



# **L2 WORDREADY<sup>®</sup>** *Young learner English*

## **Teacher User Guide**

## **WORDREADY® - in brief:**

**WORDREADY** is an innovative supplementary web-based resource to support vocabulary learning for 7-12 year-olds. This **User Guide** explains how to implement **WORDREADY** as part of a taught language course.

**WORDREADY** is a **new approach** for an important aspect of language learning: **vocabulary**. Vocabulary learning is perhaps the most important aspect of language learning: it **underpins all skills and grammar work**.

**WORDREADY** is based around **multimedia word cards**. This kind of vocabulary learning using word cards has been shown to be very effective. By combining the **word-card approach** with the **power of the computer** to manage the learning process, and with the **use of multimedia**, we believe that **WORDREADY** is a **very effective vocabulary learning** resource.

## **Using WORDREADY® - it really is very easy:**

see demo at [www.L2.co.uk/wordready/demo](http://www.L2.co.uk/wordready/demo)

### **A. Learners**

Simply **log in** to **WORDREADY** ([www.L2.co.uk/wordready](http://www.L2.co.uk/wordready)) on a regular basis (for as little as 30-45 minutes a week over several 10-15 minute sessions) and **do the interactive exercises** presented. **That's it!**

Learners can access **WORDREADY** in a browser from **any internet-enabled computer** using a unique username and password. This means that the learner can **practise from anywhere** (e.g. home, school).

**Warning:** Before learners start using **WORDREADY**, you **must set up** the **learner accounts** (see **Management Tools User Guide**).

### **B. Teachers**

1. **Remind learners to log in** to **WORDREADY** on a regular basis - you may want to introduce **WORDREADY** in class first - [www.L2.co.uk/wordready](http://www.L2.co.uk/wordready).
2. **Use the Management Tools** to **monitor** learners' use of **WORDREADY** - how they are progressing with their learning and when they last logged in to **WORDREADY** - [www.L2.co.uk/wordready/manage](http://www.L2.co.uk/wordready/manage) (see Management Tools User Guide).
3. **Use the Classroom Tools** to **support your lessons** - 1,000+ *Multimedia Word Cards* for projector or interactive whiteboard - [www.L2.co.uk/wordready/classroom](http://www.L2.co.uk/wordready/classroom) (see Classroom Tools User Guide).

## More detail - the structure of WORDREADY®

### Words

There are over 1,000 English words in **WORDREADY** broadly at the level of **Cambridge ESOL** Young Learner Exams (YLE): Starters, Movers & Flyers.

The Cambridge ESOL YLE are based on an analysis of the content areas (including vocabulary) that frequently occur in a range of popular coursebooks and teaching materials used throughout the world. The levels are aligned with the Council of Europe's Common European Framework: Starters is the lowest level, Movers is at level A1 and Flyers at A2. The three levels in **WORDREADY** are: **Start Off**, **Move On** and **Fly Away**.

Each word in **WORDREADY** is on a **Multimedia Word Card**, which contains:

- the target **lexical item** (typically a single word)
- an **illustration** of the meaning of the word
- a recording of the **pronunciation** (Click card to hear)
- an example **phrase or sentence** showing the word in use (Roll over text icon - bottom right-hand corner)
- a **recording** of the example phrase or sentence (Click text icon to hear - bottom right-hand corner)
- a **translation** of the word into the learner's own language (Roll over globe icon - bottom left-hand corner)



**WORDREADY** contains a **variety of different word types**, including: nouns (concrete & abstract), verbs, adjectives, adverbs, numerals, and prepositions. We have also included past and past participles for irregular verbs, and irregular plurals.

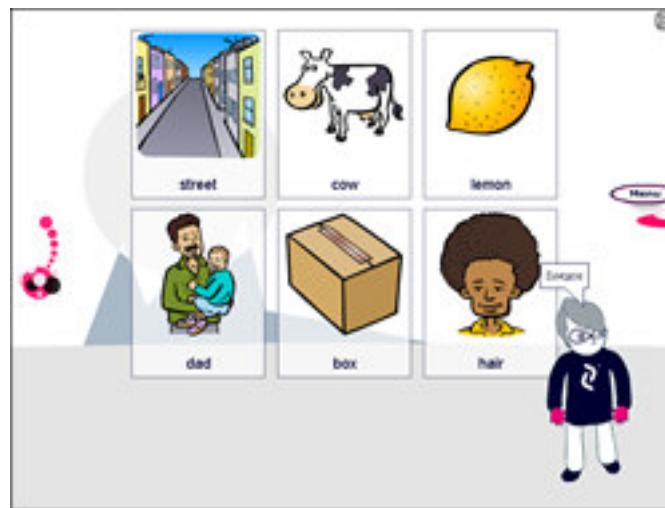
## Exercises

All exercises are based around **sets of 6 Multimedia Word Cards**.

