ABSTRACT

THE EFFECT OF STRUCTURED ORAL SENTENCE FRAMES ON RECEPTIVE AND PRODUCTIVE VOCABULARY DEVELOPMENT

This experimental study compares the effects of vocabulary instruction that includes sentence frames with instruction in which sentence frames are excluded. It also investigates the effects of single/limited-use sentence frames and multi-use frames on receptive and productive vocabulary. Sentence frames are promoted as an instructional practice to help English learners acquire vocabulary. However, there is no research on their effectiveness. This study contributes to filling the gap in research.

Forty-two urban middle school long-term English learner students from 4 intact classes participated in this study. Twenty participants learned vocabulary words through explicit instruction and then practiced them using interactive sentence frames in pairs; half of the 10 target words were practiced in single/limited-use sentence frames and half were practiced using multi-use sentence frames. A second group of 22 participants received explicit instruction on the same vocabulary words, but without using sentence frames. Pretests, posttests, and delayed posttests measured receptive and productive vocabulary gains.

The treatment group who used sentence frames showed more productive and receptive vocabulary gains than the control group. When comparing more frequent and more limited repetition of sentence frames, results suggest that more repetition of frames does not help students make greater vocabulary gains.

Melanie Halstead
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THE EFFECT OF STRUCTURED ORAL SENTENCE FRAMES ON RECEPTIVE AND PRODUCTIVE VOCABULARY DEVELOPMENT

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Melanie Halstead

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For the Department of Linguistics:

We, the undersigned, certify that the thesis of the following student meets the required standards of scholarship, format, and style of the university and the student's graduate degree program for the awarding of the master's degree.

Melanie Halstead
Thesis Author

Ellen Lipp (Chair) Linguistics

Brian Agbayani Linguistics

Barbara Birch Linguistics

For the University Graduate Committee:

Dean, Division of Graduate Studies

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CHAPTER 1: INTRODUCTION

Long-term English language learners (ELLs), often born in the United States, continue to have language gaps (Kinsella, 2005). Olsen (2010) traced the use of the term long-term English learners, or LTELs to a 1995 publication by California Tomorrow. She listed its synonymous labels as: ESL Lifers, Five Plusers, the 1.5 generation or protracted ELLs. A long-term English learner is "a student who has been enrolled in the U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically" (Olsen, 2010, p.2). These students typically have followed an English Language Development (ELD) course sequence. Despite this, they are often stuck at the intermediate level 3 on California English Language Development Test (CELDT) and performing below the reclassification trigger on the California Standardized Test of English Language Arts (CST ELA) of mid-basic or 325 scale score in third band width of five (Fresno Unified School District, 2009). Due to this, they are often placed in intervention courses where a focus is on continued language development and reading comprehension.

In many urban districts, the number of true newcomers is so low that ELD course sequences are often condensed, taught in combination-level settings, or eliminated all together because funding cannot support small class sizes. However, most ELLs take years to develop the level of academic English proficiency required for full participation in all-English classrooms (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). The district used in this study convened a task force to do a year-long study of its ELLs in 2008 which resulted in establishing several goals to address this population of learners (Fresno Unified School District, 2009).

It does not take much imagination to conclude that if (a) students are functioning at less than high levels of English proficiency; and (b) if instruction is offered only in mainstream academic English, these students will not have access to the core academic curriculum (Coleman & Goldenberg, 2010).

According to authors Coleman and Goldenberg (2010) educators must focus intensively on providing these students with the academic language skills in English they will need to succeed. To that end, the district in this study eventually created a SDAIE version of an academic reading course to specifically address the needs of its long-term ELLs who had finished the ELD course sequence, but were not making adequate progress in English language acquisition and were not successful academically as measured annually by the CELDT and CST ELA.

There are many possible reasons for students' low test results. One possible reason is vocabulary. Hence, one goal in a course such as this includes filling the gaps in vocabulary acquisition. An instructional routine which may prove beneficial is the use of sentence frames in structured partner practice. Although the use of sentence frames as a structured oral language practice for ELLs is promoted in pedagogical literature and professional development trainings (Carrier & Tatum, 2006; Coleman & Goldenberg, 2010; Donnelly & Roe, 2010; Dutro, 2006; Kinsella, 2005; Watkins & Lindahl 2010), after a literature search I found no research studies examining the effectiveness of sentence frames. Thus, this study attempts to fill that research gap.

There are several different kinds of frames, but they can be broken down in to two main types. A single-use sentence frame or starter would be used only one or two times. For example, if a teacher posed the question, "Who is the president of the United States?" and wanted to scaffold her students' responses, she could provide the sentence starter or frame "The president of the United States is

_____." This illustrates a single-use frame in that once one student filled in the correct answer, the frame would lose its utility; certainly students would no longer be authentically communicating if they simply repeated the frame and filled in the answer over and over.

Another instructional option may be to provide a multi-use frame (explained below) but intentionally limit its use. For example, ask a student to fill in a frame which has multiple answers with only one response, such as in "_____ is beneficial to one's health". If students are instructed to supply only one answer, it becomes a limited-use or single-use frame via teacher direction. A frame can be limited inherently by the frame's content or intentionally on the part of the teacher, as in the former and latter examples respectively. Henceforth they will be referred to together as single/limited-use sentence frames (S/L-USF).

In contrast, a multiple-use sentence frame (M-USF) would lend itself to repeated use as students practice vocabulary or sentence structures. For example, if a class had been studying the sequence of United States presidents, a teacher could provide the frame "_____ was the _____ president" where the first blank would be filled in with the name of a president and the second blank with an ordinal number. Students would, in this case be practicing ordinal numbers (first, second, fourth, etc.). Another example pertaining to vocabulary would be practicing the vocabulary word "definitely". After explicitly teaching the meaning of the word and giving examples of its use, the teacher could pose the question "What will you definitely do *after school/this weekend/during vacation?"* With a M-USF, students could take turns with a partner filling in a sentence frame. For example, student 'A' could say "I will definitely (do my homework) *after school."* Student 'B' would continue and fill in the same frame with something meaningful such as "I will definitely (text my friend) *after school*." Another type

of M-USF is one that is very generic in nature; it often shows text structures such as compare and contrast. One example of such a frame is "_____ is _____, but _____ is _____". This type of M-USF is not the focus of this study. Instead, S/L-USFs and the formerly mentioned M-USFs are included in the experimental design to compare their effect on receptive and productive vocabulary acquisition; a control group will receive vocabulary instruction, but not use sentence frames. The number of repetitions of a frame should impact the retention of vocabulary.

Answers to the following questions were sought:

1. Does the use of oral sentence frames lead to greater improvement in receptive vocabulary than the same amount of vocabulary practice with fill-in-the-blank exercises for the same words based on immediate and delayed posttests?
2. Does the use of oral sentence frames lead to greater improvement in productive vocabulary than the same amount of vocabulary practice with fill-in-the-blank exercises for the same words based on immediate and delayed posttests?
3. Are more vocabulary gains made with words used multiple times in oral sentence frames than with words used only once in oral sentence frame?

CHAPTER 2: LITERATURE REVIEW

In the literature review below, after establishing that vocabulary gaps exist for ELLs, productive vocabulary will be contrasted with receptive vocabulary. Both the challenges and possible assessment formats for testing the two types of vocabulary will be presented. Evidence supporting the practices of explicit vocabulary instruction and some of its components, interaction and repetition, and the use of sentence frames in the classroom will be discussed.

Vocabulary Gap in ELLs

Published material on the plight of ELLs calls out the fact that they have to catch up to their English-only classmates in language acquisition. According to Short and Fitzsimmons (2007), "English language learners must perform double the work of native English speakers in the country's middle and high schools. And, at the same time, they are being held to the same accountability standards as their native English-speaking peers" (p. 1).

Vocabulary development is key in this process of catching up since "vocabulary knowledge is the single best predictor of academic achievement across subject matter domains" (Kinsella, 2005, p. 2). Nation acknowledged the challenge and he pointed out the accelerated acquisition rate that is required (Nation, 2001). If second language learners are in the same school system as native speakers of English, they need to match the native speakers' rate of vocabulary learning and make up for the difference in English vocabulary that existed when the second language learners entered the system (Nation, 2001).

Productive Versus Receptive Vocabulary Learning

Vocabulary knowledge can be conceptualized in different ways. Faeerch, Haastrup and Phillipson (as cited in Laufer & Paribakht, 1998) viewed vocabulary

knowledge as a continuum starting with a vague familiarity with the word form (knowing that the item is a word in the target language) and ending with the ability to use the word correctly in free production. However, Nation (1990) described lexical knowledge as: knowing its form (spoken and written); its position (grammatical pattern, collocations); its function (frequency, appropriateness); and its meaning (concept, associations). No matter which conceptualization one adopts, obviously knowing a word is multi-layered.

In teaching vocabulary, one must identify whether the goal is receptive knowledge or productive knowledge since the most effective instruction for each differs. Receptive knowledge involves being able to distinguish a word "from words with a similar form and being able to judge if the word form sounds right or looks right, having an expectation of what grammatical pattern the word will occur in" (Nation, 1990, p. 31). According to Nation's (1990) comments written from the point of view of teaching English as a foreign language, much receptive knowledge can be gained through experience and would not be greatly increased as a result of teaching. However, results in a study of young adults in an ESL program showed that direct instruction can be effective in developing receptive vocabulary; the treatment group who had reading accompanied by vocabulary instruction showed greater gains than the group who only read (Paribakht & Wesche, 1997).

One instructional practice that is helpful to increase receptive vocabulary is teaching collocations, or the words that often occur together such as 'sunny' and 'day' or 'disposition' which help students increase receptive knowledge of a word (Nation, 1990, p. 32). To this end, some collocations will be included in the vocabulary instruction aspect of the experimental design, i.e. "devote ___ to", "notion of ___"

A clear distinction between productive and receptive vocabulary knowledge can impact the amount of vocabulary reasonably expected to be taught, the types of strategies used and the tests administered.

> If productive vocabulary is important, then the development of the quality of learning a small vocabulary is important. Intensive practice in using vocabulary in speech and/or writing is therefore a useful activity. If receptive learning is important, then quantity of vocabulary is the main goal. Techniques which give familiarity with a large number of words are needed (Nation, 1990, p. 5).

Both receptive and productive vocabulary gains are measured in the current study using an original and modified version of Vocabulary Knowledge Scale (VKS) (Paribakht & Wesche, 1997) and a multiple-choice (MC) matching test for receptive vocabulary.

Laufer and Paribakht (1998) found in a study of adult ELLs in Israel (EFL context) and Canada (ESL context) that three types of vocabulary knowledge (passive/receptive, controlled active, and free active) developed at different rates. Active, particularly free active, vocabulary developed more slowly and less predictably than did passive vocabulary. In the aforementioned study, passive was defined as understanding its most frequent meaning. Controlled active referred to a cued recall of the word, whereas free active knowledge was defined as spontaneous use of a word in a context generated by the user in a response to a writing assignments. The measurement instruments included The Vocabulary Levels Test in its passive and productive versions and The Lexical Frequency Profile. This particular Laufer and Paribakht (1998) study neither included the Vocabulary Knowledge Scale as in the current study nor instructionally contextualized vocabulary (vocabulary from an article being read in class).

