

## **Sample Proposal: Panel**

### **Title (10 Words)**

#### **Academic Vocabulary Activities that Promote Retention and Retrieval**

### **Description (300 Words)**

Development of the Academic Word List (AWL) and concordancing software facilitate vocabulary teaching, both solving the problem of which words to teach and illustrating their collocations. However, developing AWL-based classroom activities that employ lexically-oriented approaches and promote independence in vocabulary learning does not guarantee that students access and use targeted words once the class is over.

This colloquium focuses on classroom task sequences that recycle vocabulary to promote word retrieval and continued independent vocabulary acquisition. Panelists describe

- Synthesis of semantic reorganization of the AWL and semantic analysis activities to actively engage students in developing a net of associations within AWL word families and between those families and related words, thereby activating meta-cognitive awareness and processing;
- A cumulative approach emphasizing generative processing through examination of multiple contexts and addressing the various components necessary to “knowing” a word as a means of promoting acquisition through repeated exposure, retrieval and use of vocabulary at regular intervals;
- Activities from advanced writing and graduate-level listening/speaking classes using narrow reading and online vocabulary resources to help students generate mini-corpora relevant to their own topics and then use their corpora for noticing and recycling frequent vocabulary and grammar patterns;
- A cross-curricular approach balancing and weaving vocabulary recycling tasks across the three courses in an EAP program: Academic Skills (research and reading), Academic Writing, Academic Culture and Communication (listening, speaking and presentation skills).

Presenters offer rationales for choices made and provide handouts outlining pertinent steps, tips, and caveats to inform teachers’ classroom practices.

### **Abstract (50 Words)**

Employing lexically-oriented approaches and encouraging independent vocabulary learning are critical in ensuring students’ continued use of targeted words. This colloquium presents classroom tasks that recycle vocabulary to promote later retrieval and independent vocabulary acquisition. Handouts highlight pertinent steps and caveats.