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2012

Intensive Teaching to Improve Vocabulary

Wendy Moore

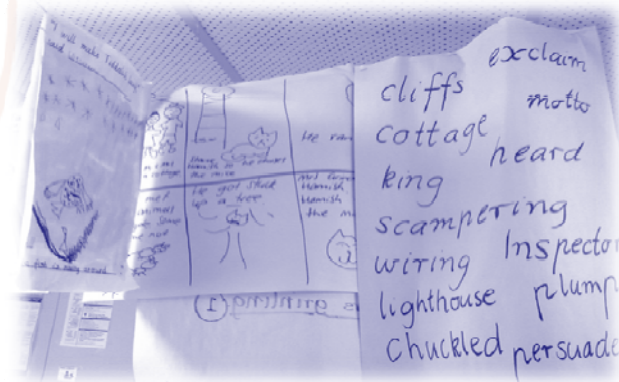
Presented at ECU Research Week 2012
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More **Dynamite** for your Dollar

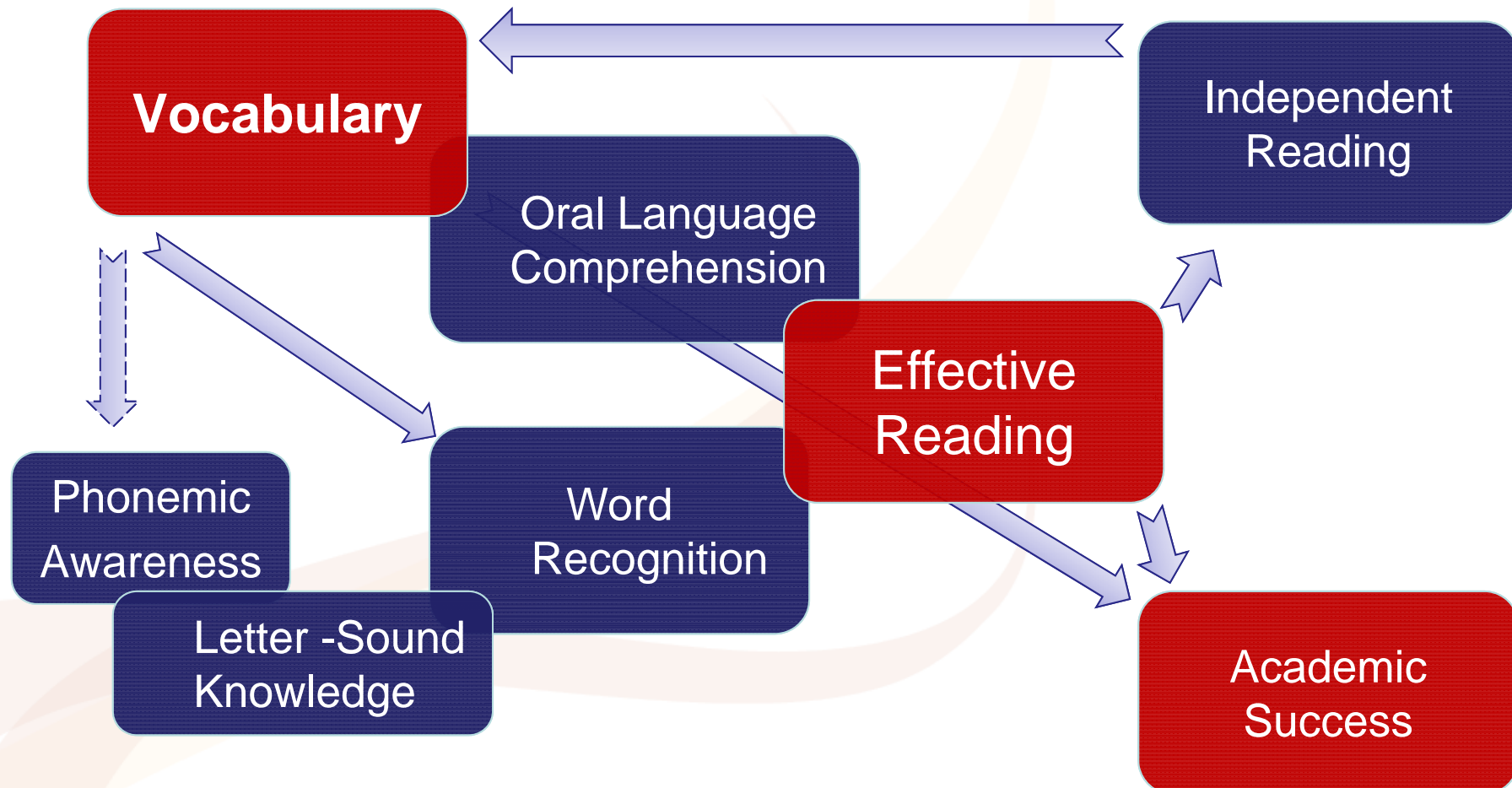
Intensive Teaching to Improve Vocabulary

