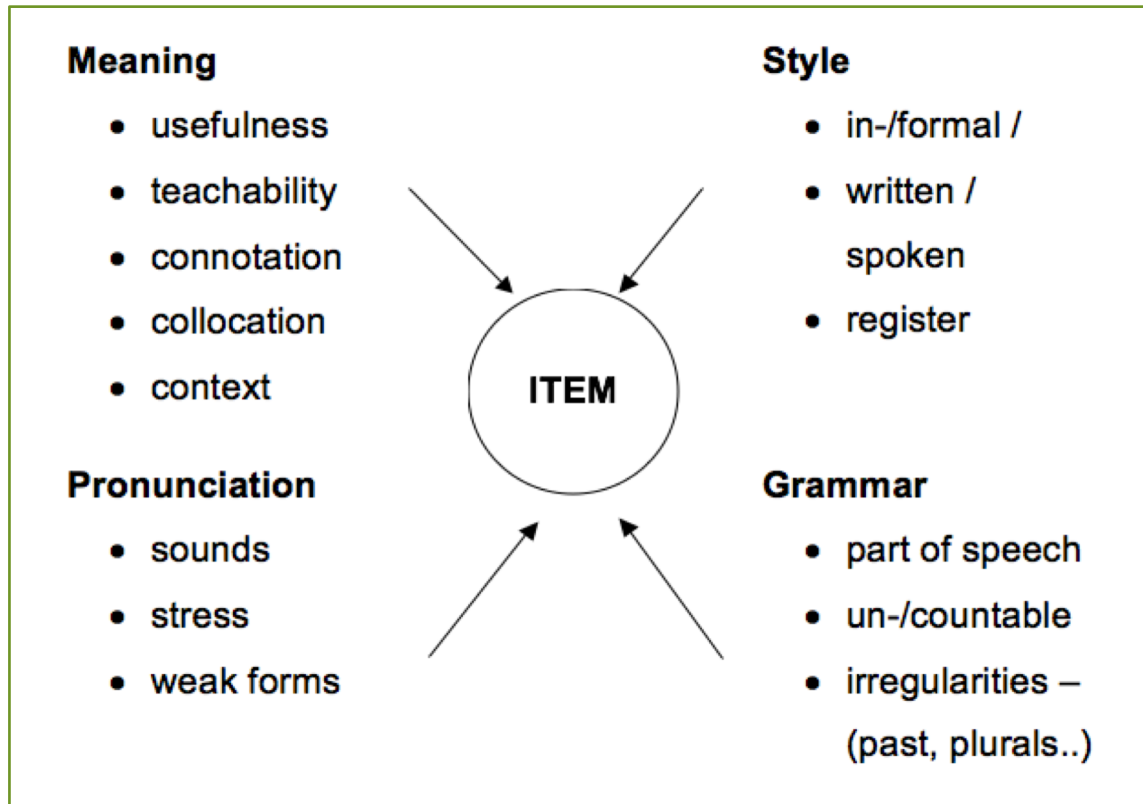
“ Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

DAVID WILKINS (1972)

Vocabulary: spot the mistake

1. It's not worth **to worry** about!
2. I tried learning lists of words, but it didn't **fit to** my style.
3. I can't **take over** the lorry. I can't see ahead yet.
4. So, first I'd like to tell you **shortly** about the research.
5. We do not need to **tell** this about our work – it's obvious.
6. We can't visit my grandmother, but she has a lovely **caretaker**, fortunately.
7. Where is everyone? There's practically no-one here?
8. Although I **commit** mistakes, I've **sentenced** my life to teaching kids.

