

# Connections to the Advanced Level: Vocabulary and Reading

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# Plan to include...

1. Conceptual Maps
2. Graphic Organizers
3. Discourse Markers
4. Flashcards
5. Increase vocabulary (free tests!; students must learn the 3000 most frequent words to get to advanced levels)
6. Build strategies into tasks (guessing, analyzing in context, metaphors, cognates...)
7. Integrated Performance Assessments

# How can we improve attainment?

After four years of FL study, high school students get stuck at the novice-high or intermediate-low proficiency levels.

 Juan Carlos Morales (2018); Stamp data (2019)

**One main cause:**

**students have limited vocabularies**

# Theoretical beliefs impact learning & instruction

## Reading

Semantic webs facilitate integration of new knowledge.

WL learners improve information processing with pre-task prep, models, advance organizers. ***PREP!!!***

We can lighten learners' cognitive load by breaking tasks into more manageable steps.

# Vocabulary: Contextual factors

- ✓ Learners need to know 98-99% of words to read for pleasure.
- ✓ We comprehend new information by relating it to previous knowledge.
- ✓ Vocabulary knowledge is structured mentally as sets of relationships, not word lists.
- ✓ Guessing in context is the most common strategy used by learners (with ~30% accuracy).
- ✓ Dual-mode entry (reading & listening) is beneficial to comprehension and speed.
- ✓ Incidental vocabulary learning increases at intermediate levels (knowledge of 2500+ words).
- ✓ Marginal glosses (less intrusive) and dictionary use increase vocabulary learning.
- ✓ Much of native speaker language use is formulaic in nature.

# The 3 Rs: Recycle, Recycle, Recycle

- Learners usually need 5-16 “meetings” to learn a word (Huckin & Coady 1999).
- Flashcards are still the best form of practice.
- Vocabulary should be presented at different times and in different contexts (spaced-interval review).
- Explicit vocabulary instruction should be supported by continued, contextualized exposures.
- The elements of effective vocabulary instruction are integration, repetition and meaningful use.

# Behaviors of strategic readers

Block, C. & Pressley, M. (2007)

## *Strategic readers...*

- 1. Predict what the text will be about looking at titles, text features, pictures & format.**
- 2. Monitor for comprehension continually.**
- 3. Relate text information to prior knowledge.**
- 4. Form questions & find answers to questions in the text.**
- 5. Attend to text structures to aid comprehension.**
- 6. Use support processes: reread, find point of difficulty, infer using prior text & background knowledge, connect key parts of text.**
- 7. Summarize information in the text.**
- 8. Reflect on information in the text after reading.**

# Get to know our L1 readers

L1 story grammars are set by about the 4<sup>th</sup> grade.

Survey students about their L1 reading...

Do we just assume that they can read?

In L2 are they:

- giving up in frustration?
- translating word for word?
- looking up too many words?





# My Weekly Reading Practices in English

Please estimate how much time per week you spend reading the following types of materials in English.

- |   |           |           |           |          |  |
|---|-----------|-----------|-----------|----------|--|
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Newspapers (paper or online)                 |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Magazines (paper or online)                  |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Chapters in textbooks (paper or online)      |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Novels and other literature (stories, plays) |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | E-mails                                      |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Social media: Instagram, Twitter...          |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Academic or research materials               |
| 0 | 1-2 hours | 3-4 hours | 5-6 hours | 7+ hours | Others:                                      |

List the topics that interest you (e.g., music, sports): \_\_\_\_\_



# Do they know enough vocabulary?

Set goals for learning vocabulary to grow comprehension, speaking, reading, writing and cultural knowledge.

500 words per year? 750? 1000?

J.Milton: learners do not seem to get overwhelmed with vocabulary

# How many words do learners need?

*With knowledge of around...*

2000:

Students demonstrate early conversational skills.

