

# Excite, Elicit, Encourage, Enjoy Academic Vocabulary Development

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NJTESOL/  
NJBE

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May 2011

# Introduction

- Middlesex County College is a two year, post-secondary institution located in Edison, New Jersey.
- The school has about 13,000 students of whom about 1,000 are second language learners.
- Ellen Measday, Marianne Hsu-Santelli and Jane Ostacher are tenured faculty.

# What's the urgency?

- The average first grade native speaker comes to school with a vocabulary ranging from about 2,500 to about 5,000 words.
- The average native English speaking freshman comes to college with a vocabulary of about 15,000 to about 35,000 words (*Gildea & Miller and Nation & Waring*).
- The average non-native English speaking freshman comes to college with an English vocabulary of about 5,000 words.
- True handicap for NNS who must
  1. read academic textbooks,
  2. use academic language in writing assignments, and
  3. take high-stakes, standardized reading tests.

So?

We

based

our teaching

methods on the

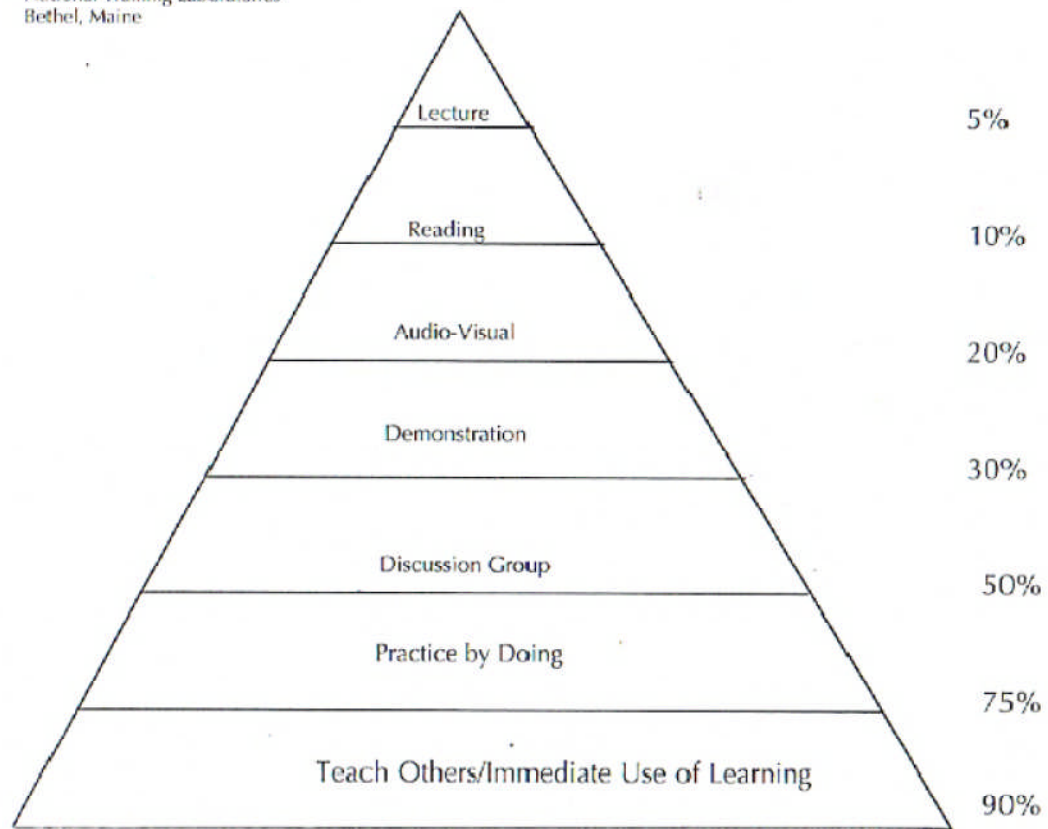
Learning Pyramid to

facilitate students getting

a better handle on academic vocabulary.

