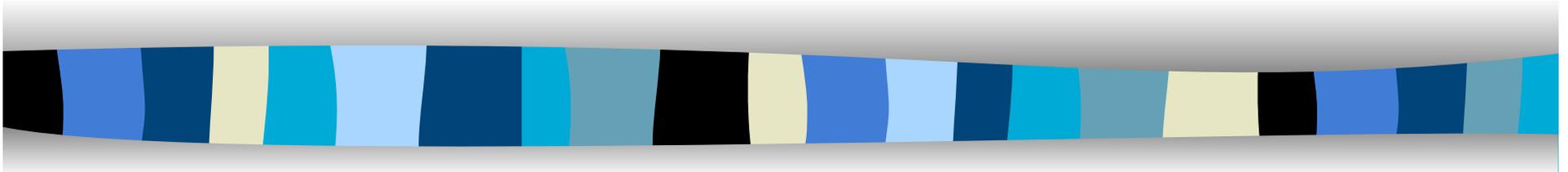
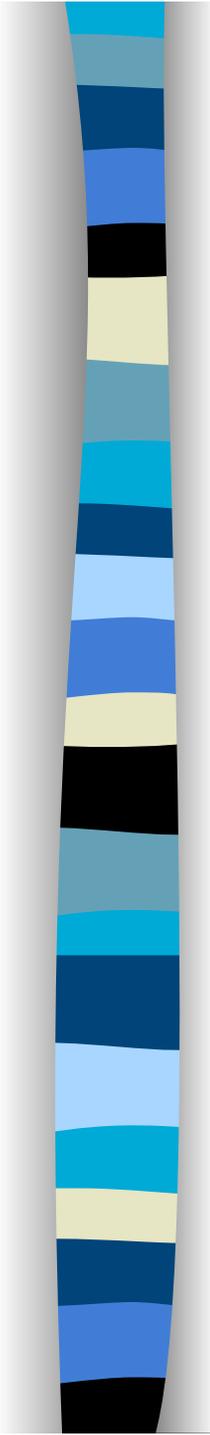


Teaching Words and Vocabulary



Charlotte J. Enns

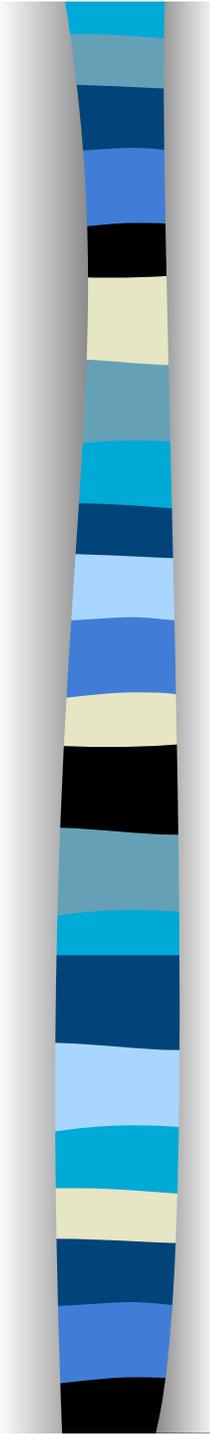
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Objectives

- Signed Language Phonology
- Sign-Symbol Connections
- Importance of Sight Word Vocabulary
- Strategies for Building Vocabulary

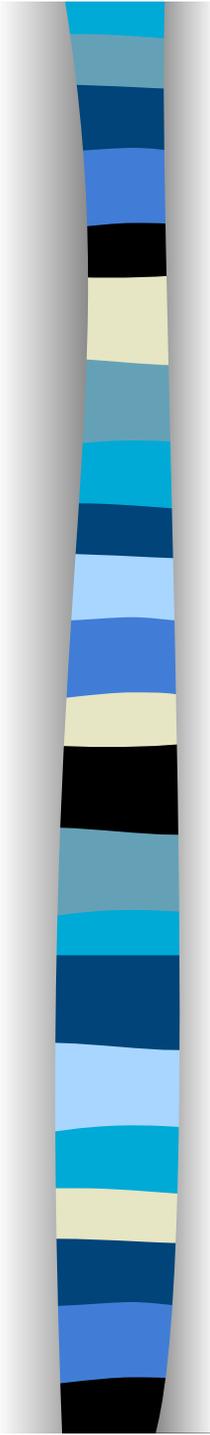
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Signed Language Phonology

- Just as spoken languages have a finite number of possible speech sounds, signed languages have a finite number of handshapes
- Features of speech sounds (manner, place, voicing) parallel features of signs (handshape, movement, location)