2000-2500:

Students transition to the intermediate level “where language use can start to become independent” (Milton 2009, 250)

3000:

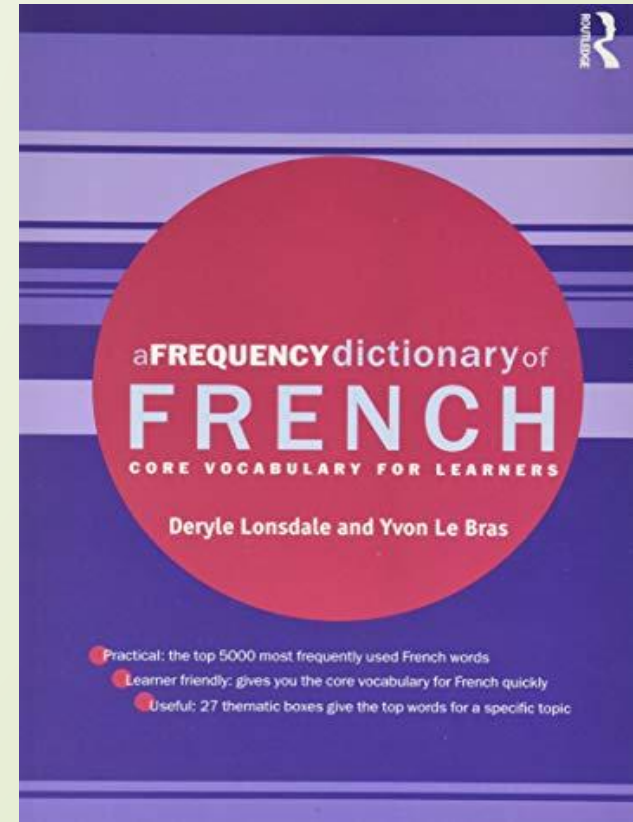
Vocabulary size permits reading simple texts, graded readers (Huckin & Coady 1999); students begin to take advantage of learning strategies (Laufer 1996); students start acquiring idiomatic expressions (McGavigan 2009).

5000: Students read with fuller comprehension (Nation 2008)

10,000: Students can read academic texts (Huckin & Coady 1999: 185).

# Parts of speech, 5000 most frequently used French words

<u>Parts of speech</u>	<u>Number of items</u>	<u>Percentage</u>
Conjunctions	23	< 1%
Interjections	28	< 1%
Prepositions	47	< 1%
Pronouns	52	1%
<u>Determiners</u>	<u>62</u>	<u>1.2%</u>
Adverbs	301	6%
<b>Adjectives</b>	<b>504</b>	<b>10%</b>
<b>Verbs</b>	<b>1191</b>	<b>23.8%</b>
<u>Nouns</u>	<u>2792</u>	<u>55.8%</u>
TOTALS	5000	100%



**Table 1.** French parts of speech (Drawn from Deryle Lonsdale & Yvon Le Bras (2009). *A Frequency Dictionary of French*. New York: Routledge.)

# Vocabulary frequency tests in other languages.

Hacking, Jane and Erwin Tschirner. “The contributions of vocabulary knowledge to reading proficiency: The case of college Russian.” *Foreign Language Annals*. (2017): 500-518.

Free online vocabulary levels tests;

2 tests in 15 languages (OLVLT)

<https://itt-leipzig.de/?lang=en>

Get a SNAPSHOT of their knowledge yearly or every 6 months?

# Receptive Portuguese Vocabulary Test

**Instructions.** Write the number of the word from the first column that best matches the word in the second column. Don't guess. But please try to answer if you think you know a word. Study the English examples before you begin.

## Examples in English.

1. business
2. canine            1 company
3. pencil            5 couch
4. shoe              2 dog
5. sofa
6. wall

## Nivel 1-1000

1. erro
2. estudante                    \_\_\_\_\_ aluno
3. motivo                        \_\_\_\_\_ cor
4. nação                         \_\_\_\_\_ país
5. som
6. tom

# Productive Spanish Vocabulary Test

**Instructions:** Complete the underlined word as in the following example.

He was riding a bic\_\_\_\_. □ He was riding a *bicycle*.

## 1-1000 frequency level

1. Antes de acostarme me gusta leer un buen li\_\_\_\_\_
2. ¿Cuál es tu fe\_\_\_\_\_ de nacimiento?
3. En realidad no sabemos cua\_\_\_\_\_ van a llegar.
4. Mis padres no me de\_\_\_\_\_ beber cerveza en casa.

