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Intensive Teaching to Improve Vocabulary

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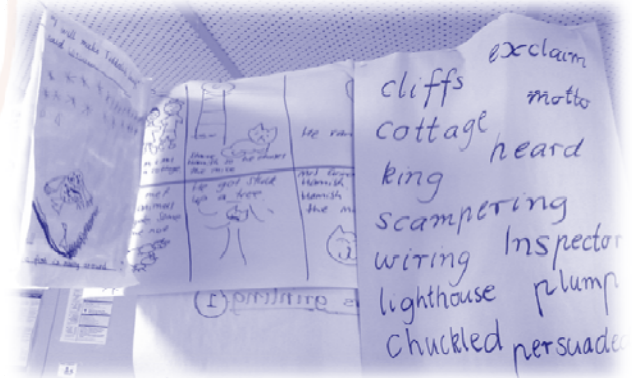
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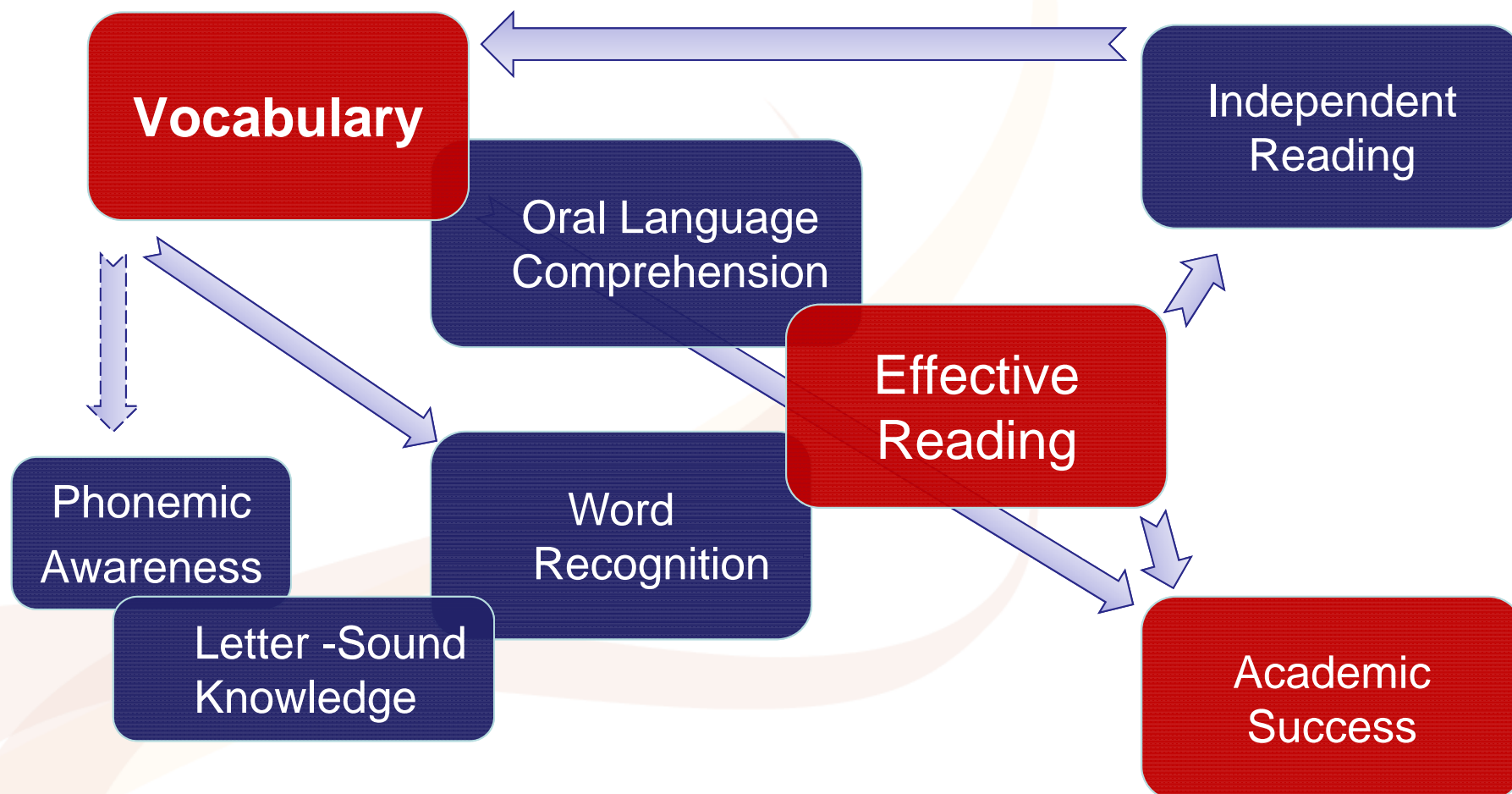
Intensive Teaching to Improve Vocabulary

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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?