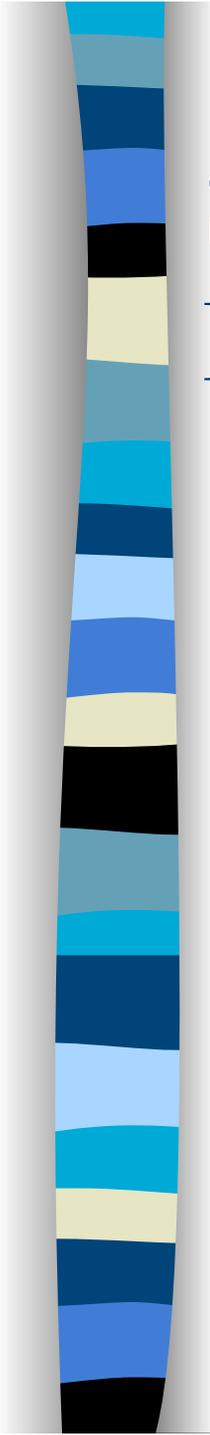
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Signed Phonology Skills

- Rhyming - signs made with similar handshapes
- “A,B,C” stories; “1, 2, 3” stories
- Changing movements or places of signs
- Playing with signs/words - funny-looking signs, signing with baby fingers, multiple meanings
- Additional steps needed to link two languages:
 - Linking orthographic letters with the fingerspelled symbol
 - Linking signs with written words

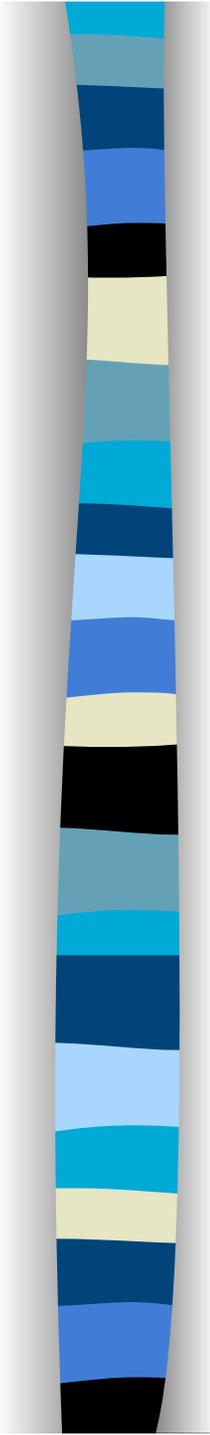
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Strategies to Facilitate Word Recognition

- Sight words
- Orthographic patterns
- Sound-letter associations
- Symbol (fingerspelling)-letter associations
- Analyzing word parts
- Syntactic cues

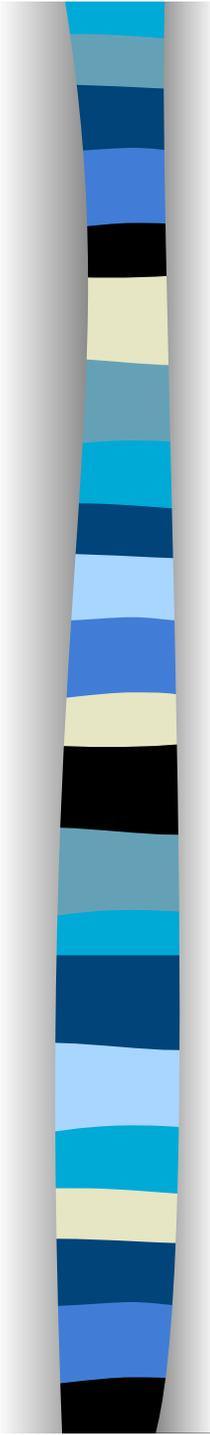
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Importance of Vocabulary Development

- Vocabulary development is an important part of reading comprehension for all students.
- Development of sight vocabulary for deaf students is particularly significant.
- Many deaf students do not have access to the phonological code to facilitate decoding of unfamiliar words.
- Establishing a repertoire of words they can automatically recognize and link to concepts facilitates initial comprehension of text.
- Helps develop decoding strategies involving spelling patterns, word formation, and context.

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Vocabulary Development and Reading Comprehension

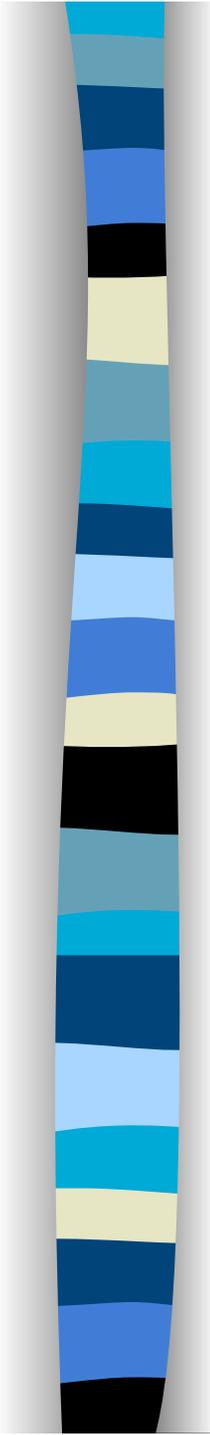
■ Established network of concepts

- children enter school knowing approximately 5,000 words and by the end of the sixth grade they have progressed to knowing 20,000 words in both spoken and written form (Nagy & Herman, 1987)

