

# *Learning Vocabulary through multi-dimensional tasks*

**Janice G T Penner**

I am forever grateful to Dr. Averel Coxhead for her dedicated corpus research.

## **How well do you know a word?**

**Receptive** involves recognizing and retrieving the word's meaning. You can recognize and comprehend the words in a reading or listening context.

**Productive** knowledge is required for expressing a meaning through speaking or writing which involves retrieving and producing the correct spoken or written word form (Nation, 2007). You can recall and use it appropriately.

*Other terms for this distinction: Passive vs. Active Vocabulary*

Nation, I S P (2001). *Learning vocabulary in another language*, Cambridge University Press.

Feel free to contact me - especially, if you have any feedback about improving the tasks, etc.

Janice G T Penner  
Douglas College LLPA EASL

1250 Pinetree Way  
Coquitlam, BC V3B 7X3

EAP / TESL Instructor  
pennerj@douglascollege.bc

OR [www.AACE-English.com](http://www.AACE-English.com)  
[janice@AACE-English.com](mailto:janice@AACE-English.com)

# What is the AWL?

Go to: <http://www.nottingham.ac.uk/~alzsh3/acvocab/>

**Part A:** Before clicking on any links, read the information on **Academic Vocabulary Page**  
**Introduction/ How can you use the AWL?/ Background.**

Then answer the following questions

1. Why is the AWL useful?
2. From this site, which two programs can you use to help you learn and practice the AWL?
3. What is a corpus of academic vocabulary?
4. Give 3 details about Averil Coxhead.
5. What are the **3 main steps** that Coxhead took to choose the 570 words in the AWL?

<u>Main step</u>	<u>Details</u>
1/ _____ -	_____ _____ _____ <u>In 4 disciplines: art, commerce, law, science</u>
2/ counted the frequency and range –	_____ <u>Used at least 10 times in each discipline</u>
3/ _____ -	<u>570 words</u> _____

6. Is this sentence **True** or **False**? Why?  
Because the word “environment” was used at least 100 times in textbooks about art, commerce, science and education, it is in sublist 1.
7. Check out the **Concordances** section of the website. Do you think this is a useful tool for helping you learn and use new vocabulary? Why or why not?

## 1<sup>st</sup> Receptive Vocabulary Learning Task

## Definition Recognition

- Match the AWL word with one of its meanings in the other column.
- Write the letter of the meaning under ANS on the answer page.

### [Sublist 2A]

1. Achieve	a to admit or accept that something is true or that a situation exists b to successfully do something
Administration	c to do something that causes a change, to influence d study of the way money is used and goods are produced
Affect	e managing a company or organization f someone who publicly supports someone or something
2. Acquire	a to learn a skill or gain knowledge b part of a plan/idea/solution that has many other parts
Appropriate	c to slowly become familiar in a new situation d correct or suitable
Aspect	e arrangement of things for people to look at or buy f express an opinion about someone or something
3. Assistance	a one of the parts into which a book is divided b a complete list of items in alphabetical order
Category	c tools or machines that you need to do a job or activity d selling and sending good to other countries
Chapter	e a group of people/things that are the same type f help or support
4. Commission	a people who have the same interests or live in same area b enough in quantity or good enough in quality
Community	c the system or type of money that a country uses d has many different parts and may be difficult to understand
Complex	e to formally ask someone to write a report/ produce art for you f the way someone behaves in public
5. Computer	a to do a process/activity to get info or prove something b a decision after thinking about all the information, the final part
Conclusion	c a number of related events that happen again and again d electronic machine that stores info/ uses programs to organize info
Conduct	e use of imagination to produce new things f certain and exact details

### 1<sup>st</sup> Productive Learning Task

### Info Gap Crosswords (see file on my site)

### 2<sup>nd</sup> Productive Learning Task

### Speed Speaking

[Sublist 1 ALL]

How would you **respond to** a person who tells you that you should lose some weight? Explain.

What's the best **procedure** for breaking up with a boy/ girl friend? Explain.

Explain one **benefit** of **establishing** your own business.

In your home country, which **legislation** would you like to change? Explain.

Do you think **variables** such as gender, age and first language influence a person's ability to learn English? Explain.

Do you think smoking marijuana (pot) should be **legal** in your city? Explain.