There are five main **Exercise** types. These *Exercise* types were chosen based on the experience of many years spent developing interactive multimedia for language learners, the subsequent feedback from teachers and learners, and observation of actual materials in use. Some of the *Exercises* have a number of variants using different combinations of the various media components from the *Multimedia Word Cards* – making 14 different *Exercise* variations in all.

The *Exercise* types are:

### 1. Presentation (new words are sequentially introduced in sets of six)



Learners should be encouraged to explore the information on each *Multimedia Word Card* before continuing with the *Exercises*:

- the recording of the **pronunciation** (Click card to hear)
- the example **phrase or sentence** showing the word in use (Roll over text icon - bottom right-hand corner)
- the **recording** of the example phrase or sentence (Click text icon - bottom right-hand corner)
- the **translation** of the word into the learner's own language (Roll over globe icon - bottom left-hand corner)

## 2. Multiple-choice (point & click)

Variants are:

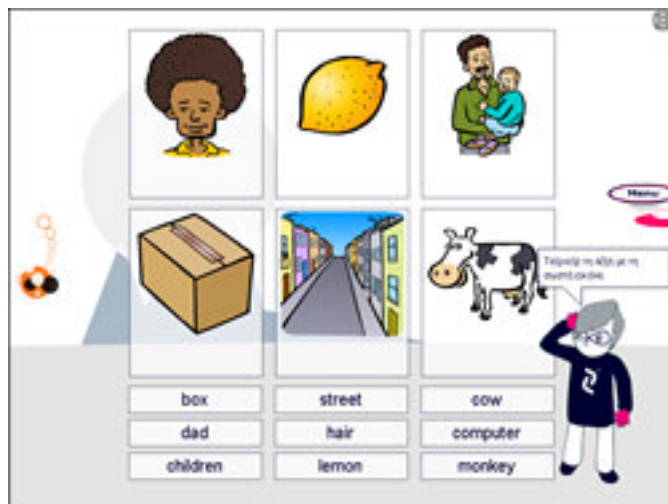
- picture *prompt* with L1 choices (to confirm understanding of illustration)
- picture *prompt* with L2 choices
- L2 *prompt* word with L1 choices
- audio *prompt* with picture choices
- L2 *prompt* word with picture choices



## 3. Matching (drag & drop)

Variants are:

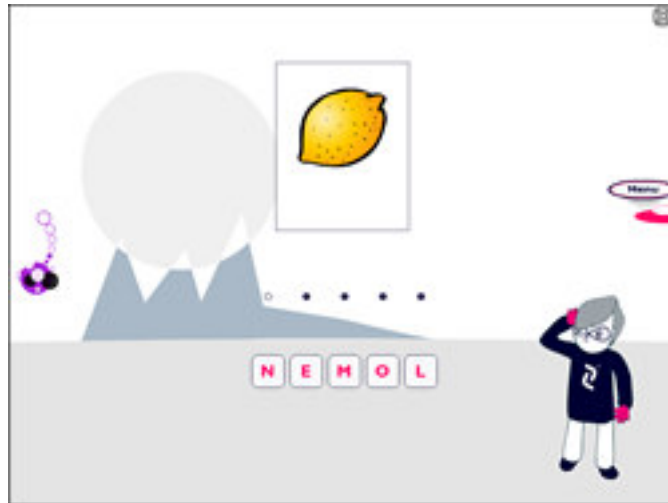
- audio *items* dragged to L2 *targets*
- audio *items* dragged to picture *targets*
- L2 text *items* dragged to picture *targets*



