



The vocabulary instruction of Chilean kindergarten teachers: Impacts of Un Buen Comienzo and relationships with children's vocabulary development

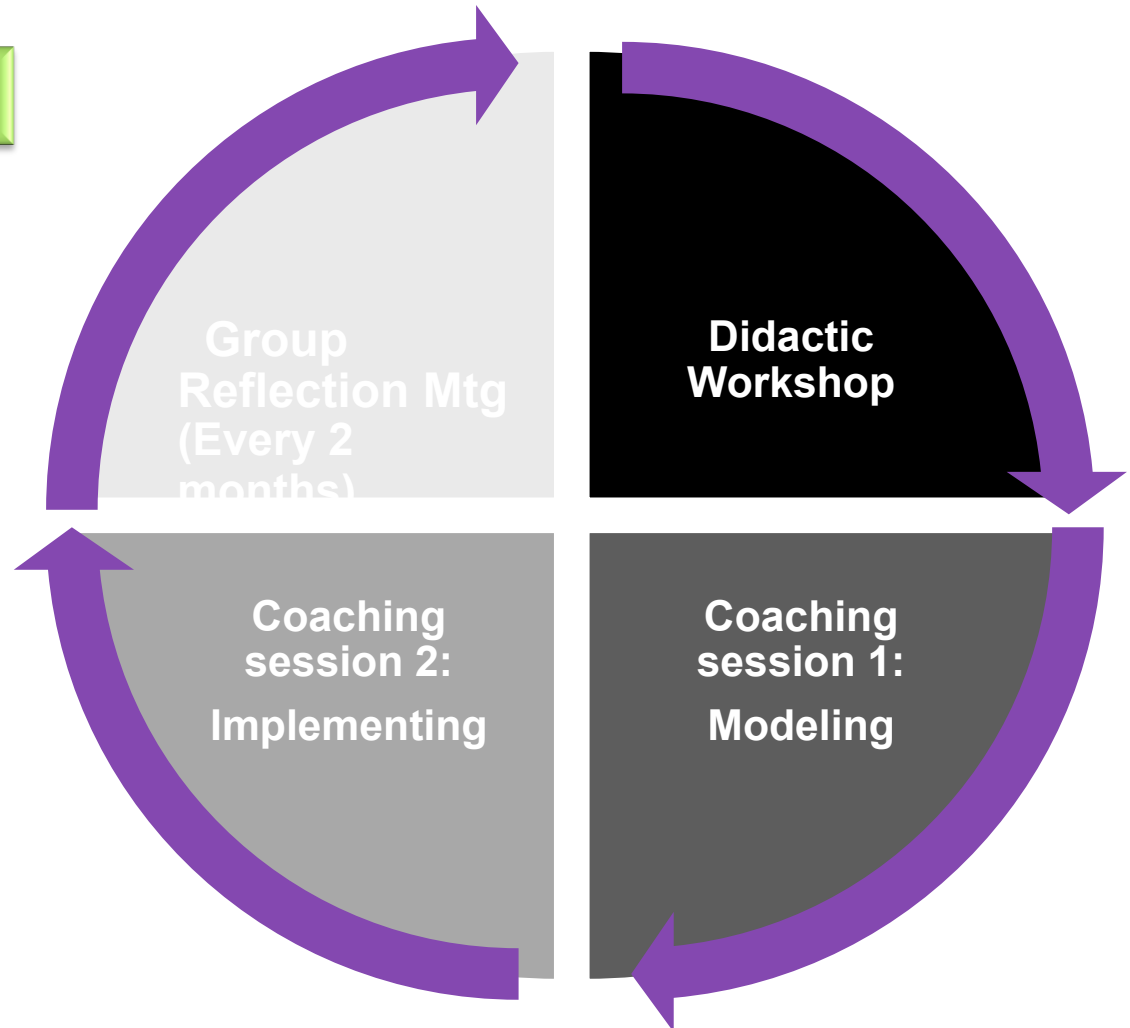
Jocelyn Bonnes Bowne
Harvard Graduate School of Education



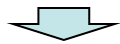
- Evidence that high-quality ECE can improve literacy outcomes in Latin America (Bravo, Silva, Razmilic & Swartz, 2005; Rolla San Francisco, Arias, Villers & Snow, 2006)
- Number of preschools in Chile growing
- Concern about limited language and literacy instruction (Herrera, Mathiesen, Merino & Recart, 2005; Strasser, Lisi & Silva, 2009)

UBC (Un Buen Comienzo) is a combination of didactic workshops, and in-classroom coaching and mentoring focused on language, literacy, socioemotional skills and coordination of health services

12 cycles in 2 years of program



Three cohorts of schools in Santiago, Chile with PreK and K classrooms serving low income children randomly assigned to:



Intervention I

UBC training and coaching

Includes two monthly cycles focusing on vocabulary instruction



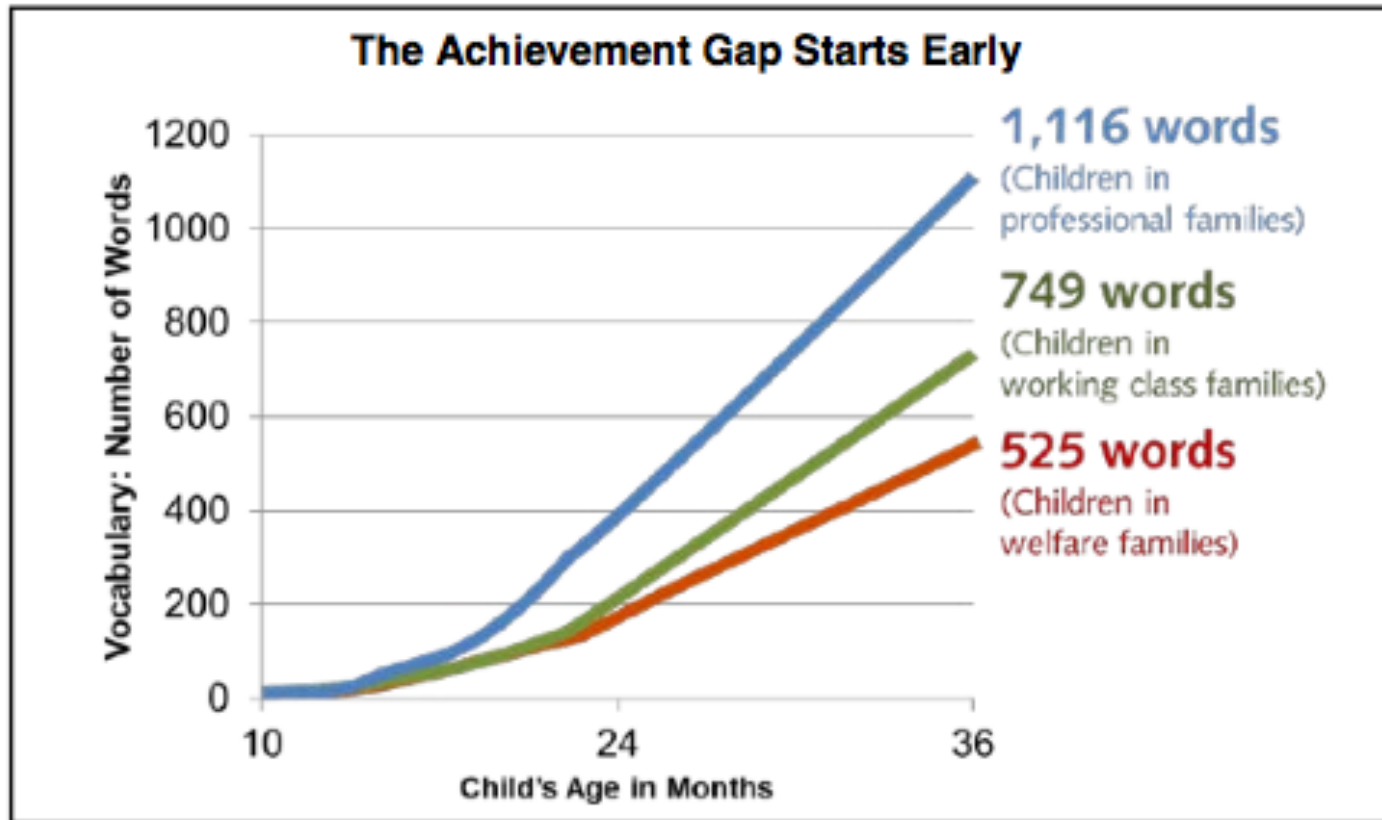
Intervention II

Self care workshop

Four books for each classroom



Study sample: Second cohort of Kindergarten classrooms (n=29 schools, 47 classrooms, 848 students)



(Hart & Risley, 1995)

- **Vocabulary --> later reading comprehension**

(Dickinson & Porche, 2011; Kim & Pallante, 2012; NICHD, 2005)

- **Differences by SES arise early and grow** (Fernald, Marchman & Weisleder, 2013; Hart & Risley, 1995; Schady, 2011)

UBC Vocabulary Instruction



- During story reading
- Sophisticated words from book
- State word clearly
- Child friendly definition
- Examples of usage
- Act out the word
- *Mura de palabras*

Videotaping

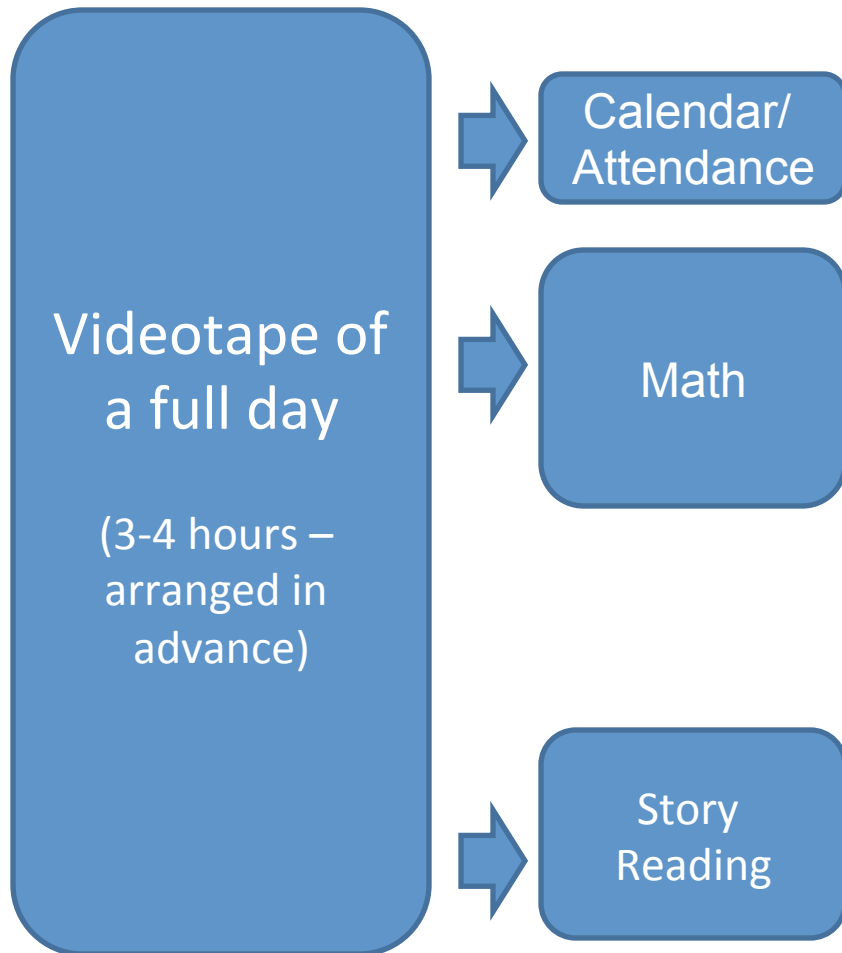
End of Kindergarten

Videotape of
a full day

(3-4 hours)

