

How Peer Pairing with Vocabulary and Concept Instruction Enhances Content Learning in Social Studies with English Language Learners 2007-2008

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Study Purpose

- Help teachers address challenges for instruction and knowledge acquisition of English language learners in 7th grade social studies classrooms.
- Examine the efficacy of incorporating English-as-a-second language enhancements, such as incorporating visuals and pairing students purposefully, into traditional instruction.

Overview

Participants:

- Two Texas middle schools with 14% LEP students at one school and 20% LEP students at the second school
- Four 7th grade Social Studies teachers in 2 middle schools in 2 Central Texas districts
- 17 Social Studies class sections randomly assigned to control or intervention
- **Study Timeline:**
- Intervention lasted 12 to 16 weeks
- 3 days of pre-testing
- 3 days post-testing

Overview (cont.)

Method:

- During professional development, teachers were trained to implement the intervention
- Teachers' class sections were randomly assigned to intervention or control
- Intervention implemented 50 minutes, 5 days a week during regularly scheduled 7th grade social studies classes for 12-16 weeks
- Research support person assigned to each intervention classroom
- Students in comparison sections received typical instruction
- Fidelity checks for all classrooms

Measures

- GRADE pre and post
 - Vocabulary
 - Comprehension
- Curriculum based content measures
 - Pre
 - Post
- Weekly CBM (vocabulary/comprehension quizzes for **treatment** only)

The Intervention

- Overarching activities:
 - focus on big idea and concept learning
 - use of peer mediated learning
 - provide opportunities for student discourse
- Four intervention components:
 - *explicit vocabulary/concept instruction*
 - *strategic use of video and purposeful discussion to build concepts*
 - *use of graphic organizers and writing to build big ideas*
 - *use of peer pairing*

Big Ideas

The lessons focus on “**big ideas**” of content

NOT

details that are frequently disconnected and lack meaning

Student Pairs

The Class-wide Peer Tutoring model includes students with varying levels of English language proficiency in instructional interactions meant to promote academic and linguistic performance.

Greenwood et al., 2001; Maheady, Harper, & Malette, 2001

For Paired Work

Teachers:

1. Model for students
2. Allow for guided practice
3. Allow for student practice
4. Give students feedback:
 - What is student doing correctly
 - When has she/he not done something correctly
 - Direct student to where they can get more information

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9

Basic Lesson Framework

The essential practices:

Daily-

1. Start the lesson with an overview that incorporates the big idea.
2. Prioritize and explicitly teach concepts/vocabulary.
3. Use brief video clips to build concepts.
4. Read-aloud by teacher or with student partners.
5. Generate and answer questions.
6. Wrap-up with discussion, graphic organizer or activity.

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10

Basic lesson Framework (cont.)

Weekly-

1. Review and progress monitoring (vocabulary and comprehension quiz/CBM).
2. Whole class review of quiz items and clarification/re-teaching/re-enforcement of concepts, if necessary.

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11

Basic Lesson Framework (Example)

Slavery Divides the Country

Lesson 3 - The Slavery Debate in Texas and Nationwide

Big idea of chapter:

Human rights

Main idea of lesson:

Texas was a pro-slave state, but the argument over slavery did not end there. There also was a national debate over slavery between the northern and southern states.

TEKS:

- 7.4A-Identify and discuss events and conflicts in the state of Texas
- 7.21B-Analyze information by sequencing and identifying cause-and-effect relationships
- 7.5A-Explain reasons for the involvement of Texas in the Civil War

Purpose

1. Students will learn about the debates over slavery in Texas and the United States prior to the Civil War.
2. Students will learn the following vocabulary: abolition, prohibit, tariffs, treason.

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12

1. Talk about the big idea of the lesson

Big idea of chapter:

Human rights

Main idea of lesson:

Texas was a pro-slave state, but the argument over slavery did not end there.

There also was a national debate over slavery between the northern and southern states.

Texas Essential Knowledge and Skills

- TEKS (Texas state standards) are addressed and noted in the lesson plans.