## Average Retention Rate after 24 Hours

National Training Laboratories  
Bethel, Maine



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# Using Averil Coxhead's AWL

- <http://www.victoria.ac.nz/lals/resources/academicwordlist/>
- rationale
- pre- and post-tests

# Why the AWL?

Academic textbooks contain:

- content specific vocabulary,
- collocations,
- idiomatic phrases,
- paraphrasing of idiomatic expressions, and
- large amounts of academic words.

In two paragraphs taken from David G. Myers, *Exploring Psychology*, there are 45 AWL words, there were 45 AWL words.

# Pre- and Post-Tests

So we

- created pre- and post-tests using 380 of the 570 AWL words
- provided links to practice AWL words in different ways to excite, elicit, encourage and enjoy developing word recognition and knowledge

# Excite, Elicit, Encourage, Enjoy

- <http://www.visualthesaurus.com>
- <http://quizlet.com/http://quizlet.com/4582279/averil-coxheads-awl-flash-cards/>
- <http://www.studystack.com>
- <http://www.comics.com>
- <http://www.puzzlemaker.com>

# What were the results?

- Results from the AWL pre- and post-tests show a statistically reliable increase of approximately 8% (+ or – 2%) in AWL words from the beginning of the spring 2010 semester to the end, and
- Students were pleased.

# Videos

- Provide high interest stories to practice the AWL
- Using 6 of the AWL words below, students write about what they learned after watching the video on service dogs.

*significant/assist/bond/academy/transform/  
intervene/partner/capable/interact/monitor/aid*

<http://video.aol.com/video-detail/dog-days-service-dogs-are-lifelines-to-impaired-disabled/2149339503>

# Using Comics

Comics are a surprisingly rich source of AWL words.

We used <http://www.comics.com> to download comics and have students identify AWL words contained in strips.

# Dilbert



# Graphic Novels

- rationale
- standards
- from story boards to novel

# Graphic Novels standards

- [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=281&DID=13323](http://www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=13323)
- <http://www.reading.org/General/CurrentResearch/Standards/LanguageArtsStandards.aspx>
- <http://www.ncte.org/standards>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/twenty-first-century-informational-30581.html?tab=1#tabs>

# Title Page

## an example from students



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# Graphic Novels from storyboards

Storyboard 11/8/10 8:28

www.makethefilm.com  
wordle.net

## Story Board

Name Hank Chao Page 1

briefly	<p>Ben and Mike walking on the street - A girl who is wearing red dress walks by. Mike turns his head</p>
	<p>Ben: Why would you look at her? Mike: I don't know. I feel red dress really attracts me.</p>
	<p>Ben: Oh! I think it is because of evolution psychology</p>

# to novelette



This comic strip was created at [MakeBeliefsComix.com](http://MakeBeliefsComix.com). Go there to make one yourself!

# to novelette



# to novelette



# to novelette



# to novelette



This comic strip was created at [MakeBeliefsComix.com](http://MakeBeliefsComix.com). Go there to make one yourself!



# Evaluation—asking students to reflect

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Report: Self-Evaluation of Graphic Novel

CATEGORY	4	3	2	1
<b>Research Techniques</b>	I successfully used suggested Internet links to find information, navigate within these sites, synthesize this information, and develop questions without assistance.	I successfully used suggested Internet links to find information, navigate within these sites, synthesize this information, and develop questions with no more than three occasions of needing assistance.	I successfully used suggested Internet links to find information, navigate within these sites, synthesize this information, and develop questions with more than three occasions of needing assistance.	I needed assistance to use suggested Internet links to find information, navigate within these sites, synthesize this information, and develop questions on multiple occasions.
<b>Use of Comic Software</b>	I successfully used the comic software to put my research into the graphic novel form and demonstrate clear, logical relationships between all topics and subtopics.	I successfully used the comic software to put my research into the graphic novel form, but there are a few gaps in the logical relationships between all topics and subtopics.	I used the comic software to put my research into the graphic novel form, but there is little connection between topics and subtopics.	My comic has no logical organization and the research topics and subtopics are disconnected.
<b>Quality of Information</b>	My information clearly relates to the main topic. It includes several supporting details and examples.	My information clearly relates to the main topic. It provides one to two supporting details and examples.	My information clearly relates to the main topic. No details or examples are given.	My information has little or nothing to do with the main topic.
<b>Organization</b>	My information is very organized with well-constructed captions and speech bubbles.	My information is organized with well-constructed captions and speech bubbles.	My information is organized, but my captions and speech bubbles are not well-constructed.	My information appears to be disorganized.
<b>Photos &amp; Illustrations</b>	My photos and illustrations are neat, accurate, and add to the reader's understanding of the topic.	My photos and illustrations are neat, accurate, and add to the reader's understanding of the topic.	My photos and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	My photos and illustrations are not neat, nor accurate, OR do not add to the reader's understanding of the topic.

