Explicit & Effective Teaching of Reading & Vocabulary

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Vocabulary

- don't know most suitable word to express what I feel.
- deep meaning - not interesting

Vocabulary

- can't express the meaning correctly forms in vocabularies
Presentation Outline

I. Framework
II. Practical Application
   • pre-reading
   • reading
   • post-reading
1. FRAMEWORK
The Lexical Approach

Michael Lewis
1993
1997

not "traditional grammar and vocabulary but multi-word prefabricated chunks"
The Lexical Approach

everyday
• Hi there!
• Long time no see!
• ...might as well...
• No joke!
• See you later!

more academic
• ...detailed explanation
• ...competing views...
• core ideas behind...
• ...classroom material...
The Lexical Approach

Michael Lewis (1993, 1997)

• Vocabulary is increased through "suitable input not formal teaching"

Hugh Dellar and Andrew Walkley (2015)

• Words (& collocations or grammaticalized chunks) can be learnt consciously—and very efficiently (...and in context) the luxury of time
The Lexical Approach

Hugh Dellar & Andrew Walkley (2015)

• teaching *vocabulary* lexically
• teaching *reading* lexically
Vocabulary: Providing Explanations

*Using the target language

Longman Dictionary of Contemporary English
Merriam-Webster's Learner's Dictionary

1 fine /ˈfaɪn/ adjective

finer; finest

Learner's definition of FINE

1 a not used before a noun : good, acceptable, or satisfactory

- That's fine with me.
- “Is there anything wrong?” “No, everything's fine.”
- The house looks fine to me.

[+] more examples

◊ Fine is often used as a response to show acceptance or approval.

- “I have to leave early, all right?” “Fine.”
Vocabulary: Providing Explanations  
*Using the target language*

- When the weather is **fine**, the sun is shining.

- A **fine** is a punishment in which a person has to pay money because they have broken a rule.

- When someone is **fined**, they have to pay money...
Vocabulary: Providing Explanations
*Going beyond the immediate context

How are the words connected in meaning?

A: You should speak to the manager of that store. You need help with it?

B: Don't worry. I can manage.
Vocabulary: Dictionary Work

*The Importance of Context

6. Look up the word **focus** (both focus¹ and focus²) in the dictionary. How many meanings are there? ______________

7. Look at the first entry for **focus** (focus¹). Which meaning is used in the following sentences? Write the correct number in the space provided.
   a. ________ The photographer adjusted his camera so that it focused on the flower by the tree.
   b. ________ In today’s class, we will focus on mammals and their characteristics.
   c. ________ She had trouble focusing on the picture because her eyes felt blurry.

8. Look at the second entry for **focus** (focus²). Which meaning is used in the following sentence? Write the number.
   d. ________ What do you think the focus of today’s discussion will be?
Vocabulary: Working with a Dictionary

Part II. Find the meaning of the word as it is used in the sentence. The small numbers indicate what you need to look at, for example major¹ - noun. Circle the number of the meaning. Use your dictionary points.

Example: The oboist played a major¹ scale. 1 2 3 4

1. Greta will color² in her coloring book. 1 2 3 4
2. There must be no discrimination based on skin color¹ in this school. 1 2 3 4
3. Does your health insurance cover¹ cosmetic surgery? 1 2 3 4 5 6 7 8 9 10
4. This book has a very long¹ title. 1 2 3 4 5 6 7 8 9 10
5. Please print¹ your name and sign the last page of the document. 1 2 3 4 5 6 7 8
Vocabulary: Good Examples
*From words to collocations & beyond

Go beyond simple collocations:

Rely on climate scientists
Stop climate change
Move to a warmer/drier/humid climate
Specific climatic conditions
The climate system / climate crisis
Vocabulary: Sketching
*From words to collocations & beyond

Imagination & Creativity:
Vocabulary: Asking Questions

*Questions that take you further

Create questions that would elicit the largest amount of connected language.

What are the effects of climate change?

What can one person (or one nation) do on their own to slow and reverse climate change?
Using Vocabulary

*Providing extra support*
Speed-dating activity

Using Vocabulary: *Providing extra support
Vocabulary: Collocation Exercises
*Developing both words & collocations

The weather: When the rain **(lets up, stops, turns off)**, I’ll go outside again.

The weather: They are **(forecasting, foretelling, predicting)** 14 inches of snow for tomorrow!
Vocabulary: Collocation Exercises

*Developing both words & collocations*

She has long/big eyelashes.