■ Efficient word recognition

- a critical factor of skilled reading is the ability to effortlessly and automatically identify words (Durkin, 1989)

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Vocabulary Development in Deaf Readers

■ Various reported difficulties and delays

- vocabularies are smaller (Kelly, 1996)
- acquire words at a slower rate, and
- context of word learning is narrower (Lederberg & Spencer, 2001)

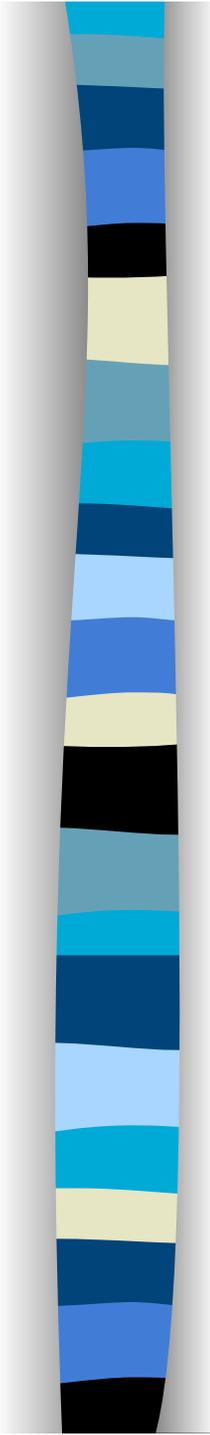
■ Relationship to ASL proficiency

- high ASL proficiency demonstrated non-formulaic writing that incorporated novel, low-frequency vocabulary (Singleton, Morgan, DiGello, Wiles, Rivers, 2004)

■ Building a rich mental lexicon

- making connections between deaf students' knowledge of concepts in ASL with print – either through signs (Bailes, 2001; Gallimore, 1999) or fingerspelling (Padden & Ramsey, 2000)

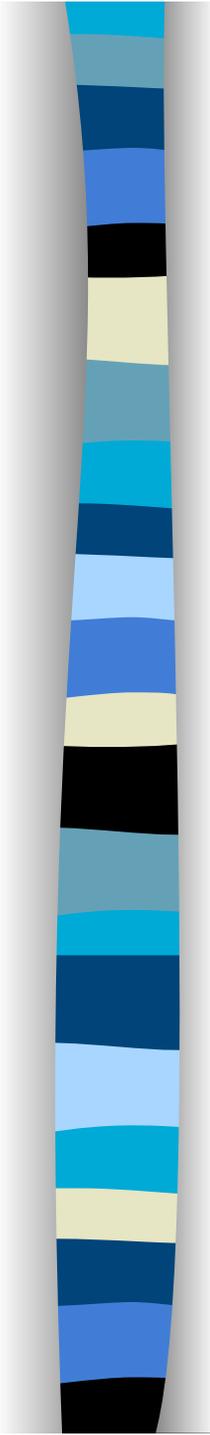
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Principles of Vocabulary Acquisition

- Have a variety of rich experiences and then talk/sign about these events.
- Relate words to students' lives.
- Establish word relationships.
- Develop depth of meaning (better to know fewer words well than know more words).
- Provide frequent exposure.
- Create an interest in words.

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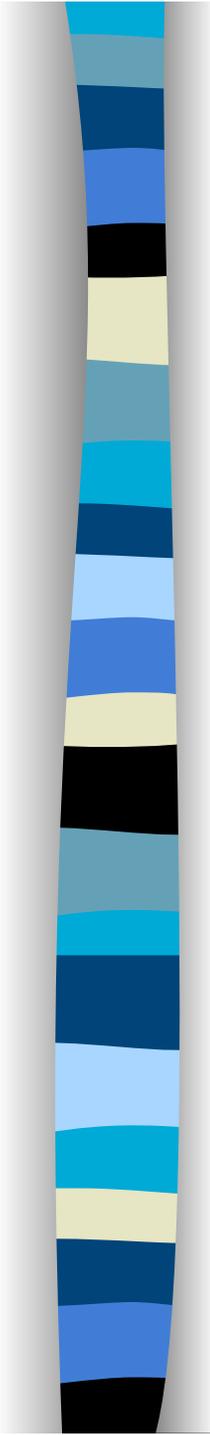


