



The RI-TELLER

*The Newsletter for Rhode Island Teachers of
English Language Learners and ELL Professionals*

**Fall/Winter
2015-16**

**Special Interest
Articles:**

**A New Academic
Vocabulary List**

**6 Top-Notch
Vocabulary
Instruction
Resources for
ESL Specialists**

**Strategies for
Teaching
Academic
Vocabulary 5**

**Getting Students
to Make
Vocabulary Sets
Using Quizlet 9**

Individual Highlights:

**Pawtucket Library
Passports &
Supporting ESL 7**

**Coordinating
Council 8**

**Upcoming
Conferences 12**

**RITELL
Awards 13**

**Candid Camera
At RITELL 14**

**Call for
Submissions 17**

*Chris Bourret /
Doug Norris, Editors*

A New Academic Vocabulary List *by Dr. Dee Gardner*

The role of academic vocabulary in the school success of ELLs is well established (Nagy & Townsend, 2012). Simply stated, those who have sufficient vocabulary knowledge are better readers and writers than those who do not. By extension, those who read and write well perform better in school overall, and they are much better equipped to pass the gate-keeping tests of higher education (e.g., ACT, SAT, GRE, GMAT, LSAT, MCAT), thus improving their opportunities for economic success (Gardner, 2013).

The same is true for native-language learners.

These facts have fueled the extensive interest in vocabulary learning and teaching in academic settings. However, part of the problem with vocabulary training is that there are several million lexemes of English (words with different meanings), and many new words enter the language every year. Where does one begin to learn or teach from such an enormous pool of words?

With this in mind, my colleague and I analyzed a corpus of more than 120 million running words of academic English and found that a relatively small number of distinct words

(3,015) were much more common among the nine major disciplines of our academic corpus than they were in general English (Gardner & Davies, 2014). We formalized these words into the Academic Vocabulary List (AVL). This new list is different in many ways from the Academic Word List (AWL; Coxhead, 2000), which has served language education well for more than 15 years. I highlight these differences in what follows.

1. The AWL was based on a corpus of 3.5 million words of academic English, mostly from New Zealand. The AVL was based on a corpus of 120 million words of academic English, primarily from the United States.

Continued page 2

6 Top-Notch Vocabulary Instruction Resources for ESL Specialists:

by Dr. Nancy Cloud

In addition to the approach described by Dee Gardner in this issue and the resources loaded on his website: <http://www.academicvocabulary.info> Here are a few more key resources for ESL specialists interested in improving their work in teaching vocabulary to ELLs.

1. Overview Article: Building English Language Learners Academic Vocabulary: Strategies and Tips, by Claire Sibold

In Multicultural Education, Winter 2011.

<http://files.eric.ed.gov/fulltext/EJ951842.pdf>

A good introduction to the topic that outlines some of the major approaches to vocabulary teaching to ELLs

2. Elfrieda Heibert's TextProject Resources for Teachers

www.textproject.org

On this site, Elfrieda H. Hiebert shares WordZones lists for word families worth teaching to ELLs. The 4 zones represent 4000 simple word families *Continued page 4*

A New Academic Vocabulary List

continued

2. Word counts in the AWL were based on word families (base word forms with their inflections and transparent derivatives), whereas the AVL counts were based on lemmas (base word forms distinguished by part of speech—nouns, verbs, adjective, adverbs—together with their simple inflections). The example in Table 1 illustrates the difference. The value of considering lemmas over word families is obvious in this example, as *proceeds*, the noun (n), pronounced with stress on the first syllable, and *proceeds*, the verb (v), pronounced with stress on the second syllable, would be erroneously considered as being the same word family, but they would be correctly treated as being different lemmas.

The noun *proceedings* (meaning *records* or *minutes*), the noun *procedure* (meaning *technique*), and the adjective *procedural* (meaning *technical* or *routine*) would be counted as their own lemmas instead of as part of the same word family. Also, knowing that a particular word is functioning as a noun or a verb or an adjective helps to constrain the possible meanings of that word. For example, it makes a big difference if we know that *study* is a noun (e.g., *They will complete the study*) instead of a verb (e.g., *She will study for the exam*).

