

Abstract

The hypothesis for this study is **explicitly teaching prep students' vocabulary development through big books and role play improves listening comprehension.**

The method used to support the hypothesis focused on a small group of ten students experiencing difficulties in oral language. Students were pre tested and then posted tested after receiving a series of ten lessons that focused on teaching vocabulary to improve listening comprehension. Vocabulary development was taught using the follow structure:

- Listening and saying
- Imaging
- Describing
- Acting out and
- Talking About-what they did, definitions, synonyms and later antonyms.

The students' experiential knowledge and the big book dictated which words were targeted.

Results tended to support the hypothesis. All students made significant gains in their use of synonyms and the majority of students showed improvement of varying degrees in both the Record of Oral Language and the Listening Comprehension task.

Introduction

Many students in the early years of primary school experience difficulty comprehending what they hear. Munro, (2007) p.1 states that oral language and the ability to communicate effectively is a key foundation to students' capacity to learn in most general ways. Students, who are competent oral language users have a greater capacity to learn, manage and direct themselves as learners.

The development of oral language is crucial to a child's literacy development, including listening, speaking, reading and writing, (Kirkland and Patterson, 2005). The listening comprehension of an average child begins to develop around 12 months of age and continues to grow long after grade 6, (Biemiller, 1999). The vocabulary knowledge of a child age 5 years can be up to 10 000 words, (Munro, 2007). It could be argued that the most important skill in language acquisition is listening. We listen considerably more than we read, write or speak, (Deck, 2004, as stated in Munro, 2006).

Listening comprehension refers to the ability to process auditory information and then respond by communicating a level of understanding of what was heard. In order to enable students to develop their listening comprehension, Munro, (2007) p.27-28 states strategies students can use as a part of oral language in the classroom. These include pre-listening activities, while- listening strategies and consolidate and review of strategies exercised:

- 'Getting ready strategies' - Direct or orient listening activity and plan how they will listen- ask questions.
- While listening- making a picture of what is heard. Putting you in that context. Rehearse what was heard. Alternate pace of language input.
- Review and Consolidate Strategies- review and consolidate what was heard and how these strategies helped the students learn.

There are a number of factors that affect listening comprehension. Munro, (2007) p49 lists five auditory perceptual abilities that students need in order to hear effectively:

- Acuity- the ability to adequately hear different sounds in speech.
- Auditory-ground differentiation-the ability to attend to a spoken message amongst competing sounds, for example attending to a child speak when there are footsteps in the corridor.
- Auditory selective attention- the ability to direct and maintain ones attention to a spoken message whilst other people are also speaking.
- Auditory gestalt or closure- the ability to make or form a complete interpretation of a message either when you hear part of it or when you hear the message in parts.
- Short term memory- the ability to retain and immediately verbalize the information that was heard.

There appears to be little research that specifically deals with vocabulary development and how it enhances listening comprehension.

Research tends to be related to oral language and early reading. The longitudinal study conducted by Roth et al, 2002 for example. The role of vocabulary in word reading and reading comprehension as carried out by Ouellette (2006). Research has focused on the importance of phonological awareness as a prerequisite for reading but little research includes a broader focus on language issues such as receptive and expressive vocabulary, verbal memory and syntax. (Fielding-Barnsley et al.2005).

Nation (2006) posed the question of how large a vocabulary is needed for reading and listening. Findings indicated that there were slightly less word family vocabulary needed for spoken text as opposed to written texts. However he didn't investigate how those understandings of vocabulary improves listening comprehension. It is assumed that is a causal link exists.

Ouellette, (2006) p.555 discusses oral vocabulary knowledge in terms of breadth and depth. Breadth refers to the number of words known to the individual and the depth refers to how well the meanings are known to the individual. Students need to explore and develop both breadth and depth of vocabulary knowledge in order to effectively comprehend information.

The present investigation aims to examine the effect of teaching listening comprehension strategies to a small group of students in their first year of primary school, with a particular emphasis on vocabulary development as a means to enhance the skill of effective listening. This will assist students to develop their understandings of words – how they are said, how they look and what they mean. As the majority of students come from non-English speaking backgrounds they have limited knowledge of English words and their network of meaning. The students do not display the ability to use strategies to assist with their listening comprehension, often remaining silent when questioned. The hypothesis is that explicitly teaching prep students' vocabulary development through big books and role play improves listening comprehension.

Method

Design

The study uses a case study OXO design. The growth in vocabulary development and listening comprehension following explicit teaching of individual words through big books and role play is monitored for prep students who are experiencing difficulties in oral language.

Participants

The participants are prep students who have difficulties with oral language. All participants attend a multi-cultural school in a low socio-economic area of Melbourne. Their ages range from 5-6 years. Ten students were selected based on their scores on the Record of Oral Language (ROL) which took place at the beginning of the school year. Students were identified in groups, those who scored ranged from 0-21. Attempts were made to match scores and create gender balance. Refer to Table 1 for students' chronological age at time of testing for this research, gender, ROL at the beginning of the school year and relevant student history records of the participants.

Table 1-The Participants

	Age in months (June 07)	Gender	NESB	EMA	ROL (Feb07)	Relevant History
Student A	62	F	Y	Y	10	
Student B	65	F	Y	Y	16	
Student C	65	F	Y	Y	2	
Student D	66	F	Y	Y	21	
Student E	67	F	N	N	10	Primary caregiver has a severe speech impediment. Only sibling is funded as having a severe language disorder. Student E has difficulty with oral language.
Student F	62	M	Y	Y	12	Hearing concerns-commenced talking age 3.
Student G	64	M	Y	N	10	
Student H	65	M	N	N	19	
Student I	68	M	Y	Y	10	
Student J	71	M	Y	N	4	

NESB-Non English speaking background
 MEA- Education maintenance allowance
 ROL – Record of Oral language.

The classroom teacher helped to identify the target group as students who would benefit from additional assistance to work on improving listening comprehension. It should be noted I was unable to have a control group for this research project due the fact that our school and in particular the junior level is currently involved in the Oral Language Supporting Early Literacy Pilot Program 2007 therefore all students are exposed to strategies and skills to enhance oral language.

Assessment Tools

The assessment tools used for data collection include the following:

- Record of Oral Language (ROL)
 - Verbally recalling sentences of increasing complexity.
- Synonyms Task- modified for preps-(Munro, 2005)
 - Generating synonyms from specific spoken words.
- Listening Comprehension (Munro, 2005)
 - Listening to a story and recalling the story in a verbal form.

