Evidenced-based Vocabulary Instruction for English Learners
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English Language Learners

- Fastest Growing Student Population
- 4.6 million in U.S. public schools
- Represent 400 different home languages
- Spanish is the most common home language (77%)
- Chinese and Arabic second most common languages representing less that 3% of English learners in U.S. public schools
- Vocabulary development is necessary for developing a second language

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Variability in English Language Learners

- Think about the ELLs at your school and the factors that influence their levels of preparedness for formal education and learning in English.

- What are some of the differences in your campuses' ELL population in terms of factors that influence preparedness?

  - **Example:** Level of English proficiency

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MODELS OF READING DEVELOPMENT

Scarborough's Reading Rope (2001)

Language Comprehension

● Background Knowledge
● Vocabulary Knowledge
● Language Structures
● Verbal Reasoning
● Literacy Knowledge

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

Increasingly strategic

Word Recognition

● Phonological Awareness
● Decoding (and Spelling)
● Sight Recognition

Increasingly Automatic

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Essential Language Systems

1. Phonology ⟹ the basic sound units of language

2. Vocabulary ⟹ words and word meanings

3. Grammar ⟹ phrases and sentences that make sense and are correct

4. Pragmatics ⟹ the appropriate use of language; rules for communicating effectively in diverse social situations. Including: rules of politeness, conversational skills, and extended discourse (telling a story or giving an explanation).

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Vocabulary is…

the ability to understand words and their meanings.

(Listening and Reading)

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Vocabulary is…

also the ability to use words across many contexts.

(Speaking and Writing)

Research

Vocabulary knowledge more than any other factor is attributed to English Learners' academic success or struggles.

(August, Carlo, Dresser & Snow, 2005; Calderon, Slavin, & Sanchez, 2011; Francis, Rivera, Lesaux, Kieffer & Rivera, 2006; Gersten et al; 2007)

Research

Vocabulary is an area where ELLS lag behind their peers.

English-language learners do well acquiring word-level skills like decoding.

The majority of ELLs with reading difficulties struggle with text level skills such as: fluency, vocabulary, comprehension and writing.

(National Literacy Panel, 2000)

Research

- Many ELLs arrive at school with a more limited English vocabulary than English-speaking students.

  - ELLs may lack labels in English for concepts they know and have labels for in their first language.

  - ELLs and English speakers may have different concepts for the same label.

  - ELLs may have labels and basic knowledge of concepts but lack the depth of conceptual knowledge required for academic success.

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The Language-Literacy Connection

Language **Reading and Writing**

Phonology →
- Phonological Awareness
- Letter-sound correspondences
- Word recognition/Decoding
- Word reading fluency
- Spelling

Vocabulary →
- Listening comprehension
- Word recognition/Decoding
- Word reading fluency
- Reading comprehension
- Written Composition

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The Language-Literacy Connection

Language **Reading and Writing**

Grammar →
- Listening and reading comprehension
- Word Reading Fluency
- Written Composition

Pragmatics →
- Listening and reading comprehension
- Written composition
- Understanding teacher talk

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Word Learning Strategies for English Language Learners

- Cognate Awareness
- Morphological awareness
- Multiple opportunities for use

Cognate Awareness

- The ability to identify that words from other languages share similar spellings and meanings.
- English shares cognates with many languages.
- One example: canoe (English/Catalan),
  canoa (Spanish/Italian/Portugese)
  canoé (French)
  kanu (German)

What words do you recognize?

Spanish
- Tradicional
- Libertad
- Adorable
- Facilidad
- Visitar
- Transportar
- Triángulo

True and False Cognates

- True Cognates   False Cognates

     triángulo-triangle   carpeta-carpet

     tractor-tractor   embarrassed-embarazada

Explicit Instruction of Cognates

- Introduction of Unit
- Examples may include transportation, health, school life, foods, hobbies, sports, shapes, colors, math, science, health and social studies.
- Many words within specific subject areas are cognates with English and can be used during instruction.
- Remember, cognates are words that are similar in spelling and meaning across languages.

Examples of Cognates

- Transportation

Spanish	English
auto	auto
tractor	tractor
tren	train
canoa	canoe
helicóptero	helicopter

Examples of Cognates

- Science

Spanish	English
biología	biology
experimento	experiment
ciencia	science
laboratorio	laboratory
célula	cell

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Components of Language for Vocabulary Instruction

- Phonology
  (Examples include knowledge of sounds within words)
- Vocabulary/Semantics/Morphology
  (Examples include understanding word meaning, its synonyms, antonyms and knowledge of word parts)
- Grammar
  (Examples include understanding word's part of speech)
- Pragmatics/Use
  (Examples include understanding formal and informal use, idioms and sayings)
- Orthography
  (Examples include letter and spelling pattern knowledge)

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Cross-Language Example

- The word is canoe in English. Say the word.
- The word in Spanish is canoa.
- How many syllables are in the Spanish word? How many are in the English word. How many sounds in Spanish? How many sounds in English?
- How many morphemes or meaning units? One. Let's discuss the meaning of the word canoe. Let's describe and then compare and contrast it with a ship.
- Is the word a noun? Can it be used as a verb?
- Can you use the word in a sentence?
- Can you describe the similarities and differences in the spelling of canoe in English and Spanish?

