

UNIVERSITY *of York*
The Department of Education

Multi-Contextual Vocabulary Teaching for Children with EAL

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Psychology in Education Research Centre

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Collaborators

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- Professor Charles Hulme – University of Oxford
- Professor Maggie Snowling – University of Oxford



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Introduction

- Reading comprehension is underpinned by a broad range of language skills including vocabulary knowledge
- Children with specific reading comprehension difficulties
 - Weak vocabulary knowledge (Ricketts Nation & Bishop, 2007; Cain & Oakhill, 2006)
 - Poor at inferring words from context (Cain, Oakhill & Lemmon, 2004)
 - Poor at attaching semantic information to newly learnt labels (Nation, Snowling & Clarke, 2007)
 - Vocabulary problems evident in pre-readers (Nation, Cocksey, Taylor & Bishop, 2010)

Literacy skills in Children with EAL

- Similar profile to Poor Comprehenders i.e.
- Strong phonological skills (e.g. Kang, 2012; Marinova-Todd, Zhao, & Bernhardt, 2010; McBride-Chang & Kail, 2002)
- Strengths in word reading (e.g. Burgoyne et al., 2009; Babayigit, 2015)

Bowyer-Crane et al, 2016



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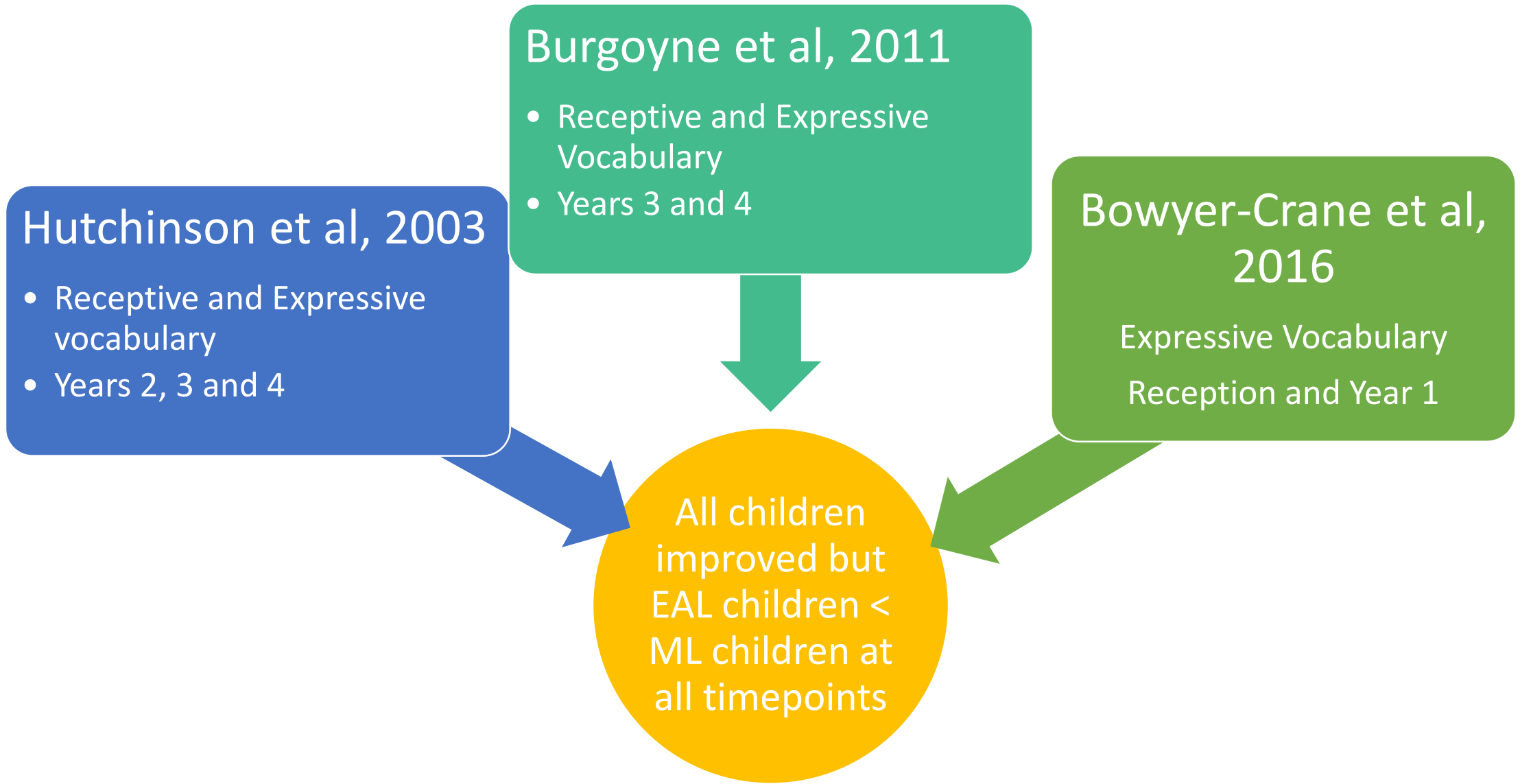
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Role of Vocabulary