However, Laufer and Paribakht (1998) did underscore the idea that passive vocabulary may develop more rapidly. Indeed, Nation (2001) confirmed what one would intuit that receptive learning is easier than productive and that for productive learning to occur, there must be opportunities for productive use. Predictably, productive test scores are consistently lower than receptive test scores (Stoddard & Waring, as cited in Nation, 2001).

Testing Vocabulary

Schmitt (2010) discussed the complexities of testing vocabulary: time constraints for testing all aspects of word knowledge, control of cross-test effects, lack of uniform instruments for measuring vocabulary, and inconsistent understanding of what aspects of vocabulary knowledge an instrument measures. Reed described the different ways passive and productive vocabulary have been tested (as cited in Schmitt, 2010). The instruments often involve both the L1 and L2. For example, a test-taker is provided a word in the L2 and is asked to identify the meaning from a list of definitions provided in the L1 (recognition or passive level); for recall or active level knowledge, a test-taker might be provided a stimulus word in the L1 and be asked for the word form in the L2. Schmitt (2010) quoted Meara who critiqued studies that simply asked for an L1 word to be translated into English: "Testing in this way gives no indication of whether a particular word can be put to active use, or whether some partial knowledge might have been acquired which could facilitate learning in future encounters" (p. 153). Since most of the participants in this study were born in the United States, and have been taught in American schools, their L1 development may vary widely. Thus, the L1-L2 translations method of assessment is deemed less than ideal for these participants.

> Nation (1990) discussed a variation on recognition tests where instead of having four or five choices for each word, a list of English words is given and these have to be matched with a set of pictures or a list of translations or English synonyms. The list of pictures, etc., should contain three or four more items than the list of English words. (Nation, 1990, p. 80)

Nation also advised that the words not be closely related in meaning (such as "vary" and "alter" which are among the words in the article used in the lesson in this study) and that the items being tested be of the same part of speech. In this way, test-takers cannot use syntactic clues to help them make their choice, but rather must base their choice on meaning only (such as the word "a" or "an" which would identify a noun). Delayed posttests are often used in vocabulary studies since many research studies have shown that most forgetting occurs soon after learning (Nation, 2001). These guidelines informed the creation of the assessment instruments.

Lastly, while using a small number of target words in lexical studies may be ill-advised (Meara, 1996), this action-research study is intended to mirror the number of target words commonly taught in a short unit in an average classroom. Although 10 words is trivial in comparison to what a native speaker needs to know, it does reflect a fairly typical number of focus vocabulary words in an instructional unit.

Explicit Vocabulary Instruction

Explicit vocabulary instruction is accepted and even depended upon by L2 learners (Nation, 2001), but its effectiveness may vary according to the aspect of vocabulary learning that is desired as well as the audience. Explicit vocabulary

instruction was examined at an intensive English program in a university in North America and found that L2 students may tend to rely on quality vocabulary instruction coming from the teacher as opposed to initiating their own questions (Folse, 2010). Older and more advanced learners benefit from explicit instruction more than younger learners (Lightbown & Spada, 2006).

Leading researchers McKeown and Beck advocated principles of rich vocabulary instruction stating "students will best learn new words in a rich verbal environment in which they experience direct instruction of target words, multiple exposures to target words in multiple contexts, and many opportunities to use and personalize word meanings" (as cited in Townsend & Collins, 2008, p. 996).

Confirmation that ELLs benefit from explicit instruction are shown in the positive results of Carlo et al.'s study (as cited in August, Carlo, Dressler, & Snow, 2005). Carlo et al. designed, implemented and evaluated a 15-week sequence of explicit vocabulary instruction for 254 fifth grade monolingual and bilingual students in four states. Only 12 words were explicitly taught each week, every 5th week included a review of the prior 4 weeks' words. The findings showed that "ELLs improved on several measures of vocabulary and comprehension" (August et al., 2005, p. 53).

The positive effects of explicit instruction characterized by rich instruction has also been shown recently in a population that is very close to the middle school ELL participants of this study. It is an important contribution because they have distinct needs but are under-represented in vocabulary research (Snow, as cited in Townsend & Collins, 2008). Townsend and Collins (2008) studied the effects of a 20-day after-school intervention program that used evidence-based instructional strategies for vocabulary developed. Sixty-five percent of the students in the study had scored intermediate through advanced on CELDT, but

were still not reclassified as fluent in English. Between the control and treatment groups, an average of 68% of the students' first language was Spanish. While the length of the study was longer than the current study (20 sessions over 5 weeks as opposed to five sessions over 1 week), there were only three to four target academic words each day. The treatment group showed significant growth in the academic words that were taught and tested using a Vocabulary Knowledge Scale administered one on one in an interview style where students' exact answers were transcribed. This study's explicit instruction included "daily direct instruction and discussion of three or four target academic words,… definitions, sentences containing the words, and sentences with the target words missing, as well as supporting pictures, matching games,…shared reading passages" (Townsend & Collins, 2008, p. 999); all the aforementioned are a part of the current experiment design.

Nation (2001) emphasized that the focus should be on high frequency and Academic Word List words such as were used in Townsend and Collins's (2008) study. Tools now exist to help teachers to be very strategic about which vocabulary to teach. Researchers have identified vocabulary that occurs very frequently and recommend that English-language teachers give it priority in their classroom practices (Tran, 2006). To this end, teachers can use web-based tools such as the Vocabprofile at www.lextutor.ca to identify words in a text from the most frequent word lists and from the academic word list. In this way, teachers can be very intentional choosing 1,001-2,000 word list words (words that will make 80% of text accessible) and academic words that are useful across all content areas.

Nation (2001) recommended a range of activities for vocabulary learning: pronouncing the word, matching the words and definitions to make form-meaning

connections, exposing students to examples of the word used in context, and fill-in exercises. The M-USFs in this study inherently give students opportunities for repetition of a focus word, as well as opportunities to explore its meaning ; students not only repeat the focus word in context, but create new, and often personalized contexts. This aspect of choice on the part of the speaker is a process that is deemed as important as the form in developing communication skills (Morrow, 1981).

Research evidence suggests that the interactive nature of the more open-ended M-USFs may help increase vocabulary knowledge as well. As a component of explicit instruction, students learning through interactive instruction were found to develop more vocabulary (Zimmerman, 1997). Although Zimmerman's (1997) study included U.S. postsecondary L2 students in an intensive English program, it did include regular exposure to interactive vocabulary activities (small group and pair activities) and reading like the SDAIE Academic Literacy course in the urban district in this study. In addition, the Zimmerman (1997) study used a pre and post slightly modified Vocabulary Knowledge Scale very similar to those in the current study. Using vocabulary in interactive activities is further corroborated by Dobinson's 2001 work (as cited in Folse, 2010), which reported that words that are mentioned, repeated, focused upon or at the center of attention have a higher chance of being recalled and retained; the learning, however, can be idiosyncratic in nature.

Explicit vocabulary instruction does not come without caveats. Two cautions that Nation (2001) pointed out regarding vocabulary instruction are that it requires precious instructional class time and the fact that vocabulary is "only one of part of the four strands of a balanced course" (p. 97).

Vocabulary and Repetition

In opposition to Dobinson's work which reported that words which are repeated are more likely to be recalled and retained, some psychologists believe that repetition is not an important factor in vocabulary learning. According to them, the type of attention given to an item is more important (Nation, 1990). For example, oral repetition of a word form is not an effective way of learning compared with having to recall the form of the word. "If the teacher does not use challenging ways to draw the learners' attention to a word then learning will be poor. If the learning is poor, the word will need to be repeated for learning to occur" (Nation, 1990, p. 43). Schmitt, Candlin, and Hall (2010) referenced repeated exposures when they highlighted that "Folse (2006) suggests that the number of exposures to the target items may be at least as important as the type of learning activity" (p. 28). The M-USFs inherently include repetition, drawing the learners' attention to words and the interactive component discussed above.

There is evidence that shows a relationship between learning and repetition and suggests repetitions range from 5 to 16; however, many of these studies are based on repeated encounters in reading text (Nation, 1990). Results from 121 Japanese students in a 2nd year EFL class in Japan who had studied English for 7 years showed that greater gains in knowledge were found for each repetition (Webb, 2007). While Webb's study dealt with repeated encounters, the current study replaces Webb's experimental construction of various contexts in which a particular word is encountered, with verbal use of the word multiple times using sentence frames.

Repetition adds to the quality of vocabulary knowledge and also to the strength of that knowledge, according to Nation (2001), but the spacing of the repetitions can be important as well. Memory research has robust findings that

spaced repetition leads to higher retention of words than repetitions done in a concentrated time. For example, 15 minutes spent on a word in one to two sessions will yield less retention than five 3-minute sessions spread over 10 or more days.

It is a common sense notion that the more a learner engages with a new word, the more likely he/she is to learn it. "The idea of *better learning* is tied to higher involvement according to the Laufer and Hulstijn scheme; tasks with relatively more need, search, and evaluation elements were more effective" (Schmitt et al., 2010, pp. 26-27). A written practice where the target words are needed will be incorporated into the note-taking tool based on Barnard's 1980 work (as cited in Nation,1990). Students will fill in blanks which require a form of the target word, such as "PG&E g_____s power for millions of homes in California. The energy they supply is g_____ed by wind machines, solar panels, and even water dams. Alternative sources of energy are g_____ing a lot of excitement because people want to save money and the environment." Students will fill in the missing letters for the word "generate".

Sentence frames provide an inherent need for the word to be used in context as well as provide multiple opportunities for the learner to engage with the new word. However, as it pertains to vocabulary learning, there is a lack of research on the impact of combining oral repetition of a word with meaningful contextualized output.

Pedagogical Support for Sentence Frames

Donnelly and Roe (2010) pointed out that it is often the teachers who use academic language in class, not the students. Providing students with sentence frames is a structured way of turning around this phenomenon so that students practice using more academic language. Recent pedagogical articles focused on

ELLs and professional development trainings promote the use of sentence frames (Carrier & Tatum, 2006; Coleman & Goldenberg, 2010; Donnelly & Roe, 2010; Dutro, 2006; Kinsella, 2005; Watkins & Lindahl, 2010). "Sentence frames are frequently used to guide and scaffold language practice" (Dutro, 2006, p. 5). They promoted them as being beneficial to ELLs in the acquisition of academic language – which includes sentence structure, grammar, syntax and vocabulary because all are inherently present in a sentence frame and some aspects may be explicitly pointed out by the teacher to the students.

There are even guidelines for creating frames which include considerations of the targeted concept, needed vocabulary and language function (Donnelly & Roe, 2010). There are also textbooks targeting ELLs which include sentence frames, such as *National Geographic*'s reading and writing program called *Inside* (which is currently being used in middle school English language development courses), Pearson's *Language Central*, and Kate Kinsella's books *English 3-D* and *Academic Vocabulary Toolkit*. Despite their prevalence in recent publications, there is no research on their effectiveness. This study will contribute to filling the gap in research.