I just **took/ate** medicine.

You need to **get/take** experience.
Vocabulary: SPELLING

*Noticing patterns & memorizing

Since 2019 fall semester started I have learned many things, specifically in the drawing class. I still remember the first drawing it was high heel shoes but it wasn’t the worst but I could make it better after taking the class and learning different lessons. I can say if I’m going to draw the same shoes it would be so much just like real not like a photo. But what do I need to draw anything not just a high heel?

Spicily? Shose? so butufl?
Vocabulary: SPELLING

*No distractions!

national
obviously
Consciousness

3-5-minute spelling dictations are wonderful!
Reading: Before the Text

*What language is there?*

- High proportion of unknown words
  more intensive language work

- Exercises that go with the text
  How many of your chunks are focused on them?

- Decide what chunks you might spend extra time on.
First, the process of recycling causes more pollution in and of itself. The trucks that carry the recycled materials are burning more fossil fuels, and the factories that process the recycled products are contaminating the air. Paper recycling causes toxic chemicals from print and dyes to leach into the land and ultimately into the water supply. In addition, a type of “cross-contamination” can occur when recycling steel or aluminum products, where the toxics that were held in the original material get recycled into the new material and cause further damage. An additional problem occurs when recycling products such as glass, because the process of recycling the glass is worse for the environment than the original process for creating new glass.
Reading: Reading Aloud

Week 1 Reading Aloud Quiz

Your instructor will give you a paragraph to read aloud and record. Please take the time to practice reading the paragraph and when you are ready, then you may begin recording.

This quiz will also be used as an in-class diagnostics to see how well you read in English at the beginning of the semester.

Points 5
Submitting a media recording
This submission is a media recording.

Week 1 Reading Aloud Quiz

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>Easy to understand: You are fully understood. You have a noticeable accent and patterned pronunciation variations, but they do not cause misunderstanding.</td>
</tr>
</tbody>
</table>

Total Points: 5

Assignment Comments

- Listen to the audio and compare.
  Pronunciation Learning.mp3

You will receive the paper with words highlighted to show what you need to work on this coming Monday, August 28. Yellow means it’s not an error, but still an area you want to work on. Pink means it is an error.

Download Submission Comments
The current news is full of stories about chaotic weather. There are wildfires, flooding, earthquakes, hurricanes, and drought happening all over the world. Many of these weather events are connected to climate change and global warming. We are all concerned citizens and wonder what we can do to help the environment. Many cities and countries have implemented recycling programs to help reduce waste and cut down on the release of CO2 into the atmosphere. But does recycling always work? Are we really helping the earth through our recycling? In fact, there are many negative consequences to some forms of recycling, which we need to carefully consider.
Reading: Mining Text for Language

*Setting & checking noticing tasks

1) Many of these weather events are connected____ climate change. How can we cut ___ ____ the release of CO2 ____ the atmosphere.

2) chaotic… current ... global ... negative….

3) Match these nouns with verbs

4) Complete NEW sentences with phrases from the text.
Reading: Talking about Reading Texts
*Encouraging & scaffolding natural responses

1. What surprised or shocked you in the article?
2. Can you think of any countries/places that are affected the most by the current changes in the weather?
Reading: Other Kinds of Speaking around Texts

*Exploiting new vocabulary

*Doing the same task TWICE (Why? How?)

Can you think of someone whose career is blossoming?
Reading: Other Kinds of Speaking around Texts

**Blossoming career:**

- doing really well
- woke up famous
- overnight success
- worked really hard for it
- put in a lot of effort
- on the crest of the wave
- the future looks bright
Reading: Encouraging Further Responses

*Exploiting new vocabulary
*Tie writing to it!

Several people choose different places to live. For example, maybe they need some change. They want to move because of heavy traffic. They want to move to a cheaper place. They have to move because of the bad neighbors. They want to move to a better location. In addition, when I choose a place to live, I want to make sure that the place has nice neighborhood. Also, it is close to a grocery store. I want the place to be close to my family house. It must have a good transportation because I don't have a car. It must be bigger than my older place. It must have a big kitchen. Also, it must have a big yard. I want to go to a place where it doesn't rain much because I hate the rain. In conclusion, I hope to find a place which is good to my family.

9.5/10
References


Photographs of current and former ELP students (2015, 2016, 2019).
Samples of student audio and writing (2019).
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