Study	Receptive		Expressive	
	EAL	ML	EAL	ML
Burgoyne et al, 2009	73.33 (12.90)	83.48 (11.41)	58.13 (12.19)	71.98 (13.95)
Burgoyne et al, 2013	80.44 (9.35)	92.25 (10.57)	58.88 (9.78)	79.44 (13.22)
Bowyer-Crane et al, 2016	-	-	8.31 (6.73)	12.89 (5.76)
Babayigit, 2014	83.28 (16.36)	100.45 (14/15)	-	-
Babayigit, 2015	86.70 (15.54)	99.45 (12.46)	-	-

Longitudinal e.g.





Relationship between Vocabulary and Reading Comprehension in Children with EAL

Vocabulary Knowledge e.g.
Hutchinson et al, 2003
Burgoyne et al, 2011
Babayigit, 2014

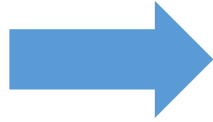


Reading Comprehension

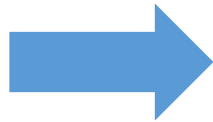


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What was that new word again???



What would have helped to learn/remember it???

Cues

- Say it – 
- See it – pantagruelian
- Contextualise it –

The feast was pantagruelian

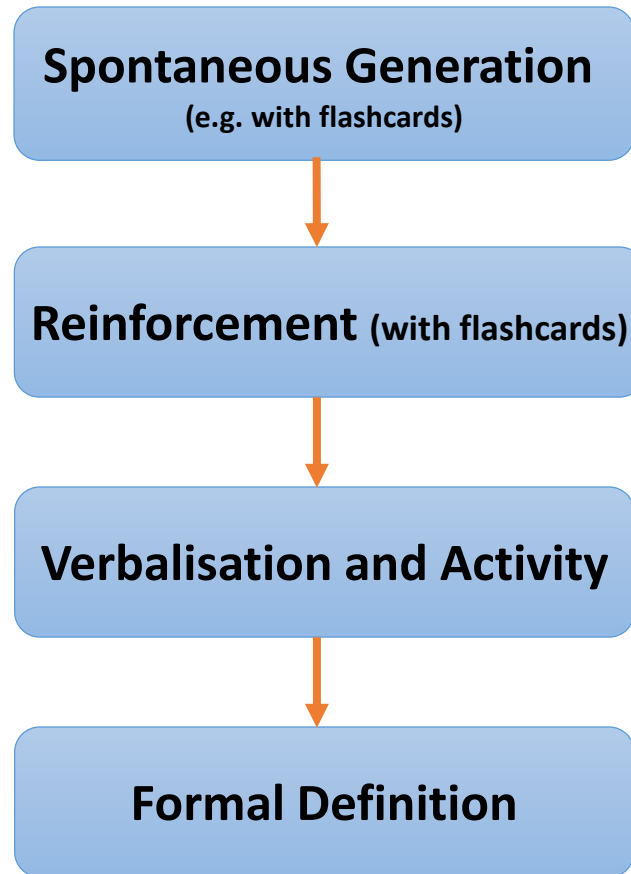
- Show examples:
- Give a definition:

Pantagruelian means enormous

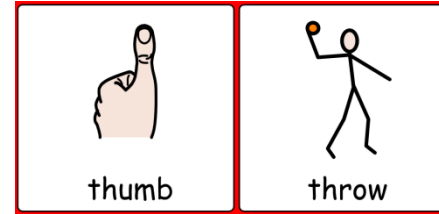
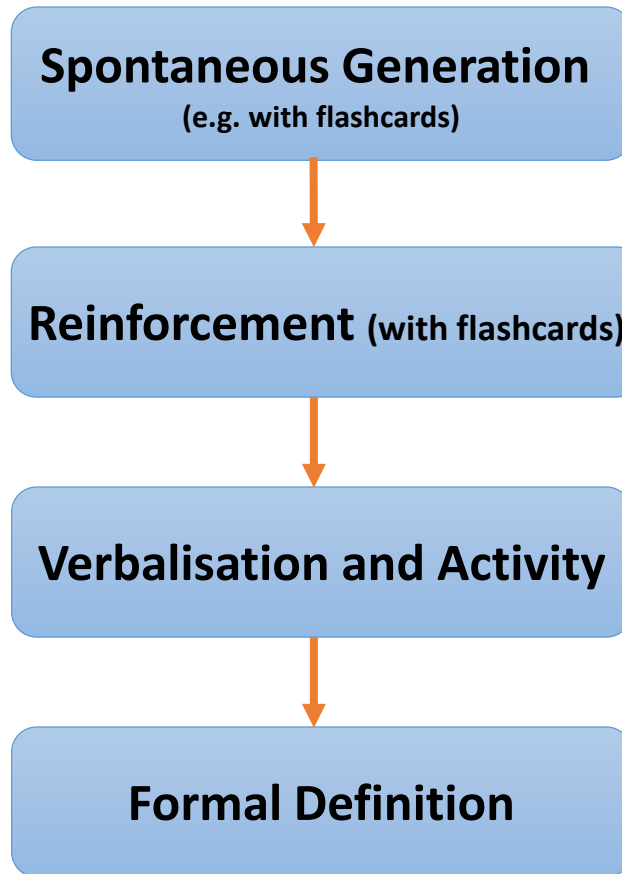


Vocabulary Teaching: Multi-contextual

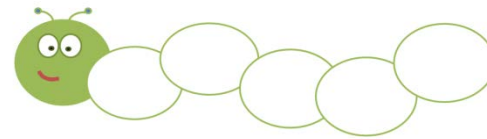
- Successful vocabulary learning is best achieved using a multi-contextual method in which children are encouraged to use the word in context rather than simply being given a definition (Beck et al. 2002)



Vocabulary example: Thumb & Throw



Reinforce correct responses and give the answer if no correct responses are given.
Make sure all the children say the word.



Thumb printing

“You have a **thumb** on each hand. It is lower on your hand and separate from the other fingers. It helps you to hold things”

Use new vocabulary in other activities i.e. narrative work

Teaching Wrist and Ankle

New Vocabulary (6 mins)

Aim: To understand and use **wrist/ankle**

First show the children the flashcards and ask them if they know what the special words are and what they might mean. Reinforce correct guesses or provide correct word if necessary.

Show the cards one at a time and ask the children to repeat the word, it is important for all children to say the word to help them learn to say it accurately. While holding the card, tell them a bit about it, you could point to your wrist and say *'This is my **wrist**, it is the part of my body between my arm and my hand'* *'This is my **ankle**, it is the part of my body between my leg and my foot'*

Activity – 'Bracelets for wrist or ankle' Give out a paper strip to each child; ask them to attach them around their wrist or their ankle. Go around the group and ask each child where their band is, if they cannot use the key words, give them choices 'is it around your wrist or your ankle?' and point to the body part as you say it. Reinforce correct uses of the words by repeating back to them such as 'yes, I can see it around your wrist' and re phrase incorrect uses and ask the child to repeat.

Definitions

At the end say *"Well done, our special words for today are **wrist** and **ankle**."* Show the children the flashcards and give definitions for each word.

*'A **wrist** is the part of your body that allows your hand to move. It is between your arm and your hand. It is where you wear your watch.'*

*'An **ankle** is the part of your body that allows your foot to move. It is between your leg and your foot.'*

Vocabulary Reinforcement

Aim: To reinforce understanding and use of **wrist/ankle** from previous session

"Now let's think about the special words we learned last time we met. Who can remember what these are called?" Show the children the flashcards of the previous session.

- Try not to prompt the children but if they struggle to find a word, try to help the child retrieve the word by describing the target word (i.e. semantic help) or telling the child the first sound of the target word (i.e. phonological help).
- If they still struggle to find the word tell them the word you are looking for and repeat the word's definition.
- At the end say *"That's right; our special words last time were **wrist** and **ankle**."* Ensure that all the children repeat the words.

