6. Give frequent vocabulary tests
Even if words are practiced in class, they are remembered much better after an additional stage of intentional memorization, and testing is one way to encourage students to do this. Suggest to students that they prepare and review cards with a word on one side and its meaning, grammar, and examples of use on the other side.

7. Draw learners’ attention to “synforms”
Synforms are word pairs or groups of words with similar (though not identical) sound, script, or morphology, which learners tend to confuse. Examples are cancel/conceal, counsel/counsel, embrace/embraces, unanimous/anonymity, and sensible/sensitive/sensual. Do not teach several new synforms together; instead, have the students practice them after all members of the pair or group have been encountered individually.

8. Pay attention to interlingual semantic differences
An L1 word may have several alternatives in English, an English word may have several unrelated translations in the L1, or have no L1 equivalent whatsoever. Many lexical errors, including fossilized ones, stem from such differences.

9. Do not ban the L1 translation of words
Use translation judiciously with words that have an exact or close equivalent in the L1. Learners translate unconsciously anyway. Research shows that L1 glosses provided by teachers or looked up in a good bilingual dictionary are beneficial for text comprehension and word learning.

10. Practice the use of collocations that differ from the learners’ L1
Since collocations are easy to understand (e.g., strong coffee, make a copy), their difficulty is often unnoticed or underestimated. Learners, even advanced ones, make mistakes in the use of collocations that differ from their L1.

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1. Teach your students to use a mnemonic system
Learning words is hard work, and anything that makes it easier is an advantage for students. Mnemonic systems, like the keyword method, are amazingly effective, counterfact interesting, and help students remember words long enough for them to become part of their active vocabulary.

2. Set demanding vocabulary targets for your students
Serious language teaching outfits insist on students rapidly learning a large number of words. The British Army, for example, sets a target of 60 words for homework every day, and they test that students have actually achieved this target.

3. Teach words in context
Learning lists of words by heart is context is sometimes easier than working with single words. A good way of doing this is to learn newspaper headlines containing just one word you do not know. The headlines provide a topical context that makes it easier to remember what the unknown word might mean and shows you how it is used.

4. Get the students to read something new every day
You cannot learn all the vocabulary you need just by attending classes. Research shows that most people increase their vocabulary by reading, and this works for second language learners, too.

5. Get your students to write something every day
Writing is a good way to consolidate your knowledge of words. It provides you with a chance to use words and, perhaps, how to spell them. Common practice is to have your students write something in the new language every day. It is not necessary to write what you have learned, but it is important to use the words you have learned in context. Writing also makes it easier to remember the words you use in the same context.

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My ten best ideas for teaching vocabulary do not consist of a list of vocabulary teaching techniques. This is largely because I believe that teachers should not do a lot of teaching of particular words and should spend a lot of time making vocabulary learning exercises, such as find the hidden word, crossword puzzles, or match the word and meaning. There are much better ways of using valuable learning time.

1. Apply principles of teaching and learning
Principled planning of vocabulary learning is more important than particular techniques. In the ideas that follow, I will mention some of these principles. The principles can be applied in a variety of ways according to the circumstances in which the language course is taught.

2. Approach high and low frequency words differently
Teachers should deal with high frequency and low frequency words in quite different ways, and teachers and learners should know whether they should be focusing on high or low frequency words. High frequency words deserve a lot of attention from teachers. When these are all known, teachers should concentrate on training the learners to use strategies for learning and dealing with low frequency words.

3. Use the four strands
A well-balanced vocabulary course (and indeed a language course) should have roughly equal proportions of opportunities for learning and particular techniques in each of the four strands of meaning-focused input (learning through communicative listening and reading activities), meaning-focused output...
Best Ideas in National and Language Ten Lessons for Teachers

Vocabulary: A Foreign Language for Teaching

1. Provide access to the national vocabulary
2. Encourage the use of the national vocabulary
3. Teach the hierarchy of the national vocabulary

1. Teaching the hierarchy of the national vocabulary
Sharing our Stories After 2005

Nobuhiro Ogawa, Atsuko Nakamura

Abstract

The sharing of experiences and knowledge in academic and professional environments is crucial for the advancement of knowledge in various fields. The paper discusses the role of sharing stories in the academic and professional contexts, emphasizing the importance of personal and professional networks in knowledge sharing. The authors highlight the benefits of sharing stories, such as fostering innovation, promoting collaboration, and enhancing individual and collective knowledge.

Keywords

Academic Environment, Professional Environment, Knowledge Sharing, Innovation, Collaboration

1. Introduction

In today's rapidly changing world, the ability to share experiences and knowledge is more important than ever. This paper explores the role of sharing stories in the academic and professional environments, focusing on the benefits and challenges associated with this practice.

2. The Importance of Sharing Stories

Sharing stories is a fundamental aspect of human interaction. It allows individuals to connect with others, learn from their experiences, and contribute to the collective knowledge base. In academic and professional settings, this practice is particularly valuable as it fosters innovation, promotes collaboration, and enhances individual and collective knowledge.

3. Benefits of Sharing Stories

A. Innovation

Sharing stories can lead to the development of new ideas and solutions. When individuals share their experiences and insights, they open up avenues for creative thinking and problem-solving.

B. Collaboration

In academic and professional environments, collaboration is key to achieving shared goals. Sharing stories among peers and colleagues can help to establish a collaborative atmosphere, where individuals work together to achieve common objectives.

C. Knowledge Enhancement

Sharing stories allows individuals to learn from each other, expanding their knowledge and skills. This practice is particularly valuable in rapidly changing fields, where new information and methodologies are constantly emerging.

4. Challenges of Sharing Stories

A. Privacy and Confidentiality

Sharing stories can raise concerns about privacy and confidentiality, particularly when dealing with sensitive information. It is important to establish clear guidelines and protocols to ensure that confidential information is protected.

B. Resistance to Change

Resistance to change is a natural reaction in many environments. Sharing stories can lead to resistance if individuals fear losing their status or if they are not comfortable with the ideation process.

C. Communication Barriers

Effective communication is crucial for sharing stories. Language differences, cultural barriers, and communication styles can hinder the sharing of experiences and knowledge.

5. Conclusion

Sharing stories is a critical component of the academic and professional environments. It fosters innovation, promotes collaboration, and enhances knowledge. However, it is essential to address the challenges associated with sharing stories to ensure that it remains a valuable practice.

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Conflicts of Interest

The authors declare no conflicts of interest.

Data Availability

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