Table 1. Example of word family versus lemmas

One Word Family (AWL) =	Four Lemmas (AVL)
Proceed	Proceed (v)
Proceeds	Proceeds (v)
Procedural	Proceeding (v)
Procedure	Proceeded (v)
Procedures	Proceeds (n)
Proceeded	Proceedings (n)
Proceeding	Procedure (n)
Proceedings	Procedures (n)

3. The AWL was built on top of the General Service List (GSL; West, 1953), a list of 2,000 high frequency word families of English. In other words, any academic words appearing on the GSL were not considered in the AWL (e.g., *company, market, account, business, capital, exchange,*

interest). In contrast, words on the AVL were derived purely by statistics—that is, all words were considered if they appeared statistically more often in academic materials than in other registers of English, and if they had sufficient coverage across nine disciplines of academic English: (1) education; (2) humanities; (3) history; (4) social science; (5) philosophy /religion/psychology; (6) law/political science; (7) science/technology; (8) medicine/health; and (9) business/finance. The result is that the AVL contains academic words at all levels of frequency, making it possible to more effectively address the core academic vocabulary needs of learners at essentially any level of proficiency. To illustrate this point, Table 2 (see page 3) provides examples of AVL lemmas at three different frequency bands. It is clear that AVL lemmas in the first column are much more frequent and basic than those in the second and third columns. Despite the relative differences in frequency and sophistication, all of these lemmas are what I refer to as being “saturated with academic sense.” In other words, these words are likely to occur in many different academic disciplines, thus validating their “core” status.

4. AVL lemmas were subsequently grouped into word families to meet certain learning, teaching, and research purposes. Unlike the AWL, however, AVL families maintain their lemma distinctions within the word families, as the comparison in Table 3 (see page 3) shows. In the AVL case, we can see that only three lemmas are actually on the AVL *control* (noun *control* (verb) and *uncontrolled* (adjective)). The two red lemmas, *controller* (noun) and *controlled* (adjective) are specialized (technical) academic words in the disciplines of science and medicine, respectively. The four gray words, while part of the *control* family from a purely linguistic perspective, are not found statistically more often in academic materials than they are in general English. The numbers next to the words indicate the frequency of the words in the academic corpus, thus giving some indication of the relative importance of the words. Such detail is very useful for teachers, learners, researchers, and materials writers.

Knowing what is common or core in academic materials (the AVL) allows us to be more precise in determining what is specialized in those materials. Table 4 shows how academic vocabulary can be focused on in terms of academic core words (AVL—yellow), discipline core words (from the general core of English—magenta), and discipline technical words (within specific disciplines—red). All of these are derived statistically from the academic corpus. *Continued page 3*

A New Academic Vocabulary List

continued

Table 2. AVL lemmas at three different frequency bands

Rank	AVL Lemma	POS	Rank	AVL Lemma	POS	Rank	AVL Lemma	POS
1	study	n	1501	bridge	v	2996	unidirectional	j
2	group	n	1502	individualism	n	2997	redirection	n
3	system	n	1503	noteworthy	j	2998	reversion	n
4	social	j	1504	impetus	n	2999	obtainable	j
5	provide	v	1505	experimentation	n	3000	privation	n
6	however	r	1506	sequential	j	3001	inborn	j
7	research	n	1507	continuation	n	3002	bimonthly	r
8	level	n	1508	attributable	j	3003	capitalistic	j
9	result	n	1509	disparate	j	3004	circumscribed	j
10	include	v	1510	safeguard	v	3005	targeting	n
11	important	j	1511	suppression	n	3006	unusable	j
12	process	n	1512	subset	n	3007	unpalatable	j
13	use	n	1513	markedly	r	3008	causally	r
14	development	n	1514	concurrent	j	3009	prioritization	n
15	data	n	1515	degrade	v	3010	overemphasis	n
16	information	n	1516	incompatible	j	3011	imprimatur	n
17	effect	n	1517	tenet	n	3012	coherently	r
18	change	n	1518	unify	v	3013	component	j
19	table	n	1519	indispensable	j	3014	tangential	j
20	policy	n	1521	intended	j	3015	relevancy	n

(n = noun; v = verb; j = adjective; r = adverb)

Dr. Gardner



Table 3. Example of AVL word family versus AVL word family

AVL Example for *Control* Family

control, controlled, controller, controlling, controls, uncontrollable, uncontrollably, uncontrolled

AVL Example for *Control* Family

control (n) ⁴⁵⁶⁹⁰ **control (v)** ¹⁹⁶²¹ **controller (n)** ^{Sci 1780} **controlled (j)** ^{Med 1392} **uncontrolled (j)** ⁴²⁵ **controlling (j)** ³⁵³ **uncontrollable (j)** ³³⁷ **controllable (j)** ³²⁹ **uncontrollably (r)** ⁶⁴

Finally, our dynamic [web interface](#) contains important information about all words on the AVL, and also allows users to input any text and receive detailed information about the academic core words (AVL) and discipline-specific words (technical) in that text. This tool is particularly well suited for many academic reading and writing purposes.

