"A different language is a different vision of life."

- Federico Fellini

"Words, mademoiselle, are only the outer clothing of ideas."

- Hercules Poirot- The ABC Murders. Agatha Christie

"Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed."

- David Wilkins, 1972

"Vocabulary is a matter of word-building as well as word-using."

- David Crystal, 2000

Building with words:
Engaging with vocabulary learning

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Leadership, Engagement and Diversity in an Academic context
May 13th, 2017

Outline

❑ Introduction – Review of conceptual aspects of vocabulary acquisition

❑ Discussion – Vocabulary development activities promoting engagement

❑ Workshop – Sharing ideas to develop student engagement in vocabulary learning

❑ Key messages

Outline

❑ Introduction – Review of conceptual aspects of vocabulary acquisition

Words

- ❑ Concept of word: receptive and productive knowledge of form, meaning, and use

- ❑ Vocabulary learning goals – # of words – in language, known by native speaker, needed by learner (Nation, 2001)

- ❑ 2 million English words (Crystal, 1990)

- ❑ 54,000 word families (Webster's 3rd Dictionary)

- ❑ 100,000 word families (Nation, 1990)

- ❑ Native speakers know 20,000 word families (Gouldon, Nation, & Read, 1990)

Learning words

❑ Vocabulary acquisition is essential – lexical errors – serious disruption to communication (Nation, 1990)

❑ Second language learners need:

• 8,000 - 9,000 word families to understand texts such as newspaper or journal articles;

• 6,000 - 7,000 word families to understand a typical movie (Nation, 2006)

• 3,000 - 5,000 of the most frequent words to provide 95% coverage - the important comprehension threshold (Laufer, 1989; Liu and Nation, 1985)

• 8,000 - 9,000 of the most frequent words to provide 98% coverage (Nation, 2006)

Engaging to learn words

❑ Reading expands language skills (Krashen, 1989)

❑ The two most important conditions supporting learning are spaced *repetition* and the quality of *attention* given to items (Nation, 2014)

❑ Attention is to focus on both the word form and contextual clues available to understand its meaning (Schmidt, 2001)

❑ Minimum number of contextual reading encounters for a new word/meaning to be learned is around ten (Saragi, Nation, & Meister, 1978)

❑ Quality of learning is increased by recalling, analyzing and elaborating on, and giving deliberate attention to language items.
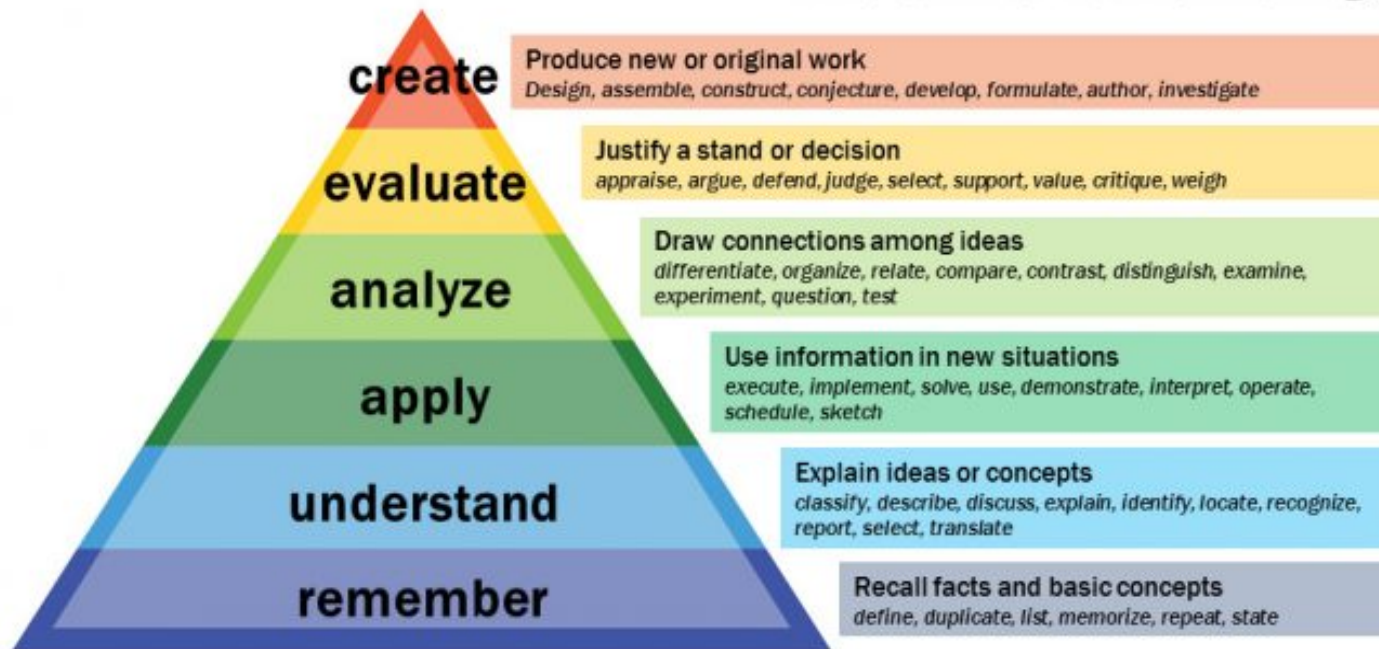
Teaching through engagement

