

Explicit teaching of one and two event sentences and exploring vocabulary improves oral retell (listening comprehension).

ABSTRACT

Many students in primary schools today experience difficulties with oral language and this then can have a detrimental effect on reading ability and comprehension skills. According to Roth, Speece, Cooper and de la Paz (1996) 'it is commonly assumed that early reading difficulties in oral language lay the foundation for later reading problems'.

The hypothesis of this study is that **explicit teaching of one and two event sentences and exploring vocabulary improves oral retell (listening comprehension)**. Research has shown that oral language is a vital tool for thought and learning and comprises of a variety of linguistic skills. Difficulties in oral language can affect later reading abilities and comprehension of texts.

Ten students from two prep classes were chosen for this study based on their ROL scores at the beginning of the school year. Five students from each class were grouped into an intervention and control group. The intervention group participated in eight teaching sessions in a focus group with the teacher. Each session lasted for approximately 30 minutes and took place during the two hour literacy block. Students were pre tested and then post tested after the series of sessions which focussed on the grammatical structure of one and two event sentences and exploring vocabulary through the use of synonyms. Students used pictures to develop one and two event sentences and the pictures dictated the vocabulary of synonyms generated.

After the teaching sessions both groups of students were tested and the results compared. The results do suggest that there was improvement in the oral retell (listening comprehension) abilities of the students, as well as improvement in the ROL and Synonyms Task.

INTRODUCTION

Many students in primary schools today experience difficulties with oral language and this then can have a detrimental effect on reading ability and comprehension skills. According to Roth, Speece, Cooper and De La Paz (1999) 'it is commonly assumed that early reading difficulties in oral language lay the foundation for later reading problems'. Therefore, oral language difficulties can in turn heavily affect the ability to comprehend a text being read or a text being listened to. I have a strong interest in this area due to the outcomes from the Record of Oral Language results in my prep class this year. Analysis of the data suggests that there is difficulty with correct grammatical structure and auditory memory. Having moved to a new school in another area, with a lower socio-economic demographic and high ESL background, I was curious as to whether these factors may affect oral language development and the acquisition of reading skills.

Oral language is the vital tool for thought and learning. It is comprised of a variety of skills interwoven to assist language structure and assist one's reading performance. It is the foundation required to support learning and literacy skills across many levels. Wise, Sevcik and Morris (2007) state that 'across a number of different populations (e.g. typical readers, children with reading difficulties, children with specific language impairment); results are consistent that oral language skills influence reading achievement'.

Understanding of ideas expressed orally, requires knowledge and understanding of a range of language components and skills including vocabulary, semantic and syntactic knowledge and the use of short term auditory and working memory and long term memory. Storch and Whitehurst (2002) support this notion 'that in addition to code-related skills, a variety of oral language skills during the preschool period have been shown to contribute to a child's reading ability including: semantic (word knowledge), expressive and receptive vocabulary, syntactic (knowledge of word order and conceptual knowledge) as well as narrative discourse, (the ability to construct an original story and retell a recently heard story)'.

Munro (2008) also incorporates these skills to identify the many levels that oral language ability assists reading and comprehension performance. Research has shown that children's literacy ability is linked with their knowledge of;

- ∞ how ideas are linked into discourse and organised in terms of themes or topics,
- ∞ how ideas are linked into spoken sentences, their comprehension of sentence propositions and grammatical knowledge
- ∞ word meaning and how these are linked with networks
- ∞ phonological and phonemic patterns

Development of vocabulary and sentence structure as pre reading skills, to enhance comprehension, is also important 'considering research has identified a strong relation between early vocabulary knowledge and later reading comprehension ability' (Cunningham

and Stanovich, cited in Silverman, pg 98, 2007). Much research has focussed on how vocabulary knowledge can support reading achievement.

Research identified that vocabulary knowledge is stored in the lexicon and is made up of both stored phonological and semantic representations. (Levelt, Roelofs & Myer as cited in Wise et al, pg 1094, 2007). Ouellette's (2006) studies have explored the difference between oral vocabulary breadth - the number of lexical (phonological) entries, and depth of vocabulary knowledge - semantic representation (pg 554 -555) which are important facets to understand better reading skill acquisition. While children may be able to store word form in their lexicon they may not be able to match a depth of meaning to these words.

It is important therefore as educators to extend and deepen children's vocabulary and provide experiences for them to express, clarify, demonstrate and represent their understandings in a variety of contexts. Edwards (2004) found that the more often a child has heard and said a word, the better a child knows the word. The child can fluently incorporate the word into unfamiliar prosodic structures in productions of novel sentences'. Through the breadth and depth of vocabulary development we endeavour to support correct grammatical structure to in turn assist meaning and recall of information. Oullette (2006) also suggests that depth of vocabulary knowledge may be an important missing component to enable students to become proficient in listening comprehension. Mokhtari & Thompson's (2006) research has also shown that the ability to identify and manipulate the syntactic structure of the spoken language is generally related to reading development.

This research suggests that children with restricted oral language abilities may also experience difficulties with using correct grammatical structure. The ability then to make meaning from texts and recall information is then difficult or delayed. Encouraged by the research and findings, I was enthusiastic to gain further insight into exploring this in my classroom. The students in the research have limited English and when speaking they demonstrate difficulty with the linguistic structure of oral language and have a limited vocabulary to support recall and meaning of information. I hope to improve the student's ability to express their ideas with improved grammatical structure and understanding of vocabulary. The present studies investigates the explicit teaching of one and two event sentences and exploring vocabulary to improve oral retell (listening comprehension).

METHOD

Design

This study uses a case study OXO design. Gains in student's listening comprehension as demonstrated through oral retell following the explicit teaching of one and two event sentences and exploration of vocabulary have been monitored for a group of prep students. This study compares two groups of students, a control group and a teaching group. The students in the teaching group were targeted and taught as a focus teaching group during the CLaSS literacy block.

Participants

All students chosen to participate in the study are in their first year of schooling and their ages range from 5 to 6 years. Four out of five students in the intervention group are of an ESL background and all five students in the control group are from an ESL background. (See Table 1). Students are at pre-reading or beginning reading stages. The students chosen for this study were chosen based on their Record of Oral Language scores which were obtained at the beginning of the school year. All students show that they have difficulty with the constructing the grammatical structure of one and two event sentences during speech.

Procedure

In pre testing for this study the students were assessed using the Record of Oral Language – Alternative levelled Sentences, John Munro's Synonym Task and a Listening Comprehension task (Oral Language Assessment Pack: Catholic Education Office, Eastern Region – Taken from Evaluating Communicative Competence). The tasks were administered to all students in the following order; Record of Oral Language, Synonyms Task and Listening Comprehension Test. They were conducted in a room away from the classroom to avoid distraction.

The teaching sessions were conducted three times a week and lasted for approximately 30 minutes. The students participated in these sessions during the literacy block and were in a focus group with the teacher while the remaining students were involved in their group literacy activities. Although ten sessions were originally planned, it was only possible to complete eight sessions due to interruptions with regular class timetables, time constraints, school excursions and public holidays.

During the administration of the ROL test students were required to repeat a series of statements. This test was chosen due to research that any students beginning school with a score of less than 10 is considered at risk. The range of scores from the students chosen for this study, were 1 to 9. All students selected are considered at risk, and were matched with students in the other prep class (control group) who had a similar score. In the intervention

group 4 out of the 5 are ESL and 1 of the students has difficulty with articulation of sounds. The control group is also comprised of ESL students.

There are 3 levels of statements, with 14 statements in each level and the complexity of sentences increases with each level. Level one statements were only administered due to the difficulty of level two and three for the students selected at the pre testing stage. Student A3 was able to repeat some level two statements at the pre and post testing stage. Level one statements comprised of simple sentences with focus on one or two events. The maximum score for this level is 14 and indicates a student's ability to remember information and to recall sentences using correct grammatical structure.

The Synonyms Task (John Munro, 2005) required the students to say other words that mean the same as the target word. This task was modified for preps, and from the list of 29 words, 9 words were chosen to be included in this study. (See Appendix 3). The words were chosen based on the accessibility the students may have to this vocabulary. Students were given a score of 1 for each synonym they identified.

The listening comprehension required the students to listen to a story being told to them. A narrative was chosen as this offers an opportunity to examine the use and competency of oral language. Four sequenced pictures were in front of the students to look at while the story was being told. They were then asked to tell the story back to the teacher and were able to use the pictures as prompts. Some students needed prompting during pre testing such as "Look at the picture to help you" or "Can you think of anything else?" During post testing most students in the intervention group required minimal or no prompting which reinforced the Collins Model of Teaching and Learning. This test was scored on the basis that the students could retell a narrative that combines an appropriate setting with characters who react to a central problem through a sequence of events that move to a logical conclusion. For each correct response that related to the story students were given a score of 1. The total score was 20. (Appendix 4).