Procedure

In pre-testing for this study the tasks were administered to all students in the following order: ROL, synonym test and listening comprehension task. Each student was tested individually in an isolated room. Tests were administered at different times. Responses were taped and timed when administering the Listening comprehension task to enable analysis of results. Scoring these assessment tasks are as follows: ROL-One point is awarded to every sentence recalled correctly. Scores are tallied at the conclusion of the task. Synonym task- Two points are allocated to each synonym provided that is consistent with the targeted word both semantically and grammatically. 1 point is awarded for a response that has the same meaning as the targeted word semantically (not grammatically)

0 point for other responses. Listening Comprehension- 1 point is awarded for each event retold in sequential order without prompting. Scores were tallied. If students were able to identify the main events in the story as a part of the retelling they were rewarded a point. Students' entry scores are shown in Table 2.

Table 2-Pre Test Scores

Student	ROL	Synonym	Listening Comprehension	
			Immediate Recall of Events	Main Elements of Narrative
A	11	1	1	1
B	15	2	2	1
C	3	4	1	1
D	17	1	2	3
E	10	2	0	0
F	12	0	1	1
G	12	2	8	3
H	18	0	1	1
I	8	0	4	3
J	4	4	5	3

The teaching procedure was based on John Munro's (2007) Listening strategies with activities to support comprehension. A particular emphasis was placed on vocabulary development to enhance a greater understanding of what was heard. Visualization, synonyms and action comprehension were explored to foster an understanding of words –pronunciation, definition and using the words in meaningful contexts.

The first lesson focused on imagery moving from concrete to abstract.

The first sessions explored visual imagery to help focus and direct attention. Refer to Appendix 1 for the structure of the lessons in greater detail. Munro (2006) p.103 explores the R.I.D.E.R strategy -**R**ead, **I**magine, **D**escribe, **E**valuate and **R**ead On as a means of developing comprehension. I have adapted this concept slightly to help students hear, say, and understand both familiar and less familiar words to help develop their understandings of these words. The Listening strategy devised is for children from non-English speaking backgrounds and is as follows: **L**isten and say, **I**magine, **D**escribe, **A**ct Out, **T**alk About. It should be noted that the Talk About component includes revisiting the word in a sentence form explaining what the action was in words. Then revisit the meaning/synonyms and later antonyms. I tended to use this as my script with the intent of eventually introducing it to the students as a strategy they could use independently however the lessons were teacher directed to help model the strategies with opportunities for the students to practice the strategies in meaningful contexts. (Refer to Appendix 1)
Finally as a group, the strategy was reviewed.

As a tuning-in activity, students initially listened to recorded animal sounds (one at a time), they described the animal by answering teacher directed questions relating to the characteristics of the animal. Students drew pictures of the animals that were making the sounds, on chalk boards. After practicing this activity, students were encouraged to then draw/make pictures of the animals making the sounds, in their heads.

The transition was then made from recorded sound to pictures in big books. Getting ready strategies were employed– 'I wonder what this story is called.'

Focus initially rested with students identifying and labeling people, animals and objects they could see on the front cover.

While-listening strategies employed- targeting words and implementing the L.I.D.A.T. strategy relating it to their own experiences (Experiential Knowledge) it was important to restrict this exploration of words to one word or two words only.
Review strategy.

To begin the following session, target words were reviewed as synonyms, actions or definitions.

Read big Book. Students used the L.I.D.A.T. strategy, to focus on the context of the story. Students then acted out the story.

Review strategy. At the conclusion of each lesson students had to generate a synonym for the targeted word/s.

I used the same book for the first 4 lessons to establish the strategies I choose to explore and allow for a lot of repetition. The remaining lessons I focused on one book for two lessons only. My literacy focus for the lessons was characterization. Who was

in the story and in the later sessions how the characters from the different books were the same and/or different. I tended to focus on the characteristics of the characters. Throughout the series of lessons I monitored the students' progress by noting their level of participation and enthusiasm, anecdotally observing their responses and ensuring the students responded in sentence form. At the end of each session, reviewed strategy used and targeted words.

Students in the intervention group were withdrawn from the regular classroom program for a period of 30-45 minutes for ten sessions in the morning block over a three week period. The duration of each lesson tended to reflect the students input and level of engagement therefore some sessions were slightly longer. At the conclusion of the series of lessons, all students were reassessed using the same synonym and listening comprehension tasks however an alternative set of leveled sentences was administered for the Record of Oral Language. The procedure for assessing the individual students was similar to the pre testing however all tasks were administered at one sitting as opposed to one task per sitting. There was a five week time frame from the time the students were pre tested to the time they were post tested due to the school holiday break.

Materials

Tape recorder, recorded sounds tape, chalk and chalkboards, 4 different Big Books, music instruments- maracas, drums and toy animals were all used to implement lessons (Appendix 1). The first four sessions were spent on one big book. Then two sessions per big book were awarded to the following nine sessions. The big books were selected based on characters, limited text to allow time to explore and examine similarities and differences in the characters. The selected books had a strong rhyme and /or repetitive text to provide opportunities to learn about words and their network of meanings and expose students to the song of our language.

Results

The data tends to support the hypothesis that vocabulary development does improve listening comprehension through big books and role play.

Record of Oral Language

Table 3-Record of Oral Language

Student	ROL Feb (%Accuracy)	ROL Pre (%Accuracy)	ROL Post (%Accuracy)
A	26.2	26.2	35.7
B	35.7	42.9	45.2
C	7.1	7.1	9.5
D	40.5	42.9	47.6
E	23.8	23.8	28.6
F	28.6	28.6	30.9
G	28.6	28.6	28.6
H	42.9	45.2	50
I	19	19	30.9
J	9.5	9.5	16.7

Analysis of the pre and post test results tends to indicate gains were made by the majority of students. On average improvement is indicated as 4.9%.

