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Teacher Training Module:
English
Learning Cycle Seven

Teaching of Vocabulary and Comprehension

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)

STEDA
PITE — PROVINCIAL INSTITUTE OF TEACHER EDUCATION (PITE), SINDH, PAKISTAN
Sukkur IBA University
THE AGA KHAN UNIVERSITY

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.
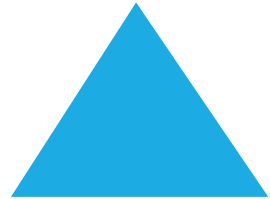
Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.
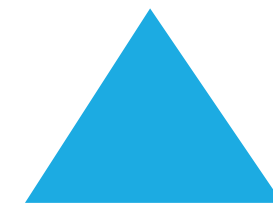
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Teaching of Vocabulary and Comprehension

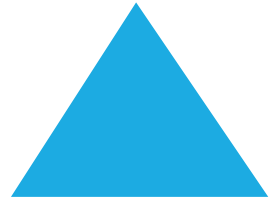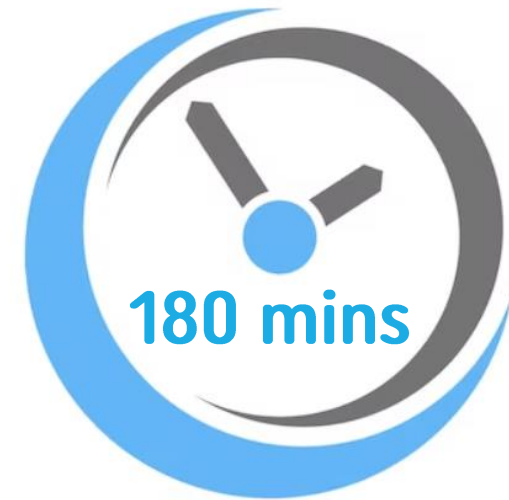**Learning Objectives**: By the end of the session, the teachers will be able to:

Explore and Use Various Teaching Vocabulary Strategies through Textbooks.

Identify Comprehension Types.

Analyse and Apply Comprehension Strategies.

180 mins

Session Plan

Time	Objective of the activity	Activities	Materials/resources
5 mins	**Recitation**	**Activity-1** 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of the today's session.	
15 mins	**Warm-up** (Vocabulary Development)	**Activity-2** 1. Write a letter as the key letter in the centre of the board. 2. Ask a participant to write a word that begins with the" Key letter" on the board. 3. Ask the next participant to write a word that starts with the last letter of the word written by the first participant on the board. 4. Continue the same process with other participants. 5. Ask teachers about the nature and learning of this activity. 6. Summarize this activity by asking teachers about the importance of vocabulary in learning English.	Marker, Board, Duster

20 mins	**Discuss Vocabulary Instruction Methods**	**Activity-3**
		
		1. Divide teachers into 5 groups.
		2. Ask groups to read and discuss their assigned topics given in Hand-out 7.1.
		    a. Group-1: Explicit Vocabulary Teaching
		    b. Group 2: Implicit Vocabulary Teaching
		    c. Group 3: Independent Vocabulary Teaching
		    d. Group 4: Teaching of Vocabulary Using Dictionary
		    e. Group 5: Teaching Vocabulary in Context
		3. After reading and discussing, ask them to share their understanding with class.
		4. The facilitator will sum-up the activity.
			Marker, Board, Duster, Handout-7.1

30 mins	**Comprehend Vocabulary Components**	**Activity-4** 1. Divide teachers into pairs. 2. Ask them to read and discuss handout-7.2. 3. Ask them to integrate the Handout with Grade-8 textbook pages from 22 to 24. 4. Ask teachers to identify and present their vocabulary components from the given textbook. 5. Summarize by highlighting key vocabulary components.	Marker, Board, Duster, Handout-7.2, Textbook 8

30 mins	**Apply Vocabulary Teaching Techniques**	**Activity-5** 1. Divide teachers into groups. 2. Ask them to read and discuss Handout-7.3. 3. Ask them to design a chart containing Vocabulary Teaching Techniques with their examples. 4. Then, ask each group to paste their chart and present their understanding with class. 5. Conclude the activity by highlighting the key points of the activity.	Marker, Board, Duster, Handout-7.3.
20 mins	**Discuss Comprehension Instruction Methods**	**Activity-6** 1. Ask teachers to read Handout-7.4 individually. 2. Facilitate them if they feel any confusion in understanding. 3. Then, ask them 'Which Comprehension Instruction Methods do they apply in teaching comprehension?' 4. Note their responses on the board. 5. Sum-up the activity by focusing on the Importance of Reading Comprehension.	Marker, Board, Duster, Handout-7.4
30 mins	**Practice Reading Comprehension Activities**	**Activity-7** 1. Divide teachers into groups. 2. Ask them to read and discuss Handout-7.5 in 10 minutes.	Marker, Board, Duster, Handout-7.5, Textbooks 1-8

