

Spelling
strategies that
can work!

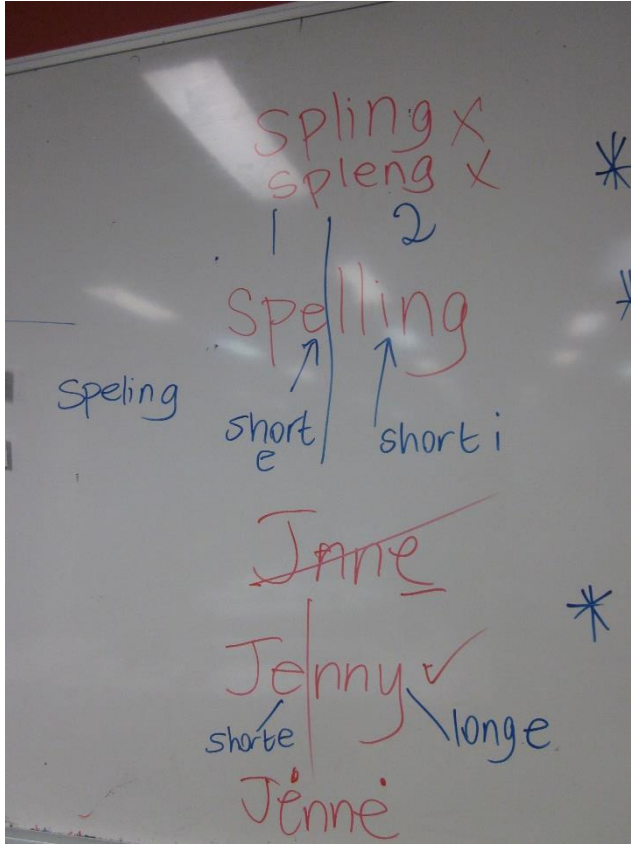
Jenny Robins



Thank you for joining us for this online event. The session will begin at 4.00pm and end at 5.30pm (Australian Daylight Savings Time). This session will be recorded. However, the breakout room section of the event will not be.

During the session:

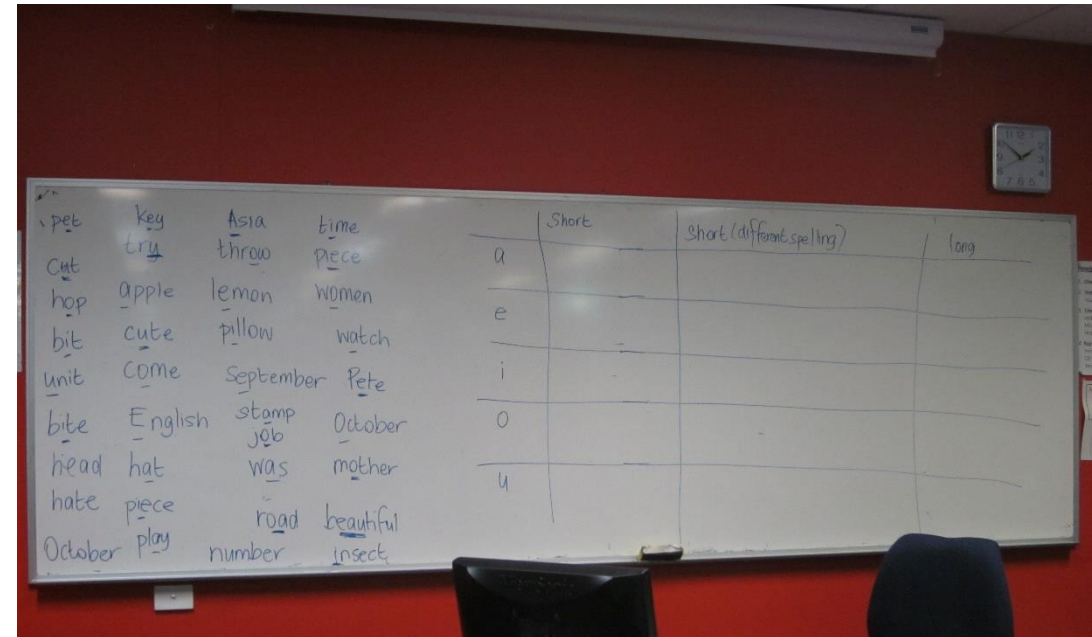
- Please mute your microphone until the breakout rooms section of the session
- Use the chat function to post questions for Jenny, to be answered at the end of the session.
- Use the chat function for technical difficulties
- Please email victesol@victesol.vic.edu.au for general inquiries or for assistance during the webinar.