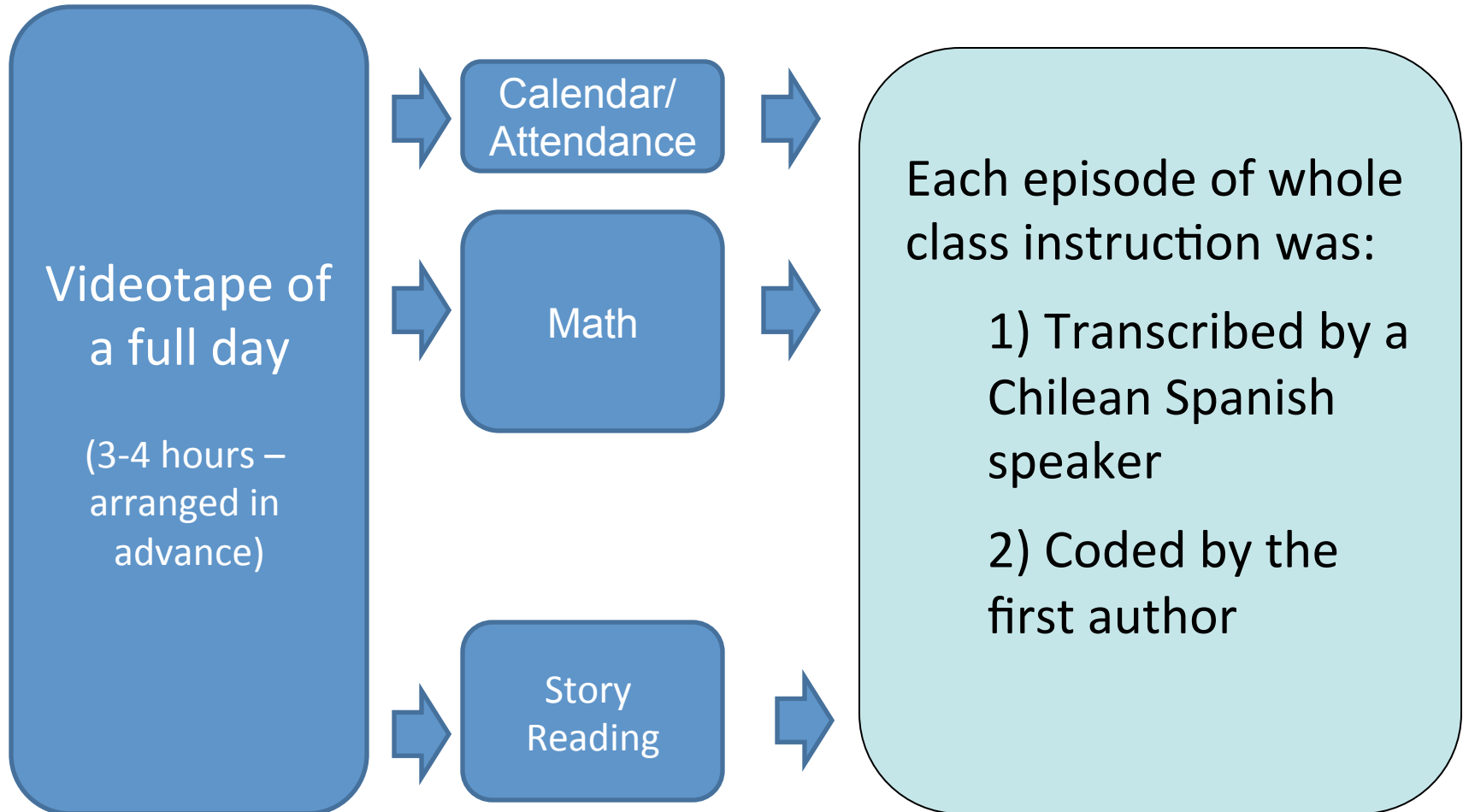
Videotaping

End of Kindergarten



Videotaping

End of Kindergarten



Coding – Quantity Vocabulary Support

- Vocabulary support episode identified if
 - Students' attention drawn to a word AND
 - Information about meaning or usage provided
- During all whole group instruction
 - Literacy instruction
 - Other-topic instruction