Each session followed a similar process. (See Appendix 1 for detailed sessions). In the first session the students identified skills required to demonstrate being a good listener and how this helps to become better readers.

Be quiet

Look at the person who is talking

Say it back

Think about what they are going to say

A chart with these skills was made and this became a focus for all sessions. (See Appendix 1).

The teaching process used the Collins model to guide the teaching and learning process. Modelling and coaching was more the responsibility of the teacher. Then the participants were given some cues to assist the students to recall how to complete their tasks and when the students were beginning to display more capabilities this was faded out and the students became more responsible and independent. The students were then able to generate one and two event sentences using the vocabulary explored and actions to support. At the end of each session they were required to explain what they had learnt and when they can use this learning. The students were also encouraged to discuss what they know now that they didn't know before, and how they can use this in other learning experiences.

To begin each session the students identified and described the skills required to become more proficient listeners. Each session identified one of the skills the students acknowledged and this was reinforced throughout each session as a tool to support learning. They then participated in an activity related to the skill to see the effectiveness to support tuning in and engagement.

Following this the students would then be exposed to a picture and explore or revisit the vocabulary. The students were required to label items in the picture and create a one event sentence about it. The students would all repeat the sentences and used actions to support comprehension. Synonyms were also identified at this stage of the teaching process with the students thinking about other words that mean the same for the vocabulary identified. They would reflect on the listening skills required to repeat and compose sentences.

The students would then participate in an activity to develop and extend their listening comprehension. They would use the information from the session to articulate and reflect on their learning.

Student's criteria and entry scores are found in the following table which also highlights their pre and post testing scores.

Table 1

Pre-Post Test Results Intervention Group										
	Age (months)	ESL	ROL Pre test	ROL Post test	Retell Pre test	% Pre test retell score	Retell Post test	% Post test retell score	Synonyms Pre test	Synonyms Post test
A1		Yes	6	11	4	20%	6	30%	0	5
B1		Yes	1	1	0	0	3	15%	1	2
C1	72	Yes	5	17	6	30%	9	45%	2	7
D1			1	7	6	30%	7	35%	3	7
E1		Yes	9	10	2	10%	7	35%	3	5
Pre-Post Test Results Control Group										
	Age (months)	ESL	ROL Pre test	ROL Post test	Retell Pre test	% Pre test retell score	Retell Post test	% Post test retell score	Synonyms Pre test	Synonyms Post test
A2		Yes	6	7	3	15%	3	15%	0	0
B2		Yes	1	1	0	0	0	0	0	0
C2		Yes	6	7	6	30%	3	15%	3	2
D2		Yes	3	4	2	10%	3	15%	0	1
E2		Yes	7	8	0	0	3	15%	0	0

Materials

Four different pictures were used during these sessions and were taken from Evaluating Communicative Competence, Oral Language Assessment Pack: Catholic Education Office, Eastern Region. The choice of pictures was based on the likelihood that the vocabulary generated would be within the student’s experience. This should enable the students to make connections at a conceptual level.

RESULTS

Results indicate support for the hypothesis that explicit teaching of one and two event sentence and exploring vocabulary (synonyms) improves oral retell (listening comprehension) for prep students.

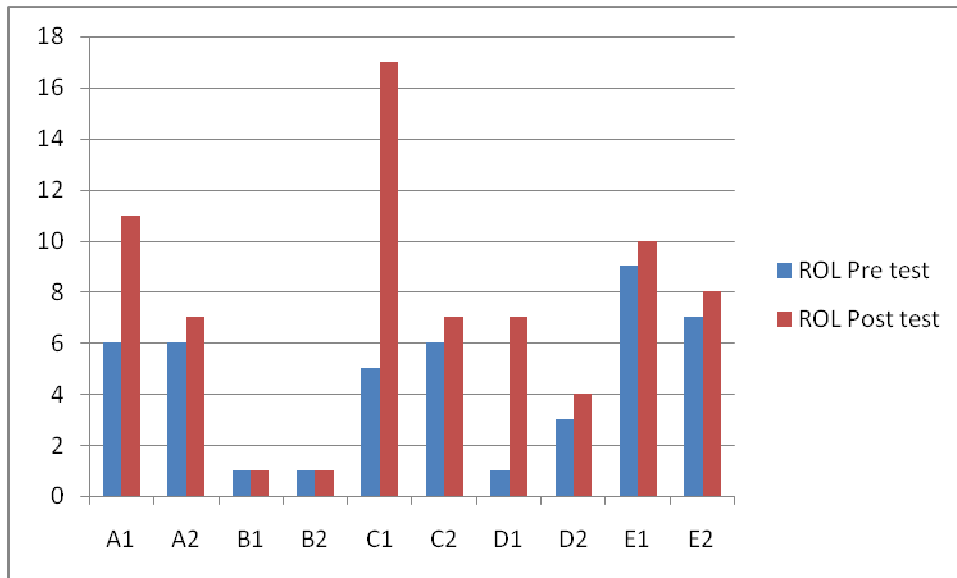


Figure 1 Record of Oral Language (Pre and Post testing comparison results)

From the results of the ROL , 80% of participants in both groups increased their recall of items in level 1. Significant differences were observed in the intervention group as their scores increased quite notably. (Refer to Appendix 2 for further analysis of results).

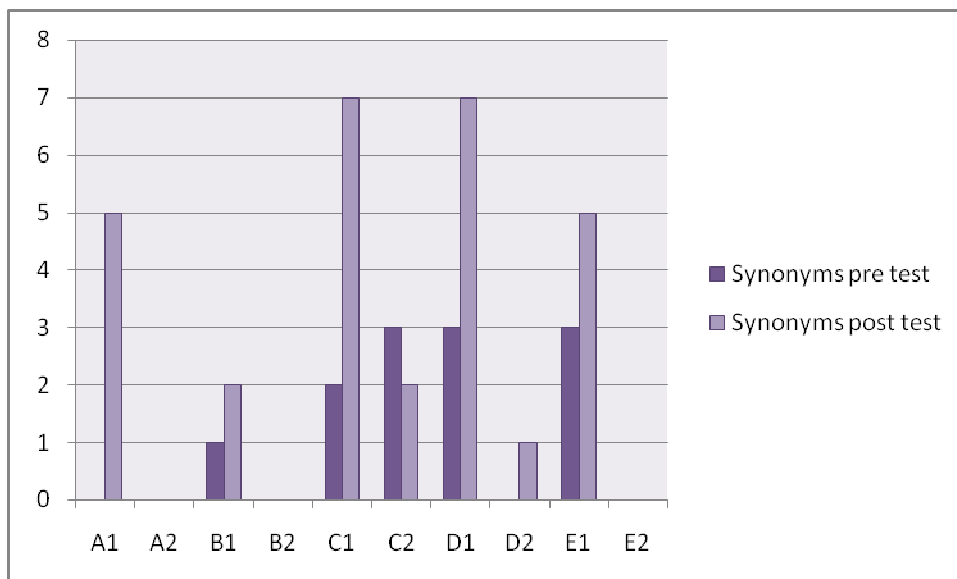


Figure 2 Synonyms Test (Pre and Post testing comparison results)

Results from the Synonyms test demonstrate an improvement in all participants in the intervention group. (See Appendix 3 for student responses). While they were unable to recall a synonym for all words, some showed a greater understanding of what a synonym is as opposed to pretesting where they put the word in a sentence rather than generating a synonym response. Some of the students were able to identify two synonyms for some of the words. All of the students had difficulty generating a synonym for the words fast, clean, and stop.

The control group results indicate an improvement in one student while on students score decreased. This could be due to the students having had a cold for a number of days and was not performing as well. The other three students remained at the same score of 0 pre and post testing.

