Building Bodies of Vocabulary through Meaningful interaction

MATSOL 2019

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Introduction

- Monica Filgo
  - ESL Educator: elementary, middle, high school, university, and abroad - ten years in education field
  - ESL Curriculum development
  - Roger Williams University instructor
  - Alumnus of Louisiana State University, Roger Williams University

- Karen Lombard
  - ESL Educator: elementary, adult – thirteen years in education field
  - ESL Curriculum development
  - FacT: ESL MCU Facilitator
  - Alumnus of Saint Anselm College, Cambridge College

Academic Language

- BICS and CALP
- "We acquire language and develop literacy by understanding messages..."
- "...we do not learn subject matter and new concepts by 'study,' but that they emerge as a by-product of problem-solving."

- (Cummins)
- (Krashen & Brown, What is Academic Language Proficiency?, STETS, 2007)

Acknowledging Barriers

TIME

CURRICULUM

MANDATES

RESPONSIBILITIES

Selecting the "Best" Words

- **1) What is your instructional goal? (Focus Language Goals: macro/micro functions, etc.)**
  - Recount, Explain, Argue, Discuss
    - Summarize, Justify, Compare and Contrast, Elaborate, Agree/Disagree, etc. (See Collaboration Tool: http://www.doe.mass.edu/ell/curriculum/CollaborationTool.pdf)
- **2) What will students do to demonstrate mastery of the language? (L, S, R, W)**
  - (See WIDA Can Do Descriptors: https://wida.wisc.edu/teach/can-do/descriptors)
- **3) Collect language connected to FLG and topic (tier words / consider words students will use beyond the text and that hold academic value) Brainstorm! Can you maximize this language?**
  - www.thesaurus.com

Selecting the "Best" Words

◈ **4) Select vocabulary that best supports your desired outcome (FLG, completion of task, CEPA, etc.)**

    ◈ a) Tier 2 words have the biggest bang for their buck

    ◈ b) Is knowledge of the word going to impact comprehension of the text / topic?

    ◈ c) Will studying the word strengthen students' skills in word analysis and knowledge of word structure?

    ◈ (Beck and McKeown, 2007) (Beck 2002) (Graves, 2009)

Student Engagement

- Balance of interest, challenge level, motivation
- Novelty, stress, and learning
- Scaffolding to bridge from social to academic language

Planning Vocabulary Activities

- ❖ "Provide **rich** and **varied** language experiences for ELs" (incorporate all language domains)

- ❖ "Teaching **individual words**" (information about definition and context, extended into other words

- ❖ "Teaching word learning **strategies**"
  - ❖ Word parts, context, reference tools, cognates

- ❖ "Fostering word **consciousness**"
  - ❖ Metacognition + motivation and interest

- ❖ (Graves, August, and Mancilla-Martinez, 2012)

Guiding Principles

Comprehensible Input

Problem Solving / Grappling / Challenge

Engaging practice in all language domains

Target Word: Introduce New Words

Direction Card

Target Word

1) Read the Target Word definition card.

2) Sort the Word Cards into 2 groups: Synonyms and Antonyms.
   Try each word in a sentence frame to find out where the word belongs.
   If you're not sure, talk with a partner to decide where that word belongs.

3) Write the words on the Target Word graphic organizer and show what you know about the Target Word.

Definition Card

perfect

(adjective)
with no mistakes, completely correct, exactly right

Example:
The perfect day is sunny and not too hot so I can play outside. If it were raining, I couldn't play outside and that would make me feel disappointed.

Target Word: Sort into Categories and Support Students

Target Word: perfect

imperfect   terrible   flawed

unexceptional   exceptional   flawless

exquisite   exemplary

amazing   excellent

bad   ideal   good

impeccable   superb   superior

ordinary   blemished   unblemished

regular   inferior   magnificent

Synonyms Synonyms are words that are **similar** or the **same** as the Target Word.

This ice cream is _____!
It is so delicious, creamy, and sweet. I love it and can't imagine anything better.