Total: \_\_\_\_/20

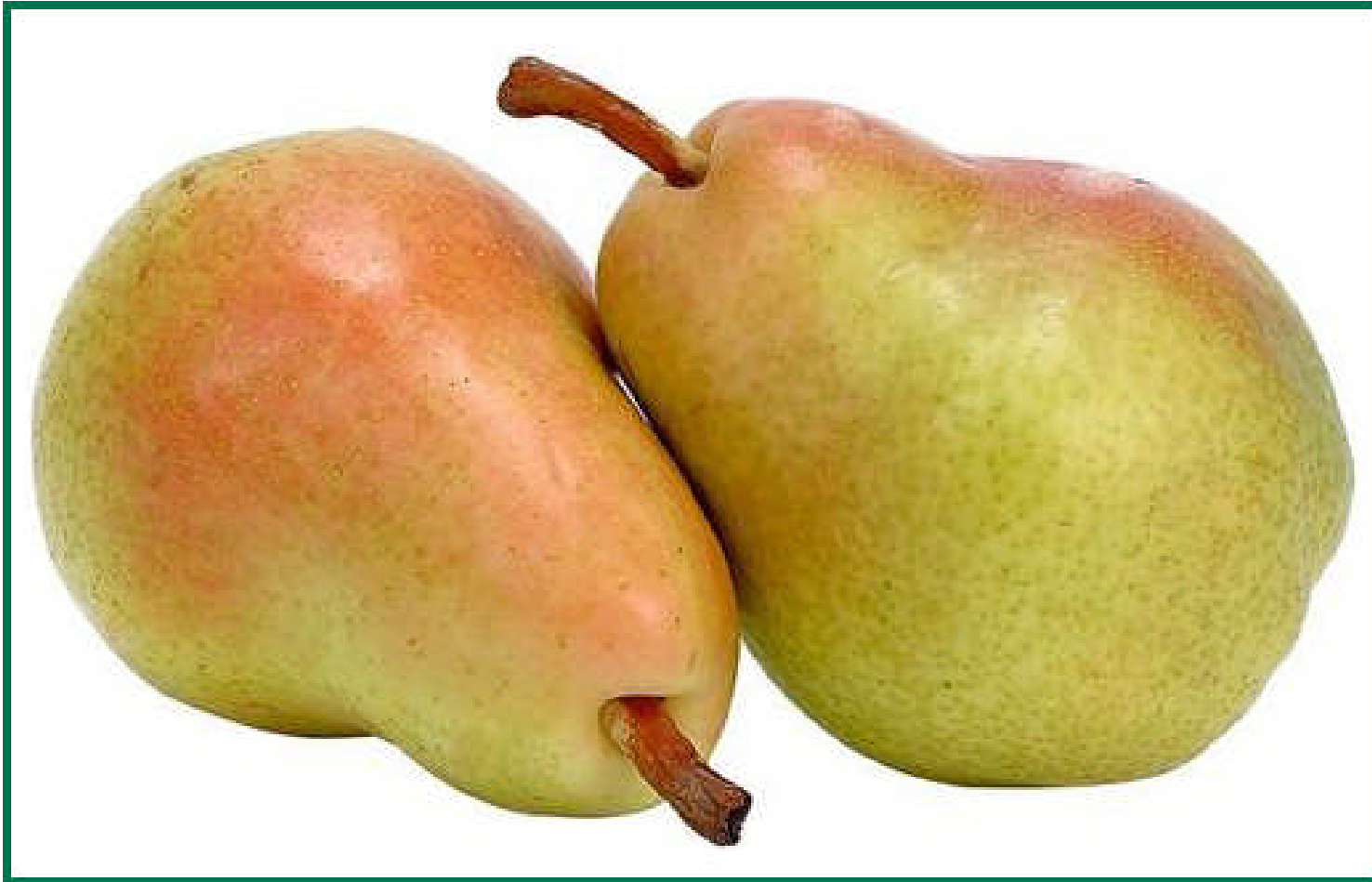
readwritethink

We used some wonderful free sites to  
create our novelettes:

- to make strips, we used Bill Zimmermann's  
<http://www.makebeliefscomix.com>
- to make title pages, we used  
Jonathan Fienberg's <http://www.wordle.net>

# Pairs to Pears

a game adapted from Apples to Apples



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# Pairs to Pears

## Rules

- Pairs or groups of students are each given 5 yellow cards containing AWL words
- Dealer picks a large, green, subject card
- Pairs (or groups) discuss and pick the yellow card they feel best matches the subject card
- Dealer picks the best match
- The pair or group with the most matches wins

# Cleverly Named AWL Card Game Rules

1. Dealer shuffles cards and deals 5 to each player. Remaining cards are the draw pile.
2. Player to the dealer's left goes first and play proceeds in a clockwise direction.
3. The player must make a grammatical and meaningful sentence using at least one word from the cards in her/his hand. For each word used, the player puts that card on the discard pile. If a player cannot make a word, s/he must pick up a card from the draw pile. [An alternative is to have the student continue to draw until able to make a sentence.]