Considerations: vocab teaching



Also: for passive recognition vs. active use

Vocabulary: C1/C2 learners

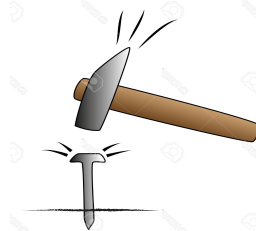
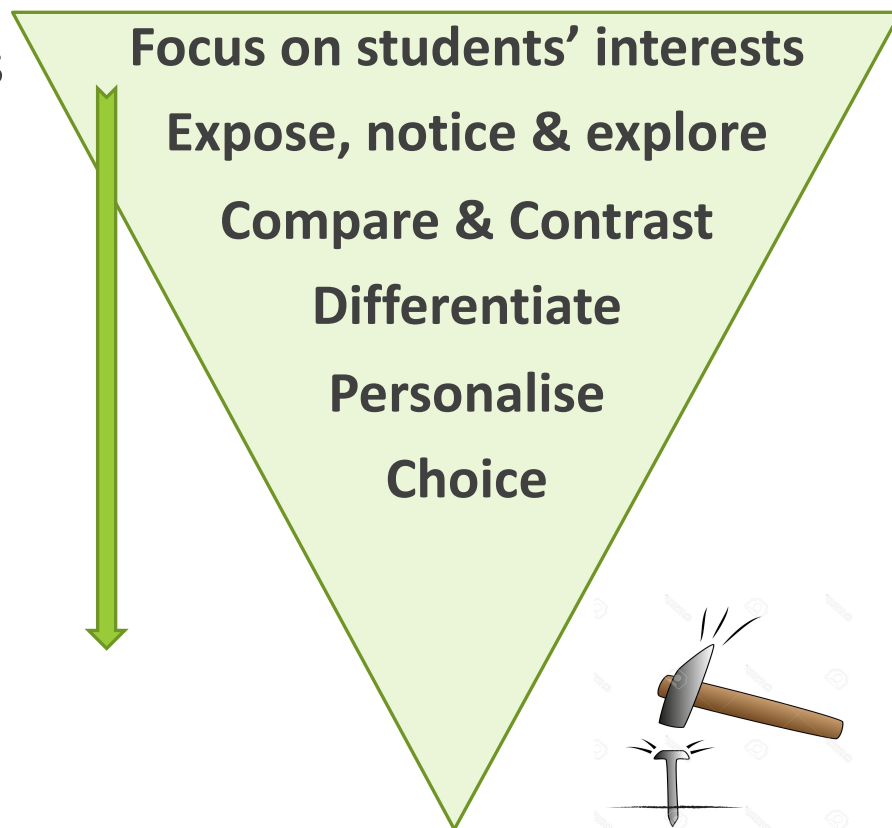
confused over different words
with similar meanings

confused over similar words
which have many meanings

lack familiarity with 'chunks'

L1 interference

collocation problems



Vocabulary: Explore!

Use students' texts & questions

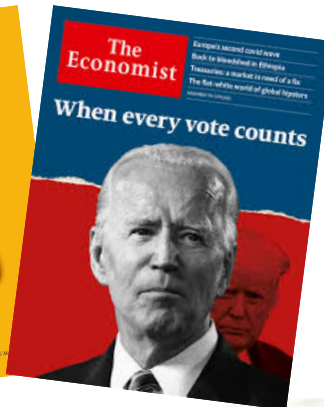
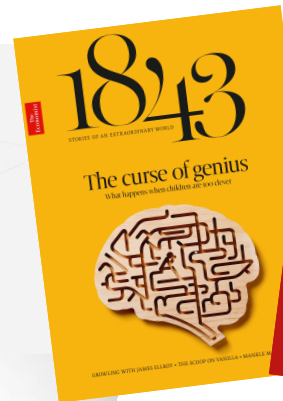
Draw on a variety of text types

Expose, notice & explore

Analyse & rationalise



A variety of text types



Vocabulary: Lextutor



Keyword(s): equals (Max chars. 255) In corpus: BNC Spoken sampler (1 m) **Corpus descriptions**

OPTION : With associated word(s) within 4 words to Either side
and NONE of these words anywhere in the line

CONTROLS : **NEW SORT** ↓ Sort Lines by Mean VP (Demo)

Sorted By word(s) to of keyword | or Keyword | Line Width 100 Number of Lines 10,000 Gapped? No

On STARTS or FAMILY searches, "sort by keyword" gives distribution of forms before concordance lines (+ again at bottom)

+ Scan for any recurring word (potential collocate) within 5 words presenting <= 4 times

DEMOS >>> Demo 1 Demo 2 Demo 3 Demo 4 **WiLdCaRd>** look * up a*pl* Collo-Disambiguate BANKS River Money

☐ **Reset** **Get concordance**

lextutor.ca/conc/eng

Vocabulary: Lextutor



WORTH

It's not WORTH worrying about!
it's hardly WORTH it!
I gave him five pounds' WORTH of change and then
it's WORTH buying a new one. Yeah.
It's probably only WORTH about a tenner. I'd cry.
I think we're gonna play that for all it's WORTH.
I think it's just WORTH mentioning
It's well WORTH a visit if you have the time
so you pay for £10 WORTH of petrol.
Is it WORTH my putting a coat on?

lexutor.ca/conc/eng

Q: What could your students do with this?

chat box!