Antonyms Antonyms are words that are **opposite** or **different** from the Target Word.

This broken toy is _____.
I can't play with it because it doesn't work.

Target Word: Apply to Real Life

Name: _____ Class: _____ Date: _____

Target Word Graphic Organizer

perfect

Synonyms	Antonyms
Words that are **similar** or mean the **same** as perfect	Words that are **opposite** or have a **different** meaning from perfect

This game is _____ because

_____

_____

A broken bone is not perfect because_____

_____

_____

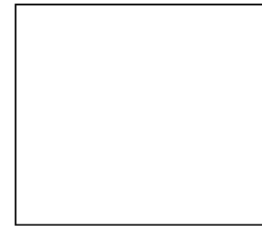| What are some examples of things that can be **perfect** in real life?	What are some examples of things that are **not perfect** in real life?
• • •	• • •

Your Examples: Write sentences to explain something that is perfect and something that is not perfect. Illustrate your sentences in the boxes.

is _____ because _____

_____

_____

is not _____ because _____

_____

_____

Guiding Principles

Comprehensible Input

Interaction? Supports? Contextualized? Building on schema?

Problem Solving / Grappling / Challenge

"Just right"? Positive reinforcement to build motivation?

Engaging practice in all language domains

Variety of usage and tasks? L, S, R, W?

Nuances of Meaning

Target Word: perfect
exemplary

Target Word: perfect
great

Target Word: perfect
superior

Less ← → More

Target Word: perfect
flawless

Target Word: perfect
ordinary

Target Word: perfect
impeccable

Target Word: perfect
regular

Nuances of Meaning

Target Word: perfect — ordinary

Target Word: perfect — regular

Target Word: perfect — great

Target Word: perfect — superior

Target Word: perfect — impeccable

Target Word: perfect — flawless

Target Word: perfect — exemplary

Less   More
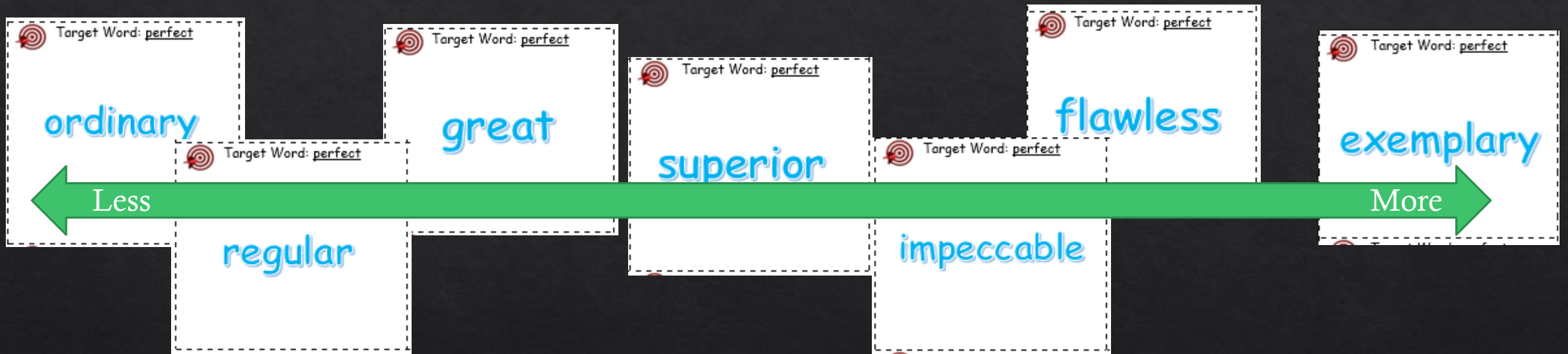
- Lexical Array
- Focusing more narrowly on a segment of meaning
- Supports expanding word choice

Nuances of Meaning

- Partner conversations
- Use as a conversation guide for a board game (with word cards)
- Consider other supports

Target Word: _____
Synonym: _____

How are these words **similar** to each other? Describe a real-life situation when both words can be used to talk about the same thing.