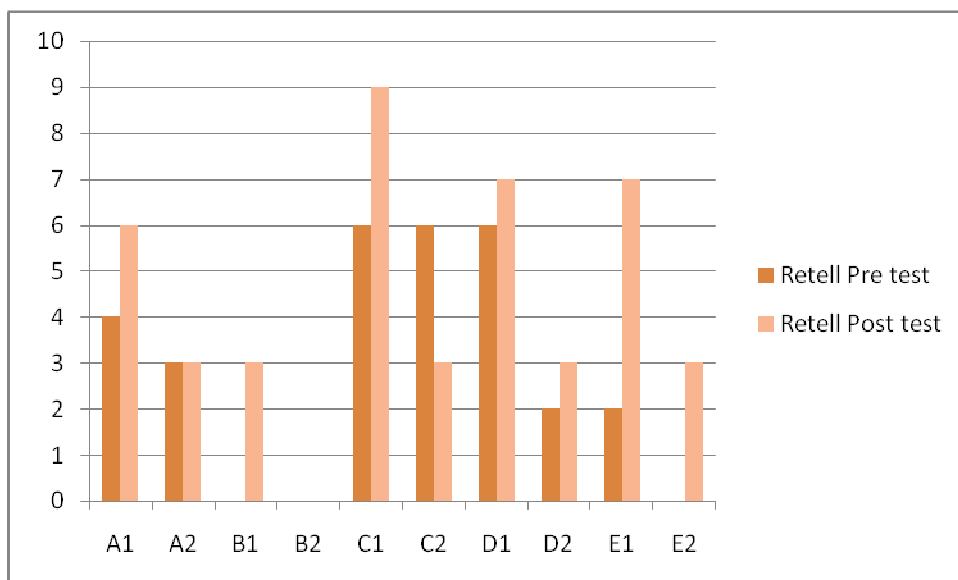


Figure 3 Listening Comprehension – Oral Retell (Pre and Post testing comparison results)

Results indicate in the intervention group that students were able to recall on average 14% more detail in the main components of a narrative. (See Appendix 4). Most students identified at least one part in the initiating event, outcome, problem, action and ending. Omissions in the oral retell were identifying the characters and the scene and adding more detail in each of the episodes. While most students were unable to recall the names of the characters they referred to them using pronouns throughout their retell. At first it seemed that limited gains were made by some students in the intervention group. Due to their ESL background and oral language difficulties this has some effect on their score. Further analysis of their responses then indicated improvement with their grammatical structure and composing of sentences which was pleasing. Meaning was also apparent.

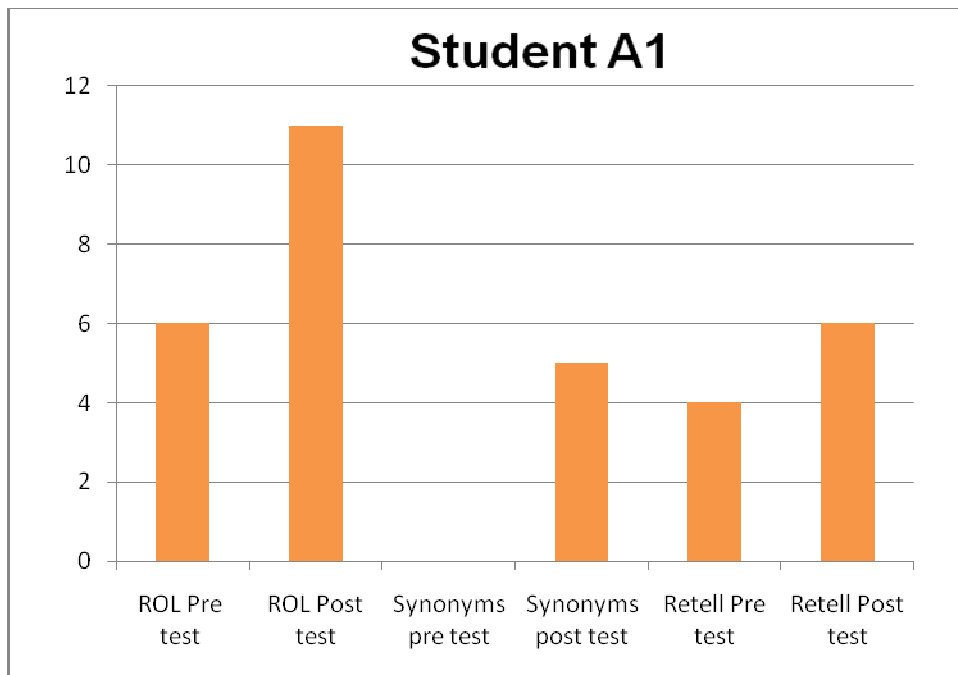


Figure 4 Student A1 Pre and Post testing results

Student A1 is of ESL background and is a quiet but eager student. He accurately repeated 42% of the level 1 statements during pre testing, and 78% in the post testing which indicates a substantial improvement of 36%. The improvement was noted in sentences that included more presence of possessive plurals, personal pronouns and determiners. Results from the synonyms task show an improvement. He was unable to generate any synonyms during the pre test phase, but was able to generate 5 at the post testing. If A1 was unsure during post testing, rather than putting the target word in a sentence, A1 would either say ‘I don’t know’ or suggest a word which shows a deeper understanding about synonyms. He also showed improvement with the listening comprehension and was able to recall 10% more of the story during post testing. A1 was able to recall further information related to characters names, initiating events as well as recalling the problem. He was more capable with retelling story using simple sentences of one and two events. While A1 still displays inaccurate use of pronouns, there was further development as there were no prompts from the teacher to further generate recall. A1 was absent for two of the sessions due to illness (Session 3 and 4).

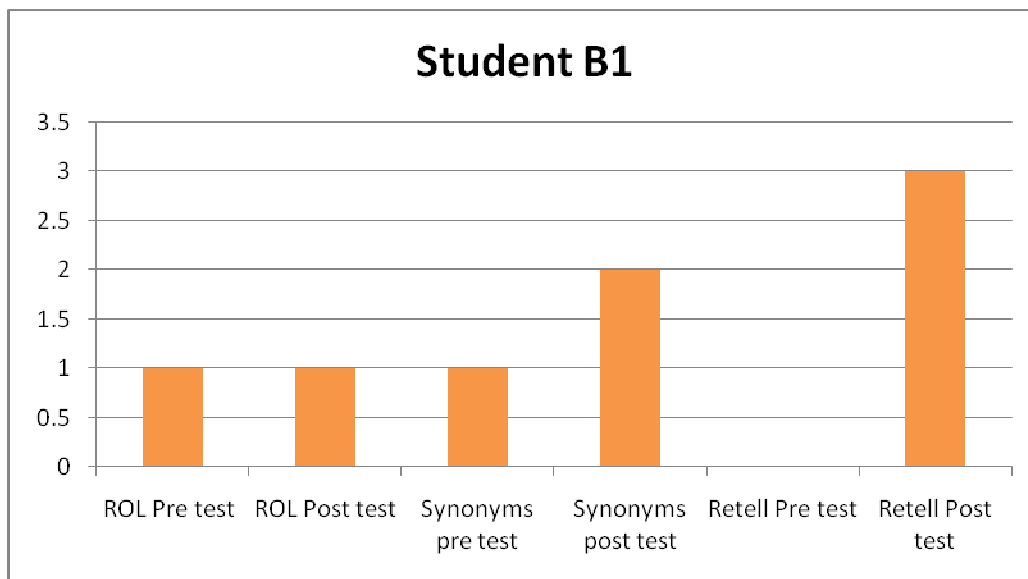


Figure 5 Student A1 Pre and Post testing results

Student B1 is a quiet student who has limited English and is quite reluctant to participate in class discussion. She was chosen to participate in the study to support her ability to develop correct language structures and develop self confidence. It was noted that as the teaching session progressed she became more engaged and confident to share her ideas and respond to questions. Student B1 maintained the same score in both tests of the ROL and if based on this suggests no improvement was made. Further analysis of the data collected indicates otherwise. During pre testing student B1 attempted 4 out of the 14 statements and during post testing attempted 13. B1 was able to recall more items in each statement and while the grammatical structure was not accurate, more meaningful responses were given. B1's result indicate she has difficulty with copula verbs and pronouns. She increased her generation of synonyms by 1 and was able to recall 3 ideas in the retell post test as opposed to generating statements such as 'up sat' and 'cleaning up' in the pre testing with prompting. During post testing B1 was able to express her retell using one and two event sentences and increased her use of determiners (the). (See Appendix 4 for further analysis).