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The Critical Role of Vocabulary



Contrasting Approaches

Annandale
et al

**Student
Centred**

“Narrative”
Literature-based
activities
Discuss word
meanings
Consider word
choice
Use interesting
words

Beck &
McKeown

**Direct
Deep**

“Rich”
Child-friendly
definitions
Contextual
understanding
Fewer, more
pertinent words
Revisit and revise
3+ times

Biemiller &
Boote

**Direct
Broad**

“Maxi”
Present many
more words
Provide brief
definitions
Use a range of
word difficulties
Revisit and
revise

The Research Questions

Will students effectively learn new words through a story-based vocabulary program?

Will one approach be more effective than others in helping students to learn new words?

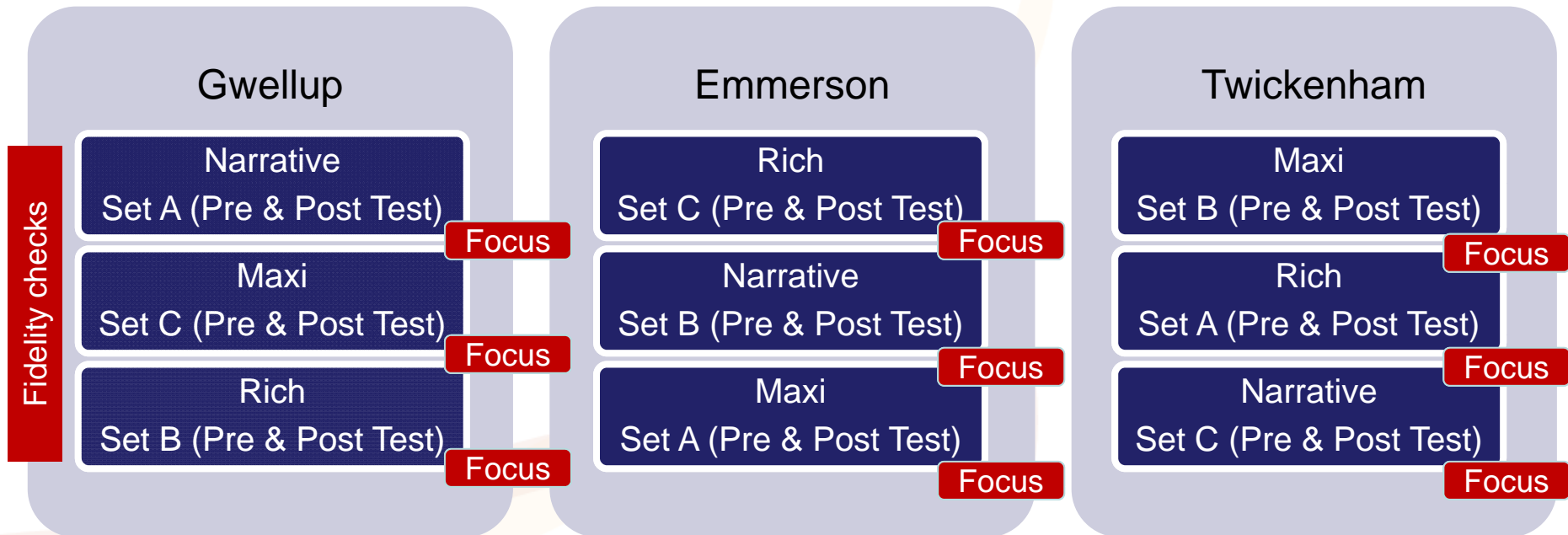
Will word difficulty affect word learning?