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Cognate Awareness

- Explicit instruction of cognates can provide a foundation for transfer of vocabulary and conceptual understandings across languages (August, et al.,2007)

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Reflection

- How will I incorporate cognates within my instruction for English learners?
- What are some of the features for cognate instruction that I should include to deepen English learners' understanding?
- How will I encourage cognate awareness across the various content areas?

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Morphological Awareness

- Morphological awareness is the ability to identify the smaller meaning components within words and the ability to use that knowledge to deduce the meaning of other unknown words.
- Meta-Morphological Awareness involves the ability to transfer this knowledge from the native language to the second language.
- Transfer depends upon the similarities between the morphological systems of the languages (Geva and Ramirez, 2015)

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Selecting Appropriate Words

- It is important to know a student's level of proficiency in the native language and English.
- Students may know the concept and the word in native language but, not in English.
- Many words in English are common words used in native languages such as, Spanish.
- Sixty percent of the English language is derived from Latin and thus learning word parts or morphemes is a word learning strategy that is helpful for English learners .

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What Does it Mean to Know a Word?

- A student's maximum level of reading comprehension is determined by his or her knowledge of words. This word knowledge allows students to comprehend text.

- Knowing a word does not mean simply knowing its definition. Knowing a word means knowing about the word and its usage as well as how to build on this knowledge to learn about additional words.

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What Words Do We Teach?

- Tier 1 words are described as common, basic, every day words.
- Tier 2 words are academic words used in texts across multiple contexts.
- Tier 3 words are academic words that are discipline specific and very narrow in their usage.

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Examples:

Tier 1	Tier 2	Tier 3
boy	chatter	electrolytes
table	marvelous	phoneme
chair	precious	cerebellum

Multiple meanings of the word run

Learning to Read

- As students learn to read they must be taught to attend to the smallest units of sounds to decode and to the morphemes to understand the meanings of new words (Carlisle & Stone, 2005)

Morphological Awareness

- Inflectional Morphemes change the number or quantity, verb tense and/or degree.
  (pant- pants, run- running, small-smaller-smallest

- Derivational Morphemes are those that focus on how words are derived from other words by the use of word parts.   (cheerful, preview)

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Some Spanish Prefixes and their English Correlations

Spanish Prefixes	Meaning	English Prefixes	Meaning
anti-	contra	anti-	against
ex-	afuera de	ex-	outside of
extra-	más	extra-	above
in-	no	in-	not
inter-	entre	inter-	between
multi-	mucho	multi-	many

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Some Spanish Roots and their English Correlations

Spanish Roots	Meaning	English Roots	Meaning
audi	oír	audi	to hear
auto	solo	auto	by itself
fin	final	fin	final
fono	sonido	phono	sound
graf	escribir	graph	written
kilo	mil	kilo	one thousand

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Spanish Suffixes and their English Correlations

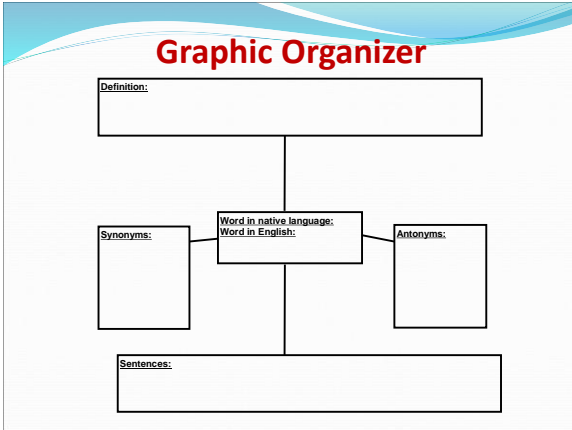| Spanish Suffixes	Meaning	English Suffixes	Meaning
-ista	alguien que	-ist	one who
-itis	inflamación	-itis	inflamation
-ivo	causa de	-ive	causing
-lento	en relación de	-lent	related to
-oso	lleno de	-ous	full of
-sión	estado de	-sion	state of being

