Upper primary teachers' explicit instructional practices for vocabulary enhancement during literacy blocks.

Submitted by

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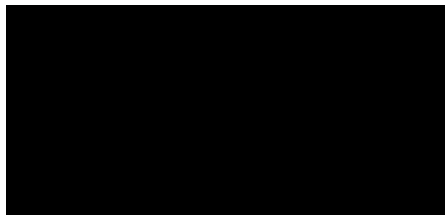
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Statement of Original Authorship

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Abstract

A robust approach to vocabulary instruction is necessary for literacy learning. Research suggests a need for further investigation and analysis of evidence-based vocabulary teaching practices. This qualitative study examines the explicit instructional practices for vocabulary enhancement used by upper primary teachers during literacy blocks. It explores how teachers, within a community of shared planning and practice, understand vocabulary instruction and implement these practices in the classroom. It uses a case study methodology to examine the conceptual and procedural knowledge of vocabulary instruction of three teachers. A teacher from each of the upper primary year levels was represented in the study: years four, five and six. Data were collected through interviews and classroom observations during literacy blocks. Findings showed that the teachers implemented a range of robust instructional practices. However, a lot of their practice was incidental in nature, as opposed to explicit and intentional. Many opportunities for using evidence-based vocabulary instruction strategies were not recognised by the participants. Participant teachers from the study experienced personal barriers to implementing a robust approach to vocabulary instruction, such as a lack of knowledge in relation to evidence-based vocabulary practices and time constraints in the classroom. Additional research is needed to identify how best to support teachers with this mismatch between current teacher practice and research-validated practice.

LIST OF ABBREVIATIONS

ACARA   Australian Curriculum, Assessment and Reporting Authority

BCE   Brisbane Catholic Education

PLL   Primary Learning Leader

Chapter One

The Problem

1.1 Introduction

Words are the currency of communication. They are the building blocks for understanding and expressing ideas. A robust vocabulary can improve all modes of communication – speaking, listening, reading and writing. Vocabulary development is critical to a student's success in the classroom. Texts often include a range of unfamiliar terms that are not part of students' daily dialogue. This disparity can create barriers that make it difficult for students to understand texts (Chall & Jacobs, 2003). Upper primary students engage with more complex literary texts that use figurative language, irony and idiomatic expressions (Hirsch, 2003). They need to read an increasingly broad range of texts and this shift can present a challenge for certain students (Best, Floyd & McNamara, 2004). Students require a rich and rigorous approach to vocabulary instruction, to successfully navigate these shifts and achieve the best outcomes in their learning. Teachers need to implement pedagogies that strengthen the vocabulary development of their learners, in response to the complex texts that feature heavily across the Australian Curriculum learning areas.

Curriculum demands exist for both teachers and students, particularly at an upper primary level. From a broad perspective, the Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014). In Years 3-6, the Australian Curriculum engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Curriculum (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014). The Australian

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Curriculum includes a range of General Capabilities that teachers address through the content of the learning areas. Each Capability encompasses a range of knowledge, skills, behaviours and dispositions. "Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school" (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014). Literacy is one of the General Capabilities. Vocabulary knowledge is a key component of a student's Literacy capability. Therefore, vocabulary development is necessary in developing capable and successful students, across a range of learning areas and contexts. Vocabulary in the Australian Curriculum is highlighted as a tool for enhancing students' capabilities and success across multiple learning areas:

> Vocabulary should be taught in ways that encourage students to be curious about the origins, meanings and uses of words. Deliberate attention should be given to expanding students' vocabulary resources and developing their literal and inferential comprehension. Increasingly sophisticated meanings across various curriculum areas call for a broad vocabulary and comprehension. Skills in using various types of dictionaries and thesauruses will help students' learning to become more generative and independent during and beyond school" (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014)

Teachers' practices can support students with the knowledge, understanding and skills required for a complex curriculum. Australian Curriculum documents do not outline *how* to effectively implement effective vocabulary pedagogy. Instead, curriculum documents specify *what* students are expected to learn. It is the role of the teacher that is pivotal in transforming curriculum expectations into rich classroom practice. There is currently only a small evidence base in relation to whether teachers are planning and implementing a rich and robust

approach to vocabulary instruction. With the Australian Curriculum being a dynamic construct experiencing ongoing revision, it is likely that the role of vocabulary instruction will be recontextualised. Over time, teachers can look at this recontextualisation of the Curriculum as an opportunity to refresh their classroom practices and deepen their professional knowledge (Derewianka, 2012). Teachers need to feel confident with the Curriculum and employing a variety of approaches to enhance their vocabulary instruction.

1.2 Rationale

The ways that students acquire vocabulary are varied and complex. There are many factors at play that affect their acquisition of words. One key factor is the presence of robust vocabulary instruction. Rich and engaging vocabulary instruction can entice students into the fascinating world of words, setting them on the path to a lifelong love of language and learning. Teachers should provide environments that are linguistically rich and offer students a range of opportunities to learn new words (Graves, 2006). Students require a rich vocabulary to support them with a range of learning processes in the classroom. It is vital that their vocabulary continually expands through engaging and varied experiences with language, literature and literacy.

> Knowledge of vocabulary meanings affects children's abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. Such knowledge influences the complexities and nuances of children's thinking, how they communicate in the oral and written languages, and how well they will understand printed texts (Sinatra, Zygouris-Coe, and Dasinger, 2011, p.333)

Teachers' practices need to reflect the complexity of the aforementioned learning processes. Their robust vocabulary instruction needs to include direct explanation of words

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and vocabulary concepts, along with thought-provoking, playful and interactive follow-up (Beck, McKeown, & Kucan, 2002). However, classroom practice is often ineffective and not evidence-based (Graves, 2016). Research suggests that teachers are relying on simplistic measures to teach vocabulary to their students - dictionary definitions and short exercises involving synonyms (Beck, McKeown, & Kucan, 2002). The result of teachers neglecting robust vocabulary instruction in classrooms is students who are not engaged in effective vocabulary learning (Block and Mangieri, 2007). A review of the literature identified that the following questions remain not fully explored. How does teachers' conceptual & procedural knowledge reflect what is known in the literature? Within a community of shared processes and practices, what influences their decision making when teaching vocabulary? What effective and evidence-based approaches to vocabulary instruction are occurring in their classrooms?

The literature clearly outlines the need for teachers to consistently implement a robust approach to vocabulary instruction, to support the vocabulary development of their students. There is an ongoing need to investigate classroom-based instruction that supports the word learning of students (Ford-Connors and Paratore, 2014). Therefore, the aim of this research is to investigate the participant teachers' conceptual and procedural knowledge of explicit vocabulary instruction. Teachers weave vocabulary learning into their daily practice, using a range of intentional and unintentional methods of instruction. However, this study only sought to uncover the intentional practices that teachers integrate into their classrooms. The focal point was their explicit instructional practices. The key question is: What explicit instructional practices for vocabulary enhancement do upper primary teachers implement during literacy blocks?

1.3 Context of the Study

This research question was explored in relation to the practices of three teachers at a co-educational Catholic College. The College has three separate primary campuses. The researcher was able to gain access to the campus due to previous employment at the school for a period of eight years. While this provided insight to the workings of the school, it is important to note that the campus selected as the research site was not one where the researcher had previously worked, and participants were not known to the researcher. Planning practices at the research site were somewhat different to what the researcher had experienced at the campus where she was employed. This resulted in the researcher being able to better "discover, understand, and gain insight" (Merriam, 1998, p. 61). In recent years, reading test results (PAT-R and NAPLAN) were low across all the primary campuses. Several school-wide initiatives were in place to address decoding and reading comprehension outcomes in the early years (P-3). The focus was on decoding skills, with intervention and support for students with higher needs. Intervention for decoding and comprehension in the upper years was minimal, even though low reading results were also evident here. The school-wide approach to Literacy planning and practice is derived from systemic processes within Brisbane Catholic Education (BCE). These processes include a framework of steps that are considered to be 'Effective and Expected practices for the Teaching of Literacy' - focus, establish, activate, respond and evaluate. These steps identify and clarify how teachers can intentionally and explicitly teach Literacy within the learning areas, to move each student forward in their learning. Within this framework, teachers are guided with planning directly from the Australian Curriculum (English) and interrelating the strands of Language, Literature and Literacy.

Teachers are expected to plan for the explicit teaching of comprehending (listening, viewing, reading) and composing (speaking, writing, creating) in all learning areas. In BCE schools, teachers are also expected to analyse student writing at least four times a year. To support this process of collaborative analysis, teachers use a 'writing analysis tool' (Appendix C). The tool has been developed in relation to the General capability: Literacy, making it applicable within all learning area contexts. The writing analysis tool aims to gather data that identifies if students are progressing in their writing. It seeks to find out if they can attend to purpose and audience, use text structures to organise texts effectively, express and develop ideas in detail, and use cohesive devices, sentence structures, punctuation, vocabulary and spelling with precision and accuracy. An analysis of a writing sample can support teachers to identify what explicit teaching needs to occur in different curriculum contexts, to directly support specific student needs with composing texts.

The specific component of the writing analysis tool that is relevant to this study is 'vocabulary and word groups'. Choices in vocabulary and word groups can be typically categorised as content words (subject-specific words) or grammatical words (nouns, verbs, adjectives etc.). Through the use of a range of contextually appropriate and precise choices of vocabulary and word groups, authors can develop their text to meet their purpose, the audience's needs and effectively communicate subject matter. Teachers answer certain criteria questions when they look at students' writing samples. Does the text demonstrate use of subject-specific vocabulary, vocabulary that expresses shades of meaning, feeling and opinion and are ideas expanded and sharpened through the careful choice of verbs, elaborated tenses and adverb groups/phrases? Is subjective, objective and evaluative language used to express opinions and points of view? Writing is a literacy capability that empowers students to communicate. This communication occurs in and out of school, for a range of purposes

and audiences and in a range of contexts. Through engagement with this systemic process, teachers can access a range of resources and collaborative peer support to analyse and improve their instruction of writing and vocabulary.

1.4 Significance of the Study

The aim of this study is to further explore the phenomenon of vocabulary instruction, specifically through investigating participant teachers' conceptual and procedural knowledge of explicit vocabulary instruction. The literature highlights the need for teachers to consistently implement a robust approach to vocabulary instruction to support the vocabulary development of their students. This study will uncover the extent to which teachers' conceptual and procedural knowledge of vocabulary instruction correspond with the literature. These findings will assist in identifying areas in which teachers may need support. Potentially, teachers could be supported with ensuring their vocabulary planning and pedagogy is robust and evidence-based.

<center>**Chapter Two**</center>

<center>**Literature Review**</center>

2.1 Introduction

This literature review will explore the following significant areas: vocabulary knowledge, vocabulary development, vocabulary and literacy development, effective vocabulary instruction and teachers' conceptual and procedural knowledge. The conceptual framework that guided the research methodology of this study will also be discussed. At the core of the conceptual framework is a 'model of effective vocabulary instruction'. This model outlines the need for teachers to plan and practice a robust approach to vocabulary instruction. It identifies three types of instruction to support this robust approach - teaching specific words, teaching word learning strategies and providing rich and varied language experiences.

2.2 Vocabulary Knowledge

Vocabulary knowledge is more than simply knowing the meaning of a word. It is also the working knowledge of words and their associated meanings. Words differ in their layers of complexity and contextuality. Some words have multiple meanings or are richly networked to other words. These rich networks, or semantic relationships, play an important role in the language development of students. Knowledge of how words relate to each other can help students to conceptualise and communicate more complex ideas. Students need to understand *how* different words work (Kucan, 2012). Rich vocabulary knowledge is pertinent to students' learning. It encompasses the words required to tap into their background knowledge, engage with new concepts and effectively express themselves. "Vocabulary

knowledge *is* knowledge; that the knowledge of a word not only implies a definition, but also implies how that word fits into the world" (Stahl, 2003, p.75).

Vocabulary knowledge can be described in terms of two dimensions - breadth and depth. How many words a person knows is their breadth of vocabulary, whereas how *well* a person knows these words is their depth of vocabulary. Breadth is further defined as "the number of words for which the person knows at least some of the significant aspects of meaning". Depth is "the quality or depth of understanding" (Anderson and Freebody, 1981, p.93). Depth of vocabulary relates to how students understand that words contain multiple meanings and *how* those different meanings can be used in context (Beck et al. 2002). Even with the most robust vocabulary instruction, not all words can be directly taught. The depth of a student's vocabulary is as important as the breadth, if not more so. Vocabulary knowledge is never fully mastered, as it continues to expand and deepen over a lifetime. Students require a continually expanding vocabulary, as they read and comprehend increasingly demanding texts (Kamil & Hiebert, 2005). New concepts and related words need to be acquired and connected with prior knowledge.

Once students understand a word, the depth of their knowledge supports what they can do with those words. There are differences between a student's receptive and productive mastery of vocabulary. Receptive mastery involves the comprehension of vocabulary when listening or reading, whereas productive mastery encompasses the production of vocabulary when speaking or writing. Early research indicates that students are often better able to demonstrate receptive knowledge, as opposed to productive knowledge (Laufer & Paribakht, 1998). Melka (1997) suggested that receptive and productive mastery sit on a developmental continuum, with the gradual shift of knowledge from receptive to productive mastery occurring as the learner deepens their knowledge about the word. More recently, Read (2000)

has raised questions as to the "minimum amount of word knowledge that is required before productive use is possible (p.154). To date, there has been minimal research to investigate the type and quantity of lexical knowledge necessary for productive mastery.

Fluency is a key component of lexical proficiency. The essence of mastering vocabulary knowledge is the learner's ability to use words fluently when communicating (Daller et al., 2007). It is necessary to look at what learners can do with words across a range of receptive and productive skills - reading, writing, listening, and speaking. For instance, vocabulary and morphology knowledge can support fluent reading, as a student's familiarity with a wide variety of lexical items and word parts can result in more automatic and fluent decoding skills. Students with varying levels of vocabulary knowledge may behave differently across these receptive and productive communication spaces. Learners who have high vocabulary depth, but low fluency and low depth, can normally be distinguished from learners with the same vocabulary breadth, but high fluency and depth (Meara and Wolter, 2004). While both types of learners may know the same amount of words, the learner with greater fluency and depth will demonstrate a higher skill level when communicating for different purposes.

2.3 Vocabulary Development

The development of one's vocabulary is a highly personal process, often taking place through direct experience, social encounters, discussions and reading (Nagy & Anderson, 1984; Cunningham & Stanovich, 1998). It is important that teachers understand Literacy as a social practice. Research indicates that children require meaningful interactions and exposure to many words, to develop and widen their vocabulary. "Students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, &

Flinspach, 2008, p.197). Early research by Hart and Risley (1995) outlined the importance of interaction with children, as well as their exposure to both quantity and quality of language experiences. Word learning is viewed as a developmental process, one that is influenced through variations of adult input (Weisleder and Fernald, 2013). Frequent and focused verbal input is critical for supporting vocabulary growth and development (Chapman, 2000).

How students come to know a word is important for teachers to understand. The acquisition of word meanings requires multiple elements that interact in complex ways – social, conceptual and linguistic capacities. Four cognitive capacities that are considered necessary for children to learn the meanings of words were outlined by Bloom (2000) - "an ability to infer the intentions of others, an ability to acquire concepts, an appreciation of syntactic structure, and certain general learning and memory abilities" (p.10). Children learn words as a gradual process, whereby representations of words develop from immature and incomplete to mature and accurate. A process of 'fast mapping' allows children to acquire a general representation of a new word. This is followed by 'slow mapping', whereby representations are gradually refined over time with multiple exposures (Curtis, 1987).

Students need to be active participants in their vocabulary learning. "While words are used to signal meanings, people are the actual source of these meanings" (Singleton, 2000, p.6). For children to identify possible words of their language, they must isolate word forms and also identify meanings. Clues about word forms may come from the syntactic and morphological properties of the word. They may draw on their conceptual categories when identifying meanings (Clarke, 1995). Word forms and meanings need to be linked together, as a precursor to setting up entries in their mental lexicon. They also need to manage various forms of ambiguity; sorting which meanings go with which form. Vocabulary development is complex; students must:

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Identify semantic fields and the conceptual domains they cover. They must learn how

meanings are organised in terms of such relations as inclusion, overlap, or

incompatibility. They need to identify inflected forms of the same word, and to

distinguish forms derived from the same root using different affixes. They must also

learn how the semantic and morphological properties of words are linked to their

syntactic properties (Clarke, 1995, p.14)

These linguistic processes of morphology are complex for children. There are many elements

to consider – the structure and parts of words, parts of speech, intonation and even the ways

that context can alter a word's pronunciation and meaning. Children need exposure to a wide

variety of words and explicit instruction to support these complex processes.

Informal and incidental opportunities for learning often occur when students

demonstrate either a need or motivation to learn. These teachable moments can be driven or

suggested by either teachers or the students themselves. More specifically, incidental word

learning can be defined as "the incidental, as opposed to intentional, derivation and learning

of new word meanings by subjects reading under reading circumstances that are familiar to

them" (Swanborn & de Glopper, 1999, p.262). Vocabulary can be learned during the context

of other classroom activities (Rieder, 2003). Essentially, incidental learning of new words

occurs during classroom activities and conversations where the teaching of those words is not

a part of planned instruction. Children often learn new words through these incidental

opportunities. They demonstrate a remarkable ability to rapidly and effectively acquire words

that are experienced incidentally during daily activities (Nagy & Herman, 1987). Wide

reading supports students with learning new vocabulary, however students need to be

conscious of the new words they read and implement strategies to discover the meanings. If

words are skipped, they will not be learned. To mitigate this, students often require explicit instruction with word learning strategies and word awareness.

While indirect learning can support students, they need to be systematically taught vocabulary through explicit and direct instruction. The explicit instruction of vocabulary incorporates direct teaching of word meanings and also word learning strategies. Students are often involved in the pre-teaching of words before they encounter them in texts (Loftus & Coyne, 2013). Teachers will often select words that are important to the overall text or that are necessary for students to learn. They may provide explicit instruction related to definitions, examples and nonexamples, and other activities to help students process word meanings (Beck et al., 2013; Stahl & Nagy, 2006). Considering the vast number of words in the English language, the explicit instruction of specific words is not adequate for students to develop a substantial vocabulary (Nagy, Herman, & Anderson, 1985). They also need explicit instruction of word learning strategies that they can apply to unfamiliar words that are encountered. Stahl & Nagy (2006) identify some effective strategies, such as using context clues, accessing knowledge of cognates, engaging in morphological problem solving, and using resources.

Vocabulary knowledge is developed over time. Students learn new words during a continual process of language and literacy development. Providing students with repeated opportunities to encounter words is necessary for assisting the gradual process of vocabulary development. Frequency matters in vocabulary instruction. Research suggests that it may require at least 17 exposures to a new word before students acquire new vocabulary as part of their own repertoire (Baumann et al., 2003). McGregor, Shane & Ball (2007) studied students in the third grade and found that lexical and semantic knowledge accrues over time. The multiple exposures support students with adding more contextual features to words. They are

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in a better position to store the new vocabulary neurologically, refer back to semantic features and build on this word knowledge to make it their own. Teachers should implement a range of effective strategies that provide multiple encounters and meaningful exposure to new words. A rich classroom environment is necessary to facilitate this learning. Vocabulary instruction needs to see students immediately engaged and exposed to a diverse array of contexts (Blachowicz et al., 2006). Students need to be actively learning new words and utilising them in a variety of ways. A single exposure to a new word will not build a deep understanding. Repeated exposure to new words needs to occur over an extended time period, so as to be more effective (Baumann et al., 2003). During this time, students need to be given sufficient opportunities to apply the new vocabulary. They require repeated exposure that allows them to 'practice' with new words, across a range of contexts.

2.4 Vocabulary and Literacy Development

Vocabulary and the rich use of language play key roles in Literacy development. Children differ in the diversity of their vocabulary knowledge on entry to school (Beck et al., 2002). Their diverse levels of word knowledge may impact on the comprehension of texts, their ability to write effectively and learn more complex content area information (Stahl & Nagy, 2006). To support these learning processes, vocabulary instruction is an integral part of a teacher's literacy pedagogy. It is the single best concept that teachers can integrate into their classrooms, to support and increase Literacy skills in their students (Biemiller, 2012). Words and their meanings are essential building blocks that can support students' literacy progress.

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Oral language is prevalent across every aspect of the primary classroom. Essentially, it encompasses the vocabulary that is needed to communicate. It involves the knowledge, cognition and skills to effectively speak and listen.

> Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it (Cregan, 1998, as cited in Archer, Cregan, McGough, Shiel, 2012)

A child's early years is the beginning of their journey where they use language to learn more about their world. This is a formative period of their lives, where they are learning that language can be used to serve a variety of purposes (Otto, 2010). The ability to converse is one element of this developmental phase. The development of a child's conversational skills can impact the ways they interact with their peers (Weiss, 2004). Whilst oral language is paramount in the early years, it also requires development and support throughout a student's school years. The Australian Curriculum (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014) outlines the sub-element of 'speaking' in the English learning area:

> This sub-element describes how a student becomes increasingly proficient at selecting language to express and share ideas, appropriate to audience, purpose and task – in planned speaking situations. This sub-element includes the development of skills and techniques to demonstrate understanding through fluent, coherent, cohesive speech – for audiences and purposes specific to learning areas. It is a progression of speaking

about increasingly abstract and intellectual subject matter using more sophisticated

competencies

Teachers play an essential role in supporting their students with effective oral

language and conversation skills. Beyond engaging children in incidental dialogue, there are

strategies teachers can implement to support students' vocabulary development. Open ended

questions do not have a definitive answer. Asking these types of questions can guide teachers

in assessing a student's comprehension abilities, as well as scaffolding them with learning a

wider variety of words (Whitehurst et al., 1988, as cited in Wasik, 2006). In classrooms, it is

often the teacher who is engaged in the role of speaker. They use their voices on a continual

basis, providing content information, instructions, guidelines, and corrective behaviour

support. Teachers need to remember the importance of asking open ended questions that

require students to think deeply, and simultaneously access the breadth and depth of their

vocabulary knowledge. The role of the teacher during these moments is key to either

encouraging or discouraging students' active participation in further discussions. They need

to employ attentive body language and reflective listening skills (Otto, 2010). Teachers can

also expand students' responses by using their own lexical breadth and depth, giving their

students opportunities to hear a variety of words used in a variety of contexts. These practices

help teachers to model the skills of a successful speaker *and* listener. The ability to listen is a

key factor in effective learning, as well as effective teaching.