How are these words **different** from each other? Describe a real-life situation when both words cannot be used to talk about the same thing.

Target Word: friendly

affable   amicable   loyal

welcoming   affectionate   sociable

attentive   respectful   agreeable

compatible   disagreeable   incompatib

disrespectful   disloyal   opposed

connected   hostile   unfriendly

mean   distant   close

hurtful   aloof   unsociable

Musical Mix

◇ Musical mix

⬦ Pick a word card

⬦ Mix until the music stops and partner up

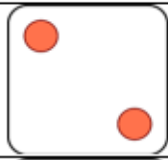⬦ Talk about the similarities and differences between your word and your partner's word
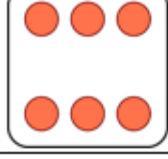
Target Word: slow
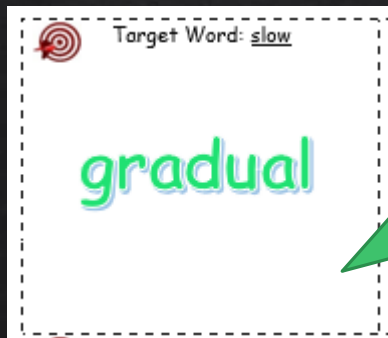
gradual

Gradual is a synonym for slow. You use this word to talk about changes that take a long time to occur. In real life, a gradual change could be erosion of landforms. For example…

Sluggish means slow, too. But, usually you can use it to describe a person who is moving slowly. For example, I might be sluggish in the morning when I wake up.

Target Word: slow

sluggish

Dice Conversations

◈ Consider groupings

◈ Roll to guide conversations

◈ Encourage vocabulary use and scaffold

I was **sociable** when I _____.
a) said hello to a friend
b) waved to my teacher
c) played with someone

I can be **welcoming** by _____.

greeting   inviting   including

My friend is **agreeable** when they _____.

It was evident he was **aloof**. He _____

I enjoy spending time with a person who is _____ because …

How would you describe the image using some of our new words?

Word Hunt / Eavesdropper

Word Hunt

Name: _____ Class: _____ Date: _____

Find and highlight these key words in the text.

energy	flow	current	change
transfer	move	electricity	source

Eavesdropper

Listen for these words in the conversation. Tally each time they are used.

energy	flow	current	change
transfer	move	electricity	source

- Reading to build background knowledge
- Planning / reflecting on writing (self or for a peer)
- Listening to a conversation / planning for a conversation

Planning for Vocabulary Instruction and Practice

Vocabulary Instruction Flow Chart

Select Vocabulary
1) What is your instructional goal?
2) What will students do to demonstrate mastery of the language?
3) Collect language connected to instructional goals.
4) Choose the best words!
   a) Tier 2 words have the biggest bang for their buck
   b) Is knowledge of the word going to impact comprehension of the text / topic?
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(Beck and McKeown, 2007) (Beck 2002) (Graves, 2009)

Plan Activities
- "Provide rich and varied language experiences for ELs" (incorporate all language domains)
- "Teaching individual words" (information about definition and context, extended into other words)
- "Teaching word learning strategies"
   o Word parts, context, reference tools, cognates
- "Fostering word consciousness"
   o Metacognition + motivation and interest

(Graves, August, and Mancilla-Martinez, 2012)

Problem Solving / Grappling / Challenge
- How will activities be adapted for all learners and pose appropriate levels of challenge?

Engaging practice in all language domains
- Will students use the language to listen, speak, read, and write?

Comprehensible Input
- Will students make connections to real life situations as they interact with new language?

Apply and Assess
- How have students shown understanding of new language?

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- Select Vocabulary
- Plan Activities
- Problem Solving / Grappling / Challenge
- Engaging practice in all language domains
- Comprehensible Input
- Apply and Assess

Thank you!

Materials will be available through the online conference program!