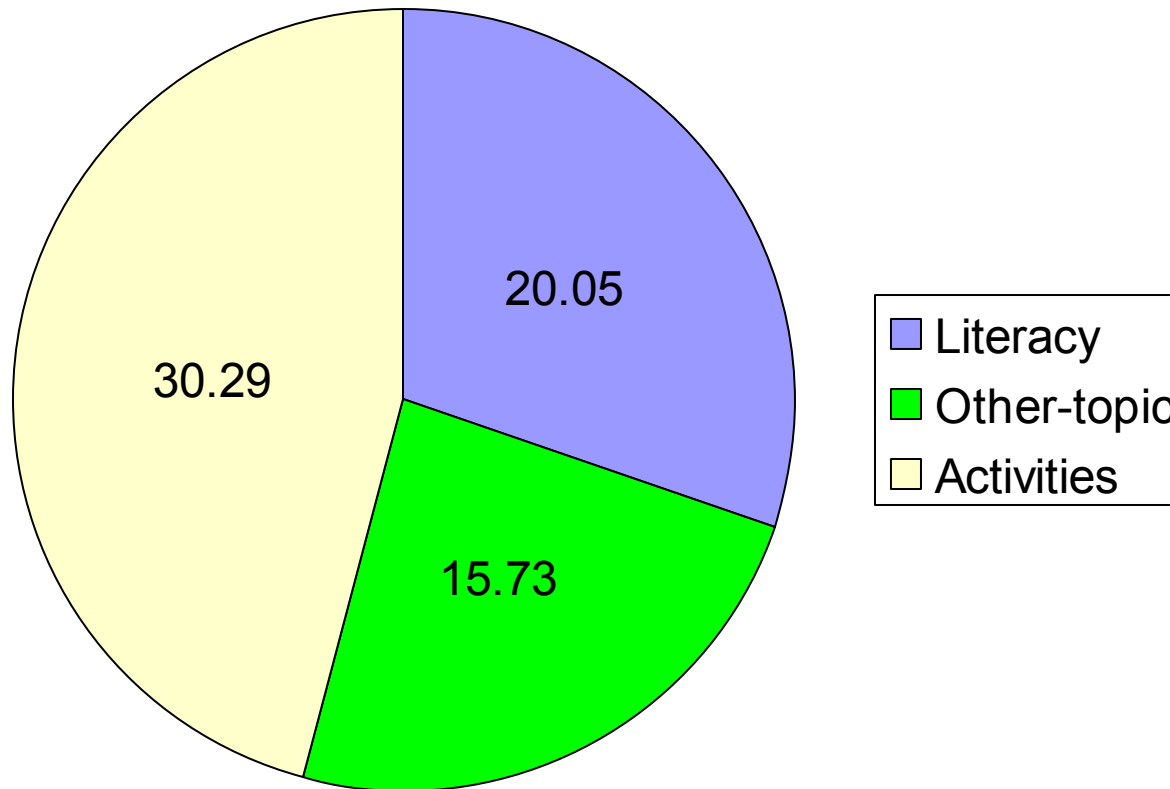


Coding – Quality Vocabulary Support

- Count of each piece of *new* information provided about the word – two types
 - Declarative – definitions/ examples of usage
 - Conceptual – information about word meaning
- Density of instruction
 - Total number additional words targeted per episode (count of the instances when connections were drawn between words)

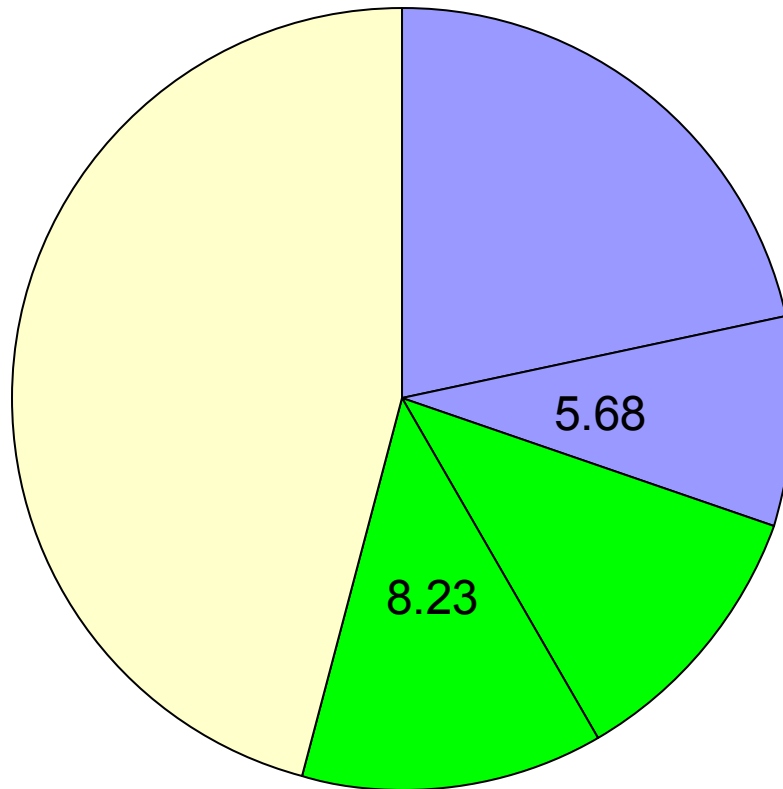


Whole-Group Instruction (minutes)



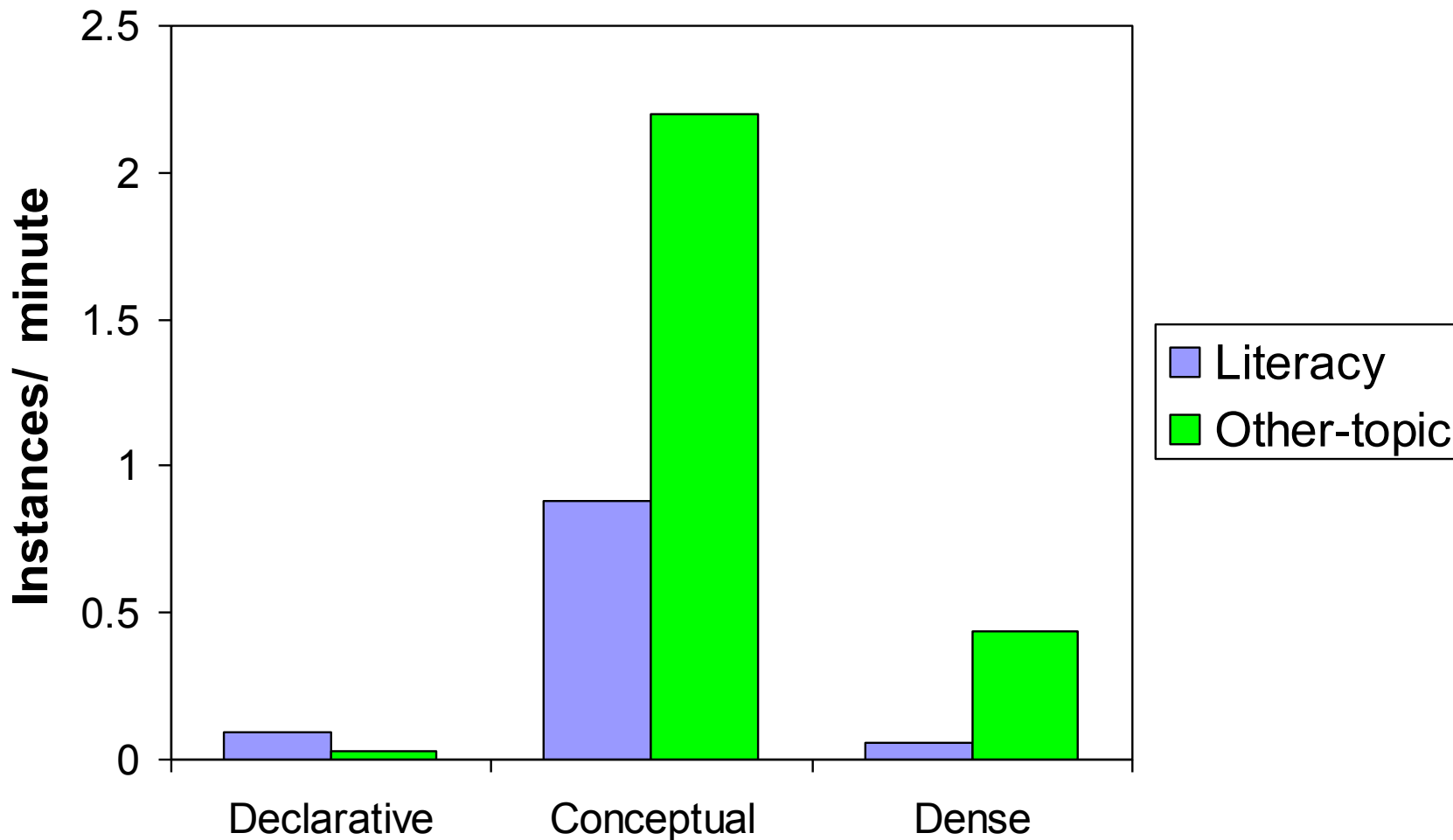
- 66 minutes, on average, whole-group instruction