### 3<sup>rd</sup> Productive Learning Task

### Gap Fill (Optional to give hints)

#### Entrepreneurs

[Sublist 1 B, All other AWL words highlighted]

- First, read the entire text to get a sense of the content.
- Then, fill in the space with the best AWL word. (Other AWL sublist words are highlighted)

#### Part A

1. An entrepreneur is "someone who starts a new business or arranges business deals in order to make money, often in a way that \_\_\_\_\_ **financial** risks."<sup>1</sup>
2. In \_\_\_\_\_, anyone can **establish** a successful small business which introduces a new service or product.
3. However, it's difficult to **establish** a new business in most \_\_\_\_\_ of the **economy** if there is social unrest, political uncertainty or natural disasters, to name a few.
4. Depending on the country and its **economic** climate, the \_\_\_\_\_ of getting the business from an "idea" to "opening day" may be simple or **complex**.
5. There are so many \_\_\_\_\_ that entrepreneurs need to consider in the beginning.
6. The **process** usually depends on government \_\_\_\_\_ and business law. ... **continued ...**

#### Optional: Give them Hints

factors	interpret	involves	issue	legal	legislation	major	percentage
policies (x2)	principles	process	procedures	sectors	source	theory	

**Find Someone who**

[AWL Sublist 2B]

- participated on a sports team during high school \_\_\_\_\_
- doesn't like to read **text** on the computer screen \_\_\_\_\_
- normally** eats breakfast \_\_\_\_\_
- lives in a university **residence** \_\_\_\_\_
- lived near or in a desert **region** \_\_\_\_\_
- previously** smoked cigarettes but has quit \_\_\_\_\_
- keeps a reading **journal** \_\_\_\_\_

**5<sup>th</sup> Productive Learning Task**

**Paraphrase "Simulation"**

**Paraphrase Task Instructions**

- First, read the entire piece to understand the main ideas.
- Each sentence has a word or words that can be replaced with an AWL Sublist word.
- **Words in bold font in the text are from the other AWL Sublists.**
- Determine the AWL word that can replace the more common word(s)
- **Note:** Not all the prompts and AWL choices are perfect synonyms. The focus is for you to develop your ability to recognize when and where AWL words can be used.

relevant

Example: Ms. Ann Gora angrily replied, "The issue of allergies to cat hair is ~~connected~~!"

**Healthy Pets for Healthy People**

[AWL Sublist 2B]

***A) Example of Text with underlined hints – replace the underlined AWL 2B words***

**Part A Context:** Dr. Ayah Dona Care is the chief administration officer at the Kent Walkanymore Senior Home. There are 3 buildings in the home: Sonny Daze, Ty Foon, and April Showers.

1. She is at a meeting with the occupants in the Sonny Daze building. They are the oldest and least healthy people in the **complex**, so it's considered a nursing home. They vary in age from 89 to 109 years old.
2. The main reason for the meeting is to discuss the **issue** of allowing pets in their building. Dr. Dona Care was **reluctant** because she worried the building caretaking worker would **react negatively** because this extra work was not in the **contract**.
3. The residents had very different views about the **issue**.

4. Ms. Bea Ooteeful thought animals were dirty, had germs and strongly believed animals should never be inside a building. They should only be in remote areas of the countryside.

**B) Example of Text with No Hints -- ELLs find the best word from the entire list (or hints box)**

5. The other members of the community vowed that they would have fun grooming, petting and feeding a pet.

6. Mr. Jer Aff presented a good point of view. He thought it was usual to have pets in a home, and Sonny Daze was now their home.

7. Mr. Ham Ster described Eden **Alternative**, a senior health care **concept** he read about on the internet. One of the senior homes has over 100 birds, dogs and cats inside the buildings. Outside, they have rabbits and chickens. The **author** described a **research** study that compared Eden **Alternative** to common and regular nursing homes. They discovered that 15% fewer people died over the past 5 years because they had animal therapy!\*

8. Everyone agreed that 15% was a very related and to the point **statistic**, so Dr. Dona Care had to **consent** to the idea.

9. Mr. Lauren Orrder explained it was easy to follow the rules about animals in senior care homes.  
... **the story continues** ...

**C) Optional: AWL Choice Hints - be sure to use the correct WORD FORM**

invest	maintain	normal	perception	positive
primary	purchase	range	region	regulate
relevant	resident	resource	restrict	tradition

**D) Post- Reading Vocabulary tasks**

**1. Teacher? I have never seen these names before!**

- The names of the characters in this story are not common English first and family names. This is because they are like puns, which are jokes made with word sounds.

For example: *Mr. Jer Bill* is actually a pun on the animal *gerbil*

- To “get the joke,” read each of the names out loud. Put the stress on different syllables until you figure out which word(s) the name is made from.