Reading is essential to a student's daily life in the classroom. They need adequate

vocabulary knowledge to support their comprehension of texts. The Australian Curriculum

(Australian Curriculum and Assessment Reporting Authority [ACARA], 2014) outlines the

sub-element of 'Comprehending texts through listening, reading and viewing' in the English learning area:

> This element is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. Students navigate, read and view texts using applied topic knowledge, vocabulary, word and visual knowledge. They listen and respond to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. Students use a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information and points of view. In developing and acting with literacy, students:
>
> - navigate, read and view learning area texts
>
> - listen and respond to learning area texts
>
> - interpret and analyse learning area texts

Vocabulary knowledge has consistently been found to be the foremost predictor of a text's difficulty (Stahl, 2003). Whilst students may be able to decode the words in a text, they may not understand what those words mean. There is little value in knowing how to read words if students are not able to adequately create meaning from texts (Klinger, Vaughn & Boardman, 2007). Comprehension has come to be viewed as the 'essence of reading' (Durkin, 1993). It is essential to academic endeavours and lifelong learning. Research supports the notion that the relationship between vocabulary and reading is reciprocal. There is a strong connection between expanding the vocabulary knowledge of students and the development of reading comprehension (Beck, McKeown, & Kucan, 2002). Students who make higher gains in vocabulary demonstrate higher rates of success in comprehension (Shany & Biemiller, 2010).

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Children who read less, ready slowly and read without enjoyment typically have inadequate vocabularies. The development of their vocabulary knowledge is slower, and this inhibits further growth in reading ability (Stanovich, 2009). Over time, the notion that vocabulary is inherently linked to successful comprehension seems to remain unopposed (National Reading Panel, 2000).

It is important to understand how vocabulary fits into theoretical perspectives on reading. The Simple View of Reading is a model that represents how reading comprehension develops. The skill of reading is viewed as the ability to decode and to comprehend (Gough & Tunmer, 1986; Hoover & Gough, 1990). This earlier model relates to research by the National Institute of Child Health and Human Development [NICHD] (2000). They concluded that effective reading instruction includes explicit instruction within five areas - phonemic awareness, phonics, fluency, vocabulary, and comprehension (The National Reading Panel, 2000). These five areas are conceptually linked to skilled reading, both decoding and comprehension. This conceptual link is further understood by looking at another model of skilled reading - Scarborough's Rope Model (2002). Closer exploration of Scarborough's rope model reveals how multifaceted each component is; the reading of words and understanding the language of words. For both essential components to develop successfully, students must be taught the fundamentals of automatic word recognition (phonological awareness, decoding and sight recognition of frequent and familiar words). They must also be taught strategic language comprehension (background knowledge, vocabulary, verbal reasoning and literacy knowledge) (Scarborough, 2002). Ultimately, the ability to read words and understand those words can result in skilled reading comprehension.

Effective vocabulary development is vital for students to improve their writing skills. A strong vocabulary can support the lexical sophistication of students' writing. It can provide them with the confidence and capabilities in communicating for a range of purposes and audiences. It can support them with producing texts that are easy to understand, purposeful and meaningful. As with reading, the area of writing becomes more dependent upon vocabulary knowledge as the writing skills required of students increase in complexity and become more topic specific (Daffern & Mackenzie, 2015). "The development of a rich and varied vocabulary is considered an essential step in becoming an effective writer" (Olinghouse & Leaird, 2009, p.546).

Vocabulary selection and the manipulation of words is an important productive skill for students to master. The vocabulary used in a student's writing demonstrates a sense of maturity and authenticity as a language learner (Olinghouse & Leaird, 2009). Students need support the skills required to select the best words, to suit different contexts and convey an intended meaning. Fletcher (1993) argues that words are the most important tool a writer has to work with, however selecting the *right* words is essential. "A rich vocabulary allows a writer to get a richness of thought onto paper. However, the writer's real pleasure comes not from using an exotic word but from using the right word" (Fletcher, 1993, p.32). Interactive writing opportunities provide "abundant opportunities for the teacher to think out loud, introduce students to new words and model processes for choosing words that are *just right*" (Daffern & Mackenzie, 2015, p.26).

The writing process is complex for young learners. The productive use of vocabulary can be categorised into either controlled or free (Laufer, 1998). Under controlled conditions, the application of productive vocabulary is constructed while students are given cues. The free application of productive vocabulary describes students' abilities to spontaneously and

independently use words without specific cues or encouragement. In either mode, the writing process requires students to coordinate a variety of metacognitive skills. Narrative writers need to generate and organise ideas, as well as reviewing, revising and monitoring their writing performance (Olinghouse & Leaird, 2009). When students are writing, they often require guidance and scaffolded support with working through the development and consolidation of their ideas. This can support learners with understanding their own thinking processes, as well as the active use of words to express and communicate their thoughts and feelings (Webb, 2005). The Australian Curriculum (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014) outlines the sub-element of 'creating texts' in the English learning area:

> The *Creating texts* sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas.

Writing is a productive skill, requiring a lexical 'richness' and the ability to apply appropriate high-frequency and academic words (Laufer & Nation, 1995). Effective vocabulary instruction can support these complex writing processes. It is important that words are not taught in isolation. Teaching words this way is inefficient. It is unlikely to result in students learning *and* practising the word both accurately and productively (Waring, 2002). Words need to be taught richly, with their many layers of complexity and contextuality. Exploration of these semantic relationships can ultimately support students in better conceptualising and communicating their ideas. Teachers can implement many instructional methods that support vocabulary development, for the purpose of productive

mastery. Vocabulary instruction can target specific words or phrases that students are commonly overusing in their writing. The improved vocabulary with a high resister can be added to a class word wall, where students can access inspiration for improving their potentially limited vocabulary knowledge. Students can also use personal vocabulary lists or words related to class contexts in their writing tasks. Modelling the use of targeted vocabulary in sentences is essential for scaffolding students in their own practice of working productively with words. Challenges can arise for students as they engage with the formal register of writing. When discussing the growth of students' abilities to use an appropriate academic register, it is seen they require both the opportunity and desire to use it (Corson, 1985; Nation 2013). However, effective instruction that connects vocabulary with skilled writing can help mitigate these challenges.

Vocabulary knowledge is important across multiple learning areas. When students develop a vocabulary of extensive breadth and depth, they can more readily access the knowledge and conceptual understanding that is required in the different content areas (Fisher and Frey, 2014). Schmitt (2014) defines vocabulary knowledge as much more than simply 'knowing' a word. The impetus is on obtaining a deeper understanding of the necessary processes and constructs for receptive and productive mastery - speaking, listening, reading, viewing, writing and creating. Students in the upper years are expected to engage with rich oral language. They are required to comprehend and create increasingly complex texts, for a variety of purposes. Teachers need to support these processes and help foster a rich vocabulary in their students, one that continually evolves and deepens through robust language and literacy experiences.

2.5 Effective Vocabulary Instruction

Vocabulary instruction is an essential component of teaching students to successfully read (National Reading Panel, 2000). The word knowledge of students is linked strongly to their success in reading and life in the classroom. Vocabulary is the glue that holds stories, ideas and content together. It helps to make comprehension accessible for children (Rupley & Nichols, 2005). There is a vital need for teachers to make vocabulary instruction a priority, across all year levels. Each year, students need to learn an exceedingly large number of words. They need to add 2,000 to 3,000 new words a year to their reading vocabularies (Beck, McKeown & Kucan, 2002). An effective range of vocabulary instruction methods needs to be implemented to support students' learning needs. "Effective vocabulary instruction is a long-term proposition. Attention to vocabulary growth has to start early, in preschool, and continue throughout the school years" (Nagy, 2005, p. 28). Teachers need to work collaboratively and plan a robust approach to vocabulary instruction that is dependent on the learning goals and developmental stage of the students. Ultimately, there needs to be a "persistent focus on and commitment to vocabulary instruction" (Nagy, 2005, p. 28).

Incidental vocabulary learning is commonplace. Students can acquire new words by exposure to oral language experiences and engaging with read-alouds. Wide reading also promotes incidental vocabulary learning (Nagy, Anderson, & Herman, 1987). Extensive independent reading allows students to engage with words repeatedly and see those words in rich contexts (Kamil and Hiebert, 2005). Whilst this incidental exposure to words is important, evidence-based recommendations for vocabulary instruction indicate the need for a rich and balanced approach of both direct (explicit) and indirect (incidental) methods. It is important that teachers do not rely on a single method for vocabulary instruction (The National Reading Panel, 2000). Teachers must include a range of strategies when planning

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and implementing a robust approach to vocabulary instruction. In 2010, the National Reading Technical Assistance Center (NRTAC) reviewed recent research on vocabulary acquisition and instructional practices. An examination of the 14 studies included in their synthesis indicated three key research themes and recommendations for effective vocabulary instruction; frequency of exposure to targeted vocabulary contributes to children's understanding of word meanings and their use of targeted words, explicit vocabulary instruction increases word learning, and language engagement through dialogue and/or questioning strategies during a read-aloud enhances word knowledge. Graves (2000, 2006) believes that teachers can incorporate both explicit and implicit methods to capture students' interest, as they simultaneously foster word awareness. He conducted an intense study of the research surrounding vocabulary instruction and concluded that a comprehensive vocabulary program needs to include four broad components; provide rich and varied language experiences, teach individual words, teach word-learning strategies and foster word consciousness.

A common thread in the aforementioned recommendations is the importance of explicit vocabulary instruction. Explicit vocabulary teaching plays a critical role in improving vocabulary skills for all learners (Hinkel 2002, Nation, 2005). Explicit vocabulary instruction sets out to teach students the complexity of important and useful words in a deep way. The explicit teaching of vocabulary can support students in becoming confident with a word's meaning and form semantic links. They can use the word in context so that it becomes part of their own repertoire (Konza, 2016). Teachers can plan for students to work in small groups and analyse words, story retellings can include key vocabulary from texts, props or concrete objects can be used to explain vocabulary, and explicit discussion of comprehension can occur together with vocabulary (Sinatra, Zygouris-Coe, & Dasinger 2011).

A key element of explicit instruction is the classroom dialogue that takes place. Teachers need to balance incidental dialogue with purposeful, strategic conversations. "Although all opportunities for conversations with children have value, purposeful, strategic conversations can be designed to explicitly develop children's understanding and use of vocabulary to develop young children's word knowledge (Wasik & Iannone-Campbell, 2012, p.322). To encourage vocabulary growth in students, teachers need to provide structured read-aloud and discussion sessions (Cunningham, 2005). This focused pedagogy can help support students' vocabulary development. Teachers can transform daily dialogue into explicit opportunities for effective vocabulary learning.

Teaching generally involves a variety of instructional methods and opportunities for effective learning, both planned and unplanned. Explicit instruction allows teachers to systematically and sequentially demonstrate concepts. It assists in developing the knowledge and skills of their students. During explicit instruction, students are not responsible for independently constructing information. Teachers model the 'what' and 'how' of concepts, whilst also creating opportunities for students to gradually apply the learning and demonstrate their understanding. Teachers decide on visible learning intentions and success criteria, check for understanding and conclude lessons with a recap of what the lesson has covered to 'tie it all together' (Hattie, 2009). Effective explicit instruction needs to include recommended practices that are evidence-based and can be attributed to schema theory; such as "providing step-by-step explanations, modelling, engaging in guided practice, practicing the skill or element independently in a variety of applications, support in making connections of new to previous learning, teacher explanations as to the importance, usefulness, and relationships of a new skill or cognitive strategy, and consistently eliciting student interest" (Rupley, Blair, & Nichols, 2009, p.126). Teachers need to make important decisions regarding the specifics of their vocabulary instruction. They need to make conscious choices

about the words and strategies that will be explicitly taught to students to support their vocabulary acquisition.

Incidental instruction occurs in instructional tasks that lack specific guidance on 'what' is to be learned. Teachers might provide examples or illustrations of knowledge without statements that specifically direct students with their learning. Implicit learning, or incidental learning, is viewed as the acquisition of knowledge about the underlying structure of a complex stimulus environment, by a process which takes place naturally, simply and without conscious operations. In contrast, explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure (Ellis, 1994).

> Knowledge attainment can thus take place implicitly (a nonconscious and automatic abstraction of the structural nature of the material arrived at from experience of instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction). (Ellis, 1994, p. 1f)

Incidental vocabulary instruction often occurs 'in the moment' and with a quick explanation of word meanings given by teachers. This type of instruction happens naturally, without distinct and separate instruction. For the purpose of this research, the term used to describe direct or 'intentional' teaching will be 'explicit instruction'. Similarly, the term used to describe indirect, implicit and unintentional teaching will be 'incidental instruction'.

2.6 Teachers' conceptual and procedural knowledge

Education is often viewed as a knowledge-based activity, where teachers use their knowledge to process the multiple information inputs in a classroom (Hegarty, 2000). There

are various factors that influence the 'conceptual' knowledge of teachers, in relation to specific topics or ideas. It is not only the students in a classroom whose learning can be influenced by contributing factors; teachers are essentially lifelong learners in their field. Earlier success in a particular domain, attitude and dispositions, interest, curiosity and the extent to which they value the domain can all affect any learner's agency (Hopkins, Munro & Craig, 2011). Essentially, the teacher can become the student at different stages in their career. The aforementioned factors can all affect a teacher's conceptual knowledge in certain areas. "One's understanding of a topic or a phenomenon is determined by the totality of what one knows about it at that time. It is the synthesis of those aspects of knowledge that are in the person's consciousness or awareness at that time" (Hopkins, Munro & Craig, 2011, p.4). In the domain of vocabulary instruction, teachers' conceptual knowledge may refer to their knowledge about how students learn vocabulary, what specific words they should teach and what word learning strategies are important.

From a 'procedural' perspective, it is important to look at what teachers know in relation to effective teaching. What do they know about teaching methods that are going to support the vocabulary development of their students? This is their 'abstract pedagogic' knowledge and it allows teachers to talk about good practice (Munro, 2007). Beyond this dialogue, it is also important to look at what teachers actually do - the procedures they use in a strategic way. Finally, it is important to note the possibility that teachers may conceptually know and understand a topic or 'practice', yet not effectively transfer this knowledge at a procedural level. Whilst it is important that teachers can conceptualise effective vocabulary instruction through dialogue, it is necessary for these ideas to translate in practice.

2.7 Summary

A synthesis of the literature produced a conceptual framework, which has provided direction for the research methodology and further exploration of the relevant themes. The conceptual framework outlines a 'model of effective vocabulary instruction', where the importance of a robust approach to vocabulary instruction is the central focus. This robust approach is discussed in relation to three types of instruction - teaching specific words, teaching word learning strategies and providing rich and varied language experiences. These strategies are interconnected. They need to continually reoccur within an integrated approach, to have a positive effect on students and their vocabulary development. It is imperative that the pedagogy of teachers addresses the required multidimensionality of effective vocabulary instruction. There is a clear need for teachers to look to the research and recommended approaches, to effectively implement a diverse range of rich and robust vocabulary practices.

2.8 Teaching Specific Words

The acquisition of vocabulary occurs within an intricate network of cognitive skills and processes. These processes require external guidance and support from teachers. A three-year study, undertaken by Manyak et. al (2014), explored how teachers could implement practical principles to enhance their vocabulary instruction. With relation to teaching word meanings, this study discussed the important notion that 'one size does not fit all'. Given the differing nature of words, students may need targeted goals that support either beginning awareness or more advanced mastery. The Partnership for Reading (2003) describes three levels of students' knowledge of word meanings. Initially, the word is *unknown* (completely unfamiliar and its meaning is unknown), then students become *acquainted* (the word is somewhat familiar and the student has some idea of its basic meaning). Finally, the student

reaches an *established level (*the word is very familiar, the student can immediately recognise its meaning and use the word correctly). This gradual process of word learning connects to Clarke's (1995) Semantic Features Hypothesis, where words are first learnt in a broad manner and the semantic features are then learnt over time.

Upper primary students engage with more difficult texts, as they investigate topics in greater depth and design solutions to problems. It is important that teachers support the expansion of their students' vocabulary, to help navigate the complexity of this advanced learning. Selecting appropriate vocabulary for instruction is necessary to support this process. Previously, researchers proposed simple word selection strategies, such as identifying which words are unfamiliar to students. It is now known that a more systematic approach for selecting words is required. Beck, McKeown, & Kucan (2002) suggest a three-tiered framework for selecting specific words to teach. The first tier consists of basic words; dog, run, look etc. The third tier consists of words that are more technical and domain specific; epidermis, pantheon etc. They advise selecting words from the second tier (Tier 2), based on their 'high utility' (higher levels of use in multiple learning areas). It is known that these words are used more commonly by mature language learners. However, further attention is needed to address students' understanding of Tier 2 words across the curriculum. Derewianka and Jones (2012) look particularly at the Tier 2 vocabulary for Humanities and Social Sciences, where students are expected to question, research, analyse, examine, interpret, sequence, evaluate, reflect and communicate. It cannot be assumed that students understand the requirements of these terms. The vocabulary reflects "skills that require high levels of language and literacy that can benefit from explicit teaching" (Derewianka and Jones, 2012, p.300).

The use of a knowledge rating scale can support teachers with the diagnostics of teaching specific words (Blachowicz & Fisher, 2014). The scales are often used before reading and are designed to evaluate students' prior knowledge of a topic or concept. After students have been provided with a list of words related to the topic or concept, they rate how well they know each word. Rating scales can support students with being active learners, as they consciously look at and become aware of new vocabulary. They can also help by activating their prior knowledge. Teachers can use the terms identified by students as 'unknown' to better prepare their students for reading or discussing the new text or topic.

A range of pedagogical practices can be implemented when teaching students word meanings, including associative learning. This practice allows students to gain understanding through observation of the co-occurrence of words and examples of their meanings. It is a natural technique for mapping words to their meanings, as it does not require the learner to have any prior knowledge of the word. It simply requires them to form associations (Burns et al, 2002). One associative learning technique that has been extensively researched is the Keyword Method - a mnemonic strategy that supports the elaboration of unfamiliar terms or concepts into something more meaningful and concrete (Raugh & Atkinson, 1975). It involves three key steps - recoding, relating, and retrieving. The 'recording' stage sees students changing the unfamiliar term to a word that is similar sounding, more familiar and easily visualised. Associated key words should be verbally practiced with the unfamiliar term, to establish associations. The 'relating' stage sees students increase their associations through visual imagery, where the key words and vocabulary meaning interact. The final 'retrieve' stage sees students access their thinking in relation to the key words and mental imagery, followed by a statement relating to new information learned about the unfamiliar term. For example, students may need to learn key words for parts of the brain - cerebrum and cerebellum. The cerebrum is larger than the cerebellum, so the keyword for cerebrum

could be *drum* (a large instrument) and the keyword for cerebellum could be *bell* (a small instrument). Teachers could support students with remembering that the cerebrum is the largest part of the brain by connecting it with the image of a drum, the larger instrument. This Keyword Method is most successful when the language content (definitions, synonyms and examples) are both familiar and targeted at a lower abstraction level than the unfamiliar term.

2.9 Teaching Word Learning Strategies

It is crucial that students are equipped with the necessary tools to unlock and master the meaning and use of unfamiliar words. Teachers need to explicitly teach and actively scaffold word learning strategies in their classrooms. More capable readers generally know and apply effective strategies to retrieve word meanings. Less capable readers often apply fewer, less effective strategies, such as sounding out or skipping words (Konza, 2016). Nation (2014) believes that a large proportion of vocabulary can be acquired with the support of specific vocabulary learning strategies, even for students with differing language levels. Three strategies for word learning that are widely used and evidence-based include using context to infer unfamiliar words, using word parts and dictionaries (Graves, 2016). "For every word known by a child who is able to apply morphology and context, an additional one to three words should be understandable" (Nagy and Anderson, 1984, p.304).

Instruction in contextual analysis is not as effective as direct instruction that is targeted at acquiring the meaning of specific words (Baumann et al., 2003). However, teaching students to use context clues is important for enhancing their ability to acquire new words in a range of learning contexts. Students can learn a number of words from context, due to surrounding

words and sentences acting as 'clues' to guide their thinking. Illustrations may also provide context clues that support them in identifying unfamiliar words. However, identifying word meanings from contextual information needs to be implemented with caution. Beck et al. (2002) explain that because of the unreliability of natural contexts, "instruction needs to be presented as a 'process' of figuring out meaning within an individual context, rather than focusing on the 'product' – a word's meaning" (p.137). Teachers can effectively demonstrate the use of context clues through modelling. They can use the think-aloud strategy to stop at difficult words and demonstrate to students how contextual information can be used with success.