Vocabulary: Lextutor



It's not WORTH worrying about!
it's WORTH buying a new one.
I think it's just WORTH mentioning
Is it WORTH my putting a coat on?

worth + -ing

it's hardly WORTH it!
It's probably only WORTH about a tenner.
It's well WORTH a visit if

worth + noun

I gave him five pounds' WORTH of change
so you pay for £10 WORTH of petrol

worth of sth.

We're gonna play that for all it's WORTH.

other

Vocabulary: Practice



Unjumble:

tenner. / worth / a / probably / about / It's / only

Gapfill:

I think it's **worth** _____ that ...

it's _____ **worth** it!

it's well **worth** a _____ if you have time

On cards; pairwork:

It's worth buying a new one.

It's not worth worrying about!

Cue cards:

worth + visit

worth + buy

worth + all

worth + of

Vocabulary: Compare & contrast

WORTH (adjective)

1. having a value in money: **b**
2. used to recommend an action: **c**
3. important, good or pleasant enough to make s.o. feel satisfied, especially when difficulty or effort is involved: **a**

*a. The trip was expensive but it was **worth** every penny.*

*b. How much is this painting **worth**?*

*c. The museum is certainly **worth** a visit.*



Personalisation

Source: OALD

Vocabulary: Compare & contrast

SUIT (verb)

1. be convenient or useful for someone: **b**
2. make you look attractive: **a**
3. be right for you: **c**

*a. Blue **suits** you. You should wear it more often.*

*b. He can be very helpful, but only when it **suits** him.*

*c. This hot weather doesn't **suit** me.*

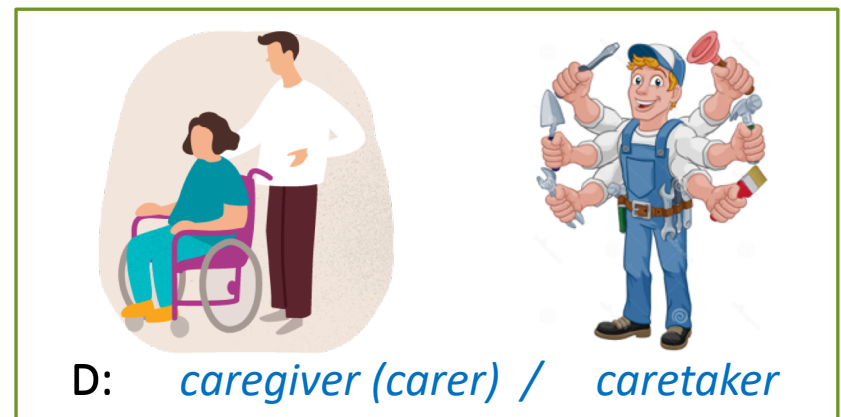
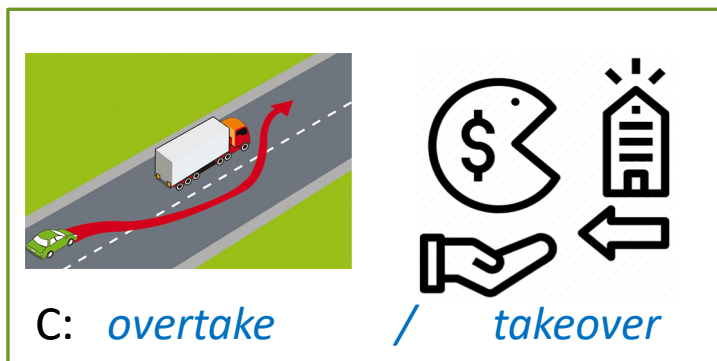
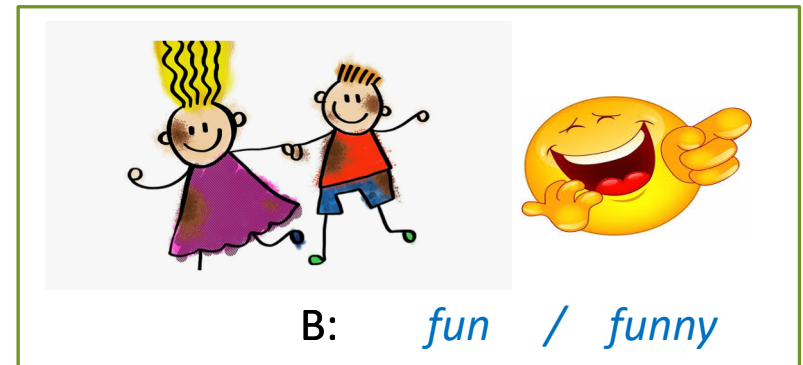
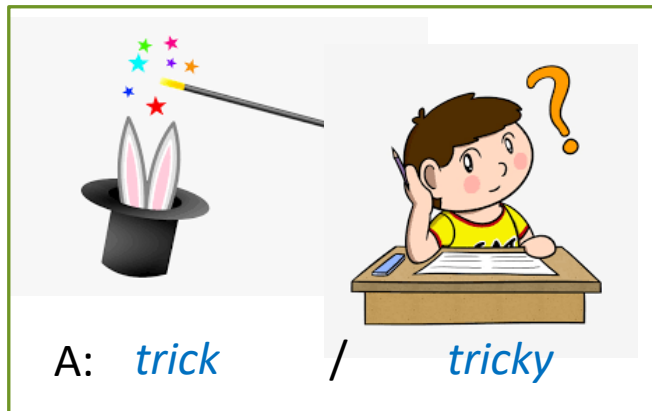