**2. Communication words. How did she say it?**

- This story has more than 25 different ways of expressing the word SAID. For example, discuss, demanded, etc.
- Find all of those “said” words and find the meaning for the words you don’t know.
- Then, use them when you speak and write to make your meaning more specific.
- To help you remember these words, classify them into groups.

\*cited in Maguire Paist, F. (n.d.) *Animals as caregivers*. Retrieved on 2/11/2011 from [www.caregivers.com](http://www.caregivers.com) The original study was published in the Journal of the American Geriatrics Society (May 1999).

**6<sup>th</sup> Productive Task**      **Target Grammar Task**  
**Embedded Questions & Survey Creation**

- This task is very useful for reviewing topic specific and AWL vocab.
- The goal is for ELLs to develop a set of 10 survey questions they can ask 10 or 20 native English speakers about the topic they've just studied. (contact assignment)
- The ELLs ask their questions and summarize the data orally or written form (using statistics language).
- The topic depends on what we're studying at the time.

<b>Topic: GMO food</b>	[AWL Sublist 3 All]
<p><i>Can you tell me if your local grocery store <b>specifies</b> if vegetables are GMO or not?</i></p> <p><i>Have you any idea which country <b>relies</b> on the income of GMO corn?</i></p> <p><i>Do you have any idea if there is a <b>link between</b> eating GMO food and some kinds of cancer?</i></p> <p><i>Could you please tell me your <b>reaction</b> to the news that 3 Monsanto scientists won the 2013 World Food Prize?</i></p>	

**Embedded Question Prompts**

? Do you know ...	? Do you happen to know
? Can you explain	? Can you tell me
? Do you have any idea	? Would you please tell me
? I need to find out	? Do you have any idea
(a Q but a statement ) I'd like to know	(a Q but a statement) I want to know
(a Q but a statement ) I'm concerned (about)	? Do you have any information about why/ who/ when/ what

**7<sup>th</sup> Productive Learning Task**

**Writing with Selected Sets of AWL words**  
**Stories, news articles or conversations**

- As a group, use the AWL words in this set to create a story, news article or conversation. You need not use the word form that is given.
- Think of your own situation or use the suggested one. Try to use as many of the words as possible. **You can certainly use other AWL words as well.**
- Before you submit your work, use the **highlighter** program on the University of Nottingham site.
- Then, reformat it and edit to see if you can use more AWL words (like paraphrase tasks).

[AWL Sublist 3 All]

circumstances	contribution	corporate	criteria	demonstrate	dominant
emphasis	ensure	framework	funds	interaction	maximum
negative	partnerships	proportion	reaction	scheme	sequence
sufficient	volume				

**Possible contexts:** Globalization / Economic Matters

## Examples: Guided Writing (Productive) Task

- These examples were written for the Guided Writing task.
- Not all the AWL words are used correctly, but these samples show you that students can do it!
- Their work has not been edited and permission to publish them has been obtained.

### *Individual A Day at Work (J.L. /Korean)*

*[AWL Sublist 3 & other AWL]*

Recently, I have received a generous amount of **compensation** due to an **injury** that **occurred** during one of my work **shifts**. I cannot state the amount of money I got due to a **consent** form that I had to sign; however, I can say that the **maximum** amount that the company can **release** for **injuries** is \$20,000. The company's **emphasis** on employee **benefits** is strictly carried out. For **instance**, in order to get my **compensation**, I had to complete a **document** that would state the amount of money given and that I would agree not to **file** any charges against the company. After **filing** the **specified** form to the main head office in Toronto, I had to meet the **required criteria**, such as, a **medical documentation** of the **injury** and written letter from my supervisor as a witness to the accident. Then, I had to write a descriptive letter to be **filed**, explaining how the accident happened.

The day of my **shift**, I needed to copy some **files** for my supervisor, but I didn't know that the copier was having some **technical** difficulties. Once I pressed the 'Start' button, the paper jammed. I thought it was an easy enough **task** to sort out, so instead of calling the **technical** support line for help, I decided to follow the **illustrated** diagrams that explained how to fix the problem. I had to **remove** the jammed paper from the **specified** tray, and the **outcome** of that was an **injury** to the hand. So in the end, the best way to fix all things is to call a **registered professional** for **assistance**, instead of doing everything yourself.