Vocabulary Support (minutes)

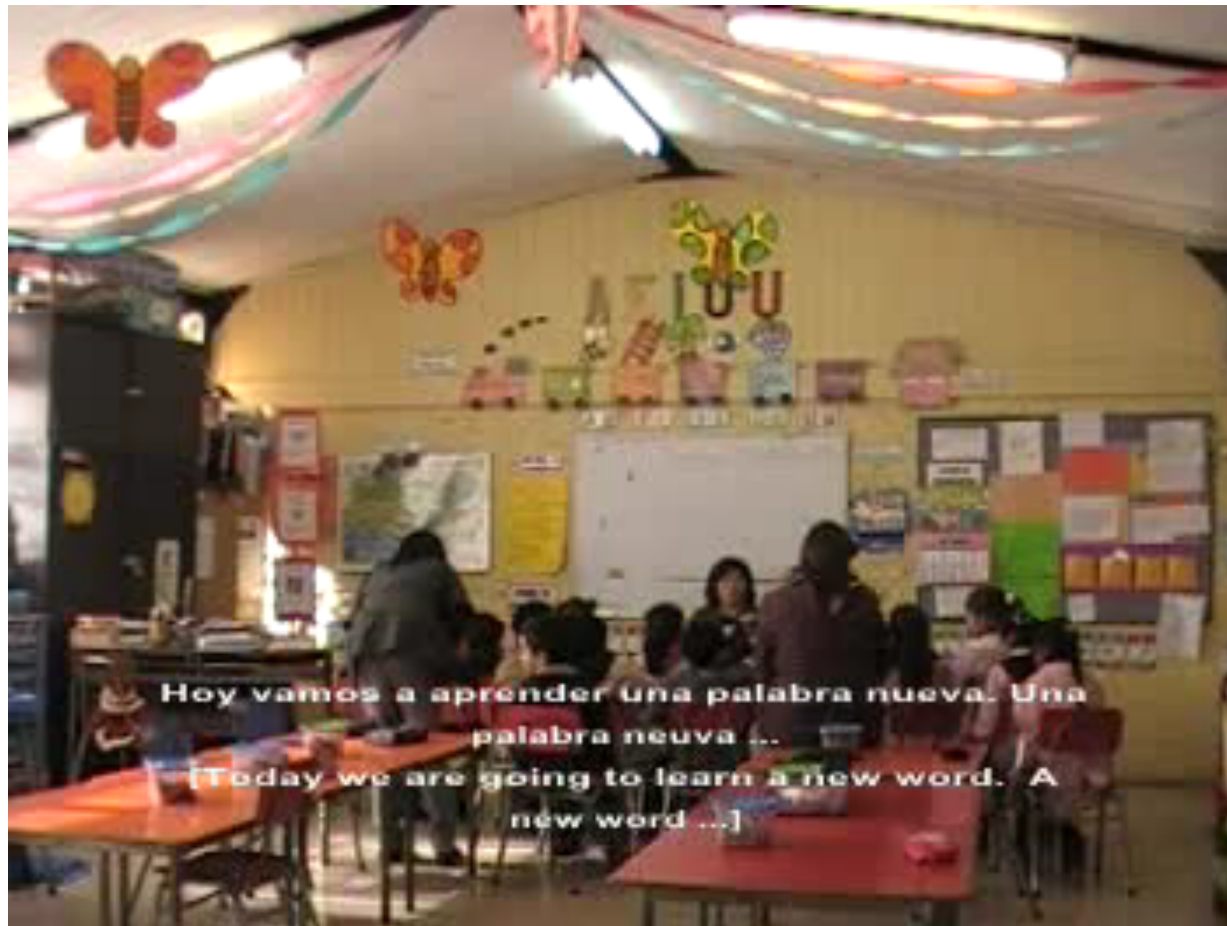


- 22% of literacy time
- 40% of other-topic instruction

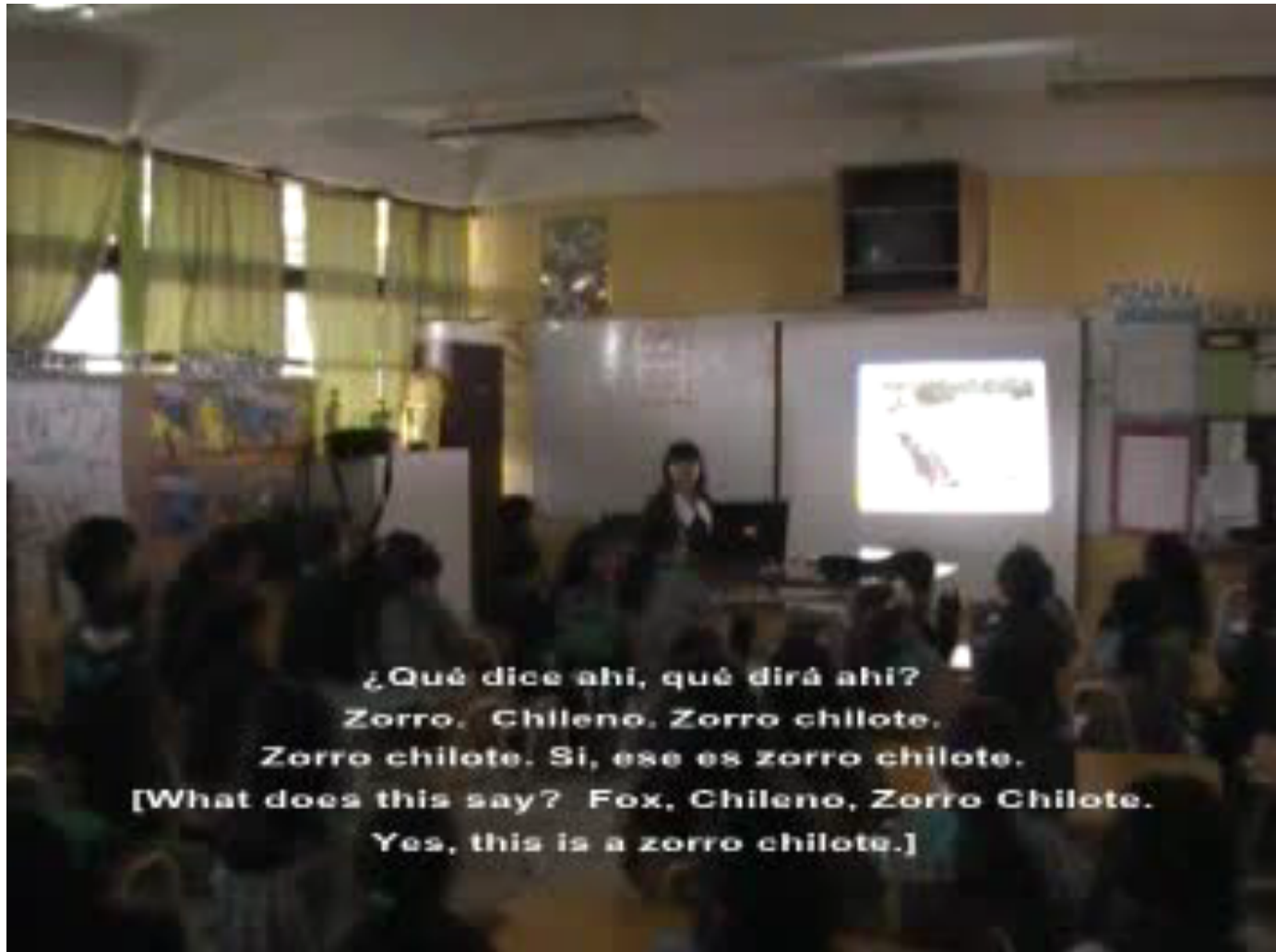
Differences between Literacy and Other-topic Instruction



Suplicar - “El Pequeño Zambo”