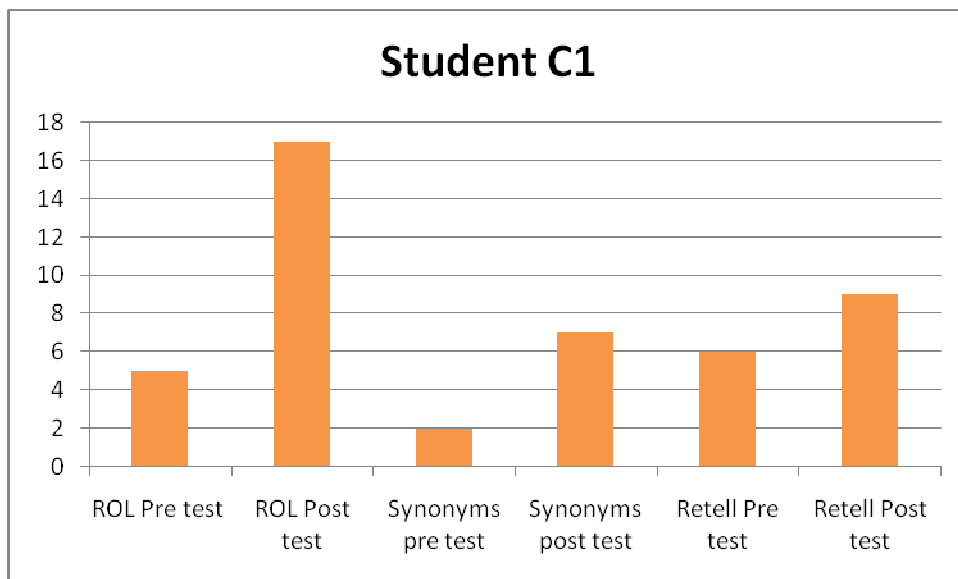


Figure 6 Student C1 Pre and Post testing results

Student C1 is of ESL background and is a capable student, but lacks focus and concentration which in turn affects his learning possibilities. He struggles to maintain attention to tasks and responds impulsively to questions or in conversation. C1 made wonderful improvement during the course of the study and would highlight many of the listening skills to support his learning. This was evident in the post testing of the ROL. C1 accurately recalled 28% of level 1 statements during pre testing and recalled 92% of statements during post testing. He also improved from 14% to 28% accurate recall of level 2 statements which increase in complexity of grammatical structure. C1 improved in the synonyms tasks by generating 5 more synonyms during post testing. He was able to recall more facts during the oral retell and required no prompting to extend retell as opposed to the pre test.

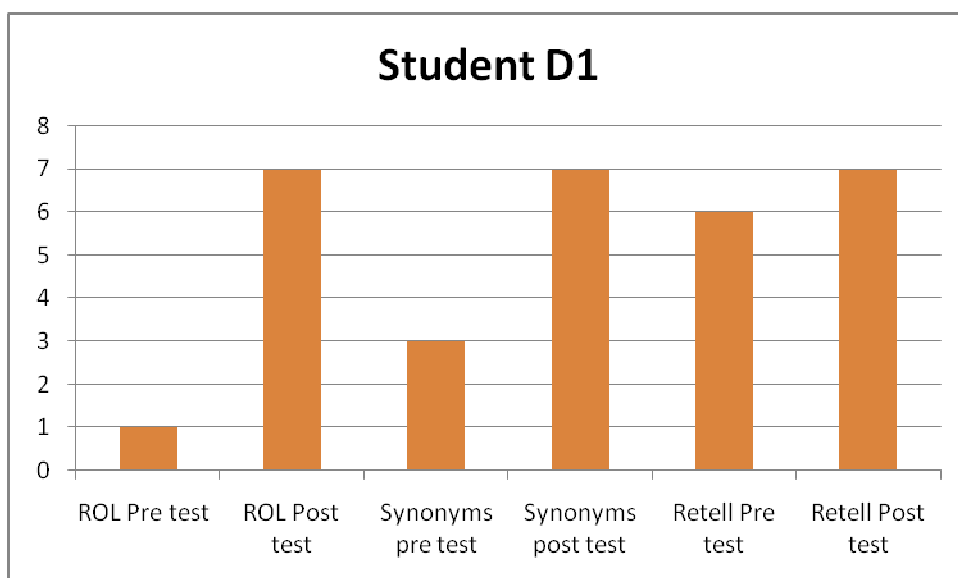


Figure 7 Student D1 Pre and Post testing results

Student D1 has difficulty articulating certain sounds. He also has displayed difficulty speaking with correct grammatical structure to express his ideas with one and two events. He is from an English speaking background and is very keen and eager to participate in learning experiences. His ROL results show an improvement of 43%. Further analysis indicates improvement recalling items in each statement and the presence of 'ing' on verbs. D1 was able to generate 4 more synonyms. While he made slight gains during the oral retell (5%), he was able to express the retell with improved sentence structure.

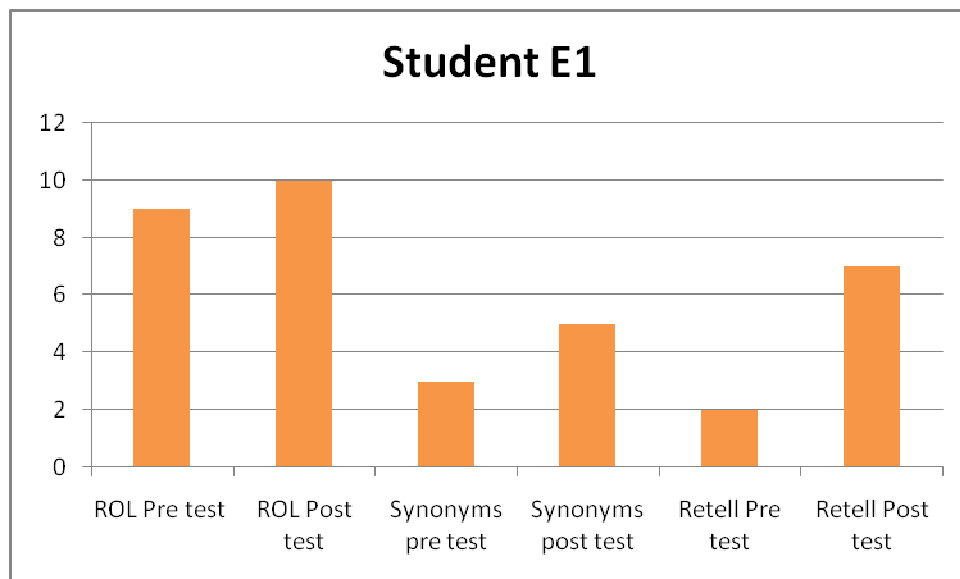


Figure 8 Student E1 Pre and Post testing results

Student E1 is of ESL background and is an enthusiastic student who requires reminding at times to focus and maintain concentration. She was an eager and active participant during the group sessions and supported the other students to compose simple one event sentences. E1 made slight gains in her ROL score (7%) but still requires support with the accurate use of pronouns. Her recall of sentences still maintained meaning. She was able to generate 2 more synonyms and seemed a little anxious with this task. During the testing of synonyms E1 was impulsive with her responses and even with gentle prompting such as “take your time to think of another word” and found it difficult, which contradicts her response during the sessions where she was quite adept and capable at generating synonyms. Possible the testing setting made her feel quite anxious. When it was time to move on to the listening comprehension test E1 relaxed more and was able to orally retell 25% more detail than she did in the pre test. Her recall was composed with more structure and demonstrated improved grammatical structure.

Control Group Results

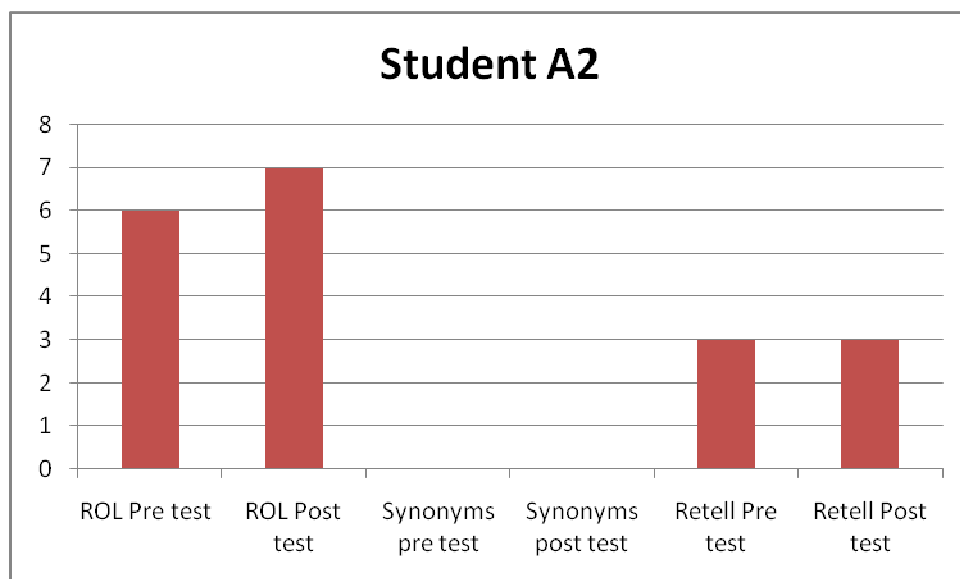


Figure 9 Student A2 Pre and Post testing results

Students A2 is of an ESL background. His ROL score showed a slight gain of 8%. He was not able to generate any synonyms in pre and post tests and needed prompting to retell story. He maintained the same score and showed no improvement of grammatical structure. He demonstrated difficulty using determiners ('a' and 'the') to make his one event sentences more meaningful.

