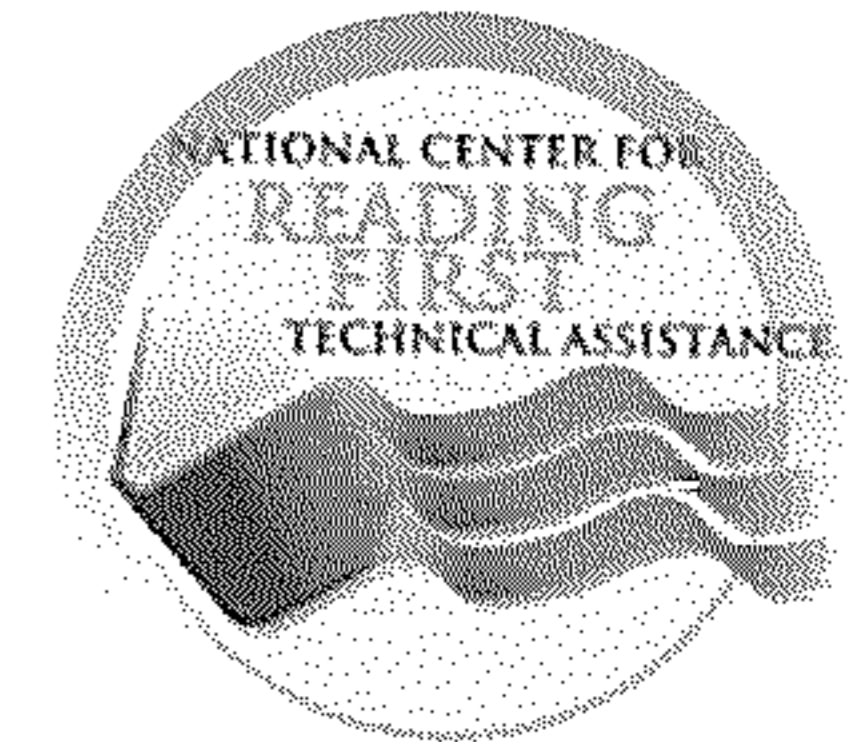


Enhancing Vocabulary & Reading Comprehension through Oral Language Instruction in Preschool & Primary Grades



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Why Language Instruction?

- Foundation for School Success
- Precise Communication
- Reading Comprehension
- Following Directions and Figuring Out
- Success and Failure

Meaningful Differences

In the Everyday Experience of Young American Children

- Studied 42 families for 2 1/2 Years
 - 13 higher SES children
 - 23 middle/lower SES children
 - 6 low SES children
- Observed every month for 1 hour
- Starting when a child was 7-9 months old

Cumulative Language Experience in a typical week

- High SES 215,000 words of language experience
- Middle SES 125,000 words of language experience
- Low SES 62,000 words of language experience

Betty Hart & Todd R. Risley

Meaningful Differences in the Everyday Experience of Young American Children

Cumulative Language Experience at age 4

- Low SES 13,000,000 words
 125,000,000 more instances of discouraging feedback
- Middle SES 26,000,000 words
 100,000 more instances of discouraging feedback
- High SES 45,000,000 words
 560,000 more instances of discouraging feedback

Betty Hart & Todd R. Risley

Meaningful Differences in the Everyday Experience of Young American Children

Farkas & Beron, 2001, in study of family linguistic culture and social reproduction found that verbal skills from parent to child are strongly linked, and that students entering school with underdeveloped vocabularies are highly likely to fail in their basic skill development, yet the effects could be countered by intensive, early school-based assistance.

A good language program helps children

1. See and observe
2. Listen and respond
3. Talk to convey information
4. Think by processing information and drawing conclusions
5. Learn and remember information
6. Comprehend written text
7. Deal with sentence structures of increasing complexity

Oral Language Instruction

Interactive: Why?

Meaningful: Why?

Sequential: Possible?

One to One?

Groups?

Whole Class?

Necessary? You decide.

Record keeping?