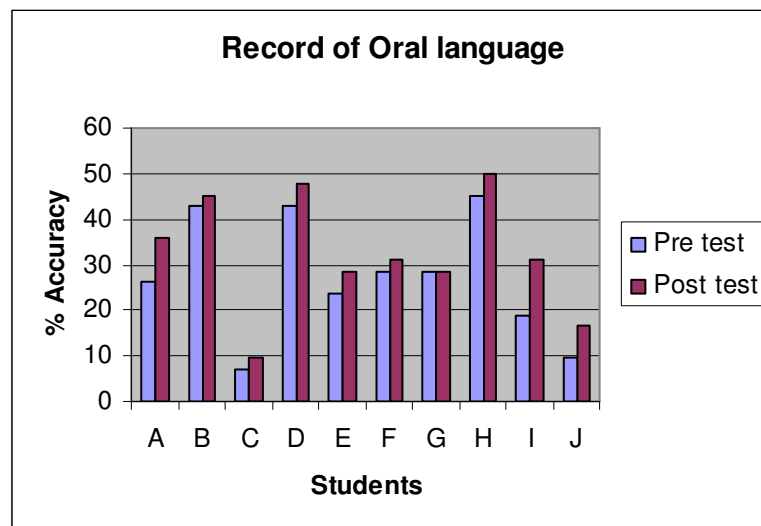
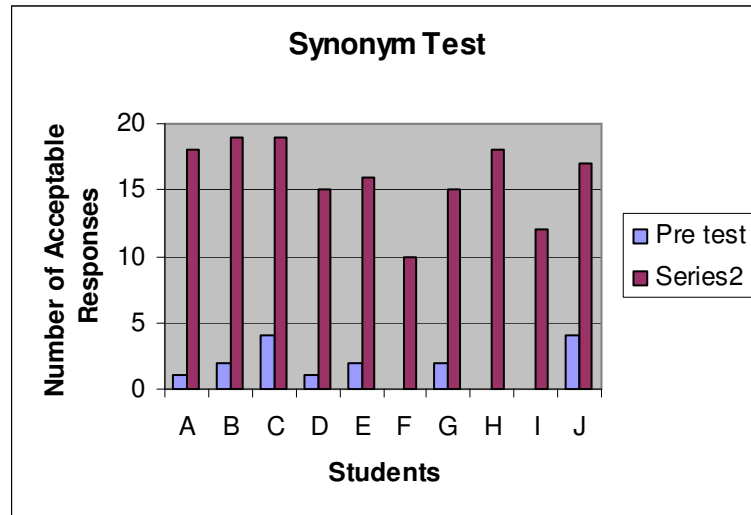


Figure 1-Record of Oral Language

Analysis of errors suggests that most students were able to recall the correct number of items in level 1 - simple sentences (Refer to Appendix II). Errors made at this simple sentence level indicate students recalled meaningful sentences however on a couple of occasions not the intended meaning of the sentence. Errors made in Level 1 show that students experienced difficulty in recalling

sentences that were grammatically correct. Post testing revealed recalled sentences in Level 1 containing contractions, adjectives, copular verbs and nouns proved the most challenging words to recall accurately within a sentence. (Refer to Appendix III)



Results from the Synonym test demonstrate an improvement on average of a raw score of 14.3. (Refer to Appendix IV). All students made significant gains in this area. Students showed that they were able to recall a synonym for a number of words. It should be noted most students only generated one synonym per word. Post testing illustrated that students had developed a greater understanding of a synonym as opposed to merely placing the word in a sentence or not responding at all, as pre testing results reflected. Student F experienced the lowest increase of 10 points. This may be due to the fact that Student F was absent for 4 lessons. It was pleasing to note that three students questioned the meaning of 'fatigued' as opposed to mimicking part of the word or simply saying they didn't know. Appendix V illustrates the acceptable responses only, made by the students. It should be noted all students had difficulty generating a synonym for the word 'walk'. The majority of students responded with 'walking'. The word 'fast' proved challenging for most students however they made reasonable connections with the response 'run'.

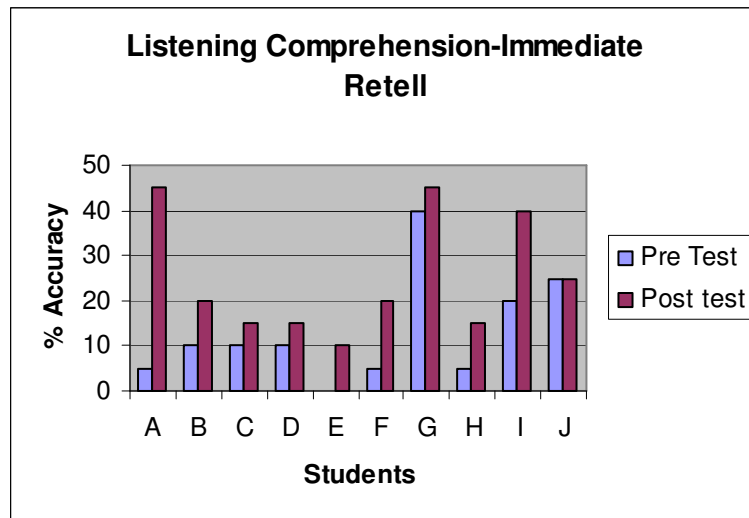


Figure 3-Listening Comprehension-Immediate Retell

Results indicate an increase in the students' ability to retell the events of the narrative in sequence on average was 12%. (Refer to Appendix VI) The majority of students appeared to add some extra information in the post test. A point was deducted for not recalling names of characters, confusing boy/girl. Inappropriate use of pronouns was ignored due to the students' lack of experience with the English language.

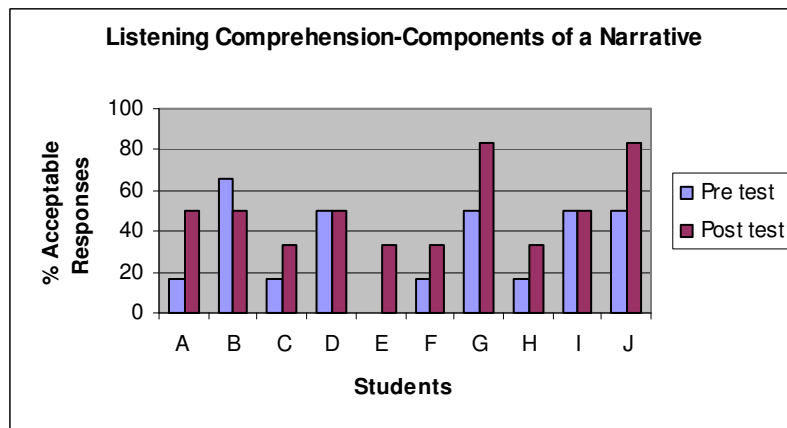


Figure 4-Listening Comprehension-Components of a Narrative

Results tend to indicate an improvement of 16.6% on average in the students' ability recall the main components of the narrative (Refer to Appendix VI). One student omitted the setting in the post test therefore the total score actually decreased. Two students remained the same with no gains noted when recalling the main components of the narrative. All the students were able to recall the initiating event. The majority of students (80%) were able to recall the consequence and ending however only 30% of students were able to recall the attempt and the setting. No student was able to recall the internal response.

Please note I will be referring to Listening Comprehension – Immediate Retell as L.C.I.R. and Listening Comprehension- Components of a Narrative as L.C.C.N in the following graphs.