Link: [Table 4. Academic vocabulary levels](#)

This article was originally printed in the October 2015 [AL Forum](#), the Newsletter for the Applied Linguistics Interest Section of TESOL. Thanks to the [AL Forum](#) for permission to reprint.

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Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34, 213–238.

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Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91–108.

West, M. (1953). *A general service list of English words*. London, England: Longman, Green.

Dee Gardner is a professor of Applied Linguistics and TESOL at Brigham Young University in Provo, Utah. He specializes in vocabulary, reading, and applied corpus linguistics. He was the Guest Speaker at the Fall 2015 RITELL Conference. See [RITELL.org](#) for conference resources.

6 Top-Notch Vocabulary Instruction Resources for ESL Specialists

continued

2. Textproject.org

of the most frequent words in English:

http://textproject.org/assets/library/resources/WordZones_4000-simple-word-families.pdf

The words are broken into “zones” according to frequency with Zone 1 representing the 310 most frequent words; those that might be taught first. For more on the Word Zone Fluency Curriculum, see:

<http://textproject.org/archive/research-article-vault/articles/the-word-zone-fluency-curriculum-an-alternative-approach/>

She also provides a video on 2,500 complex word families and why vocabulary matters (The role of core vocabulary in complex text) at:

<http://textproject.org/archive/webinars/vocabulary-matters/>

Teachers will also be interested in other resources listed on this page, such as her article on *Generative Vocabulary Instruction* and

- **concrete picturable words** (21% of core vocabulary)
- **academic words** (18% of core vocabulary)
- **morphological word families** (When expanded, the 2500 complex word families, accounts for about 12,000 words seen in most texts.)
- **polysemous words**

Other resources to check out are found on this page:

<http://textproject.org/archive/resources/>

3. Robert Marzano’s Six Step Process for Teaching Academic Vocabulary

https://www.sheltonschools.org/CAL/TPEP/Shared%20Documents/handouts_vocab_Marzano%20Academic%20Vocabulary.docx

http://www.altonschools.org/media/pdf/Marzano_Vocab.pdf

Various school sites outline his approach to teaching vocabulary, which has been applied to ELLs.

4. Colorin Colorado Resources:

Key articles on the teaching of vocabulary to ELLs from Colorin Colorado, a bilingual site for educators and families of English Language Learners:

<http://www.colorincolorado.org/article/vocabulary-development>

Links to articles and videos:

<http://www.colorincolorado.org/teaching-vocabulary>

<http://www.colorincolorado.org/article/selecting-vocabulary-words-teach-english-language-learners>

5. EverythingESL.net Resources

Tips on providing Vocabulary Instruction to ELLs:

http://www.everythingsesl.net/instruction/vocabulary_instruction_language_80932.php

6. Language Magazine Resources

Cutting to the Common Core: Making Vocabulary Instruction Number One, by Kate Kinsella:

http://languagemagazine.com/?page_id=7706

Cutting to the Common Core: Analyzing Informational Text:

http://languagemagazine.com/?page_id=12282

Two articles that explain the importance of vocabulary learning to ELLs and give strategies for teaching vocabulary to our learners.

Dr. Nancy Cloud, Professor Emeritus in the Department of Educational Studies at Rhode Island College, is a specialist in ESL, bilingual and dual language education.

Check Out our [Resources From Past Conferences](#) Page on the RITELL Website!



Get the Main Speaker and Breakout Session PowerPoints and handouts, as well as other useful links and resources.

Strategies for Teaching Academic Vocabulary: Research-based Activities for Expanding and Retaining Target Vocabulary Words

By Kiyomi Donnelly & Carolina Bisio

Teaching academic vocabulary is essential in assisting students who are non-native speakers of English to succeed in their new learning environment. Hinkel (2015) emphasizes the importance of teaching vocabulary by stating that “Teaching and learning... is simply not possible without academic language and vocabulary” (p. 185). Based upon the research demonstrating the vocabulary range in social discourse and in academic discourse, she claims that academic vocabulary cannot be learned through everyday conversations. Social interactions require only a very limited vocabulary range, roughly 2000 words in social settings as opposed to 20,000 to 85,000 words in academic settings.