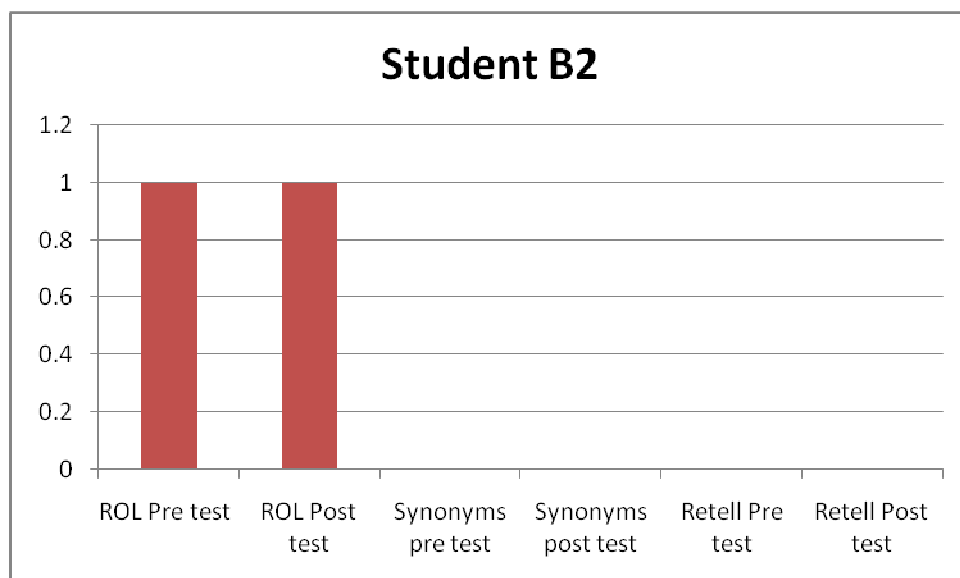


Figure 10 Student B2 Pre and Post testing results

Student B2 results in all testing situations showed no increase in raw scores. His ROL showed similar errors in both pre and post testing and indicates a difficulty in recalling

sentences with the presence of pronouns, copula verbs and adding 'ing' to verbs. He also omitted clauses from many of the sentences which indicated a lack of meaning and structure. B2 was unable to generate any synonyms and either repeated the target word or described the target word using a two word description, e.g. For 'clean' he responded with 'Pack up'. With the oral retell B2 found it difficult to recall what he had heard and used 3 word statements to express his comprehension of the pictures which did not relate to the story told.

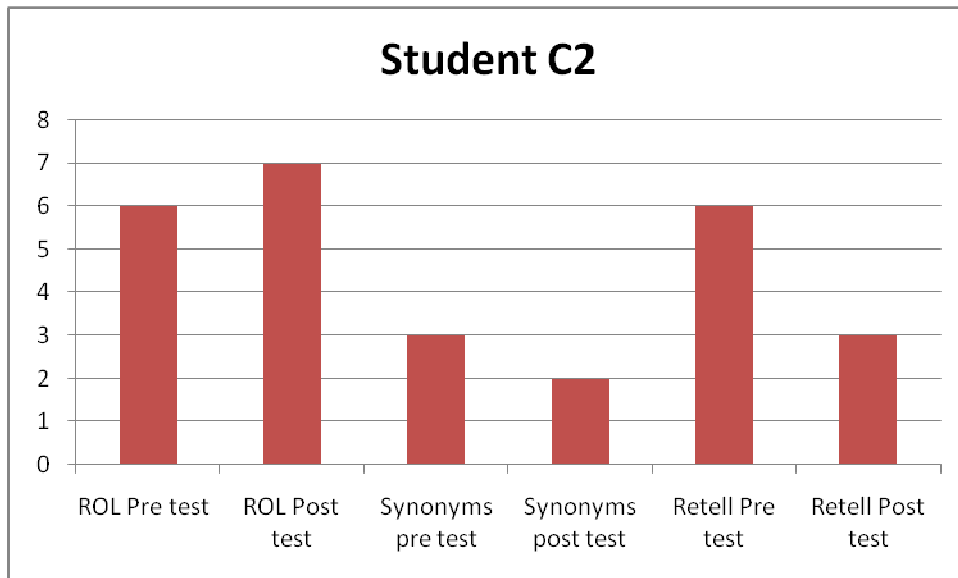


Figure 11 Student C2 Pre and Post testing results

Student C2 has been sick with a cold for a week. He was a bit stuffy and congested and this may have affected his performance today. C2 demonstrated slight gains in the ROL with an increase of 8%. He has difficulty including the accurate use of pronouns, copula verbs, possessive's' and adjectives. These factors at times made his sentences less meaningful and difficult to comprehend. Results from the synonym task show a decrease of 1. His ability to retell decreased by 15% which could be due to him suffering with a cold.

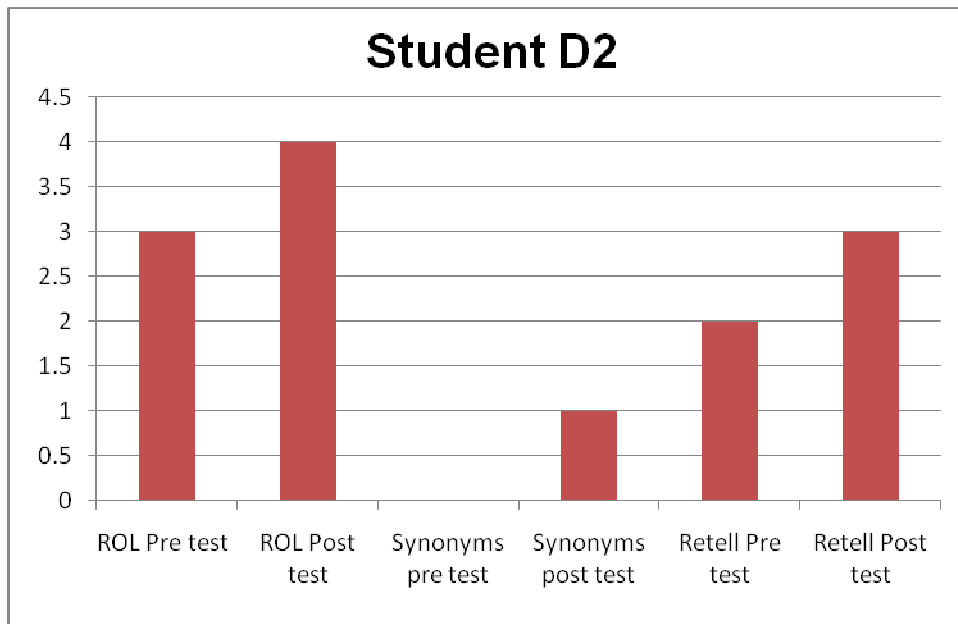


Figure 12 Student D2 Pre and Post testing results

Student D2 showed slight gains in his ROL with an increase of 7.5%. He displayed difficulty using pronouns, copula verbs and the use of possessive 's' in both pre and post testing. He was unable to generate any synonyms in the pre test but was able to give one in post testing. He also showed slight gain in the retell with an increase of 5%.