#### 4. Typing (either point & click on the on-screen keyboard or type)

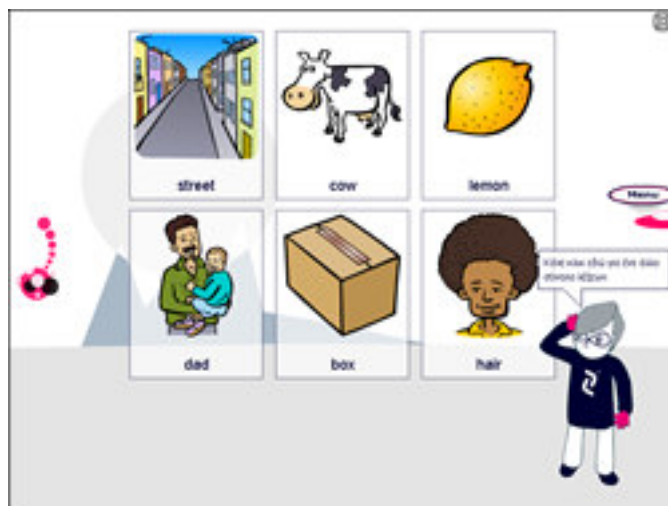
Variants are:

- Anagram – put the jumbled letters into the correct order
- Hangman - a politically-correct version
- Dictation - type the word hearing the audio of the word and with a picture prompt
- Gap-fill type the word with the picture as a prompt (no audio)



#### 5. Review (the set of six cards are displayed at the end of each activity)

For each of the six words used in the *Activity*, the learner is able to access the pronunciation, sample phrase or sentence(s), the recording of the sample phrase or sentence(s), and the translation in their native language

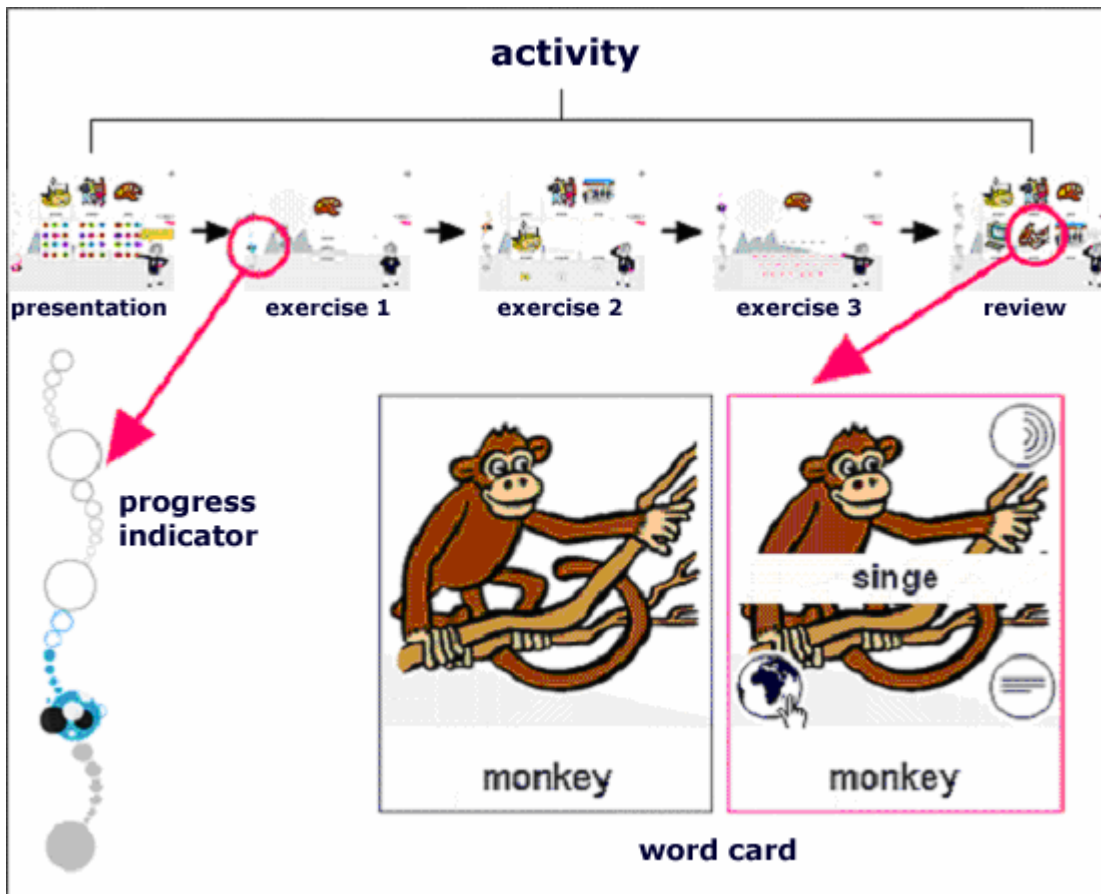


## Activities

There are 8 different **Activities**, they fall into 3 broad categories:

1. **Introduction** (new words are introduced and interacted with)
2. **Practice & Extension** (repeated opportunities for learning more aspects of the words)
3. **Recycling** (extended opportunities for recall)

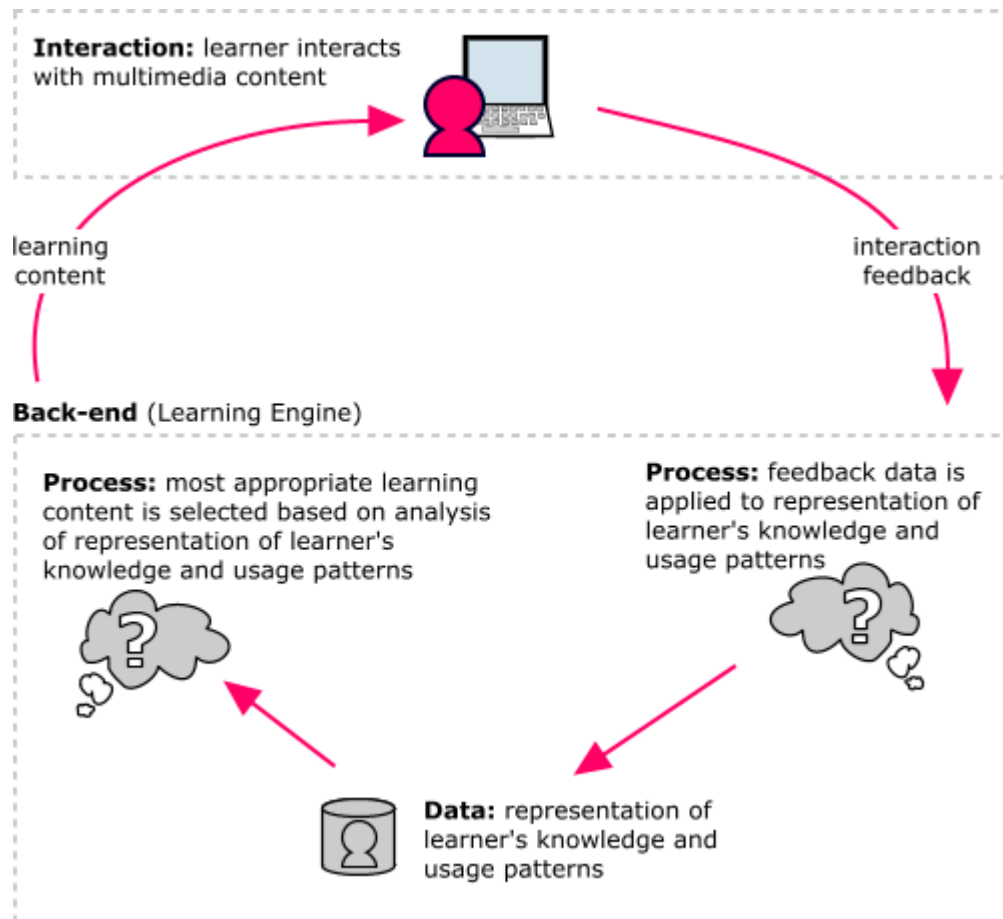
*Activities* are comprised of a combination of two or more *Exercises*. *Activities* are the building blocks of a typical learning session with **WORDREADY**. At the end of each *Activity*, the learner's performance is analysed and saved.



**Note:** that the **Progress Indicator** at the left-hand side of many screens shows how many *Exercises* there are in the current *Activity* and how far the user has progressed both within the *Activity* and the current *Exercise* (i.e. the large bubbles show the number of *Exercises*, the smaller bubbles rising vertically from them show the number of *Steps* in each *Exercise* and how many have been completed (completed ones are coloured in); greyed-out bubbles indicate a previously completed activity).

## A SMART learning resource

**WORDREADY** is designed to adapt to each individual learner and to do so it carefully tracks, records and analyses their performance and progress over time. Each time a learner logs in to **WORDREADY**, *Activities* and *Exercises* are automatically created based on the needs of the learners, so the actual number will vary depending on how the learner performs. The words are chosen by **WORDREADY** from the available words at the learner's current level. Over time, learners have multiple and varied encounters with all the words for their level.