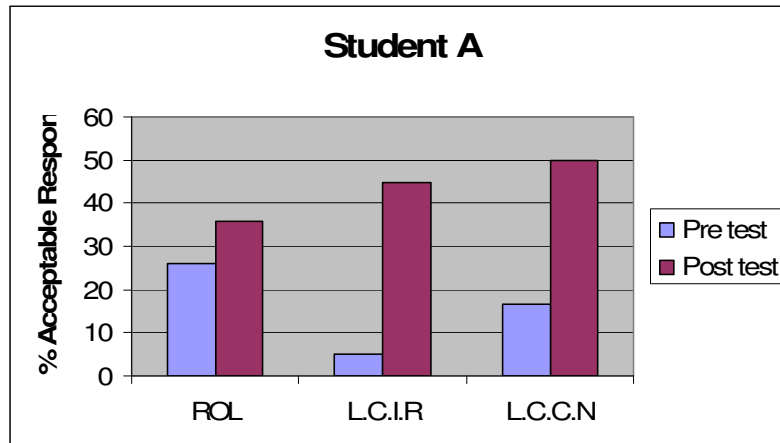


Figure 5-Student A

Student A made gains in all areas tested. In relation to the ROL, she made a gain of 9.5%. Student A was able to recall a greater number of words in level 2 sentences of 5.2% and 13.6% increase in the level 3 sentences. Scores increased by 40% and 33.3% for L.C.I.R and L.C.C.N respectively. She was able identify the setting, initiating event and the ending of the narrative. The responses Student A produced in pre testing for the synonym test tended to be a mix of words that began with the same initial letter, antonyms, or saying the word in a sentence although she did associate the word 'old' with 'mould'. Post test reflected a greater understanding of synonyms. Student A approached the lessons with varying degrees of enthusiasm. On some occasions appeared tired throughout the series of lessons due to late nights which affected her ability to maintain concentration. Student A missed 2 lessons.

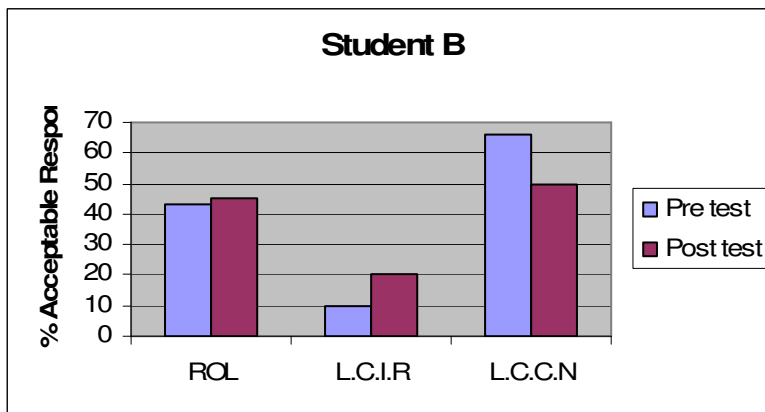


Figure 6-Student B

Student B showed only marginal improvement with the ROL of 2.3%. Before her immediate retell of the story she demonstrated a lack of self belief by stating she couldn't do it and that she couldn't remember. Throughout the series of lessons a conscious effort was made to encourage Student B to articulate what strategies she could employ to help her understand to then remember. Post testing demonstrated Student B was able to recall the main character in the story and the start however she invented events towards the end of the story. Student B neglected to include the setting consequently creating a decrease in her result of -16%. In the Post testing Student B found the three assessment tasks tiring, she become restless and had difficulty maintaining concentration thus didn't perform at her best.

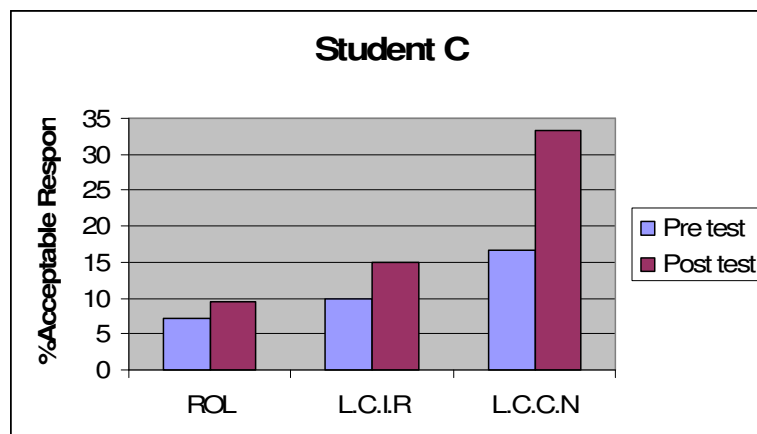


Figure 7-Student C

Student C demonstrated some growth in all areas. Her expressive language remains a concern. She is very quiet and finds it difficult to articulate particular sounds e.g. 'j' at the beginning of words and often omits final sound in words. The ROL indicated that at the end of the series of lessons Student C continued to experience difficulty with the simple sentences in level 1 with a slight improvement of 2.4%. Student C experienced difficulty recalling sentences containing one or more of the following types of words: contractions, possessive s, adjectives, copula and auxiliary

verbs and plurals. Throughout the series of lessons Student C steadily grew in confidence and began to volunteer information.

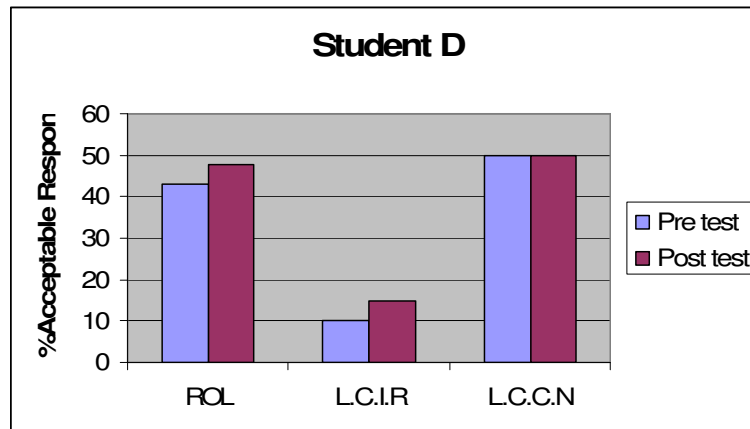


Figure 8-Student D

Student D showed some improvement in her record of oral language with an increase of 4.7% accuracy. In level 2 sentences Student D was able to recall an increase of 2.4% words in the post test. When retelling the narrative -listening comprehension (Immediate retell) Student D improved by 5% only. The identification of the components of a narrative remained the same. Student D missed the first lesson. At the time of testing became restless by the third assessment task which was the listening comprehension test.