Research suggests that students can determine meanings of new words when they are taught a variety of morphemic concepts (Edwards et al., 2004). When students understand how word parts function, they can use their knowledge of prefixes, suffixes and root words to obtain meaning from multisyllabic words. Through the structural analysis of a word, their attention is on the individual units of meaning, the morphemes. A free morpheme, or root word, can stand alone (e.g., *cut*), while a bound morpheme needs to be attached to another morpheme (e.g., *ing, un*), and two free morphemes can combine to form a compound word (e.g., *airplane*) (Blachowicz & Fisher, 2014). Scaffolding students with knowledge of word parts can support their vocabulary knowledge and development (Kucan, 2012). Graves (2016) states it is important that teachers make connections with what students already know and that these connections lead to the teaching of specific concepts. He recommends teachers use morphemic analysis when root words are from a non-English background. Through strategic mini-lessons, teachers can model how to break apart the word, discuss the word parts and display on classroom word walls for future use.

Dictionaries are often commonplace in vocabulary learning, yet they can be a source of frustration for students. They often do not contain a sufficient level of information required to richly develop a student's vocabulary (Kucan, 2012). Definitions can often be vague. The language often provides limited information that can be interpreted incorrectly. Students who struggle with reading can have a limited sense of alphabetical order and can get confused by visually similar words. Thus, the sole reliance on dictionary definitions is considered ineffective practice (Graves, 2016). Students require effective support with this word learning strategy. Teachers play an important role in scaffolding students with how best to use dictionaries. They need to guide students in understanding the definitions they read and model how to decide which definitions make more sense in different contexts. To select the correct definition, The Texas Center for Reading and Language Arts (2002) suggest that students need to use their background knowledge about the content in the text, have a sense of the grammatical use in the text, and read and understand each definition.

There are numerous instructional frameworks that can guide teachers in explicitly teaching 'steps' for strategic vocabulary learning. Students need to be explicitly taught individual word learning strategies, and then scaffolded with applying a range of simultaneous strategies. At any given time, it is important that teachers ascertain which strategies are needed for the developmental stage of their students and the context of their learning. Graves (2016) outlines a series of steps that can be explicitly taught to students. They need to first be taught to recognise unfamiliar words as they read and decide how important it is to know their meaning. If words are not important to the text, students are taught to skip them and continue reading. This practice requires teachers to engage in the process of active and continual scaffolding, to support their students with this complex metacognitive task. With the important words that are unfamiliar and *do* require action, students are instructed to reread the sentence containing the word and attempt to use context

clues to figure out the meaning of the word. If that does not work, they continue on to the next step - examining the word parts. They look for familiar root words and affixes to aid in figuring out the meaning. If they are still unsuccessful, they need to pronounce the word to see if they recognise it when they say it. Finally, they can check the word in a dictionary or ask the teacher for help (Graves, 2016).

Another framework that is helpful for teachers to 'step out' their instructional practice was recommended by Beck, Graves, Kucan, and McKeown (2002). Students choose a tier-two word and teachers then provide a student-friendly explanation of the word, in general and familiar contexts. They present the word in multiple contexts to develop deeper understanding, provide opportunities to use the word orally and in writing, and create peer learning opportunities designed to encourage repeated practice of the word. Finally, they develop assessments that gauge students' depth of knowledge about the words. Marzano (2004) also outlined a six-step process for explicitly teaching vocabulary. It involves the following steps: Provide a description, explanation, or example of the new term; ask students to restate the description, explanation, or example in their own words; ask students to construct a picture, pictograph, or symbolic representation of the term; engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks; periodically ask students to discuss the terms with one another; involve students periodically in games that enable them to play with terms. This framework is engaging for students, can be used in a range of year levels and also applied across the curriculum. There are numerous ways to incorporate instructional frameworks and a variety of word learning strategies into classroom practice. Teachers need to use quality, evidence-based strategies that will support and scaffold students in their vocabulary learning. The primary goal is for students to become autonomous, independent and self-directed word learners.

2.10 Providing rich and varied language experiences

Purposeful and effective vocabulary instruction is much more than simply learning the definition of words (McKeown & Beck, 2011). "One way to build students' vocabularies is to immerse them in a rich array of language experiences so that they learn words through listening, speaking, reading, and writing" (Graves, 2006, p.5). With the support of their teachers, students need to be actively engaged in the learning cycle of processing and manipulating words and contexts. Graves (2016) emphasises the importance of supporting students with both definitional and contextual information, while also providing meaning-making opportunities that are active and occur across multiple contexts. Students need to regularly encounter words, within the context of rich language instruction that transcends definitional work and extends vocabulary acquisition beyond the classroom walls (Beck, McKeown, and Kucan, 2002).

Teachers can turn to pedagogical frameworks to support them with providing rich and varied language experiences. Effective vocabulary instruction can be guided by the principles found within the four "Es"; experience, environment, exposure, and engagement (Blachowicz et al., 2006). The term 'experience' describes the progression from unknown terms to a word that is known, while simultaneously using their background knowledge for meaningful processing (McKeown, & Beck, 2011). Designing a rich 'environment' is critical, whereby contextual descriptions are provided and word learning does not take place in isolation. Diverse 'exposure' and opportunities for students to interact with words is necessary for them to gain an authentic understanding (Mixan, 2013). If students are not actively involved in the processes of learning vocabulary then the potential for boredom arises (Beck et al., 2002). Therefore, 'engaging' students with word meanings can motivate students to develop a deeper understanding (McKeown and Beck, 2011).

The explicit practices of modelling, reading and classroom discussion are key during effective vocabulary instruction. Teachers play an important role in supporting students with making key connections in their word learning. Research supports instructional practices that encourage students to make associations to personal experiences, as well as practices that provide a variety of opportunities for practice, application and discussion of word knowledge (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Goerss, Beck, & McKeown, 1999). Explicit and guided instructional practice that uses contextual analysis and explores relationships among words is valuable for students' vocabulary development. When instructional practices are based on active processing and are also applied in context, students can learn two to three new words a day (Biemiller, 1999).

Classroom reading and discussion provide rich opportunities for these active processes to occur. Students can often connect previously learned vocabulary with new words encountered during reading, to better understand relationships among words (Bromley, 2007). Research indicates strong connections between reading and vocabulary development, particularly when teachers read aloud to their students (NRP, 2000). There is some indication that this vocabulary development that results from exposure to words can affect comprehension (Cunningham, 2005). Teachers can implement a range of appropriate explicit and guided instructional designs that allow for rich discussion and exploration of new words and concepts, particularly as part of before, during, and after reading activities (Blamey & Beauchat, 2011). Effective instruction needs to be focused on strengthening the connections that students can make, better enabling them to connect new vocabulary with their past experiences and the concepts that arise in stories and informational texts being read in the classroom (Rupley & Nichols, 2005).

Vocabulary knowledge is developed over time. Providing students with repeated opportunities to encounter words and conceptual information is necessary for assisting this gradual process. The development of a rich vocabulary can propel students' learning forward, as new concepts and related words are acquired and connected with prior knowledge. Actively learning new words and utilising them in a variety of engaging ways should be a dynamic process in the classroom. Blachowicz et al. (2006) emphasise the importance of this rich and dynamic classroom environment, where the vocabulary instruction sees students immediately engaged and exposed to a diverse array of contexts. Teachers can cultivate vocabulary learning in their students by implementing a range of effective strategies that provide multiple encounters and meaningful exposure to new words. Baumann et al. (2003) estimate students may require at least 17 exposures to a new word in order to acquire new vocabulary as part of their own repertoire. They also outline that exposures will be more effective when they occur over an extended time period, with sufficient opportunities to apply new vocabulary during discussion, extended reading and writing. Having the opportunity to repeatedly encounter words allows students to 'practise' with their new vocabulary, across a range of contexts and modes. A single exposure to a new word will not build a deep understanding.

While researchers describe concepts of effective vocabulary instruction in a multitude of ways, there is a sense of commonality among the ideas. They tend to support notions of purposeful instruction, active and repeated meaning-making opportunities, and word awareness across rich, multiple contexts. Maintaining a rich, robust and evidence-based approach to vocabulary instruction is necessary, however it is certainly not a simple task. Teachers bring a range of skills to their classrooms and their knowledge of effective vocabulary instruction varies. It is therefore important to explore the conceptual and procedural knowledge of vocabulary instruction that teachers present.

Chapter Three

Methodology

The aim of this research was to gain an understanding of the participant teachers' conceptual and procedural knowledge of vocabulary instruction. The research question guiding the study was: What explicit instructional practices for vocabulary enhancement do upper primary teachers implement during literacy blocks? Research can be viewed as a 'tool' that provides answers to questions about teaching and learning (MacNaughton, Siraj-Blatchford, & Rolfe, 2001). Educational research allows exploration of differing and changing perspectives of effective teaching practices. Further to this, the qualitative approach offers a useful paradigm when the research problem seeks a complex and deep understanding of an issue (Creswell, 2013). The researcher was able to gain deep insight into the research problem, through the use of a qualitative case study. A qualitative case study is an intensive analysis of a bounded phenomenon, such as a program, an institution, a person, a process, or a social unit (Merriam, 1998). The case study design of this research sought to uncover answers to the research question, within a teaching community of shared processes and practices.

3.1 Research Design

This research adopted an interpretative theoretical perspective, underpinned by a constructionist epistemology. In the constructivist paradigm, researchers can develop theories or patterns of meaning; they can better understand the participants through the specific contexts in which they live and work (Creswell, 2013). In these contexts, knowledge is often constructed socially; the social interactions and practices of people can shape their knowledge (Yazan, 2015). Through this lens of symbolic interactionism, teachers' conceptual

and procedural knowledge of vocabulary instruction is investigated. This research explored the research question using data from three individual cases - upper primary teachers from the one school. The participant teachers plan in collaborative teams, using shared curriculum documents and planning practices. This theoretical framework was adopted to support the researcher in exploring a combination of relevant teacher perspectives and practices.

Within such fields as education, case studies are an appropriate research design. Case study research investigates a real-life, contemporary bounded system (a case) or multiple bounded systems over time, using detailed data collection from multiple sources of information. This results in a case description and case themes (Creswell, 2013). Stake (1995) has helped define a number of approaches to case study research, one of which is a collective case study. This collective case study involves the simultaneous study of multiple cases, in an attempt to generate a broader appreciation of the research problem. This research examined three upper primary teachers ranging from Years Four to Six. The collective case study design allows for multiple cases to be "described and compared to provide insight into an issue" (Creswell, 2008, p.477). Through interviews and classroom observations, this research aimed to examine teachers' conceptual and procedural knowledge of evidence-based strategies for vocabulary instruction.

Interviews can provide interpretations of participants' reality, through their personal constructions of knowledge and meaning. As a data gathering tool, they align with the constructivist epistemology and interpretivist theoretical perspectives of this study. This research includes semi-structured interviews with the participant teachers. Interviews with opportunities for open-ended inquiry allow for the development of richer narratives on teachers' conceptual knowledge of vocabulary instruction. Participants can communicate personal narratives and "interpretations of the world in which they live" (Cohen et al., 2011,

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p. 409). There can be substantial discoveries of "the content of their minds - their beliefs, wishes, feelings, desires, fears, and intentions" (Merriam, 1998, p.72). The flexibility and adaptability of a semi-structured approach allows for a wider range of perspectives to be explored, while still focusing on the relevant research problem. This semi-structured approach provided opportunities for deep exploration of the participants' individual viewpoints.

Effective interview questions encourage rich and descriptive data, as well as 'stories' about the problem. Cohen et al., (2011) state, "An interview is not an ordinary, everyday conversation, as it has a specific planned purpose and direction so that the content focuses on the issues being explored" (p.409). The use of semi-structured interviews allowed participants to engage in dialogue, and share their personal narratives and interpretations (Cohen, 2011). In this study, a variety of effective questions were planned to provide insight into a wide range of perspectives and practices. Patton (2002) suggests six categories of effective questions, including experience and behaviour, opinion and values, feeling, knowledge, sensory and background questions. The researcher used these categories to guide the development of interview questions. Ultimately, the interview structure provided a broad framework for examining the influences on teachers' decision making when teaching vocabulary.

Observation is a purposeful research tool that is intended to address research objectives. In qualitative research, observations are a primary data collection tool (Creswell, 2013). Observations allow the researcher to "attempt to observe events as they naturally occur" (Flick, 2006, p.219). Researchers can combine observation data with interviews to "collect relatively objective firsthand information" (Johnson & Turner, 2003, p.314). The process of observing participant teachers began with the researcher determining the initial

schedule for which participants would be observed in which school terms. This was dependent on the needs of the participant teachers. Focused observations of literacy blocks were then carried out to meet the research question and objectives. A literacy block is a committed amount of time for developing English knowledge, understanding and skills. Literacy blocks offer opportunities and scaffolding for students to move from whole class teaching to guided group teaching and independent work. They offer opportunities for pedagogies based on listening, speaking, reading, viewing, writing and designing (Seely Flint, Kitson, Lowe, & Shaw, 2014). Literacy blocks should be systematic, unambiguous, scaffolded and differentiated across the classroom (Florida Department of Education, 2016). Through observations of teachers' literacy blocks and physical classroom spaces, information was gathered firsthand in relation to the research problem. The use of a detailed observation protocol (See Appendix B) supported the researcher in exploring a phenomenon in the field setting.

3.2 Participants

Three participant teachers were selected from each of the upper primary year levels - four, five and six. The first participant, Kelly, had been teaching for 13 years and was a Year Four classroom teacher at the time of the study. The second participant, Sarah, had also been teaching for 13 years and was a Year Six classroom teacher at the time of the study. The third participant, Louise, had been teaching for 15 years and was a Year Five classroom teacher at the time of the study. Purposive sampling in qualitative research is a technique that provides rich data with which to understand the research problem (Creswell, 2008). Due to the nature of the research question, participants were intentionally chosen through non-probabilistic and purposive participant selection (Merriam, 1998; Creswell, 2008). Besides their relevant upper primary year levels, these participants all had extensive teaching experience and were willing

to participate in the study. In alignment with the principles of a case study design, the selection of participants allowed investigation of the conceptual and procedural knowledge of a 'case' from each of the upper primary year levels. Creswell (2013) and Merriam (2009) argue that the purposeful selection of multiple cases can assist the researcher in gaining rich data and a deeper understanding of the problem, from a variety of perspectives.

3.3 Data Collection

New understandings can be generated from a diverse range of data collection tools. These tools can provide evidence and support the researcher in drawing conclusions. The data collection tools used in this case study included semi-structured interviews and classroom observations. These tools were used to investigate teachers' conceptual and procedural knowledge of vocabulary instruction. The procedures used to analyse and categorise the data were trialled in a pilot case study with the Year Four participant teacher (Kelly). Researchers need to evaluate their data collection methods and processes of analysis. Pilot studies have been seen to be of benefit, as researchers can self-assess their personal readiness, ability and commitment levels (Lancaster et al, 2004; Beebe, 2007).

3.4 Interviews

Face-to-face interviews with teachers consisted of three sections; teaching background and literacy perspectives, vocabulary perspectives and vocabulary practices (See Appendix A). The interviews ran for approximately 30-45 minutes and were audio-recorded. The researcher wrote supporting notes, as well as recording additional detail, possible follow-up questions and probes. Interviews were transcribed immediately after they were conducted. By analysing the transcripts after each interview, the researcher identified where a probe or

follow-up question could have occurred but did not. Similarly, the researcher was able to analyse the transcripts to note if quality data were recorded. Additional probes and follow-up questions were used to help participants clarify points and expand their responses. Merriam (2009) supports the use of interview probes and follow-up questions, which can be as simple as asking for examples or seeking more information about what the interviewee says. "It is virtually impossible to specify these ahead of time because they are dependent on how the participant answers the lead question" (Merriam, 2009, p.100). Creswell (2008) states that interviewee responses may not be articulate, perceptive or clear. Through the varied use of probes and follow-up questions, the researcher has a better chance of "exploring the content in more depth (elaborating) to asking the interviewee to explain the answer in more detail (clarifying)" (Creswell, 2008, p.229). Questions were added or adapted during the pilot case study, and also during subsequent interviews. "After good questions have been developed, using principles of question construction, a researcher pilot tests the questions" (Creswell, 2008, p.402). It was particularly during the interview with the pilot participant that the researcher noted where questions needed to be reworded and clarified for subsequent participants. It was also noted where further probes were required to elicit more complete responses.

3.5 Classroom Observations

Using Creswell's (2008) process for observations, the researcher acted as a non-participant observer. This allowed observations to occur without the researcher becoming involved in classroom practice. Recommendations by Emerson, Fretz, and Shaw (2011) were also applied, as the researcher used the five sense to observe and 'feel' what was taking place in the classroom. Additional details of the physical setting were also in focus; the space, resources and human interaction. The observation was guided by a protocol (See Appendix

B), based on the conceptual framework for the study. The protocol addressed the following instructional approaches: teaching specific words, teaching word learning strategies and providing rich and varied language experiences. Each of these approaches was expanded in the protocol, to include specific observable teaching practices that exemplify teachers engaging with the methods. The protocol also allowed for the noting of student practices that could potentially coincide with these methods. During observations, the researcher recorded brief field notes on any practices that were indicative of vocabulary instruction. Notes were then analysed before writing full field notes. The reflection template included fields for describing what happens in the classroom, as well as written reflections and patterns identified in the descriptions.

Multiple observations should occur over time, to obtain the best understanding of the research site and the participants (Creswell, 2008). Each participant was observed over the course of six separate literacy blocks, running for approximately ninety minutes each. Teachers at the research site plan with the Australian Curriculum, using a three-week cycle of literacy teaching, learning and assessment. Therefore, observations were spaced out to allow for a wider variety of both vocabulary practices and English curriculum content to be investigated. Observations of the 18 literacy blocks took place across all four school terms in 2019.

3.6 Data Analysis

Case study data analysis can be carried out both within-case and through cross-case analysis. Within-case analysis is defined by Creswell (2013) as thematic analysis within each case. Cross-case-analysis is thematic analysis across cases. In a collective case study, the participants typically share similar characteristics. Therefore, this two-fold approach to data

analysis allowed the researcher to discover converging themes. This collective case study includes a detailed description of each individual case and relevant themes across all three cases. Constant comparative method has been used to analyse and interpret the qualitative data in this study (Cohen et al., 2011). This process commenced with the data being organised and prepared for further exploration. Data were coded and thematic analysis occurred, highlighting patterns through multiple cycles of coding. Initially, the interview recordings and classroom observations were transcribed into organised templates. During subsequent readings of the transcripts, an open coding process was implemented (Saldana, 2016). This enabled the researcher to draw concepts from the data, by "breaking down, examining, comparing, conceptualising and categorising data" (Strauss & Corbin, 1990, p.61). The codes were indicative of concepts verbalised and practised by the participants. They were also indicative of broader vocabulary concepts, particularly relevant to the literature reviewed in the study and the three key elements of the conceptual framework. The iterative coding process is demonstrated in Appendix D. During the pilot study, these initial codes were developed and were further refined as the researcher worked with the remaining participants.

At the core of the conceptual framework is a 'model of effective vocabulary instruction'. This model outlines the need for teachers to plan and practice a robust approach to vocabulary instruction. It identifies three types of instruction to support this robust approach - teaching specific words, teaching word learning strategies and providing rich and varied language experiences. The conceptual framework was used to evaluate the outcomes from each participant teacher. It was the 'measuring stick' that was used to categorise the gathered data. It outlined the concepts that were used to analyse and evaluate the data. Through close exploration of these concepts and data, the similarities and differences

between the participant teachers helped to reveal "one's own and others' assumptions about a phenomenon, which can in turn lead to new discoveries" (Strauss & Corbin, 1990, p.62).

3.7 Ethics and Trustworthiness

Educational research needs to be reliable, valid and ethically produced. Case study methodology relies on the findings being trustworthy. The research must provide "credibility and dependability" (Cohen et al., 2011, p. 181). Therefore, various measures were considered in this research to ensure this credibility and dependability was provided. The research was ethically conducted, in accordance with both the Australian Catholic University Human Research Ethics Committee and the Brisbane Catholic Education Research Committee. All relevant information was disclosed to the participants through plain language and consent forms were obtained. Participants understood they could withdraw from the research without an explanation. Pseudonyms have been used and participants' privacy has been protected by following University protocols in relation to data storage.

Credibility refers to the accuracy of the findings in a qualitative research project, an issue which can be addressed by adopting a well-established and accepted research method (Shenton, 2004). The interviews and observations used in this study fit these criteria. The use of multiple data-collection instruments produced a broader representation of the developing themes. Credibility was also addressed through member checking, self-reflection strategies and through the triangulation of data (Marshall & Rossman, 2016). Triangulation helps to identify the multiple, rather than singular, nature of reality (Stake, 1995). It ensures that the research is clear and meaningful; that as much as possible it is free of personal bias and not likely to "mislead the reader greatly" (Stake, 2006, p.77). Hence, triangulation was applied

during multiple stages of this research. Data source triangulation occurred through the use of multiple data collection methods. Interviews with participants explored their conceptual knowledge of vocabulary instruction, while observations investigated their procedural knowledge and physical spaces. "The qualitative researcher is interested in diversity of perception, even the multiple realities within which people live. Triangulation helps to identify different realities" (Stake, 2005, p. 454).

Dependability was ensured by maintaining detailed accounts of the research design and its implementation (Shenton, 2004). To minimise researcher bias in the collection of data, interviews were recorded, transcribed and member checked against the researcher's notes. During classroom observations, quality control processes ensured there was an audit trail behind the descriptions that guided the emerging findings and themes (Cohen et al., 2011). These processes included the use of an observation protocol (See Appendix B) and a field notes template. By adopting these methods of credibility and dependability, this research project was designed in a way that considers both ethics and trustworthiness.