Moreover, using the evidence found in the research on vocabulary used in textbooks for English learners, Hinkel (2015) addresses the difficulty students face when they learn academic vocabulary by working with textbooks that contain varied vocabulary words, yet don't provide learners with opportunities to review and recycle the new words. Academic terms cannot be acquired through natural exposure such as social interactions and reading books. Hinkel (2015) therefore urges ESL instructors to implement vocabulary teaching in every lesson and states that “Vocabulary recycling is left almost exclusively up to the teacher and classroom instruction” (p. 186). Furthermore, she reports that, according to the recent research studies on vocabulary retention, as many as 16 exposures may be needed for vocabulary retention.

There are many ways in which ESL instructors can help students build up their academic vocabulary and aid retention. The following are some practical activities for helping learners expand and retain vocabulary. These activities can be implemented in short periods of time in every lesson. After the target vocabulary words are formally introduced to the learners, the following simple activities can provide students with opportunities to practice the target vocabulary.

Zip Around

The goal of this activity is to help students review vocabulary and/or concepts learned in class. Zip Around involves all students in the class and promotes practicing listening, speaking, and reading. In order to play this game, the instructor needs to print out cards that are handed out to the students. The cards need to be put in order by linking:

- a term on one card to its definition on the next
- a question in one card to answer on the next
- a picture on one card to a term on the next.

Making your zip around:

- Use a template to set up your terms to link.
- Make enough cards for every student in your class, or divide the class in groups and make enough zip around sets for all the groups.
- Don't place matching questions and answers on the same card.

Template for a four card Zip Around set

Card 1

Answer question 4 <i>(the same student who started the game by reading question 1, ends the game by reading the answer to the last question...zip around!)</i>	Question 1 <i>(student with question 1 starts the game by reading question 1)</i>
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Card 2

Answer question 1	Question 2
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Strategies for Teaching Academic Vocabulary: Research-based Activities for Expanding and Retaining Target Vocabulary Words

continued

Card 3

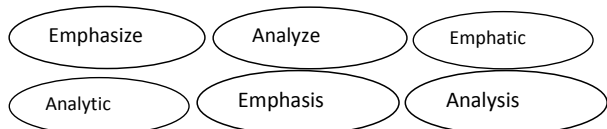
Answer question 2	Question 3
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Card 4

Answer question 3	Question 4
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Word Families – Pairing Activity

The goal of this activity is to help students review vocabulary and /or concepts learned in class. In order to get the class ready to work in pairs or small groups, the instructor can hand out cards with the terms to be reviewed. Students form pairs or groups by finding students who have a word that belongs to the same family as the word they have on their cards. Here is an example: Students work in groups of three. The teacher hands out the following individual cards.



Students then find their group mates by matching the cards with terms that belong in the same word family:

Emphasis - Emphasize - Emphatic

Analysis - Analyze – Analytic

The instructor might decide to provide students with further practice using these word families. For instance, students in the same group might be asked to write a short paragraph using the terms matched. Alternatively, students might be asked to pick a term and provide a definition for the word either in oral or written form.

Conclusion

By presenting students with simple activities such as the ones described above, ESL instructors can help students succeed in learning academic vocabulary. The new vocabulary should not only be presented and analyzed in reading texts. Academic vocabulary needs to be practiced and reviewed in writing and speaking and should often be revisited after a lesson/unit is completed. Implementing simple vocabulary activities in every lesson contributes to student vocabulary growth and enables learners to succeed in the academic setting where they need to share their knowledge and thoughts in academically appropriate ways.

Reference

Hinkel, E. (2015). *Effective curriculum for teaching L2 writing: Principles and techniques*. New York, NY: Routledge.

Kiyomi Donnelly and Carolina Bisio are co-chairs of the International Voices Special Interest Group of RITELL.



The goal of International Voices is to create a collaborative community of ESL/EFL professionals who share the same career needs and interests. Meeting twice a year, the SIG serves the growing diversity of ELL professionals from a variety of linguistic and cultural backgrounds in Rhode Island. Through collaboration and involvement, International Voices offers a space where members can discuss pressing work issues, share best practices, instructional materials and potential job leads.

Contact Carolina Bisio at carobisio@gmail.com for more information.

Get Your Passport and Support Adult ESL Classes at the Same Time

For more than 15 years, the Pawtucket Public Library has offered a comprehensive program of adult ESL classes provided through the Rhode Island Family Literacy Initiative (RIFLI). In January 2013, the collaboration between RIFLI and the library resulted in a new and innovative service: Pawtucket Library became the first library in Rhode Island to offer US Passport services.