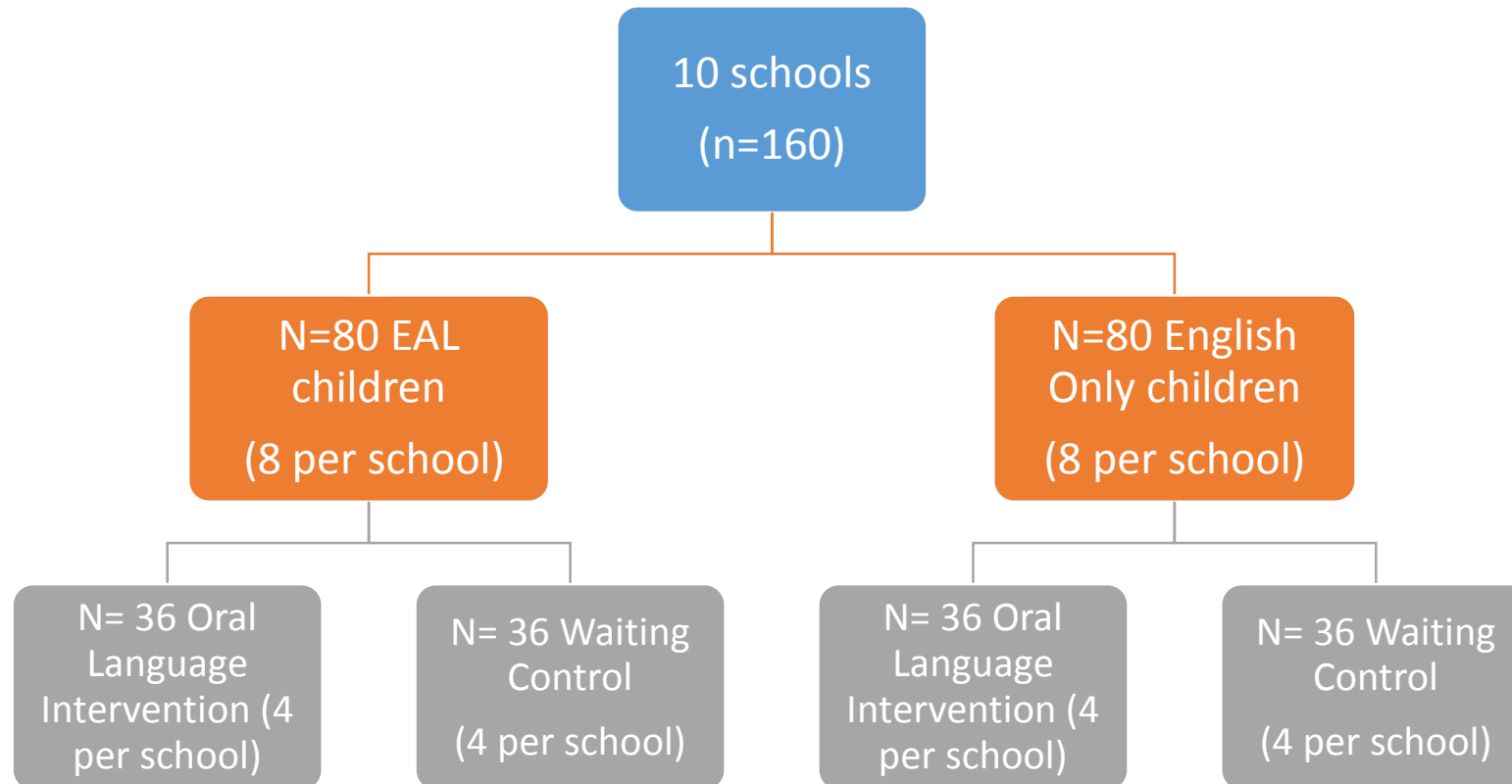
Activity – 'Shake your...' Ask the children to stand up, call out instructions for them such as 'shake your wrist' 'move your ankle' etc. You might want to do individual instructions or group instructions depending on ability.

MAKE IT HARDER.... Ask the children to call out instructions for the other children to follow



Get Ready for Learning (GR4L)

- Extend intervention research with monolingual children with language weaknesses (e.g. Bowyer-Crane et al, 2008; Fricke et al, 2013) to growing population of EAL children





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Screening/Selection Measures (N=144)

Measure	Intervention		Waiting Control	
	Monolingual	EAL	Monolingual	EAL
Language group	Monolingual	EAL	Monolingual	EAL
Age months	56.03 (3.31)	55.00 (3.51)	55.06 (5.19)	55.00 (3.28)
CELF sentence structure (scaled)	5.14 (2.27)	4.78 (2.10)	5.20 (2.09)	5.11 (2.63)
CELF expressive vocabulary (scaled)	6.67 (2.45)	5.00 (3.14)	6.86 (2.23)	5.03 (3.00)
ERB Nonword Repetition (raw)	9.11 (4.46)	10.64 (3.13)	9.31 (4.03)	11.06 (3.72)