### *Pair A Successful Athlete (A & P/ Korean) Listening/ Speaking course [AWL Sublist 2]*

Park Ji-Sung is the first Korean who became a member of Manchester United, the England Premier league. Some of his notable **features** are that he is a **positive** person and he has a lot of **potential**. When he was young, he was very small, so he had always thought that he had to practice hard. It was his **previous strategy** to being a soccer player. As he was growing up, he **obtained** a reputation because he played soccer well. He **participated** in the World Cup which was held in Korea-Japan in 2002. Before the World Cup started, he **instituted** a new training program, but unfortunately he got **injured**. However, the director of the Korean soccer team, Guss Hiddink **affected** him deeply by helping him so he could **achieve** his goal, which was to play in the World Cup. Now, he is playing soccer in England. He is training and **focusing** on his weaknesses.



## **8<sup>th</sup> Productive Learning Task     Shorter Writing Tasks**

### **Help! I have a problem! What should I do?**

[AWL Sublist 3 B]

- With your partner(s) offer suggestions for this person.
- Use the highlighted AWL words and other AWL words in your response.
- Write a dialogue or short story about the problem being solved.
- Your teacher may ask you to present it to the class.

1. Help! What is the best **technique** for **removing** pen stains from my white cotton shirt?
2. I have to work the night **shift** on Friday, but I want to go to the school dance.
3. My brother **published** a book about our family and it is full of lies!
4. I missed the **registration** deadline for next term!
5. My best friend is **scheming against** me **to** steal my boy/girl friend!
6. I forgot the **sequence** of my bank account PIN (Personal Identification Number) and I need some money NOW!
7. (on the cell phone) "I am driving 30 km ( 18 mph) above the **maximum** speed limit! A police car is behind me with its lights flashing! What should I do?"

## **9<sup>th</sup> Productive Learning Task     Pre-reading & Post-reading Discussions**

Post "Team Etienne Cycles the Trans Canada" Activity – Fundraising     [AWL Sublist 1, 2 & 3]

1. List 10 fundraising strategies that you know of. (ex: cycling across a country)
  - Which one is the most effective?
  - Which one would you support?
2. What do you know about Terry Fox and his cause? Explain.
3. What do you know about Rick Hansen and his cause? Explain.
4. In your group, design a campaign to raise funds for a cause of your choice.
  - List the steps you will take.
  - Design a logo.
  - Design a poster.
  - Present your ideas to the class.

## 10<sup>th</sup> Productive Learning Task Vocabulary Notebooks

Schmitt and Schmitt (1995) have provided succinct theoretical underpinnings for the development of vocabulary notebooks. Much vocabulary research has been conducted since that time, and much of it has confirmed their principles.

<b>11 Principles for designing vocabulary notebooks (Schmitt &amp; Schmitt, 1995)</b>	<b>How the PVO and <i>Master the AWL Sublist 1, 2 &amp; 3</i> actualize these principles</b>
1. The best way to remember new words is to incorporate them into language that is already known.	The AWL words are grouped in categories. The categories are common terms such as communication and finance, etc. which are “known.”
2. Organized material is easier to learn	The PVO is organized by categories. ELLs also organize their PVO pages according to their perceived needs (For example, some don’t need pronunciation cues whereas others do)
3. Words which are very similar should not be taught at the same time.	The ELLs are grouping the words and reviewing them with words in the same category. Thus, they are <u>not learning them</u> at exactly the same time. However, you will notice that some of the AWL words in the same sublist are very close in meaning (sublist 2 has aspects & features). This is the nature of the AWL and can’t be changed.
4. Word pairs can be used to learn a great number of words in a short time. [native word/L2 target word pairs] “L1 to L2 order is best for words which need to be used productively” (citing research by Nation, 1982)	The PVO design allows ELLs to include first language words on the pages as an option (preferably on the right side of the page).
5. Knowing a word entails more than just knowing its meaning. For example, “its relationship to other semantic concepts” is also important.	ELLs choose which other knowledge about the word to include on their PVO pages (Word Form, pronunciation, etc). The categories also enhance the concept of relationships with other words.
6. The deeper the mental processing used when learning a word, the more likely that a student will remember it. Example: “group the word with other conceptually associated words”	The PVO categories requires the ELLs to do this. <i>Master the AWL 1, 2 &amp; 3</i> provides many “deeper mental processing” tasks.
7. The act of recalling a word makes it more likely that a learner will be able to recall it again later.	The PVO is portable and the ELLs are encouraged to review their pages often and refer to it when writing, etc.