The library's Passport Acceptance Facility opened, offering US citizens the opportunity to apply for their passports during convenient evening hours – times when post offices are closed -- and, additionally, to support the library's adult ESL classes at no extra cost.

The Pawtucket Library's passport service is a social enterprise -- part of the regular passport fee, set by the US Department of State, goes directly to support RIFLI classes. According to Julie Fischer, the library's Passport Manager, "It's a win/win. Passport customers love our convenient hours, our comfortable office space, and the fact that they don't usually have to wait in line; and when we tell them that they're supporting our adult education classes at no extra charge, they're thrilled."

Since opening in 2013, the Pawtucket Library Passport Acceptance Facility has grown more and more popular, and expanded its hours. It's now open

Monday through Thursday from 4:00 - 9:00 pm, and Saturdays from 1:00 – 5:00 pm. These hours offer a convenient alternative for individuals and families who may have difficulty applying for a passport during the daytime hours when post offices offer passport acceptance services. Additionally, the Pawtucket Library passport office is a private, comfortable space where the Passport Agent can explain the passport process and offer assistance in filling out the application, if needed. Passport photos are also taken for a fee of \$10. The cost of a US passport is set by the government, and is the same wherever one applies. So if you, your family or friends are planning international travel and need a passport, go to Pawtucket Library and take advantage of a great service and an opportunity to support adult ESL classes in Rhode Island! For more information, visit www.pawtucketlibrary.org.

Julie Fischer is Literacy Coordinator for RIFLI at the Pawtucket Public Library.



Follow RITELL on Twitter!

Check out Twitter account:
@RITELL_ESL

It contains great links to all things ESL!



RITELL Coordinating Council

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Show your support for by purchasing a nifty RITELL hooded sweatshirt and other merchandise at our next conference!



Among its activities, Coordinating Council members organize and work at RITELL Conferences, manage the www.ritell.org website, advocate and present position statements for Teachers of ELLS, help form and support Special Interest Groups, and actively recruit new RITELL members.



Council members manning the registration table.

New Board Members Needed!

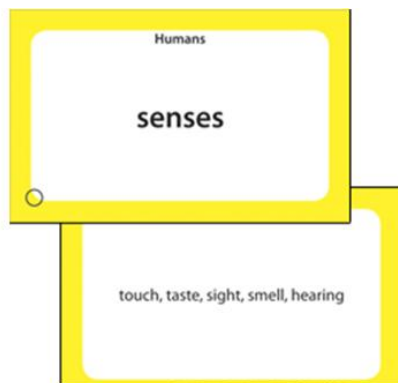
We will be looking for new Coordinating Council members for Fall 2016. Please consider running at the election during the Spring Conference.

See our Nominations and Elections page on our website for details: <http://www.ritell.org/page-1267829> Nomination statements can then be sent to Nancy Cloud at nancycloud2@gmail.com.

Getting Students to Make Their Own Vocabulary Sets and Develop Study Skills Using Quizlet by Chris Bourret

Expanding on a great idea I got from a colleague about using Quizlet, I would like to get into more detail about the process of having students make their own vocabulary sets on this website, thus helping learners improve their study skills and study habits. I use a four-step process with lots of scaffolding to allow students unfamiliar with the site to eventually use it independently.

Quizlet can be a great tool to help students learn and practice new words. It's not the only tool I use in class; I also use flash cards and Frayer vocabulary models. (Frayer vocabulary models involve making four boxes for a word, each with a heading such as "definition", "similar words", "opposites", "sentence" to draw out the expanding meaning and context of the word for students.) Most students will take to the great online features of Quizlet, but some more traditional learners prefer more physical and tangible ways of learning, so it's good to have multiple options students can choose to study from. No matter if it's a paper-based or electronic tool, it's important to scaffold the tool to help ABE and ESL students become more independent learners.



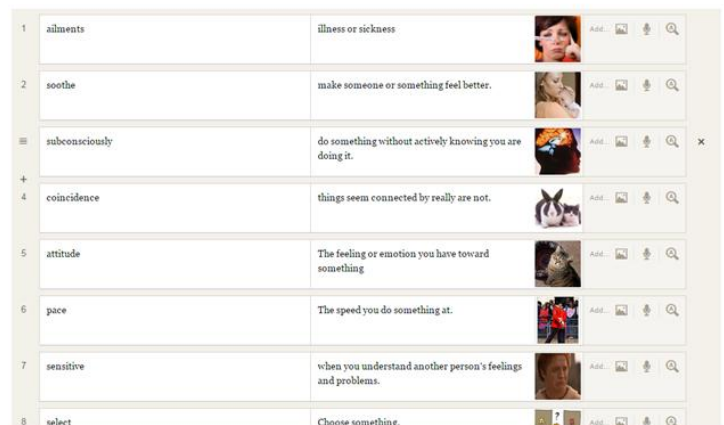
Traditional flash cards

Step One: I first like to introduce students to a vocabulary list I've made on Quizlet. The list is based on words just encountered in a

Attitude	
Definition The feeling or emotion you have to somethings	Feeling Positive or negative
Opposite No feeling, empty	Sentence "He has a good attitude in class. He always smiles and is friendly every day."