3.8 Validity

Validation within qualitative research assesses the accuracy of the findings (Creswell, 2013). Validation strategies included the collection of multiple forms of data and rich, thick descriptions. They are both necessary to give weight to the interpretations and support the reliability of the research. The collection of multiple forms of data included semi-structured interviews and classroom observations. This ensured corroborating evidence was provided, capturing a more complete picture of teachers' perceptions and practices in relation to vocabulary instruction. Rich, thick descriptions provide the reader with detailed descriptions of the author's conclusions that "make sense" (Merriam, 1998, p.199). This research uses

rich, thick descriptions to represent the research problem clearly. It uses descriptions of the context, the participants and the "activities of interest" (Merriam, 2009, p.16). In addition, the data included a variety of quotes and excerpts from the interviews and observations.

As the researcher was also an upper primary teacher at the time of the study, it was important to be reflective of her own subjectivities. Reflexivity sees the researcher reflect on themselves, to engage in analysis that is more impartial and subsequently effective. Conscious acknowledgement and examination of the beliefs and preconceptions the researcher brings to the study is needed. The question needs to be asked: How might prior assumptions possibly affect the outcome? The researcher overcame any natural biases that were associated with her own experience as a teacher. A research journal was consistently updated, and any possible biases or assumptions were discussed with the research supervisors. While the researcher's own experience as a teacher could be seen to bring unconscious bias to the study, there were advantages to the study in that participants potentially perceived the researcher as being more sympathetic to their situation. The positioning of the researcher in the study can affect engagement with participants. The participants may be more willing to share their experiences with someone perceived as more sympathetic to their situation (De Tona, 2006). The views and background of the researcher can impact the ways in which they use language and pose questions. The lens they choose for filtering and analysing gathered data can also be affected, which may ultimately shape both the findings and conclusions of the research (Kacen & Chaitin, 2006). Through the aforementioned processes of self-awareness and reflexivity, the researcher was able to remain as unbiased as possible.

Chapter Four

Findings

The purpose of this chapter is to present the findings in relation to the research question: What explicit instructional practices for vocabulary enhancement do upper primary teachers implement during literacy blocks? The findings are presented using the conceptual framework that underpins the study. The central concept of this framework proposes that teachers need to implement a robust approach to vocabulary instruction. Three instructional methods to support this approach were examined - teaching specific words, teaching word learning strategies, and providing rich and varied language experiences. The findings describe how teachers both conceptualise and practise vocabulary - their conceptual and procedural knowledge of vocabulary instruction. During classroom observations of participant teachers, various moments were noted where further, evidence-based practices could have been implemented. These missed opportunities were based on the researcher's knowledge of what constitutes effective and evidence-based vocabulary instruction, derived from the literature. The practices identified as 'missing' provided context for follow-up interviews with the participants. These subsequent questions sought to gain further understanding of the research problem. Each participant's case will first be described and data will then be analysed according to the three elements of the conceptual framework. Excerpts from the data have been included to represent a comprehensive picture of the patterns observed in teachers' classrooms. These inclusions assist in communicating a concrete, contextual description of each case - Kelly, Sarah and Louise. A synthesis of each case will also be provided; their combined conceptual and procedural knowledge of vocabulary instruction. All of the participant names below are pseudonyms, to protect teachers' privacy. Before presenting each participant 'case', it is necessary to review the

elements of the conceptual framework that will be addressed in this chapter: teaching specific words, teaching word learning strategies, and providing rich and varied language experiences.

Teaching specific words

The literature review recommended that vocabulary instruction incorporate the teaching of specific words. In the upper primary years this includes selecting appropriate vocabulary for instruction, to support students with navigating more complex texts and language. The research recommended that teachers apply a systematic approach when selecting words to teach. This process can be supported through the use of word selection frameworks and the Australian Curriculum. The data collected in relation to this conceptual element provided some insight into how specific words are both taught and learnt in the participants' classrooms.

Teaching word learning strategies

The literature review recommended that vocabulary instruction incorporate the teaching of word learning strategies. Students can acquire a proportion of vocabulary with the support of specific vocabulary learning strategies (Nation, 2014). Some of the evidence-based recommendations include the use of word parts, dictionaries and context clues. By explicitly teaching and scaffolding students with a range of strategies, their abilities as independent word learners are improved. The data collected in relation to this conceptual element provided some insight into how word learning strategies are both taught and learnt in participants' classrooms.

Providing rich and varied language experiences

The literature review recommended that vocabulary instruction incorporate rich and varied language experiences. With guided support, students should be actively engaged in the learning cycle of processing and manipulating words in different contexts. The research recommended that students need to regularly encounter words, within the context of rich language instruction. The recommended instructional practices encourage students to make associations to personal experiences, as well as provide a variety of opportunities for practice, application and discussion of word knowledge. The data collected in relation to this conceptual element provided some insight into how vocabulary is both taught and learnt in participants' classrooms.

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Kelly - Year 4 Teacher

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Kelly is a teacher with 13 years of experience across a range of year levels. At the time of the study, she was teaching in a Year Four classroom. Classroom observations of the morning literacy block occurred during various weeks of Term Two. Students in Kelly's classroom worked within flexible seating arrangements. A variety of furniture was arranged in a way that allows for both cooperative group work and independent work. Kelly predominantly ran her literacy blocks according to the group rotations and blocks typically finished within 90 minutes. She occasionally began blocks with whole class, explicit teaching related to certain subject matter, or vocabulary concepts. However, usually the blocks began with an introduction to the group rotations and students moved into their groups straight away. The rotations were not rigidly timed and were often extended when Kelly seemed to sense the need for further engagement. Typically, the students rotated every 15-20 minutes. When students were still discussing concepts or raising questions with Kelly then the time was extended. During rotations, students were observed to be mainly focused, on task,

engaged and inquisitive. They often worked positively with each other and seemed at ease when approaching Kelly with new findings, ideas or questions.

Teaching specific words

Kelly's conceptual knowledge of vocabulary instruction. Kelly discussed the general structure of her literacy blocks. They are usually centred around a particular writing topic or text type (e.g. persuasion), and contain group rotations that focus on reading, word study and writing concepts. When questioned about the importance of vocabulary development, Kelly stated, "Vocabulary is particularly important to enhance their writing, and make it more interesting or entertaining. It is especially important as they near high school and have to write increasingly lengthier pieces". When asked about her planning practices in relation to the Australian Curriculum and vocabulary instruction, Kelly stated, "I look at the end point for whatever text types students are learning to write that term. So, I might need to focus on the language of verbs for a particular purpose". Kelly's perspectives here demonstrate an understanding of the importance of using the Australian Curriculum to support her planning practices for vocabulary instruction. Her focus seems centred on working with words that support students' productive use of language.

When observing the physical classroom space, the researcher noted that a poster for BCE's 'writing analysis' framework was on display. It included a three-tiered framework for vocabulary instruction - 'Choosing words to teach' (Beck, McKeown, & Kucan, 2002). The poster formed part of a larger display focused on how students could improve their writing. Kelly commented, "I don't yet use the three-tiered framework when selecting words to teach". When questioned further, she indicated that more of her focus was directed to other elements of the writing analysis framework, such as text structure and cohesion. When questioned further on the framework, Kelly commented:

There have been no significant changes in the classroom because of the framework. Our writing criteria sheets are now broken down into particular sections, including vocabulary and word groups. Students are encouraged to understand the audience and choose particular language suited to that purpose and context

These perspectives indicate that Kelly is aware that "vocabulary and word groups" needs to be assessed as an element of writing for a "purpose and context". However, she is yet to engage with any additional frameworks to support her with the teaching of specific words.

Kelly's procedural knowledge of vocabulary instruction. During classroom observations, Kelly was seen to select words from various learning activities and use them as word learning opportunities for the whole class. These words arose during a range of teaching and learning moments, such as guided reading and whole class discussions. A 'word of the day' was often visible for students on the board, with students contributing to an ongoing list of vocabulary questions for the chosen word. For example, one question related to the word parts of October: Why is it 'Octo', which refers to eight, yet October is not the eight month? Whilst reading a text to the class, Kelly verbally discussed the word 'exaggerate' when a student could not provide the correct word for a situation he was describing that involved exaggeration. None of these words were recorded anywhere for later use, whereby students could have been provided with opportunities for independent practice of the newly learned vocabulary. This would have been valuable practice to enhance the word learning opportunities that Kelly had presented earlier. It is recommended that students have adequate and repeated exposure to new language. Research suggests that students may require at least 17 exposures to a new word in order to acquire new vocabulary as part of their own repertoire (Baumann et al., 2003). It was also observed that Kelly would sometimes 'fill the gaps' for students. She was engaging students in the process of brainstorming alternative vocabulary to

words they had used previously in their procedural writing drafts. However, Kelly often provided replacement words for the students, such as replacing 'grab' with 'take. There seemed to be no formal systems in place, whereby students were scaffolded to achieve independent mastery.

In summary, Kelly demonstrated some explicit practices for vocabulary instruction, with specific reference to the teaching of specific words. These practices were not evidence-based, since no formal word selection frameworks or pedagogical tools for selecting specific words were observed in practice. The majority of Kelly's observed practice with the teaching of specific words seemed to be more incidental and unplanned, as opposed to explicit and planned.

Teaching word learning strategies

Kelly's conceptual knowledge of vocabulary instruction. Kelly discussed the importance of students using their background knowledge to work out word meanings. She stated, "As well as using their prior knowledge to work out what words mean, they need to understand how words are spelled, word patterns and word origins". Kelly went on to explain that often the reading sessions tend to result in opportunities for strategic word learning. Words that are unknown to students are identified, with word origins and prefixes applied to figure out word meanings. Kelly discussed how she uses the school's spelling program, Soundwaves, to support her vocabulary instruction:

> We use the Soundwaves program as a base for explicit lessons at start of the week. This can include the sound of the week, brainstorm words from this sound, word study activities, breaking down words etc. We also include spelling menus that we use in literacy rotations and these menus link back to the direct teaching from the start of

the week. Menu activities include concepts like phonics, rhyming, unscrambling

words etc

These statements indicate that Kelly has some awareness of word learning strategies and

finds ways to integrate these methods into her literacy program. She discussed

word study methods as her main strategic approach. There were other important approaches

from the literature that Kelly did not discuss, yet they were observed in practice. These

included the use of context clues and dictionaries. Three strategies for word learning that are

widely used and evidence-based include using context to infer unfamiliar words, using word

parts and dictionaries (Graves, 2016).

Kelly's procedural knowledge of vocabulary instruction. As part of her explicit

teaching during definitional work, Kelly was seen to engage students in a dictionary race to

find definitions. They were instructed to seek support with clarifying any confusion with the

definition. Kelly modelled the thinking process of choosing the correct definition that made

more sense for the selected context. Students were also given the chance to represent visually

their allocated word. Another teaching opportunity saw Kelly read aloud two pieces of

literature (an Indigenous story and a Bible story), with students recording any vocabulary

they thought referred to the overall theme of 'creation'. A whole class discussion ensued,

with students sharing their ideas about words that represented a range of schematic links to

the creation theme. Students were then put into groups and asked to complete a Y chart on

the specific word given to their group (either 'sacred' or 'myth'). Y charts were swapped

with another group, to be extended with further ideas. The Y charts were then returned to the

original group. Students discussed the updates and worked collaboratively to create a

definition of their original word of 'sacred' or 'myth'. Students were then engaged with

dictionaries to seek and discuss the formal definition of their word, in comparison to the definition they created as a group. Group discussions included the identification of any similarities and differences between the definitions. These practices demonstrate Kelly's understanding of developing students' word learning strategies with both explicit teaching and active scaffolding. Purposeful and effective vocabulary instruction is much more than simply learning the definition of words (McKeown & Beck, 2011).

Students were often observed by the researcher to be struggling with dictionary skills and alphabetical order. Little intervention by the teacher or school officer occurred, particularly if they were working with other students. In one instance, a group of students experienced difficulty locating various words. Together, they decided these words were not in the dictionary, which was not accurate. Another student was struggling with the use of alphabetical order to locate words, even with guidance from the school officer. He also struggled with a written task that required him to understand the dictionary definition of 'parallel' and explain the definition in his own words. Kelly discussed her uncertainty of what is considered "best practice" to support students with dictionary skills. This indicates that Kelly is aware of the importance of definitional work as a word learning strategy for her students. Graves (2016) emphasises the importance of supporting students with both definitional and contextual information, while also providing meaning-making opportunities that are active and occur across multiple contexts.

Along with definitional work, Kelly also integrated the use of context clues into her literacy blocks. Guided reading sessions were a prominent feature of Kelly's literacy program. She would often integrate opportunities for explicit vocabulary instruction into these sessions, particularly in relation to the use of context clues. Using pre-selected texts that were suitable to the reading level of the group, Kelly would guide students with using context

clues from both the text and illustrations and discuss possible word meanings. Students in one

group worked on the skill of inference, as they highlighted words within the text and Kelly

helped them to "make connections" with certain concepts. Kelly ran a one-on-one reading

session with a student who required additional support with decoding and comprehension.

Kelly guided the student with a range of context clues, as she came across any unknown

words. These words were recorded by Kelly and made visible to the student, as she was

prompted to provide synonyms and use the words in her own sentences. These practices show

that Kelly is aware of the importance of modelling and guiding students with the use of

context clues. However, it was often observed by the researcher that students during guided

reading were not given sufficient time to independently apply contextual strategies. In one

session, a particular student monopolized the discussion when the teacher questioned the

group on possible word meanings. In other sessions, quick responses were provided by the

same students and the other students did not always participate. This often meant there was

no opportunity for Kelly to further engage the remaining students in the use of possible

context clues or metacognitive strategies.

When questioned about her perspectives on effective vocabulary instruction, Kelly

said, "The ways that students are instructed with vocabulary often seem to be more

unplanned. These learning opportunities can end up being just as rich for the students as any

planned teaching". Kelly was asked if any specific instructional frameworks are used to guide

her planning processes. She stated, "I occasionally use Marzano's steps for instruction, as

part of a school wide suggestion by the PLL (Primary Learning Leader)". Although some

components of Marzano's recommendations were observed in Kelly's practice, including

students restating vocabulary terms in their own words and constructing visual

representations, she did not explicitly use the framework in its entirety. Overall, Kelly's

statements and practices here suggest that she finds unplanned and incidental opportunities

for vocabulary instruction to be effective for her students. It was also evident that Kelly does not implement any formal instructional frameworks to support students in becoming independent word learners. There are frameworks that can support this process. Marzano's six-step framework for explicit vocabulary teaching would have been a useful tool for Kelly to apply systematically in her classroom. Teachers need to use quality, evidence-based strategies that will support and scaffold students in their vocabulary learning. The primary goal is for students to become autonomous, independent and self-directed word learners.

In summary, Kelly demonstrated some evidence-based practices for vocabulary instruction, with specific reference to the teaching of word learning strategies. She primarily discussed word study concepts, such as word parts and origins, to figure out word meanings. Whole class discussion, reading, games, and collaborative group work were used by Kelly to engage her students with word learning strategies. Students were guided with the use of context clues as a word learning strategy. However, no formal instructional frameworks were used to scaffold students with set steps for achieving independent mastery of their word learning strategies.

Providing rich and varied language experiences

Kelly's conceptual knowledge of vocabulary instruction. Kelly discussed the importance of students understanding words when they read, so they can better comprehend different texts. She stated, "I try to make their reading experiences more interesting, so they can make connections with vocabulary more easily and build their knowledge". When further questioned on how she thinks her students best learn vocabulary, she said:

Students need to know why they are doing something and the purpose. It is important they are not just learning words in isolation. They need words in the context of class

themes, words to be connected to their writing and also connected to things that are interesting to them

Kelly demonstrates here that she understands why "purpose" and a sense of connectedness is necessary for students to learn vocabulary. Research (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Goerss, Beck, & McKeown, 1999) supports instructional practices that encourage students to make associations to personal experiences, as well as practices that provide a variety of opportunities for practice, application and discussion of word knowledge. Kelly elaborated her point of words being "connected to their writing", by discussing her use of discussion as a strategic tool for vocabulary instruction. She stated, "I incorporate a lot of discussion in my teaching, particularly with their written vocabulary; discussion around why students have used certain words in their writing, how they enhance and make their writing more interesting". These perspectives reiterate earlier findings, which outlined the emphasis that Kelly places on her students' productive use of vocabulary. The discussion that she used explore her students' vocabulary choices is part of the guidance and scaffolded support they need when working through the development and consolidation of their productive ideas. This can support learners with understanding their own thinking processes, as well as the active use of words to express and communicate their thoughts and feelings (Webb, 2005).

When asked how her perspectives on vocabulary instruction have changed over time, Kelly commented:

My own personal school experience was based on standard word lists, rote learning and spelling tests. Now technology and spelling apps are involved, with interactive ways of learning word parts. I try to ensure my literacy rotations include word work with some technology and contextual links to other classroom learning

Kelly elaborated on this interactive approach to vocabulary instruction. She said, "A combination of things can help students' vocabulary development. They need to understand why learning the word is important and where it came from. They need practice using the word and to see the word in different text types". Kelly's perspectives here indicate that she understands the importance of designing a rich literacy program. She understands the importance of creating an environment where contextual descriptions are provided and word learning does not take place in isolation. Diverse exposure and opportunities for students to interact with words is necessary for them to gain an authentic understanding (Mixan, 2013).

Kelly's procedural knowledge of vocabulary instruction. Kelly combined a range of instructional practices to engage students in a whole class game of Pictionary. This was used as an introduction to the literacy block and provided students with a multisensory approach to their learning. They used their allocated 'Soundwaves' spelling words of the week as a platform for the game. Visual images were used to engage students in drawing and guessing selected words. The game was later continued during group rotations, with Kelly using explicit teaching and scaffolding to more intimately guide smaller groups. Kelly also integrated the students' weekly spelling words into her literacy rotations, allowing for further repeated exposure to new words through a variety of learning experiences. It was observed that Kelly worked one-on-one with a student who was identified as requiring additional support with their working memory. Kelly used a variety of synonyms and visual representations to support the student in acquiring and retaining new vocabulary. The student was also supported with using new words repeatedly in sentences, to further demonstrate their knowledge and understanding. These practices demonstrated Kelly using a variety of rich and varied language experiences. Her instructional methods allowed students to actively learn new words and utilise them in a variety of engaging ways. A single exposure to a new

word will not build a deep understanding. Teachers need to plan intentionally for students to be repeatedly exposed and scaffolded with new vocabulary, across a variety of contexts.

Synthesis of Kelly's case. There was some alignment between Kelly's conceptual and procedural knowledge of vocabulary instruction. Not all of the perspectives she discussed were observed in practice. Similarly, not all of her observed practices were discussed in the interview. Kelly's pedagogy aligns with some evidence-based practices reported in the literature, as evidenced by her conceptual and procedural knowledge of vocabulary instruction. The practices observed in relation to teaching specific words were more incidental and seemingly unplanned, as opposed to explicit and planned. Although there were some missed opportunities present in her practice, she mostly engaged students in rich and robust approaches to vocabulary instruction.

Sarah - Year 6 Teacher

Sarah is a teacher with 13 years of experience. The majority of her teaching practice has been in the early years. At the time of the study, she was teaching in a Year Six classroom and that was her third year teaching in the upper primary levels. The observed classroom was a large and open space, with flexible seating arrangements. Students were often free to work in chosen areas and also with peers of their choice. Different seating options were set out in a range of both cooperative and independent working stations. Sarah often implemented whole class discussion and dialogue during literacy blocks, with sessions generally running for 90 minutes. She generally began her blocks with explicit teaching, modelling, reading and discussion. Literacy blocks took place at 9am and were generally structured according to separate English Curriculum strands; Language, Literature and Literacy. The whole class introduction to the block often used literature as a platform for explicit instruction; a mini-lesson that used clear 'learning intentions' that were guided by the

English Curriculum strands previously mentioned. The blocks then continued with a range of activities; Language concepts such as vocabulary and spelling, followed by Literacy focus areas of reading and then writing. Classroom observations occurred during randomly selected weeks of Term Three in 2019.

Teaching specific words

Sarah's conceptual knowledge of vocabulary instruction. Sarah discussed how her literacy blocks generally begin - word work activities that are often introduced with explicit teaching and modelling of vocabulary concepts, reading and classroom discussion. She explained, "We might be looking at word lists that have been collated from different subjects or English spelling words. These words are further explored using explanations, definitions, games etc.". When Sarah mentioned her use of "word lists", she suggested that there is a degree of thought and planning that goes into the teaching of specific words. When asked further about her practices with selecting specific vocabulary, Sarah discussed how she often uses the Australian Curriculum to guide the learning objectives of her lessons:

> Vocabulary also comes up later in the block, particularly if we are using literature. I will use language from the Australian Curriculum to create learning objectives for lessons that explore adjectives, figurative language etc. and how the authors have used that vocabulary to improve their writing

The data here suggests that Sarah particularly looks to the Language strand of the English curriculum to guide some of her choices, in relation to the teaching of specific words. It is recommended that teachers engage with the Australian Curriculum, to support their students with a range of vocabulary related concepts.

The vast majority of Sarah's observed practice with the teaching of specific words was related to her choices of literature used within literacy blocks. Sarah discussed how her word selection methods are often dependent on the context of students' learning:

I pick out words from the literature I plan on using with the students, by looking ahead and thinking what words the students might not know and what do they need to know. Sometimes those words come up as you're going along. You expect them to know something and they don't, or vice versa. So, there's always things being added, spending more time or less time than what you originally thought would be the case

One systematic approach for supporting the teaching of specific words is a vocabulary or knowledge rating scale. (Blachowicz & Fisher, 2014). Rather than relying on their beliefs or expectations of students' prior vocabulary knowledge, teachers can apply this rating scale before reading as a diagnostic tool. Sarah did not refer to such a tool when she discussed her approaches to vocabulary instruction, nor was it observed in practice.