Zorro Chilote



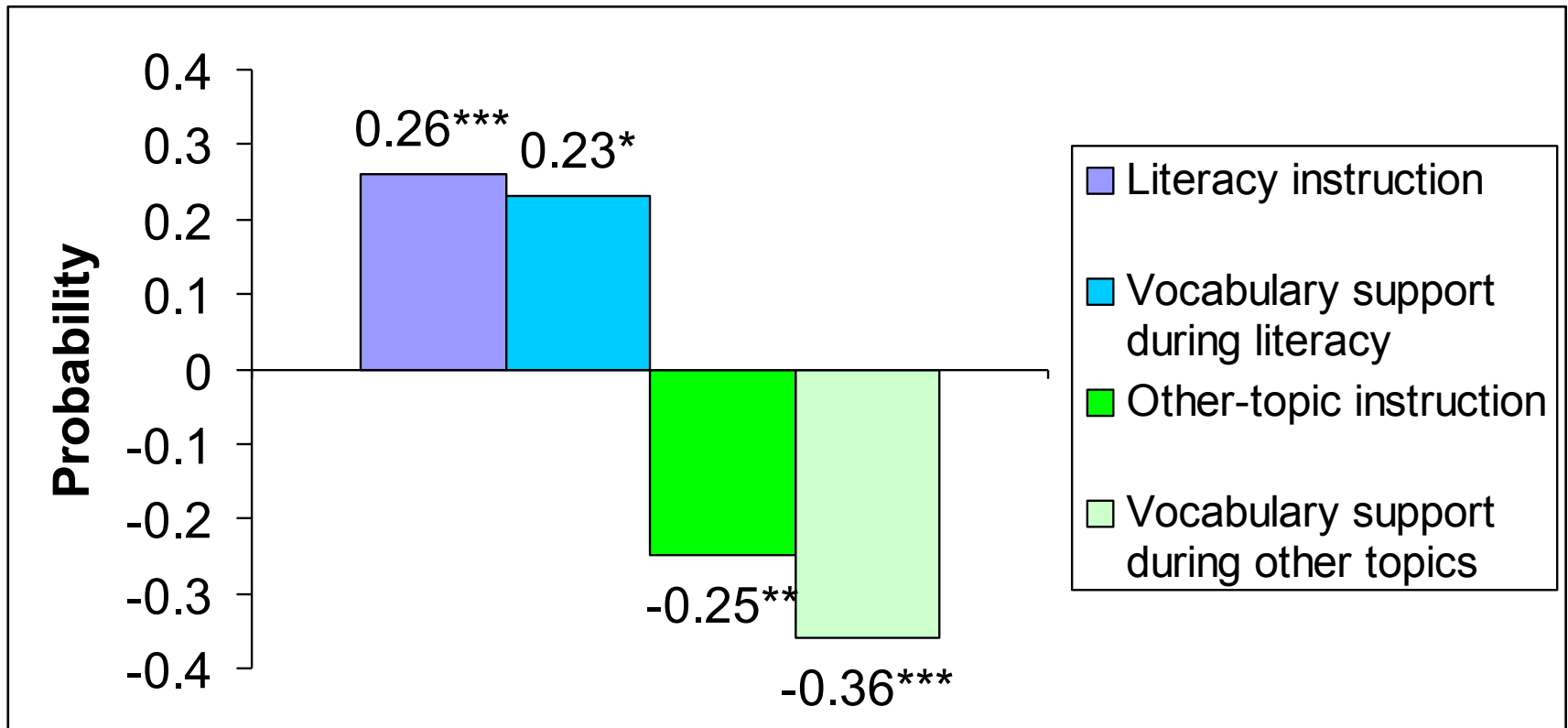
¿Qué dice ahí, qué dirá ahí?
Zorro. Chileno. Zorro chilote.
Zorro chilote. Si, ese es zorro chilote.
[What does this say? Fox, Chileno, Zorro Chilote.
Yes, this is a zorro chilote.]