CHAPTER 3: METHOD AND MATERIALS

Participants

Individuals asked to participate in this study were 106 long-term ELL middle school students in four separate periods of an intervention course taught by two different teachers in an urban middle school. Student class lists were pre-set in the intact classrooms. Students who did not turn in permission slips, and were not present for the pertinent instruction and testing were eliminated from the analysis. Forty-two students were included in the study: 22 in the control group; 20 in the treatment group. Due to different percentages of returned permission slips and attendance, one of the teacher's students ultimately comprised 64% of the participants (see Table 1).

Vocabulary instruction is a key component of the weekly instruction. Teachers of the course in the school district are trained to identify and focus on 2,000 most frequent word list words and academic vocabulary. They are also expected to include vocabulary instruction and practice in their daily classroom instructional routines. Students had been occasionally exposed to sentence frames.

The researcher went to the classes one week prior to the start of the research project, spoke about the project, and distributed permission slips. Permission slips and cover letters were distributed in English and Spanish according to the primary language of the parent as indicated by the students. For Asian students, they were asked to inform the teacher and a bilingual instructional assistant could call home and explain the permission slip. Two incentives were offered: a pizza party for all those who turned in a permission slip and were present for all days of instruction and testing; and a certificate of appreciation for their contribution to research in the field of vocabulary (see Appendix A**).** Their

regular teachers collected permission slips the following week. Only the students who turned in permission slips and were also present for all four days of instruction and three testing days were included in the analysis of vocabulary gains

Table 1

Permission Slip Results by Teacher

Teacher	Student Count	No	Assent	% Assent	Participants
Teacher A	58	12	46	79	27
Teacher B	47	23	24	51	15
Total	106	35	71	67	**42**

Pertinent data on the participants used in the results analysis are found in Tables 2 and 3. Students are characterized by low performance on the spring 2012 CST ELA and intermediate-level performance on the fall 2011 CELDT (the most recent yearly score results available when the classes were selected.) Fourth quarter grades for spring 2012 (Q4) show a C average for both groups of students, although the treatment group's GPA was slightly higher (76% as opposed to 73% for the treatment and control groups respectively.) There are two students in the treatment group who had been reclassified as proficient in English; in some point in the past they met the criteria for being redesignated as fluent English proficient (mid-basic on CST ELA and an overall score of 4 or 5 on CELDT), however, they struggled on subsequent grade-level CST ELA exams. Due to this they were placed in the intervention course. One additional reclassified student was omitted from the pool because, although she was in course, she no longer met the guidelines for ELLs placed in the course.

Table 2

Demographics of Students in Control (C) and Treatment (T) Groups

	F	M	Grade 7	Grade 8	FEP-R[a]	LEP	GPA	CELDT	CST	SpEd
C (N=22)	12	10	9	13	0	22	1.84	3	273	1
T (N=20)	11	9	7	13	2	18	2.12	3	301	2

Note. GPA = Grade Point Average; SpEd = Special Ed (code 61) performing below grade level and need a mild form of instructional accommodations. Control N-22. Treatment N=20.

[a]FEP-R stands for Fluent English Proficient – Redesignated. Although this is not the ELL student population targeted for placement in the intervention course, the students were placed there due to very low performance on CST ELA tests subsequent to reclassification as fluent in English; class lists were pre-set prior to this study.

Table 3

Origin and Primary Language of Control and Treatment Groups

	Born MX	Born U.S.	Hmong	Lao	Mixteco	Spanish
C	1	21	2			20
T	2	18	5	1	1	13

Three of the 42 participants, or 93% were born in the U.S., higher than recent district findings which indicated that 83.1% of all their ELLs were born in the U.S. (Fresno Unified School District, 2009). The majority of participants' primary language at time of entry to the local school system was Spanish.

Research Design

The focus of this study was to determine whether the use of sentence frames has a significant effect on L2 receptive and productive vocabulary. It also examines whether the number of times a word is used in a frame has an impact on vocabulary learning. The study covered a period of 7 days: a day for the productive vocabulary knowledge scale (VKS) pretest; 4 days that included a receptive vocabulary pretest, direct instruction and practice of vocabulary; a day

for the posttest, and a day for the delayed posttest and survey. Both control and treatment groups were taught 10 words through direct instruction. After the direct vocabulary instruction, the treatment group used two types of sentence frames, S/L-USFs and M-USFs, while the control group used no frames but completed two more fill-in-the-blank sentences for each word. All 20 students in the treatment group practiced the same 10 words; however, five words were practiced in S/L-USFs and five in M-USFs.

Conditions

In order to make generalizations, authentic students and authentic classrooms were used. Their regular teacher told students in advance about the upcoming opportunity to participate in a study. An article with a high-interest topic that adolescents could relate to was chosen as the context for the vocabulary instruction. Vocabulary instruction and testing took place in a contextualized setting, i.e. students attended their regular intervention class at the regular times. The classes all met daily for 55 minutes, except for one 45-minute day when the multiple choice (MC) pretest and introduction to the unit took place and for delayed posttests.

Materials

Target Words

A 740-word article about beauty as interpreted by various cultures, written at 1100 Lexile level and having a Flesch-Kincaid ninth-grade reading level, was the source of vocabulary. The words to be learned were chosen according to two criteria. They had to come from an article that could be used in the course and they had to be unfamiliar to the students, although not totally unknown by every

student. The text was typed into the Vocabprofile program at www.lextutor.ca. The website identified all Academic Word List words and 1,001-2,000 word list words (see Appendix B). After discussing the resulting list with the teachers, 18 words thought to be known by the potential participants (such as "nose," "babies," "skin") were eliminated from the list to shorten the length of the pretest.

An analysis of the words for cognates revealed that 72% of the words on the VKS were cognates as identified by an educated native-speaker of Spanish, but that not all Spanish cognates would be known by middle school students who were born in the U.S. (see Appendix C). Due to the large number of unavoidable cognates between English and Spanish, the narrowed list of 42 words identified were then put on a VKS pretest (see Appendix D). Words that students marked as '1' or '2' were tallied (1 - I don't remember having seen this word before; 2 – I have seen this word before but I don't know what it means). The words receiving the most marks of '1' or '2' were considered for the remaining tests (see Appendix E).

Due to the evidence that the part of speech of a word affects its difficulty (Ludwig & Laufer, as cited in Folse, 2006), and that "limiting the syntactical category reduces the role of this extraneous variable" (Folse, 2006, p. 280), words were grouped according to part of speech. There were not enough words in any one category to create 10 to 12 target words, so it was decided to use words from two categories but to separate the two groups on the MC tests. Nouns, the easiest to learn, and verbs, in the middle along with adjectives, (Laufer, as cited in Folse, 2006) were the two syntactic categories chosen. One of a pair of words whose definitions were too similar was eliminated, e.g. "vary" was eliminated due to its closeness in meaning to "alter" (see Appendix F). These last two adjustments to the word lists are in keeping with Nation's (2001) cautions to avoid giving

syntactic clues in the definitions (like "a" or "an," which would help students choose the right answer) and to avoid confusion over similar definitions for words whose meanings were too close. The ten target words were all cognates in Spanish. The final 10 words were graded on the initial VKS to provide productive vocabulary pretest scores and were the same words on all remaining tests.

Test Instruments

The study tests both receptive and productive vocabulary. To that end, two test formats were used. In addition, since most forgetting occurs soon after learning (Nation, 2001), a delayed posttest was given 4 weeks after the posttest; during those 4 weeks students attended class for 1 week after the posttest and then were on winter break for 3 weeks.

Multiple choice (MC). The multiple choice tests to measure receptive vocabulary knowledge were set up in two sections according to parts of speech; five verbs and five nouns, each with their answers plus three distracters. This followed one of Nation's (1990) variations on recognition testing, as well as Folse's (2006) recommendation to limit syntactic categories. Four different versions of the multiple-choice posttest were created where either the words and/or the possible definitions were presented in different orders (see Appendix G). The intent was to reduce the likelihood of cheating. The same four versions were used as the pretest, posttest and delayed posttest. One point was awarded for each correct answer thus 10 points was the maximum possible.

Vocabulary knowledge scale (VKS). Although various instruments have been developed to measure learners' "depth" of vocabulary knowledge, the researcher chose a classic VKS instrument (Laufer & Paribakht, 1998, p. 367).

The original VKS with 42 words served two purposes: to determine the least known words (those receiving marks of '1' or '2') and thus, which words to include in the direct instruction and on subsequent tests, as well as the data needed to establish their knowledge of the 10 words prior to direct instruction.

However, a modified version of the pretest VKS was given as the posttest and delayed posttest for two reasons: as an attempt to elicit clearer output since it instructed students that if they knew how to use the word in a sentence, they must also provide the definition; and to make the task appear less overwhelming than the pretest for middle school students. The modified version of the VKS was that used by Folse (2006) in his study of 154 ESL students in four U.S. universities. On the modified version of the VKS, following Folse's practice, one point was awarded for production of a definition or synonym and another point for a sentence. Only one version of the modified VKS was used for the posttest and delayed posttest (see Appendix H). The maximum score was 20 or two points per word.

Procedure

During all phases of the study, the regular teacher was present and was expected to manage any discipline issues and help students stay focused. Three days before instruction began, the researcher administered a VKS pretest to all four classes during their regular instructional time. It was explained to the students that this would help determine which words are taught in an upcoming unit. The number rating system was reviewed. Students were told if they write a 3, 4, or 5, they must add the definition or sentence. They were asked not let that determine which number they write (i.e., so they don't try to get out of work by writing just

1s and 2s). A tally was done of all words self-rated by students as 1s and 2s; this was to determine the target words for instruction and the remaining tests.

Table 4

Instructional Sequence by Day

Day	Minutes	Agenda
3 days prior	55	VKS Pretest to determine target words
Day 1	45	MC Pretest, Brainstorm "beauty", survey, video, response to video
Day 2	55	Taught: devote, generate, corporation*, consumer*, perceive* Students read portion of text where words appeared.
Day 3	55	Taught: enigma, notion, alter, preference*, conform* Students read portion of text where words appeared.
Day 4	55	Review of vocabulary: matching, gesture review, vocabulary splash activity
Day 5	55	VKS and MC Posttest
4 weeks later	45	Delayed VKS and MC, Student Survey of literacy events in interim

Note: * For the treatment group, the "*"denotes words used in M-USF; non-asterisked words were used in S/L-USFs. The control group used no frames.

Table 4 summarizes the instructional sequence. On Day 1 of the instruction, the researcher administered the multiple choice test of the target words. The four versions of the tests were printed in a collated mode and distributed in that order. One period was spent on setting the stage for the article (see Appendix I). On both Days 2 and 3 five new vocabulary words were taught to and practiced by all of the students. Interactive vocabulary activities were done on Day 4 prior to the final posttest for productive vocabulary knowledge in order to more closely simulate real vocabulary instruction. On Day 5, both the MC and VKS posttests were administered. After 4 weeks, students took the delayed MC and VKS tests and answered a survey on literacy events that they had in the interim. No steps were taken to ensure that a student received a different version of the MC posttest or MC delayed posttest than the pretest version they received.