When asked to expand on her word selection practices, beyond the use of literature, she stated, "Soundwaves is our spelling program and it has word lists that I sometimes use for additional vocabulary work. This is normally only where it links back to the Year Six curriculum, such as the use of Greek and Latin roots". Sarah demonstrated here that she does make relevant links to the Australian Curriculum when selecting specific words to teach. Her preference for using relevant classroom literature, as opposed to standardised word lists, suggests that she prefers vocabulary instruction to be more contextual for students. Sarah often spoke of the need for students to be able to "make connections" with their vocabulary learning. The use of literature for the teaching of specific words lends itself to this perspective.

Sarah was questioned directly on her use of any formal word selection frameworks. She said, "We don't have particular word lists or frameworks that we are expected to use. A lot of it is based on the students' prior knowledge and what often comes up incidentally". Beck, McKeown, & Kucan (2002) suggest a three-tiered framework for selecting specific words to teach. This framework is particularly useful for upper primary students, as teachers can identify relevant words for instruction from the second tier of the framework that are more commonly used by mature language learners. Sarah's statements indicate that her practices here are more implicit and "incidental" in nature.

Participant teachers' vocabulary practices were specifically observed during literacy blocks. However, Sarah's conceptual knowledge of cross-curriculum vocabulary instruction was present in the data. When asked about her perspectives on the importance of vocabulary across different learning areas, Sarah responded, "Vocabulary is important in other subject areas, particularly with more complex topics where the vocabulary is increasingly more technical and possibly unknown to students. This includes words such as Federation, delegate, constitution etc.". Sarah further discussed how she uses the "end point" of assessment when selecting specific words to teach. She said, "We look at the content or subject matter of what is needing to be taught in the different learning areas. We look at content for their assessment and what they will need to know by the end point". These statements indicate that Sarah has a broad understanding of the importance of vocabulary instruction across the curriculum. She demonstrates a conceptual understanding of the increased complexity of texts and language in the upper primary years. Sarah analyses the content and language required for assessment in multiple learning areas. This shows breadth of thinking that connects her vocabulary instruction to the learning areas of the Australian Curriculum.

Sarah spoke about the differences she has seen in the way teachers engage with vocabulary instruction, since she began teaching 13 years ago. As previously mentioned, there are increasing curriculum and systemic demands on teachers today. Sarah described a systemic context that helps frame some of her vocabulary instruction:

> There is much more attention put into the area of vocabulary now, with the Australian Curriculum and different ways of teaching. There is also more pressure at a system level to effectively engage students in the writing process. BCE have us work with a 'writing analysis' framework. Part of this framework includes how we plan and teach vocabulary and word groups

Sarah's statement indicates there are more "pressures" evident for teachers at both National and local levels. She did not indicate if this pressure is negatively perceived. When questioned further on BCE's 'writing analysis' framework, in specific relation to vocabulary and word groups, she said:

> I think it has made the area of vocabulary more prominent and helped teachers to become a little more explicit in their teaching. This push on improving writing has helped to further inform my vocabulary planning, not just in Literacy but in other content areas like HASS and Science

Sarah's statement indicates the that she engages professionally with the framework in a positive manner. Sarah's use of the term "explicit" suggests that the framework has supported her in becoming more aware of her direct and intentional vocabulary instruction practices. Sarah was asked if any professional development had taken place to support teachers' work in this area:

While we haven't done a lot of professional work on that area, it has made people more aware of the things we should be looking for in their writing; whether the vocabulary used is suitable for the purpose and audience, how extensive their vocabulary is and also helping teachers to help students become aware of the different vocabulary they can and should be using in their writing and assessment

This final statement about the framework suggests that there have been professional improvements in teachers' vocabulary practices at a local level. Previously, Sarah suggested the framework had helped teachers to become a "little" more explicit in their vocabulary teaching. It is possible Sarah feels that further professional development would be beneficial for herself and other teachers.

Sarah discussed some barriers in relation to differentiating her vocabulary instruction, particularly in relation to selecting specific words to teach. She discussed the challenge of catering to diverse student needs:

One of the biggest challenges with vocabulary is the aspect of differentiation. There are students who are not the best readers but have a wide vocabulary, just because of the way they've grown up and possibly conversations with adults. I often see these students can speak well, but not transfer their vocabulary to their writing

Sarah did not elaborate further on this point. However, it can be inferred that a 'one size fits all' approach to vocabulary instruction would not work in such circumstances described by Sarah. This notion helps to further support the importance of teachers planning and practising a robust approach to vocabulary instruction, to support all learners in their classrooms.

In summary, Sarah discussed a range of perspectives that demonstrated her conceptual knowledge of vocabulary instruction, with specific reference to the teaching of specific words. She uses a range of contexts to support her instructional selections - different learning areas, the Australian Curriculum and literature. No formal frameworks or pedagogical tools are used to support the selection of words to teach. Instead, Sarah relies on her intuition and the words that incidentally arise during the teaching and learning. She also looks at the assessment requirements within the learning areas to guide her selection of relevant vocabulary. Finally, Sarah discussed some changes to her more recent practice due to systemic changes. The 'writing analysis' framework has helped to refine the way she selects 'vocabulary and word groups' for instruction.

Sarah's procedural knowledge of vocabulary instruction. It was observed that Sarah planned explicitly for the teaching of specific words through the use of literature. During different literacy blocks, she used a range of texts to engage the students in interactive read-alouds and vocabulary instruction. Sarah used the class's allocated text for Book Week to engage the students with vocabulary instruction. After reading the blurb of the book, Sarah guided the students with identifying key words that may relate to possible storylines and themes. Students discussed why these words gave them clues about possible story contexts. As Sarah read the book aloud to students, descriptive language was highlighted and students were informed to record the words for the next activity. The activity saw students using the descriptive words in groups, to brainstorm creative ideas that could be used to "bring the book to life" in the class's Book Week parade presentation. One particular group was observed discussing the pre-selected word 'prowled', as they recorded some ideas related to "clouds prowling across the sky" for the parade presentation. The words selected by Sarah suggest that she knows her students' developmental levels. The selected words were neither too simple nor technical. By connecting relevant literature and the real-life context of the

Book Week Parade, it can be inferred that her practice is engaging and supports students with making connections in their vocabulary learning.

During another observed read-aloud session, Sarah displayed visually some pre-selected specific words. These words were used to model to students the language that could be used to describe a character's physical attributes, in comparison to their personality traits. As Sarah continued reading the text, students raised their hands when they heard further words that could be connected to either of these descriptive categories. Throughout the session, the descriptive words for the character's physicality and personality were displayed using a word tree format. Both the pre-selected words and suggestions by the students were represented visually, with 'branches' being added to certain words where students agreed on relevant synonyms.

In summary, Sarah demonstrated some explicit practices for vocabulary instruction, with specific reference to the teaching of specific words. These practices were not evidence-based, since no formal frameworks or pedagogical tools for selecting specific words were observed in practice. However, Sarah effectively used literature to pre-select some words for instruction and enabled students to make contextual connections with their vocabulary learning.

Teaching word learning strategies.

Sarah's conceptual knowledge of vocabulary instruction. Sarah discussed the importance of teaching word learning strategies to her students. Particularly, she connected the importance of vocabulary development with the specific upper primary year level she taught at the time. She stated, "Vocabulary knowledge is important for understanding, to understand different topics. As students get older, the text and resources they are using, and

the vocabulary, become more difficult". Sarah understands the complexity of learning in the upper primary years and the importance of scaffolding students with strategies to support their word learning. She discussed the importance of guiding students in becoming more independent with their word learning. She said, "We don't just look at definitions; we look at being able to find definitions of words, being able to write and say them in their own words and communicate them in different ways". This statement shows that Sarah is thinking more broadly about the use of dictionaries as a word learning strategy and ensuring that students are effectively scaffolded. Dictionary definitions are often vague, with language that provides limited information and can be interpreted incorrectly. Often dictionaries do not contain a sufficient level of information required to richly develop a student's vocabulary (Kucan, 2012). Sarah demonstrates an understanding of this notion through the various ways she has students working with definitions.

Sarah discussed her observations of the students she believes are proficient readers. She said, "Even if they come across a new word, they seem to be able to figure out what it means just based on their general word knowledge and they can pick out the word parts they know to apply meaning". It seems that Sarah expects some of her students to be able to intuitively decipher unknown words. This is evident in the specific language that Sarah used here; that students "seem to be able to figure out what it means just based on their general word knowledge". This notion aligns with Share (1995), who argued that oral vocabulary knowledge can provide students with self-teaching mechanisms that are useful for learning to read previously unencountered words. The specific language that Sarah used of "they can pick out the word parts they know to apply meaning" suggests that she has some insight into how certain students can generate meaning from texts, using a morphological approach. Her conceptual knowledge here aligns with the research that suggests students can determine meanings of new words when they are taught a variety of morphemic concepts (Edwards et

al., 2004). Scaffolding students with knowledge of word parts can support their vocabulary knowledge and development (Kucan, 2012).

In summary, Sarah showed an awareness of the importance of word learning strategies, however she did not describe the relevant explicit instruction. She discussed "word work" from a more general perspective and how this work can support the complexity of learning in the upper primary years. However, a larger range of instructional methods were observed in practice. These methods will be presented in Sarah's procedural knowledge of vocabulary instruction.

Procedural knowledge of vocabulary instruction. When Sarah explicitly engaged students in definitional work, she encouraged them to take an active role in the process of manipulating words and contexts. Students were observed to be working on individual persuasive writing drafts. During this process, Sarah intermittently stopped the class to model word learning practices she wanted students to apply independently. She modelled how to use online resources to find higher modality words they could use in their writing; encouraging them to seek dictionary or peer support with definitions of any unknown words. Another example of practice saw Sarah modelling the use of a thesaurus for the substitution of what she called "tired" language. Students were encouraged to independently use a thesaurus while working on writing drafts and "up level their tired vocabulary choices" e.g. repeat use of good, great etc. Often Sarah's definitional instruction was structured to provide students with a multisensory approach to their learning. When working with texts, students were seen to record dictionary definitions of specific words from the text and illustrate what they thought the author wanted the reader to imagine. These collective practices demonstrate Sarah's understanding of developing students' word learning strategies with both explicit teaching and active scaffolding. Teachers play a crucial role in scaffolding students with the

use of word learning tools, such as dictionaries and thesauruses. By providing this support, students can be guided with definitions that make sense and the productive use of words in their correct contexts. Sarah discussed ongoing issues with her students not being able to use dictionaries correctly, including alphabetical order, locating words and choosing the correct definition that matches the context. She questioned whether dictionary skills are taught in the earlier years. She also questioned whether teachers are avoiding teaching these explicit skills due to them not being stated clearly in the curriculum. These statements suggest there needs to be clearer understanding of the progressive content that teachers need to introduce in relation to dictionary use.

Sarah supported students with the use of context as a word learning strategy. During a whole-class reading session, words were brainstormed as possibly "unfamiliar" to some students. The words were visually displayed. From these brainstormed words, students selected five words that were unknown to them or just "interesting". Certain students were selected and encouraged to "have a go" at the meaning, while Sarah guided them with context clues from the text. Another example of practice saw two students working together on a text, questioning the term of 'blubbed'. After seeing the word was not in their dictionary, the students called on Sarah for support. The page from the text contained a visual image of a girl in water, appearing to be drowning. Their first guess for the meaning of 'blubbed' was 'drowning'. Sarah guided them to read the previous page for further context clues and they discovered she was crying. She then clarified that blubbed describes how someone can "cry heavily" and used drama to model how that sort of crying might look. These practices indicate that Sarah understands the importance of incorporating context clues into her vocabulary instruction practices.

Teachers can effectively demonstrate the use of context clues through modelling, using the think-aloud strategy to stop at difficult words and demonstrate how contextual

information can be used with success. Natural contexts can be unreliable, so instruction needs to be presented as a 'process' of figuring out meaning within an individual context (Beck et al., 2002). Sarah was seen to reflect these notions in her procedural knowledge of context clues. It was observed that students would often ask Sarah to 'fill the gaps' when seeking word meanings. She would sometimes provide the required information to students, rather than directing students to apply any independent word learning strategies. There seemed to be no formal systems in place, whereby students were scaffolded to achieve independent mastery. There are numerous instructional frameworks that can guide teachers in explicitly teaching 'steps' for strategic vocabulary learning.

In summary, Sarah demonstrated some evidence-based practices for vocabulary instruction, with specific reference to the teaching of word learning strategies. Her definitional work included explicit modelling and multisensory techniques, to engage students with understanding and manipulating different words and contexts. Students were supported with the use of context clues as a word learning strategy. However, no formal frameworks were observed in practice that outlined steps students could take to gain further independent mastery of their word learning strategies.

Providing rich and varied language experiences

Sarah's conceptual knowledge of vocabulary instruction. When asked to describe the components of effective vocabulary instruction, Sarah said, "Effective vocabulary instruction includes direct teaching and exposing the students to a variety of vocabulary, both directly and indirectly. It includes stopping to take note of different words that come up and taking the time to talk about them". Purposeful and focused dialogue is designed to explicitly develop children's understanding and use of vocabulary (Wasik & Iannone-Campbell, 2012). By acknowledging that it is important to stop and take the "time to talk" about words, Sarah

demonstrates an understanding that classroom discussion is an integral tool for vocabulary learning.

Sarah seems to understand the need for vocabulary instruction to be rich and varied. This understanding was reinforced by descriptions of the vocabulary pedagogy used in her classroom - a variety of methods that she integrates in her classroom to foster word awareness and engage her students in vocabulary learning. Sarah spoke of games that she uses to bring "words to life", such as vocabulary charades. She discussed how she ensures her students can "make connections" between words. She said, "We do a lot of brainstorming around words, particularly if introducing a new topic or when looking at Greek and Latin roots". Sarah also discussed most of the vocabulary instruction in her classroom is incidental rather than explicit:

> Indirect teaching moments are more common than direct moments, as students can be engaged in a range of activities such as researching, reading books etc. and words come up that need a small amount of time and attention given so that students can have the word related to something else they understand and make connections

It is important that teachers do not rely on a singular research-based method for vocabulary instruction (The National Reading Panel, 2000). Vocabulary instruction needs to be a robust and continually evolving process, that simultaneously engages students and reinforces their word knowledge.

Sarah discussed her belief that extensive, independent reading is important for students to encounter vocabulary in rich contexts. She connected her perspectives on reading as a tool for vocabulary development with observations of her own students, by stating "Students mainly strengthen their vocabulary through reading. I've always noticed that those that read more

tend to have stronger knowledge and understanding when it comes to vocabulary, and they've got those skills to work out words and make connections". Sarah's thoughts align with the notion that students can learn vocabulary incidentally, through indirect experiences with words. Independent reading is one practice that can support this indirect exposure to words; wide reading promotes incidental vocabulary learning (Nagy, Anderson, & Herman, 1987). Incidental vocabulary learning is widely-accepted as an important feature of vocabulary development in classrooms. Graves (2000, 2006) believes that teachers can incorporate both explicit and incidental methods to capture students' interest, as they simultaneously foster word awareness. It is evident that Sarah has observed and connected the reading practices of her students with their vocabulary progress and development. Her statement indicates that she understands the importance of incorporating incidental learning in her classroom, particularly in relation to students' independent reading and the vocabulary skills that can support them with "making connections".

Sarah further discussed the effectiveness of explicit vocabulary teaching and how it can support struggling readers. She stated, "For the students that don't read as much, this is where direct teaching is more important". Her ideas here align with the notion that teachers cannot just rely on the wide, independent reading of students to support their vocabulary development and reading comprehension processes. It is also the explicit practice of teachers that is necessary when effectively enhancing the vocabulary learning and reading comprehension abilities of their students. The National Reading Panel (2000) recognised vocabulary development as a pertinent component of reading comprehension. "Reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development" (National Reading Panel, 2000, p.13). Sarah's statement related directly to the explicit teaching of students who struggle with reading. She did not make further comments

to indicate how she might extend more capable readers. It was observed in Sarah's practice that the majority of her explicit, or "direct", vocabulary instruction was undertaken with the whole class at the beginning of literacy blocks. At no point was it observed that Sarah conducted any "direct" reading or vocabulary intervention with specific students who may be requiring support.

Teachers should implement a range of classroom strategies that provide multiple encounters and meaningful exposure to new words. When discussing the way her students engage with unknown words, Sarah stated "We look at definitions; being able to find definitions of words, being able to write and say them in their own words and communicate them in different ways". The language Sarah uses here of "communicate them in different ways" suggests that she understands the importance of students working with new words both receptively and productively. Whilst it is important that students can read and understand new words, they also need to be given multiple opportunities to encounter and use those words in a range of productive modes and contexts. This concept of students using words in a productive way is further supported in Sarah's perspectives around vocabulary in the Australian Curriculum. She said, "From a writing perspective, the emphasis in the curriculum is on using expansive vocabulary and sharpening their word choices. These word choices can include students using a wider range of synonyms". Sarah further emphasised the importance of productive vocabulary by saying, "Vocabulary is important to be able to effectively communicate to different audiences". Sarah's conceptual knowledge here seems to demonstrate an understanding of the importance of vocabulary in both receptive and productive ways of working.

It is suggested that exposures to words will be more effective when they occur over an extended time period, with sufficient opportunities to apply new vocabulary during

discussion, extended reading and writing (Baumann et al., 2003). Sarah reflected on this concept:

> We try and work with the words in many different ways so that they can remember and apply the words across different contexts. Hearing each other explain or communicate words in different ways I think helps them to learn the words better as well.

When Sarah stated that students need to "remember", as well as "apply the words across different contexts", she reflected a deeper understanding of how students require effective exposure to new words over time. The fact that Sarah referred to the learning here from the perspective of "we" also indicates that she understands the importance of the teacher's role in supporting students with vocabulary development. Teachers need to be an active part of the process that provides students with opportunities to repeatedly encounter words and 'practise' their new vocabulary across a range of contexts. Sarah further demonstrated this understanding when she said, "Teaching about using words in different ways is important, so that they become engrained and almost second nature. This way they can use them in their writing and other ways later on". She also connected the practice of students identifying unknown words when reading and having the chance to use those same words in a range of ways. She explained, "It is necessary to teach the importance of making the effort and finding out the meaning of an unknown word, rather than skipping it and reading on. It is then important to guide students in using the word in different ways". The language Sarah used here of "teach the importance" and "guide students" further suggests that she understands the importance of teachers incorporating both explicit instruction and scaffolding as part of their vocabulary instruction.

As previously mentioned, the planning and implementation of a robust approach to vocabulary instruction is not a simple process. It requires teachers to have adequate conceptual and procedural knowledge of vocabulary instruction that is evidence-based, as well as appropriate systemic support. Sarah discussed the challenge of maintaining creativity in relation to effective vocabulary instruction:

> It is difficult finding strategies to use with the vocabulary to make it interesting and getting the students to practise with words in different ways, but I've been given resources from our PLL (Primary Learning Leader) and a book by Marzano that has different activities and games

When asked further about the resources available to her, Sarah discussed efforts to improve her own practice:

> As an upper primary teacher, I've also been trying to do my own research on what I could be doing with vocabulary, particularly now there is more of a push in that area with the expectations around the writing analysis components

Sarah's attempts to research effective and evidence-based strategies, and to seek help from colleagues, indicate that she is proactive about improving her vocabulary instruction practices. During her interview, Sarah often discussed her students' writing. In her statement here, she mentioned the systemic requirements of teachers in relation to the "writing analysis" framework. She often spoke of the need for students to improve their vocabulary practices in a productive sense. Another challenge with the implementation of a robust vocabulary program is the daily management in terms of both planning and practice. It is

often seen and heard that teachers struggle with time constraints in classrooms, particularly with increasing curriculum and systemic demands. Sarah discussed this challenge:

> Fitting everything in is always a challenge too. When there is a lot to get through, I often question whether I can make space for the twenty minutes at the beginning to spend on vocabulary. I often will have to prioritise more important elements, such as writing

This statement indicates that Sarah may see vocabulary as a stand-alone concept, not necessarily connected to improving her students' writing.

In summary, Sarah discussed a range of perspectives that demonstrated her conceptual knowledge of vocabulary instruction, with specific reference to providing rich and varied language experiences. She connected independent reading abilities with greater levels of success in vocabulary development. For the students that struggle with reading, Sarah stressed the importance of explicit vocabulary instruction. For all learners in her classroom, she believes discussion is an important tool for vocabulary learning. Her belief is that a rich variety of vocabulary instruction practices is needed, including incidental learning where students can more easily "make connections". She understands the importance of students working with new words both receptively and productively. However, she mostly discussed the importance of students understanding words to improve their productive ways of working. Even with self-perceived barriers to her practice, Sarah is being proactive in improving her vocabulary instruction practices.

Procedural knowledge of vocabulary instruction. Sarah would often use verbal modelling, where she would explain word meanings to students. She demonstrated how she arrived at certain definitions and synonyms for specific words, talking students through her

thinking processes. During the reading of a text, the word 'vital' was queried by a student. Sarah used a 'think-aloud' approach to demonstrate how she understands the meaning of the word. She discussed 'vital organs' with the students and asked them to provide some examples, such as the heart. After further dialogue with the students in relation to what else is considered 'vital', she was able to guide them towards understanding the definition and the synonyms *absolutely necessary* and *essential*.

After the reading of a different text, Sarah selected some words and phrases to display for the students, such as 'cautious'. They engaged in collaborative brainstorming of synonyms for the words and phrases that students had thought of. When certain students were unsure of the word meanings, Sarah provided verbal 'clues' as to the definition. These clues supported students with being able to then brainstorm more relevant synonyms for the word being queried. One phrase that was queried was 'cautiously inched forward'. Sarah guided them with understanding that the character 'carefully moved forward'. One student was selected to act out what 'inching forward' looks like. This demonstrated their understanding that inching forward means to move carefully.

