

Teaching Vocabulary Effectively

Presenters:

Annette Ramos, ESOL Resource Teacher

Katherine Urrutia, ESOL Resource Teacher

Bonnie Firtell-Lotterman, ESOL Resource Teacher

Multicultural, ESOL and Program Services Department

1

Teaching Vocabulary

Issues for discussion:

- *Assumptions about vocabulary and **vocabulary building**
- *Methods for presenting new **vocabulary items**
- *Ways to **consolidate vocabulary**
- *Ways to help students develop **vocabulary building strategies**

2

Uncertainty regarding:

- ♦ What constitutes a **vocabulary item**;
- ♦ Which vocabulary items should be **taught and learned**;
- ♦ How vocabulary can be taught and learned **most effectively**;
- ♦ How do we **assess** vocabulary learning?

3

Read and Weep

- ♦ Higher-performing 3rd graders had vocabularies about equal to lowest-performing 12th graders.
- ♦ The vocabulary of upper SES 1st graders is about twice the size of their lower SES peers.
- ♦ Linguistically "poor" 1st graders knew 5,000 words; linguistically "rich" knew 20,000.
- ♦ Once established, the differences are difficult to ameliorate.

4

Ways to present new words

- ◆ Provide **creative** examples.
- ◆ Elicit meaning from the students **before telling them**.
- ◆ Use related words such as **synonyms, antonyms** etc. to show the meaning.
- ◆ Think about how to **check students' understanding**.
- ◆ Relate the new word(s) to **real life context(s)**.
- ◆ Predict possible **misunderstanding or confusion**.

5

Language Proficiency Levels

Curriculum modifications should be made according to students' language proficiency levels in order to differentiate instruction:

- ◆ NES-Non English Speaker
- ◆ LES-Limited English Speaker
- ◆ FES-Fluent English Speaker

6

Effective ways to teach vocabulary

- ◆ Use pictures, diagrams and maps to show the meaning;
- ◆ Use **realia**
- ◆ Use **lexical sets**;
e.g. *cook, fry, boil, bake, grill, roast*
- ◆ Translate, if possible, and exemplify, especially with technical or abstract words;
- ◆ Use word formation rules and common **affixes**. e.g. *deduction, induction*
- ◆ Use **pantomimes** or **actions**;
- ◆ Use **songs** and **poems**

7

Do you remember ?

"The Twist"

Chubby Checker

8



"Because the bulk of children's vocabulary growth occurs incidentally...the single most important goal of vocabulary instruction should be to increase the amount of incidental word learning by students..."

(Nagy & Herman, 1987)

10

Ways teachers can support incidental word learning:

- ✓ Lots of talk in the classroom
- ✓ Listening to stories/books read aloud
- ✓ Word games
- ✓ Teachers' modeling of curiosity about words

11

Children typically need 10 to 12 exposures to words used in multiple contexts in order to learn their meaning indirectly.

Beck (2002)

12

Wright Family Exercise

- ◆ Get into groups of 10 in a circle.
- ◆ Pass object to the right when you hear the word **RIGHT** and to the left you when hear the word **LEFT**.

13

Wright Family Exercise

- ◆ What was the passage about?
- ◆ How did you feel as the passage was read?
- ◆ What could the reader have done differently to help you comprehend the content of the passage?

14

More Effective Ways to Teach Vocabulary

- ♦ Vocabulary instruction must be **systematic** and **multi-faceted**. It should be “strategy oriented” rather than “word” oriented.
- ♦ Students should be taught strategies for learning vocabulary **on their own**: flash cards, word wheels, interactive word walls, vocabulary notebooks/journals ect
- ♦ Students need to **learn how to guess** the meaning of vocabulary from context. They must be taught a **variety of learning strategies**.

15

More Effective Ways to Teach Vocabulary

- ♦ Play **vocabulary games** in class; board games if possible, use technology, role play, interactive word walls, periodicals, graphic organizers etc.
- ♦ Teach **vocabulary thematically**
- ♦ Help students distinguish between **conversational** English vocabulary and **academic** English vocabulary (BICS vs CALP)

16

Some Vocabulary Activities

- ♦ **Labelling.** Use pictures. Write down the names.
- ♦ **Spotting the differences.** Use pair work and pictures.
e.g.:

17

More activities...

- ♦ **Describing and drawing.** Use pair work. One describes while the other draws.
- ♦ **Playing a game.**
Show the students some words/objects, and then ask: "What did you see just now?"