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Overview of Intervention

Reception 1 (9 weeks)

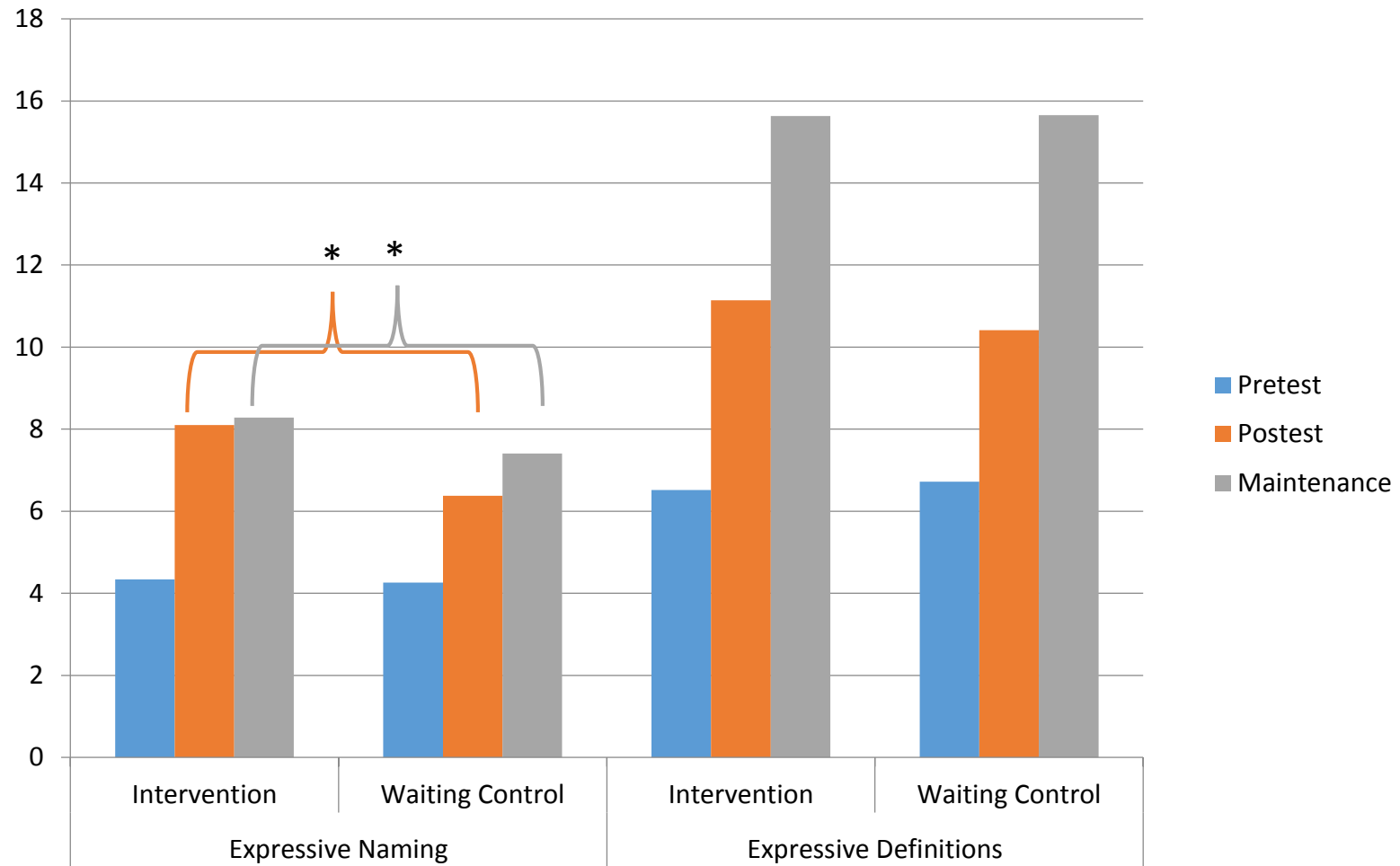
- 3 x 30 min group sessions
- 2 x 15 min individual sessions
- Narrative, vocabulary, listening
- Introduction to phonological awareness

Reception 2 (9 weeks)

- 3 x 30 min group sessions
- 2 x 15 min individual sessions
- Includes letter sound knowledge and phoneme awareness

- Delivered by trained and supported TAs in schools
- Written to encourage active participation on part of child
- Uses multi-contextual techniques within repetitive framework