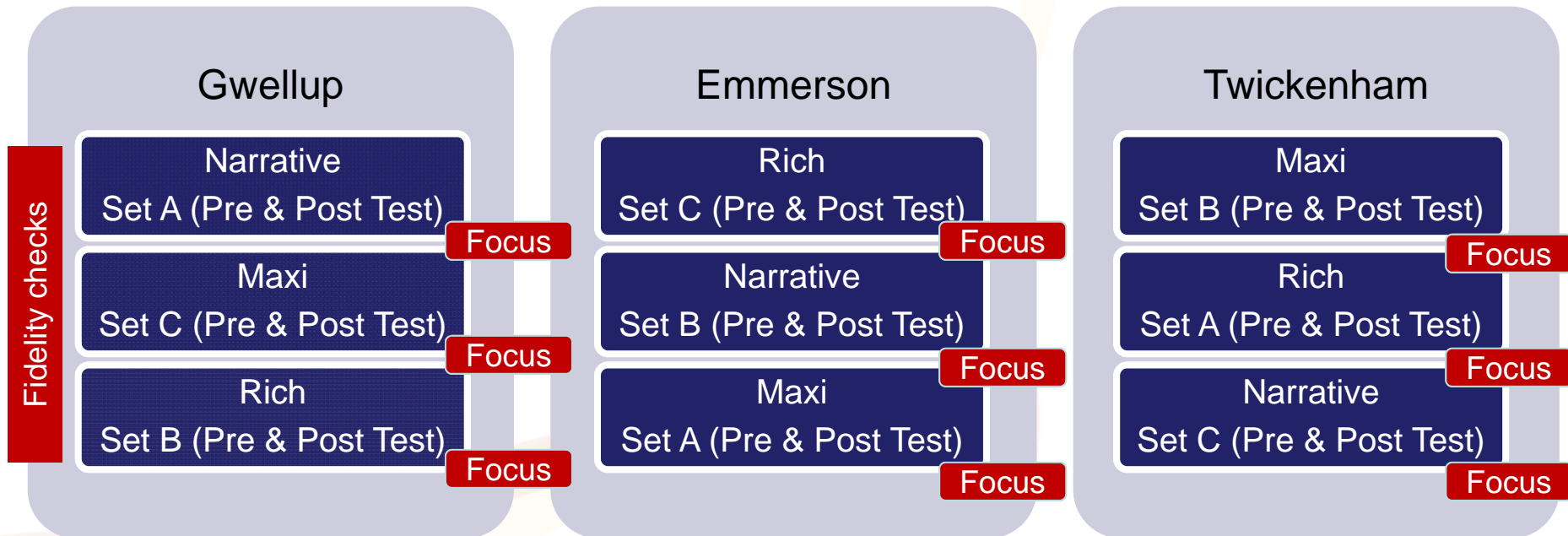
Will word difficulty affect word learning?

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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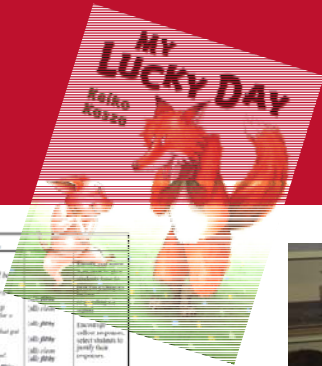
Combined and adapted vocabulary programs – Control schools

Focus

Focus

Focus

The Clever Talk Program



Supplementary Set		My Lucky Day	
DAY 1 Teacher sets the scene for the week.	Story	DAY 2 Students read the story and discuss it.	DAY 3 Students read the story and discuss it.
DAY 4 Students read the story and discuss it.	DAY 5 Students read the story and discuss it.	DAY 6 Students read the story and discuss it.	DAY 7 Students read the story and discuss it.



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

Supplementary Set		My Lucky Day		Uninterrupted reading time approx. 6 minutes	
		Day 1	Day 2	Day 3	Day 4
Before reading	<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. 	<ul style="list-style-type: none"> Read the text as written, allowing to clarify any plot details that the students might not understand. 	<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. 	<ul style="list-style-type: none"> Ask children 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). 	<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, drowsy, exhausted).
During reading	<ul style="list-style-type: none"> Allow children to share their predictions and responses on the story unfold. Invite students to select those in range of feelings faces have each of the characters is feeling at different points during the story. 	<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. 	<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. 	<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, drowsy, exhausted). 	<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.
After reading	<ul style="list-style-type: none"> Ask students to draw one of the two characters and add a thought bubble describing why each character might behave in a certain way. Invite the students to choose names for their characters. 	<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. 	<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. 	<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, drowsy, exhausted). 	<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.