❑ Deeper semantic analyses lead to longer lasting memory traces (Craik & Lockhart,1972)

❑ Need of a systematic and principled approach to teaching and learning vocabulary (Nation, 1990, 2001) with a wide variety of methods:

- elaboration, distinctiveness, difficulty (Schouten-Van-Parrenen,1995)

- noticing (Schmidt,1994)

- quality of mental processing (Ellis, 1997)

- planned lexical instruction (Laufer, 2006; Hulstijn,1992; Paribakht & Wesche, 1993; Hulstijn & Laufer, 1998; Rott, 2005)

- Involvement Load Hypothesis – need, search, evaluation (Hulstijn & Laufer, 2001)

Bloom's cognitive hierarchy (1956, revision 2001)

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

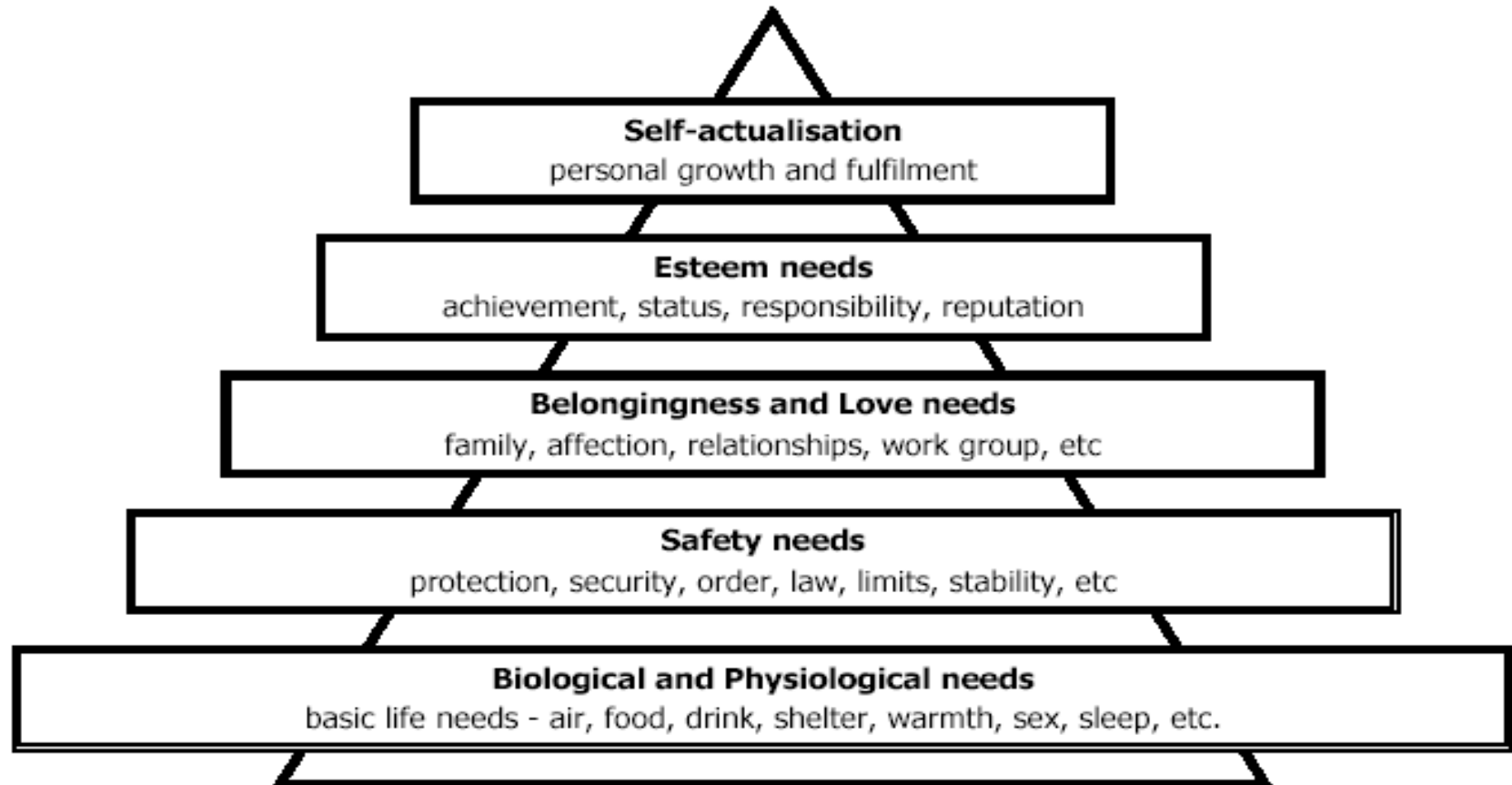Vanderbilt University Center for Teaching

A hierarchy of engagement

❑ Bloom's taxonomy & vocabulary:

- LOTS (defining and memorising) to HOTS (evaluate & create)
- Vocabulary - discrete items to collocations, connotations, explanation & argument
- Receptive to productive
- Concrete to abstract (connections, connotations)
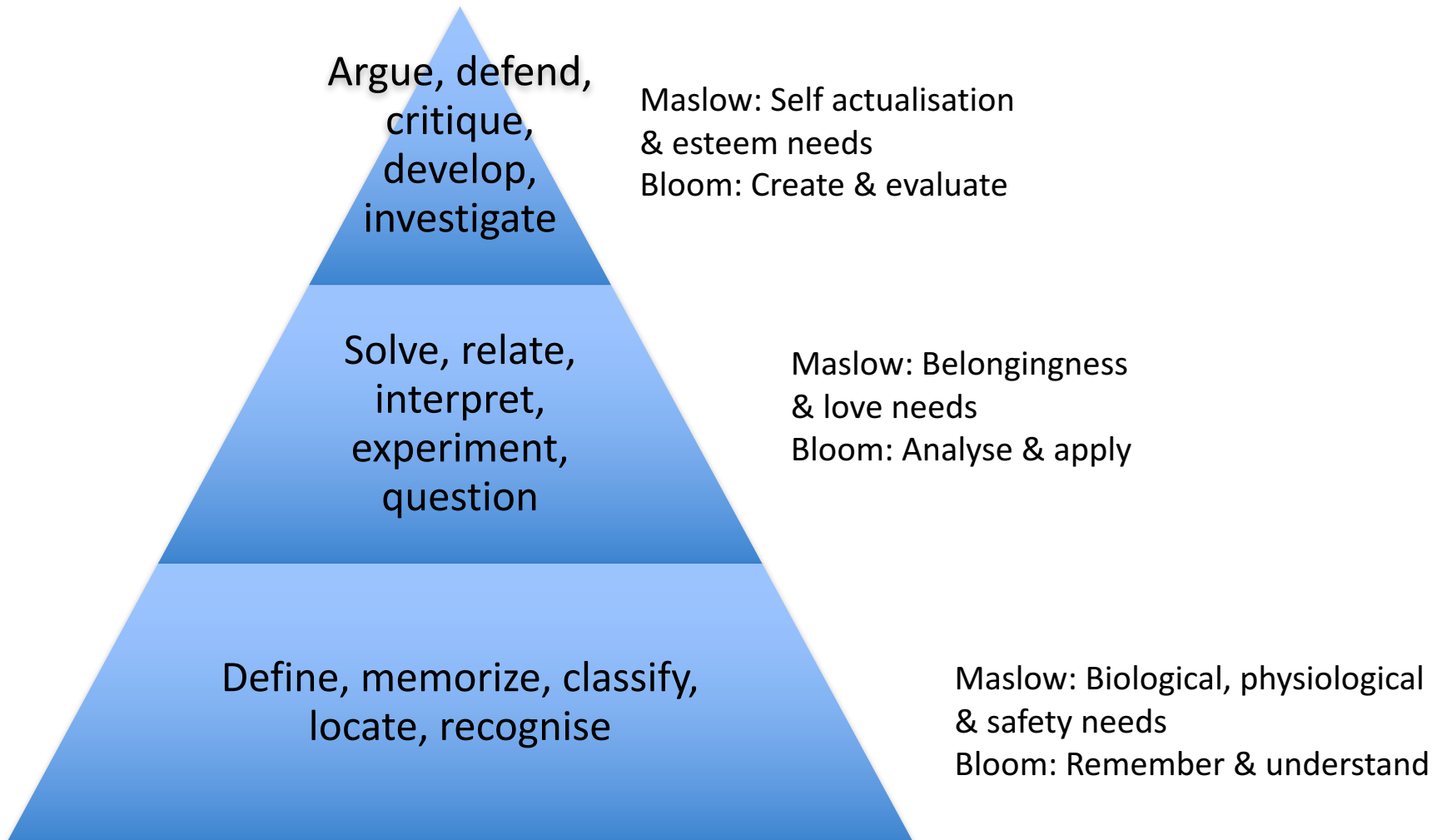- Breadth & depth

Maslow's hierarchy of needs

An engaged learner

❑ Focused mindful process

❑ Building new mind maps / networks = confidence & sense of progress

❑ Depth of cognitive involvement = retention

❑ Critical thinking – new language – new education style – new identity

❑ Explicit structured – cognitive & affective involvement

❑ Language – communication – human connection

Integrating perspectives

Argue, defend, critique, develop, investigate

Maslow: Self actualisation
& esteem needs
Bloom: Create & evaluate

Solve, relate, interpret, experiment, question

Maslow: Belongingness
& love needs
Bloom: Analyse & apply

Define, memorize, classify, locate, recognise

Maslow: Biological, physiological
& safety needs
Bloom: Remember & understand

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Activity 1. Awareness

❑ Vocabulary levels tests – http://www.lextutor.ca/vp/eng/ ; word frequency, word families & affixation

❑ Online dictionaries – http://www.merriam-webster.com/word-of-the-day/; http://lingro.com/; http://www.textfixer.com/tools/alphabetize-text-words.php