Results



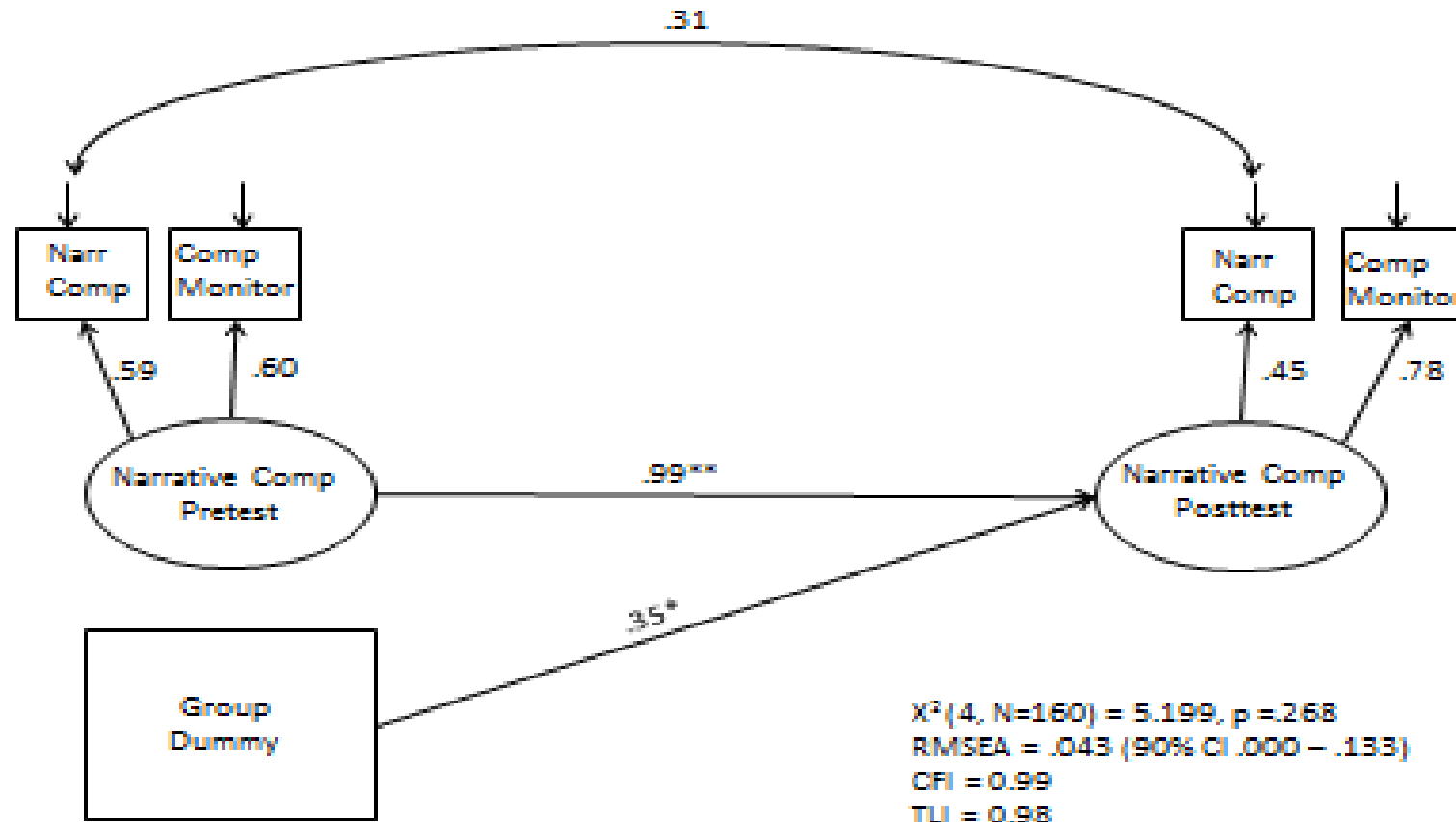
Primary Outcomes



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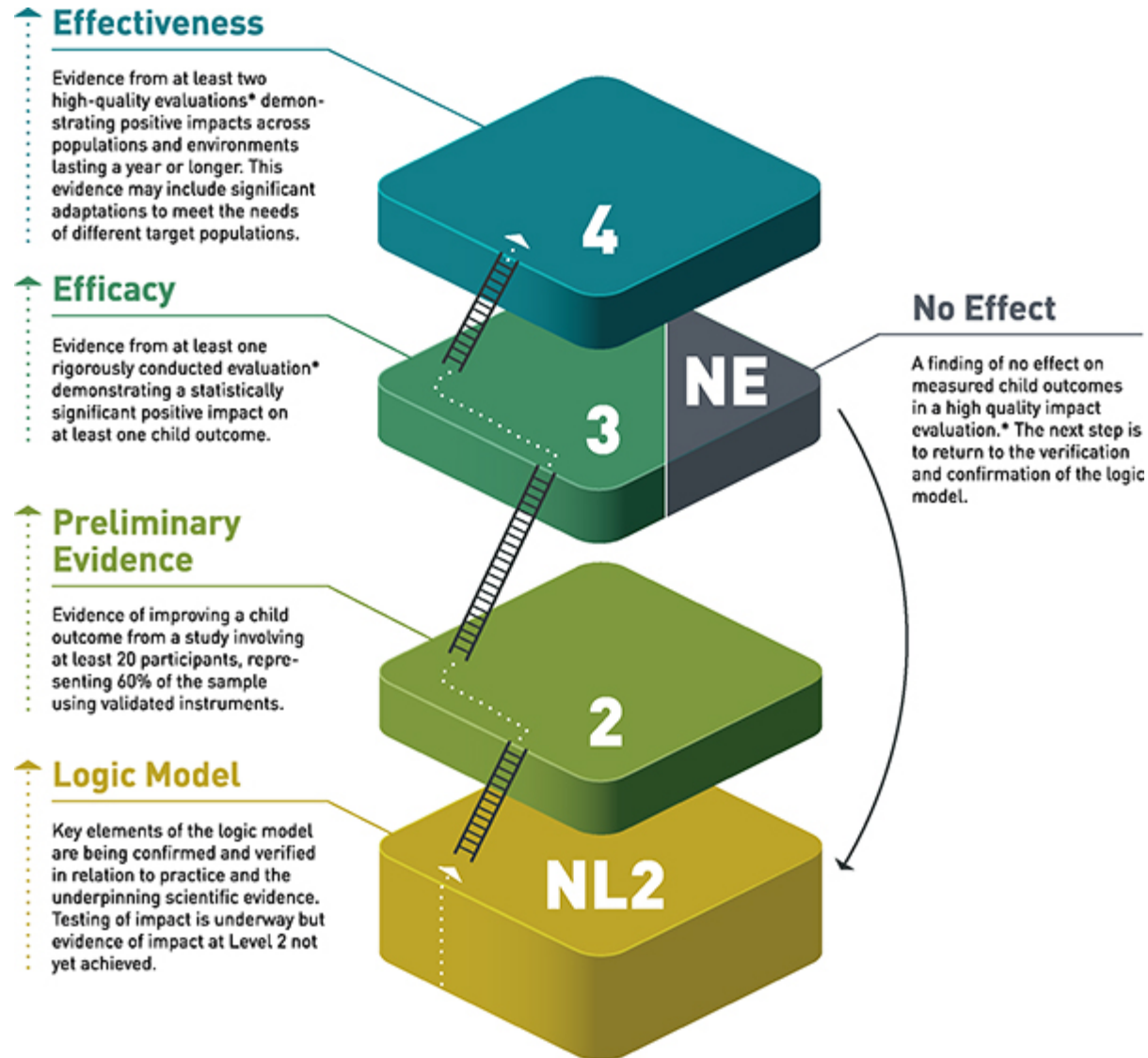
Narrative Comprehension: Post-Test



Results

- Narrative comprehension advantage not maintained at maintenance test
- No treatment effects for:
 - Narrative production
 - Language (grammar, vocabulary and listening comprehension)
 - Phonological awareness
 - Emergent literacy (letter knowledge, early word reading, spelling)