TEKS:

7.4A - Identify and discuss events and conflicts in the state of Texas

7.21B - Analyze information by sequencing and identifying cause-and-effect relationships

7.5A - Explain reasons for the involvement of Texas in the Civil War

2. Teach pre-selected concepts

1. Show students concept transparency
2. Pronounce the word, give Spanish cognate, and define it
3. Ask or tell students how the illustration is representative of the word
4. Use word in two sentences
5. Use Turn & Talk prompts to help students make connections between the unit of study and what they know
6. Give students opportunities to encounter the word repeatedly

Vocabulary example

Prohibit

(Prohibir)

To stop or prevent



Synonyms: ban, forbid

Pro-slavery laws **prohibited** slaves from marrying or owning property.

The closed doors **prohibited** us from entering the building.

Turn and Talk

- What do you think of the idea of prohibiting homework because parents want their children to do housework after school?

3. Watch video clip

1. Introduce the video clip either before or after students have read the textbook passage
2. Preview what students will watch in the video
3. Tell students what to focus on when they watch the video
4. Students watch the video clip
5. Student pairs answer question(s) after they watching the video
6. Students contribute their answers in a whole class discussion

4. Discuss video questions

Slavery Divides the Country

Video

How did the Dred Scott decision violate African Americans' human rights?

5. Paired Reading or Teacher-led Reading

Texas and the United States Debating Slavery

Slavery was one of the issues that divided the nation. The North's population was growing as immigrants came to work in its factories. In contrast to the North's increasingly industrial economy, the South had an agricultural economy that used slave labor. The North wanted tariffs to protect its industries, while the South opposed tariffs because they increased the cost of imported items. The South argued that states had a right to ignore tariffs and that the federal government should not interfere with the states' exercise of their constitutional powers. Under this states' rights argument, state power was greater than federal power. These social and economic differences led to disagreements between the North and the South.

In Texas, slaveholders and many of those without slaves defended the system, noting that it supported the South's economy. Without slavery, they argued, cotton could not be grown, and money could not be earned from its export. To ensure that slavery continued, Texas passed laws that kept the slave population weak and that treated them as property. Pro-slavery laws prohibited slaves from marrying or owning property. Encouraging a slave to flee or hiding a runaway slave were serious crimes and punishable by law.

Anderson, A. N., Wooster, R. A., De Leon, A., Hardt, W. C., & Winegarten, R. (2003). *Texas and Texans*. Ohio: McGraw-Hill.

Willoughby, L. (2003). *Texas*. Austin: Holt, Rinehart, & Winston.

Paired Reading

- A repeated paired reading exercise to increase comprehension is included in the lesson format.
- Partners take turns reading and answer questions together after reading.
- Most partner reading takes place 2 days a week. On alternate days, the teacher leads the reading and students work together to answer the questions.

Procedures for Paired Reading

1. Partners sit together, each with their own textbook and notebook
2. Partner A reads aloud first while Partner B follows along and provides corrective feedback
3. Partner B reads the same passage while Partner A follows along and provides corrective feedback

Procedures for Paired Reading

4. Pairs work together to answer 1 to 4 questions displayed on a transparency and included in their notebooks
5. Whole class discusses answers

Other Paired Student Work

- Lessons indicate when students work together on other assignments.
- Other paired student work includes working on graphic organizers or/and discussing a posed question.

Teacher-led Reading

On some days, the teacher leads the reading while students follow along in their textbooks or notebooks.

Teacher:

1. Introduces the reading
2. Tells students which questions they will answer
3. Models questions and stops to reflect aloud at key points as she/he reads
4. Conducts a whole-group discussion after students answer the questions

6. Discuss reading questions

Slavery Divides the Country

Reading:

Partner A: Who were pro-slavery, and what were their reasons?

Partner B: Who were anti-slavery, and what were their reasons?

7. Wrap-up: Graphic Organizer/Activity/Question

1. Introduce the graphic organizer/activity students will use and have students locate it in their notebooks
2. Explain how they will use it that day or throughout the week; what kind of information are they summarizing?
3. Remind students that graphic organizers and other activities are used to write the most important information (main ideas) in their lessons
4. Make time to review students' responses

Wrap-up:

1. Introduce the activity.

In this lesson, we saw that differing opinions between the North and the South led to tensions. Whose side do you think the law was on?

