Vocabulary Building Strategies to use When Working with ELL Students

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Academic Development

• We require English learners to learn enough of a second language to be able to function and do high level academic work in a new language.
Academic Development

• How can we help ESOL students succeed?

• We know they will need support - But where do we begin?
Academic Development

• ESOL students need help with language in the content areas..... of Language Arts, Reading, Math, Science, Social Studies, and Computer Literacy
How Can You Help

• ESOL school students need to maximize their time

• They have much to learn in a short period of time
BICS

• Basic Interpersonal Communication Skills
• Involves using language for social, face-to-face and every day situations.
• Highly contextualized and provides lots of clues for comprehension.
• Takes 0-2 years to acquire
CALP

- Cognitive Academic Language Proficiency
- Involves language skills and functions of an academic or cognitive nature.
- Language needed to accomplish academic tasks.
- Takes about 7-10 years to acquire.
ESOL Students Differ In Skills Acquired

<table>
<thead>
<tr>
<th>Students with no English, few skills</th>
<th>Students with no English, many skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with oral English, few skills</td>
<td>Students with oral English, many skills</td>
</tr>
</tbody>
</table>
Acquiring language

• Just because students are learning a new language, doesn’t mean they lose content language and knowledge.
They can do both!

- Students who have acquired skills and knowledge .....  

DON’T lose that knowledge

THEY NEED TO BE CHALLENGED!
Who Presents Greatest Challenge For You

- Students who **have few skills in native language** need a great deal of support

- These students **need to learn the language AND build on limited skills**
How we teach ESOL students who are still acquiring Language

- SIOP
- Sheltered Instruction Observation Protocol
- A means for making grade level academic content more accessible to ESOL students.
How is Content Made Comprehensible?

• By highlighting key language features and incorporating strategies that enables students to understand the material being presented
What are the Key Components?

- Preparation
- Building Background
- Comprehensible input
- Strategies
- Interaction
- Practice and Application
- Effectiveness of Lesson delivery
- Lesson Review/Assessment.
SIOP Fosters and Integrated Approach

- Instructional methods integrate language and content.

- Materials developed/adapted to integrate language and content.
Four Language Skills

• Listening
• Speaking
• Reading
• Writing
Preparation

• Lesson planning is critical to student and teacher success.

• Lesson planning must enable students to make connections between their own information and new knowledge.
Making Connections

• Lesson planning must enable students to make connections between their own information and new knowledge.
Content Objectives

• Need to be stated
• These objectives may need to be reduced for ESOL students
• Be on the lookout to fill in the gaps
Language Objectives

• Language objectives need to be just as important as content objectives

• Bend over backwards to state language objectives clearly and simply - students need to be informed as to what is expected of them and be taught the skills in order to do that.
Your guides in planning of course are:

- Curriculum guides
- SSS
- Benchmarks
- TESOL Standards
Building Background

• Practice It
• Students learning English need the opportunity to use English……
• Hear it, see it, read it, write it, speak it!!! within context of subject matter
• Caveat to this - it must be meaningful!
Presentation of Information

- Information must be presented in a way that they understand, bearing in mind language development needs and gaps in educational experiences
Concepts linked to Students' Background.

- New information must be tied to student’s background
- Teachers/Tutors may make explicit links to student’s backgrounds by asking questions that preview a topic such as, “Have you ever seen ….?
- Relate to the text by saying, “Well today we are going to read about……
Links Made between Past Learning and New Concepts

- Must build a bridge from previous lessons to new learning.
- Ask questions, “How does that relate to our story?”
- Refer to graphic organizers or other written reminders about the information, such as word banks, outlines, charts, and maps
Importance of Background Experiences

• When readers lack knowledge necessary to read, 3 major instructional interventions need to be considered:
3 Major Instructional Interventions

1. Teach vocabulary as a prereading step
2. Provide experiences
3. Introduce a conceptual framework that will enable students to build appropriate background for themselves.

Christen & Murphy (1991)
Building Vocabulary Creates Links

• There are a myriad of meaningful and useful ways vocabulary can be taught.
• When used regularly, they build background.
• Having students understand a few key terms well is more effective than learning a list of words.
How do we do that?

- Teachers/tutors select words that are critical for understanding the text or material.
- Provide a variety of ways for students to learn, remember, and to use those words.
- In that way, students develop core vocabulary over time. (Blachowicz & Fisher, 2000)
Active Learners

• Students should be active in developing their understanding of words and ways to learn them.
Word Web

• Preteach Vocabulary
• A word web is used to organize details about a word.
• Write the word in the center
• In each outside circle, write a meaning/characteristic of the word.