Teaching and assessing spelling strategies to a group of low literacy adult English language students

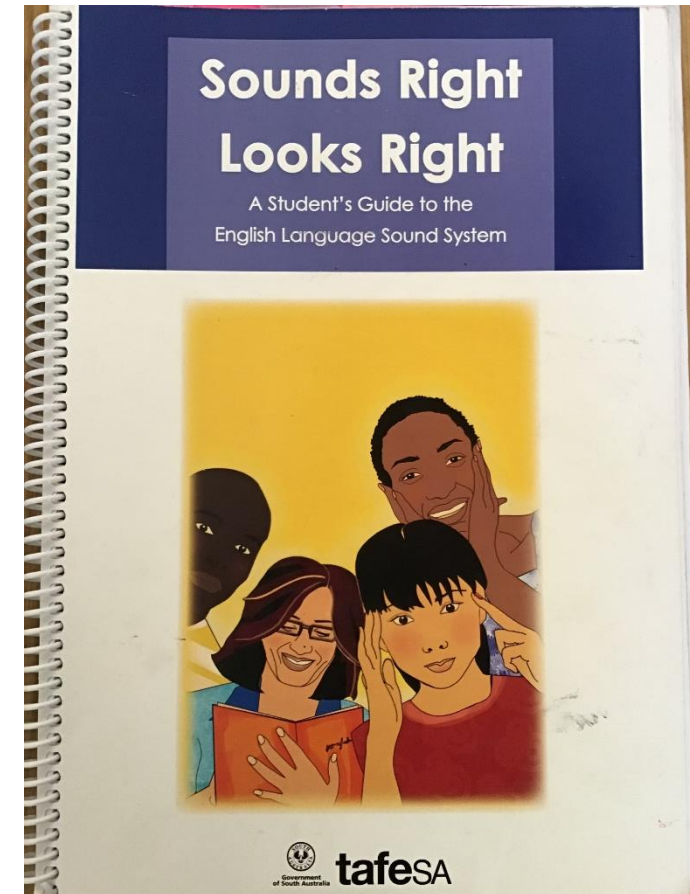
Overview of the intervention (1)

- 9 students
- 10 half hour sessions:
 - diagnostic (1 session)
 - short v long vowel sounds (2 sessions)
 - long vowel sounds (5 sessions)
 - assessment (2 sessions)
- sessions were:
 - After class (1 – 8)
 - In class (9-10)
 - over 3 weeks
 - before Ramadan started



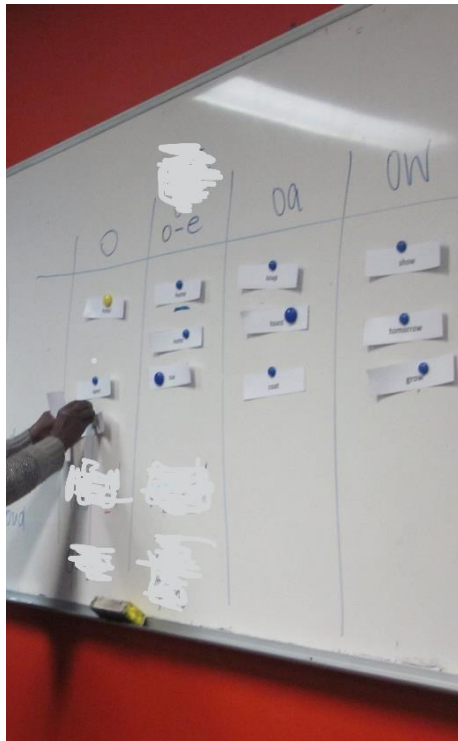
Overview of the intervention (2)

