

Syllabus : **Vocabulary: from Reception to Production**

The synchronous sessions will take place at 20.00

1	22/11 synchronous	(Synchronous session) Module E pilot as a stage in a process. What is Module E pilot? Updates Expectations
2	13/12 asynchronous	The rationale for learning vocabulary and a small taste of Curriculum 2020 Models for teaching vocabulary How to apply Global and Operative can-do statements to vocabulary teaching.
3	27/12 asynchronous	Vocabulary workshop –teaching and learning styles for teaching vocabulary. Analysis of a recorded lesson from the National Broadcasts
4	17/1 asynchronous	All in the family - word families, synonyms, and antonyms, collocations, idioms, phrasal verbs. Vocabulary awareness and enrichment.
5	7/02 synchronous	Assessing and Accessing texts. (Synchronous session) Vocabulary: Recognition, Recall and Use – a quiz
6	21/02 asynchronous	Differentiation and assessment through the prism of vocabulary acquisition.
7	7/03 asynchronous	How to use a dictionary
8	21/03 asynchronous	Using translation in vocabulary acquisition
9	4/04 asynchronous	Grading the COBE and Module E exams together
10	25/04 synchronous	Bringing it all together Conclusion, golden teaching tips and presentations (Synchronous session)

--	--	--

Final task – Unit Planner for teaching vocabulary

To be completed on the attached template.

1. Choose a unit from any coursebook you are using this year or any other unit that you would like to teach.
2. Design a general Unit Plan and ONE lesson plan.
3. Relate to hybrid learning and evaluate the vocabulary sections according to Curriculum 2020, the band lists and the 4 activities.
Include Global and Operative Can-do statements in your unit/lesson plans.
Specify the level of the class, according to the curriculum.
4. Reflection: (300 – 400 words)
 - a. Successes / problems implementing Curriculum 2020, hybrid teaching
 - b. On the course.

Bibliography

- https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/CurriculumTable2020.pdf
- https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/Curriculum2020.pdf
- [Teaching Vocabulary Paul Nation Victoria University of Wellington, New Zealand](#)
- [How Much Lexis is Necessary for Reading Comprehension? Batia Laufer](#)
- [Lexical Approach 1 - What does the lexical approach look like?](#)
- [A Practical Guide for Teaching Vocabulary updated](#)