Study One:

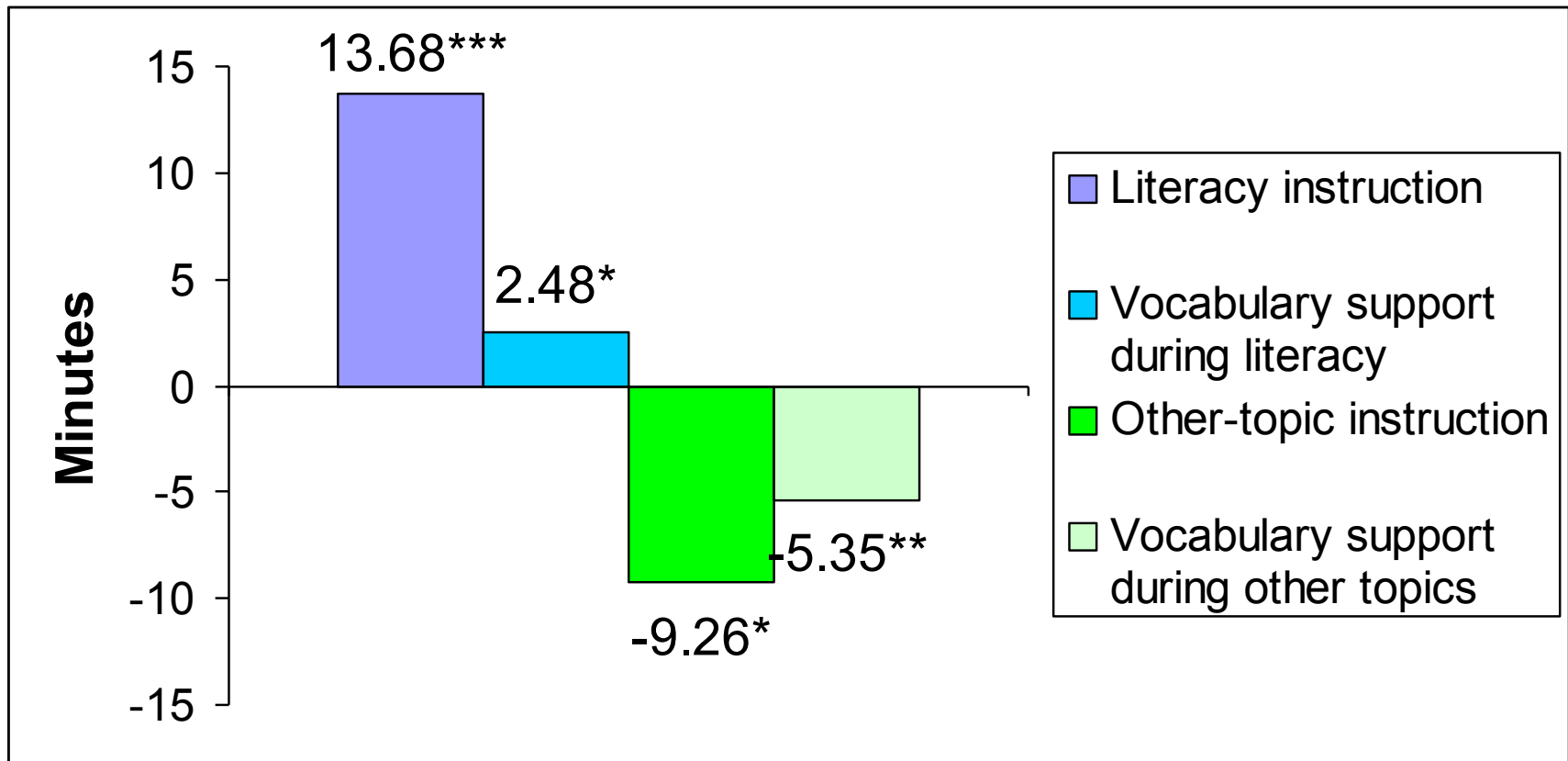
How did UBC training impact the allocation of instructional time, and the quantity and the quality of vocabulary instruction?