Another example of practice saw the phrase from a text of 'breezed onto the stage' being discussed. Sarah demonstrated the action of this phrase by walking across the classroom floor confidently. No words were used. Only facial expressions and movement were dramatised. Students guessed the term 'confident' and this was recorded visually as a way of describing the character who 'breezed onto the stage'. The incorporation of drama in Sarah's practice further indicates that she implements a range of rich approaches to vocabulary instruction, including this particular multisensory and kinaesthetic approach. A final example of practice that incorporated this approach saw students highlighting words in a text that were alternatives to the word 'said'. Class discussion followed on the variety of

language used by author. Different students were called to be actors and perform their alternative words for 'said', as well as provide a verbal definition and synonyms. For example, one student performed the actions for 'sighed' that were relevant to the context and explained their own definition to the class ("breathed heavily in frustration").

Words that are modelled to students can be recorded in vocabulary notebooks or personal dictionaries, for students to later engage with in a variety of receptive and productive modes. Teachers can also provide students with opportunities for independent practice of this newly learned vocabulary. However, it was observed in Sarah's practice that these verbally modelled words were not recorded anywhere for further use by the students. This would have been valuable practice to enhance the word learning opportunities she presented to her students. Vocabulary instruction needs to see students immediately engaged and exposed to a diverse array of contexts (Blachowicz et al., 2006). As previously discussed, it is important that students receive adequate and repeated exposure to new vocabulary terms.

Sarah relied heavily on classroom dialogue as a tool for engaging her students in vocabulary learning. The class had been reading a novel by David Walliams and one particular character was named 'Boastful Barnabus'. Students were engaged in a rich, whole-class discussion on the term 'boastful' and how it applies to the character. Students who were confident with their understanding of the word were asked to provide real-life examples and personal connections, that demonstrated their understanding of what it means to be 'boastful' (students agreed this meant "full of himself"). As a class, they brainstormed parts of the text that indicated the character's boastful nature (e.g. being "big headed"). Discussed words and phrases were recorded by Sarah on the board, however at no point was it observed that any of the language was recorded for later use by the students. Classroom dialogue is effective in providing opportunities for students to engage with language in meaningful contexts.

However, it is important for teachers to balance incidental dialogue with purposeful, strategic conversations. This was one example of practice that indicated a sense of intentionality and planned purpose. However, it was noted throughout other classroom observations that it was not always clear whether the classroom discussions were explicitly planned or incidental in nature.

From classroom observations, there were some instances where students were provided with repeated exposure to new words. As previously discussed, students need this repeated exposure to new vocabulary throughout a variety of engaging receptive and productive modes. The class had a particular picture book allocated to them for Book Week celebrations. Following a whole class read-aloud of the book, students used copies of the text to work in brainstorming groups. Together, they recorded ideas of words and visuals that captured the "themes and messages" of the story. The words and visuals were intended for use during ongoing learning for their Book Week journey. Another example of practice saw students reading a set text and recording any unknown words in relation to the main character. After completing definitional work on these terms, students were asked to use the words in the creation of individual sentences that demonstrated their understanding of the word. Using the same set text, students also completed a written response that asked, 'What was your opinion of the character, and what word and phrases used by the author influenced that opinion?'. The expectation was that students were to try and incorporate the unknown words they had identified in the earlier activity. This rich practice gave students multiple opportunities to engage with new words, enabling them to make connections with the words in context.

In summary, Sarah demonstrated a range of practices that indicated strong procedural knowledge of vocabulary instruction, with specific reference to providing rich and varied language experiences. When modelling word meanings to students, she would engage her

students in rich dialogue and multisensory learning approaches to scaffold their understanding. Literature was often the platform that Sarah would use to support her explicit vocabulary instruction and guided practice for students. Although she did not always provide students with repeated exposure to new words, there were instances where this was observed in practice. In these instances, students were given multiple opportunities to work with new words in both receptive and productive modes.

Synthesis of Sarah's case. There was strong alignment between Sarah's conceptual and procedural knowledge of vocabulary instruction. Many of the perspectives that Sarah discussed in her interview were observed in practice - explicit instruction, guided practice, students "making connections" in their vocabulary learning and working with new words both receptively and productively. Additional practices were observed in practice, including a range of evidence-based practices related to the teaching of specific words, teaching of word learning strategies and providing rich and varied language experiences. Although there were some missed opportunities and barriers present in her practice, she mostly engaged students in rich and robust approaches to vocabulary instruction.

Louise - Year 5 Teacher

Louise is a teacher with 15 years of experience. She has predominantly taught in the early years, except for her most recent two years in Year Five. Louise spoke about her love of teaching English and her professional goal to improve her practices in this learning area, particularly in the context of her upper primary classroom. Classroom observations occurred during various weeks of Term Four. Literacy blocks took place at 11am and followed the

whole-part-whole structure. Blocks typically finished within 90 minutes. Louise typically begins all of her blocks with whole class, explicit teaching. This is then followed by students working in a range of cooperative learning groups or partnerships. She likes to bring the students back together as a class at the end of the block and review their learning. Her current students present a range of challenging behaviours. Louise's approach to teaching and learning is somewhat structured. Instead of flexible furniture, the desks are arranged in set groups.

Teaching specific words

Louise's conceptual knowledge of vocabulary instruction. Louise spoke about how she prefers to structure literacy blocks. She discussed her use of learning intentions and success criteria, starting with whole class explicit teaching, followed by collaborative group work and returning together as a whole class. When asked about her planning practices, in relation to the Australian Curriculum and vocabulary instruction, Louise stated:

> We use the curriculum in our three-week planning cycle, so we pull out one or two descriptors from each of the three English strands and they become our focus areas for the next three weeks. We start with the data, where we look at where the students are and where they need more help. From here, we work with a chosen text and a writing task to guide our planning. Some of my vocabulary planning and teaching comes from these three-week planning cycles

Louise' perspectives here demonstrate an understanding of the importance of using the Australian Curriculum to support her planning practices for vocabulary instruction. She also

indicates that the "chosen text" and the "writing task" are selected to support students with their receptive and productive skills in the English strands of Language, Literature and Literacy. When Louise said that "some" of her vocabulary instruction comes from the planning sessions, she was asked to elaborate on other practices that support her with choosing specific words to teach. She stated, "I will go through and select some words from whatever text we are looking at, but the majority of the words are chosen by them. They choose more words to learn than what I do." When questioned on her use of the three-tiered framework (Beck, McKeown, & Kucan, 2002), or other support frameworks or programs, she said, "I don't use any official framework. I sometimes use our Soundwaves spelling program to choose specific words to teach and expand. That can include looking at base words or Greek and Latin roots, and linking that learning to other concepts". These statements indicate that Louise aligns with a more student-centred approach to the teaching of specific words, preferring to give her students a large degree of autonomy with their word learning. This notion was further evidenced when Louise was asked what she thinks are the components of effective vocabulary instruction. She again discussed the benefits of letting the students select specific words to learn, rather than the decisions always being teacher-directed. She stated:

> Effective vocabulary instruction involves exposing them to new words, but also the students choosing new words they are interested in learning. So, when we are reading they will always have a sticky note next to them and that way they can choose the words they are interested in finding out more about, rather than just me always giving them the words that I find interesting or don't know much about. I will still always give them some words too. I will then have activities around the words that I've chosen and the words they have chosen

Louise questioned the effectiveness of her vocabulary instruction when she started teaching 15 years ago. She said, "I can't really remember how I used to teach vocabulary and that makes me wonder if I was really doing it effectively." However, she was able to reflect on the vocabulary pedagogy she engages with today. Louise discussed BCE's 'writing analysis' framework, in relation to the specific element of 'vocabulary and word groups'.

> I think the new writing analysis framework has changed vocabulary instruction for the better, because you are more accountable for teaching words and word groups. We specifically teach that they are writing for a particular audience and purpose and vocabulary comes into that. If we are writing an informative text then we would look at technical words that are relevant to writing that factual text. Many years ago I think I would have just taught the entire text type, but now it's broken down into the specific elements of a text

This statement indicates that Louse engages professionally with the framework and believes the structure of the framework helps ensure teachers are more "accountable" for the explicit teaching of vocabulary and word groups.

Louise's procedural knowledge of vocabulary instruction. Louise was seen to select words from various activities and use them as word learning opportunities for the whole class. She used the current class novel and shared reading to engage her students with some specific vocabulary. Before reading the next chapter of the class novel, students worked in pairs to complete an alphabet brainstorm. This saw students use the letters of the alphabet to generate words and ideas that may relate to next chapter. There was some class discussion around why students thought certain words would surface next and the meanings of those words in the context of the story. Students then recorded a tick next to any of their brainstormed words that eventuated in the next chapter.

During another shared reading session, students were instructed to write down any words that were "new" or "interesting" to them. After the shared reading session, students completed a 'predict and check chart' on their recorded words. This chart allowed students to use their background knowledge and the context of the literature to predict the word meanings. They then worked in collaborative pairs to check their words in a dictionary, deciding together that the dictionary definition made sense in relation to the context. Using one of their recorded words, students also completed a 'word cline'. Louise first modelled a word cline using a word selected from a student's list. The use of a word cline supports students with understanding synonyms and that words that have a similar meaning can also have varying degrees of 'strength'.

Another learning opportunity was observed that involved students working with words they had selected themselves. Students worked with a partner to 'buddy read' a text. They were instructed to use post-it notes to record any "new or interesting" words they read. After reading, students used the words they had selected for further word work activities. These included definitional work with simultaneous partner discussion, verbal sentences using the words in context and visual representations of their chosen vocabulary. These practices show that Louise understands the importance of teaching specific words. She demonstrated this through a variety of rich, engaging and collaborative methods. The students were seen to be at the centre of their learning, as they selected "new and interesting words" to them. In Louise's interview, this practice was spoken about extensively and it was clearly at the forefront of her instruction of specific words.

In summary, Louise demonstrated some explicit practices for vocabulary instruction, with specific reference to the teaching of specific words. These practices were not evidence-based, since no formal frameworks or pedagogical tools for selecting specific words were

observed in practice. However, Louise applied a range of robust methods that saw students at the centre of their word learning and engaged the cohort in making contextual connections.

Teaching word learning strategies

Louise's conceptual knowledge of vocabulary instruction. Louise spoke about not wanting to rely on "ineffective" dictionary practices and, instead, wanting to support her students with a deeper approach to their word learning. She said:

> They might have to think about the word in the context of the sentence, come up with their own definition and then check what we call an expert definition. It always has to be in context with that we've read. This group always seems to get confused with that and can't always find the matching definition to the context without guidance. Students have a glossary in the back of their English books for words that come up during class, where they have to have a go at their own definitions and then look at expert definitions

Louise's description of her definitional practices demonstrate an understanding that dictionary definitions alone are not effective for vocabulary instruction. Context is needed to deepen students' understanding. Her statement refers to students often becoming "confused" when looking for contextually correct dictionary definitions. Definitions can often be vague, with language that provides limited information and can be interpreted incorrectly. They often do not contain a sufficient level of information required to richly develop a student's vocabulary (Kucan, 2012).

While Louise did discuss the importance of allowing for incidental instruction, she also discussed how she plans for the explicit teaching of vocabulary. She stated:

> We use Café resources which have a lot on vocabulary. We use that when we're reading and explicitly teach lessons each week, such as inferring. We might pull out words from texts that help us infer and discuss how the use of context can help us figure out the meanings of words and larger ideas they need to infer. So, I would model the strategies and then give them the chance to practice. Even if it's just the students quietly reading, I will sit with them and observe to see if they are applying whatever strategy was taught

Louise's perspectives here show an awareness of how explicit instruction and scaffolding can effectively support students with their vocabulary development.

Louise's procedural knowledge of vocabulary instruction. Louise particularly supported her students with the use of context clues, as a tool for enhancing their vocabulary learning. She used a modelled reading session and an informational text on zebras to engage students with this word learning strategy. Students used individual copies of the text and underlined words in red that they presumed to be 'fact' and words in green they assumed to be 'opinion'. Students discussed their choices in collaborative pairs, justifying their choices to each other. Some students were then asked to share their justifications with the whole class, as Louise guided the discussion using the language of "context clues" to help students explain how they discerned fact from opinion.

Another example included the use of a narrative text and whole class explicit teaching focused on highlighting words they identified as "important" in the text. These words were used as a talking point for how they give "clues" about what is happening. Students then

worked in collaborative groups with an alternative narrative text. Again, they highlighted words that were considered "important" and gave "clues" about the main events and themes. The class was brought back together as a whole and some groups were asked to present their thoughts and justifications of what words were "important" and gave "clues.

In another session, Louise showed examples of "persuasive phrases" from a real-estate advertisement for a house, and asked students to predict what they might mean. In context of the text, students were guided with the use of context clues to support their predictions. These practices demonstrate that Louise uses context clues as a word learning strategy quite regularly in her literacy program. She was seen to engage students in this strategy using a range of creative methods. Students can learn a number of words from context, due to surrounding words and sentences acting as 'clues' to guide their thinking. Because of the unreliability of natural contexts, "instruction needs to be presented as a 'process' of figuring out meaning within an individual context, rather than focusing on the 'product' – a word's meaning" (Beck et al., 2002, p.137).

In summary, Louise demonstrated some evidence-based practices for vocabulary instruction, with specific reference to the teaching of word learning strategies. Her approach to definitional work is intended to support students with deeper word learning, beyond simple dictionary definitions. Students were supported with the use of context clues as a word learning strategy, using a range explicit instruction and scaffolded practice.

Providing rich and varied language experiences

Louise's conceptual knowledge of vocabulary instruction. Louise discussed her ideas on effective vocabulary instruction, particularly the incidental moments that emerge during her teaching:

> So many times the vocabulary teaching just comes up, especially when it's in other subjects where we haven't explicitly planned for literacy. I still think that incidental teaching is so important because it's more relevant to what we're doing at the time. You can't plan for everything. It's more relevant if someone asks a question or makes a connection

This reflection on incidental vocabulary instruction seems to be grounded in an awareness of how discussion and making a "connection" can support students with their vocabulary learning, across all learning areas. When instructional practices are based on active processing by the students and are also applied in context, students can learn two to three new words a day (Biemiller, 1999). Louise also discussed some barriers for improving her vocabulary practice across a range of classroom contexts, including the cycle of three-week planning that teachers engage with. The planning is only focused on literacy blocks, whereas Louise believes she needs support with planning for English and vocabulary across the curriculum.

Louise also applies a multisensory approach to her vocabulary instruction. She explained, **"**With this group I've been trying to incorporate more bodily kinaesthetic pedagogy, so quite often I'll have the words around the room and engage them with word work activities that require them to physically move around the different words". This practice demonstrates an understanding that students need to be engaged with a range of motivating methods to foster a deeper understanding of the words they are learning. If students are not actively involved in the processes of learning vocabulary then the potential for boredom arises (Beck et al., 2002).

Louise's procedural knowledge of vocabulary instruction. Louise was seen to use a variety of rich practices that allowed students to repeatedly engage with words receptively

and productively. Students were involved in "writing on demand", as they continued a story from a prompt. Using a story starter, students were instructed to appropriately use "new" words they had recorded during an earlier activity. Another learning opportunity saw students discussing in pairs what they thought certain words and phrases meant within a persuasive advertisement. They then drew a picture of what they thought the words and phrases "looked like". They also wrote synonyms next to the visual representation, to indicate what they had inferred. Using pictures from another advertisement, students brainstormed what the real estate agent wanted the reader to "feel, see, hear and smell" when they read the text. They brainstormed other words they might use to get the reader to feel these same "vibes". In groups, students also wrote their own advertisement for the house. When they shared their work with the whole class, Louise asked students to justify their vocabulary choices in the context of "feeling, seeing, hearing and smelling".

During a modelled reading session, Louise read an informative text to the class called: 'What Are Earthquakes?'. After reading, Louise posed discussion questions about what type of words were used in the text. She asked why the author chose certain words and what the effects would be if those words were removed from the text? Whole class discussion followed on the language of informative texts, using a PowerPoint to guide the lesson. Louise asked the students to identify some examples of informative language used in the text about earthquakes and these words were recorded in the students' personal glossaries. The range of instructional methods used show Louise's ability to provide rich and varied language experiences. She demonstrated the use of explicit and focused discussion, to enhance students' vocabulary learning. Teachers can implement a range of appropriate explicit and guided instructional designs that allow for rich discussion and exploration of new words and concepts, particularly as part of before, during, and after reading activities (Blamey & Beauchat, 2011). Throughout these activities, it was also evident that Louise understood the

importance of students receiving repeated exposure to new vocabulary. Students were given multiple opportunities to actively learn new words and utilise them in a variety of engaging ways.

In summary, Louise demonstrated a range of practices that indicated strong procedural knowledge of vocabulary instruction, with specific reference to providing rich and varied language experiences. She discussed the incidental teaching which naturally occurs, yet she also demonstrated a range of explicit instructional practices. Her multisensory methods engage students with vocabulary learning and repeated exposure to words in receptive and productive modes.

Synthesis of Louise's case. Louise engages with vocabulary and the Australian Curriculum, as well as systemic processes intended to improve the teaching and learning of 'vocabulary and word groups'. She does not use any formal frameworks for selecting specific words to teach. Louise maintains an opinion that it is more effective for her students to select and engage with specific words that they want to learn. She implemented a wide variety of effective practices for vocabulary instruction, both explicit and incidental. Students were seen to practise various strategies that could assist them with becoming better word learners, particularly when working in collaboration with each other. Although there were some barriers that Louise discussed, she engages students in rich and robust approaches to vocabulary instruction.

Table 1

Summary of all participants

Observation Data Participants: Kelly = K, Sarah = S, Louise = L		
Instructional approach	Pedagogy	Evidence of practice
Teach specific words	Modelling of word meanings, synonyms etc.	K, S, L
	Classroom reading opportunities e.g. interactive read-aloud, guided reading etc.	K, S, L
	Classroom dialogue	K, S, L
	Instructional framework for selecting specific words	X
	Use of Australian Curriculum to inform vocabulary instruction	K, S, L
	Alignment with systemic processes for supporting writing and vocabulary instruction	K, S, L
Teach word learning Strategies	Definitional work	K, S, L
	Context clues	K, S, L
	Word parts	K
	Instructional frameworks	K
Provide rich and varied language experiences	Explicit teaching and modelling of vocabulary concepts	K, S, L
	Language engagement through reading and dialogue	K, S, L
	Repeated practice of words	S

Table 1 provides a summary of the participants' observed practice. It uses the three

instructional approaches that form the conceptual framework of this study – teaching specific

words, teaching word learning strategies and providing rich and varied language experiences.

Together, they combine to provide a framework for a robust approach to vocabulary

instruction. In relation to the teaching of specific words, all participants use the Australian

Curriculum and systemic processes for supporting writing and vocabulary instruction. The participants all used a range of modelling techniques, as well as reading and dialogue opportunities, to engage students with the teaching and learning of specific words. However, none of the teachers used any formal instructional frameworks for teaching specific words. In relation to the teaching of word learning strategies, all participants practised a range of methods to support their students with both definitional work and context clues. However, only Kelly was seen to engage students with word parts as a word learning strategy. Kelly used some steps from a specific instructional framework. Both Sarah and Louise were not seen to practice using any formal instructional frameworks. In relation to providing rich and varied language experiences, all of the participants were seen to engage students with some explicit teaching and modelling of vocabulary concepts. They also used a variety of language engagement methods, through classroom reading and dialogue. Only Sarah demonstrated the practice of allowing her students multiple opportunities to practise with new vocabulary. All of these similarities and differences will be expanded further and discussed in Chapter Five.

Chapter Five

Discussion

This chapter examines the implications of specific findings of the study, with reference to the literature. Through the use of a cross-case analysis, it discusses the conceptual and procedural knowledge of vocabulary instruction shared by the participant teachers. The findings indicate a range of differing opinions and processes amongst participants. This discussion highlights both similarities and differences from the data.

Perspectives on a robust approach to vocabulary instruction

The data analysis showed that all three teachers hold similar beliefs in relation to literacy learning as a broad concept. There was a convergence of opinions, as the participants identified the ways they experienced literacy learning as students, in comparison to the more student-centred pedagogy they professionally engage with today. Further to this, they each discussed their beliefs around the benefits of enhancing students' vocabulary for improved reading success. They also connected a strong vocabulary with increased success across the learning areas. This notion is supported by Fisher and Frey (2014), who argue that the result of developing a strong vocabulary is the student's ability to more readily unlock their knowledge and conceptual understanding that is required in the different content areas.

There were similarities in the participants' perspectives on vocabulary instruction and how students are more likely to experience successful vocabulary development. These perspectives focused on a student-centred classroom that sees them engaged as active and inquisitive learners, with many opportunities to engage in wide, independent reading. The participants all discussed the benefits of students making connections with words across multiple contexts. This perspective is supported by research that discusses the benefits of a rich and robust approach to vocabulary instruction. While students do need to be supported

with definitional and contextual information, Graves (2016) argues the importance of providing meaning-making opportunities that are active and occur across multiple contexts. Beck, McKeown, and Kucan (2002) also support this notion, as they reiterate the importance of providing students with rich instruction that transcends definitional work and extends vocabulary acquisition beyond the classroom. They highlight the fact that assessment should not be considered the end of word learning. Students need to be given opportunities to allow for continued connections with taught words, so they can activate the use of the vocabulary both in verbal and written form.