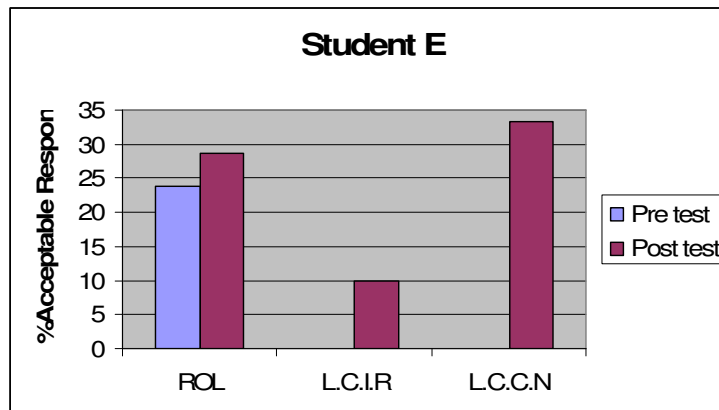


Figure 9-Student E

Student E experienced an improvement of 4.8% in her record of oral language. She demonstrated she could recall a small number of items in a sentence however at the simplest leveled sentences Student E experienced some difficulty with the following types of words- contractions and copula verbs. Pre testing results reflected a lack of understanding of the task, and the ability to process information to then effectively retell the story. At the conclusion of the story she asked if you can eat black. She spoke about writing and when prompted spoke about what happens at our school.

Post testing reflected some gains. She was able to recall the initiating event and the ending when retelling the narrative. Student F in the post testing was able to recall some information in 83 seconds as opposed to no information in 132 seconds in the pre-test.

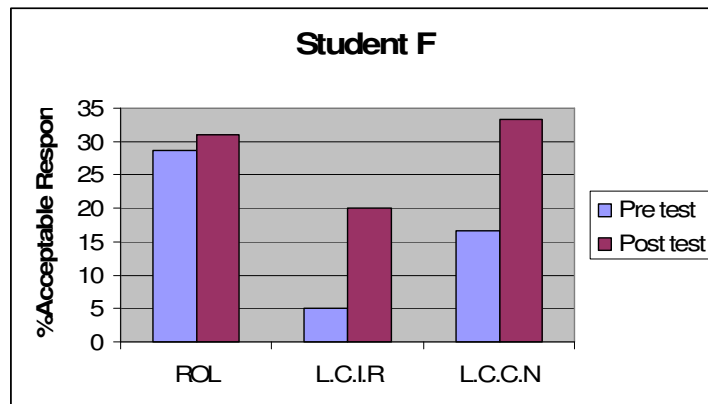


Figure 10-Student F

Student F experienced a slight improvement of 2.3% when recalling leveled sentences. He appeared to experience difficulties with pronoun agreement and contractions. When recalling the main events of the listening comprehension test, he was able to identify the initiating event and the consequence. Post testing revealed he was able to retell 20% of the events in 118 seconds as opposed to 5 % of information recalled in the pre test in 130 seconds.

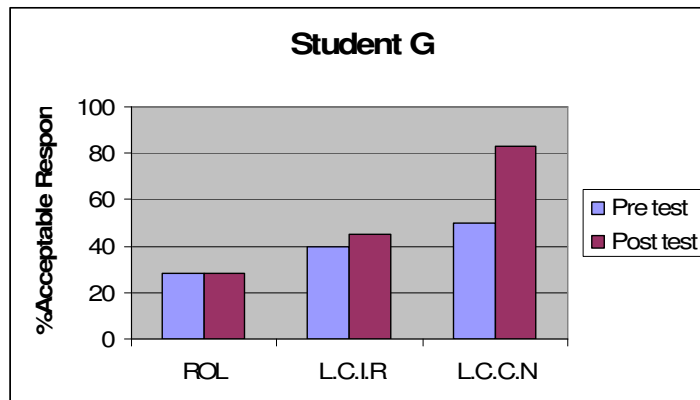


Figure 11-Student G

Student G speaks very quickly. The percentage of accurate sentences recalled in the ROL has remained the same since the beginning of the year. Analysis of errors tends to reflect difficulties with pronoun agreement and plurals when recalling simple sentences in level 1- in particular the post test. Student G was able to recall the main components of the narrative with the internal response as the exception. Student G was absent from one lesson.

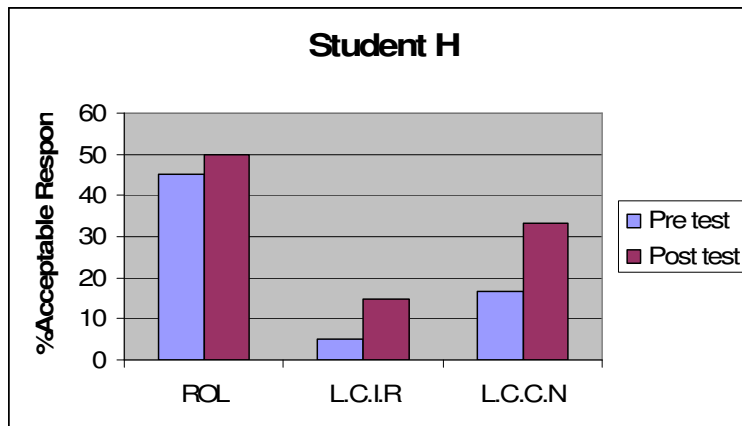


Figure 12-Student H

Student H made some improvement with an increase in accuracy of 4.8% on his ROL. Student H was able to recall all sentences accurately in level 1 however Level 2 sentences proved to be a challenge. Student H experienced difficulties with auxiliary verbs and prepositions at this level. Student H demonstrated the strongest growth in his understandings of synonyms with 18 points.

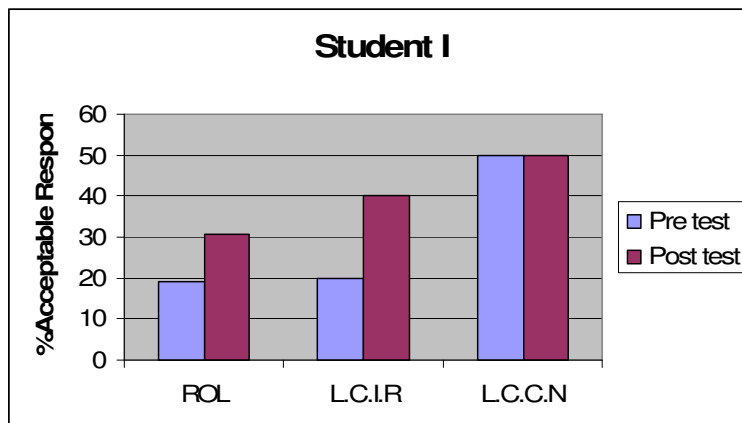


Figure 13-Student I

Student I improved his accuracy percentage by 11.9 in the record of oral language. Results from the post test suggest contractions and adjectives proved to be a challenge for Student I when recalling simple level I sentences. Student I was able to identify the initiating event, attempt, consequence and ending when retelling the narrative both in the pre and post tests.