8. Learners must pay close attention in order to learn most effectively.	The deliberate act of making a PVO is more work than most ELLs have done in the past. Sublist 4 to 10 words are also highlighted to help the ELLs notice them.
9. Words need to be recycled to be learnt	Recycling the AWL words is deliberately done in the paraphrase, the definition recognition and the cloze reading tasks.
10. An efficient recycling method: the 'expanding rehearsal'	We can only suggest that the ELLs review. However, doing the tasks in this resource naturally facilitates the review process.
11. Learners are individuals and have different learning styles.	It is vital that you have the learners develop self-awareness about their strengths and weaknesses. The Multiple Intelligence internet research lab will facilitate this. The ELLs are encouraged to design their own thematic pages based on their own needs (They decide on the format and what word information to include).

**For handouts and info about one method of creating personal vocabulary notebooks/ lexicons, check out**

<http://ACE-English.com> → handouts → Vocabulary Notebooks

### **PVO\* Category Index for AWL Sublists 1, 2 & 3**

Buildings	Health	Power
Change	"to Help"	Purpose
Communication	Humans – physical	Quality - Importance
Culture	Humans – psychological	Quality – Status
"to Do"	(emotions)	Quantity – How much
Economics / Financial	Information/ Documents	Showing Relationship
Environment	Legal	Society
"to Give"	Measurement	Technology
Government	Methods/ Process	Thinking / Ideas
"to Happen"	Organizations	Time
"to Have"	Parts of	

\*PVO Personal Vocabulary Organizing system (what I call the notebooks)

AWL Sublist 1 **Suggested Topic Categories for your PVO**

- Check (✓) the words you **know and can use in your writing and speaking.**
- Put the other words in your PVO notebook.

<b>THINKING / IDEAS</b> Analysis of Approach to Interpretation Assessment of Assume (that) Concept Create Definition of Derived from Estimate (noun/ verb) Identify Issues                      Research Principle                      Theory	<b>COMMUNICATION</b> Identify Indicate Response [to] [in response to sth]	<b>PARTS OF</b> Factor Involved with Section [of] Sector Source Structure
<b>QUALITY - STATUS</b> Benefit Consistent Established Specific	<b>LEGAL</b> Constitutional Contract Legal Legislation	<b>QUALITY – IMPORTANCE</b> Major Required (to do smtg/ that) Significant
<b>INFO/ DOCUMENTS</b> Data [on] Definition Evidence	<b>MEASUREMENT</b> Area Estimate Formula Percent	<b>ECONOMICS</b> Economic Export Financial Income Labour
<b>ENVIRONMENT</b> Environment	<b>“TO GIVE”</b> Distribution	<b>“TO HAVE”</b> Available [to do sth] [for] / [in]
<b>SOCIETY</b> Individual	<b>POWER</b> Authority	<b>TIME</b> Period
<b>METHODS/ PROCESS</b> Method Procedure Process Research	<b>CHANGE</b> Procedure Process Variable (n)	<b>SHOWING RELATIONSHIP</b> In context/ out of context Similar to Structure
<b>PURPOSE</b> Function Role	<b>GOVERNMENT</b> Constitutional Policy	<b>BUILDINGS</b> Structure

## Research based: Taxonomy of Learning Vocabulary Strategies

Norbert Schmitt (1997) categorized vocabulary learning strategies into six main groups with 58 individual strategies in total. (pages 207-208)

### Strategies for the discovery of a new word's meaning

analyze part of speech, affixes and roots	check for L1 cognate
analyze pictures or gestures	guess from textual context
check bilingual dictionary,	check monolingual dictionary,
find them from word lists	design flash cards

### Social Strategies for discovery of meaning

ask teacher for L1 translation	ask teacher for paraphrase or synonym
ask teacher for a sentence including new word	ask classmates for meaning
discover new meaning through group work activity.	

### Social Strategies for consolidating a word ( for storing/reviewing/ using)

study and practice meaning in a group	interact with native speakers
teacher checks students' flashcards or word lists for accuracy	

### Memory Strategies for consolidating

study word with a pictorial representation of its meaning	draw image word's meaning,
connect word to a personal experience	associate the word with its coordinates
connect the word to its synonyms and antonyms	use semantic maps
use 'scales' for gradable adjectives	Pegword Method,
Loci Method	group words together to study them
group words together spatially on page	use new word in sentences
group words together within a storyline	study word spelling
study sound of word	say word aloud when studying
image of word form	underline initial letter of word
configuration (lines)	use Keyword Method
remember affixes and roots	remember parts of speech
paraphrase word meaning	use cognates in study
learn words of an idiom together	use physical action
use semantic feature grids	mnemonics