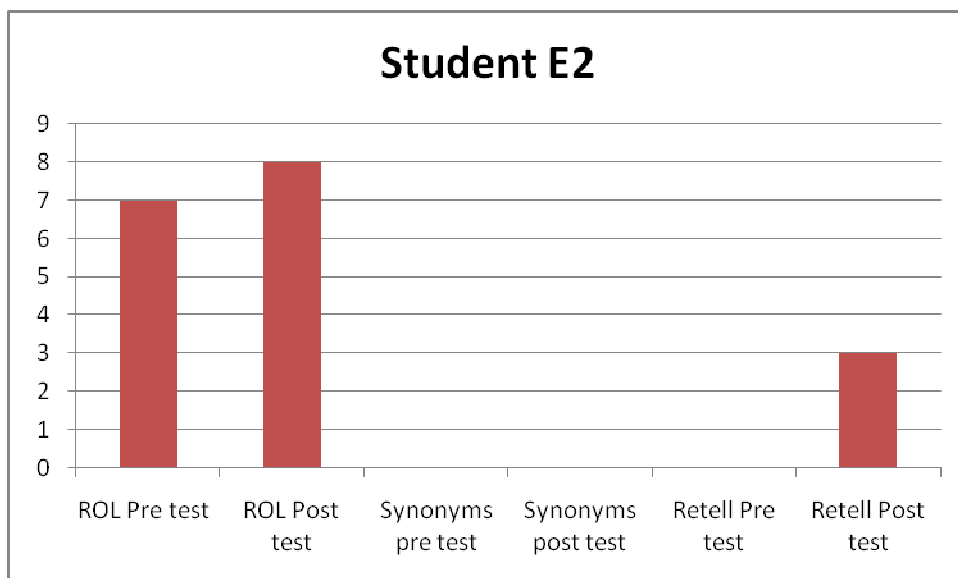


Figure 13 Student E2 Pre and Post testing results

Student E2 is a quiet and shy girl of ESL background. Her ROL score shows an improvement of 8% and displays difficulty using copula verbs, pronouns and possessive 's' accurately to maintain correct grammatical structure. She was unable to generate synonyms in both pre and post testing. During the post test for the retell she was much more capable of producing sentences as opposed to having no attempt in the pre test.

DISCUSSION

The results suggest that there is support for the prediction that explicit teaching of one and two event sentences and exploring vocabulary improves oral retell (listening comprehension) in prep students. Four of the five students in the intervention group improved their scores in the ROL and further analysis suggests that improvement in grammatical structure was evident. Improvement in scored was noted for all students in the synonyms task and listening comprehension. While the results in the listening comprehension task may not have been significant, analysis indicates an improvement with the grammatical structure of ideas and less prompting to generate more information. There is a need to take into account the limited vocabularies the students have in English and supporting them to further develop oral language abilities. As both classes have commenced an intense oral language program following the participation in the OLSEL course, results could also reflect these efforts. It should also be noted that Student A1 missed session 5 and Student D1 missed session 6.

The ROL scores of students A1, C1, D1, E1, A2, C2, D2, and E2 all improved. While some gains may seem insignificant, meaning has improved in one and two event sentences with the improved presence of pronouns, and at times copula verbs in the intervention group. As the majority of students are from non-English speaking backgrounds, these structural errors are common and we need to expect that they will need time to grasp the elements and grammatical control of a new language. Further support is required developing and strengthening specific linguistic structures such as explicit teaching of copula verbs, pronouns and possessive 's' and gradually increasing the complexity. In doing this, we are setting the students up for success in their reading performance. These findings are consistent with the studies of Wise, Sevcik and Morris (2007) that skills in oral language play an influential and important role in reading ability. This is also consistent with the studies of Storch and Whitehurst whose research identifies that oral language skills contribute to a child's reading ability.

All students in the control group were able to generate more synonyms and were not relying on describing the target word or putting it in a sentence. Comparison of both groups indicates a better understanding in the intervention group of what a synonym is. It should be noted however that higher scores on the synonyms task were evident due to the students providing two synonyms for more familiar words (cat, little and child). While this may indicate a deeper understanding of these words, it is essential that further development with vocabulary is required to deepen vocabulary knowledge which Ouellette (2006) stated in his research as important facets to understand better reading skill acquisition. It will be important to continually increase vocabulary in which the students are supported to hear, say and use words in a variety of contexts and use their own experiences to support understanding (Edwards, 2004).

The listening comprehension task required the students retell orally a narrative that was read to them with pictures to support their retell. Focus during this task was to determine whether an awareness to incorporate an understanding of linguistic structures and vocabulary was evident in their retell. As the studies have identified the need for these skills to comprehend text, it was pleasing to see development in a short period of time with explicit teaching in these areas. As the students language is limited due to their ESL background, the improvement in retell scores, while not largely improved, are positive due to the demands on the students to process, recall and retell quite a lot of information. The oral retell was largely a spontaneous retell with the use of pictures to support recall information. All students demonstrated a strengthened control of oral language when recalling information using improved linguistic structures in one event sentences and a developing strength with two events.

On reflection I was concerned to whether I also should have administered a cued retelling to further measure and determine strengths on their oral language and retell ability. However I think that while it would have supported the students to recall more detail, this would have been achieved through a scaffolded manner. Due to the structure of the teaching sessions though, this may have enabled the students to retell more information.

Continued support to develop oral language skills is imperative to provide students with the structures required to develop reading ability and comprehend the texts they read. Therefore, as educators it is our responsibility to intervene and provide explicit, meaningful instruction for students to acquire and develop literacy skills. Activities to support oral language abilities are paramount to later reading abilities. Further support is required with strengthening the grasp of linguistic structures as the complexity increases. This is an important component to be targeted to enable comprehension of texts continue, as increasing complexity requires more processing of information.

Therefore, as supported by the hypothesis, explicit teaching of one and two event sentences with the emphasis on grammatical structure enables more proficiency when demonstrating oral comprehension. As a prep teacher, this reinforces to me the need for such instruction to support oral language abilities to enable reading success.

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RESOURCES

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- Munro, J. (2005). Synonyms Task. Literacy Intervention Strategies.
- Record of Oral language: Alternative Levelled Sentences.

Appendix 1

SESSION 1

Introduction (5 mins)	Discuss with the students what skills a good listener has. Students share ideas of what a good listener does and why we should listen. (Use ideas to create a chart for remaining sessions).
Explore vocabulary (10 mins)	On whiteboard display picture 1:1 from Communication skill builders. Ask students to identify the different things in the picture. Label these items. Ask if there are other words that mean the same that we can use to name these things. Model if difficult. E.g. "You told me there is a boy in the picture, I can say also say 'child' – it means the same." Encourage all students to repeat the names of the different things identified.
Action/agent sentences (5 mins)	Ask students "Can you tell me what is happening in the picture?" Provide sentence starter, e.g. "The boy has...." Scaffold and model the correct grammatical structure of shared examples using one agent and action, students to repeat sentences.
Action (5 mins)	Students listen to the examples of their sentences and take turns to act them out as they are being said. They then repeat sentence using correct grammatical structure.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time).
Evaluation	Students were able to identify skills of a good listener. They had some difficulty labelling items in the pictures, so I said them and the students repeated. When repeating sentences related to the pictures, the students had some difficulty using has (have) correctly. After acting out the sentences, some students automatically used this to support their sentence structure when reviewing content which was pleasing. For tomorrow's session I aim to provide concrete materials to support vocabulary understanding and enable the students to transfer their understandings to different contexts.

SESSION 2

Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on skill 'Say it back and looking at the person who is speaking'.
Explore vocabulary (10 mins)	On whiteboard display picture 1:1 from Communication skill builders. Review session from yesterday with students first identifying and naming the items from the picture.
Action/agent sentences (5 mins)	Then compose a simple sentence with action and agent. If having difficulty, scaffold with a sentence starter with the agent, Eg 'The man/person is/has.....' Students use 'say it back' from the listening skills chart and repeat the sentence. Create these sentences using the vocabulary studied.

Actions and Listening Comprehension (10 mins)	Tell the students, 'Now I am going to tell you a story'. Using the sentences from above create a story and tell the students. Repeat story with the students acting out the parts. Then ask students to take turns retelling the story using actions to support.
Partner share	Students take turns to tell the story and their partner acts out as it is being said.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time). Discuss how a good listener can show they are listening by looking at the person talking and saying back what we have learnt.
Evaluation	Today's session went really well. The students were really focussed and were concentrated on looking at the person speaking and saying back what they had heard. They were more capable of using vocabulary and were able to recall more of the story presented when acting out to support understandings.

SESSION 3

Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on skill of a good listener can show they are listening by following instructions. Have some pictures on the table and say a sentence that corresponds. Students repeat sentence and then locate matching picture.
Explore vocabulary (5 mins)	Display picture 1:5 from Communication Skill Builders. Ask students to identify words associated with the picture. Label these on picture. Ask if there are other words that mean the same that we can use to name these things. Model if difficult. E.g. "racing is another way of saying running – it means the same." Encourage all students to repeat the names of the different things identified and the synonyms suggested.
Action/agent sentences (5 -10mins)	Ask students "Can you tell me what is happening in the picture?" Provide sentence starter, e.g. "The boy is...." Scaffold and model the correct grammatical structure of shared examples using one agent and action, students to repeat sentences. ('Say it back').
Action (5 mins)	Students listen to the examples of their sentences and take turns to act them out as they are being said. They then repeat sentence using correct grammatical structure.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time). Discuss how we can show we are listening by following instructions and saying back what we have learnt.
Evaluation	Students found today's session a bit challenging due to the new vocabulary. There was more scaffolding and modelling by the teacher. The acting out of the sentences enabled the students to have a better grasp on the meaning of the sentences.