Instructional Considerations for Listening and Speaking

Demonstrations:

Pictures

Actions

Objects

Words with.....

Words alone – explanations

Responses:

Words

Sentences

Questions

Practice

Applications

More:

The Language for Learning
program was originally
Developed with four year olds.

Over time it was used
more in kindergarten.

Zig wrote in Preventing failure in the Primary Grades about the language program,

“This program is based on the ‘minimum-essential’ concept. It’s goal is to teach the greatest number of concepts and applications with the fewest number of rules and conventions.”

Our language program emphasizes:

Statement Making

Question Asking

Vocabulary Acquisition

Logical Reasoning

Information/ World Knowledge

Listening and Speaking

Brain research

Neville's 25 year of
research on second language acquisition-
Suggests that from a comparison of
open and closed class words,
second language learners can always
acquire new vocabulary (open class),
but not syntactic structures (closed class)

Direction Giving Language

Preposition

Tense

Singular/Plural

Negation

Some, All, None

Or, And

First, Next, Last

Before - After

More:

Higher-order thinking Skills (HOTS) ≠ Vocabulary Builders Plus

Part/Whole – names & functions

Classifications – members & rules

Opposites & Synonyms

Locations

More:

General Knowledge

Names

Days of the week

Months of the year

Seasons of the year

Colors & Shapes

Body parts

Materials

More:

To Do

Family Names

Common Objects

Number Words

Street Signs

“Everyday Language” of Reading Comprehension

Who

Where

Why

Imbedded in statements

What

When

Characters

Events

Summarize

Resolution

More:

“Thinking” Language of Reading Comprehension

Same – Different

If – Then

True – False

Only

Analogies

Definition

Description

More:

Getting Some Action from Actions!

Prepositions

Tense

Singular/plural

Negation

Some, All, None

Or, And

Before, After

Same – Different

More:

Oral Language Activities

Games

Songs/Dances

Rhymes

Chants

Stories

Tapes

Video

Teacher/Student Interactions

L4L with ELL students

(English Language Learners)

- Gersten, 1985
- Gersten & Woodward, 1995
- Anecdotal evidence from SRA sales records
- Brian Ito's testimony, Hawaii kindergarten teacher with huge bilingual populations, including Chinese, Polynesian, Vietnamese, Korean

Implications for ELL students

- L4L teaches Academic Language, aka “the language of Instruction”, not “playground language”
- Add Show and Tell to L4L program for additional expressive language experience
- Supplement with the Language cards, etc in kit

Oral Language Instruction

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Necessary? You decide.

Record keeping?

Problems

- Relationship of vocabulary, knowledge, world knowledge, and background to reading comprehension
- Relationship of structure of spoken language to reading comprehension
- How to make “natural” into instructional?
- How to make “instructional” into natural?

Research base for the L4L program

- Hart & Risley, 1995
- Farkas & Beron, 2001
- Follow Through results
- Becker, 1992 (A 20-year Review of Direct Instruction)
 - Adams, G.L., 1996
 - AIR study, 1999
 - (Gave Direct Instruction the highest possible score
For evidence of positive effects on student achievement)
- Bereiter & Engelmann, 1966
(Teaching Disadvantaged Children in the Preschool)

•Studies comparing academic orientation
vs cognitive programs

*Lloyd, et.al., 1981-*DI showed significant cognitive and reading gains over control group*

*Cole, Mill, & Dale, 1989 - *sig. Diff. with interventions with young handicapped children*

*Mills, Dale, Cole, Jenkins, 1995 -
Overall benefits of early DI appear to continue with significant effects in tests of reading comprehension

*Weisberg, 1984 - *preschoolers with low-income Backgrounds make substantial reading progress in DI*

Bilingual Studies

Gersten & Woodward, 1995

Found L4L superior to bilingual education
for immigrants in CA and TX

Gersten, 1985

DI language and reading program
was found to have improved
high school graduation
and lowered retention over grades

•Studies comparing academic orientation
vs cognitive programs

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