Input for Vocabulary

A scaffolded note-taking tool was provided each day for students to acquire the definitions of the words being introduced. In addition to filling in the blanks of definitions and some collocations, students completed cloze sentences with a form of the target word. The control group's note-taking tools (see Appendix J) differed from that of the treatment group's (see Appendix K) in that there was only one cloze sentence as opposed to three (see Appendix L for key). The students also learned an associable gesture for each word, e.g. index finger to chin as though thinking, followed by a wave of hand in a half circle to represent a "big idea" for the word "notion". Students were asked to do the gesture along with the researcher. The researcher did several gestures and asked the students to identify the word. The note-taking sheet was collected each day so students had no study tools from class with which to review the words and their definitions.

Sentence Frame Practice for the Treatment Group

In the treatment group a mix of S/L-USFs and M-USFs were used each of the 2 days with the new vocabulary so that at the end of the 2 days, half the words had been used in S/L-USFs and half in M-USFs. The control group used no sentence frames, but rather did two more cloze sentences per word than the treatment group.

After the treatment group students took notes on the definitions of the five targeted words, they formed groups of two and were assigned roles of 'partner A' and 'partner B.' Using a document camera, enlarged versions of the sentence frames were displayed so that only one word and its frame appeared on the screen at a time (see Appendix M). Sentence frame practice was modeled using the researcher and the classroom teacher. 'Partner A' said the frame and completed

the blank, then 'Partner B' said the frame and completed the blank. For the S/L-USFs, the researcher called time when most of the students appeared to have finished. For M-USFs, they were modeled to show that partners would continue to alternate until time was called after 1 minute.

An example of a S/L-USF used is "Mothers devote a lot of their time to ____." An example of a M-USF used is "A corporation w/ a bad/good reputation _____." For the former, students were asked to complete the sentence once. For the latter, several possibilities were brainstormed (hires lots of people, does bad things to the environment, is good to its employees, etc.). A list of some possible ways to fill in the first blanks were revealed using the document camera. Students were instructed to take turns with their partner and complete the frame multiple times until the teacher called time. When the initial examples were exhausted, students had to come up with ways to fill in the blanks on their own. One minute allowed ample time for the M-USF to be completed several times.

As students used the frames, they tallied on a sheet of paper each time their partner used the word in the frame (see Appendix N). The teacher and researcher both circulated during sentence frame periods to ensure as best possible that students were on task. The teacher also listened to several students and noted how many times students said the words. Both teacher and student tally sheets were collected by the researcher. The same process was used both days of vocabulary instruction.

Vocabulary Review

Day 4 of instruction was a day of review that included four different activities, none of which included writing of the words on the part of the students. All 10 words were elicited from students' memory and written on the board. The

researcher read the article aloud and students said "bingo" as one of the words was said. Students were told to circle the word on their copies of the article. The gestures for each of the words were reviewed, asking students to chorally tell the teacher which word a gesture done by the teacher represented.

Next an interactive sorting activity was done in groups of two students. Each group received a set of cut up cards to match in sets of three: a vocabulary word, its definition and a graphic representing it. They were asked to justify how the graphic represented the vocabulary word (see Appendix O).

Students then did a whole class interactive activity called "Vocabulary Splash." One of the 10 words was erased from the list on the board. A volunteer was asked to identify which word was erased, spell the word, define the word and use it in a sentence. If a student could not do all the steps, other students could help. Over the 3-day period, approximately 140 minutes were spent on direct instruction and vocabulary practice for the 10 words. This included the reading of the article where students noticed and underlined the target words.

Scoring of the Pretest, Posttest and Delayed Posttest

The VKS pretest, which had 42 words on it, was collected 3 days prior to the start of instruction. Initially scores of 1 and 2 were tallied to determine which words would be the focus words for the instruction. For any student who marked a 3, 4 or 5 for a word on the pretest, but did not write a definition or a sentence, a copy was made of the paper and highlights were made on those lines where more information was needed. The photocopy was made in an effort to prevent students from changing their answers to a lower rating of 1 or 2, which would not require any writing. Despite this attempt, some students insisted on changing their answers to a lower number stating that they couldn't think of a definition and

really didn't know the word. The target words on the VKS pretest were then scored. The same ten words were on a much shorter modified VKS for the posttests.

The VKS lent itself to two methods of scoring, strict and lenient, as used by Folse (2006) in a university ESL study and Nemati's (2010) study of vocabulary acquisition by adolescent ESL students in India. In their studies, strict grading required exact definitions in order to receive points (e.g., toil means to work hard), whereas lenient grading accepted answers that were less exact (e.g., toil means to work). The latter researcher marked answers correct even if there were some grammatical or spelling mistakes "as long as the word was used in a manner that matched its usage and semantic parameters" (Nemati, 2010, p. 37).

Given the many aspects involved in knowing a word, the researcher felt it appropriate to give points for any vocabulary gains made using a lenient grading system. Spelling in the definitions or sentences was not counted negatively. If a student used the word correctly in a sentence or defined it, they were to be awarded points. Scores of 0, 1 or 2 were awarded to each word. In effect, each student had two scores for each word, scores based on lenient and strict criteria, and for each VKS test, but always out of the same total of 20 points.

The same version of the VKS was given for the post and delayed posttest. However, since the original version of the VKS (Paribakht & Wesche, 1997) was used in the pretest, once the 10 least known words were determined, and thus the target words chosen, only those 10 words were graded on the pretest similarly to the posttests by awarding 1 point possible for the definition and 2 points possible for a sentence.

The VKS posttest to pretest and delayed posttest to pretest were used to analyze gains in productive vocabulary. Similar to the MC tests, all test answers

were analyzed according to whether the words were practiced using S/L-USFs or M-USFs, i.e., whether they were used one time or multiple times.

For all MC events, the tests were scored awarding each correct answer 1 point. The MC posttest to pretest and delayed posttest to pretest were used to analyze gains in receptive vocabulary. Although there were four different versions of the MC test, no steps were taken to ensure that a student received a different version of the MC test on each of the testing events.

Student Surveys

On the same day as the delayed MC and VKS posttests, students completed a survey of literacy events that had occurred during the 4 weeks since the posttest (see Appendix P). The intent of the survey was to account for other possible input of vocabulary; should the input students received since the last session be significant, it might explain increases and/or stability of performance from the posttest to the delayed posttest. The survey sought questions about literary events in both Spanish and English since all the target words were Spanish cognates. There were no questions regarding Asian language input on the survey due to the lack of cognates between those languages and English.

CHAPTER 4: RESULTS

The study investigated improvement or lack thereof in receptive and productive vocabulary knowledge for the sentence frame group, the treatment group, and for the alternative cloze vocabulary practice group, the control group. It also investigated the effectiveness of multiple- compared to single/limited vocabulary practice sentence frames. The results of the multiple choice tests that compared improvement in receptive vocabulary for the treatment and control groups are discussed first. Following that, the Vocabulary Knowledge Scale results that measured improvement in productive vocabulary are discussed. Results about receptive and productive vocabulary knowledge improvement focus on short-term vocabulary gains, based on change in pretest to posttest scores, and long-term gains, which are based on change in pretest to delayed posttest scores. It is important to note that responses tallied from the literacy event surveys where students indicated how much time they spent reading in between the posttest and delayed posttest (see Appendix Q) did not suggest that vocabulary gains were due to outside reading activities

Receptive Vocabulary Improvement: Evidence from Multiple Choice Test Scores

1. Does the use of oral sentence frames lead to greater improvement in receptive vocabulary than the same amount of vocabulary practice with fill-in-the-blank exercises for the same words based on immediate and delayed posttests?

The descriptive statistical analysis (see Table 5) revealed that both sentence frame use in the treatment group and fill-in-the-blank exercises in the control group led to improvement in receptive vocabulary. Sentence frames, however, led to greater improvement. These findings were evident in both the short and long-

term receptive vocabulary gains. When comparing the increases expressed in percent improvement of the control group versus the treatment group, the treatment group had a greater percent gain score from pretest to immediate posttest and pretest to delayed posttest than the control group.

It is not surprising that the largest change in receptive vocabulary learning for both groups occurred when the post-tests were immediate, but the treatment group still outperformed the control group based on short-term learning. An important finding is that much more receptive vocabulary learning was maintained for the treatment group. The pretest to delayed posttest percentage gains are higher for the treatment group compared to the control group (269% as compared to 142%, respectively). The treatment group consistently showed higher percentage gains and greater retention. Therefore, in answer to the first research question, the results suggest that the use of sentence frames increases receptive vocabulary because the treatment group showed higher percentage gains and greater retention.

Table 5

Multiple Choice (MC) Averages by Control and Treatment Groups

Average Scores and Percent Change	Control N=22	Treatment N=20
Average of Pre MC	1.73	1.30
Average of Post MC	5.91	6.30
Increase Pre to Post MC	242%	385%
Average of Delay Post MC	4.18	4.80
Increase Pre to Delay MC	142%	269%
Loss Post to Delay MC	-29%	-24%

Note: Total of all participants' scores in a group were added and divided by number of participants in group. Maximum Score =10.

Productive Vocabulary Improvement: Evidence from Vocabulary Knowledge Scale Scores

2. Does the use of oral sentence frames lead to greater improvement in productive vocabulary than the same amount of vocabulary practice with fill-in-the-blank exercises for the same words based on immediate and delayed posttests?

The use of oral sentence frames led to greater improvement in productive vocabulary use. This result is based on analysis of VKS scores using two scoring methods: strict and lenient criteria. When using the strict criterion, the finding is that the treatment group showed greater improvement in productive vocabulary use by using more target vocabulary words correctly in sentences and by providing definitions. When using the lenient criterion, the treatment group also showed greater improvement. This finding applied to both immediate and delayed posttest outcomes as shown on Table 6. When comparing the improvement from the VKS pretest to the delayed posttest with lenient scoring for the control and treatment groups (511% to 524%), the difference between the groups was small but the treatment group still showed modestly greater improvement using the lenient scores.

Table 6

Strict and Lenient Scores of VKS by Control (C) and Treatment (T)

	Strict		Lenient	
Average Scores and Percent Change	Control N=22	Treatment N=20	Control N=22	Treatment N=20
Average of Pre VKS	0.32	0.20	0.82	0.85
Average of Post VKS	5.41	9.75	8.00	11.95
Increase Pre to Post	1600%	4775%	878%	1306%
Average of Delayed VKS	3.82	4.11	5.00	5.30
Increase Pre to Delayed	1100%	1953%	511%	524%
Loss Delayed to Post	-29%	-58%	-38%	-56%

Note: Total of all participants' scores in treatment group were added and divided by number of participants in group; same for control group. Maximum Score =20.

Effects of Single/Limited-Use Sentence Frames Versus Multiple-Use Sentence Frames

3. Are more vocabulary gains made with words used multiple times in oral sentence frames than with words used only once in oral sentence frame?

There is no simple direct answer to this question; more repetitions with sentence frames did not help students achieve much greater gains in receptive or productive vocabulary knowledge, but the repetition group had a very slight lead in receptive vocabulary learning over the other group in the immediate posttest. The following section discusses how this short answer was achieved.

