

Pumping up Vocabulary for English Language Learners



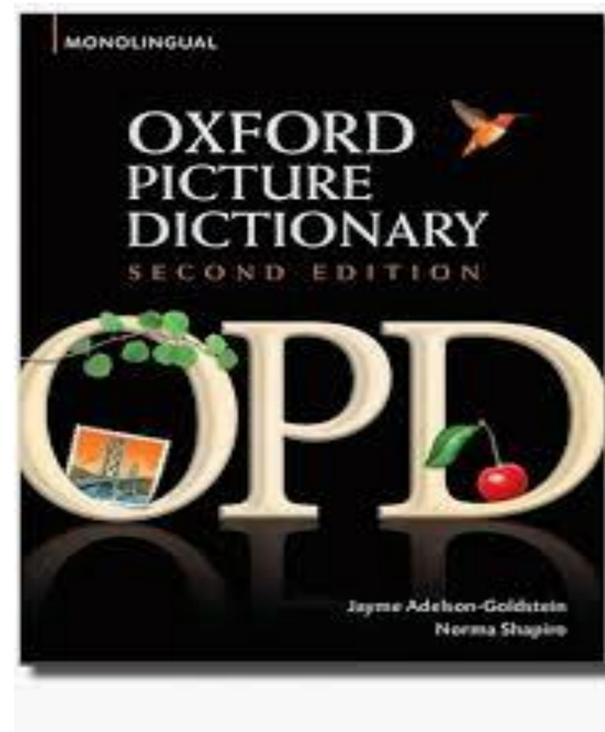
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INTRODUCTION

We demonstrate best practices for instructing English language learners in vocabulary development. This example of our practice consists of ideas for conversation and reinforcement of vocabulary through practice in both linguistic and non-linguistic exposures. Academic vocabulary is reinforced through a structured routine.

DESCRIPTION

One instructional focus at the Guilmette Middle School is articulating your thinking through accountable talk. In *Pumping Up Vocabulary for English Language Learners* the strategy we will feature is a combination of structured routines and student led discussions. This practice lends itself to a sense of safety for all students participating through a scaffolding technique where independence is achieved eventually. Using text, the teacher models polite discourse and students repeat. Then, using sentence frames, students turn and talk to their partners. Partners practice the conversation using an ABAB format of question, answer, question, answer then reverse roles. Finally, students embellish the conversation using pictures and other cues from the text. Students then share their academic conversations with the larger group.



APPLICATION

Practices that foster ELLs' oral language development:

- Coming to the discussion prepared
 - Students are given time to preview the pages to be discussed
 - Students watch and read along as the teacher models behavior
 - Students recite with teacher conversation frames
- Using appropriate body language for discussions
 - Teacher models eye contact, leaning in toward partner, quiet voice and nodding
 - Students practice appropriate body language
- Participating by taking turns
 - Students take turns using an ABAB format
- Making connections to what others have said
 - Students respond to statements or questions generating new conversations

Source: Staehr Fenner, D & Snyder, S., (2014)

SPEAKING AND LISTENING STANDARDS ARE ADDRESSED

Common Core State Standards

Literacy.CCRA.SL.1

Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Literacy.CCRA.SL.4

Students will present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

Vocabulary is introduced and reinforced using the Oxford Picture Dictionary as students study themes. Each page has illustrations supporting the theme with people and objects identified with letters. On a side bar labels coincide with the identified pictures. Sentence frames are provided to discuss the theme.



Citations

Staehr Fenner, D. & Snyder, S. (2014). Using Pair and Group Work to Develop ELLs' Oral Language Skills. Retrieved from:

<http://blog.colorincolorado.org/2014/11/17/using-pair-and-group-work-to-develop-ells-oral-language-skills/>

Adelson-Goldstein, J. & Shapiro, N. (2008). *Oxford picture dictionary (2nd ed.)*. New York, NY: Oxford University Press

Common Core State Standards Initiative, 2015. Retrieved from: www.corestandards.org