4. The first player to discard all her/his cards wins.
5. The teacher may be the judge of the sentences. Students may keep a record of sentences to share with the rest of the class after play.

# Memoire

## a.k.a. Concentration

Word parts—affixes

Create new words by using an AWL root word (e.g. ambiguous) and an appropriate affix (e.g. un- and -ly)

1. Make separate cards with AWL words and prefixes/suffixes
2. All cards are placed face down.
3. Students select who goes first, second, etc.
4. First student turns over any two cards.
5. If cards make a correct new word, student keeps cards and goes again; if not, student returns cards face down
6. Next student goes and turns over any two cards.
7. Player with most cards, wins.

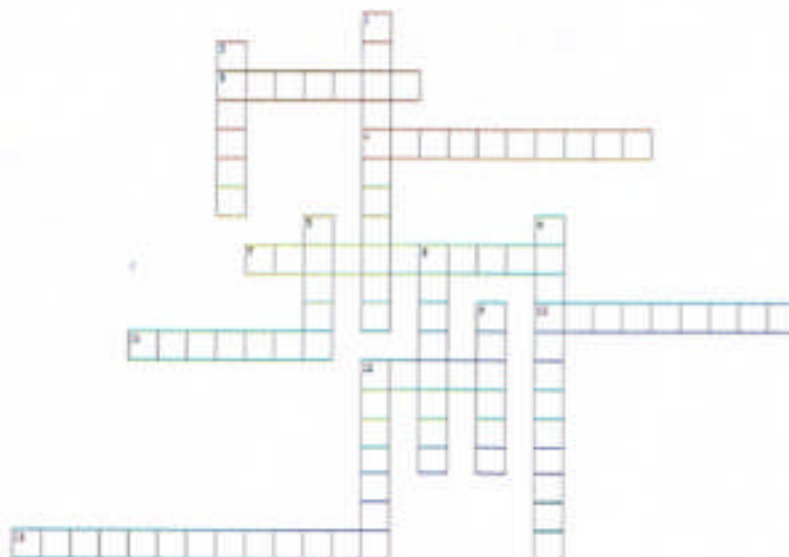
# Student Generated Activities

<http://www.puzzlemaker.com>

<http://quizlet.com>

[http://www.flashcardmachine.com/machine/  
?read\\_only=1144044&p=y17y](http://www.flashcardmachine.com/machine/?read_only=1144044&p=y17y)