Will children with better vocabularies learn more words?

Will teachers find the program useful and effective?

The Research Design

Standardised Tests – All schools (PPVT Receptive and EVT Expressive Vocab)



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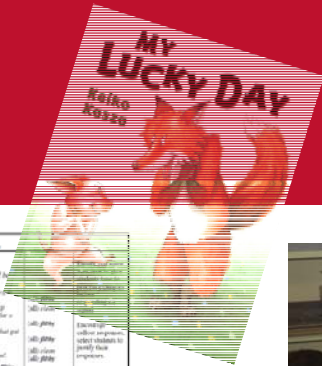
Combined and adapted vocabulary programs – Control schools

Focus

Focus

Focus

The Clever Talk Program



| Supplementary Set My Lucky Day | |
|---|--|
| DAY 1 Teacher sets the scene for the week. | <p>Story</p> <ul style="list-style-type: none"> Have you ever had a piggy bank? Some people after you would take up your business of your job to have a job in a new one. A child had one dropped in the dirt that got broken in and he had to find it. From then on he was very lucky. At the end of the week he was very lucky. How do you feel about it? |
| Language <p>Recognising nouns being used as adjectives to do something. (e.g. the piggy bank was broken.)</p> <ul style="list-style-type: none"> A piggy bank is a container for money. It is not being used as a container of the new money in the story. It is not being used as a container of the new money in the story. It is not being used as a container of the new money in the story. It is not being used as a container of the new money in the story. | <p>Activities</p> <ul style="list-style-type: none"> Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. |
| Preparation <p>Remember that sometimes people make up stories. How would someone prepare for their children? What are some ways to get ready?</p> <ul style="list-style-type: none"> Prepare for reading to a class? Prepare for reading to a class? Prepare for reading to a class? Prepare for reading to a class? | <p>Activities</p> <ul style="list-style-type: none"> Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. |
| End <p>Remember that sometimes people make up stories.</p> | <p>Activities</p> <ul style="list-style-type: none"> Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. Make a piggy bank out of clay or paper. |



polish
To polish something means to rub it so it is shiny
haul
Pulling something heavy

