

Personalized Learning Reflection

Write a minimum one-page reflection (single spaced, size 12 font) by answering the questions below.

✓ By submitting this assignment, I agree I have met the time requirements (see Course Assignments file).

1. Describe the work you completed for this assignment.

I decided to learn about more effective ways to teach vocabulary to ELL students. I came up with seven strategies after researching multiple websites: www.readingrockets.org, www.adlit.org, www.ncresa.org, www.keystoliteracy.com, and going through a few textbooks: *Literacy in Context* (2011) by Veatch and Miller, *ESL Games* (2018) by Michael DiGiacomo, and *Classroom Instruction that Works for ELLs* (2013) by Hill and Miller. The reading and research took approximately half of the required time for this assignment; I spent the other half organizing the information and creating a Google slide presentation.

I focused on a Concept of Definition Map, the Frayer Method, Semantic Feature Analysis, Marzano's Six-Step Process to Teach Vocabulary, List Group Label Strategy, Vocabulary Rating Guide Strategy, and the Attribute Chart from our coursebook. I created a Google Slide presentation that goes over each vocabulary strategy to share with my colleagues. Each slide explains a strategy, how it helps ELLs, the steps to use it, and when to use it (pre-teach or revision). I also added multiple vocabulary games at the end of the slide show, included a template of each strategy, and showed its approximate SLA stage. This consolidated information will be an excellent resource for the ELL teachers at my school.

2. Which course concepts were integrated into your work?

Vocabulary acquisition, the Thinking Language Matrix, the Academic Language Framework

3. How did your work support student learning?

Researching these strategies refreshed my memory and added new vocabulary teaching strategies. Additionally, I found some great games for my students in the fall. I believe my students will benefit significantly from these resources as they are fun, active, and meaningful ways to learn vocabulary.

4. What did you learn from this experience?

When I was learning English, vocabulary instruction was all about looking up the definition of a word from a dictionary, copying down the meaning(s) of the words, and using the word in a sentence. Now, we know that students must be actively engaged in learning and using new words. Vocabulary acquisition is about activating prior knowledge, and we know that pre-teaching vocabulary increases learners' comprehension. Learners need many opportunities to work with new words through reading, writing, speaking, and listening activities.

Additionally, when researching the best time to use these strategies, I confirmed that the years of exposure to English and their SLA stage are better indications of their vocabulary knowledge and should be used to determine when and how to teach new words.