18

More Activities...

- ♦ **Using word series.** e.g.

Example: Cutlery: *knife, fork, spoon*

Transport: _____, _____, _____ ;

Vehicles: _____, _____, _____ ;

Furniture: _____, _____, _____ ;

Buildings: _____, _____, _____ ;

19

More Activities...

- ♦ **Word bingo.**

e.g. Suppose you have learned the following words that are related to shopping:

shopper, customer, seller, sale, shop, store, market, supermarket, discount, goods, price, sell, bargain, buy, pay, receipt

20

More Activities...

- ♦ **Word association.**
The teacher says "travelling", and then the students write some words connected with travelling.
- ♦ **Odd man out.** e.g.
cheese, eggs, oranges, bread, soap, meat
- ♦ **Synonyms and antonyms.**
e.g.

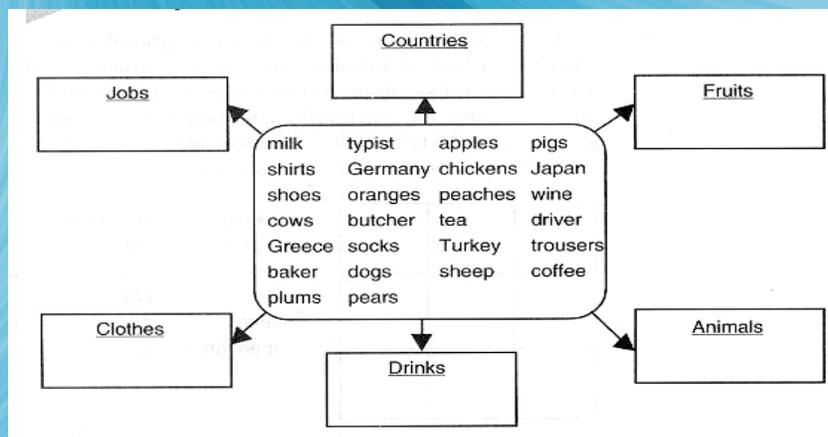
21

Find **Synonyms** and **antonyms**

full	jumper	optimistic	go on	choose	dirty
awake	select	wait a minute	pullover	pessimistic	rude
clean	continue	hang on	empty	asleep	lazy
awful	hard-working	impolite	terrible	thin	thick

22

WORD CATEGORIES



A possible way

- **Before reading the text---scaffolding:**

T: We are going to read a story about Nelson Mandela, the first black president of South Africa. Which of the following words do you think may be used in the story?

prison, rights, violence, lawyer, youth, league, position, matter, fact, president;

vote, accept; continue

black, equal, poor, young, wrong, worried

Make a guess.

- ◆ **While reading the text---allow wait time:**

The students can guess the meaning of some new words from the context.

- ◆ **After reading the text:**

The teacher can ask the students which words in the text they don't know, and help them to know the meaning of the words by using visuals, home language dictionary, cognates, TPR

25

Problems in vocabulary learning & Don'ts in teaching:

- * Students treat vocabulary items indiscriminately, or **without context**.
- * Many students learn vocabulary in ineffective ways such as rote **memorizations**
- * **Copying** words over and over in **isolation**...
- * Vocabulary exposures are **limited**
- * Extensive word lists to **memorize definition**

26

The teacher should:

- *help the students recognize and use word in context when learning vocabulary.
- *help the students develop a repertoire of vocabulary building strategies.

27

Some ways to assess vocabulary comprehension

- *Use thumbs up/down
 - *Quiz
 - *Flip chart
 - *Oral response
 - *Participation/performance
 - *Observation
- These should be done continuously !!!!

28

Vocabulary

Link new vocabulary words to concepts previously learned in class within content area. There are a myriad of meaningful and useful ways that vocabulary can be taught to ELL's.

Approaches to vocabulary development:

- ❖ **Word sorts**
- ❖ **Contextualizing key vocabulary**
- ❖ **Personal dictionaries**
- ❖ **Interactive word wall**
- ❖ **Concept definition map**
- ❖ **Vocabulary games**
- ❖ **Word study books**
- ❖ **Cloze sentences**
- ❖ **List group labels**

29

Game Preparation

- ♦ **Powerpoint words:** Use words related to content already taught.
- ♦ **LCD Projector/computer:** For students to view vocabulary words.
- ♦ **Index Cards and pencils:** To tally score.
- ♦ **Timer:** To clock the minutes.
- ♦ **Partners:** Select a partner.