Impact on Instructional Time - Probability of Occurrence

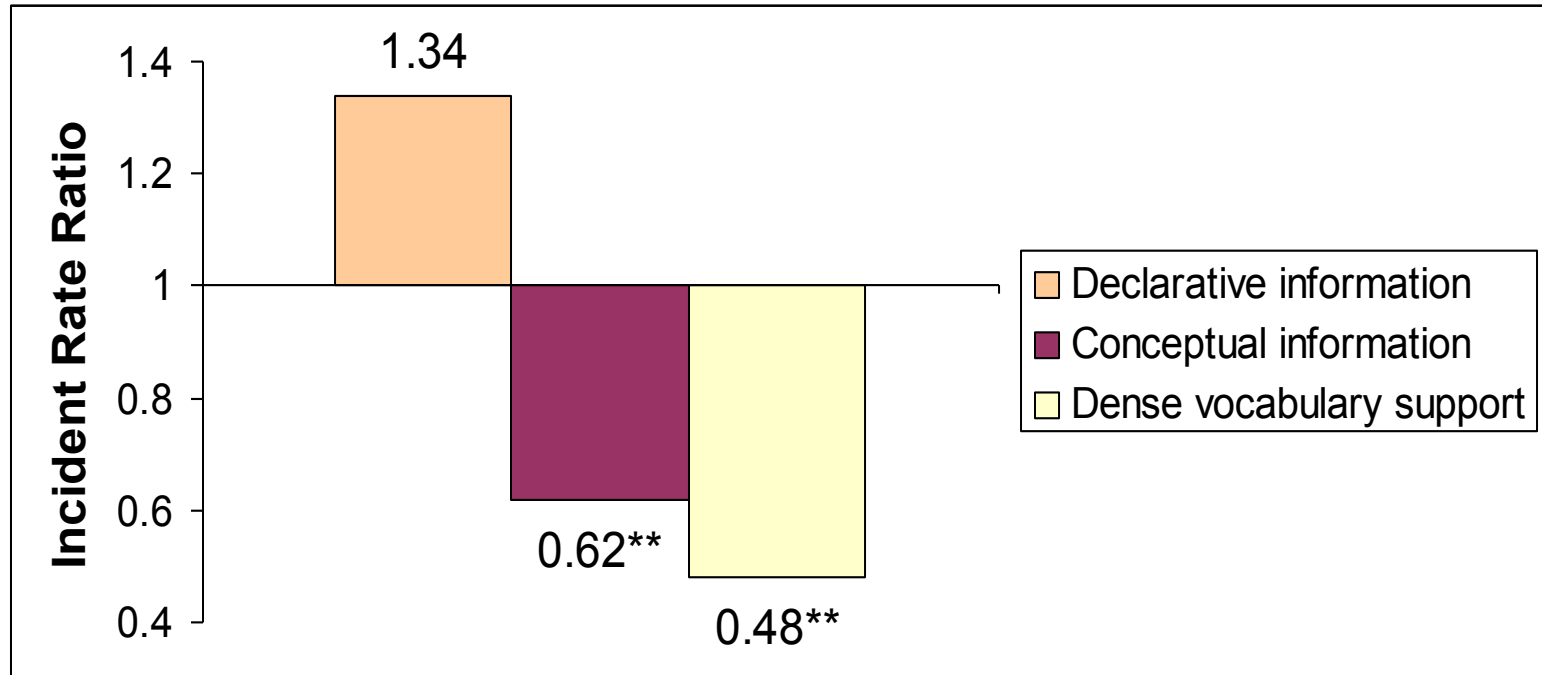


Impact on Instructional Time - Minutes (when occurring)



Impacts on Quality of Vocabulary Support

(Incident Rate Ratios: 1 = no impact)

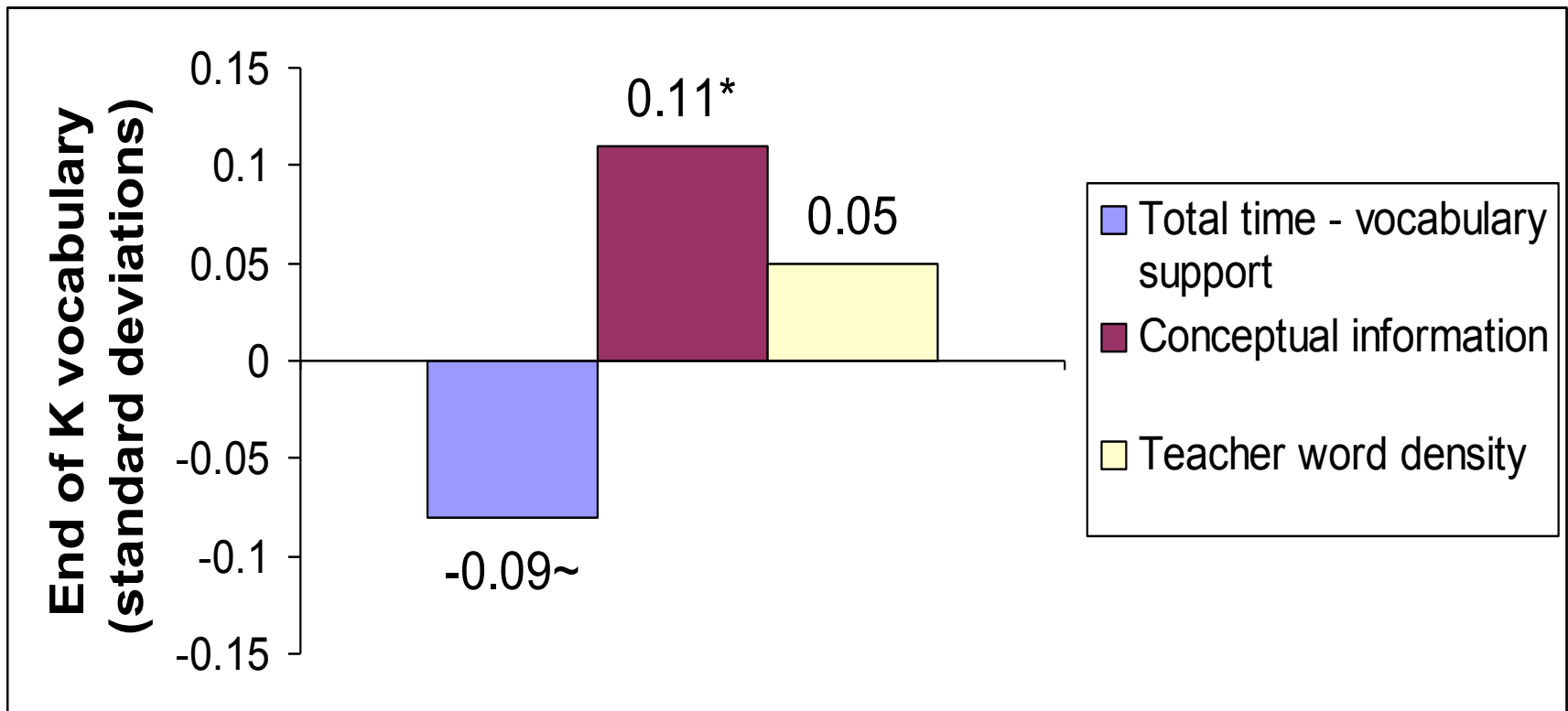


Study Two:

Which aspects of teachers' explicit vocabulary instruction predicted children's vocabulary growth?



Predictors of Children's Vocabulary Growth



Conclusions

- Importance of rich, conceptual information for word knowledge
 - Story reading – limited explicit information
 - Other-topic instruction – networks of words and information
- Training focused teachers on a narrow definition of literacy
 - Less conceptual information provided
- How to integrate thinking about literacy and other-topic instruction?



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