Teaching Reading Vocabulary with Deaf Students

- Exposure to a wide variety of quality children's literature
- Explicitly teaching word-learning strategies
- Fostering an awareness of and interest in words
- Teaching individual words in an organized and systematic way

Graves, M.F., Watts, S., & Graves, B. (1994). *Essentials of classroom teaching: Elementary reading*. Needham Heights, MA: Allyn & Bacon

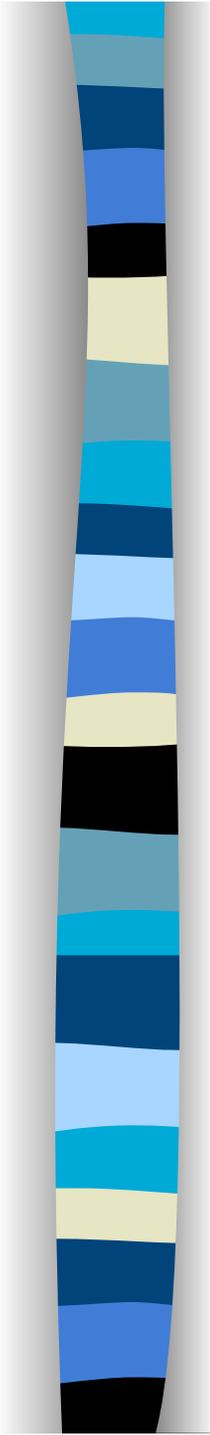
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Exposure to Variety of Literature

- Children learning to read begin with books that include very simple language structures and consist of familiar words and concepts
- To foster vocabulary growth through reading, children must be exposed to literature that includes rich and sophisticated language
- Reading stories aloud to children can do this – for deaf students, this may involve presenting the stories in signed language
- Purpose is to develop new concepts and new SL vocabulary, with some exposure to the written English/Spanish words in print

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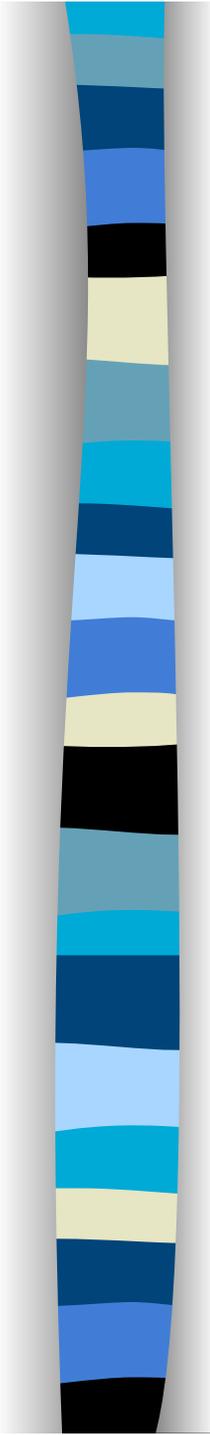
Strategies:

■ Word Log/Journal

- Students keep a list of new words they come across. These are shared with the class or teacher regularly for a discussion of the meaning. This can be used during individual or group reading activities. Words can be recorded alphabetically, chronologically, by themes, in grammar categories, or any other method that works. Words can also be transferred to the class word wall.

■ Highlighting Words

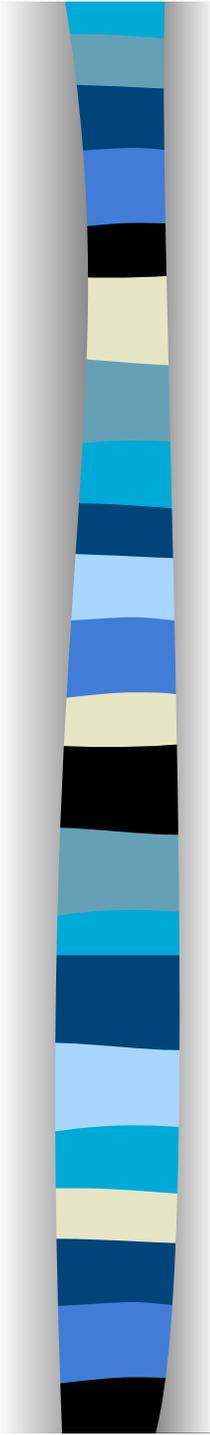
- As students come across new words they can highlight them – this will remind them the next time they read that passage. Teachers can also highlight words prior to reading to help draw the students' attention to words they need to know.