❑ Academic Word List – http://www.englishvocabularyexercises.com/AWL/

❑ Word clouds – http://www.wordle.net/

❑ Word mind maps – http://www.visuwords.com/

❑ Word games – http://freerice.com/ ; http://www.puzzle-maker.com/
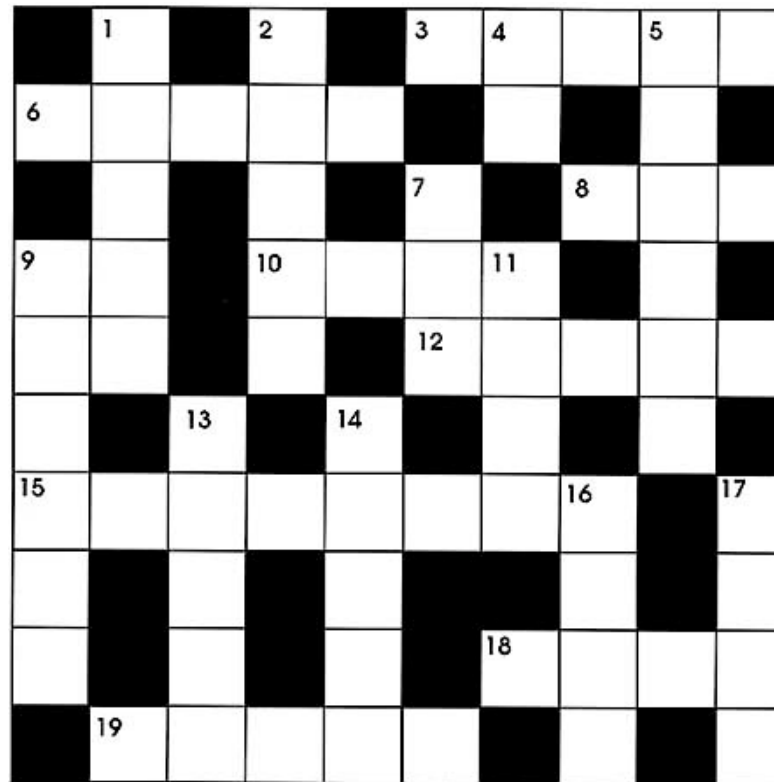
Word clouds

❑ Wordle.net – icebreaker, vocabulary development, personality

Mind maps

Activity 2. Form & meaning

Crosswords

❑ www.puzzlemaker.com

1. Students work with partners to make crosswords using the vocabulary lists & class readings; exchange puzzle with another team

2. Students submit lists of vocabulary & definitions; teacher makes crossword for the class

3. Students submit lists of vocabulary, definitions & sample sentences; teacher makes crossword using fill in the blank sentences & meaning clues

Activity 3. Read & argue

❑ Vocabulary focused project:

1. In teams of 3-4, students brainstorm controversial topics & search words *(e.g. Vaccinations)*
2. Search for online articles on the chosen topic
3. Each student selects a different article
4. Reads and highlights hard (long) words
5. Uses tools to focus on vocabulary development

Prof Paul Nation | School of Lir × | How Schools Are Dealing With ×

Vanessa

Secure | https://www.theatlantic.com/education/archive/2015/02/schools-may-solve-the-anti-vaccine-parenting-deadlock/385208/

Apps   🦊 Getting Started   📁 Latest Headlines   🍎 Apple   😃 Yahoo!   🗺 Google Maps   ▶ YouTube   📁 News   📁 Popular   📁 shops   ▦ www.hotmail.com   🐦 Twitter / Home   📁 Top Stories - Googl...   ◉ Cinema Montréal   »

JACOBA URIST | **FEB 5, 2015** | **EDUCATION**

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The debates over vaccinations are often cast as arguments over the integrity of science. But they can just as easily be understood as conversations about power, writes Eula Biss, a senior lecturer at Northwestern University, in her book, *On Immunity: An Inoculation*. As it stands, all 50 states require specific vaccines for school-aged children, although each grants exemptions for students unable to be vaccinated for medical reasons. The power struggle—pitting parents against parents—arises in the 19 states that allow families to opt out of vaccination requirements by claiming a "philosophical exemption," whether based on personal, moral, or religious beliefs.

Last month, however, one private Montessori school in Traverse City, Michigan— The Children's House, which serves infants through children in the eighth grade —changed the power dynamic. As one parent there described it, the school wrested control from a vocal minority of people in their community who don't believe in vaccinating their children and gave the majority who do their voice back. By revising its admissions policy and refusing to accept new students whose parents opt them out for personal beliefs, The Children's House illustrates how schools are becoming ground zero for the anti-vaccine dispute. It also serves as an example of how educators—not state legislators or health officials—may be the

EDIT-TO-A-PROFILE SPACE

WEB VP OUTPUT FOR FILE: Vaccination

Words recategorized by user as 1k items (proper nouns etc): NONE (total 1 tokens)