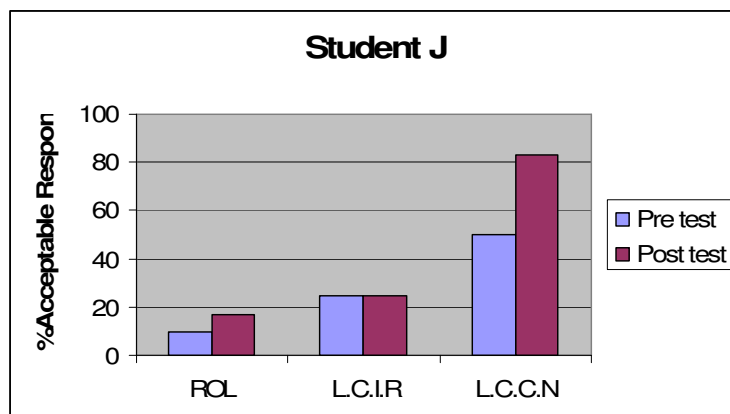


Figure 14-Student J

Student J showed an improvement of 7.2% accuracy when recalling sentences. Testing revealed Student J experienced difficulty recalling simple level 1 sentences. At different times Student J had difficulty recalling simple level 1 sentences with the following types of words; contractions, adjectives, nouns, copula and auxiliary verbs, pronouns and prepositions. Post testing showed an improvement of 33% accuracy when recalling the main components of the narrative. He was able to identify some key words that reflected the main components in the setting, initiating response, attempt, consequence and ending

Discussion

The results tend to support the prediction that explicitly teaching young students, vocabulary development does improve listening comprehension. All students improved their use of synonyms over the period of ten lessons. The majority of students made improvements of varying degrees with the listening comprehension test and the record of oral language. In order to gain a greater appreciation of improvements acquired in this study, the series of lessons would need to be conducted over a longer period of time. Students need time to relate information to individual experiences-experiential knowledge, practice strategies in order to reinforce and consolidate their understandings to finally transfer skills to less familiar circumstances. In most cases, however, the approach of teaching listening comprehension through vocabulary development proved to be useful.

Students - A, C, E, F, G, I and J showed no sign of improvement in their ROL scores over a 3 month period as illustrated in Table 2, however in a five week period scores improved on average 4.78%. It should be noted that the classroom teacher has also commenced the oral language program with her students therefore results may reflect the efforts of both programs. Student G showed no sign of improvement when post tested on the ROL. Instruction needs to be adjusted to cater for his needs, or merely getting him to slow down when speaking may help.

The students found the listening comprehension activity challenging as there was quite a lot of information to process and the retell. It should be noted that the focus in the present study was on vocabulary not on retelling narratives. However to measure listening comprehension it is important for future research to build this skill into the lessons, in conjunction with vocabulary knowledge allow students the opportunity to make progress in this area. Awareness needs to be developed that narratives have a beginning, middle and an end for instance.

All students were able to recall familiar synonyms however I am not convinced the students are able to effectively transfer knowledge to less familiar words due to limited vocabularies in English. It will take time to build a bank of words that they are able to hear, say and understand in different contexts. It should also be noted that the testing tools used for this study may not reflect adequate information to suggest the improvement of listening comprehension. As the present study focused on vocabulary development, testing tools for future studies should include more word tests and an auditory short term memory test.

As the majority of students come from non- English speaking backgrounds, the ROL tended to reflect structural errors when recalling simple sentences. The majority of simple sentences recalled tended to be meaningful. This is as you would expect as these students are acquiring a new language and gaining control of the grammatical features of English and this takes time. This information however provides direction for future teaching. For instance, most students experienced difficulty recalling simple sentences containing copula verbs. Explicit teaching of copula verbs for these students could be beneficial. Anecdotally pronoun agreement also proved a challenge for most students in role play situations.

There is a growing body of evidence that supports the notion that vocabulary knowledge plays an important role in literacy acquisition Roth et al 2002; Ouellette, 2006. Therefore, in order to enable students to become successful learners it is imperative that early identification and effective instruction for students who are struggling in literacy development occurs. Explicit teaching of vocabulary knowledge both breadth and depth in meaningful contexts plays a crucial role in helping students to make sense of their world. Although I am reluctant to draw comparisons with the present study due to small sample size and the limited duration; the initial findings look promising in supporting the role that vocabulary plays in developing listening comprehension.

Further research is required to explore the role of vocabulary knowledge and listening comprehension. As noted earlier there is evidence to suggest that vocabulary knowledge plays a significant role in literacy acquisition, more research is required to specifically link how this occurs. Assessment tools need to be designed for early learners that would enable administration to occur at a group level in order to work with a larger sample sizes that would allow classroom teachers to administer. The tasks would need to target areas that effect listening comprehension along with vocabulary knowledge. It would be important to continue to measure acceleration and progress by monitoring the students on a regular basis.

Future research could explore self management strategies. In reference to the sample used for the present study it would be useful to have a visual reminder of the L.I.D.A.T strategy to develop a greater sense of autonomy in their learning of vocabulary knowledge.

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Appendix 1

Teaching Unit Listening Comprehension

Explicitly teaching prep students, vocabulary development through big books and role play improves listening comprehension.

Session 1

Introduce visualization as a comprehension strategy:

We are going to learn something to help you understand what you hear. It is ‘making pictures’ in your head. Today you are going to draw pictures on a chalkboard after you hear sounds on the tape recorder. Then you are going to make a picture in your head after you hear a **sound**. By answering questions you can make pictures in your head and this helps you to listen and understand what you hear.

Teacher demonstrates the strategy - drawing pictures.

Teacher plays recorded animal sound.

Teacher demonstrates how to draw ‘sound’ on a chalkboard by thinking aloud whilst the students watch and listen. Teacher suggests what is making the sound and draws the animal. Whilst drawing the animal teacher verbalizes color, size.

E.g. Questions using 4w + H questions - What does it look like? Where is it? What is it doing? How does it move?

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Student Practice

Play another recorded animal sound. Teacher encourages the students to draw what they hear on chalkboards. Teacher questions each student regarding characteristics – What colour is it? Is it big or small? Does it have long hair or short hair? How does it move? Show me how it moves.

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Teacher demonstrates listening comprehension strategy- mind pictures

Teacher demonstrates how to make mind pictures by thinking aloud whilst the students watch and listen. Teacher suggests what animal is making the sound and thinks aloud. Teacher verbalizes color, size. My kitten is black. It is very little. It is soft to touch. It likes to drink warm milk. Demonstrate how it moves.

E.g. Questions using 4w + H questions

Student Practice

Play another animal sound; teacher encourages one student to guess. Teacher questions the student to help build mind picture. Question- using 4w+h questions. Teacher requests student demonstrate how the 'sound' moves.

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Student Practice

Play another sound; teacher encourages each student to guess. Teacher questions the students to help build their mind picture. Question- using 4w+h questions. Teacher requests students demonstrate how the 'sound' moves.

To help us understand what we hear we can make pictures. When we ask questions we can learn more.

Session 2

Review- Visual imagery

What can we do to help us understand what we hear?

Make pictures in our heads.