In order to answer this third research question which compares the effects of repetition of vocabulary in sentence frames, the vocabulary gains were analyzed word by word in all three testing situations: MC, strict criteria VKS and lenient criteria VKS. The number of students who increased their scores on each word was tallied, and the percentage of students who increased their scores on M-USF words was calculated; a similar percentage was calculated for S/L-USF words. In order to collect data on how many times a word was actually repeated, participants' partners kept a tally. Results indicate that M-USF words were repeated four to nine times per word during the structured oral practice. In addition, teachers tallied the repetitions for ten different words by ten random students. Their tallies showed an average of six repetitions per word. One would suspect that there would be greater gains on words that were repeated more times using the M-USFs as opposed to the S/L-USFs, but this was not found to be the case.

There are three major ways to determine the effect of repetition on vocabulary growth: one with MC scores and two with VKS scores. On MC immediate posttest analysis by word, the M-USF condition had marginally greater

impact on receptive vocabulary gains than the S/L-USF condition, so repetition of sentence frames seemed to lead to students' short-term receptive vocabulary learning. However, the MC delayed posttest showed that the students were not able to retain their newly achieved vocabulary learning over time. Additionally, according to the VKS posttest analysis by word, the M-USF condition did not have greater impact on productive vocabulary gains than the S/L-USF condition; this was the case for both strict and lenient scoring of the pretest and immediate posttest. Vocabulary gains from the pretest to the delayed posttest were also greater for the S/L-USF, though only slightly. Therefore, contrary to what one would expect, there was no appreciable advantage in using M-USFs over S/L-USFs.

Improvement in Receptive Vocabulary Through Repetition

By focusing the analysis on words grouped by those used in M-USFs as opposed to those in S/L-USFs, one can analyze the effect that the repetition of vocabulary had on receptive vocabulary gains. In effect, did more participants learn more words used in M-USFs than words used in S/L-USFs as shown in multiple-choice test results?

While Table 7 shows three types of possible changes in scores from the MC pretest to the MC posttest, the third type of change, "increase," is viewed as the most important for this study. The following is an explanation of the information in the table. If there was no change, either the student knew the word both times and got a score of 1, or received a zero both times. The number of students who showed no change is tallied in the first column. Students who showed a decrease in score, i.e., the student knew the word at the time of the pretest, but not at the time of the posttest, are tallied in the second column. Neither of these occurrences

is of much interest in this study as no change means the student did not acquire any new knowledge as a result of the explicit instruction and a loss suggests that the student may have guessed since it would be odd for a student to know a word and then five days later no longer know it.

Table 7

Comparison of Multiple Choice Score Change for Two Vocabulary Treatment Groups: Frequency of Students Having No Change, Decrease or Increase in Multiple Choice (MC) Scores from Pretest to Posttest

	Treatment N=20		
Multi-use Sentence Frame Use Outcomes	No change	Decrease	Increase
#conform	9	1	10
#consumer	7	0	13
#corporation	9	0	11
#perceive	5	2	13
#preference	11	0	9
Multi-use Sentence Frame Total	41	3	**56**
Out of (5 words x N participants)		(100)	
% of (5 words x N participants)	41%	3%	**56%**
Single/Limited-use Sentence Frame Use Outcomes			
alter	4	1	15
devote	9	1	10
enigma	8	1	11
generate	16	1	3
notion	7	0	13
Single/Limited-use Sentence Frame Total	44	4	**52**
Out of (5 words x N participants)		100	
% of (5 words x N participants)	44%	4%	**52%**

Note: # prefix indicates the word was used in a M-USF; remaining words were used in S/L-USFs. M-USF and S/L-USF totals of number and percentage of word scores that increased are bolded. No change=participant scored same on pretest and posttest for the word in question; Increase= participant increased score on the word on posttest; Decrease= participant scored less on posttest than on pretest.

However, when a participant increased their score on a word from the MC pretest to the posttest it is of interest in this study as it reflects probable gains in

vocabulary. Students whose scores increased on a word are tallied in the third column which contains the most important data for this study.

To continue with the explanation of Table 7, the number of students who had no change, lost a point, or gained a point on a particular word is noted in the rows. The percentage of participants who increased their score on words used in M-USFs is slightly higher than the increase for S/L-USF words, which one might predict (56% and 52% respectively), but the difference is small and no advantage of repetition was maintained in delayed MC posttest analysis.

Improvement in Productive Vocabulary Through Repetition

Similar to the analysis of receptive vocabulary above by type of sentence frame use (multi-use and single/limited-use), one can analyze the effect that the repetition of vocabulary had on productive vocabulary gains. The Vocabulary Knowledge Scale pretest to posttest and pretest to delayed posttest measured short-term and long-term vocabulary gains. This analysis is captured in a manner similar to the preceding analysis of the effect of repetition on receptive vocabulary gains. Table 8, which also lists three types of information for the words used in M-USFs and the words used in S/L-USFs, shows changes in scores between the VKS pretest and posttest using strict criteria for grading. Again, the number of students whose scores had no change, decreased or increased is tallied and the percent of students in each category is shown.

As would be expected, the occasions where students lost points on the VKS are minimal as a student who knew a definition at the time of the pretest, before instruction, would not likely be unable to reproduce it after instruction. As with the MC analysis of the effect of repetition, losing points or no point change is of little interest when analyzing the impact of repetition.

Table 8

Comparisons of VKS Score Change for Two Vocabulary Treatments: Frequency of Students Having No Change, Decrease or Increase by Word

	Treatment N=20		
Frequency by Type of Frame and Scoring Criterion	No change	Decrease	Increase
Strict Multi-use Sentence Frame Total	39	1	**60**
Out of (5 words x N participants)		(100)	
Students with no change, decrease, increase	39%	1%	**60%**
Lenient Multi-use Sentence Frame Total	35	1	**64**
Out of (5 words x N participants)		(100)	
Students with no change, decrease, increase	35%	1%	**64%**
Strict Single/Limited-use Sentence Frame Total	37	0	**63**
Out of (5 words x N participants)		(100)	
Students with no change, decrease, increase	37%	0%	**63%**
Lenient Single/Limited-use Sentence Frame Total	28	2	**70**
Out of (5 words x N participants)		(100)	
Students with no change, decrease, increase	28%	2%	**70%**

Note: # prefix indicates the word was used in a M-USF; remaining words were used in S/L-USFs. M-USF and S/L-USF totals of number and percentage of word scores that increased for treatment and control groups are bolded. No change=participant scored same on pretest and posttest for the word in question; Increase= participant increased score on the word on posttest; Decrease= participant scored less on posttest than on pretest.

One might expect the repetition of sentence frames would have a greater impact on vocabulary gains given they provide more repetition of a word. However, in analyzing pretest to immediate posttest productive vocabulary gains (see Table 8), more productive use gains were made with words used in S/L-USFs. The M-USF condition results were similar for both the strict criterion and the lenient criterion alike (60% and 64% respectively); M-USFs did not have a greater impact on students' productive vocabulary than the S/L-USF condition. In analyzing pretest to delayed posttest gains for both strict and lenient scoring criterion, vocabulary gains were almost the same with the two different sentence

frame conditions. For the strict criterion, 25% of students improved on M-USFs words and 26% on S/L-USFs. For the lenient criterion, percentages were equally close (34% and 35% respectively.). Delayed testing results showed only a slight advantage to S/L-USFs.

To sum up the findings, the treatment group who used sentence frames showed more productive and receptive vocabulary gains than the control group. The results of comparisons between words practiced in multiple-use frames versus single-use frames suggest that repetition does not increase vocabulary gains because they did so only marginally in the immediate MC posttest analysis but in no other test comparisons.

CHAPTER 5: DISCUSSION AND CONCLUSION

In this discussion section, I will analyze the vocabulary teaching technique studied, present overall conclusions, and discuss the specific results which address the research questions. In addition, I will discuss the implications for teaching, as well as make recommendations for ELL instruction and future research.

Discussion of Nature of Sentence Frame Activity

Oral sentence frames have several features that are likely to make them effective: repetition, interaction, contextualization and personalization. Both single/limited-use sentence frames and multiple-use sentence frames provide increased exposures to and repetition of a word. Repetition adds to both the quality and strength of vocabulary knowledge (Nation, 2001). Multiple exposures or repetition in several studies has lead to vocabulary gains (Dobinson, 2001; Townsend & Collins, 2008; Webb, 2007). This feature of repetition in multi-use sentence frames (multiple repetitions) and in single/limited-use sentence frames (single repetition) may contribute to the effectiveness of the oral sentence frames used in this study.

Oral sentence frames also have an inherent feature of interaction since they are used with a partner. Regular exposure to interactive vocabulary activities has been tied to better vocabulary learning (Zimmerman, 1997). The increased student involvement and engagement required when using oral sentence frames may contribute to this practice's positive effects as well.

Also inherent in these frames, given that they are meaningful sentences as opposed to isolated words, is the feature of contextualization. Meaningful sentence constructions have been linked to vocabulary gains (Folse, 2006; Nation, 2001; Townsend & Collins, 2008). In addition to the contextualization of the vocabulary

words embedded in sentences, as students complete the frames they are often personalizing word meanings. An example from the study is "_____ is an enigma to me." Contextualization is a beneficial practice discussed in research also (Townsend & Collins, 2008) and may contribute to the positive effects of oral sentence frames.

Overall Conclusion

The results showing that both control and treatment groups made vocabulary gains contributes to the research which supports explicit instruction of vocabulary (August et al., 2005; Nation, 2001; Townsend & Collins, 2008).

For receptive and productive vocabulary gains alike, as measured by both immediate posttests and delayed posttests, the group using oral sentence frames consistently made more gains. In only one comparison were the percentage gains of the treatment group modest; for the Vocabulary Knowledge Scale pretest to delayed posttest results, the treatment and control groups had similar gains when lenient scoring criterion was used. These results suggest that the actual outcome sometimes depends on the kind of measurement criterion used.

The results of comparisons between words practiced in multiple-use frames versus single-use frames suggest that repetition does not increase vocabulary gains because they did so only marginally in the immediate MC posttest analysis but in no other test comparisons.

Discussion of Specific Research Question Results

The first finding is that the use of oral sentence frames led to greater improvement in receptive vocabulary than the fill-in-the-blank exercises. This was supported by both the immediate posttest results as well as the delayed posttest results as measured by multiple choice tests. We know that most forgetting occurs

soon after learning (Nation, 2001). However, the difference between the percentage gains of the treatment and control group were only slightly lower on the delayed tests given 4 weeks after instruction. This suggests that even receptive vocabulary gains can be maintained in the long-term when the learning includes oral sentence frame practice.

The second finding is that the use of oral sentence frames led to greater improvement in productive vocabulary than the fill-in-the-blank exercises. This was supported by both the immediate posttest results as well as the delayed posttest results as measured by the Vocabulary Knowledge Scale test. We know that productive vocabulary develops more slowly and less predictably than receptive vocabulary (Laufer & Paribakht, 1998) and that productive test scores are consistently lower than receptive test scores (Stoddard & Waring, as cited in Nation, 2001). The findings of this study pertaining to productive vocabulary gains corroborate other research since the average test scores for both groups were much lower overall on the productive tests than the receptive tests (adjusted for points possible).