# Bilingual vocabulary lists

The bilingual list is fine for the first “meeting”—students always make that first connection until they have several other “encounters” with the word and internalize it in the L2.

Learners usually need 5-16 encounters:

die Pension.

**Flashcards** – still the number one tool!

Kahoot, Quizlet, Memrise, etc. (Webb 2020)



# Metaphors

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**42% of items NNSpeakers have difficulty with are metaphors** (Littlemore, et al 2011)

15% of the news is metaphor

12% of fiction is metaphor

10-18% of university lectures are metaphor

Various types of metaphor occur in abundance (war, sports, music, measures, body parts).

**Metaphors are important to help L2 learners move beyond the intermediate level.**

# Work with intended meaning

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1. Grandma has a green thumb! (Is it gangrene?)
2. I could eat a horse. (This I've got to see!)
3. Era la cabeza de la mafia. (Don't they all have heads?)



# What do we know about L2 reading?

E. Bernhardt (2012). *ADFL Bulletin* 42(1): 31-42



1. **20% of L2 reading ability is linked to L1 literacy.**
2. **30% of L2 reading ability is linked to L2 knowledge, mostly vocabulary knowledge.**

# Best Practices

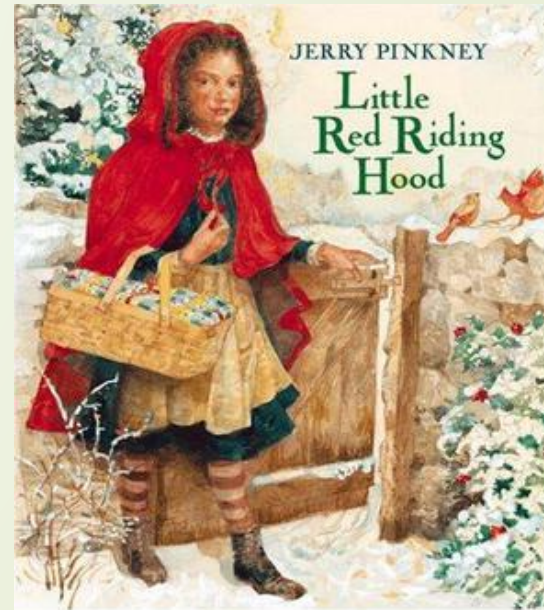
1. Generate **conceptual maps**
2. Use **graphic organizers**.
3. Work with **discourse markers** in reading & writing.
4. Use **Flashcards**

# Create conceptual maps

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*Caperucita roja*

*Los tres cerditos*



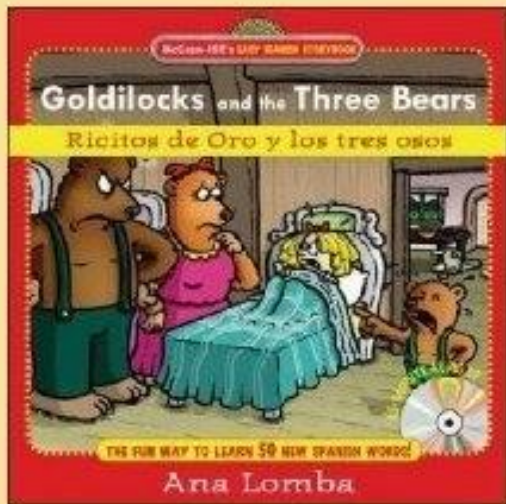
Students draw on their story grammar expectations with L2 texts to create Conceptual Maps.

L2 learners do not use strategies automatically.

# Conceptual Map

## Goldilocks and the Three Bears

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**Goldilocks**

*(main character)*

- **Other characters > Three bears**
- **Beds, Chairs, Porridge**
- **Comfort, size, temperature**

# Graphic organizers

Consider story boarding (like we do with a film).

Use comic strip blocks to map out the story.

Index cards?

Sticky notes?

Google Jamboard?

Others?



# Discourse Markers

Practice is needed in both reading  
and writing.