### Cognitive Strategies for consolidating

verbal repetition	written repetition	create flash cards
note-taking	use vocabulary section in textbooks	word lists
listen to tape of word lists	put L2 labels on physical objects	keep vocabulary notebook

### Metacognitive Strategies for consolidating (to control and evaluate own learning)

use L2 media (songs, news, etc)	testing oneself with word tests
use spaced word practice	skip/pass new word (don't bother to learn)
continue to study word over time	interact with native speakers

## AWL Self Study Resources

### Internet sites for Access to & Practicing the AWL

#### A/ [www.academicvocabularyexercises.com](http://www.academicvocabularyexercises.com)

**Vocabulary Exercises for the Academic Word List** by Gerry Luton (UVic, BC)

The exercises are divided by sub-lists, so you can learn the most frequent ones and then continue on to the next level.

- The sentences are more academic in nature. The sentences aren't in a meaningful context such as a paragraph or story. You are given the AWL word choices.
- The prompts are sentences with gaps. Different word forms are used also.
- You get immediate feedback if your answers are correct or incorrect.

He also has a software program called <i>Gerry's Vocabulary Teacher</i> available.
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#### B/ [www.vocaba.com](http://www.vocaba.com)

- Designed by Scott Foubister [scott@vocaba.com](mailto:scott@vocaba.com)
- Flashcard creator; reasonable subscription pricing
- Access to other vocabulary lists
- Has dedicated AWL courses available

#### C/ <http://mediamills.ca>

- Designed by Brooke Mills. Kwantlen Polytechnic University, Surrey, BC
- Audio examples of AWL words for pronunciation support

#### D/ [www.lex tutor.ca](http://www.lex tutor.ca)

There are a wide variety of activities/systems to use on this site.

#### E/ <http://www.er.uqam.ca/nobel/r21270/levels/>

**Level Tests on-line** by Nation, ISP & Laufer, B (& Tom Cobb - Quebec)

(Paul Nation is another well respected vocabulary learning scholar).

- They have several tests based on frequency.
- Their prompts are sentences with part of the word given to you. The sentences aren't in a meaningful context (like a story or essay).

Example: 1. I've had my eyes tested and the optician says my vi\_\_\_\_\_ is good.

#### F/ <http://www.uefap.com>

**Using English for Academic Purposes** by Gillet, Andy (began 1999), U of Hertfordshire, UK

**Click on Vocabulary → exercises → selection → Academic Word List**

- There are 50+ readings. The readings have the AWL words highlighted.
- At the end of the text, you will find exercises. They give you the list of words to choose from. You need to fill in the complete word.

## Research which has informed this material development

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# The Sales Pitch 😊

***Learning Vocabulary & Mastering AWL Sublist 1***  
***Mastering AWL Sublist 2***  
***Mastering AWL Sublist 3***  
*Janice GT Penner*

**Innovative! Informative! Interesting topics!**

Extensively piloted with high school and adult academic prep ELLs

- The most frequent 180 words are divided into groups of 30 for manageable learning
- ELLs use the words in meaningful contexts
- Ready to copy & complete answer keys
- AWL words are recycled throughout
- **Productive knowledge** of the words is used through
  - Info-gap crosswords
  - Find someone who
  - Discussion Questions
  - Proverbs
  - Pre-reading Discussions
  - Target Grammar Task
  - Gap Fill tasks
  - Speed Speaking
  - Guided Writing
  - Paraphrase tasks
  - Post-reading integrated skills tasks
  - Topic Categories for words
- **Receptive knowledge** can be tested through
  - Definition Recognition tests
  - Definition crosswords
- **Three levels of support** for gap fill and paraphrase texts
  - no hints, underlined hints and CLOZE choices

***Learning Vocabulary & Mastering AWL Sublist 1 also includes***

- “About Learning vocabulary”
- “How do you learn?” (self-reflection tasks)
- “How well do you know a word?” (learning about productive vs receptive)
- What does your brain do when you learn?
- Why are Vocabulary Notebooks important?
- Detailed explanations for developing Vocabulary Notebooks - Personal Vocabulary Organizing system (PVO) and more!

**Reading Topics:**

**Sublist 1:** Language Learning (x2), Academic Writing (plagiarism) Sociology: The Family, Entrepreneurs,

**Sublist 2:** The “Book Nurse”, Healthy Pets for Healthy People, Home Sweet Home in Vancouver, BC,

**Sublist 3:** “Team Ettiienne” cycles the Trans-Canada, Distance Education and E-learning. Who are Learning Disability learners?

**Institutional User Agreement available**