Frayer Model

class reading or video. With a free teacher's account, I make sets with the word, definition, image, and then, once assigned, students can practice these words (see image below for how making a vocabulary set looks). Once a set of words is made, I can assign the words to my class for them to practice on, whether on their smart phones, tablets or computers. Students can choose from several options to practice: *Flashcards*, *Spelling*, *Test*, *Learn* (practice fill-ins) and games *Scatter* and *Race*.



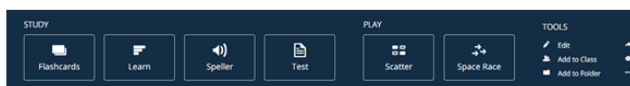
Making a Quizlet vocabulary set

In this first step of this process, I like to show students the options Quizlet has. I do this with the whole class, step by step. I have them follow my directions, with Quizlet projected on the big screen as a guide, so they can make an account (note: it's easier if you can get students to set up e-mail accounts before logging on), link them to the vocabulary set I made and then have them click on each activity that they can study and practice with. I can monitor as they go through each activity, checking to see how well students can use the site, provide help if need be, and see what they think of the site, especially in comparison to the other ways we've already studied vocabulary. Of course, be ready: this initial introduction to Quizlet could take a while, over many

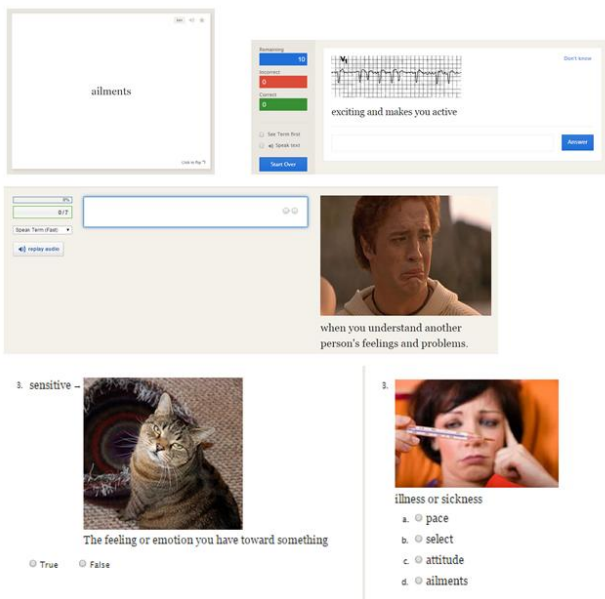
Continued page 10

Getting Students to Make Their Own Vocabulary Sets and Develop Study Skills Using Quizlet *continued*

class periods, depending on the tech abilities of your class. I do find that students pick up on the features of Quizlet very quickly, no matter what their tech level. More trouble may come from just getting students to sign up and later log on, as some may forget their e-mails or the Quizlet passwords they created. Encouraging them to write down their passwords or helping them choose effective passwords they can easily remember helps.



Quizlet options students can practice with



Examples of Quizlet practice and test features

Step Two: Once I feel students are comfortable with logging in and using the site's practice functions, the next time we use Quizlet, we can make the study set together. Using the screen again, with a projection of the website for all students to see, I give students directions on how to put the set together. At each step they are following me, typing in the same information I am, putting in the same pictures, and saving the set. Once we've made the cards together, they can start to practice on their own, like in step one, and I monitor them, getting

feedback on how easy it was for them to make cards. Depending on learners' tech abilities, we may need to repeat the step of making cards together a few more times.

Step Three: The next time around on Quizlet is similar to step two, but now I elicit the steps from the students: "Ok, tell me what to do now", "What should we do next?" As they tell me each step, I input the information so it shows on the big screen and they follow on their accounts. Through this approach, I can see how well they remember the steps as we make the cards together. This is a great formative assessment to see how well they understand the steps to make the vocabulary set. It's not uncommon to see student confidence soar at this point by explaining to me what to do. It's also a great opportunity for the teacher to remind students of the skills they are acquiring by being able to get on the website and create cards effectively.

