# TEACHING VOCABULARY TO STUDENTS WITH ID

Clark Burt

www.clarkburt.com

twitter @ClarkBurt

Supervisors:

Prof. Lorraine Graham & Dr. Thoung Hoang of The University of Melbourne

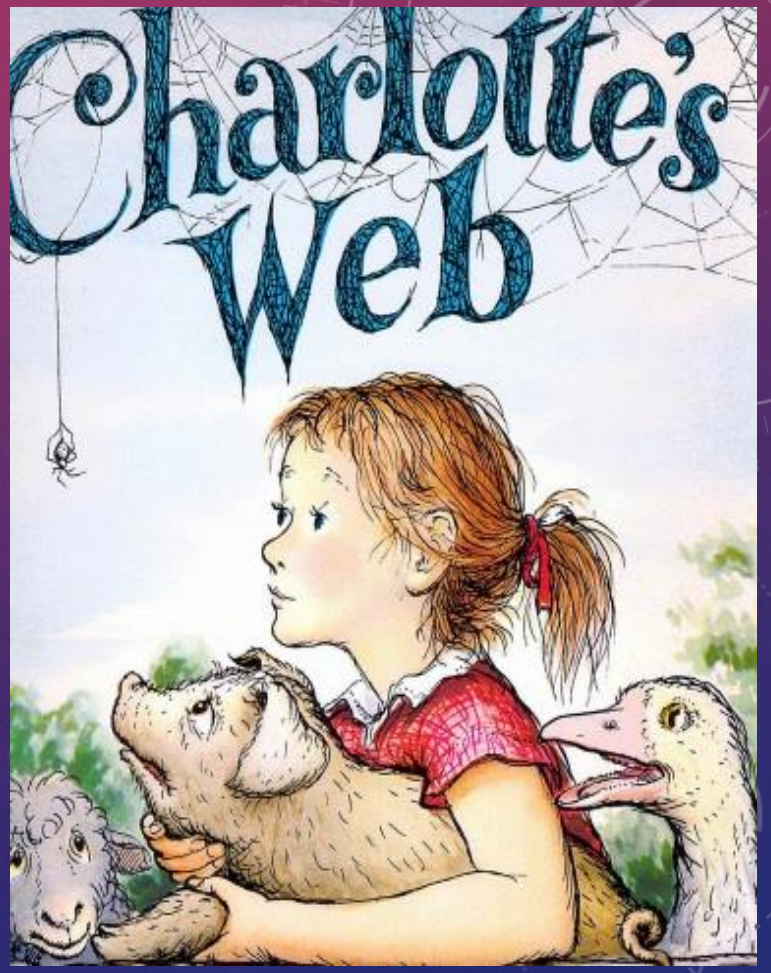
Dr. John Munro of ACU

# IMPORTANCE OF EXPLICITLY TEACHING VOCABULARY

- Students with an ID have know fewer words and thus reading is challenging for them, they read less
- Teachers need to explicitly teach new vocabulary to ID students as they will less likely learn incidentally.
- Two distinct skills to teach: word knowledge (direct instruction) and the ability to decode word parts (indirect instruction) (Langenberg, 2000)

# WHAT WORDS TO TEACH?

- Two methods:
  - Word Lists: Fry's 1,000 Words list (Fry, 1980) or New General Service List (Browne, Culligan & Phillips, 2013)
  - Choose words (2nd tier words) from a text you plan to teach with (Beck, McKowen & Kucan, 2003)