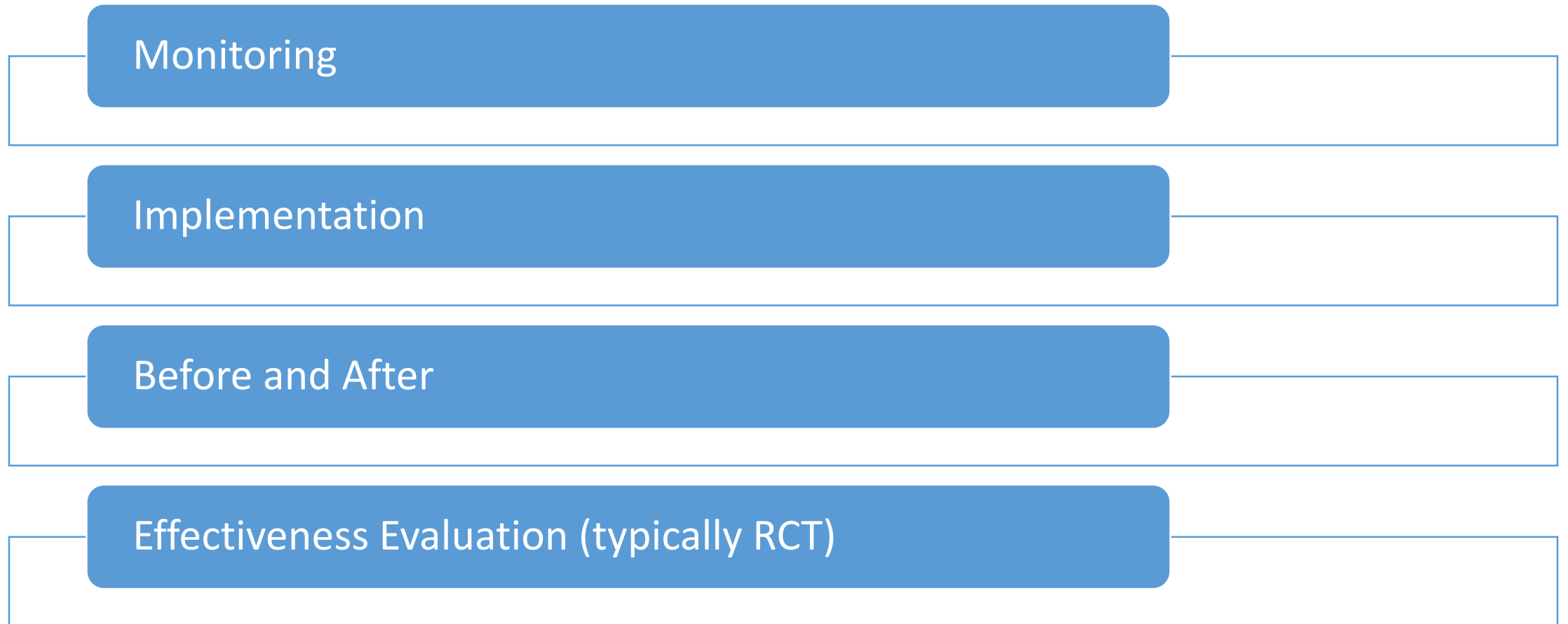
What is Evidence: Early Intervention Foundation



From Early Intervention Foundation:
<http://www.eif.org.uk/>

*High quality evaluations do not need to be randomised control trials if a relevant and robust counter-factual can be provided in other ways.

Levels of Evaluation



Fidelity

- Observations rated 1-5

Intervention Block	Group Session (46/55)		Individual Session (22.5/36)	
	Mean (SD)	Range	Mean (SD)	Range
Part 1	3.02 (0.75)	1.42 - 3.92	2.72 (0.55)	1.58 - 3.42
Part 2	3.30 (0.96)	1.43 - 4.57	2.83 (0.90)	1.33 - 4.00

Challenges

- *Implementation*
 - *“I couldn’t fit the sessions into the timetable. I tried to do the groups regularly but I just couldn’t find the slots to do the individual sessions over time”*
- *Preparation*
 - *“Hard, hard to find the time”*
 - *“Yeah sometimes I had to do it after work, or do it over lunch. I mean the second group was a bit easier because we could use your feedback from the first group”*

Challenges

- *Suitability for children:*
 - *“He could understand everything I was saying but he just couldn’t verbalise it back.*
 - *“The little girl from your class she just got left behind because she just copied whatever the other one said or else just copied whatever I said. I don’t think she had the understanding at all”*
- *Content*
 - *“The narrating was definitely too much for some of them in reception. They just didn’t really understand it”*
 - *“It was just the sort of vocab and that got harder and more...it just become too much for the children I had”*



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Benefits

- *Routine:*
 - *“Even the having the, yeah, the routine, they knew exactly what was coming and what was next”*
 - *“Once you got into that routine, you could be organised.”*
- *Enjoyment:*
 - *“They really enjoyed it, especially like with the Ted...”*
 - *“The group ones, I observed a few of those, and the children seemed quite attentive”*
 - *“Yes, when I went into watch them, they were quite enthusiastic when they knew what they were doing. Because there was quite a few different resources”*

Sources of support for evaluation

- Better Start Bradford Toolkit

<https://borninbradford.nhs.uk/what-we-do/pregnancy-early-years/toolkit/>

- Early Intervention Foundation

<http://www.eif.org.uk/>

- Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/>

Thank you

- Schools, pupils and parents
- Funders – Nuffield Foundation
- Research assistants and students
- Thank You for listening



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