

## Transcript EDUC172 Part 2-04

Okay for this activity of our course I would like you to refer back to your compare and contrast chart in which you had your word clusters with keyword terms defined.

And taking those words we will now think about how we can assist students in comprehending especially more difficult academic words, vocabulary that tends to be longer and often in large noun clusters.

"undifferentiated psychopathy," you know just making something up but... that kind of thing where there is a you know a large word that they're encountering that they don't know, that is unfamiliar.

They don't recognize it by shape and then looking at it looks large and therefore daunting whereas they might be able to understand what is being intended if they can identify the root meanings of the word. Studying of word roots is known as etymology and it does in some ways look back to phonetic roots of words but we won't go that far back.

Rather we'll just look how we can break apart the print words we see to understand what they might mean especially given the support of understanding the context of the word. So, if we take that term that I introduced as being a part of Louise Rosenblatt's Reader Response Theory, she spoke of transactionalism and transactions.

So let's say we have transaction or transactional and transactionalism. All of these additions to the root of the word we can either think of as prefixes or suffixes; prefixes coming before the word root and suffixes coming after. And we'll see if we look here that in this case "trans-" is a prefix for the rest of it.

"-ism" is also a fix, its a kind of suffix and it's a kind of addition for showing a tendency or prototype of thinking, like environmentalism so we will just cross that out too. The "al" is also... a suffix that makes words often nouns into adjectives. So in this case we will also strikethrough that word and we're left with "action", a noun but also a word that contains an "ion" ending which itself is a suffix to turn words into nouns.

What we're left with is the word "act" so here we have a word root and like most word roots they tend to be quite short and often can function as even nouns or verbs in this case we can have an act in a play, or we can act in a play one is the noun and the other a verb and so in many instances these words have a lot of different functions they play because there are a lot of other words that are built on one word root.

Now taking the word root of the terms that you defined on your compare and contrast chart what we'll do is we'll just start building up the longest words we can from them and in this you are welcome to be quite playful and just make things up. It doesn't have to make sense, rather what you do especially when doing this with your students is to get them familiar with different kinds of endings that are used to create larger terminologies.

Here of course we could keep if I wanted to the words there and could add a "re" and say it was re-transactionalism we were talking about. Or maybe somebody who does ... a re-transaction is a retransactionairy. And perhaps even more that we might speak of the general class of up these types of people in the way they act and we might want to describe that as a abstract idea of many different actions that are all retransactionarily acted and there we have an adverb show up.

So that we can say "oh you acted retransactionarily". Again doesn't necessarily make sense but we can see that if we shift part of this word ...and let's just take out the first of our ... prefixes here and then we get reactionary

which is a very commonly used word. To be a reactionary is to be someone who tends to react against more traditional authorities and things.

So... if we decide that that's not how we're going to be, we might be non-reactionary. And course you can continue to... we can say here let's go back to our retransactional word retransactional and now we have a description of an invented idea of what it means to be transactional with a text to be retransactional perhaps means to go back to the text time and time again... and therefore we might want to discuss that it is its own thing, a phenomenon in and of itself, albeit an abstract phenomena but it might be a phenomenon in and of itself, so we might say that overtime of doing this transacting with the text and re-transacting with the same text.

Let's say you get to the place of retransactionalization. ah, look! Doesn't even fit on that page ...so we get retransactionalization as just a yet another humorous invented word neologism to suggest a whole new concept. There we go with our non- better not do that makes it a capital; these things always automatically do what they want, but there you go.

Clearly identified by this word processing program as a non-word by the red squiggly line underneath it but non retransactionalization isn't that weird a word that you might even expect to find something like ... that you get words like ... dehumanization for example which is a very similar creation of a word in order to describe a general class of actions that people might take.

So, in many ways this is essential to the way disciplines in the academy build up the specific lexicons or groups of words that they use. They develop closer understanding of specific attributes of certain phenomena and then in order to describe those as a particular class of attributes that they study they create a word here nonretransactionalization, as my example word for you.

So for this activity, have some fun. Take the word roots that you've identified from the key word terms that you got off your compare and contrast chart and now create some humorous new words. Try and make them as long as possible, maybe have a quick competition with the person beside you to see you can come up with the longest word that they could then go and describe what they think it means.

Obviously it doesn't have a dictionary definition if you just made it up but this way you start to get a ...at least for your students if they do this they become more familiar with the ways, the concepts are held in especially in this case English language.

So very often... again you will find that you can combine so let's do that we're going to call it - we're gonna call it reactionary nonretransactionalization. There is another example of a typical move within academic discourses to even further refine what they're talking about.

And you saw that again in the first example I used in part 1 of this section of the course in which the author was making a ... definitional distinction between ecocentric environmentalism and anthropological or anthropocentric environmentalism.

So, drawing a difference between those two very complex noun clusters of once again ecocentric environmentalism and anthropocentric environmentalism. This just being one way that as students start to play with language like that they become more familiar and less intimidated by that kind of wordplay when they encounter it in their textbooks.

So, do some for yourself, enjoy it, have a competition with the person next to you, see who can come up with the longest cluster extended by suffix and prefix nouns.

And remember once you got the whole term together, the longest term you can come up with, provide another quick definition for that term so that you can demonstrate that there is sense behind the word construction you come up with.

Okay we will do that now.