## Academic words



### Across

4. to show the meaning or truth of something more clearly, especially by giving examples
  5. two or more different things that occur together or are used or put together
  6. to speak or interact people in a way that gives them pleasure
  7. to make someone feel pleased by doing what they want
  8. important
  9. forces and influences that can not be controlled
- ### Down
1. to remember and understand the difference between two or more things or people
  2. to say firmly that you will not do something that someone has asked you to do
  3. point to
  10. relating to the ability to understand things and think intelligently
  11. to add short notes to a book or piece of writing to explain parts of it
  12. very rarely or almost never
  11. many different types of something

10 of 14 words are placed into the puzzle

Created by [www.discoveryeducation.com](http://www.discoveryeducation.com)



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# Answers to Criss Cross Puzzle

## Academic words

- *Across:Down:*

3. express

4. illustrate

7. combination

10. entertain

11. satisfy

12. vital

13. circumstances

1. distinguish

2. refuse

5. imply

6. intellectual

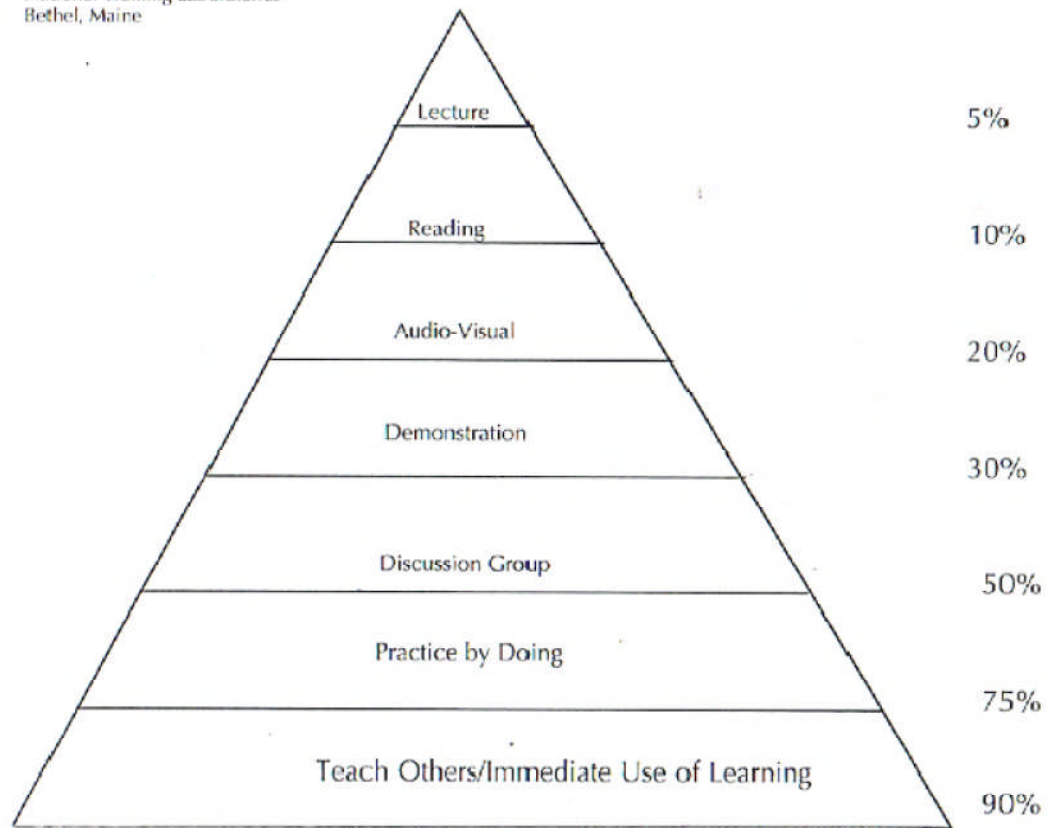
8. annotate

9. random

12. various

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# What about handouts?

- AWL <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

- Our power point presentations will be uploaded to:

<http://alpha.fdu.edu/~msantell/index.html>

# Thank You for Coming;-)

<http://www.middlesexcc.edu>

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