Explicit Teaching

- Similar to identifying sound patterns, deaf children must learn to identify orthographic (spelling) patterns, break words down into parts, understand prefixes, suffixes, root words, and compound combinations
- Teaching the phonological components of signs facilitates this understanding - as children become aware of how signs can be broken down into smaller parts (handshape, movement, location, and palm orientation), they can appreciate the parts of written words (syllables, letters)
- Results in an understanding of rhyme and rhythm in a visual manner

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Strategies:

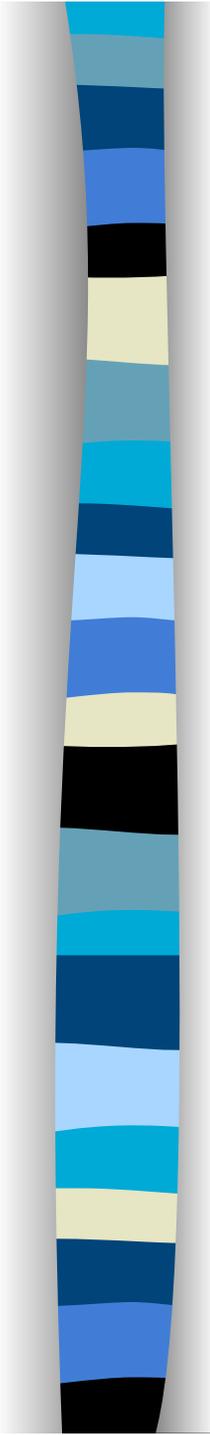
■ Parts of Word

- Students need to learn that words have spelling patterns or contain root words. Encourage students to look for familiar parts within words and help them learn to use this knowledge to understand and read new words.

■ Multiple Meanings

- Focus on teaching words that have more than one meaning. Demonstrate the different meanings of words within the context of sentences and stories. (In working with deaf students, different signs can often be used effectively to distinguish the multiple meanings of written words.)

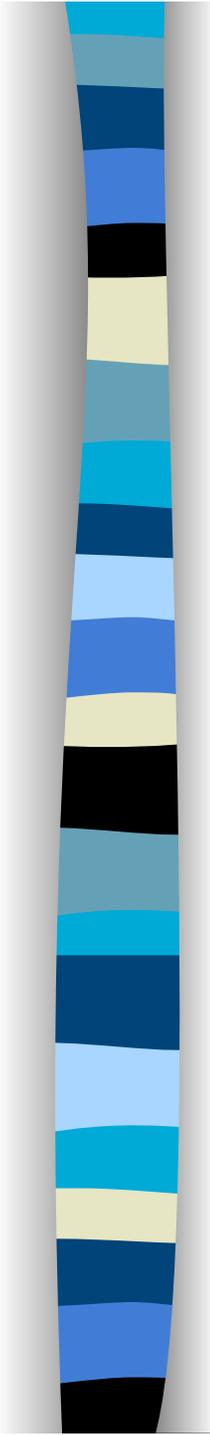
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Fostering Word Awareness

- Encouraging students to become conscious of words/signs and how we use them
- Students should always be on the lookout for interesting ways to describe people, objects, and actions
- When students are able to talk about words that they like, that are used in a different way, or that they don't know, then they are developing an understanding of language from the inside – metalinguistic awareness
- This is an essential skill in becoming an effective reader.

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Strategies:

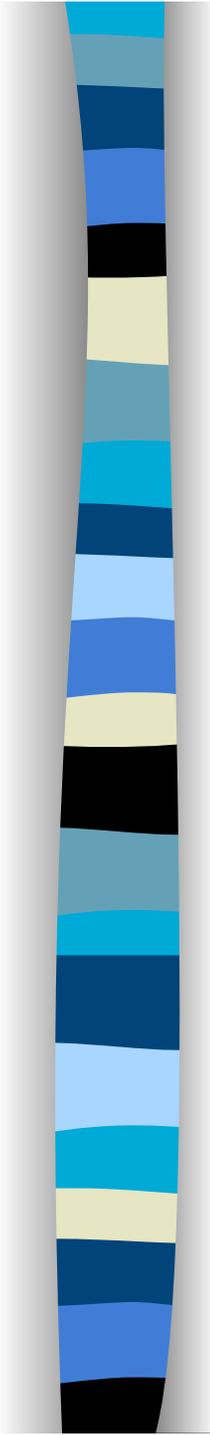
■ Advertisements

- Advertisements from newspapers or magazines can be a good source of figurative or creative language. Get students to bring in examples and discuss them in class. These can also be posted or kept in a notebook.

■ Jokes

- Humour is often based on double meanings or figurative language. Starting every morning with the “joke of the day” can be an excellent vocabulary building activity (and lots of fun, too!).