Step Four: Once they are able to explain to me how to use Quizlet, it's time to see if they can make cards independently. So, the next time vocabulary review comes around, I give them the words we've covered in class, and they make the cards on their own. I encourage those struggling to get help from fellow students, not just me. If you can see that students can do this step, you know as a teacher you've succeeded! If many are really struggling, it's time to go back to step two or three again for more scaffolded practice.

Once the class seems proficient in creating Quizlet sets on their own, each time a new list of vocabulary items is ready, I give students the option of either making cards, Frayer models, or Quizlet sets. They have to choose one of these options, and are required to show me their finished results. Quizlet is chosen in the majority of cases, but not always. As the year progresses and more vocabulary lists come up, students now have the knowledge and ability to study words independently. With Quizlet, it's easy for them to go back and practice past word lists, as they have them in their account. *Continued page 12*

Getting Students to Make Their Own Vocabulary Sets and Develop Study Skills Using Quizlet *continued*

Many students will realize that vocabulary set creation is a transferrable skill that can help them in future classes or other endeavors.

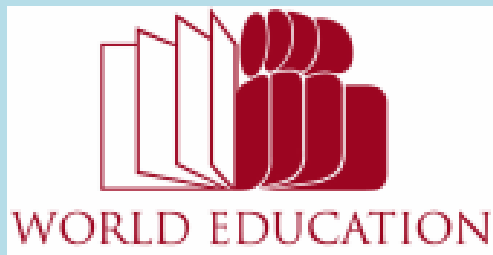
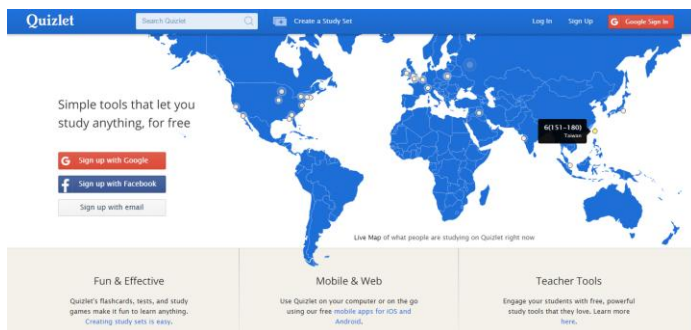
Going through this process of “letting go” and eventually getting students to use Quizlet on their own, it’s easy to see how quickly students develop their study skills and learn the words. Another surprising result from doing this approach has been the helpful feedback from students. For example, the images used with higher level vocabulary items may hinder rather than help students. Some learners reported that in practice, they were just essentially matching the image with the word, but not really learning the definitions for the words. Some students decided having no image was better for them when making their cards. I would never have learned this tidbit if I had just kept making sets on my own and assigning them to students. One last benefit (though I never tell students this) is that this process also eventually saves the teacher time, by getting students to perform all the work of making the vocabulary sets that they can practice on and even share with each other.

Helping students become independent learners by developing their own Quizlet sets is definitely worth it. If you try this method out, let us know how it goes and good luck!

-Reprinted from World Education’s TechTips For Teachers Blog.

Quizlet:

<https://quizlet.com/>



Tech Tips for Teachers was started in 2012 by Steve Quann and Leah Peterson at World Education, Inc. The goal of the blog is to help adult education teachers use technology to aid instruction. See the site’s lesson index at:

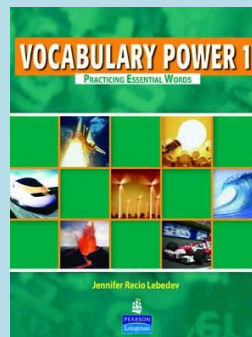
<http://techtipsforteachers.weebly.com/lessonindex.html>

Thanks to Steve and Leah for permission to reprint this article.

RITELL Member Recommended Vocabulary Learning Resource

Vocabulary Power 1,2,3. Pearson/Longman.

This series takes high frequency words from the Academic Word List and presents them in contexts with lots of practice activities and ways for students to apply the words in their own lives. Each book explores 300 words, 10 per chapter. Exercises focus on multiple meanings, collocations, and use in expressions.