SESSION 4

Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on skill 'Say it back and looking at the person who is speaking'.
Explore vocabulary (10 mins)	On whiteboard display picture 1:5 from Communication skill builders. Review previous session with students first identifying and naming the items from the picture.
Action/agent sentences (5 mins)	Then compose a simple sentence with action and agent. If having difficulty, scaffold with a sentence starter with the agent, Eg 'The boy is/has.....' Students use 'say it back' from the listening skills chart and repeat the sentence. Create these sentences using the vocabulary studied.
Actions and Listening Comprehension (10 mins)	Tell the students, 'Now I am going to tell you a story'. Using the sentences from above create a story and tell the students. Repeat story with the students acting out the parts. Then ask students to take turns retelling the story using actions to support.
Partner share	Students take turns to tell the story and their partner acts out as it is being said.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time). Discuss how a good listener can show they are listening by looking at the person talking and saying back what we have learnt.
Evaluation	Students engaged well and were able to recall information from previous session. They were able to compose one and two event sentences with some support and retell the story quite well. Using actions once again supported the students retell and they were able to demonstrate an understanding of the skills of saying back the information.

SESSION 5

Introduction (10 mins)	Revisit being a good listener. Discuss the skills required to think about what we want to say. Talk about how this helps us to say our sentences using correct word order and how this helps our sentences make sense. Read some sentences (some with correct grammatical structure and some without) and the students listen carefully. When the sentence makes sense they clap, if it is not grammatically correct they give the 'thumbs down' sign.
Explore vocabulary (5 mins)	Review vocabulary from previous sessions and have pictures that show these words. Students listen to teacher saying each word and locate appropriate picture. They repeat each word as it is said. Students then see if they can think of another way to say each word.
Action/agent sentences	Ask students "look at each picture and think about a sentence that tells us about the picture". Model an example if students are

(5 -10mins)	unsure. After each sentence ask students to repeat in choral form.
Appropriate pronouns (5 mins)	Identify the feminine and masculine pronouns we can use in sentences that match.
Action (5 mins)	Students listen to the examples of their sentences and take turns to act them out as they are being said. They then repeat sentence using correct grammatical structure.
Consolidation and Review	Students verbalise what they have learnt from the session and how thinking about what we are going to say helps us to speak with correct structure so our sentences make sense. (Similar to CLaSS share time).
Evaluation	Today's session required more support from the teacher. As the session progressed the students took more control and were composing generally one event sentences to describe the pictures. The introduction activity was purposeful and the students responded with enthusiasm. They were able to determine if a sentence had correct and incorrect grammatical structure which was very pleasing!

Session 6 (further reduce teacher support)

Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on these skills for the following activity where students listen to a sentence from previous sessions and show their understanding by acting it out.
Explore vocabulary (5 mins)	Display picture showing a teddy bear digging a hole with a spade and getting the ground ready to plant the tree. Ask students to identify the different things in the picture. Label these items. Ask if there are other words that mean the same that we can use to name these things. Model if difficult. Encourage all students to repeat the names of the different things identified and describe possible synonyms for these. To support comprehension, students demonstrate an action to support their understanding.
Action/agent sentences (5 -10mins)	Encourage students to share any previous experiences related to the vocabulary described. Ask students "Can you tell me a sentence about...and point to a vocabulary item that has been explored". Start session without sentence starter (lessen teacher support) and encourage students to use action/agents simple sentences. Scaffold and model the correct grammatical structure if required. Students to repeat sentences chorally and individually. Use the synonyms described to repeat sentence in a different way.
Action (5 mins)	Students listen to the examples of their sentences and take turns to act them out as they are being said. They then repeat sentence using correct grammatical structure. Students then watch as teacher acts out a specific sentence and the students have to verbalise simple sentence to match the action.
Consolidation and	Students verbalise what they have learnt from the session and how

Review	listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time).
Evaluation	Session went very well. As we have been exploring planting seeds during our inquiry, the students were able to generate ideas using one and two events based on their knowledge. This enabled the students to predict and add this prediction to their sentence.

Session 7 (further reduce teacher support)

Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on these skills for the following activity where students watch teacher act out specific sentences related to previous session and verbalise sentences to match.
Explore vocabulary (5 mins)	Display picture showing a teddy bear sitting in a giant tree (sequence from previous session). Ask students to identify the different things in the picture. Label these items. Ask if there are other words that mean the same that we can use to name these things. Model if difficult. Encourage all students to repeat the names of the different things identified and describe possible synonyms for these. To support comprehension, students demonstrate an action to support their understanding.
Action/agent sentences (5 -10mins)	Encourage students to share any previous experiences related to the vocabulary described. Ask students "Can you tell me a sentence about...and point to a vocabulary item that has been explored". Start session without sentence starter (lessen teacher support) and encourage students to use action/agents simple sentences. Scaffold and model the correct grammatical structure if required. Students to repeat sentences chorally and individually. Use the synonyms described to repeat sentence in a different way.
Action (5 mins)	Students listen to the examples of their sentences and take turns to act them out as they are being said. They then repeat sentence using correct grammatical structure.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time).
Evaluation	Session went well. They were able to make connections with the previous picture and use this knowledge.

Session 8 (further reduce teacher support)


Introduction (5 mins)	Revisit being a good listener. Discuss the skills required from created chart. Focus on these skills for the following activity where students listen to a sentence from previous sessions and show their understanding by acting it out.
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Explore vocabulary (5 mins)	Display pictures from session 6 and 7. Ask students to order the two pictures and explain why they have ordered in the way they have. Ask students to revisit vocabulary by identifying the different things in the pictures. Discuss synonyms. To support comprehension, students demonstrate an action to support their understanding.
Action/agent sentences (5 -10mins)	Encourage students to share any previous experiences related to the vocabulary described. Ask students "Can you tell me a sentence about...and point to a vocabulary item that has been explored". Scaffold and model the correct grammatical structure if required. Students to repeat sentences chorally and individually. Use the synonyms described to repeat sentence in a different way.
Action and listening comprehension (5 mins)	Students listen to a story using the vocabulary and sentence examples from session 6 and 7. They listen to it again and use actions to support meaning. They then take turns to 'say it back' in their own words and can use actions to support their retell.
Consolidation and Review	Students verbalise what they have learnt from the session and how listening helps us to learn, retain and share information using sentences with correct grammatical structure. (Similar to CLaSS share time).
Evaluation	Due to the exposure in a hands on way the students were well equipped to compose and retell the story using both one and two events.

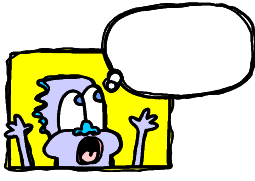
Good Listeners

QUIET

*Be quiet *Please*

*Look  at the person who is talking

*Say it back 

*  Think about what they are going to say

Appendix 2

Intervention Group ROL Analysis Pre Test/ Post test

Level 1 Part 1							Level 2 Part 2							
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
A1	Copula verb	✓	✓	Pronoun (me)	Pronoun (she's)	✓	✓	Possessive 's'	Pronoun	✓	Pronoun	✓	These/there's	Pronoun adjective
A1	Copula verbs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	adjective	Pronoun adjective
B1	No attempt	No attempt	Not all clauses (1)	No attempt	Pronoun	There's said there is	Pronoun	Possessive 's'	Omitted clause	Changed is to possessive s	✓	Pronoun She/she's	Copula verb changed to 's there are to there's	She/she's
B1	No attempt	✓	Copula verb	Copula verb	Pronoun she/she's	Another/nother	Pronoun She/he's	Possessive 's'	pronoun	ing	Copular verb	Pronoun She/he's	Copula verb changed to 's there are to there's	adjective
C1	Arm/arms	✓	Copula verb	Copula verb	In there/in me	✓	✓	Copula verb	Copula verb	Copula verb	Copula verb	✓	Copula verb	Pronouns
C1 *		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D1	Copula verb possessive 's'	Copula verb	✓	ing	She/she's	There is/there's	He/he's	Possessive 's'	pronoun	Doing/going	ing	She's/she	Toys/toy	Pronoun ing
D1	Copul verb	✓	✓	✓	She/she's	There/ther is	✓	Possessive 's'	pronoun	✓	✓	She/she's	✓	She/she's pronouns
E1	Copula verb Possessive 's'	✓	✓	✓	✓	There's /there is	He/he's	Possessive 's'	✓	✓	✓	✓	✓	pronoun
E1		✓	✓	✓	✓	There/ there is	He /he's	Possessive 's'	✓	✓	✓	✓	✓	✓

