

Passport to the Future

Vocabulary course design (academic word list)

References

- *Learning Vocabulary in Another Language* (I.S.P Nation, Cambridge University Press, 2001)
- *Teaching and Learning Vocabulary* (I.S.P. Nation, Heinle & Heinle, 1990)
- <http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx>

Target audience

Refugee students aged 14 or older who have receptive knowledge of most of the General Services List 2000 vocabulary, and intend to go to college.

Course parameters

- 30 4-hour classes, with assumption of study at home for another 100 hours.
- Classes divided into two 2-hour sessions, one with a Russian-language teacher, one with an experienced teacher of English as a second language.
- Vocabulary selection: 570 words of the Academic Word List (Nation), grouped into 30 sets of 19 words.
- Goal: recognition AWL words in listening and reading.

Course materials

- 30 detailed lessons plans that another teacher can use.
 - Include information for teachers on meanings, forms, collocations.
 - Include class activities (worksheets, visuals if possible, and individual, group, and pair assignments).
 - Include homework activities
 - Include assessments (for previous week and for words learned to date)
 - Include incentives for short-term goals and field trips related to groups of words learned.
- Use of activities that include forms of the headword.
- Use of collocations (commonly encountered uses of the word in phrases)
- Use of activities that use translations of the word into Russian (this will often involve teaching of the concept as well as translation).
- Learning of strategies for guessing meaning of unknown words.
- Use of assessments for pre/post testing of learned vocabulary and for estimating vocabulary size. (Use of matching translations to word and others---see appendices in *Learning Vocabulary in Another Language*).

Training of teachers

- Include 4 hour training of teachers, with followup meetings after weeks 4, 12, 20, and 30. Followup meetings should involve collecting information on refining and improving initial version of course materials. Final meeting should involve collecting information on students, achievement, student and parent feedback, and recommendations for further improvement.

Course credits

- Investigate possibilities for high school or college credits— independent study, college community courses, etc.
- At a minimum, provide each student with a certificate, a letter on district letterhead detailing the hours of study, and an attached course syllabus.