Given that the vocabulary instruction was only 3 days long, one would expect little or no long-term productive vocabulary gains to occur. Not only did both the control and treatment groups make long-term productive vocabulary gains, but more gains were made by the treatment group who used oral sentence frames. Nation (1990) suggested that different strategies be used to increase productive receptive vocabulary as opposed to receptive vocabulary. The practice of oral sentence frames, one strategy, has had an impact on both types of vocabulary gains.

The third finding is that more vocabulary gains are not necessarily made with words that are used multiple times in an oral sentence frames than with words

that are used only once in an oral sentence frame. Only for the multiple choice immediate posttest results were more vocabulary gains made with words used multiple times in frames. Delayed multiple choice test results, as well as all Vocabulary Knowledge Scale results, showed that more vocabulary gains were made for words used only once in an oral sentence frame.

Even with good instructional practices, vocabulary learning can still be idiosyncratic (Dobinson, 2001). Why some words were learned better despite limited repetitions of the word may have to do with the unique qualities of particular words. For example two of the words used in single/limited use frames were "enigma" and "notion." Those two words are replaceable with near synonyms "mystery" and "idea" – two words that are fairly familiar to the participants. Whereas a word used multiple times in a frame was "conform," there is no one simple word that is synonymous (to change in order to be similar). It may be unique qualities of the individual target words that may have influenced the ease with which each of the ten words was learned, despite the number of times they were used in an oral sentence frame.

Implications for Teaching

Based on the results of this study, I recommend including the practice of oral sentence frames to aid vocabulary learning. The results suggest that it is effective for both short and long-term retention of receptive and productive vocabulary. However, as Nation (2000) has suggested, intensive practice should be reserved for high frequency words.

As a formative assessment, in addition to a teacher monitoring students' sentence production during the activity, I would suggest giving the students the same sentence frames to complete in writing at the close of lesson. In this way, a

teacher can do a formative assessment of correct vocabulary usage and make clarifications when needed.

There are several disadvantages of incorporating oral sentence frames into vocabulary instruction. Vocabulary instruction takes precious instructional time and it is only one of four strands of a balanced language course, as Nation (2001) cautioned, and oral sentence frame practice can add to that time. While vocabulary development has been described as a predictor for academic success, ELLs need to develop their writing, reading and listening skills as well. If familiarity with large numbers of words is needed in a limited amount of time, there are other beneficial strategies which are less time-consuming. In addition, teachers must be skilled at creating frames that have multiple possible answers, which is harder that it may seem. In order for this routine to be successful, effective classroom management, skill in grouping students, and monitoring of students' accurate sentence production is required.

Oral sentence frames also offer several advantages as an instructional strategy. It is an intensive practice in using vocabulary in speech, which Nation (1990) mentioned is helpful for productive vocabulary development. Sentence frames inherently help students add to their "knowing a word"(according to Nation's 1990 description of "knowing a word") because they are repeating the oral form, using it in a meaningful context in a grammatical pattern. Since it is a paired activity, it can also be more engaging than a fill-in-the-blank worksheet.

Overall Recommendation

For long-term ELLs, who have such a great need for vocabulary development, the results of this study suggest that explicit instruction of vocabulary words can play an important role in language acquisition. They should,

however, be high frequency words. With any vocabulary instruction, it is important to spread repeated encounters with new words over time as Nation (2001) suggests; repetitions spread over 10 or more days yield greater retention than repetition over a shorter period. Since vocabulary development is only one strand of a well balanced program, for ELLs, it may be more effective to address vocabulary gaps in an after-school setting, as Townsend and Collins (2008) did in 20 sessions spread over 5 weeks for middle school ELLs where there were only three to four target words per session. There is also a need for opportunities to read texts that contain the target words that have been studied explicitly so that students continue to have exposure to them; this would reinforce their learning by seeing the words in a variety of contexts.

Future Research

This study has provided some initial evidence to suggest that the use of oral sentence frames has a positive effect in vocabulary development. Although the current study further expanded our understanding of the role of repetition and oral practice in vocabulary development, it failed to examine the effect of oral sentence frame usage where repetition is spread out over time and where oral sentence frame usage is woven in with four other strands of a balanced course. It would be of interest to repeat a study similar to this but spread the repetition out over a period of time longer than a few days. To more closely mirror an instructional unit, it would be important to include contextualized reading comprehension and writing activities as well. It would also be of interest to include the use of sentence frames in a vocabulary development model that has already shown positive results, such as that of Townsend and Collins's (2009) after-school program to see if even greater gains are made. Their study had 60 words spread over time, which would

address another limitation of this study. The findings of studies of vocabulary development with a small number of target words cannot be generalized. Therefore, this study cannot make an unqualified claim that oral sentence frames are effective and efficient in ELL middle school instruction, but given the generally positive outcomes of this pilot study, the use of sentence frames appears promising; this topic should be investigated further.

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APPENDICES

APPENDIX A: CERTIFICATE FOR INCENTIVE

Text of Certificate of Appreciation for Project Participants

Certificate of Appreciation

This certificate is awarded in sincere appreciation for cooperative participation in a research project for a Master's degree in Linguistics from CSU Fresno. The results of this project shaped instruction locally and nationwide.

_____

attended six days of instruction and completed assessments at _____ Middle School to help the researcher gather data on how students best learn vocabulary. This student's contribution is invaluable.

_____ _____/_____/_____

Melanie Halstead Date

CSU Fresno graduate student

APPENDIX B: POTENTIAL VOCABULARY WORDS

Vocabulary Identification by Lextutor.ca

As identified by lextutor.ca 1,001-2000 word list words	As identified by lextutor.ca Academic Word List Words
1. attractive 2. attractiveness 3. babies 4. behavior 5. billions 6. centuries 7. century 8. exactly 9. extreme 10. extremely 11. fashion 12. hair 13. health 14. healthy 15. nose 16. opposite 17. perfect 18. photographs 19. prefer 20. preference 21. regularly 22. search 23. skin 24. thin 25. unconsciously 26. waist 27. worse	28. achieve 29. altered 30. awareness 31. conform 32. consumers 33. corporation 34. cultural 35. culture 36. cultures 37. define 38. devote 39. features 40. fundamental 41. gender 42. generate 43. global 44. globally 45. globe 46. goal 47. notion 48. perceived 49. physical 50. predominantly 51. psychologist 52. psychologists 53. researchers 54. role 55. series 56. style 57. symbol 58. uniform 59. varies
Off List Word	
60. enigma	

APPENDIX C: COGNATES IN POTENTIAL WORD LIST

Cognates highlighted by university-educated native Spanish speaker

Note: 72% of words identified by Lextutor.ca and considered for direct instruction were identified as cognates;*=Spanish cognate exists; struck words=eliminated based on

As identified by lextutor.ca 1,001-2000 word list words	As identified by lextutor.ca Academic Word List Words
1. attractive* ~~attractiveness~~ ~~babies~~ 2. behavior 3. billions* ~~centuries~~ ~~century~~ 4. exactly* 5. extreme* ~~extremely~~ 6. fashion ~~hair~~ ~~health~~ 7. healthy 8. information* 9. island* 10. message 11. narrow ~~nose~~ ~~opposite~~ ~~perfect~~ ~~photographs~~ ~~prefer~~ 12. preference* 13. regularly* 14. search ~~skin~~ ~~thin~~ 15. unconsciously* 16. waist 17. worse	18. achieve 19. altered* 20. awareness 21. conform* 22. consumers* 23. corporation* ~~cultural~~ 24. culture* ~~cultures~~ 25. define* 26. devote* 27. features 28. fundamental* 29. gender* 30. generate* 31. global* ~~globally~~ ~~globe~~ 32. goal 33. notion* 34. perceived* ~~physical~~ 35. predominantly* ~~psychologist~~ ~~psychologists~~ 36. researchers ~~role~~ 37. series* 38. style* 39. symbol* 40. uniform* 41. varies*
Off List Word	
42. enigma*	

teacher input that words would likely be known by students.

APPENDIX D: VKS PRETEST

Vocabulary Knowledge Scale Pretest

VOCABULARY[pre-VKS] Name:_____ Date_____ Per.__

Activity: Look at the following list of words. Rate each word on how well you know the word. Use the scale from 1-5. If you mark 3 or 4, give the definition. If you mark 5, write a sentence using the word.

1 – I don't remember having seen this word before.
2 – I have seen this word before but I don't know what it means.
3 – I have seen this word before and I think it means…
4 – I know this word. It means…
5 – I can use this word in a sentence. For example _____

Rating 1-5	**WORD**
	1. enigma
	2. attractive
	3. behavior
	4. billions
	5. exactly
	6. extreme
	7. fashion
	8. healthy
	9. information
	10. island
	11. message
	12. narrow
	13. preference
	14. regularly
	15. search
	16. unconsciously
	17. waist
	18. worse

	19. achieve
	20. alter
	21. awareness
	22. conform
	23. consumers
	24. corporation
	25. culture
	26. define
	27. devote
	28. features
	29. fundamental
	30. gender
	31. generate
	32. global
	33. goal
	34. notion
	35. perceive
	36. predominantly
	37. researchers
	38. series
	39. style
	40. symbol
	41. uniform
	42. vary

APPENDIX E: RESULTS OF PRETEST VKS TO DETERMINE TARGET WORDS

Ranking of Top Twelve Words Receiving Scores of 1 or 2

Rank of most scores of 1 or 2	**WORD**
1	**1. enigma**
	2. attractive
	3. behavior
	4. billions
	5. exactly
	6. extreme
	7. fashion
	8. healthy
	9. information
	10. island
	11. message
	12. narrow
6	**13. preference**
	14. regularly
	15. search
10	**16. unconsciously**
	17. waist
	18. worse
	19. achieve
8	**20. alter**
	21. awareness
9	**22. conform**
	23. consumers
11	***24.* corporation**
	25. culture
	26. define
7	**27. devote**
	28. features
3	**29. fundamental**

	30. gender
	31. generate
	32. global
	33. goal
4	**34. notion**
2	**35. perceive**
5	**36. predominantly**
	37. researchers
	38. series
	39. style
	40. symbol
	41. uniform
12	**42. vary**

APPENDIX F: ANALYSIS OF WORDS

TABULATED RESULTS OF PRETEST to DETERMINE WORDS to TEACH

Words ranked from least well known to most; finalized target words are numbered.	*1or2's out of 98 Ss*	*Cognate*	*Spanish cognate*	*Would Middle School ELL know Spanish word?*	*AWL or 2,000 WLW*	*Part of Speech*	*Notes*
1. enigma	93	Y	enigma	maybe	off	N	
2. perceive	84	Y	percibir	maybe	AWL	V	
fundamental	83	Y			AWL	adj	
3. notion	79	Y	noción	maybe	AWL	N	
predominantly	78	Y			AWL	adv	
4. preference	73	Y	preferencia	maybe	2K	N	
5. devote	72	Y	devoto	maybe	AWL	V	
6. alter	67	Y	alterar	no	AWL	V	
7. conform	65	Y	conformar	no	AWL	V	
unconsciously	63	Y			2K	adv	
8. corporation	61	Y	corporación	maybe	AWL	N	
vary	61	Y			AWL	V	Too close to alter
9. consumers	59	Y	consumidor	yes	AWL	N	
10. generate	58	Y	generar	no	AWL	V	
features	43	N			AWL	N	

APPENDIX G: MULTIPLE CHOICE RECOGNITION TESTS

VOCABULARY[pre-MC1 W:a>z; D:a>Z]

Name:_____ Date:_____ Per.__

Write the LETTER of the correct definition in the space on the left.
Use letters A-H for numbers 1-5. Use letters I-P for numbers 8- 10.