Another similarity that emerged from the data was the teachers' belief that a large portion of effective vocabulary learning comes from the incidental teaching opportunities that arise in their classrooms. Whilst Kelly did not discuss this perspective in detail during her interview, it was observed in her classroom practice. Sarah and Louise agreed that incidental teaching opportunities are as rich and beneficial as planned vocabulary instruction. This perspective is consistent with the advice not to rely on a narrow and 'singular' evidence-based method for vocabulary instruction (The National Reading Panel, 2000). Instead, a more balanced approach is recommended, one that emphasises both explicit and incidental methods of vocabulary instruction. Westgate and Hughes (2017) argue for both planned and explicit instruction, as a tool for enhancing students' vocabulary growth. However, they also discuss the importance of incidental vocabulary learning, in a classroom environment where unplanned exploration and connections can naturally occur. Finally, Graves also (2000, 2006) supports this notion of a balance between planned and unplanned learning experiences. He argues that teachers can effectively capture their students' interests and foster word awareness by incorporating both explicit and incidental methods of vocabulary instruction.

This discussion chapter has so far discussed the broader themes of the study, particularly the central focus of the study's conceptual framework; the importance of a robust approach to vocabulary instruction. The three instructional methods of this approach will be discussed next - teaching specific words, teaching word learning strategies and providing rich and varied language experiences.

Teaching specific words

Vocabulary is referred to in the curriculum as 'word knowledge' – a concept that involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014). All three participant teachers used the Australian Curriculum to support their vocabulary planning and practice. However, there were differences in the degree to which they engaged with the Australian Curriculum for the purpose of supporting their planning of vocabulary instruction. Kelly tended to use the curriculum more for the purpose of supporting students' writing within different text types and the language required for such texts. The implications of this narrow teaching focus can minimise the broader purpose of vocabulary in the curriculum - 'word knowledge' that supports *both* composing and comprehending learning area texts (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014).

In contrast, Sarah and Louise used the curriculum more broadly to support the specialised vocabulary prominent in the upper primary years. They used the curriculum to support their students with vocabulary both receptively and productively. Sarah seemed to use the curriculum more widely, as she discussed and demonstrated a range of practices that brought the curriculum alive in her vocabulary instruction. This included the use of literature and content area subject matter to pre-select specific words for instruction, as well as spelling

words that link back to Greek and Latin roots. When supporting students with their productive application of vocabulary, Sarah described how she looks at the content for their assessment and what they will need to know for the "end point". She implements this practice across all learning areas, particularly with the more complex topics where technical vocabulary increases and is often unknown by students. This notion is supported by ACARA, as they highlight vocabulary as being integral to student learning and success. "Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area" (Australian Curriculum and Assessment Reporting Authority [ACARA], 2014). Louise spoke about using the three sub-strands of the English curriculum and updated student data to support her vocabulary planning. The findings showed different perspectives and practices in relation to using the curriculum to support vocabulary planning and learning. The way in which teachers interpret, implement and engage with the curriculum and vocabulary instruction will constantly evolve. However, it should be the goal of teachers to look to the curriculum as an opportunity to refresh their classroom practices and deepen their professional knowledge (Derewianka, 2012).

At a systemic level, the participant teachers engage with a focused approach to supporting students with their vocabulary development. The BCE 'writing analysis' framework engages teachers in the formal practice of teaching, assessing and moderating students' written work samples. Within this framework, teachers plan and practice ways to improve their explicit teaching of 'vocabulary and word groups'. The participants seemed to engage with this systemic approach to differing degrees. Kelly expressed limited engagement with the framework. She discussed it having a minimal impact on changing her classroom practice, except for changes to writing criteria sheets to include 'vocabulary and word groups'.

In contrast, Sarah and Louise seemed to engage more broadly with the framework and discussed the positive impacts it has had on their vocabulary instruction. They felt it supported them with making their instruction more intentional and explicit, particularly when supporting students in selecting suitable vocabulary for different purposes and audiences. Sarah discussed how it has helped to inform her vocabulary planning across the curriculum. Subsequently, this has supported her students in their written assessment pieces across all learning areas, as Sarah uses the framework to target the 'vocabulary and word groups' relevant to different classroom contexts.

Louise believes the framework is making teachers more accountable for vocabulary instruction in their classrooms, as they need to target this area specifically. As well as planning with the framework for her instructional methods, she involves her students in the active process of using the framework to improve their writing. The notion that vocabulary development is integral to support students' writing is supported by research. Writing is a productive skill, requiring a lexical 'richness' and the ability to apply appropriate high-frequency and academic words (Laufer & Nation, 1995). Challenges can arise for students as they engage with the formal register of writing. When discussing the growth of students' abilities to use an appropriate academic register, it is seen they require both the opportunity and desire to use it (Corson, 1985; Nation 2013).

BCE's 'writing analysis' framework includes suggestions for how teachers can select specific words to teach. One method is the three-tiered framework for selecting specific words to teach, as suggested by Beck, McKeown, & Kucan (2002). Research suggests that a systematic approach for selecting words to teach is fundamental to effective vocabulary instruction, however none of the participant teachers used any formal frameworks in their practice. The participants were aware of the three-tiered framework yet did not use it in

practice. Kelly's practices with teaching specific words seemed mostly unplanned, with word learning opportunities arising from classroom dialogue, modelled and guided reading. Sarah stated that many of her choices for teaching specific words are based on students' prior knowledge. When she pre-selected vocabulary to teach from literature, she would consider what words students might not know. Often the words would also arise incidentally when she engaged students with literature. Louise's practice with selecting specific words to teach was considerably different. Whilst she discussed her intentional selection of specific words for instruction, for the majority of the time her students were in charge of their vocabulary learning. Particularly when reading, students would record the words they are interested in learning more about.

Teaching word learning strategies

Teachers need to explicitly teach and actively scaffold word learning strategies for their students. Children can acquire a substantial proportion of vocabulary with the support of specific vocabulary learning strategies (Nation, 2014). The use of instructional frameworks can support teachers with explicitly planning and practising 'steps' for strategic vocabulary learning. Sarah and Louise do not implement any formal instructional frameworks. However, Kelly engages somewhat with a school-wide suggestion to implement Marzano's (2004) *six-step process* for teaching vocabulary:

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.

5. Periodically ask students to discuss the terms with one another.

6. Involve students periodically in games that enable them to play with terms.

Kelly did not explicitly follow the six steps, however she had her students restate vocabulary terms in their own words and construct visual representations. All three teachers had been given Marzano's instructional book by their PLL, which expands his six-step process for teaching vocabulary. Whilst Sarah and Louise mentioned Marzano's framework during their interview, neither of them was seen to implement it in practice. This framework would be worthwhile pedagogy for all participant teachers to implement more fully, as it aligns with evidence-based strategies for vocabulary development. Research indicates that children require meaningful interactions with language and exposure to many words, to develop and widen their vocabulary. These meaningful interactions support Literacy as a social process. Word learning is viewed as a developmental process, one that is influenced through variations of adult input. Marzano's framework provides opportunities for this. Adult interaction is vital for the vocabulary and oral language development of children (Weisleder and Fernald, 2013). Frequent and focused verbal input is critical for supporting vocabulary growth and development (Chapman, 2000).

It is important that teachers understand how students acquire vocabulary. Children learn words as a gradual process, whereby representations of words develop from immature and incomplete to mature and accurate. With a deeper understanding of vocabulary development, they can then plan pedagogies that support the necessary processes. The acquisition of word meanings requires multiple elements that interact in complex ways – social, conceptual and linguistic capacities. Marzano's framework aligns with elements of Bloom's (2000) research, which outlines four cognitive capacities that are considered necessary for children to learn the meanings of words. "An ability to infer the intentions of

others, an ability to acquire concepts, an appreciation of syntactic structure, and certain general learning and memory abilities" (p.10). Marzano's framework provides a range of effective strategies that provide students with multiple encounters and meaningful exposure to new words. Vocabulary instruction needs to see students immediately engaged and exposed to a diverse array of contexts (Blachowicz et al., 2006). Ultimately, students need to be actively learning new words and utilising them in a variety of ways.

Whilst Sarah did not discuss or practice any formal instructional frameworks for strategic vocabulary learning, she highlighted the importance of direct teaching for students who do not typically read as much as others. She talked about the importance of explicitly teaching students to make the effort and find out the meaning of any unknown words, as opposed to skipping those words and reading on. Louise was not aware of any formal instructional frameworks she could implement to support her students' word learning strategies, nor were they observed in practice. These findings suggest that the participant teachers require further engagement with a wider range of instructional frameworks. There are numerous instructional frameworks that can guide teachers in explicitly teaching 'steps' for strategic vocabulary learning. Students need to be explicitly taught individual word learning strategies, and then scaffolded with applying a range of simultaneous strategies. Teachers need to ascertain which strategies are needed for the developmental stage of their students and the context of their learning. The benefit of using a range of strategic frameworks is that students can be explicitly taught and scaffolded with applying a range of simultaneous word learning strategies. They will have a better chance of becoming autonomous, independent and self-directed word learners.

Students need to understand how word parts function, so they can use their knowledge of prefixes, suffixes and root words to obtain meaning from multisyllabic words. Kelly's

instruction on word parts was minimal and more incidental than explicit. Vocabulary that incidentally surfaced from the 'word of the day' or guided reading would sometimes be looked at in terms of their 'parts'. However, the learning was often kept at a surface level and students were not seen to be actively manipulating any words. This suggests that Kelly needs to engage further with evidence-based practices that support the scaffolding of students with word parts, to guide their vocabulary knowledge and development (Kucan, 2012). Sarah discussed the use of Greek and Latin roots in her interview, however none of the recorded observation data saw students engaged in this practice. The school-wide spelling program is Soundwaves, which contains some learning experiences based on word parts and morphemic analysis. While this resource was occasionally observed in practice, the participant teachers were reluctant to incorporate it regularly in their literacy blocks. The general consensus was that it is an ineffective resource.

There were no instances of explicit instruction related to word parts seen in either Sarah or Louise's practice. These findings suggest that all of the participant teachers need to look at evidence-based practices to support their strategic and explicit instruction of word parts. Graves (2016) supports the practice of students engaging with word parts, if three variables are considered by the teachers; concepts that students already know, leading to specific concepts to teach and instructional effects on the concepts. Teachers need to ensure their practice here is purposeful, by incorporating strategic learning opportunities that involve modelling how to break words apart, discussing the word parts and having these words visible in the classroom for later use by students.

The use of dictionaries is a widely-used, evidence-based strategy for vocabulary instruction (Graves, 2016). However, teaches need to provide explicit instruction on the use of dictionaries as a word learning strategy and effectively scaffold students during these

processes (McKeown & Beck, 2011). Kelly applied this method by modelling how to choose correct definitions within certain contexts. Sarah implemented a range of effective, explicit instructional approaches to her students' definitional work. She would often model certain types of vocabulary that the students were learning, such as high-modality language. They were scaffolded during their learning processes; guided with seeking support with definitions of unknown words and encouraged with using a range of resources to improve their vocabulary choices. Louise engaged her students with a deeper approach to their word learning, one that transcends simple definitional work. They would think about words in context, form their own definition and check against an "expert" dictionary definition. Graves (2016) argues that it is ineffective practice for teachers to rely solely on dictionary definitions. This notion was apparent during some of Kelly's classroom practice, as students were seen to be struggling with dictionary skills and alphabetical order. Without any teacher support, it was often observed that students were unable to locate words or understand formal dictionary definitions. This could be representative of the fact that Kelly teaches Year Four, and students at this level may struggle with these skills in comparison to students in the observed Year Five and Six classes.

Overall, the participant teachers used definitional work to engage their students in a range of active, multisensory approaches. Kelly engaged her students in collaborative group work. They formed collective definitions of new terms and had the opportunity to compare their ideas to the official dictionary definitions. Sarah used platforms such as drama, technology and art to bring students' learning to life. Louise had her students create personal glossaries of new vocabulary terms. These findings suggest that all of the participant teachers use dictionaries in a comprehensive manner, one that is evidence-based in relation to supporting effective vocabulary instruction. This rich practice is supported by McKeown & Beck (2011),

who highlight that purposeful and effective vocabulary instruction requires more direction for students than learning word definitions.

Teachers can enhance students' vocabulary development by supporting them with contextual information during encounters with new words. Students can often learn new words from context, by looking at surrounding words, sentences and 'clues' that guide their thinking. Graves (2016) emphasises the importance of supporting students with both definitional and contextual information, while also providing meaning-making opportunities that are active and occur across multiple contexts. Teachers can model the use of context clues, using the think-aloud strategy to stop at difficult words and demonstrate to students how contextual information can be used with success. The participant teachers all discussed the importance of students understanding and using words in context. Kelly highlighted that during her literacy rotations she will try to incorporate contextual links to other areas of classroom learning. She believes it is important for students to understand where certain words come from and *why* learning the word is important. Sarah also spoke about the importance of students having new words related to other contexts they understand, so they are supported with "making connections".

In practice, Kelly used guided reading to support students with the use of context clues when engaging with texts. Sarah often used her modelled reading sessions to explicitly model the use of context clues to students, encouraging them to use clues from the literature and "have a go" at word meanings. Louise used a range of classroom learning experiences to support her students with connecting contextual information with new vocabulary. She used literature as an opportunity to highlight any unknown terms in the context of the text. Students would complete activities that allowed them to attempt defining the words in their own language, using a 'predict and check' chart. She discussed that her current cohort often

struggle with new vocabulary, even with the use of context clues. Beck et al., (2002) argue that natural contexts can be unreliable, so instruction needs to be presented as a 'process' of figuring out meaning within an individual context. Louise predominantly used whole class reading opportunities to explicitly teach and guide students with this 'process'. She would assist students with highlighting words in texts that provided different context clues and discuss why this was the case.

Providing rich and varied language experiences

A robust approach to vocabulary instruction needs to build students' word knowledge and understanding through a rich array of language experiences, involving listening, speaking, reading, and writing (Graves, 2006). With active scaffolding from their teachers, students need to be actively engaged in the learning cycle of processing and manipulating words and contexts. Purposeful and effective vocabulary instruction is much more than simply learning the definition of words (McKeown & Beck, 2011). Whilst the participants did provide their students a variety of rich language experiences, there was an evident lack of scaffolding observed during some literacy blocks. The gradual release of responsibility was not always handed over to the students, so they could work towards achieving independent mastery of their receptive and productive vocabulary knowledge.

It is important for teachers to explicitly model high-level vocabulary, particularly in upper primary classrooms. The use of simplistic vocabulary can be appropriate for teachers when providing initial instruction or supporting understanding of new concepts. Once these needs have been met, it is then necessary for teachers to elevate their language as a way of enhancing the vocabulary development of their students. Rupley, Blair, & Nichols (2009) argue that effective explicit instruction needs to include recommended practices that are evidence-based and can be attributed to schema theory. Their recommendations include

modelling and supporting students in making connections to previous learning. They also recommend providing 'teacher explanations' that explain conceptual relationships and explain the importance or usefulness of a new skill or cognitive strategy. Often Kelly would have students move directly into their literacy rotation groups, eliminating the opportunity for explicit instruction and modelling at the beginning of the literacy block. She would occasionally and incidentally model high-level vocabulary, during the block and within smaller group settings. In contrast, Sarah would use the beginning of her literacy blocks to incorporate explicit modelling of high-level vocabulary and other vocabulary concepts. Often this took place in the context of literature she was using with students and pre-selected vocabulary from the text. However, she also implemented a range of engaging explicit and incidental modelling opportunities throughout her literacy blocks. Her multisensory approach to modelling vocabulary meant that students were able to connect with words through dialogue, visual representations and drama. She would verbally demonstrate how she arrived at certain definitions and synonyms. Louise discussed how the majority of her modelling opportunities arise incidentally. She believes it is more relevant for students when they ask the questions. However, she did occasionally use 'Café' resources to support her explicit teaching and modelling of vocabulary concepts. This also allowed her to scaffold students with their independent learning after the initial modelling had taken place. The findings indicate that overall the participant teachers would benefit from further support with the planning and practice of explicit modelling. Striking a balance between planned, explicit instruction and unplanned, incidental instruction is key when implementing a robust approach to vocabulary learning. Teachers can capture students' interest, as they simultaneously foster word awareness, by incorporating both explicit (intentional) and implicit (incidental) methods (Graves, 2000, 2006).

Language engagement through dialogue, and questioning strategies during read-alouds, are seen as key components within effective vocabulary instruction (The National Reading Technical Assistance Center, 2010). The participant teachers regularly connected their reading activities with both explicit and incidental vocabulary instruction. The literature outlined the importance of teachers achieving balance between incidental dialogue and purposeful, strategic conversations. "Although all opportunities for conversations with children have value, purposeful, strategic conversations can be designed to explicitly develop children's understanding and use of vocabulary to develop young children's word knowledge (Wasik & Iannone-Campbell, 2012, p.322). In each of her observed literacy blocks, Kelly sat with small groups of students for focused, guided reading rotations. Some effective, explicit pedagogy was observed that enhanced students' vocabulary learning during these sessions. With Kelly's planned guidance and support, they were able to engage with new vocabulary and make appropriate connections. Incidental instruction also surfaced during the guided reading groups. As students read aloud, uncertain words were incidentally discussed and clarified for students. A number of missed opportunities were observed by the researcher. Often students were not given sufficient time to independently apply contextual strategies the teacher suggested, usually due to certain students rushing to provide answers. It was evident that students needed to connect further with the provided scaffolding, and implement that instruction as active and independent word learners. Scaffolded and experiential learning is important for vocabulary growth, as students progress from unknown terms to a word that is known and simultaneously use their background knowledge for meaningful processing (McKeown, & Beck, 2011).

In the observed literacy blocks, Sarah and Louise did not run any guided reading sessions. The reading practices observed in these classrooms involved the whole class, particularly modelled reading. Using a variety of resources, such as literature and online

texts, both teachers used these read-alouds to engage their students with explicit and incidental vocabulary instruction. Sarah's use of rich literature during her modelled reading sessions gave students the opportunity to engage with different texts and connect these contexts to their word learning. She would often use the descriptive language in the literature as a platform for vocabulary instruction, while also further unpacking the characters, settings and themes. This provided her with opportunities to also discuss incidental vocabulary, word meanings and synonyms with students. Louise's approach to integrating reading and vocabulary instruction was more formalised. She used specific packaged resources that allowed her to simultaneously model reading skills and relevant aspects of vocabulary instruction. The findings indicate that overall the participant teachers would benefit from engagement with a wider selection of strategies and resources, that support the evidence-based connections between reading and vocabulary instruction.

Cunningham (2005) recommends that teachers provide structured discussion sessions to promote vocabulary growth in students. The whole class dialogue that was observed in all three classrooms was rich and interactive. It was evident that students were making connections with new vocabulary and concepts, through effective discussion. Sarah and Louise often engaged their students in strategic and explicit discussions that made the purpose of the vocabulary learning clear to students. However, it was observed that the majority of Kelly's classroom dialogue around vocabulary was incidental, as opposed to explicit and strategic. The findings indicate that overall the participant teachers would benefit from further support with the planning and practice of intentional, purposeful and strategic dialogue with students, to support their vocabulary development.

An instructional framework by Beck, Kucan, and McKeown (2002) includes the recommendation that teachers design opportunities for repeated practice of words. Research

has shown that a single exposure to a new word will not build a deep understanding. Teachers need to intentionally plan for students to be repeatedly exposed to new vocabulary, across a variety of contexts. If students are not actively involved in the processes of learning vocabulary then the potential for boredom arises (Beck et al., 2002). During interviews, the participant teachers supported these notions with their beliefs about effective vocabulary instruction. Kelly believes students need practice using new vocabulary in a range of ways, including seeing words across different text types. Sarah discussed how they try to work with new words in many different ways so that students can remember and apply the words across different contexts. She also believes that by hearing each other explain or communicate words in different ways, their vocabulary development is enhanced. These beliefs are also supported by Mixan (2013), who argues that diverse 'exposure' and opportunities for students to interact with words is necessary for them to gain an authentic understanding.

It is important that students are provided with opportunities to understand and work with words both receptively and productively. Sarah referred to this practice when she discussed the importance of teaching the use of words in different ways, so they can become engrained and almost 'second nature'. This notion of working with words in a range of ways is supported by Schmitt (2014), who defines vocabulary knowledge as much more than simply 'knowing' a word. The impetus is on obtaining a deeper understanding of the process and constructs necessary, for receptive and productive mastery and fluency. Sarah exhibited an effective range of practices that incorporated both receptive and productive modes to enhance students' vocabulary learning. Students would often use the new vocabulary terms from particular receptive learning sequences and apply them in a range of productive modes.

In Kelly's practice, there were multiple instances where students were introduced to a new word and no strategies seemed to be in place that would allow for repeat exposure. Louise's practices were more focused on students working in different ways with the personal, self-selected words they wanted to learn more about. She also had her students record some new terms in glossaries. However, it was not observed in practice that students were applying these terms in other modes or learning contexts. These findings suggest that overall the participant teachers could further align their practice with evidence-based methods for providing multiple encounters and meaningful exposure to new words. Baumann et al. (2003) outline that exposures will be more effective when they occur over an extended time period, with sufficient opportunities to apply new vocabulary during discussion, extended reading and writing.

Summary

This research set out to uncover what 'explicit' instructional practices for vocabulary enhancement were being implemented during literacy blocks. Participant teachers discussed an ideal classroom where effective vocabulary learning can take place - one where students are active and inquisitive word learners, where they can make connections with words across multiple contexts and learning areas. At a systemic level, the participant teachers all work with a 'writing analysis' framework - a focused approach to supporting students with composing texts and, more specifically, the use of vocabulary and word groups. They all use the Australian Curriculum to support their vocabulary planning and practice. However, there were differences in the degree to which they engaged with the curriculum in specific relation to vocabulary instruction.

None of the participant teachers used any formal frameworks for teaching specific words. Instead, they relied on literature, interactive read-alouds and classroom discussion for word learning opportunities. While the teachers do not use any formal instructional frameworks for teaching word learning strategies, they do implement a range of effective practices to varying degrees. Some practices included the modelling of word meanings and high-level vocabulary, language engagement through classroom dialogue, interactive read-alouds, definitional and contextual work, the use of word parts, and repeated practice of words using receptive and productive modes. From both the interview and classroom observation data, one of the most prominent findings was the extent to which teachers incorporate unplanned and incidental methods for vocabulary instruction. The planned and explicit instructional practices that the researcher was looking for were observed with less frequency.