Upcoming Conferences

TESOL International Convention & English Language Expo

TESOL 2016, TESOL's 50th anniversary, will be held in Baltimore, Maryland, Tuesday, 5 April, through Friday, 8 April 2016. –

See more at:

<http://www.tesol.org/attend-and-learn/international-convention#sthash.ashBaTer.dpuf>



RITELL: Over 300 members strong! Help us to keep building.

Ask a colleague to join!

Increasing our membership means being able to afford top notch presenters at conferences, create professional development opportunities/trainings for teachers, advocate for teachers more effectively, and create awards for deserving members of our community. Thanks for your continued support.

Save the Date!

Spring RITELL Conference

April 30, 2016

Watch for details on Conference

Theme and speaker at

RITELL.org



Check out our expanding resources page at RITELL:

<http://www.ritell.org/page-1800810>

Resources include Language and Country projects, booklist projects, recommended apps, and a slew of links to other resources. If you have a resource you'd like to share, please let us know!



RITELL Awards

RITELL is proud to sponsor two yearly awards.

Nancy A. Carnevale Grant for teachers of ELLs (Pre K-12)

Nancy Carnevale, M.Ed., a National Board Certified Teacher of English as New Language (ENL) invested her 38-year career in supporting urban ELLs and their families. She exemplified the “can-do” philosophy. She serves as a model of best practices in urban education for ELLs.

Every Spring Conference, The Nancy A. Carnevale Grant is awarded to classroom teachers who exemplify Nancy’s life and career. The \$500 award may only be used to fund a project which meets the grant criteria.



Lisa Salisbury, center, 2015 Carnevale Grant Recipient

See RITELL.org for nomination forms and details. Apply now!

Adult Education Practitioner Award (Adult/Higher Education)

Awarded every Fall Conference, the recipient for this award:

- Demonstrates high levels of commitment and makes significant contributions to the field.
- Demonstrates high levels of professionalism, collegiality and cooperation.
- Goes above and beyond to help ELL students and professionals in the field of Adult Education.



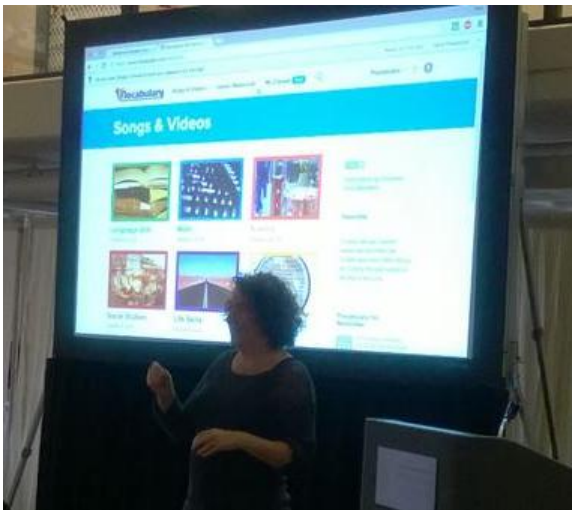
See past winners and nomination forms at RITELL.org.



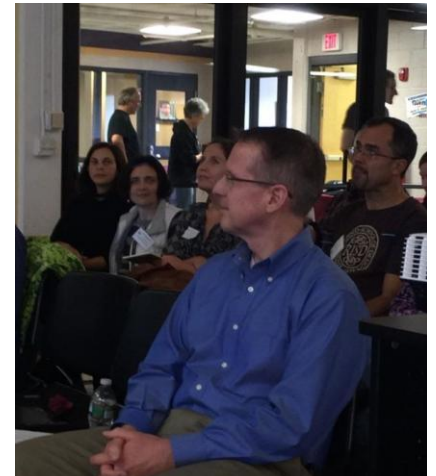
Candid Camera at RITELL: 2015 Fall Conference photos



Candid Camera at RITELL: 2015 Fall Conference Photos



Candid Camera at RITELL: 2015 Fall Conference Photos



Thanks to those who
attended our Fall
Conference and making it
such a success! See you on
April 30th for the next one!



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Call for Submissions

We are always on the lookout for RI-TELLER submissions from our members. If you have a great lesson plan, resource or activity, please share! Other article ideas include student profiles, research you've done relevant to the field and questions, among other ideas. Submitting an article is a great way to get published in the field and an important step to building up our professional connections with one another in RITELL.

Also, if you have a colleague you would like to nominate for the Nancy Carnevale Grant or Adult Education Practitioner awards, please see the Awards page on RITELL.org.

We on the RITELL Coordinating Council wish everyone a happy new year and continued success in 2016! See you at our Spring Conference! Check RITELL.org for upcoming details.