Move beyond basics: **and, or, because.**

*sin, por otro lado, por lo tanto,  
primero, para + inf., además, como  
(since), en primer lugar, por ejemplo, si  
\_\_\_\_/entonces \_\_\_\_\_, etc.*



# “Story Impressions”

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## Instructions:

1. Pull 12-15 key words **in order** from a reading (nouns & verbs).
2. Write your own story using those same words in the same order.
3. Exchange papers several times to read various versions written by classmates.
4. After creating **mental maps**, the original L2 reading will be easier to read and more engaging.
5. Talk about the similarities and differences in the versions the class wrote and the author’s original.

# Cuatro rincones / Four Corners

26 Key word **“Pollution”** *at the top*

## EJEMPLOS/Examples

Químicos

Detergentes

Huele a fenol

## OPUESTOS/opposites

Campo - ciudad

Limpio - contaminado

## CONEXIONES/connections

Las cloacas

La agricultura

## ILUSTRACIONES/descripciones

Un río lleno de desechos

(Poema <<Kentucky>>  
de Ernesto Cardenal)



# Challenges in L2 reading and vocabulary instruction

*Always more work for the teacher...*

1. cognates (ropa ≠ rope; éxito ≠ exit; receta ≠ receipt)
2. metaphors (“Love is a battlefield.”)
3. paraphrasing (enojarse, enfadarse, ponerse furioso)
4. anaphora (she, from her, the one who, the former)
5. polysemes (tapas “snack” vs. “top, lid)
6. collocations (Look up, into, over, behind, under, for, at)

# **Integrated Performance Assessments for the Intermediate-High proficiency level**

**Main idea**

**Supporting details**

**Implications**

**Author's perspective**

**Personal reaction**

*Implementing Integrated Performance Assessments.*  
(2013). Adair-Hauk, B., Glisan, E., Troyan F.  
Alexandria, VA: ACTFL.

# IPA samples for the Advanced level

1. Key word recognition
2. Main idea
3. Supporting details
4. Organizational features
5. Guessing meaning from context
6. Inferences
7. Author's perspective
8. Comparing cultural perspectives
9. Personal reaction to the text

*Implementing Integrated Performance Assessments.* (2013).  
Adair-Hauk, B., Glisan, E., Troyan F. Alexandria, VA: ACTFL.



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*Mahalo*

*Aguije*

*Gracias*

*Obrigado*

*Thanks*

# Free online vocabulary levels tests

2 tests in 15 languages (OLVLT)

<https://itt-leipzig.de/?lang=en>

Tests are timed; items are drawn from the 5000 most frequent words of the language. At the end, you see how many words you know at this time (a snapshot of your vocabulary knowledge).

# Foment Motivation

- 1.) Give clear goals so learners understand *why* they are doing things (e.g., to practice vocabulary and also to learn their classmates' favorite pastimes)
- 2.) vary topics and tasks to keep learners interested
- 3.) use visuals that are eye-catching and relevant to the task at hand
- 4.) game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules
- 5.) entertainment (e.g., jokes, songs, clips) produces enjoyment, which may increase motivation
- 6.) play acting engages the imagination, taking learners out of themselves (even if shy at first)
- 7.) information gap activities engage--all work simultaneously in groups so no one is on the spot (e.g., what is in your friend's drawing; opinion-gap or reasoning-gap exchanges)
- 8.) personalization creates interest in activities
- 9.) open-ended cues that invite multiple responses are more engaging than items with only one correct answer (Based on Penny Ur, 1996: 281.)





## Clang Effects

**Bad guesses may reflect the CLANG effect noticed in children.**

Do the words rhyme?

Look or sound similar?

NNS often misunderstand and mismatch words with phonological similarities.

# L1 can support L2 reading

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(Bernhardt, 2011 p.79), especially with beginners.

- 1. Which words help you read on a topic?** Learners read an L1 text on a topic and then look up 10 words in the L2 that might appear in an L2 reading on this topic.
- 2. Read the L2 text on the topic.** Now review your word list. Which anticipated terms are in the reading? Can you adjust your lists?
- 3. Reconstruct** the reading in L2; use relevant items from your word list.
- 4. Discussion:** Be prepared to talk about the reading – keeps the focus on the meaning.





- What helps you improve your Spanish reading abilities? Please indicate if the following types of practice help you improve your L2 reading abilities. Mark “NA” if you don’t use a particular item.