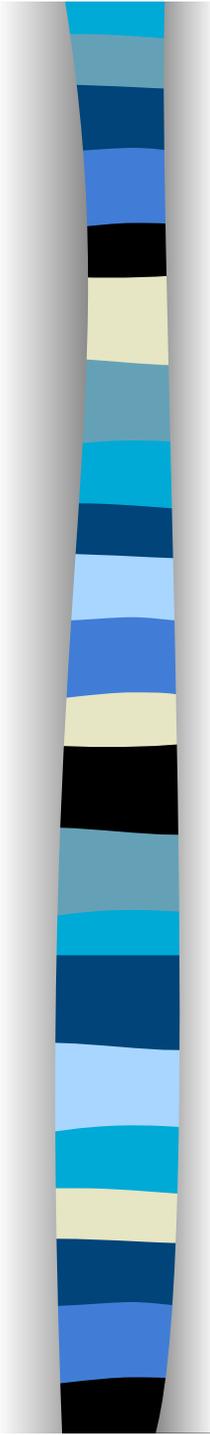
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Teaching Individual Words in an Organized and Systematic Way

- Teaching students the written word (English/ Spanish) for vocabulary they already have in SL
- Teaching students new vocabulary and new concepts at the same time (signs and words)
- Teaching extended, multiple, and associated meanings for a known sign/word

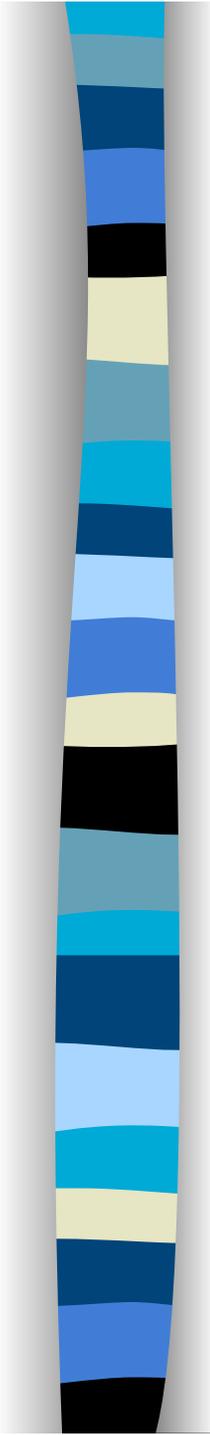
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Translation Skills

- Literal translation
 - “one word = one sign” simplifications
- Conceptual translation
 - knowing a word or sign is not an all-or-none event – the process of understanding the nuances and innuendos of word meaning are ongoing
 - children must be taught that context determines the correct interpretation between languages

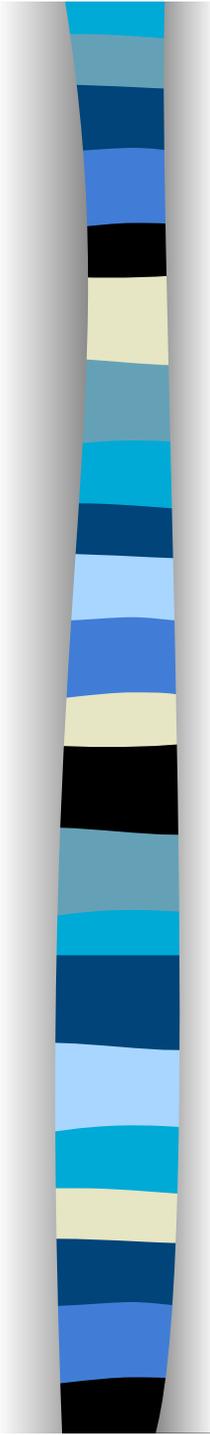
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Classroom Teaching Strategies

- Target should be 400 words each school year (or approximately 10 words/week)
- Vocabulary should be introduced by categories
- Suggested categories include most frequently occurring words, subject area vocabulary (number words for math, direction words for social studies, weather words for science), and functional vocabulary (household items, foods, sports)
- Activities used to introduce, reinforce, and maintain the new words should be a regular part of the classroom routine

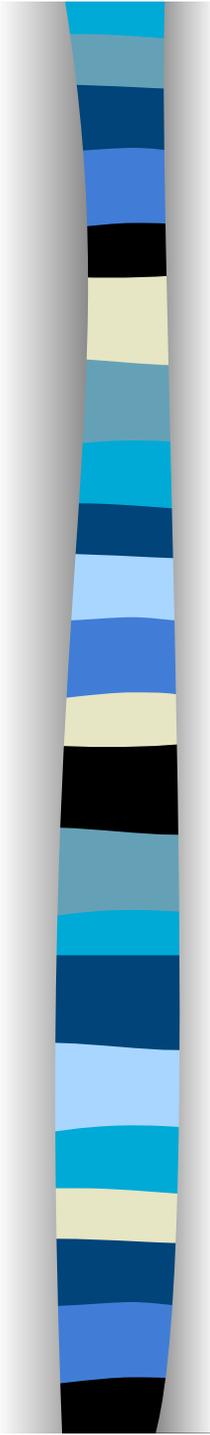
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Selecting Words for Instruction