Listen to a recorded animal sound. Students suggest what is making the sound.

Teacher questions students- What colour is it? How big is it? What does it like to eat? How does it move?

We can make pictures in our heads to help us understand what we hear. Asking questions helps us make our pictures like a movie in our heads.

Listening comprehension Strategy- Vocabulary-Synonyms

Big Book-Dan the Flying Man

Pre-Listening Activity-I am going to point to some things on the front cover and I want you to tell me what they are. What is this called? I wonder who this is. What is he doing?

Establish existing knowledge. Select a small number of known words and write on flashcards.

Select one word-e.g. man

Today you are going to make pictures in your heads about **words** we hear.

Students say the word e.g. man. Teacher implements visualization strategy. Think of someone you know who is a man. In your head make picture of what he looks like?

Ask students to verbally respond to the following questions: What colour hair does he have? What is he wearing? How tall is he? What does he like to do? Show me how he walks, sits, eats.

What is another word that means the same as man? Students generate as many synonyms as possible. Students verbalise words in sentence form. *Another word like man is.....*

Say sentences about a man. *A man wears jeans.* Then make up silly sentences. *A man wears lipstick.* Students work out the sensible sentences and the silly sentences.

Select another word e.g. over

Word becomes more meaningful by students physically moving over different objects-action comprehension. Students say *'I am going to jump over the.....'*

Look at the pictures in the book.

This story is called Dan the Flying man. I wonder where Dan flies. I wonder what things Dan will fly over. I wonder if anyone can catch Dan the Flying Man.

It should be noted students determine the direction of the lessons because as a teacher you work from the students own experiences.

Look at pictures. What is this? What else can you see? Tell me more about the picture.

Look at all the pictures in the book. What happened to Dan? What did Dan fly over?

Did anyone catch Dan?

Review listening strategies.

Making pictures in our head about words we hear helps us understand. Saying words that are like other words helps to us understand what the word means.

Review synonyms for man, over, house and flowers.

Session 3

Listening Comprehension-Vocabulary development

Review words from previous session-synonyms and definitions. Students answer in sentences.

Students review words as actions and recall the action in a sentence. I jumped *over* the

Review words from previous lesson. Suggest synonyms. Recall in sentence form. A word like man is.....

Big Book-Dan the flying Man.

Revisit the story. Students review what happened in the story as a group.

Who is in the story? Dan flew over the.....

Read the story. Re-read the story and students shake a maraca each every time they hear the targeted words.

Act out the story. Each student is given a role. Teacher narrates the story. Students act out the story.

At the conclusion of the 'play' Teacher questions students. Who were you in the play? Stories have characters. Characters are the people or animals in a story. The characters are 'who' the story is about. Who is the main character in this story?

Revisit what the students did when they were the different people/ objects in the story.

What role did they play? Encourage the use of synonyms (target words eg. over-above) when answering questions. Teacher gets two students to demonstrate how to ask the question and answer. Students discuss in pairs.

Review listening strategies.

When we make actions for words it helps us understand what they mean.

Lesson structure is repeated as set out in lessons 2 and 3 for the remainder of the lessons.

	Text	Strategy	Tuning In	Conclusion
Lesson 2	Dan the Flying Man (Joy Cowley)	Word knowledge- explore existing knowledge, brainstorm synonyms, action comprehension relating experiential knowledge	Introduction; Practice visual imagery-Listen to a recorded sound- make picture in your head. Target listening. This sound is made by something that you can see on the front cover of the book.	Conclusion: Review words. We make pictures in our heads to help us understand.
Lesson 3	Dan the Flying Man (Joy Cowley)	Role play story 4 W questions and H question after reading the story	Practice visual imagery. Review words from last session- synonyms, definitions and actions. Identify target words by shaking a maraca every time it is read in the story.	Conclusion: Review words. When we make actions for words it helps us understand what they mean
Lesson 4	Dan the Flying Man (Joy Cowley)	Innovation of text using synonyms. 4 W questions and H question before reading the story	Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.	Conclusion: Review words. When we make actions and pictures in our heads for words it helps us understand what they mean

Literacy Focus: Narratives have Characters- Characterization

	Text	Strategy	Tuning in	Conclusion
Lesson 5	Horace (Joy Cowley)	Word knowledge -build on existing knowledge, synonyms, action comprehension.	Review words as Who am I? I am an adult. I am tall. I wear a hat with a propeller. I fly above things. Everyone wants to catch me. Who am I?	Conclusion: Review words. We make pictures in our heads to help us understand.
Lesson 6	Horace (Joy Cowley)	Role play story- Action comprehension 4 W questions and H question after reading the story	Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.	Conclusion: Review words. When we make actions for words it helps us understand what they mean
Lesson 7	The Farm Yard Concert (Joy Cowley)	Word knowledge- build on existing knowledge, action comprehension, definitions. Front cover and first two pages.	Practice visual imagery. Review words-Play tic tac toe. Verbalize definitions, synonyms, actions.	Conclusion: Review words. When we make actions and pictures in our heads for words it helps us understand what they mean
Lesson 8	The Farm Yard Concert (Joy Cowley)	Role play story 4 W questions and H question before reading the story	Review words as Who am I? I am an adult. I am tall. I look after animals. I get mad if wakes me up in the night. Who am I?	Conclusion: Review words. When we make actions for words it helps us understand what they mean
Lesson 9	Who will be my mother? (Joy Cowley)	Word knowledge- build on existing knowledge, action comprehension.	Read title without showing the book. Get students to suggest who they think the story will be about.	Review definitions of words
Lesson 10	Who will be my mother?	Role play story 4 W questions and H question after reading the story	What helped us work what the story was about/	Review target words suggesting synonyms.

Appendix 11
Auditory Memory-Percentage of Words Omitted in Level 1 Sentences

Student	Level 1		Level 2		Level 3	
	Pre%	Post%	Pre%	Post%	Pre%	Post%
A	1.4	0	12.4	7.2	26.4	12.8
B	0	0	6.9	10.1	17.5	20.3
C	1.4	2.8	17.1	15.5	33.7	38.5
D	0	1.4	4.7	2.3	13.5	18.9
E	0	1.4	11.6	17.1	22.9	26.4
F	0	0	12.4	12.4	34.5	33.8
G	0	0	8.5	10.9	27	24.3
H	0	0	2.3	3.1	16.2	14.9
I	0	0	23.3	6.9	36.5	18.2
J	17.6	11.8	14.7	22.5	33	28

Appendix III- Types of words students had difficulty recalling in Level 1 sentences.

Student A

Level 1-Pre Test missed –contractions-we’re, (*we*), He’s (*He*) adjectives-some more (*small*)

Analysis of errors indicated meaning maintained on 2 occasions however grammatical information neglected. On another occasion sentence recall was meaningful however did not reflect the intended meaning of the sentence.