“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.”

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Day 1: When you prefer something, you like it better than other things.

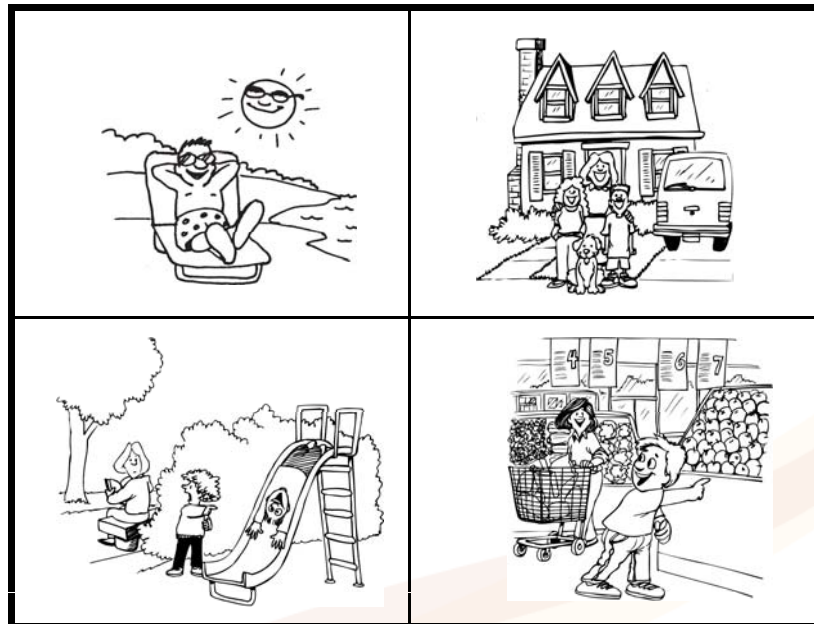
Day 2: When someone gives you a massage, they rub or push on your muscles to help them feel loose and relaxed and stop them aching.

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.