	Families	Types	Tokens	Percent
K1 Words (1-1000):	185	218	**559**	**70.14%**
Function:	...	...	(339)	(42.53%)
Content:	...	...	(220)	(27.60%)
> Anglo-Sax =Not Greco-Lat/Fr Cog:	...	...	(107)	(13.43%)
K2 Words (1001-2000):	31	32	**42**	**5.27%**
> Anglo-Sax:	...	...	(13)	(1.63%)
1k+2k			...	(75.41%)
AWL Words (academic):	31	36	**55**	**6.90%**
> Anglo-Sax:	...	...	()	(0.00%)
Off-List Words:	?	93	141	17.69%
	247+?	379	797	100%

Words in text (tokens):	797
Different words (types):	379
Type-token ratio:	0.48
Tokens per type:	2.10
Lex density (content words/total)	0.57

Pertaining to onlist only

Tokens:	656
Types:	286
Families:	247
Tokens per family:	2.66
Types per family:	1.16
Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens)	69.97%
Greco-Lat/Fr-Cognate Index: (Inverse of above)	30.03%

For easy editing as MS Word table - Edit/print-friendly table

Page menu: Tokens (Includes AWL subs)   Types   Families (Includes VP negative)

concerns concerns currently declared due duties experimental failed failed first first five former free free gain honorary indeed independent newspaper notably outbreak outbreak page protecting protects recent relatively rest roughly round roundly royal safe separate serious signs south south south spread story strongly struck summer sunday thursday true two whole widely

1001-2000 [31:32:42] advice argument behavioural behavioural blame brains combined damaged defend disease disease disease entire entirely exactly fault flat government health health health health holidays hospital immediate inquiry inward lot meanwhile medicine medicine mysterious original parents parents pause practising responsible risk risk risk solution

AWL [31:36:55] area authors consequences consistently consultant consultant contracted controversy culture decade despite estimated eventually exposed focus generation generation generation generation identified issued journal lecturer link link link link link link link linked linked maintained major media media medical medical medical medical portion promote promoted promoting published published region register research research researcher researchers theory theory theory

Sublist 1
area consistently contracted estimated identified issued major research research researcher researchers theory theory theory

Sublist 2
consequences culture focus journal maintained region

Sublist 3
link link link link link link link linked linked published published register

Sublist 4

Activity 3. Read & argue (cont.)

6. Read, take notes, retell & write individual summaries of articles
7. Lexicons of 5 - 8 words for the other team members
8. Presentations of individual work (summary & lexicon) to team; discussion
9. Write team opinion essay / prepare presentation: understanding – applying – evaluating – creating

❑ Repetition, recycle, peer review, revise
❑ LOTS (define, remember) → HOTS (synthesise, create) thinking skills → higher vocabulary retention
❑ Awareness of process → learner confidence

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1. Expand

"Your vocabulary is enlarged."

New Yorker, 1994

2. Depth

"Nobody ever asks 'How's Waldo?'"

New Yorker, 2013

Workshop

1. What are your students' strengths and weaknesses in vocabulary?

2. How important do you think vocabulary is in the whole process of language learning?

3. What aspects of vocabulary interest you?

4. What skills and strategies do you offer your students for vocabulary learning?

5. What activities do you typically include in courses to develop vocabulary knowledge (form, meaning, use)?

3. "Let's table it."

- A piece of furniture with flat top and four legs
- A figure, chart, or diagram
- Brit. Present formally for discussion; submit or propose
- US. Postpone consideration of

- Med. Flat anatomical surface; layer or plate into which the cranial bones are divided

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Key messages

❑ Extensive & intensive reading – planned, explicit instruction (need – search – evaluation)

❑ Engage students in communication journey – process of navigating a new world, new language, and new identity

❑ Study groups – build security – share experiences – promote belonging – negotiations – creating – thus leading to fulfillment of "higher level" academic goals

❑ Cognitive & affective engagement

Building with words:
Engaging with vocabulary learning

Thank you