Final discussion

This research has discussed the important need for effective, evidence-based approaches to vocabulary instruction, across the primary year levels. Vocabulary instruction should be prioritised during early childhood and continue throughout a child's education, to support the development of an adequate vocabulary required for reading comprehension and associated tasks (Beck & McKeown, 2007). It is evident from the research that effective and robust approaches to vocabulary instruction are not always commonplace. Teachers dedicate less time to the explicit teaching of vocabulary, compared to other Literacy skills such as phonological awareness and phonemic awareness (Maynard, Pullen, & Coyne, 2010; National Reading Panel, 2000). Moreover, research has shown that schools lack the necessary structures and processes to support their teachers with effective vocabulary instruction (Biemiller & Boote, 2006).

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The participant teachers demonstrated a variety of both conceptual and procedural knowledge of vocabulary instruction. However, there were instances when their perspectives and practices did not align with evidence-based strategies for vocabulary learning. Rather than using any formal frameworks to effectively plan and implement vocabulary instruction, the participants tended to rely on their own planning and pedagogy to support the vocabulary learning of their students. They implemented a range of practices that supported the three instructional approaches of this study's conceptual framework – teaching specific words, teaching word learning strategies and providing rich and varied language experiences. However, their practices were often unplanned and incidental, as opposed to planned and explicit. Across all three participants, there was sometimes a lack of effective scaffolding for vocabulary learning. Literacy blocks and the teaching of vocabulary concepts did not always begin with explicit teaching, modelling or demonstration. At times, there was a lack of scaffolding provided for students so they could work towards achieving independent mastery of different vocabulary concepts. It is widely accepted that vocabulary plays a vital role in the reading process and contributes to a reader's comprehension. It is therefore necessary that school leaders work together with teachers, to address the areas of vocabulary practice that require further development and support.

It is important to discuss how school leaders can work within the context of educational reform, to raise the quality of teacher practice and student learning. *The Melbourne Declaration on Educational Goals for Young Australians* (2008) document outlined foundational beliefs for educational change in Australia. The values and beliefs it declared guided an understanding of 21st century teaching and learning. The guiding principles helped to inform goals for improving teacher practice and student learning into the future. More specifically, Primary Learning Leaders (PLLs) are responsible for providing program and curriculum leadership across all primary year levels in BCE schools. The focus

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of the role is to support teachers in the delivery of quality teaching and learning. In consultation with the school administration team and staff from BCE, they help determine policies and procedures. The planning and implementation of these processes relate to curriculum, pedagogy, assessment, reporting, professional learning and resources. Although the PLL from the local research site had supplied the participant teachers with a guidebook on Marzano's vocabulary instruction methods, it was evident that further leadership support was needed. During informal follow-up discussions the participant teachers were questioned in relation to the missed opportunities that had been observed in their practice. These discussions were held in the teachers' classrooms outside of teaching times, and notes were recorded by the researcher. The teachers felt they may have possible gaps in their knowledge of evidence-based vocabulary practices. Time constraints in the classroom were also discussed, as well as a lack of resources. The findings from this study suggest that the participant teachers would benefit from further engagement and professional support with implementing and managing a wider range of effective vocabulary practices.

The participant teachers would benefit from appropriate professional learning opportunities that would support the planning and implementation of a robust approach to vocabulary instruction. Primary teachers should be both encouraged and equipped with a wide variety of optimal vocabulary practices that support students across all academic levels (Silverman & Crandell, 2010). The improvement of quality professional development is pivotal in the improvement of school quality, teacher practice and student learning (Klingner, 2004). However, it is important that the professional learning opportunities are focused and effective. Traditional professional development is often inefficient and ineffective (Desimone, 2009).

Klingner (2004) outlined four components of effective professional development - ongoing assistance and support for teachers; evidence of positive student outcomes; a strong relationship among researchers, teachers, administrators, and district leaders; buy-in from teachers; and feasible practice that fits teacher needs. These components need to be linked to valid learning theories and instructional design principles that can support both teachers and students (Clark, 2009). Professional development opportunities need to consider teachers' pedagogical content knowledge (PCK), which is often indicative of teachers' understanding of how students learn. The development of teachers' PCK is an important goal in professional development programs (Van Driel & Berry, 2012). Teachers' professional knowledge is "highly topic, person, and situation specific" and, therefore, should include opportunities to "enact certain instructional strategies and to reflect, individually and collectively, on their experiences" (Van Driel & Berry, 2012, p.28). It is important that school leaders work in alignment with these evidence-based strategies, to ensure the professional learning is effective and can support teachers in their conceptual and procedural knowledge of vocabulary instruction.

Chapter Six

Conclusion

Before commencing this study, the researcher's own observations of local practice provided a range of anecdotal evidence to suggest that the explicit instruction of vocabulary was an area that required further development for teachers. The overarching research question that has driven this research is: What explicit instructional practices for vocabulary enhancement do upper primary teachers implement during literacy blocks? The analysis and interpretation of the data collected for this study illustrated several findings in relation to teachers' conceptual and procedural knowledge of vocabulary instruction. This chapter discusses the limitations of the study and highlights recommendations for future research.

6.1 Limitations of the Study

Several limitations of the study need to be acknowledged. It was the researcher's role to understand the perspectives of the participant teachers. The researcher was the primary instrument of collection and analysis of the data (Merriam,1998). In this instance, the researcher can then bring attributes, biases, assumptions, expectations and a personal history that differentiate perceptions of data to those of other researchers (Denzin, 1989). As the researcher had worked within the same school and system as the participant teachers, a deeper understanding of the contexts was possible; providing opportunities for the creation of new findings throughout the research process.

Although the number of participant teachers in this study was small, the data collected was rich and robust. The limited number of three participants most likely did not capture a complete picture of the conceptual and procedural knowledge of vocabulary instruction available at the research site. In the future, a larger sample size would be beneficial. By

including at least one participant from each of the primary year levels, from Prep to 6, a wider range of perspective and practices could be obtained.

The researcher observed vocabulary instruction in the classrooms for a specific time frame of six literacy blocks for each participant teacher. This was a limited amount of observation time. The range of data that was collected across these blocks fluctuated. Some sessions resulted in a wide range of observable data, particularly relevant to the evidence-based practices that the researcher hoped to see. However, some blocks were limited in terms of the evidence-based practices demonstrated on that day. Data in these instances was minimal and was not as rich as other observed blocks. A potentially longer case study could transpire over the course of a year. This would perhaps gain a more complete picture of the vocabulary instruction happening in each participant's classroom.

Finally, the data collection methods of this study included interviews and classroom observations. Planning documents were not collected for analysis. Subsequently, the researcher often had to infer which practices were explicit, as opposed to incidental. Further distinction was needed between what was clearly intentionally planned as 'explicit' teaching, in comparison to teaching moments that could be classified as 'explicit' but were not planned and more incidental in nature (by inference of the researcher). Through the inclusion of document analysis, the researcher could have used the teachers' planning documents to verify which practices were explicitly planned and intentional. Similarly, the practices that were not included in the plans could have been confirmed as being unplanned and incidental.

6.2 Implications for Future Research

Future investigations are necessary to validate the kinds of conclusions that can be drawn from this study. The study set out to uncover what explicit instructional practices for

vocabulary enhancement were being implemented during literacy blocks. A prominent finding of the study was the imbalance between evidence-based, explicit vocabulary instruction and incidental vocabulary instruction. The unplanned and incidental teaching moments were observed with greater frequency. Whilst the teachers did implement a range of robust instructional practices, no formal frameworks were used for either the teaching of specific words or the teaching of word learning strategies.

This small qualitative case study could provide the platform from which additional research takes place. In doing so, the investigation of this phenomenon would be greatly complemented. Recommendations for future research would be to investigate vocabulary instruction on a larger scale – across the curriculum. By further exploring how teachers are enhancing students' vocabulary within the content areas, opportunities may arise for collaboration and professional dialogue centred on effective vocabulary practices. This approach could potentially translate into a pedagogical meta-language that can guide local teachers with effectively balancing evidence-based explicit and incidental vocabulary practices. By expanding the scope of the study, a more complete picture of vocabulary instruction could be acquired; across multiple year levels and classroom contexts.

By analysing planning documents, further exploration can occur in relation to how best to support teachers with their vocabulary planning practices. Potentially, teachers could be supported with ensuring their vocabulary planning is balanced and evidence-based. Ultimately, the findings of this study suggest that the participant teachers would benefit from further engagement and professional support with evidence-based vocabulary practices. This would help guide their knowledge and understanding of a wider range of practices that are considered 'effective' vocabulary instruction. It would also support them with how to best

integrate and manage this wider range of pedagogy amongst pressures of curriculum demands and classroom time constraints.

Upon completion of this study, it is hoped that the conceptual and procedural knowledge of participant teachers has shed further light on the phenomenon of vocabulary instruction. The development of students' vocabulary knowledge is a lifelong and continuous process. Through the implementation of evidence-based effective vocabulary practices, it can be achieved. There is an ongoing need to investigate classroom-based instruction that supports students' word learning (Ford-Connors and Paratore, 2014).

Appendix A: Classroom Observation Protocol

Vocabulary Instruction	Teacher Practices	Student practices
Providing rich and varied language experiences	**Modelling high-level vocabulary:** Model sophisticated vocabulary for familiar concepts e.g. more complex synonyms for a familiar term of 'happy' could be content, joyful, ecstatic etc. Explicitly teach use of 'ambitious' vocabulary across multiple classroom contexts e.g. unknown word of 'distribute' is introduced across multiple contexts/modes and linked to 'passing out' (simplified term), until students are familiar with the new word and can use it in context Implement incidental word learning opportunities e.g. 'word of the day'	Gradually participate in this process, in collaboration with the teacher and their peers.
	Classroom reading & vocabulary discussion: Model semantic mapping linked to particular texts being read aloud to students (e.g. modelled, shared,	

122	guided reading). e.g. place a key word, perhaps in relation to the theme of a text, on a chart and collaborate with students to brainstorm related words. Extend use of semantic mapping to identify further vocabulary e.g. words chosen by the author to represent the central theme.	Gradually participate in this process, in collaboration with the teacher and their peers.
	Repeated exposure using receptive and productive modes: Use a multisensory approach to vocabulary instruction, including visual representations, sound, film, use of technology, dramatisations, word walls etc. Personalise vocabulary notebooks and student dictionaries with images and sentences created by students, as well as mentor sentences for additional context and support. Provide multiple encounters with new vocabulary during specific lessons and across other learning contexts.	

	Provide students with class time and opportunities for independent practice of newly learned vocabulary. Use a system (e.g. recording chart) to track that students are provided with a significant amount of repeat exposures to new vocabulary terms.	Gradually participate in this process, in collaboration with the teacher and their peers.
Teaching Specific Words	Implement vocabulary opportunities during classroom reading. For example: - mask words for students to predict and discuss its meaning in context of sentence - mask words and substitute alternative words (synonyms/antonyms) and discuss the changes the substitution may make to the meaning - highlight words within the text and scaffold students with making connections to other words with similar meanings - have students discuss words they found interesting or did not understand	Rate their level of knowledge according to words they know, have seen, or do not know share what they already know about the meanings of new words

	- link vocabulary from classroom reading to further word work activities e.g. semantic feature analysis, word sorts, possible sentences etc.	
Teaching word learning strategies	**Context clues:** Models simultaneous use of six context clues, using think-aloud and visual strategies to work out meanings of words. Teach metacognitive context strategies.	Gradually participate in this process, in collaboration with the teacher and their peers. Look (before, at and after the word), reason (connect what they know with what the author tells them), predict (a possible meaning) and resolve/redo (decide whether they know enough, should try again, or consult an expert or reference).

125	**Word parts:** Teach content (e.g. *what* is a prefix) and use of content (e.g. *how* can prefixes be used to help students understand vocabulary). Use visual strategies/displays for root words, prefixes and suffixes for more common prefixes– un, re, in and dis using words students already know. Teach generative word parts (from known to unknown). E.g. 'tricycle': • Identify a part and define it (tri means three) • Collect other words that have this part (triangle, triceratops etc.) • Define these words, focusing on the shared part • Sort examples from non-examples, if relevant (e.g. trip: 'tri' is not a combining prefix • Create a visual reminder	Gradually participate in this process, in collaboration with the teacher and their peers.
	Dictionaries:	

	Explicitly teach dictionary functions, including alphabetisation, multiple meanings, parts of speech etc.	
	Model *how* to read dictionary definitions, decide which definitions fit in a given context, explain certain definitions, provide sample sentences, and provide further examples and non-examples.	
	Teach that definitions typically provide categories of information about words.	
	Model the use of 'definition frames', to predict and collect definitional information on new words (category, synonyms, relational terms, defining attributes).	Gradually participate in this process, in collaboration with the teacher and their peers.
	Instructional frameworks: Explicitly teach students to become independent word learners. Support them with what to do when they recognise unfamiliar words as they read and decide how important it is to know its meaning	• reread sentence containing the word.

	(concepts such as skip, read on/go back, look at word parts, predict, use context clues, check a reference). Utilise frameworks and 'steps' for students to master independence. Ensure these systems are used across multiple classroom contexts and are made visible for students.	- use context clues to work out the meaning of the word. - examine the word parts, look for familiar root words and affixes to help work out the meaning. - pronounce the word to see if they recognise it when they say it. - check the word in a dictionary or ask the teacher for help
Providing rich and varied language experiences	**Modelling high-level vocabulary:** Model sophisticated vocabulary for familiar concepts e.g. more complex synonyms for a familiar term of 'happy' could be content, joyful, ecstatic etc. Explicitly teach use of 'ambitious' vocabulary across multiple classroom contexts e.g. unknown word of 'distribute' is introduced across multiple contexts/modes and linked to 'passing out'	Gradually participate in this process, in collaboration with the teacher and their peers.

128	(simplified term), until students are familiar with the new word and can use it in context Implement incidental word learning opportunities e.g. 'word of the day'	
	Classroom reading & vocabulary discussion: Model semantic mapping linked to particular texts being read aloud to students (e.g. modelled, shared, guided reading). e.g. place a key word, perhaps in relation to the theme of a text, on a chart and collaborate with students to brainstorm related words. Extend use of semantic mapping to identify further vocabulary e.g. words chosen by the author to represent the central theme.	Gradually participate in this process, in collaboration with the teacher and their peers.
	Repeated exposure using receptive and productive modes: Use a multisensory approach to vocabulary instruction, including visual representations, sound,	

129	film, use of technology, dramatisations, word walls etc. Personalise vocabulary notebooks and student dictionaries with images and sentences created by students, as well as mentor sentences for additional context and support. Provide multiple encounters with new vocabulary during specific lessons and across other learning contexts. Provide students with class time and opportunities for independent practice of newly learned vocabulary. Use a system (e.g. recording chart) to track that students are provided with a significant amount of repeat exposures to new vocabulary terms.	Gradually participate in this process, in collaboration with the teacher and their peers.

Appendix B: Interview Questions

Section A: Literacy

1. How would you describe or define literacy? ***Probes:*** traditional vs 21st century, curriculum guidelines, personal practice, observed practice, individual use of literacy and preferences

2. Can you describe your personal teaching position, with particular reference to literacy? ***Probes:*** theoretical perspectives, instructional methods, preferences, struggles, resources, use of ICTs, schedule/timetable, organisation of blocks/lessons, use of support staff,

Section B: Vocabulary perspectives

3. How would you describe or define vocabulary? ***Probes:*** word awareness/consciousness, traditional vs 21st century

4. How do you consider vocabulary to be important? ***Probes:*** receptive and productive understanding/usage, love of words, reading comprehension, students as successful, lifelong learners

5. What do you think are the components of effective vocabulary instruction? ***Probes:*** direct/indirect instruction, rich contexts, collaborative learning, use of technology, multisensory learning

6. How have your perspectives on vocabulary instruction changed over time? ***Probes:*** system demands/changes, curriculum changes, student abilities and attitudes, use of ICTs

7. What is your understanding of vocabulary in the context of the Australian Curriculum? ***Probes:*** Language strand/elaborations, word knowledge, Literacy as a General Capability, professional development and resources for teachers

Section C: Vocabulary practices

8. What vocabulary pedagogy do you implement in the classroom? ***Probes:*** direct vs indirect, definitional vs contextual word work, speaking and listening, reading and viewing, writing and creating, before/during/after reading, Appendix A pedagogy to guide questioning

9. Do your vocabulary teaching strategies change in different contexts and if so, how? ***Probes:*** Literacy blocks, content-area lessons, different text types, shared vs guided reading, planned vs incidental learning, receptive vs productive modes

10. How do you select specific words to teach? ***Probes:*** frameworks/tiers, literature, content-area requirements, additional classroom contexts, classroom discussions, student queries

11. What factors can most influence a student's learning and development in vocabulary?

    Probes: wide reading, role of the teacher in direct instruction, repeat exposures, rich context, incidental exposures, demonstration of word consciousness, interest in words, demonstration of independent word learning strategies, receptive vs productive understanding/usage, individual background/parental involvement

12. How do you differentiate vocabulary instruction for diverse learners? *Probes:* awareness of students' prior word knowledge, use of 'tiers' when differentiating, ability-based groups, collaborative/peer learning, vocabulary lists based on individual reading levels/literature, personal notebooks/dictionaries, specialised resources, additional support/extension

13. What do you consider to be barriers or challenges/difficulties in relation to teaching vocabulary? *Probes:* knowing which words to teach, planning and pedagogy frameworks for instruction, differentiating, time constraints, lack of resources, lack of professional knowledge, understanding and skills

Additional probing questions:

As the interviews are designed to be semi-structured, and exploratory in their nature, further follow-up questions will be added during and after the pilot case study, as well as during and after subsequent case study interviews.

Appendix C: Writing Analysis

Writing Analysis
Monitoring Tool

Writing is a literacy capability that empowers students to communicate in and out of school for a range of purposes and audiences and in a range of contexts.

This capability requires students to develop knowledge and skill with text, grammar, word and visual elements of text. The Writing analysis aims to gather d ata that identifies if students –

- are progressing in their writing
- attend to purpose and audience
- use text structures to organise texts effectively
- express and develop ideas in detail
- use cohesive devices, sentence structures, punctuation, vocabulary and spelling with precision and accuracy.

The writing analysis tool has been developed in relation to the General capability: Literacy. It is not to be used to make a judgement against learning area Achievement standards, as this would be an inaccurate reflection of achievement and would also not align with the intention of the monitoring tool. The benchmark of 20 - 24 is not aspirational, rather it is the level of writing capability a student requires to successfully communicate their knowledge, understanding and skills in learning area contexts.

An analysis of a writing sample using the BCE analysis tool can support teachers to identify what explicit teaching needs to occur in curriculum contexts to directly support identified student needs in the area of composing texts.

Teachers are asked to collaboratively analyse a sample of writing from a learning area other than English, to support understanding of Literacy as a capability that exists in all learning areas. The sample can be taken from a variety of learning areas across the year, and does not always need to come from the same learning area or be the same text type to adequately and accurately monitor student progress. The sample choices can be a school based decision. The writing sample should be part of the curriculum classwork that students are engaging with, not a one - off task for the purposes of the monitoring tool schedule.

The sample of writing to be analysed can come from any point of the writing process. Different stages of the writing process provide different information that can support a targeted teaching response. It is recommended that samples are at least 1 - 2 paragraphs of connected text, to give opportunities for a detailed analysis of student composition.

COLLABORATIVE ANALYSIS:
Writing Analysis Tool

1	**Identify Samples** • Decide in year level teams which piece of existing classroom writing will be selected/used	◯

2	**Organise Samples**
	• Each teacher should organise the following materials:
	    ◯ Access to the business Intelligence Tool
	    ◯ A hard copy sample of work from every student in their class
	    ◯ The 8 aspects of Literacy Fact Sheets (available from Spire)
	    ◯ A year level of appropriate Bump It Up to use as a model (available from Spire)
	    ◯ A hard copy, per student, of the appropriate year level writing analysis criteria (extras for moderation)
	    ◯ Copies of a selection of samples for moderation
		◯

3	**Collaboratively analyse student work using the analysis tool** • Collaboratively analyse writing in small groups • Encourage dialogue throughout the writing marking process	◯
4	**Collate and enter data** • One member in each group can log into BI and enter data as the group continues to analyse student writing	◯
5	**Access and plan from data** • After data has been entered, teachers have the opportunity to access and analyse data at a school, cohort and class level • That data should then be used to inform teacher planning	◯
6	**Respond in the classroom** • Classroom teacher implements planned learning based on data analysis • Knowledgeable others can support this teaching as needed. • The Effective and Expected Practices support and guide teachers in the delivery of teaching and learning • On Spire, teachers can find many valuable resources to assist them in this process	◯

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Appendix D: Initial coding process

DIRECT INSTRUCTION	INCIDENTAL INSTRUCTION
• Modelling • Context clues • Definitional work	• Classroom dialogue • Modelled reading • Guided reading • Incidental word learning opportunities
VARIETY	**PLANNING PRACTICES**
• Word study • Word parts • Interactive read-aloud • Games • Multisensory approach • Applying learning in receptive & productive modes • Repeated exposure • Making connections	• Instructional frameworks • Instructional word selection using the Australian Curriculum • Systemic directives for vocabulary practices • Differentiation practices to support and extend vocabulary learning
MISSED OPPORTUNITIES	**BARRIERS**
• Chance to apply context clues • Dictionary/thesaurus skills • No repeat exposure • No opportunity for independent mastery	• Time constraints • Lack of knowledge & understanding

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