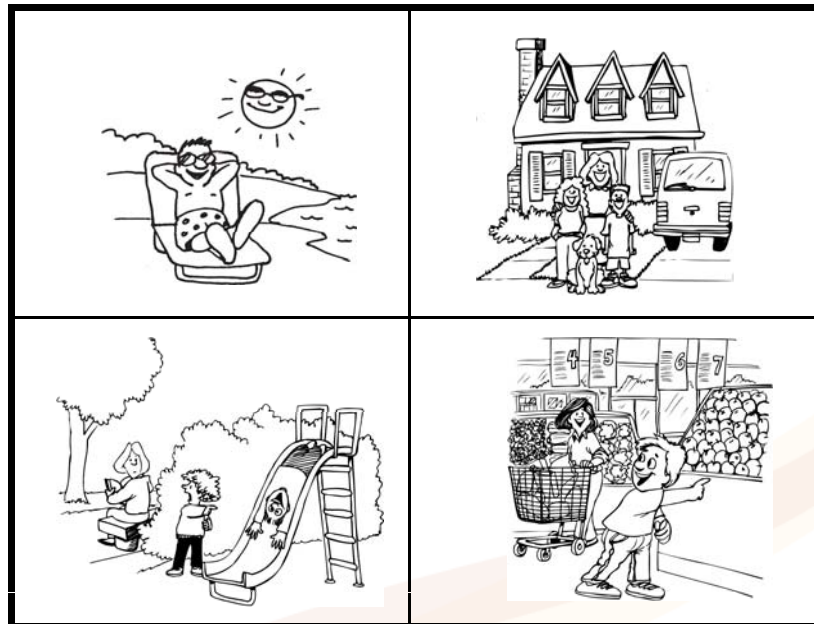
| Supplementary Set My Lucky Day | | | |
|---|--|---|--|
| Day 1 | Day 2 | Day 3 | Day 4 |
| <p>Before reading</p> <ul style="list-style-type: none"> Discuss children's predictions about the plot of the story based on the cover illustration and their previous knowledge of pig and fox type stories. <p>During reading</p> <ul style="list-style-type: none"> Read the text as written, allowing to identify any plot details that the children might not understand. Allow children to share their predictions and responses on the story unfold. Invite students to suggest how a range of feelings faces have each of the characters is feeling at different points during the story. <p>After reading</p> <ul style="list-style-type: none"> Ask students to draw one of the two characters and label it to show their opinion on why each character might behave in the way they do. Invite the students to choose names for their characters. | <p>Before reading</p> <ul style="list-style-type: none"> Explain to students that stories have a beginning, middle and an end, and that at the beginning of the story, we find out who the characters are, and what the problem in the story is. <p>During reading</p> <ul style="list-style-type: none"> After each major event, ask students whether the problem in the story has been solved yet. Invite the students to think about how the author tries to make the reader feel at the beginning of each of these episodes. <p>After reading</p> <ul style="list-style-type: none"> Using a simple 5-face grid, ask students to express the behaviour of the story, the three major episodes and the conclusion. Invite them to write the stories to their partners using the narrative grid. | <p>Before reading</p> <ul style="list-style-type: none"> Ask children to identify the author and the illustrator of the book and explain that they are the same person. Explain that the author needs to decide which words to use to make the story interesting and which pictures to use to make the story interesting. <p>During reading</p> <ul style="list-style-type: none"> For selected pages, tell the students that you want them to listen out for interesting words and look out for interesting things in the picture. After you have finished reading the page, ask students to identify and justify their 'interesting' words or picture elements. <p>After reading</p> <ul style="list-style-type: none"> Ask students to make their own illustrations of something that might happen when the piglet gets to visit the house. Invite them to decide on an interesting word to describe a part of their picture and help them to write their word if appropriate. | <p>Before reading</p> <ul style="list-style-type: none"> Ask the students to think of words to describe the characters on the front cover without saying who the word is referring to (e.g. furry and ask other students to guess which character the word describes). <p>During reading</p> <ul style="list-style-type: none"> Pause during reading to list on cards adjectives used by the author to describe the characters in the story (e.g. delicious, fatty, lazy, clean, exhausted). <p>After reading</p> <ul style="list-style-type: none"> Shuffle the word cards, and then ask children to help you sort them according to whether they relate to the piglet or the fox. Select students to act out some of the actions of the fox in the pig. Have other students act out the scene for five clips before questioning who the character is, e.g. are you hungry? Are you happy? Use the word cards for prompts if necessary. |

“Well, I am a hardworking pig, you know. My meat is awfully tough. Shouldn't you massage me first to make a more tender roast? Just a thought, Mr. Fox.”

- P 11
- Day 1:** When you prefer something, you like it better than other things.
 - Day 2:** When someone gives you a massage, they rub or push on your muscles to help them feel loose and relaxed and stop them aching.
 - Day 3:** Food that is tender is soft, and easy to cut or chew.
 - Day 4:** Something that's tough is hard to break. Food that is tough is hard to cut and chew.