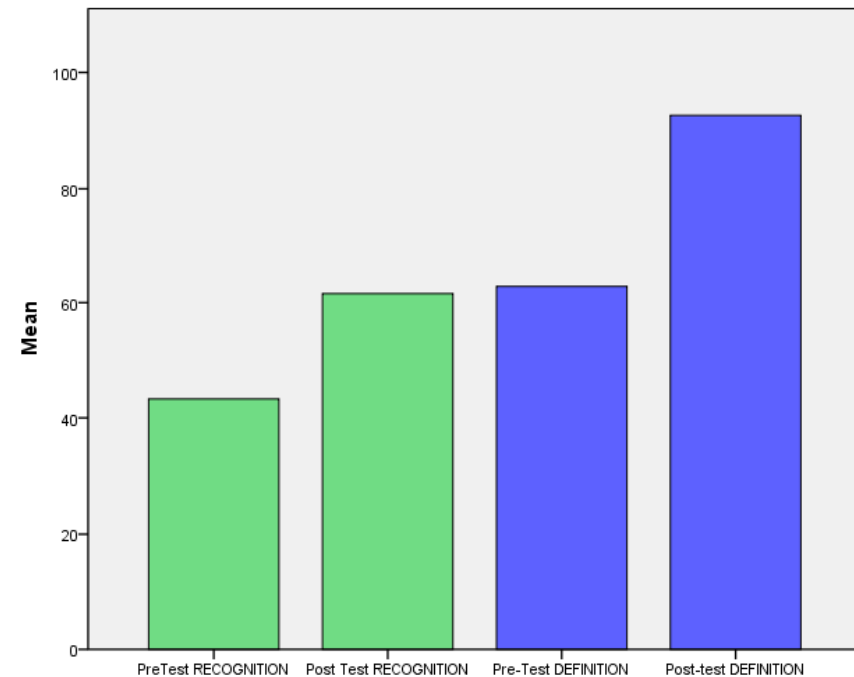


Measuring Learning

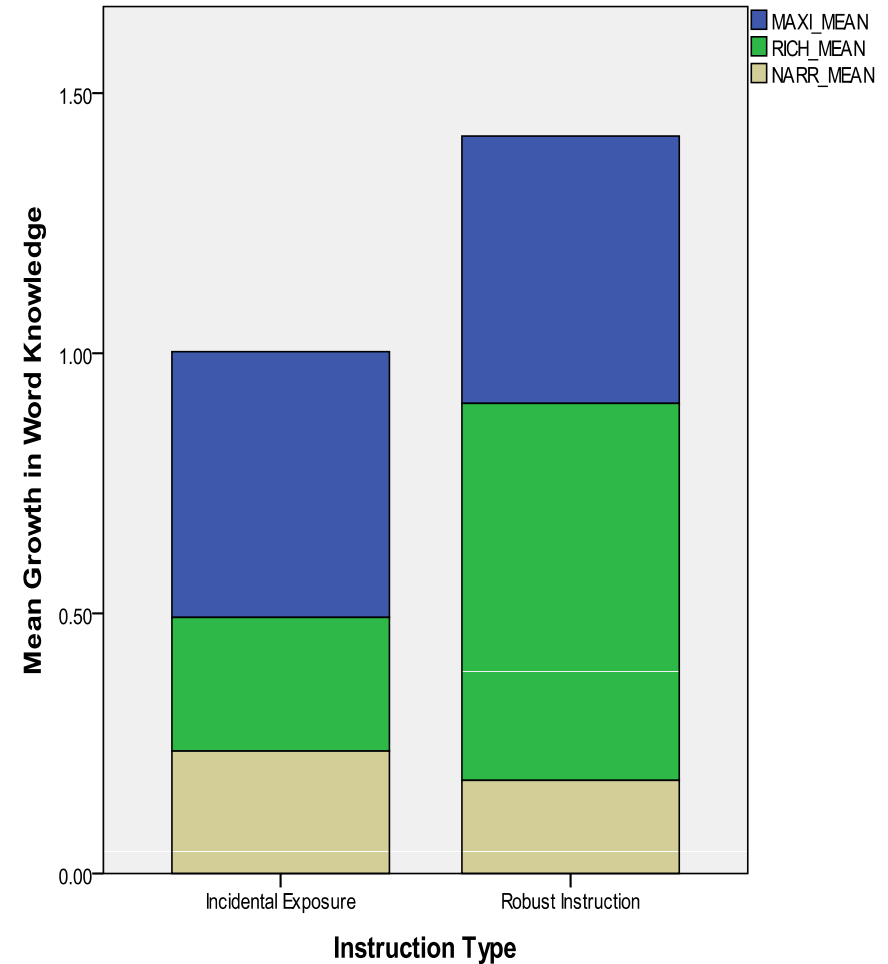
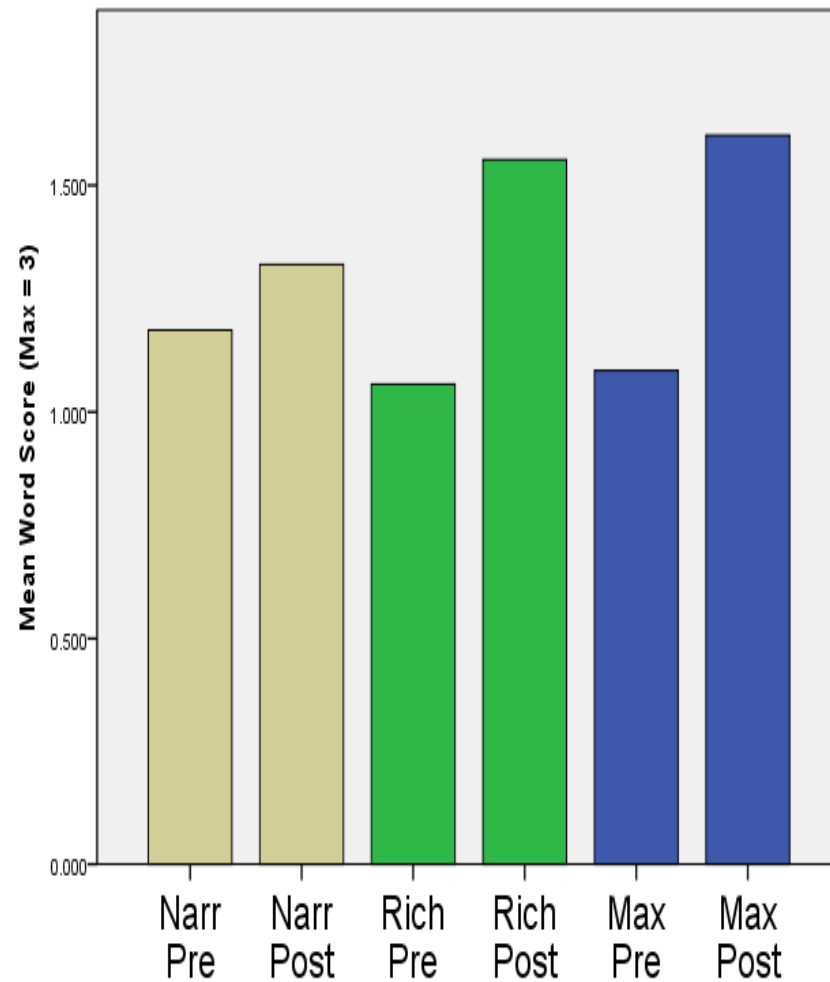


Which picture shows the place where people dwell?
What does 'dwell' mean? Where could people dwell?

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