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Sample Lesson

- We will learn a prefix today. A prefix is found at the beginning of a word and can change its meaning.
- Say bilingual, bicycle, bimonthly.
- What did you hear that was the same.
- Look at the words as I write them. How do we spell bi-? Do any of these words look familiar to you in your first language? Tell me about this. Say the words in your language.
- If you speak two languages, you are considered to be.... bilingual.
- Something that you pedal that has two wheels is a ....bicycle.
- If you do something two times a month then we say...bimonthly.
- So what do you think the prefix bi- means?
- Can you think of other words with prefix bi-? For example, if you do something two times a week the word is _____. (biweekly) If you do something two times a year the word is ____ (biannually). Do you know these words in your native language? Tell me about this.
- We will create a word wall for our word parts including prefixes.
- We will also add this prefix to your vocabulary notebook. Good job.
- As you listen to people or as you read, please listen carefully to words that use the prefix bi-. We will add them to our word wall.
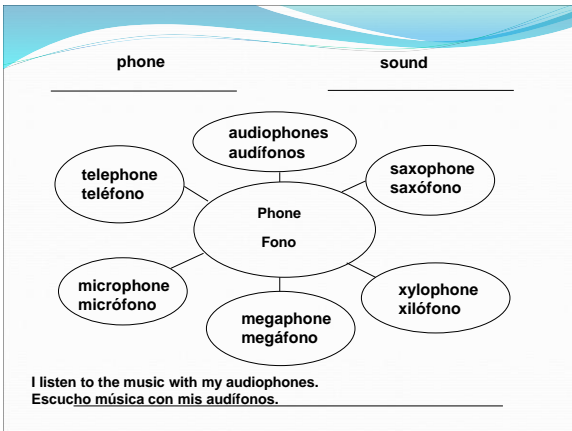
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Vocabulary

Introduce new words and use graphic organizers to explore word meanings and determine the relationship to other words

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Graphic Organizer

Definition:	

Word in native language:
Word in English:

Synonyms:

Antonyms:

Sentences:

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phone   **sound**

- **audiophones**
  audífonos
- **telephone**
  teléfono
- **saxophone**
  saxófono
- **Phone**
  Fono
- **microphone**
  micrófono
- **xylophone**
  xilófono
- **megaphone**
  megáfono

I listen to the music with my audiophones.
Escucho música con mis audífonos.

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Student Glossaries

Word	Usage	Picture	Word in Native Language
Miracle	It's a *miracle* to see a flower blooming.		Milagro
Ancestor	This is a picture of someone's *ancestors*.		Antecesor
Marvelous	The island is a marvleous place to visit.		Maravilloso

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Reflection

- How will I incorporate morphology within my instruction for English learners?
- What are some of the features for morphology instruction that I should include to deepen English learners' understanding?
- How will I encourage meta-morphological awareness throughout the day?

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Multiple Opportunities

- English learners need multiple opportunities for using new words to make connections between academic content and life experiences.

- Teachers must strategically integrate sufficient practice opportunities so English learners can master new concepts and thus achieve a higher level of understanding.

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Engage in extended discussions with the word:

- Do you think a telephone should be allowed in class?
- Do you think audiophones can damage your hearing? Why or Why not?
- Do you think there is a benefit for playing a musical instrument like a saxophone?
- Encourage English learners to use complete sentences and their target words within their responses.

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Additional Tool: Sentence Starters

- Help students with limited English language skills "get started" on a response.

- Teacher models appropriate academic language structure by starting a sentence that students will finish.
  - I think the word means _____
  - When I listen to the word, it reminds me of _____ because _____
  - Some other words that are similar in meaning are _____ and _____

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Wrap-Up

- English language learners can benefit from explicit instruction that will assist them in applying their structural knowledge of the primary language for the development of the second language.
- It is necessary for instructors to have knowledge of the shared and unshared components of the two languages in order to provide English language learners with sufficient opportunities to develop their language and literacy skills.

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SUMMARY

- English learners do not learn words with one simple encounter.
- English learners need much practice with words.
- English learners need various facets of information about a word.
- They also need to integrate a new word into their existing knowledge.

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Wrap-Up

- English language learners can benefit from explicit vocabulary instruction that will assist them in applying their word knowledge in the primary language for the development of second language vocabulary.

- It is necessary for instructors to have knowledge of the shared and unshared components of the two languages in order to provide English language learners with sufficient opportunities to develop their language, vocabulary and literacy skills.

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Resources

The International Dyslexia Association
 www.eida.org
The National Center for Culturally Responsive Educational Systems (NCCRESt)
 www.Nccrest.org
CEC Division for Culturally and Linguistically Diverse Exceptional Learners
 www.cec.sped.org
Office English Language Acquisition
 www.ed.gov/office/oela

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Additional Resources

- Center for Applied Linguistics
  www.cal.org
- Center on Instruction for ELLs
  www.centeroninstruction.org
- IES Practice Guide Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
- http://ied.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf
- Colorin Colorado
  www.colorincolorado.com

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