When starting to use **WORDREADY** the first 3 *Activities* will be *Presentations*. *Practice & Extension Activities* will then be included. Later *Recycling Activities* will be added. The longer **WORDREADY** is used, the more it will adapt to the individual learner and the more varied the *Activities* become. For any individual learner, no two *Activities* will be the same.

Learners can move at their own pace and in their own time - **WORDREADY** adapts to their performance and personalises the learning experience.

## More detail - pedagogic approach based on research

The findings of research\* into vocabulary learning suggest:

- Repetition is necessary to make learning secure (learning is cumulative)
- Spaced repetition (repetitions over time) is preferable to massed repetition (repeating at one point in time)
- First language translations can be a valuable aid
- Pictures and translations are complementary sources of meaning
- Sentences providing contextualisation can help learning
- Learn receptively first (reading, listening), then productively (writing, speaking)
- Provide opportunities for recall (rather than giving word & meaning together)
- Keep changing the order of word cards (to avoid serial learning)
- Words of the same semantic set should not be learned together (e.g. all the words for clothes or furniture) as it can cause interference and impede learning
- Word cards should be kept simple
- There are many aspects to knowing a word (form, meaning, sound, etc.)

\*The main source for the research findings that underpin **WORDREADY** was Paul Nation's authoritative book *Learning Vocabulary in Another Language* (Cambridge University Press, 2001). We also found *Vocabulary Learning Myths* by Keith Folse (University of Michigan Press, 2004) to be a useful resource. Lynn Cameron's book *Teaching Languages to Young Learners* (Cambridge University Press, 2001) has some useful things to say about vocabulary learning for children. See [www.L2.co.uk/web/en/resources/](http://www.L2.co.uk/web/en/resources/)

The overall approach to how vocabulary learning is implemented in **WORDREADY** is consistent with the above findings and should become self-evident and self-explanatory to teachers. However, two aspects may require further explanation: **translations & semantic sets.**

## About translations

Using simple clear translations in this kind of vocabulary learning has been shown to be a very effective way of supporting learners.

We use translations for several important reasons:

1. Research into this kind of vocabulary learning has shown that a simple translation into the learners' L1 can be very effective;
2. Because the materials are primarily intended for self-study, and rely heavily on illustrations, the use of translation reduces the danger of learners working on a misconception of the meaning due to unavoidable ambiguity in some of the pictures;
3. The instructions in **WORDREADY** inevitably use more difficult language than the language being taught (although **WORDREADY** is very intuitive and these instructions tend not to be read - but parents could appreciate them).

We would in no way endorse overuse of translations or the learners' first language in the classroom - but we do believe that used judiciously they can often be very helpful. Note that the **WORDREADY Classroom Tools** for use with digital whiteboards or projectors have a '**No translation**' option (i.e. the translation will not appear on word cards).

The following support languages are currently available: Arabic, Chinese (Simplified and Traditional), French, Greek, Italian, Spanish (European and Latin American), Portuguese (European and Brazilian) and Vietnamese.

## About semantic sets

Unlike many vocabulary learning resources, we do not initially present words in semantic sets (e.g. all the colours, or furniture, etc.). This is consistent with research findings that show that this can impede learning through interference. Instead, we choose words at random from the learner's current level - each sub-level has 100-150 words.

In **WORDREADY**, words are not intended to be learned in a lock-step fashion with the order that they are met in the classroom. Over time, teachers can rest assured that **WORDREADY**, if used regularly, will ensure that learners have multiple encounters with all the words for their level (Start Off, Move On or Fly Away).

However, teachers can use the Classroom Tools to support the vocabulary teaching in their lessons with the **WORDREADY Multimedia Flash Cards** via projectors or digital whiteboards - here they can freely choose from the full 1,000+ wordlist (See **Classroom Tools User Guide**)

## Frequently Asked Questions (FAQs)

If you have questions about **WORDREADY** that have not been answered in this User Guide, please see answers to some frequently asked questions about **WORDREADY** at [www.L2.co.uk](http://www.L2.co.uk) - click '**More info**'.

If you are still experiencing difficulty or have unanswered questions, please contact [technical.support@L2.co.uk](mailto:technical.support@L2.co.uk) or call +44 (0)870 286 3836.

## Contact us with feedback

We are interested in hearing from you and your feedback is valued.

If you have any suggestion for improvement, either for **WORDREADY**, or the associated tools or documentation, please contact us at [contact@L2.co.uk](mailto:contact@L2.co.uk) or call +44 (0)870 286 3836 or fax +44 (0)870 286 3837.