1=not helpful 2=helps a little 3=somewhat helpful 4=most helpful NA=not applicable

**Before reading. *It’s helpful...***

1 2 3 4 NA to discuss the main idea or topic before reading.

1 2 3 4 NA to review specific grammar points before reading.

1 2 3 4 NA to analyze vocabulary words in context.

**During reading...**

**After reading...**



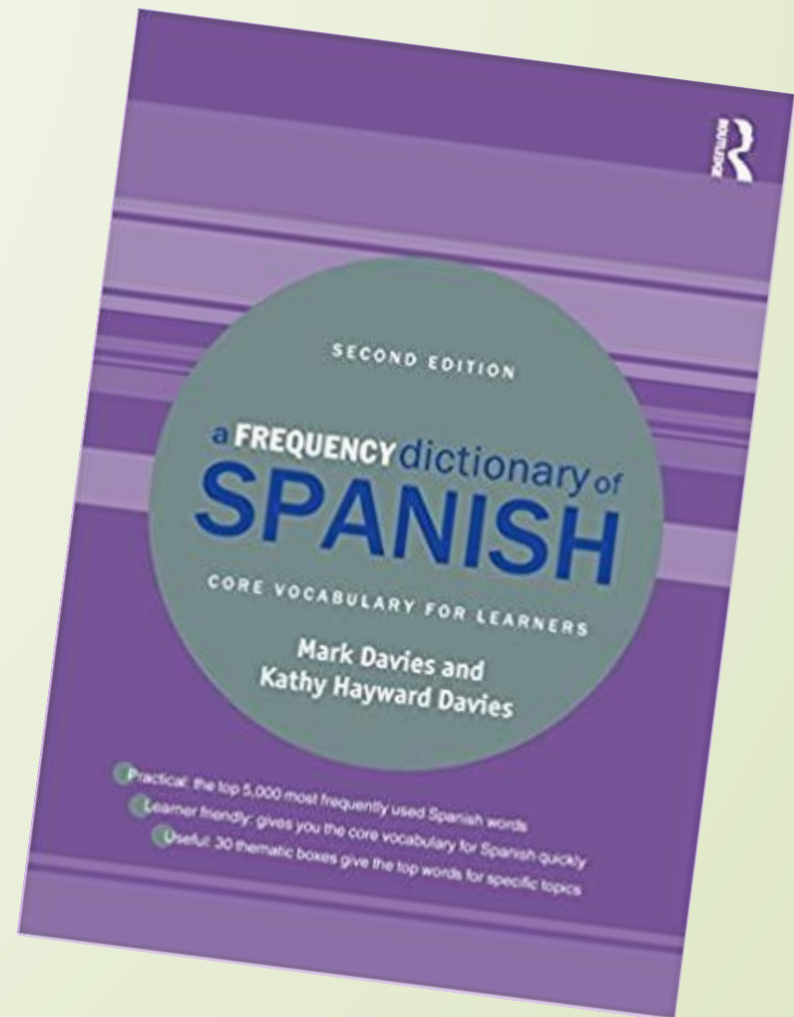
# Additional research findings

## *We know that L2 learners...*

- ...have difficulty with “known” words used metaphorically.
- ...and with words used in their less common sense.
- ...they determine interpretive frameworks early on.
- ...fail to use appropriate knowledge even if they have it.
- ...understand culturally compatible texts.
- ...can reveal comprehension better in L1, especially at lower levels.

# Parts of speech, 5000 most frequently used Spanish words

	<u>Items</u>	<u>Percentage</u>
Articles	3	< 1%
Interjections	10	< 1%
Conjunctions	16	< 1%
Prepositions	28	< 1%
Numbers	36	< 1 %
<u>Pronouns</u>	<u>40</u>	<u>&lt; 1%</u>
Adverbs	182	3.6%
<b>Adjectives</b>	<b>941</b>	<b>18.8%</b>
<b>Verbs</b>	<b>1119</b>	<b>22%</b>
<u>Nouns</u>	<u>2625</u>	<u>52.5%</u>
Total	5000	100%



**Table 3.** Spanish parts of speech (Drawn from Mark Davies & Kathy Hayward Davies (2018, 2<sup>nd</sup> ed). *A Frequency Dictionary of Spanish*. New York: Routledge).