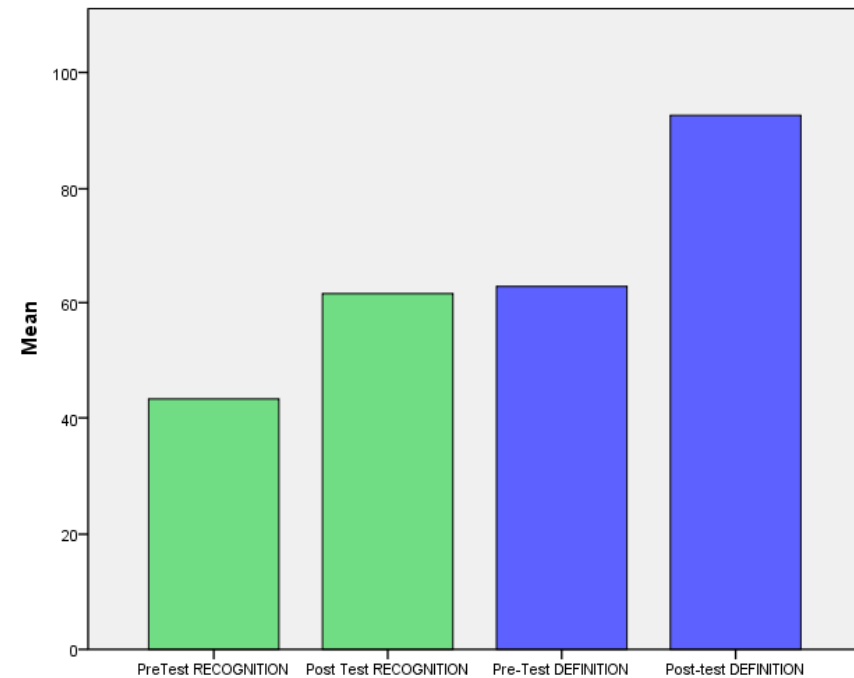


Measuring Learning

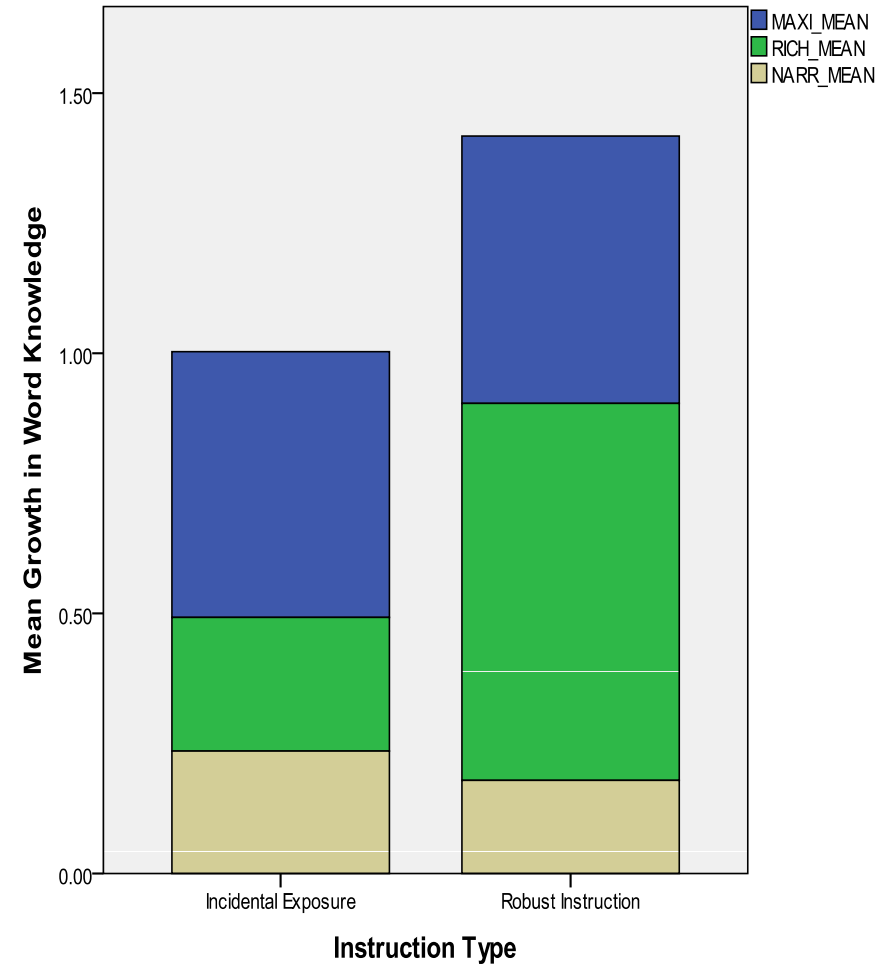
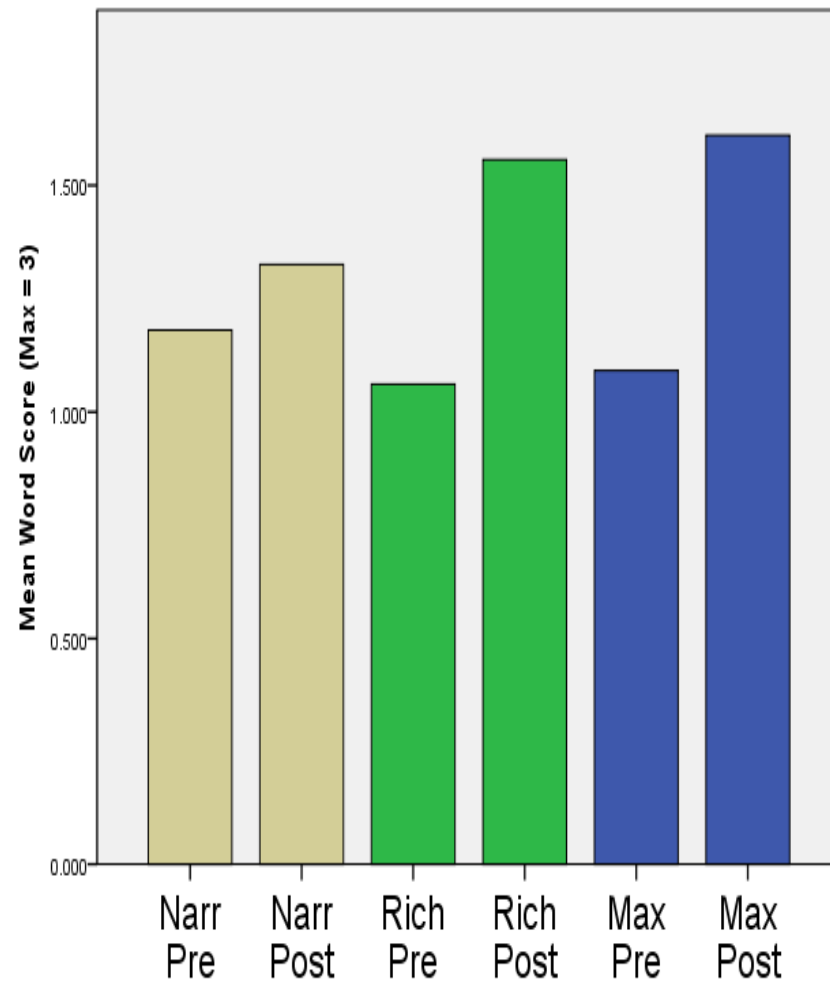