- Students do not learn vocabulary words based on their age or grade – they learn words based on their experiences
- Levels of “knowing” a word – new/known word, new/known meaning
- Word lists (Dolch, Fry’s, etc.)
- Curriculum words
- Linguistically relevant vocabulary

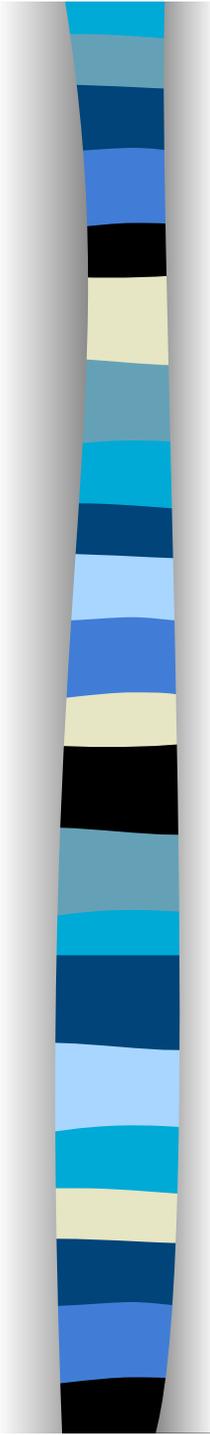
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Vocabulary Teaching Activities

- Many of the activities that have been developed for teaching vocabulary to all children can be used effectively with deaf students:
 - Word Box
 - Word Wall
 - Personal Dictionaries
 - Bingo/Lotto Games
 - Cloze Messages
 - Etc.

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Word Wall

- Readily accessible customized dictionary
- Printed words are organized alphabetically in a large display, usually covering an entire classroom wall.
- Words can be added to this display anytime throughout the year by either the teacher or the students.
- The words should be referred to often and read and reviewed as a whole class regularly.
- Lots of creativity can be used to develop these displays
 - colour coding the word cards,
 - adding stickers or symbols to words related to a similar theme,
 - organizing the display around a larger class theme (each letter of the alphabet can be a circular “planet” or the shape of a “building”).

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ASL Handshape Phonemes

vs.

Manual alphabet letters

“A” handshape is for:



- ✓ Sorry
- ✓ Wash
- ✓ Together



SORRY



WASH



TOGETHER

BUT... ‘A’ is not for “apple”!

“X” handshape is for:



- ✓ Apple
- ✓ Friend
- ✓ Change, adapt



BUT... ‘X’ is not for “xylophone”!

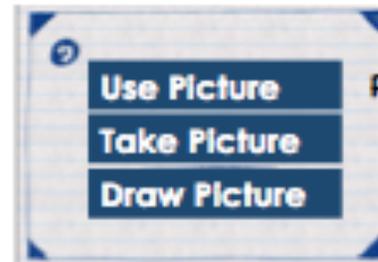
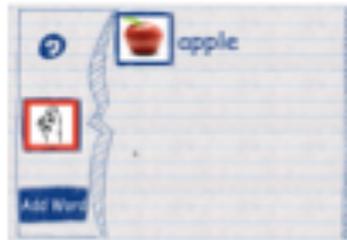
HANDS UP!