1. _____ alter	A. to behave in the way that most other people behave
2. _____ conform	B. to carefully study to find and report new knowledge about something
3. _____ devote	C. to cause something to exist
4. _____ generate	D. to change, or to make someone or something change
5. _____ perceive	E. to make things or people equal
	F. to think of something or someone in a particular way
	G. to try to find someone or something
	H. to use time, energy, etc for a particular purpose

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6. _____ consumer	I. a feeling of liking or wanting one person or thing more than another person or thing
7. _____ notion	J. a large company or group of companies
8. _____ preference	K. a part of the face; an interesting or important part, quality, ability, etc.
9. _____ corporation	L. a substance that plants, animals, and people need to live and grow
10. _____ enigma	M. an idea or belief
	N. someone or something that is mysterious and difficult to understand
	O. someone who buys or uses goods or services
	P. the most popular style of clothes, appearance, or behavior at a particular time

VOCABULARY[pre-MC2 W:a>z; D:z>a]

Name:_____ Date:_____ Per.__

Write the LETTER of the correct definition in the space on the left.
Use letters A-H for numbers 1-5. Use letters I-P for numbers 8- 10.

1. _____ alter	A. to use time, energy, etc for a particular purpose
2. _____ conform	B. to try to find someone or something
3. _____ devote	C. to think of something or someone in a particular way
4. _____ generate	D. to make things or people equal
5. _____ perceive	E. to change, or to make someone or something change
	F. to cause something to exist
	G. to carefully study to find and report new knowledge about something
	H. to behave in the way that most other people behave

---

6. _____ consumer	I. a large company or group of companies
7. _____ notion	J. a substance that plants, animals, and people need to live and grow
8. _____ corporation	K. a feeling of liking or wanting one person or thing more than another person or thing
9. _____ enigma	L. someone who buys or uses goods or services
10._____ preference	M. a part of the face; an interesting or important part, quality, ability, etc.
	N. someone or something that is mysterious and difficult to understand
	O. the most popular style of clothes, appearance, or behavior at a particular time
	P. an idea or belief

VOCABULARY[pre-MC3 W:z>a; D:z>a]

Name:_____ Date:_____ Per.__

Write the LETTER of the correct definition in the space on the left.
Use letters A-H for numbers 1-5. Use letters I-P for numbers 8- 10.

1. _____ perceive	A. to use time, energy, etc for a particular purpose
2. _____ generate	B. to try to find someone or something
3. _____ devote	C. to think of something or someone in a particular way
4. _____ conform	D. to make things or people equal
5. _____ alter	E. to change, or to make someone or something change
	F. to cause something to exist
	G. to carefully study to find and report new knowledge about something
	H. to behave in the way that most other people behave

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6. _____ preference	I. the most popular style of clothes, appearance, or behavior at a particular time
7. _____ notion	J. someone who buys or uses goods or services
8. _____ enigma	K. someone or something that is mysterious and difficult to understand
9. _____ corporation	L. an idea or belief
10._____ consumer	M. a substance that plants, animals, and people need to live and grow
	N. a part of the face; an interesting or important part, quality, ability, etc.
	O. a large company or group of companies
	P. a feeling of liking or wanting one person or thing more than another person or thing

VOCABULARY[pre-MC4 W:z>a; D:a>z]

Name:_____ Date:_____ Per.__

Write the LETTER of the correct definition in the space on the left.
Use letters A-H for numbers 1-5. Use letters I-P for numbers 8- 10.

1. _____ perceive	A. to behave in the way that most other people behave
2. _____ generate	B. to carefully study to find and report new knowledge about something
3. _____ devote	C. to cause something to exist
4. _____ conform	D. to change, or to make someone or something change
5. _____ alter	E. to make things or people equal
	F. to think of something or someone in a particular way
	G. to try to find someone or something
	H. to use time, energy, etc for a particular purpose

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6. _____ preference	I. a feeling of liking or wanting one person or thing more than another person or thing
7. _____ notion	J. a large company or group of companies
8. _____ enigma	K. a part of the face; an interesting or important part, quality, ability, etc.
9. _____ corporation	L. a substance that plants, animals, and people need to live and grow
10._____ consumer	M. an idea or belief
	N. someone or something that is mysterious and difficult to understand
	O. someone who buys or uses goods or services
	P. the most popular style of clothes, appearance, or behavior at a particular time

APPENDIX H: MODIFIED VKS POSTTESTS

2 pts possible/word

Vocabulary Knowledge Scale Period:_____

Name:_____

notion ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**	**enigma** ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**
perceive ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**	**preference** ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**
generate ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**	**conform** ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**
alter ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**	**consumer** ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**
devote ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**	**corporation** ___ 1. I don't know what this word means. ___ 2. I know this word. It means _____ ___ 3. I can use this word in a good example sentence. _____ _____ **(If you do #2, you must do #3)**

APPENDIX I: SETTING THE STAGE

Prior to start of 5-day lesson

Administer Vocabulary Knowledge Scale (VKS)
Administer test. 15 minutes - Explain to students that this will help me decide which words to focus on. No other instruction will occur. Focus words will be determined from the results.

Day 1

Multiple Choice Vocabulary Test of 10 Focus Words (as determined from VKS)
Administer test. 15 minutes – Students will match focus words with their definitions.
Brainstorm Concept Map: 7 minutes - Do a concept map of BEAUTY by asking students what words/phrases they associate with beauty. (prompt students if need be to think about male, female, inner, outer, American and other cultures
Think-(Write)-Pair-Share – 7 minutes**. SEE 7 STATEMENTS BELOW -** Read all the statements to the students. Check that they understand the statements. *Then* ask all students to indicate their answers by circling "Yes" or "No". Next have them compare their answers with a partner. Have them take box their partner's answers. Teacher then calls on listening partners to report out their partner's response (e.g. My partner spends a lot of time thinking about his/her appearance. My partner doesn't think good-looking people have easier lives than other people.)
Revisit Concept Map – 5 minutes**.** Ask students to look back up at concept map. Ask if there are any other words/phrases that they might add to the map after having completed the survey. Use a different color pen for the AFTER reading words.

Video/Quick Write –10 minutes. Students do a quick write as a response to the video and share with a partner.
http://www.youtube.com/watch?v=domDAszaKAM
VIDEO Discussion Questions
A) Are we obsessed with beauty?
B) What IS beauty?
C) What makes a person beautiful?
D) Can beauty be created or is it something we are born with?
E) Is a person still beautiful even if his or her actions are ugly?
F) Who decides what beauty is?

Survey Questions: I spend a lot of time thinking about my appearance. I think it's okay for men to wear make-up, etc.

APPENDIX J: CONTROL GROUP'S NOTE-TAKING TOOLS

Vocabulary Note-Taking Tool Day #2 **C**
Name:_____
Date:_____ Per.__

Directions: Take notes on the words, then fill in the sentences using the word.

DEVOTE (v.) – to use time, _____, etc for a particular purpose. Teachers often d_____ a lot of their _____ to planning lessons.

Girls or women sometimes d_____ hours to doing their hair and make-up. Others prefer to d_____ their time to studying, talking with friends, or even watching television. People sometimes say to limit the time you d_____ to any one activity.

CORPORATION (n.) – a large business or organization. He _____s for several large c_____s.

A large c_____ usually has a lot of employees. Big c_____s have a lot of power in politics. Some c_____s give back money or donations to their community.

CONSUMER (n.) – someone who _____ or uses goods or services. People who play video-games are consumers of online _____.

News programs talk about c_____ confidence. That means when c_____s feel like they have enough money, they spend more. Americans are big c_____s of gas, energy, food, and technology.

GENERATE (v.)– to cause something to _____. Oil companies g_____ a lot of money selling gasoline.

PG&E g_____s power for millions of homes in California. The energy they supply is g_____ed by wind machines, solar panels, and even water dams. Alternative sources of energy are g_____ing a lot of excitement because people want to save money and the environment.

PERCEIVE (v.) – to think of _____ or someone in a particular _____. Society p_____s women as being _____ than men.

For some reason, women often p e themselves as being fat even when they are thin. American society p_____es overweight women sometimes as not caring about their health, or even being lazy. In other cultures, being a round woman is p_____ed as a sign of wealth.

Vocabulary Note-Taking Tool Day #3 **C**
Name:_____
Date:_____ Per.__

Directions: Take notes on the words, then fill in the sentences using the word.

PREFERENCE (n.) – something that is _____ more than other things. My music preferences have _____ recently.

My p of clothes is really weird. Polka-dotted pants are my p_____for when I dress up. When I am being casual, my outfit of p_____ is a bright red pair of jeans and a sweatshirt.

NOTION (n.) – an idea or _____. The notion of _____ is not very popular with two-year-olds.

The n_____ of being a college or career-ready graduate is starting to catch on. That n_____ of having a long-term goal was presented at the beginning of the school year. Students have different n_____s of what being ready for a college or career means, but at least they know teachers are going to help them be more prepared for life.

ALTER (v.) – to _____, or to make someone or something change. Women who wear a lot of _____ alter their appearance.

People like to a_____ their appearance for various reasons. A woman may a_____ her hairstyle for a special occasion. A_____ing one's look for a date or an interview is pretty common. Men also may _____ their look by getting a tattoo or a new hairstyle.

CONFORM (v.)– to behave in the _____ that most other people _____. There is a lot of peer pressure on teenagers to conform and not be too different, or people see them as weird.

Some teens do not think it is important to c_____. They think that c_____ing is not showing you are unique. They choose not to c_____ by wearing clothes that are different than their friends'.

ENIGMA (n.) -- someone or something that is _____ and _____ to understand. Mr. Lawson is an enigma to me.

Time is an e_____ to me. When you are waiting for something to happen, it seems to take forever. It's an e_____ because when you need more time for a test or to do something, it seems to pass so quickly, but it really is not going by any faster! I figure I'll never understand some e_____s.

APPENDIX K: TREATMENT GROUP'S NOTE-TAKING TOOLS

Vocabulary Note-Taking Tool Day #2 **T**
Name:_____
Date:_____ Per.__

Directions: Take notes on the words, then fill in the sentences using the word.

DEVOTE (v.) – to use time, _____, etc for a particular purpose. Teachers often d_____ a lot of their _____ to planning lessons.
Girls or women sometimes d_____ hours to doing their hair and make-up.

CORPORATION (n.) – a large business or organization. He _____s for several large c_____s.
A large c_____ usually has a lot of employees.

CONSUMER (n.) – someone who _____ or uses goods or services. People who play video-games are consumers of online _____.
Americans are big c_____s of gas, energy, food, and technology.

GENERATE (v.)– to cause something to _____. Oil companies g_____ a lot of money selling gasoline.
PG&E g_____s power for millions of homes in California.