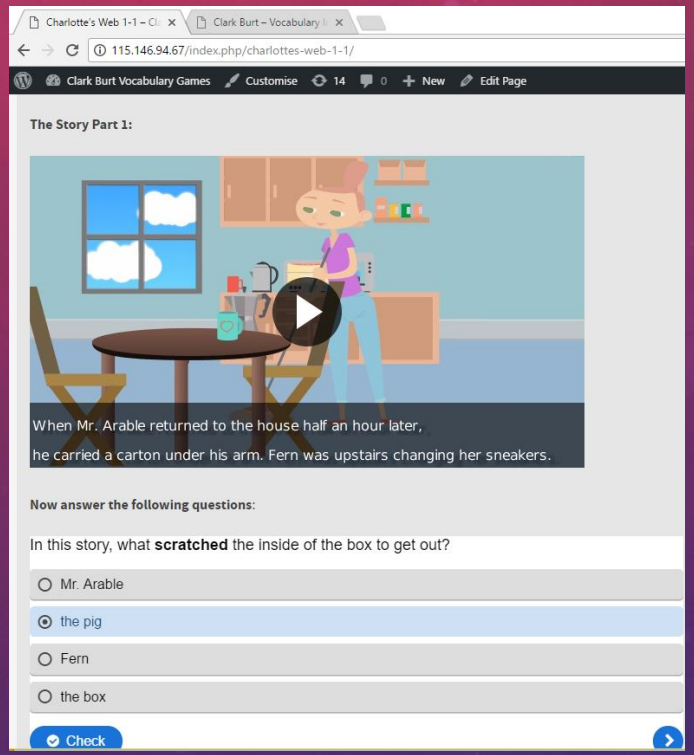
# RESEARCH DESIGN

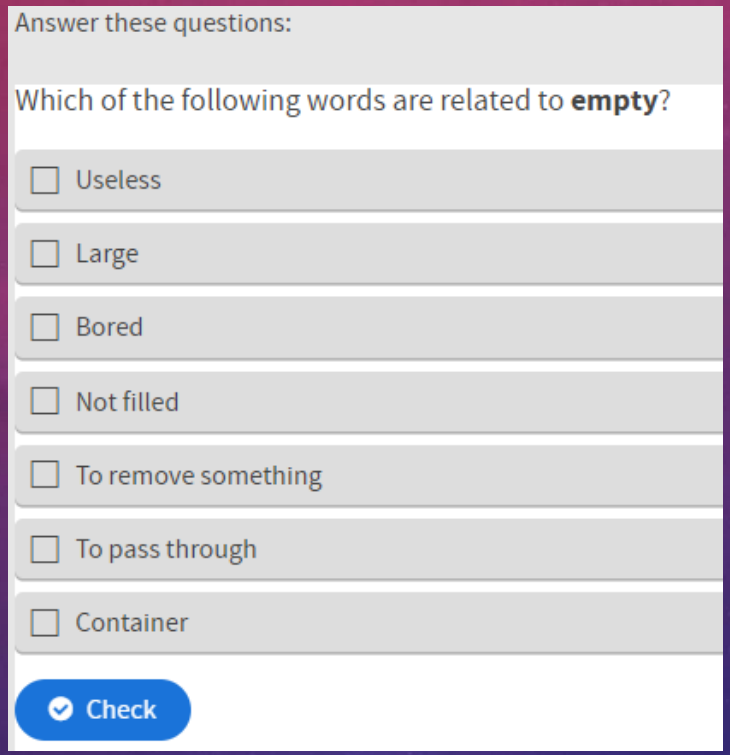
Each trial:

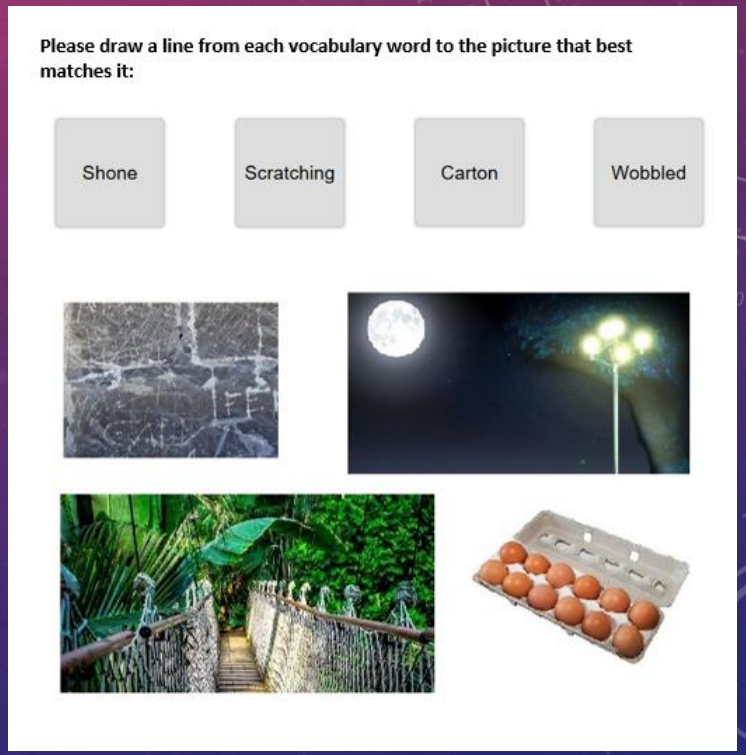
6 weeks, 4 new words each week taught either using traditional or ICT-based methods twice a week for 30 minutes each session

| 2017 |
| --- |
| Initial teacher interview and training and pre-testing of students' general vocabulary |
| Six-week Pilot trial where students are:<br>1. pre-tested for the 24 new words<br>2. taught four new words each week<br>3. post-tested for the 24 words |
| The six-week intervention program can then be repeated with 24 new words |
| Then, student group interviews, teacher follow-up interviews, and post-testing of general vocabulary |