Post Test- missed –copula verb-are (*is*)

Substituted mother’s (*mumma’s*)

Additional word *is*

On both occasions meaning maintained- structural information neglected.

Student B

Level 1- Pre Test Substituted noun- knees (*bees*)
Adjective very (*really*), going (n) - (*gunna go*)

Analysis of the three errors showed that on one occasion sentence recalled was meaningful however it was not consistent with the intended meaning of the sentence. On another occasion the meaning and grammatical information was maintained. The final error lacked the grammatical features of the original sentence however retained some meaning.

Post Test Substituted noun Mummy (*mum*)

Error maintained both meaning and grammar of the original sentence.

Student C

Level 1- Pre Test omitted possessive s - brother’s (*brudda*),
adjective/verb-contractions- here are (*here’s*), There’s (*Dere*)
pronoun/verb contractions-he’s-*(he)*, we’re (*we*) She’s (*she*)
adjective - very (*too*)

Analysis of errors tends to indicate meaning is maintained however structural information often neglected.

Post test omitted possessive s-brother’s (*brudda*), plurals- toys (*toy*),
contractions- There’s (*There*), pronoun/verb contractions- He’s (*He*). She’s (*She*), copula verb- are (*is*), auxiliary verb-is (*was*)
adjective-there (*they*)

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Student D

Level 1- Pre Test omitted possessive s-brother's (*brother*), pronoun/verb contraction – She's (*She*)

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Post Test substituted mother's (*mum's*)

Analysis of error tends to indicate meaning and structural information was maintained when recalling the original sentence.

Student E

Level 1- Pre Test substituted knees (*legs*), verb- giving (*getting*), auxiliary verb- are (*is*), contraction we're (*we*)

Analysis of errors tends to indicate meaning was maintained on most occasions. On one occasion the sentence recalled was meaningful and structurally sound however it was not consistent with the intended meaning of the original sentence.

Post Test omitted copula verb- is, articulation of word - other (*nother*)
Pronoun/verb contraction- She's (*She*) articulation of words- other (*nother*) and very (*bery*)

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Student F

Level 1- Pre Test- substituted mother's (*mum's*), pronoun-her (*hers*), her (*she's*)

Analysis of errors tends to indicate meaning is maintained however on one occasion student neglected structural information when recalling the original sentence.

Post Test- omitted possessive s-brother's (*brother*), pronoun/verb contraction we're (*we*), pronoun- his (*he*), going to (*gunna go into*)

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Student G

Level 1- Pre Test- omitted possessive s-brother's (*brudda*), determiner a (*tar*), Adjective-another (*a*), pronoun-her (his) articulation – very (*dery*)

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features which affected the intended meaning of the original sentence. For example student lacks knowledge of pronoun agreement.

Post Test- originally said mother's (*mum*), copular verb- are (*is*), adjective- cuddly (*cuddle*) Pronoun/verb contraction-She's (*He's*)
Self corrected other (*nother*), toys (*toy*)

Analysis of errors tends to indicate meaning is mainly maintained except on one occasion where the student confused pronoun agreement- which affected the intended meaning of the original sentence.

Student H

Level 1- Pre Test- pronoun/verb contraction-we're (*we*)
Analysis of error tends to indicate meaning is maintained however student neglected the grammatical features when recalling the original sentence.

Post Test- no errors to analyse in this section.

Student I

Level 1- Pre Test- omitted plurals –possessive s brother's (*brudda'*), father's (*fadda*), There's (*Dere is*), pronoun/verb contractions-She's (*She*), he's-(*he*), copula verb-are (*is*),

Analysis of errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Post test- Pronoun/verb-she's (*she*), She's (*He*), adjective- very (*really*)
Articulation of word other (*nother*)

Analysis of errors tends to indicate meaning is mainly maintained except on one occasion where the student confused pronoun agreement- which affected the intended meaning of the original sentence.

Student J

Level 1- Pre Test- copula verb- are (*is*), proper noun/verb contraction -John is (*John's*), Mary is (*Mary's*), adjective- another (*a other*), pronoun/verb- She's (*He's*), pronouns-Her (his, hers), preposition-to (for), omitted-me- then added to end of sentence, pronoun/verb- we're (*we are*), omitted adjective – very.
Self corrected loud (*lot*)

Analysis of the vast errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence.

Post test- copular verb- are (*is*), substitution noun –arms (*mum*), adjective- another (*u other*), omitted pronoun- his, auxiliary verb-is, pronouns – her (*his*), her (*she*), preposition-to (*for*), verb- making (*makes*)

Analysis of these errors tends to indicate meaning is maintained however student tends to neglect the grammatical features when recalling the original sentence. It should be noted less errors were made in the post test

Synonym Test

Appendix IV-Synonym Test results

Student	Synonym Pre	Synonym Post
A	1	18
B	2	19
C	4	19
D	1	15
E	2	16
F	0	10
G	2	15
H	0	18
I	0	12
J	4	17

Appendix V- Synonym Task -

Pre test / Post Test

TARGET WORD	A	B	C	D	E	F	G	H	I	J
small	little	tiny	little little	little little	little	little	tiny tiny	little	tiny	little
fast										quickly
old	mould	grandma	grandpa		grown-up					
leave		going away	go	go	out			go		go
car	truck		motor- bike					racing car		racing car
shoe	boot	boots	running shoe	runners	runners		slippers	runners		runners boots
child	kid	kid	girl	kid			kid	kid		kid kid
fat					big		big body	big		
walk										
cat	kitten	pussy	kitty	kitten	kitty	kitty	kitten	kitten	kitten	kitty
fatigued		?		?						?
boat	jet ski		ship		sailing boat		ship	motor- boat	ship	ship
clean	tidy	vacuum vacuum		washing	washing		washing	wash	wash	
sick	vomit	cough		stomach ache	coughing coughing	coughing	fever	pain		
hit	smack	smack	punch	smack	smacking punch	slapping	belt	slap	punch	punch
angry	mad	mad grumpy	mad grumpy	grumpy	grumpy	mad	cross	mad	mad	cross

Listening Comprehension
Appendix VI- Listening Comprehension-Scores

Student	Pre test				Post Test			
	Immediate Recall %	Time-Seconds	Prompt	Main elements of Narrative %	Immediate Recall %	Time-Seconds	Prompt	Main elements of Narrative %
A	5	31	X	16.7	45	63	X	50
B	10	32	√	66	20	39	X	50
C	10	10	√	16.7	15	44	√	33.3
D	10	24	√	50	15	27	X	50
E	0	132	√	0	10	83	√	33.3
F	5	130	X	16.7	20	118	X	33.3
G	40	43	X	50	45	95	X	83
H	5	24	X	16.7	15	48	√	33.3
I	20	32	X	50	40	42	X	50
J	25	34	X	50	25	18	√	83