Control Group ROL Analysis Pre Test/ Post test

Level 1 Part 1								Level 2 Part 2						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
A2	Copula verb	✓	✓	✓	✓	There's /there is	He/he's pronoun	Possessive 's'	✓	Going to/toing the	Determiner pronoun	✓	adjective	pronoun
A2	Copula verb	✓	✓	✓	pronoun	There's there is	✓	Possessive 's'	✓	✓	✓	She's ' she	adjective	pronoun
B2	Mums / mother	Clause (kitty)	Clause (jessie) copula verb	Dads give me the book	She/she's	clauses	Ing pronoun	Possessive 's'	pronoun	Copula verb	clause	✓	clauses	clauses
B2	Mums / mother	clause	Copular verb	Copular verb	She/she's	There/there is	Ing pronoun	Possessive 's'	Pronoun ing	Copula verb	ing	✓	there	clause
C2	Copula verb	✓	✓	✓	✓	Pronoun	pronoun	Possessive 's'	Copula verb	✓	pronoun	✓	Other/others	Pronoun adjective
C2	Copula verb	✓	✓	✓	✓	pronoun	He/he's pronoun	Possessive 's'	Copula verb pronoun	✓	pronoun	✓	✓	Pronouns adjective
D2	Possessive 's	clause	Copula verb	pronoun	pronoun	✓	✓	Possessive 's'	pronoun	Copula verb	pronoun	✓	clause	Pronoun
D2	Possessive 's'	✓	Copula verb	Giving me/reading	She/ she's	✓	✓	✓	Copula verb	Omitted 'to'	Copula verb sally is/ Sally's	Clause	Copula verb	pronouns
E2	Copula verb	Kitty is /kitty's	✓	Determiner Pronoun clause	✓	✓	pronoun	Possessive 's'	✓	✓	✓	✓	Copula verb	adjective
E2	Copula verb	Kitty is /kitty's	With/ at	pronoun	✓	✓	pronoun	Possessive 's'	✓	✓	✓	✓	✓	✓

Appendix 3

Synonyms Results Pre test/Post test

Target word	A1	B1	C1	D1	E1	A2	B2	C2	D2	E2
small	Small puppy		baby	little	Little	Smaller		Tiny Big		
	Tiny little	little	Tiny short	Tiny little	little	Smaller		tiny	Baby crab	
fast	car	Running fast	Run	super	Very very fast	Run fast		Really fast	Really fast	
	running	running	Really fast	Really /super fast	Race	Run fast	Go fast		A roadrunner	Run
shoe	running		leg		Boots	Put shoes on	shoe		My shoe	
	shoelace	walk	Leg shoe	shoes	boots		Go walk		Walking with a shoe	
child	mum		baby		Little girl			Kid	children	
			Kid boy	Kid children	Her she			Kid children	Giant t-rex	dustpan
cat	The cat is running	meow	tat	Kitty	Little cat	Catty		Kittens		
	Kitten pussy	kitty	Kitten pussy	Kitty pussy	Kitten pussy	Catty			A cat is eating	
clean	Cleaning the ground	Helping cleaning	sleep	Clean up	Pack up			Wash	clean	
	-	Cleaning up		wash	Wash	Cleaning	Pack up	Nice	Vacuum cleaner	
angry	I am angry	growling	kangaroo		Sad					
	Hate	Mum angry	cross	Mad cross	Not happy Grumpy	I'm so angry			Showed facial expression	
hit	I will hit you	Hitting (showed action)	slap	Smack	kick	Hurt	hit	Fight		
	Punch	kicking	Accident Boxing kick	smack		Hitting	hit	Fight	punch	Kick
stop	-		stay		Stop it					
	-				Not move	Stopping	stop	Stop please	Red sign	
TOTAL	0	1	2	3	3	0	0	3	0	0
	5	2	7	7	5	0	0	2	1	0

Appendix 4

Scoring was awarded when students retold the following events in a narrative. Each correct response was given one point out of a total of twenty.

Beginning	One day	Score one
Setting Characters	Sue	Score one
Scene	Was watching her favourite TV show	Score one
Episode		
Initiating Event (Sue is hungry)	She got hungry	Score one
	So she decided to get a bowl of biscuits	Score one
Action (as she reaches for a biscuit, she knocks them on the floor)	As she reached for a biscuit	Score one
	The whole bowl fell on the floor	Score one
	Right next to her dog Spot (new character)	Score one
Outcome (she makes a mess)	She looked at the mess	Score one
	And so did Spot	Score one
Problem (she thinks she will get into trouble)	She thought "Oh no"	Score one
	I'd better clean this up	Score one
	Or i will get into trouble	Score one
Action (she decides to clean it up)	She went to the kitchen	Score one
	To get a dustpan and brush	Score one
	While she was gone	Score one
	Spot started eating the biscuits	Score one
Ending		
Outcome (when she returns the biscuits are gone)	By the time she got back	Score one
	The biscuits were gone	Score one
	Because Spot had eaten every one of them	Score one

Retell Pre and Post test Responses

	Pre test oral retell	Post test oral retell
A1	"Don't know" (Prompted to use pictures). A girl watching his favourite show. Then biscuits dropped. Dog sleeping then the biscuits dropped. And the biscuits dropped (repeated twice) on dog Spot. Prompted "Then what happened?" Then the dog eat all the biscuits.	Sue is taking a bowl of biscuits and put it on table and dropped it. Then Sue dropped biscuits on his dog Spot. Then Sue go get a brush to clean it up. Then the dog eat all the biscuits.
B1	Prompted to use pictures. "tell me what happened?" "What's happening here?" Pointed to picture 1 and 2 but she gave no response. Pointed to picture 3 and she said "up sat". Pointed to picture 4 and she said "cleaning up".	"Tell me what happened?" Dropping the biscuits and the dog wake up. Then the girl up and the dog smile. Then she clean it and the dog eat it.
C1	(laughed at the end of story). Said 'I can't remember". Prompted to look at the pictures. Her started to watch her favourite movies. Then was hungry. Then go to get biscuits and they fell- (don't kn ow that things called – pointed to bowl) and Spot found biscuits and ate them all.	(Laughed and said 'that happened to my brother). One day sue was watching her favourite show on TV. She go to the kitchen to get biscuits in a bowl then reached. Said "Oh no, will have to clean this up or i'll get into trouble". When he was gone Spot ate all the cookies. He was gone.
D1	Asked for name of character but did not use in retell. One day watching favourite TV show den (then) dot (got) hungry. Dot (got) up bowl fell down. I better fix or big trouble and he dot (got) broom and sweeoeer.	Once upon a time someone watching TV and got hungry and got biscuits. So got biscuits and they fell down. The dog ate it all. Said 'Oh my God, better clean this up"
E1	Prompt "what can you remember from the story? You can use ethe pictures to help you". She's lunch is fall down and the dog see it and want to eat. I saw she crying (points to picture). Then dog eat them all up but she have to clean.	One day the girl was watching the TV. Put bowl next to her and fall down next to Spot. She look at mess and the dog going to eat them. Dog eat them all.
A2	"What happened here " Picture 1: Girl hungry, 2: ate biscuit ("Who?") girl, 3: and the biscuit fall down, 4: and he take a dustpan and clean it up	Prompted using pictures in sequence 1: the girl hungry 2: bowl falled off 3: and he watch TV 4: and the girl...don't know.
B2	Prompted to look at pictures to recall what happened. Dog is asleep. Dog wake. Him TV. Him stand up.	Prompt "What can you tell me ". Dog is asleep. Him play computer. Him say dog. Him no. Him stand up. Dog stay and him pack up.
C2	Umm, it hard. Prompted to look at pictures to help. Girl watch favourite TV. Her hungry. Get biscuits. Get biscuits. Fall down dog place. Dog eated all. Girl sweep the biscuits,	Biscuits fall down next to dog and dog banged biscuits. Dog woke up and get in trouble and get dustpan to wipe the biscuits.
D2	Prompted to look at the pictures, Dog sleeping and the biscuits falled down. Dog eat the biscuits and then the clean up.	Prompted using pictures in sequence 1: The dog was sleeping and the plate go on the floor. 2: He wakes up and saw a biscuit 3: Thenn clean it up and go to kitchen to get dustpan to clean it all up. 4: and then her sweeped it all up.
E2	Very hesitant. Prompted to look at pictures , asked 'What happened here?' gave no responses for any picture.	The girl make the biscuit fall down. And the girl look at biscuit and the dog wake up and the girls stand up and she get the.....and then she get the dustpan and clean it up and the dog eat it already.