30

Educational Objectives

***Audience:**

Middle school teachers/students.

***Subject Area Objective:**

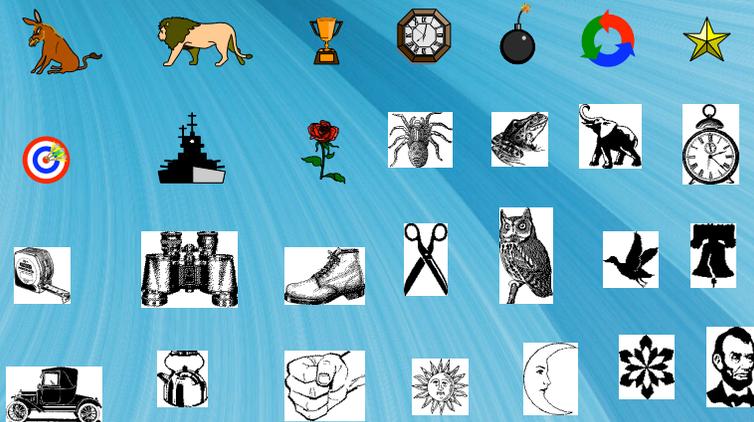
Students will be able to link between past learning and new concepts.

***Language Objective:**

Students will be able to orally participate by describing words in content.

31

Game Pieces



32

Game Directions

GOAL:

*Review new words related to the content already learned.

HOW TO PLAY:

*Select a partner. There are 6 categories on a pyramid.

*One student will be letter **A** and the other one will be letter **B**.

*Letter **A** student will give clues and letter **B** student will receive clues within the first triangle.

33

SWITCH ROLES:

*Reverse roles after each completed triangle.

Now, letter **B** will be the giver and letter **A** will be the receiver. Continue this format until all 6 categories on the pyramid have been completed.

*Guess the correct words based on opponents clues within a one minute time frame.

*You may skip on a word. However, if time is still available then go back to the skipped word.

SCORE:

*Tally number of correct response.

*The team with the highest score is the winner.

34

The Pyramid Game



A Homemade PowerPoint Game
By
Katherine Urrutia and Annette Ramos

35

Don'ts

**10-12 Effective
Vocabulary
Exposures**

**Strategies making
vocabulary concepts
clear**

Vocabulary Games

Subjects(content)

**Assessing
vocabulary
comprehension**

36

#1 Describe games that enhance vocabulary

- ◆ Concentration (picture to word)(word to word)
- ◆ Jeopardy
- ◆ Bingo
- ◆ Puzzles (crossword and word searches)
- ◆ Board games
- ◆ Pyramid

37

#2 Describe with your partner content where vocabulary can be found

- ◆ Science
- ◆ Mathematics
- ◆ Social Studies
- ◆ Language Arts
- ◆ Physical Education
- ◆ Art

38

#3 Things teachers can do to assess vocabulary

- ◆ Finger (thumbs up/thumbs down)
- ◆ Quiz
- ◆ Flip chart
- ◆ Oral response
- ◆ Performance
- ◆ Observation

39

#4 Describe places where vocabulary words can be found

- ◆ Wall (word)
- ◆ Newspaper
- ◆ Magazine
- ◆ Dictionary
- ◆ Computer
- ◆ Book (picture, text, literature)
- ◆ Library

40

#5 Describe with your partner strategies that enhance vocabulary

- ◆ Scaffold
- ◆ Hands on
- ◆ Wait time
- ◆ Word sorts
- ◆ Games
- ◆ Label

41

#6 Things Teachers Shouldn't Do

- ◆ Rote
- ◆ Memorization
- ◆ Copy (same words over and over)
- ◆ Non examples
- ◆ Isolation
- ◆ Once (one time exposure)

42

Score

- ◆ Tally
- ◆ Highest score
- ◆ Wins!!!!

43

Thank you !!!!

Presenters:

- ◆ Annette Ramos, ESOL Resource Teacher
- ◆ Ketherine Urrutia, ESOL Resource Teacher
- ◆ Bonny Lotterman-Firtell, ESOL Resource Teacher

Multicultural , ESOL and Program Services
Department

<http://www.broward.k12.fl.us/esol/>

Best Practices, scroll down and click on
FLMS, "Vocabulary Activities".

44