Personalisation

Source: OALD

Vocabulary: Differentiate

Each box refers to two very similar words, e.g.



Vocabulary: Differentiate

- 1 a. We're expecting him at 10, so I'm sure he'll arrive _____.
b. So, _____, let's summarize what we done so far.

shortly
in brief

- 2 a. Oh, that blue scarf really _____ you!
b. But does the dress _____? It looks a bit big.

suits
fit

- 3 a. John's leaving in 3 months, but, _____, due to the holiday he's owed, he'll be leaving mid-March.
b. We travelled _____ every weekend – there was hardly a Saturday when I was at home.

in practice
practically

practically / in practice • suit / fit • shortly / in brief



say

Vocabulary: familiar words / phrases

1. I have to say that I was expecting something a bit more professional.

2. What does this logo say about our company?

3. He should be promoted after this project finishes – it goes without saying.

4. You can say that again!

a. communicate an idea 2

b. introduce a strong opinion 1

c. someone has made a good point; you agree 4

d. it's obvious 3

chat box!

Personalisation

Vocabulary: Similar words

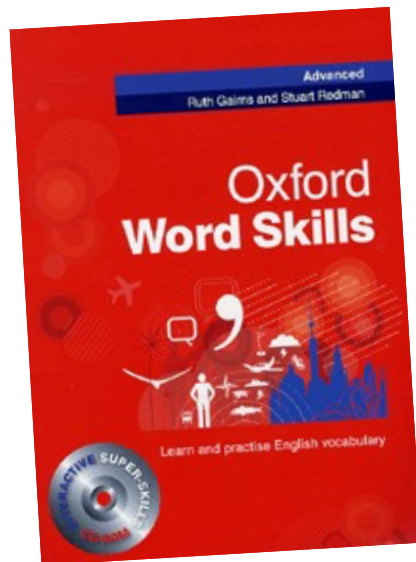
It's fine: she's got it all in **hand**.
She's an old **hand** at this.
At the end, they gave him a big **hand**.

Rob worked through without a **break**!
They **broke** the news to her gently.
He **broke** her heart.

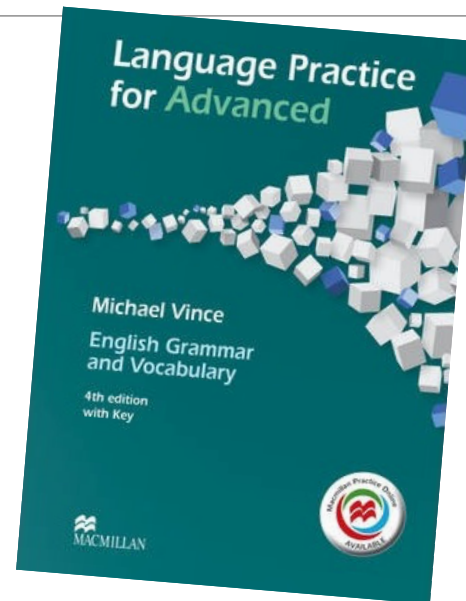


Vocabulary: Similar words

It's fine: she's got it all in **hand**.
She's an old **hand** at this.



for topic-related
vocabulary practice



Vocabulary: students explore



Makoto Shinkai: could the anime director be cinema's 'new Miyazaki'?