Which picture shows the place where people dwell?
What does 'dwell' mean? Where could people dwell?

Clever Talk Student Word Learning



Instructional Breadth and Depth



Teacher Reflections

| Teacher Reflection Theme | Narrative | Maxi | Rich |
|---|-------------|-------------|-------------|
| Enjoyment of stories | Green | Green | Green |
| Ease of use | Green | Green | Green |
| Students engaged & interested | Light Green | Light Green | Light Green |
| Word learning and word use | Light Green | Green | Green |
| Can be integrated, adapted, extended | Green | Green | Green |
| Stories too long/complex/read too often | Yellow | Yellow | Yellow |
| Too time consuming | Orange | Yellow | Yellow |
| Students disengaged/disinterested | Yellow | Yellow | Yellow |
| Too many words or words too difficult | Yellow | Yellow | Yellow |
| Hard to find or develop resources | Yellow | Yellow | Orange |

Limitations and Future Directions

Confounding variables

- Teacher quality and fidelity of implementation
- English language learners

Limitations

- Only 3 intervention classes/schools & 3 approaches
- Limited time to trial each approach

Implications

- Need for planned, high intensity vocabulary teaching
- Need to provide teachers with resources and training

Future directions

- Adaptations to improve model (integration, genres, texts)
- Minimal requirements to effect *generalized* change
- Broader issues of *sustainable* pedagogical improvement