PERCEIVE (v.) – to think of _____ or someone in a particular _____. Society p_____s women as being weaker than men.
For some reason, women often p_____e themselves as being fat even when they are thin.

Vocabulary Note-Taking Tool Day #3 **T**
Name:_____
Date:_____ Per.__

Directions: Take notes on the words, then fill in the sentences using the word.

PREFERENCE (n.) – something that is _____ more than other things. My music preferences have _____ recently.

When I am being casual, my outfit of p_____ is a bright red pair of jeans and a sweatshirt.

NOTION (n.) – an idea or _____. The notion of _____ is not very popular with two-year-olds.

The n_____ of being a college or career-ready graduate is starting to catch on.

ALTER (v.) – to _____, or to make someone or something change. Women who wear a lot of _____ alter their appearance.

People like to a_____ their appearance for many reasons.

CONFORM (v.)– to behave in the _____ that most other people _____. There is a lot of peer pressure on teenagers to conform and not be too different, or people see them as weird.

Teenagers sometimes think that c_____ing is not showing you are unique.

ENIGMA (n.) -- someone or something that is _____ and _____ to understand. Mr. Lawson is an e_____ to me.

Time is an e_____ to me. When you are waiting for something to happen, it seems to take forever.

APPENDIX L: KEY TO NOTE-TAKING TOOL

KEY *Note-taking Tool for first set of words*

DEVOTE (v.) – to use time, energy, etc for a particular purpose. Teachers often devote a lot of their weekends to planning lessons.

Girls or women sometimes devote hours to doing their hair and make-up. Others prefer to devote their time to studying, talking with friends, or even watching television. People sometimes say to limit the time you devote to any one activity.

CORPORATION (n.) – a large business or organization. He works for several large corporations.

A large corporation usually has a lot of employees. Big corporations have a lot of power in politics. Some corporations give back money or donations to their community.

CONSUMER (n.) – someone who buys or uses goods or services. People who play video-games are consumers of online stores.

News programs talk about consumer confidence. That means when consumers feel like they have enough money, they spend more. Americans are big consumers of gas, energy, food, and technology.

GENERATE (v.)– to cause something to exist. Oil companies generate a lot of money selling gasoline.

PG&E generates power for millions of homes in California. The energy they supply is generated by wind machines, solar panels, and even water dams. Alternative sources of energy are generating a lot of excitement because people want to save money and the environment.

PERCEIVE (v.) – to think of something or someone in a particular way. Society perceives women as being weaker than men.

For some reason, women often perceive themselves as being fat even when they are thin. American society perceives overweight women sometimes as not caring about their health, or even being lazy. In other cultures, being a round woman is perceived as a sign of wealth.

APPENDIX M: SENTENCE FRAMES

Sentence Frames for First Set of Words

Word	Definition	Sentence Frames - Multi-use frames are asterisked*
1. devote (cognate)	to use time, energy, etc for a particular purpose	Mothers devote a lot of their time to ____. cooking caring for sick children
2. corporation (cognate)	a company	*A corporation w/ a bad/good reputation … hires lots of people does bad things to the environment is good to its employees pays its taxes ….
3. consumer (cognate)	someone who buys or uses goods or services	*Teachers are big consumers of _____. paper white board pens pencils …
4. generate (cognate)	to cause something to exist	_____ can generate a lot of excitement at school. A fight An assembly
5. perceive (cognate)	to think of something or someone in a particular way	*Men are sometimes perceived as being better at ___ than women. repairing cars fighting in a war playing sports …

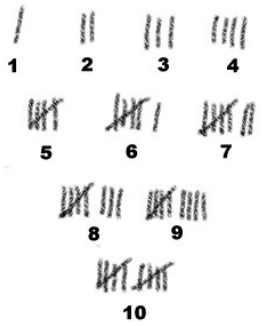
Sentence Frames for Second Set of Words

Word	Definition	Sentence Frames - Multi-use frames are asterisked*
6. preference	what or who you like more than others	*My preference in movies/sports/games/music includes … romantic movies soccer monopoly hip-hop …
7. notion (cognate)	an idea or belief	The notion of ____ is part of what makes America great. freedom of speech democracy
8. alter (cognate)	to change, or to make someone or something change	If I want to alter my appearance, I should change ____. my clothes my hair
9. conform (cognate)	to behave in the way that most other people behave	*If a student wants to conform at school, s/he should ____ wear the same kind of clothes talk the same way act like his/her friends follow the rules …
10. enigma	someone or something that is mysterious and difficult to understand	_____ is an enigma to me. Algebra Why people lie

APPENDIX N: STUDENT TALLY SHEET

Tally Sheet for Reporting Repetition of Words

VOCABULARY[tally sheet]



Your name:_____ Date:_____ Per.__

Your partner's name:_____

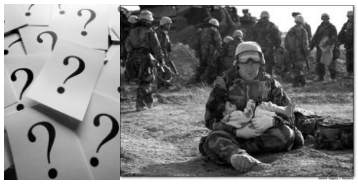
Directions: Mark the number of times your partner uses the word in a complete sentence.

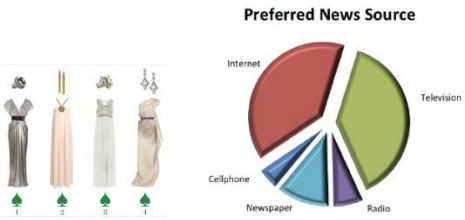
Example: enigma ///

devote	preference
corporation	notion
consumer	alter
generate	conform
perceive	enigma

APPENDIX O: VOCABULARY MATCHING ACTIVITY

Mix and Match Vocabulary Game

enigma	something or someone that is difficult to understand	
consumer	someone who buys something	
generate	to make or produce something	
perceive	to see a person or a situation in a certain way	

notion	a broad idea or concept	
preference	an opinion or choice for something you like better	
devote	to spend time or energy on a person or activity because you care	
alter	to change something, maybe better or worse	
conform	to become the same as the people around you	

corporation	a large business or organization	

www.bing.com images

APPENDIX P: QUESTIONNAIRE ON LITERACY EVENT SINCE POSTTEST

Questionnaire on Literacy Events between Post Tests Name:_____ Period_____ Date:_____

Directions: Please mark what kinds of reading activities you did **since I saw you last** for the lesson on BEAUTY and today. Also indicate for how much time total for numbers 3-14.

For questions 1-2, use the numbers shown here >>>>>>>	**0**	**1-2**	**3-4**	**5-6**	**7 or more**
1. About how many words have you looked up in a dictionary (book or online) since we saw each other last					
2. How many of your teachers had you read from a textbook in English in class since I saw you last?					
What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
3. I **read** a magazine/ newspaper article(s) that I chose in **English**.					
4. I **read** a magazine/ newspaper article(s) that I chose in **Spanish**.					
5. I did silent sustained **reading** in class in **English** where I chose what I wanted to read.					
6. I did silent sustained **reading** in class in **Spanish** where I chose what I wanted to read.					
7. I read **social media** (Facebook messages, text messages, blogs, etc.) in **English**					
8. I read **social media** (Facebook messages, text messages, blogs, etc.) in **Spanish.**					
9. I read **magazine articles/poems/stories** in **English** that the					

teacher provided.					
What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
10. I read **magazine articles/poems/stories** in **Spanish** that the **teacher** provided.					
11. I read a **book/ graphic novel** for pleasure in **English**. (even if you didn't finish it)					
12. I read a **book/ graphic novel** for pleasure in **Spanish.** (even if you didn't finish it)					
13. I read a school **textbook** in English **in class**.					
14. I read a school **textbook** in English **outside of class**.					

APPENDIX Q: TALLIED RESULTS OF LITERACY EVENTS SURVEYS

TALLIED RESULTS OF CONTROL (C) GROUP

Questionnaire on Literacy Events between Post Tests

For questions 1-2, use the numbers shown here >>>>>>>	**0**	**1-2**	**3-4**	**5-6**	**7 or more**
1. About how many words have you looked up in a dictionary (book or online) since we saw each other last	11	5	3	1	2
2. How many of your teachers had you read from a textbook in English in class since I saw you last?	8	10	3		2
What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
3. I **read** a magazine/ newspaper article(s) that I chose in **English**.	9	8	4	2	
4. I **read** a magazine/ newspaper article(s) that I chose in **Spanish**.	16	5	1		
5. I did silent sustained **reading** in class in **English** where I chose what I wanted to read.	14	3	3		1
6. I did silent sustained **reading** in class in **Spanish** where I chose what I wanted to read.	18	3			
7. I read **social media** (Facebook messages, text messages, blogs, etc.) in **English**	4	3	2	1	12
8. I read **social media** (Facebook messages, text messages, blogs, etc.) in **Spanish.**	13	6		2	3
9. I read **magazine articles/poems/stories** in **English** that the **teacher** provided.	5	3	3	1	11

What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
10. I read **magazine articles/poems/stories** in **Spanish** that the **teacher** provided.	20	2			
11. I read a **book/ graphic novel** for pleasure in **English**. (even if you didn't finish it)	8	8	1	3	1
12. I read a **book/ graphic novel** for pleasure in **Spanish.** (even if you didn't finish it)	21	2			
13. I read a school **textbook** in English **in class**.	13	5	5		1
14. I read a school **textbook** in English **outside of class**.	15	6			

TALLIED RESULTS OF TREATMENT (T) GROUP

Questionnaire on Literacy Events between Post Tests

For questions 1-2, use the numbers shown here >>>>>>>	**0**	**1-2**	**3-4**	**5-6**	**7 or more**
1. About how many words have you looked up in a dictionary (book or online) since we saw each other last	15	3	2		
2. How many of your teachers had you read from a textbook in English in class since I saw you last?	13	7	2		
What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
3. I **read** a magazine/ newspaper article(s) that I chose in **English**.	9	8	3		1
4. I **read** a magazine/ newspaper article(s) that I chose in **Spanish**.	18	5			
5. I did silent sustained **reading** in class in **English** where I chose what I wanted to read.	18	2			
6. I did silent sustained **reading** in class in **Spanish** where I chose what I wanted to read.	19		1		1
7. I read **social media** (Facebook messages, text messages, blogs, etc.) in **English**	2	5	3	2	12
8. I read **social media** (Facebook messages, text messages, blogs, etc.) in **Spanish.**	5	4	1	1	5
9. I read **magazine articles/poems/stories** in **English** that the **teacher** provided.	2	1	2	1	17

What did you do? For how much time TOTAL since I saw you last?	Did not do.	1-15 minutes	15-30 minutes	30-45 minutes	More than 45 minutes
Example: I **read** a magazine/ newspaper article(s) that I chose in English.		X (sample answer)			
10. I read **magazine articles/poems/stories** in **Spanish** that the **teacher** provided.	14				
11. I read a **book/ graphic novel** for pleasure in **English**. (even if you didn't finish it)	9	3	2		
12. I read a **book/ graphic novel** for pleasure in **Spanish.** (even if you didn't finish it)	12	1			1
13. I read a school **textbook** in English **in class**.	8	4	1		
14. I read a school **textbook** in English **outside of class**.	13	1			

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