		3. After reading and discussion, ask them to find Pre-reading, While-reading and post-reading activities from textbooks. 4. Ask them to share their activities with class. 5. Sum-up the activity by focusing on the Importance of Reading Process.	
25 mins	**Discuss and Analyse Reading Comprehension Types**	**Activity-8** 1. Divide teachers into pairs. 2. Ask them to read and discuss Hand-out 7.6 A. 3. Then, ask them to analyse various texts from the textbooks. 4. Next, ask them to fill Hand-out 7.6 B. 5. Finally, ask teachers to deliver presentation.	Marker, Board, Duster, Handout-7.6-A and 7.6-B., Textbooks-1-8
10 mins	**Feedback/Closure**	**Activity-8** Conclude the session by reflecting about comprehension strategies.	Marker, Board, Duster
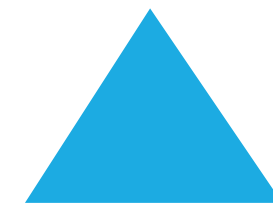
Explicit Vocabulary Teaching

Explicit vocabulary instruction is a highly effective approach to teach vocabulary, that is, it is a crucial approach to be applied by the teacher for the retention of new words. Explicit instruction of vocabulary is highly effective and it justifies this fact stating that to develop vocabulary intentionally students should be explicitly taught. And seeing vocabulary in rich contexts provided by authentic use of visual aids, rather than in isolated vocabulary drills, produces robust vocabulary learning. The use of visual aids gets students actively engaged in using and thinking about word meanings and in creating relationships among words (Curtis and Longo, 2001; Milton and Alexiou, 2012). The teacher will not have to teach vocabulary many times to reach the goal of the student learning. Thus, when vocabulary is taught with visual aids students usually feel more convinced that they learned what the teacher was teaching them because the message is transmitted more efficiently. So, teachers will feel more confident about teaching vocabulary to the class.

Implicit Vocabulary Teaching

Many authors present some concerns about implicit vocabulary instruction. Channel (1988) states that the learning of vocabulary implicitly is probably considered more efficient in intermediate and advanced students through extensive reading and listening. This is to say that students can deduce word meanings from context only if they know a large number of word meanings used by the speaker or the writer. This means that this technique cannot be suitable for beginner English students since they still do not have a large number of word meanings in order to be able to deduce unknown word meanings in a text or while listening to the teacher or to someone else. Therefore, implicit vocabulary instruction used by the teacher can be effective depending on the level of the students' vocabulary knowledge (Hunt and Beglar, 1998). In summary, in indirect instruction, the teacher's role is seen as a facilitator, supporter and resource person (Martin, 1983). The teacher arranges the learning environment, provides opportunity for student involvement, and when appropriate, provides feedback to students.
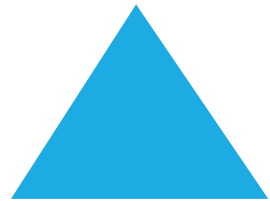
Independent Vocabulary Teaching

The important point here is that learners receive instruction in how to use what they find in dictionaries or how they can most effectively take information from them so that they are able to define words or translate the targeted words into students' first or second languages. Most of the time students do not receive the kind of instruction they need to learn how to use dictionaries effectively. Thus, dictionaries awareness implies, on the one hand, knowing that dictionaries are important and useful, and on the other hand, it implies knowing how to use them. Learner training in the effective use of dictionaries gives students a valuable skill that will enable learners to use dictionaries in and out of the classroom. Dictionaries are "passports to independence" and using them is one of the student-centered learning activities (Allen, 1983; Saunders, 2013). In a nutshell, according to independent vocabulary instruction the teacher can encourage and facilitate vocabulary learning by helping learners learn techniques for determining the meaning of words independently. That is, teachers should instruct students to help them build their vocabulary and develop techniques to learn vocabulary on their own.

Teaching of Vocabulary Using Dictionary

Students need to use dictionaries, print or online, during their schooling and throughout their lives. In most cases, adults use a dictionary after a word is read in context and they are unable to determine the word's meaning. Since adults have more life experience, they are generally able to use context clues to help them select the correct meaning in the dictionary. Students, however, often have difficulty with this. They tend to select the first definition or the shortest definition. Teachers must show students how to identify and select the most appropriate meaning of the word based on how the word is used in context (Stahl & Kapinus, 2001; Stubbs, 2002). Students also need other skills in order to use the dictionary, such as knowing how to alphabetize and knowing how to use the guide words at the top of each page to locate specific words. To help students learn how to select the appropriate meaning in the dictionary, teachers can use the following steps (Graves, 2006). Similar to other strategies in this book, the teacher models this process approach to solving words, and students will internalize it with more practice.

