Fitting the bill?

Approaches to meeting needs for vocabulary development in secondary schools

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Fitting the bill

- be what is needed or be good enough for what is required
  - For what.....vocabulary development

  - For whom ......
    - The student with SLCN
    - The SLT
    - The school
Fitting the bill for vocabulary development

- Extensive acquisition required
- Word learning is complex
- Learning demands vary with context
- Learner characteristics affect learning
  - SLCN
Learning demands vary with context

- Phonology and semantics highlighted
- Semantics explicit
Learning demands

Phonological form

Semantics

- Phonology not highlighted
- Semantics explicit but not highlighted

What Kind of Training Was Given to Knights?

Henry’s son Hubert became a page to the castle of his friend, the Earl of Huntingdon, because he wanted to be a knight. Hubert served as a page to the Earl. Pages were servants who helped the lord to wash and dress. They also waited at the table and learned good manners from watching the lord and lady. Hubert was being taught and, although only twelve years old, he was already being considered for knighthood.
Learning demands

The Death of Robert the Bruce

Unfortunately, Robert the Bruce now known as King Robert I died just over a river. Like many queens of Scotland, he was buried in Dunfermline Abbey. When the King died, his heart was placed in a silver casket and was kept by Bruce’s greatest soldier, Sir James Douglas, so that Bruce could continue fighting for the Pope in the Crusades.

- Phonology and semantics
- Partial meaning must be deduced from context
Learners with SLCN and vocabulary

Within learner characteristics

Slower / less efficient vocabulary acquisition

Inadequate vocabulary/language knowledge

Intervention

written and oral language
The learner
The SLT and vocabulary development

(reason based practice)

In context

Lends itself to collaboration

Impact on learners and school
Vocabulary development in the school

- Curriculum relevant
- Classroom appropriate
- Addresses priority areas
- Meets a variety of needs

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Classroom appropriate to meet varied needs

- SLCN
- ASD
- Literacy
- bilingual learners
- ADHD

Microsoft clip art
Curriculum relevant and priority areas

- Developing and reinforcing young people's **literacy** skills is the responsibility of all across the curriculum.
What we need to fit the bill

- **Reason based practice**
  - Supports extent of acquisition demands
  - Supports vocabulary development from different contexts

- **Takes account of inefficient acquisition**
  - Supports a variety of needs

- **Is in context and promotes inclusion**
  - Collaborative
  - Curriculum and classroom relevant
  - Addresses educational priorities and impacts across the school
A tall order

a formidable task or requirement
A comprehensive approach to fit the bill
Graves 2000

- Explicit teaching
- Independent word learning
- Word consciousness
- Wide reading
Explicit teaching

Robust instruction
(Beck et al 2002, 2008)

- Text or task lead
- Principled word choice
  - Mature lexicon (Tier 2)
  - Mileage
- Student friendly definitions
- Active engagement
- Multiple encounters
Robust instruction, RME and Hotel Rwanda

Writing a letter to Paul

- sorry for his **distress**
- admire his **compassion**
- inspired by his **courage**
- his schemes were **ingenious**
- relieved he **succeeded**
Some initial robust instruction

- **Courage** is what people need when they decide to do something difficult or dangerous, even though they may be afraid.

- Who would need courage?
  - A boy diving into a pool for the first time
  - A fireman
  - A person waiting at the bus stop

- **Collins CoBuild Advanced Learners Dictionary**

- **Personal dictionary**

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Explicit (robust) vocabulary instruction

- Addresses semantic ‘limitations’
- Potential to address phonological ‘limitations’
- Contextualised Promotes inclusion
- Collaborative Classroom and curriculum friendly (but pace)
Independent word learning

- Deconstructing words to deduce meaning
  - Prefixes
  - Suffixes
  - Root words
    - Lubliner (2005)

- Using context to deduce word meaning
  - specific context clues (synonym, exemplar etc)
  - general context clues
Word parts; scope for development

• Many high school students are unaware that decomposing words into their parts can help with their meaning and often students do not know the meanings of common word parts.......... Sternberg and Powell 1983

• 20 prefixes account for 97% of prefixed words (ex those with non English roots)…
  White 1989
Independent word learning and the prefix kit

- A BIG laminated poster
- A laminated list of the 20 most common prefixes and their meanings
- An advice sheet
- PowerPoint lessons for 20 common prefixes
Independent word learning using prefixes in History

- Weimer politics were unstable and led to discontent among the people who seldom got what they voted for.

- Unstable
- Un
- Not stable
- Not going to stay the same
- Discontent
- Dis
- Not content

- p19
Whole school work on context planned

- General
  - When the king died his heart was placed in a silver casket

- Specific
  - Successful agriculture is often only possible using irrigation or water transfer from other areas
Independent word learning

Generalisable strategy. Supports learning from different contexts. Helps address the magnitude of the task.

Addresses semantic ‘limitations’
May support phonological ‘limitations’

Contextualised Promotes inclusion

Collaborative Classroom and curriculum friendly
Word consciousness

• Awareness of and
• interest in words

• Intrinsic motivation to learn

One example .....
Word consciousness

- Addresses semantic ‘limitations’
- Potential to address phonological ‘limitations’
- Interacts with the other approaches
- Helps address school priority areas
Thank you very much

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