# PILOT STUDY – ASHWOOD SCHOOL



# FINDINGS…

- ICT may not be the solution ☹ -- students need confidence with the Internet/Computer
- Teacher-as-a-facilitator role not appropriate for less-capable students
- BUT any explicit teaching of vocabulary is beneficial

# REFERENCES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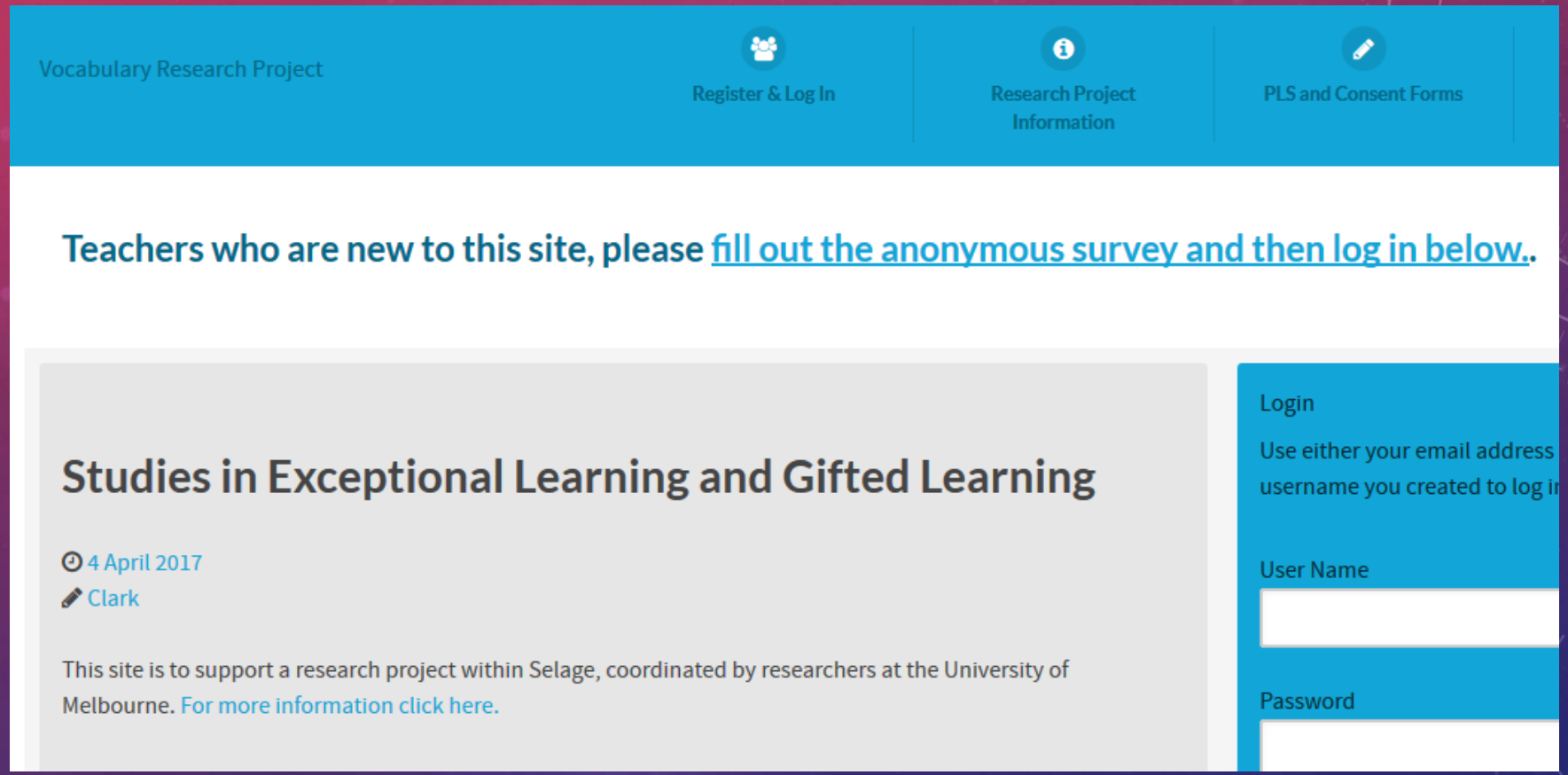
SURVEY




clarkburt@gmail.com www.clarkburt.com