Prompt for answers (e.g., the South, because of the Dred Scott decision).

What do you think will happen next?

2. Discuss students' responses with the whole group.

Jeopardy Review/Quiz

Learning Log
Slavery Divides the Country, Lesson 5

Slavery Divides the Country: Review

Wrap-up Activity: JEOPARDY

PEOPLE	PLACES	POTPOURRI	VOCABULARY
10	10	10	10
50	50	50	50
100	100	100	100

Weekly Quiz

Name: _____

Class: _____

Quiz 6: Slavery Divides the Country

Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.

- | | |
|--|--|
| <ul style="list-style-type: none"> ___ 1. The act of discriminating against someone of a different race or ethnic group ___ 2. To turn over soil using a heavy farm tool that has a broad blade ___ 3. Taxes paid on particular imports or exports ___ 4. The crime of betraying one's country ___ 5. Large farms or estates where cotton, tobacco, coffee, sugar cane, or similar cash crops are grown ___ 6. The everyday work around a house or farm ___ 7. An act of opposing something; refusing to obey ___ 8. Suffering and unhappiness ___ 9. Officially bringing an end to something ___ 10. Having the power or right of doing, thinking, speaking, etc. as you wish | <ul style="list-style-type: none"> a. The slaveholders denied the slaves the liberty to practice their culture. b. The Northern states called for the abolition of slavery. c. One of the ways slaves showed resistance was by preserving their culture. d. The Southern states opposed tariffs because they increased the cost of imported items. e. Slave leaders who revolted against slavery were hanged for treason. f. On large plantations, slaves had specific jobs. g. Even when African Americans were freed, they still had to face racism from many different parts of society. h. Slaves sang songs while working in the fields, and after work they played instruments such as fiddles or banjos. i. Men slaves usually did the heaviest work, which involved plowing the fields. j. There have been many incidents of human trafficking in the United States. k. Slaves spent any spare time doing personal chores or tending to their gardens. l. The slaves faced great misery under their slave masters. |
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29

Weekly Quiz

Provide brief answers for each of the following.

1. Describe the kinds of work done by slaves in the cities and plantations.

2. What were some forms of resistance the slaves used?

3. Explain two ways in which slaves' human rights were violated.

4. Give one reason why Texas was pro-slavery.

5. In the 1857 Dred Scott Decision, what did the U.S. Supreme Court say about African Americans?

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30

Data Collection

- GRADE reading assessments were administered to all students in control and intervention sections pre- and post- intervention
- Researcher developed content based measures were administered to all students pre- and post-intervention
- Weekly curriculum based vocabulary and comprehension measures were administered in intervention class sections
- Fidelity of implemented data was collected 3 times in intervention class sections
- Observations were conducted 4 times in control class sections

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31

Student Participants

Group	N	Non EL	EL
Control	215	171	44
Intervention	241	165	76
Total	456	336	120

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32

Study 2 Preliminary Results

Vocabulary

Intervention		Control	
Pre	Post	Pre	Post
Non-ELL 7.69 (4.80)	12.29 (6.31)	7.54 (4.95)	10.51 (5.90)
ELL 7.72 (4.63)	12.37 (5.80)	5.0 (3.24)	9.47 (5.20)

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33

Study 2 Preliminary Results

Comprehension

Intervention		Control	
Pre	Post	Pre	Post
Non-ELL .78 (1.21)	3.32 (2.52)	.72 (1.02)	2.52 (2.24)
ELL .82 (1.00)	3.26 (2.61)	.49 (.96)	1.36 (1.32)

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34

In Preparation for Year 3

- Research team has added structure to peered-pairing work in order to facilitate discussion activities
- Teachers will receive more training on how to scaffold some of the activities and strategies for students
- More emphasis will be put on instructional approaches such as pre-reading discussions and explicit teaching of comprehension strategies during teacher training and support

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35

Study 3 (2008-2009)

- 5 central Texas schools will participate
- 8 teachers will receive training and in class support
- We will have a total of 38 Social Studies sections that will be randomly assigned to intervention or control

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36