▲ Freaky Friday meets Being John Malkovich... Your Name. Photograph: Toho Co

When it comes to anime, there's always an elephant in the room, or a radish spirit in the lift, as *Spirited Away* fans might say. Hayao Miyazaki looms over Japanese animation from such a great height, no new animator can avoid the "new Miyazaki" label. It's only become worse since the old Miyazaki retired three years ago. Now, though, for the first time, somebody genuinely merits the comparison. *Your Name*, a new anime by Makoto Shinkai, has become a Miyazaki-sized phenomenon in Japan. It was the top movie at the box office for nine weeks until just recently, and has taken more than twice as much any other film released this year. It has knocked one of Miyazaki's films out of the country's all-time top 10 (*Spirited Away* is still No 1). Fans have even been making pilgrimages to the mountain town of Hida, in central Japan, to visit locations depicted in it.



From Attila: [Extracts with '*unknown words*']

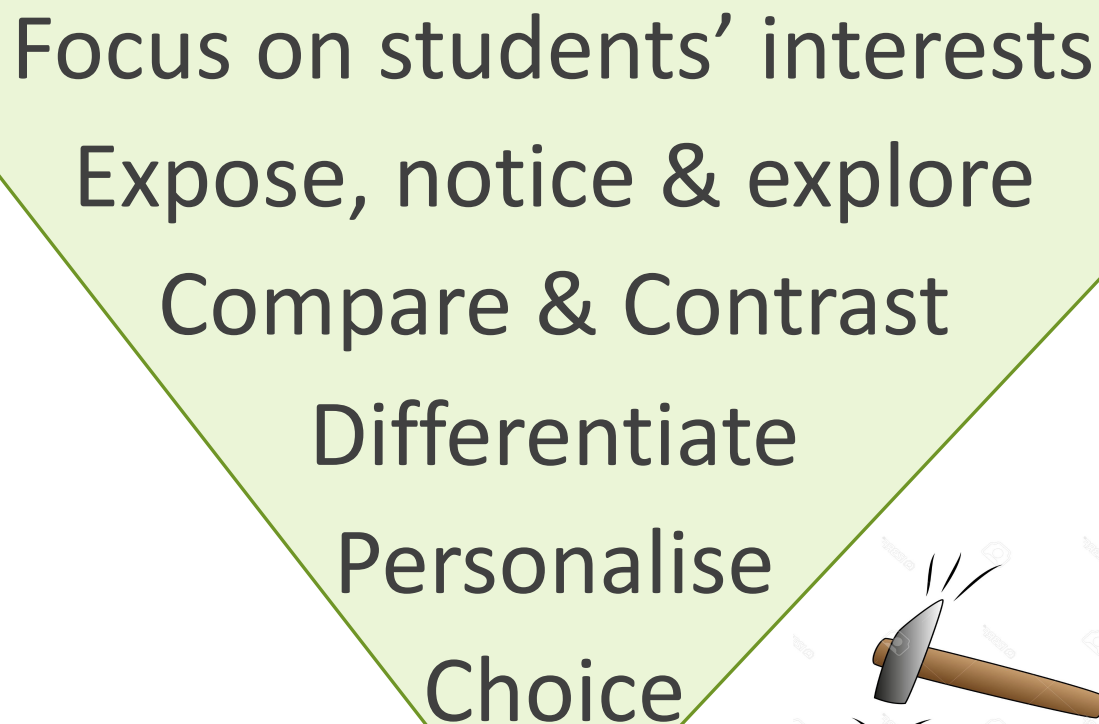
Fans have even been making pilgrimages to the mountain town of Hida, in central Japan, to visit locations *depicted* in it. [...]

Who knew that was even a thing? "It did exist," says Shinkai, who's *well-versed* in Japanese literature and folklore.

1. What are the possible reasons for the huge success of 'Your Name'?
2. Would you give this movie a try and watch it after reading this article? Why?



Vocabulary: C1/C2 learners



Focus on students' interests
Expose, notice & explore
Compare & Contrast
Differentiate
Personalise
Choice

Vocabulary

RESULTS

- ❑ Expose, notice, explore:
 - greater awareness & use of 'familiar words', chunks & phrases
- ❑ Compare, contrast, differentiate
 - more accurate language
- ❑ personalising language:
 - more memorable

Increased Confidence!





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Advanced-level issues: Increased Confidence!



**THANK
YOU!**



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