- Read the sentence containing the unknown word.
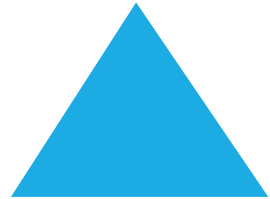
- Before looking in the dictionary, think aloud and guess the meaning of the word based on the clues in and around the word.
- Explain that many words have several meanings and then read all of the dictionary's definitions for that word.
- Decide which definition makes sense within the context of the text being read.

If the meaning is still unknown, provide further discussion about the context and look at word parts.

Teaching Vocabulary in Context - Contextualization

Contextualization is a technique of teaching vocabulary through reading, providing context and clues. Through reading and interesting context, students would be able to get meaning of certain vocabulary items. The best ways of developing one's vocabulary in a foreign language is to encounter it in a situation and context (Wallace, 1982; Richards, 2006; Thornbury, 2002; Edwards, 2009). Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller and Boote, 2006). Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for learners. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension. It is emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers, 2001; Baumann, 2010). Therefore, setting a good context, which is interesting, plausible and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching. It helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend. According to Kaivanpanah and Alavi (2008), the following principles can enhance the effectiveness of teaching vocabulary using context clues such as:

- Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples.
- Select texts in which the target words occur a few times.
- To enhance accuracy of students' inferences of target words, teach them background knowledge of the text.

Types of Contextualization
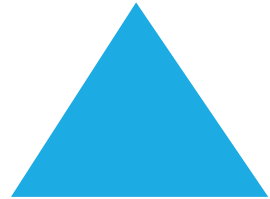
Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity. Context clues include definitions, examples, synonyms, antonyms, summary, comparison and contrast (Stahl, 1999; Edwards, 2009).

a) Definition: Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear.
b) Example: Helps the reader get the meaning of a word by providing examples that illustrate the use of the word.
c) Comparison and Contrast: Comparison and contrast usually show the similarities and differences between persons, ideas and things.
d) Summary: A summary clue sums up a situation or an idea with a word or a phrase.
e) Synonyms: Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does.
f) Antonyms: Words with opposite meanings may be found in the same context.

https://www.researchgate.net/publication/359843819_Strategies_of_Vocabulary_Instruction_in_English_Language_Teaching_A_Literature_Review
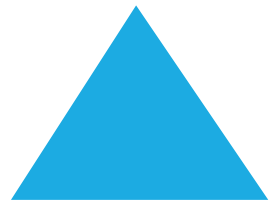
Components of Vocabulary Instruction

Vocabulary is the knowledge of words and word meanings.

Component	Definition
Intentional Vocabulary Teaching	Learning words from a vocabulary list for a test would be an example of intentional vocabulary learning since the words are learned as a direct consequence of the learner's intention
Selecting Words to Teach	Selecting words according to the level of students, context, easy to difficult approach and their interest. (high frequency words)
Specific Word Instruction	Specific word instruction, or teaching individual words, can deepen students' knowledge of word meanings. In-depth knowledge of word meanings can help students understand what they are hearing or reading. It also can help them use words accurately in speaking and writing.
Define Rich and Robust Instruction	Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

|	
Word-Learning Strategies	Word-learning strategies allow students to familiarize themselves with words and phrases. Instead of having partial knowledge, they'll learn the meaning of the word and any related words. Students can develop word consciousness with the help of quality reading materials and practical teaching methods.
Dictionary Use	In addition to its basic function of defining words, a dictionary may provide information about the words' pronunciation, grammatical forms and functions, etymologies, syntactic peculiarities, variant spellings, and antonyms. (word family)
Morphemic Analysis	Morphemic analysis is the process of identifying the individual units of meaning, called morphemes, within a word. Morphemes can be prefixes, suffixes, or root words, and they each have their own meaning. Language acquisition often begins with a study of root words, or morphemes, that form a base of a word.
Cognate Awareness (ELL)	Cognate awareness is the ability to use cognates in a primary language as a. tool for understanding a second language.
Contextual Analysis	Contextual analysis helps students learn to predict and verify word meaning of unfamiliar words or familiar words that have new/unusual meanings. Students search for clues in nearby words, sentences, and paragraphs of a text.
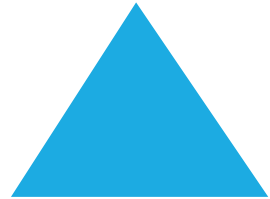
Vocabulary Teaching Techniques

There are several techniques in teaching vocabulary. These include:

1. Taking a student's perspective and understanding their needs and interests.
2. Using a word wall to display and review new words. (Sight words)
3. Creating vocabulary notebooks for students to record and organize words.
4. Connecting word meanings with semantic mapping or graphic organizers.
5. Making word cards with definitions, examples, and images.
6. Encouraging reading comprehension and exposure to authentic texts.
7. Showing images, drawings, or realia to illustrate concrete words.
8. Using translation from the students' first language when appropriate.
9. An Article by Reading Rockets suggests that effective vocabulary teaching has five key principles:
   a. Focus on rich meanings, not just dictionary definitions.
   b. Provide rich and varied language experiences.
   c. Teach individual words.
   d. Teach word-learning strategies.
   e. Foster word consciousness.
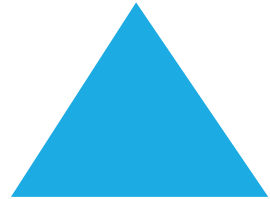
Comprehension Instruction Methods

Comprehension Monitoring: In which the reader learns how to be aware or conscious of his or her understanding during reading and learns procedures to deal with problems in understanding as they arise. It enhances critical thinking.

Cooperative Learning: In which readers work together to learn improving their reading skills.

Graphic and Semantic Organizers allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie the words in the text.

Story Structure: From which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, maps out the time line, characters, and events in stories.

Question Answering: In which the reader answers questions posed by the teacher and is given feedback on the correctness.

Question Generation: In which the reader asks himself or herself what, when, where, why, what will happen, how, and who questions.

Summarization: In which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole.

Multiple-strategy Teaching: In which the reader uses several of the procedures in interaction with the teacher over the text. Multiple-strategy teaching is effective when the procedures are used flexibly and appropriately by the reader or the teacher in naturalistic contexts.
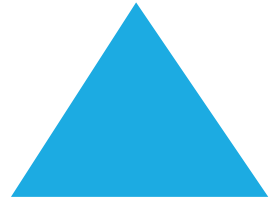
Reading Process

Reading is a process that includes three phases: pre-reading, While-reading and post-reading.

In the Pre-reading phase, the reader establishes in his or her mind a purpose and a plan for reading. Then, the reader begins to read the written text—the While-reading phase. While he or she reads, the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading. Finally, the Post-reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge. Throughout the reading process, but specifically in the during-reading phase, reading strategies can be useful to improve comprehension.
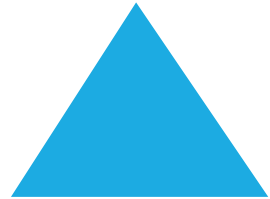
Reading Stages

The five stages to the reading process are:
1. Pre-reading
2. Reading
3. Responding
4. Exploring
5. Applying

Stage 1: Pre-reading
Pre-reading is where students prepare themselves to read. They may decide or be told why they're going to read a piece of text. They may use their background knowledge to make predictions of what the text is going to be about. Teachers may have them

use a concept map called a KWL chart where students put down what they know (K), what they want to know (W), and after they have read what they learned (L) from their reading.

Stage 2: Reading

This is where you get down to the actual reading part. The text can be delivered to students in a variety of ways. Students can engage in individual reading, or they can be read aloud to. Teachers may use big books or print projected somewhere in order to do a group reading session.

Stage 3: Responding

Responding is where students react to what they have read. Most often this is through discussion.

Stage 4: Exploration

This is where students explore their new information. They may re-read part or all of the text. They may read more texts to expand their knowledge of the new subject. Students may learn new vocabulary words that they came up against in the text. Exploration is a very broad stage that can take many paths.

Stage 5: Applying

During the applying stage students take the new knowledge they have learned and do more with it. Often, they will have projects that measure how much they have learned. They may read books related to the original text or participate.
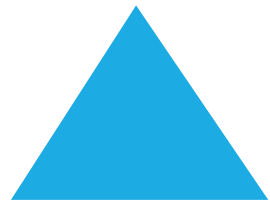
Handout-7.6 (A)

Lexical Comprehension: Understand key Vocabulary in the text

- Preview Vocabulary befroe reading the story or text
- Review new vocabualry during and after the text
- e.g: What does enchanted mean?
- What words are most like enchanted : musical or funny? Scarry or special?

Literal Comprehension: Answer to who, what, where and when Questions

- Look in the text to find the answer written in the sotry.
- Ask question from the beggining, middle and end of the story.
- e.g. Who was the girl who lost the glass slippers.
- Where did Cinderella go to live at the end of the story?

Interprete Comprehension: Answer what if, why, and how questions

- Understand "facts" that are not explicityly stated in the   story.
- Illustarations may help to infer meaning
- e.g. How did the pumpkin turn into carraige?
- What would have happened to Cinderalla if she had not lost he slipper?

Comprehension	Reference of Textbook Page and Grade
Lexical	
Literal	
Interpretive	