• Vocabulary handout #1
Word Web
Concept Definition Map

- A great way to learn and remember content vocabulary and concepts.

- Can be used to clarify concepts.
  - Vocabulary handout #2
Concept Definition Map

Word

What is it?

What is it like?

Example

Example
4 - Corners Vocabulary

- Enables students to contextualize word by
  1. creating a chart with an illustration
  2. A sentence that includes the word
  3. A definition of the word
  4. The actual vocabulary word.
How?

- Fold a piece of chart paper in fourths so that students can only see one corner at a time.

1. Start with the illustration
2. Definition
3. Contextualized sentence
4. Vocabulary word

Vocabulary handout #3
<table>
<thead>
<tr>
<th>1. Illustration</th>
<th>2. Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Sorts

- Teacher/Tutors categorize words or phrases into groups.
Closed Word Sort

- Teacher/Tutor provides a list of related vocabulary words
- Students discuss and create categories.
- Students then place vocabulary words under the correct category heading.
Open Word Sort

- Teacher/Tutor provides related words on cards.
- Students organize the categories.
- Students then place the correct word under the appropriate category heading.
Vocabulary Match-up Cards.

• Use Index cards.
• The vocabulary word is written on one card and the meaning is written on another.
• The students must find their match by discussing words and meanings.
• The pair sits/stands together and presents to the class.
• One student reads the word and the other the definition.
Vocabulary Foldable

• Copy the blank foldable and duplicate for all students.
• Students fold the page in half hot-dog style and then cut 5 "flaps" by snipping the 4 dotted lines.

• They should orient the folded page vertically and write each vocabulary word in the top half of one flap.
• Vocabulary handout #4
Vocabulary Foldable

- They open the flap and write the definition of the word under it.

- Finally, on the front of the flap below the word, they draw a picture or symbol that will help them remember the word. This format allows them to study their words by opening and closing the flaps.
KIM Strategy

• Provide students with index cards or use regular writing paper.
  1. Students write the key word in the 1st column.
  2. Definition in the 2nd column
  3. Memory cue or picture in the 3rd column.
  4. Have students use KIM as students develop their vocabulary.

Vocabulary handout # 5
<table>
<thead>
<tr>
<th>K</th>
<th>I</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Word</td>
<td>Information</td>
<td>Memory Cue</td>
</tr>
</tbody>
</table>
Mad Three Minutes

• The tutor will write all the words on the board that have been the focus of the lesson.
• Have the students look at the words and study them for a few minutes. Erase the words.
• Have the students write as many words as possible in three minutes.
• They can also provide a picture or definition of the word.
• The student with the most words gets applause.
Students should personalize word learning

- Personal Dictionaries
Personal Dictionaries

• Supports student's learning of key vocabulary.
• Students create the dictionaries as individual vocabulary and spelling resources.
• Add unknown words they come across as they read.
• Tutors works with students to clarify meanings of new words.
• Vocabulary handout #6
How?

• The words in the dictionaries can be categorized in:
  • Alphabetical order
  • Subject
  • Sound
  • Morphological structure (past tense)
  • Content or topic
Secondary tutors

• Students can create personal word dictionaries that include content specific vocabulary.
Elementary and Beginning ELLs

- Encouraged to use simple illustrations to represent words they are learning.

- K-1. words can come from big books through a shared reading experience.
Vocabulary games and activities

• Promote language and vocabulary development.
The Fly Swatter Game

- Teacher writes target vocabulary on board
- Divide class into teams of 4 or 5
- Teams stand in line behind starting line (5 - 8 ft. back)
- When teacher calls out a definition, 1st one to swat answer gets a point
- After 1st round, swatter is handed to next person
- 1st team to get predetermined amount of points is the winner!
Blackboard Spin the Bottle

• Write 5 vocabulary words on the board, one student under each word. These students are the “bottles”
• Students at their seats “spin the bottles” by calling out a definition
• When a “bottle” hears his definition, he spins around once
• If the student fails to spin when his definition is called, he must give someone else his place at the board
I Have... Who has?

- The whole class can play this after studying vocabulary of a lesson or chapter
- Vocabulary words and definitions on cards are all mixed up.
- Each student is given 1 word and a different definition
- The 1st student says “Who has (and reads definition)?
- The student who has the word says, “I have (and reads the definition)
- Continue play in this manner. Go around the room.
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