ASL Interactive Word Wall

- ✓ **Select Handshape**

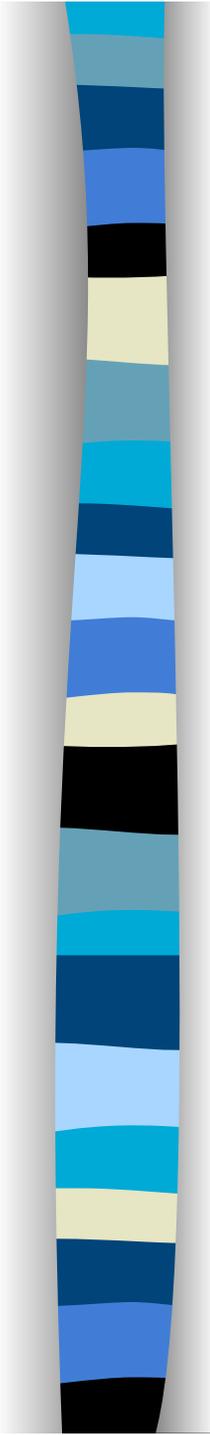


- ✓ **Find or Add YOUR word**



Picture Dictionary
iPad camera
Draw tools

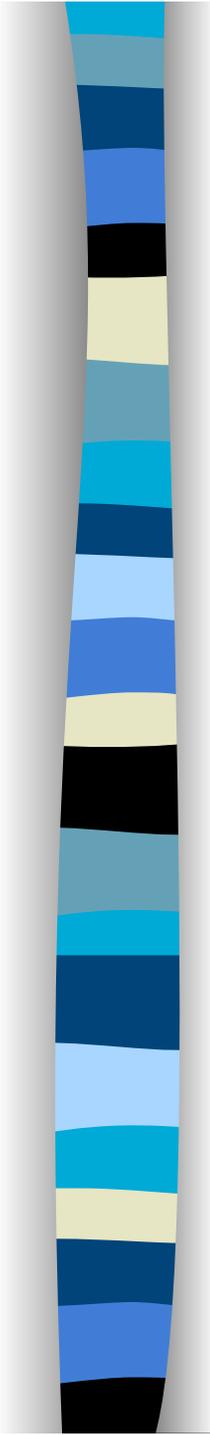
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Using Lists

- Teaching vocabulary through list-making builds semantic fields/categorical thinking
- Engaging activity
- Meaningful and useful
- Can easily vary the task by topic, length, function, etc.
- Tack up lists in the classroom and have students add to them each day
- Use a curriculum topic or something humorous!

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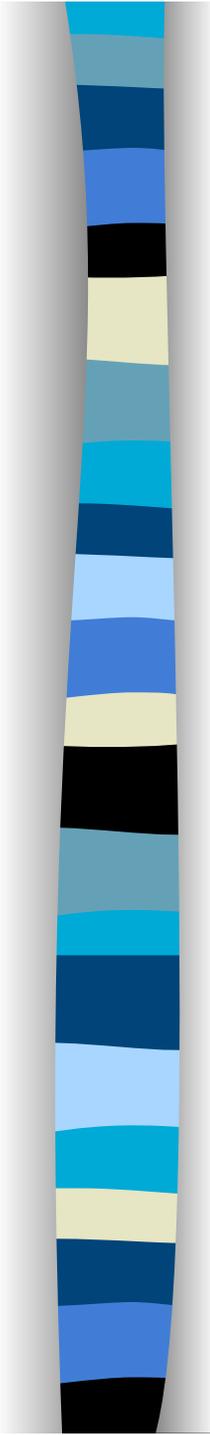
■ **Bingo or Lotto Games**

- Teacher-made (or commercially available) bingo and lotto games are fun for children to play and are excellent activities for reinforcing high-frequency word recognition. Bingo games involve matching printed words/pictures to spoken words (or with Deaf students – words that are signed), and lotto games involve visually matching pictures or printed words.

■ **Sight Word Hopscotch**

- Words can be added to each section of a hopscotch grid and students must read them as they hop on each square. Alternatively, students can also toss bean bags onto the grid and read the word it lands on. This game can be played outside with chalk markings or inside by writing with markers on a vinyl tablecloth. This activity is good for kinesthetic learners.

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Vocabulary Teaching Activity

Cinquains

Line 1 - one word (noun) names the topic

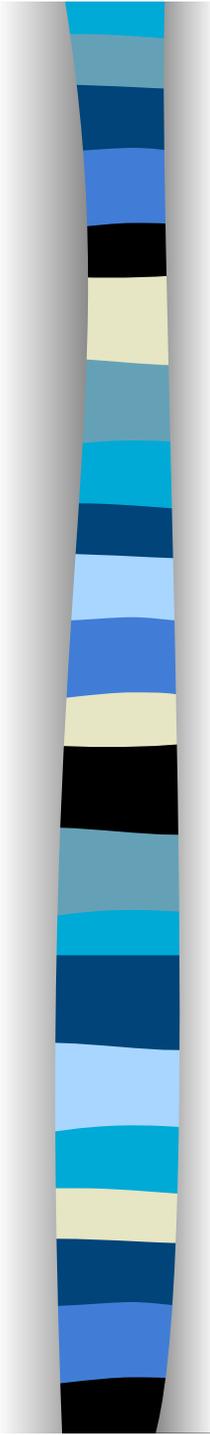
Line 2 - two words (adjectives) describe the topic

Line 3 - three words (verbs) to express action of the topic

Line 4 - four words to express feelings or make an observation

Line 5 - repeat topic or one word synonym

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Summary

- Feedback – explain, expand and revise to help students understand the words you are using or they are encountering in print
- Nonlinguistic representations – pictures, shapes, models, graphic organizers
- Multi-sensory approaches – using all the senses to see, feel, move, dance, draw, act out, etc. to express meaning
- Word awareness – show what words can do through poems, jokes, rhymes (visual patterns), and structural analysis
- Opportunities to practice – learning in stages, lots of repetition, adding new contexts, increasing complexity
- Themes and Lists – organize new words around a topic; summarize and review often

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