

# TESOL 2012

## Enhancing Vocabulary Instruction for Long-Term English Learners

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### A. Goals

- 5 Principles
- 5 Practices
- 1 Discussion
- 23 Resources

### B. Principles:

1. **Engagement.** Learners should be active, interactive, should understand what is happening and said, and should recognize relevance of what they are learning.
2. **Conscious, Direct Teaching of Important Vocabulary.** Teachers teach important words in context and point out multimodal, interactive features of text
3. **Comprehensibility.** Content makes sense to learners; learning is differentiated to include all; teachers continually check comprehension
4. **Academic Context and Content.** Vocabulary is introduced and extended through reading many genres and content areas
5. **Success.** Learners succeed at tasks and see themselves as effective learners

### C. Practices:

#### 1. Choose appropriate words to teach

- High frequency words
- Academic words
- Specialized terms needed for context
- “Portable words” needed for academic discourse (e.g., for transitions, sentence combining, comparisons...)

*Examples: Vocabulary profiler, word lists, WordSift (see resources)*

#### 2. Teach important words directly: Help learners to

- Notice words
- Process words deeply
- Have repeated, spaced retrieval

*Example: Rich Vocabulary Instruction:*

- contextualizing each target word
- providing student-friendly explanations
- giving many examples
- asking learners to provide their own examples
- posting & using the target words

*Phases of the Moon: phases, waxing, waning, crescent, quarter, gibbous, new, full*

**3. Assess and provide needed background knowledge.**

- Find out what learners know
- Fill in needed knowledge and terms

*Example: Anticipation Guide*

<b>Anticipation Guide for Rosa Parks</b>		
<b>Directions:</b> With your partner make sentences from the words and phrases in a box below.		
1. 1955 <u>city buses</u> Montgomery AL <u>segregated</u>	4. Bus driver Mrs. Parks "Give me your seat"	7. Montgomery Citizens <u>boycotted</u> <u>buses</u>
2. One day Rosa Parks <u>city bus</u> <u>black section</u>	5. Rosa Parks "NO"	8. 381 days <u>walked</u> <u>work, school and church</u>
3. White man <u>sit down</u> <u>no seat</u>	6. Bus driver <u>police</u> Mrs. Parks <u>arrested</u>	9. January 1956 Supreme court <u>ruled black citizens</u> <u>sit anywhere</u> <u>on buses</u>

**4. Plan ways for learners to interact with you, one another, and the text**

*Example 1: Read and Retell*



**The Story of Rosa Parks**

In 1955, on a cold December day in Montgomery, Alabama, Rosa Parks was coming home from work on a city bus. The bus was segregated, black citizens sat in the back of the bus and white citizens sat in the front of the bus. All the seats in the front of the bus were taken. The bus driver told Mrs. Parks to get up from her seat so a white man could sit down. She said NO, and the bus driver had her arrested.

Montgomery's black citizens heard she was arrested. It made them angry. They decided to boycott the buses, until they could sit anywhere they wanted on the bus. For 381 days they walked or car-pooled to work, school and church. They walked in rain and cold and blistering heat.

Martin Luther King became the leader of the boycott. He talked, sang and prayed with them. Finally, in January 1956, the Supreme Court ruled that the black citizens of Montgomery, Alabama could sit anywhere they wanted on the buses.

*Example 2: I Have, Who Has? (Vocabulary from The Story of Rosa Parks)*

 I have the first card. Who has boycott?	I have boycott Who has segregation?	I have citizen. Who has Montgomery, Alabama?	I have Montgomery, Alabama Who has carpool?
I have segregation. Who has civil rights?	I have civil rights. Who has Rosa Parks?	I have carpool. Who has Martin Luther King?	I have Martin Luther King. Who has blistering?
I have Rosa Parks. Who has arrested?	I have arrested. Who has Citizen	I have blistering. Who has Supreme Court?	I have Supreme Court. END 

**Example 3: Lineup (Phases of the moon)**

- Choose a sequence that learners will represent (Month/day of birth; distance they live from school; numbers in sequence; answers to math problems; phases of the moon)
- Teach learners the vocabulary, grammar and structures to ask and answer questions needed for the activity. E.g., “What phase are you?” “I am the waning gibbous moon.”
- Learners then ask and answer the questions to organize themselves into the sequence.
- Teacher and class assess the order (and practice terminology once more)

**5. Summarize, check comprehension, reteach in a new way when needed**

**Example: Sentence Machine**

- A line stands before the class.
- The line answers questions with complete and grammatical sentences.
- Each person, in order, gives one word of the sentence.
- Help is allowed when a person asks for a hint and/or when the teacher suggests.

## References & Resources

### Web Resources

- Word lists for teachers [http://www.er.uqam.ca/nobel/r21270/freq\\_lists/](http://www.er.uqam.ca/nobel/r21270/freq_lists/)
- Jim Burke's Academic Word List:  
<http://www.englishcompanion.com/pdfDocs/academicvocab.pdf>
- Cobb, T. (2011). The Compleat Lexical Tutor. <http://www.lextutor.ca/> Cobb provides tools and resources for teachers of vocabulary: Vocabulary Profile (VP), Academic Word List, General Word Lists, Concordancer, and many more. The experimental VP-Kids <http://www.lextutor.ca/vp/kids/> offers word family lists and online text assessment for younger learners
- Coxhead, A. The Academic Word List. <http://www.vuw.ac.nz/lals/research/awl/>
- IdiomSite. Part of the Bored.com network. <http://www.idiomsite.com/>
- Learner dictionaries (designed specifically for learners of English):  
<http://www.learnersdictionary.com/>  
<http://www.ldoceonline.com/>  
<http://nhd.heinle.com/home.aspx>
- Online translations can be found through Google Translations <http://translate.google.com/> (Google currently translates to/from 64 languages. Though most online translations are not yet reliable, especially for extended text, they are often helpful with individual words.)
- Phrasal Verb List: <http://www.eslcafe.com/pv/pv-list.html>
- Wordsift.com <http://www.wordsift.com/>

### Print Resources

- Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, ME: Stenhouse
- Atwell, N. (2007). *The reading zone*. New York: Scholastic.
- Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York, Guilford Press.
- Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Allyn & Bacon.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters. (ISBN: 1-85359-474-1)
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- Freeman, D., Freeman, Y., Garcia, A. C., Gottlieb, M., McCloskey, M.L., Stack, L., & Silva, C. (2003). *On our way to English*, 2<sup>nd</sup> Ed. Austin, Tx: Houghton Mifflin Harcourt.
- Levine, L. N. and M. L. McCloskey (2012). *Teaching learners of English in mainstream classes*, 2<sup>nd</sup> ed. Boston, Pearson/Allyn & Bacon.
- McCloskey, M.L. & Stack, L. (2011). *Teaching tolerance through English*. Unpublished Curriculum Guide. Balatonlelle, Hungary, August 2011.
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