Victorious with Vocabulary

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Objectives
By the end of this workshop, participants will be able to:
1. Teach vocabulary in a systematic, comprehensible way
2. Implement a variety of increasingly rigorous practice activities
3. Teach vocabulary through, with, in a reading

Agenda
1. Introduction / Warm up
2. Review of literature
3. Video lesson
4. Teaching vocabulary in a reading
5. Activities for vocabulary practice
Warm up / Introduction

In groups of 3—4,
1. Quickly introduce your selves include name; and where, what, and what level you teach.
2. Describe at least one challenge you face in teaching vocabulary
3. Discuss how many times must a student interact with a word to “know” that word, i.e., move it to long term memory (LTM)?
Instead, children with language disorders required **36 exposures** to new words to learn them. Just how much therapy is this? Here, it was provided via **six** instructional exposures to the word per session (e.g. definition, synonym, example sentence, in-text), across six therapy sessions (6 x 6 = 36). Jan 1, 2017

**How many exposures required to learn a new word? - The Informed SLP**
https://www.theinformedslpmembers.com/.../how-many-exposures-required-to-learn-a-n...

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**17 Exposures Needed to Learn New Words - ThoughtCo**
https://www.thoughtco.com/.../homework-help/study-methods-

Mar 31, 2017 - So, just **how many** repetitions do these education experts say are necessary? ... In order for a **new vocabulary word** to make the journey into the ...

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**Marzano's 6-Step Vocabulary Process - Dr. Kimberly's Literacy Blog**
www.learningunlimitedllc.com/marzanos-6-step-vocabulary-process-2/-

A bit of explanation – **4 exposures** are needed for those students who have a broad vocabulary, **14 exposures** may be necessary for many students as they acquire new words, and **40 exposures** may be necessary for those students who are English language learners.

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**[PDF] Learning Words in a Second Language - TESOL International ...**
www.tesol.org/docs/books/bk_teachingvocab_750.pdf?sfvrsn=2-

considering **how many words** students know or need to learn, we will use the .... To acquire **word** meanings incidentally from mere **exposure** to a language, .... which to discuss **new words** and provide students with
Vocabulary is strongest predictor of academic success for ELLs and can be taught through direct instruction (Feldman & Kinsella, 2005: Marzano & Pickering 2005)

...using a contextual approach to instruction produced greater vocabulary gains than lessons that emphasized learning word definitions. (Nash and Snowling, 2006)

Reading comprehension and vocabulary are best served by spending extended time on reading (and listening) to texts on the same topic and discussing the facts and ideas in them. This kind of immersion in a topic not only improves reading and develops vocabulary, it also develops writing skills (Hirsch, 2003).
Vocabulary instruction should include teacher-student activities and interactive activities that target new words (Coyne, McCoach & Kapp, 2007).

Scaffolding questions, that is, moving from low-demand questions to high-demand questions, promotes greater gains in word learning (Blewitt, Rump, Shealy, & Cook, 2009).

Focus on phrases (lexical chunks); Cluster and classify; Review, recycle, reuse (Anne Merritt, EFL lecturer in South Korea)
Review of the Literature

Consistent opportunities for **oral interaction** around formas; academic language can facilitate more specialized uses of the academic register of **formal writing and speaking** (Gibbons, 2003)

**Vocabulary, grammar, and pronunciation** develop more quickly with opportunities for **interaction in classroom** (Mackey & Goo, 2007)

**Students with higher oral proficiency** show greater gains in reading (Condelli, Wrigley, Yoon, 2009)
Marzano’s 6-Step Process for Building Academic Vocabulary

Step 1: The teacher provides a description, explanation, or example of the term.

Step 2: Linguistic: Students restate the description, explanation, or example in their own words.

Step 3: Non-linguistic: Students construct a picture, pictograph, symbolic representation, or act out the term.

Step 4: The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.

Step 5: Periodically ask students to discuss the terms with one another.

Step 6: Involve students in games that enable them to play with the terms and reinforce word knowledge.

Teaching vocabulary from a reading

1. Students should have knowledge of 90% of the words in the text.

2. Preview the text.
   A. Select a few words to pre-teach (important to comprehension, not likely in prior knowledge, not choice for in-context instruction)
      I. Define, discuss, give clear examples, use pictures, (translate).
      II. Point out affixes.
      III. Discuss word forms -- work (n), work (v), worker
      IV. Scan to locate in text
   B. Identify words to teach in context. Teach and practice the concept of understanding in context

3. Ss read text 2X, no dictionaries

4. Check for understanding (thumbs up / down, yes / no)

5. Proceed with other reading activities, including echo reading

6. Practice new words in small groups at the end of the day (and the next, and . . .) and end of the week
Activities for vocabulary practice Use all four skill areas –

Bingo
Matching
Mingle
Interviews
Dialogues
Find someone who
Charts
Information gaps
Word forms written exercises

You Can Do It!