- Focus was on spelling strategies to raise students':
 - phonological awareness (*Anderson, 2008; Annesley, 2009*)
 - visual perception and memory and orthographic awareness (*Annesley, 2009; Barron, 1980; Daffern, 2017; Ehri, 1980; Fehring, 1993; Nahari, 2016; Westwood, 2005*)
- Activities each session were SORTS.
 - Used the long vowel sound sorts from Sounds Right Looks Right (*Annesley, 2009*)
 - Sorts were done together in class on the white board
- Homework after Sessions 3 - 8
 - Sorts
 - Crossword
 - 'Look Say Spell Cover Write Check' sheet



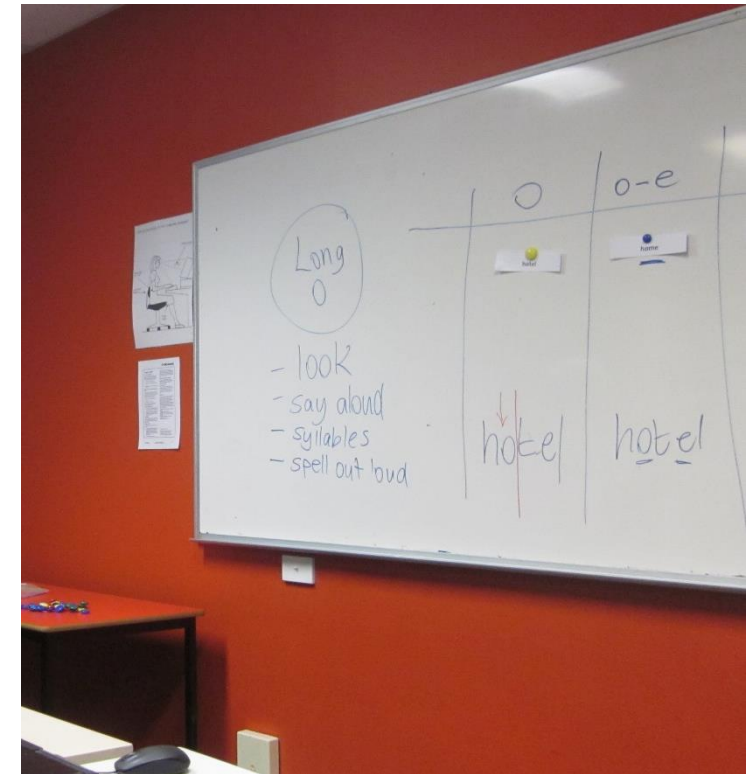
Sorts

These photos show what the students actually did.



Teaching strategy 1 – Cognitive strategy instruction (CSI)

- **Definition of CSI:** 'ways of assisting learners to acquire cognitive skills, or strategies'
(Mitchell, 2014, p.93)
- **Research:**
 - Generally: Hattie $d=0.6$
 - Language learning - language learning strategies should be taught and integrated into the curriculum
(Anderson, 2008; Chamot, 2008; Cohen, 1988; Cohen & Macaro, 2007; Griffiths, 2008; Griffiths, 2018; Oxford, 2011)
 - Spelling - 4 types of spelling strategies
(Annesley, 2009)
- **Used in the intervention:**
 - cognitive skills such as visualisation, memorising, analysing, making associations, verifying
 - meta-cognitive skills - 'thinking about thinking'
(Mitchell, 2014, p.93)



Teaching strategy 1 – Cognitive strategy instruction (CSI)



Teaching strategy 2 – Review and Practice

➤ **Definitions:** ‘massed’ and ‘spaced’ (‘distributed’) practice

➤ **Research**

- Aids acquisition and retention, skills and concepts are more readily accessible from short term (working) and long term memory (*Kang, 2012; Mitchell, 2014; Roediger & Pyc, 2012*)
- ‘Spaced’ practice is more effective than ‘massed’ practice (*Dunlosky & Rawson, 2012; Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013; Hattie, 2009; Kang, 2012; Putnam, Nestojko & Roediger, 2016*)
- ‘Spaced’ practice is still effective (*Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006; Hattie, 2009*)

➤ **In the intervention**

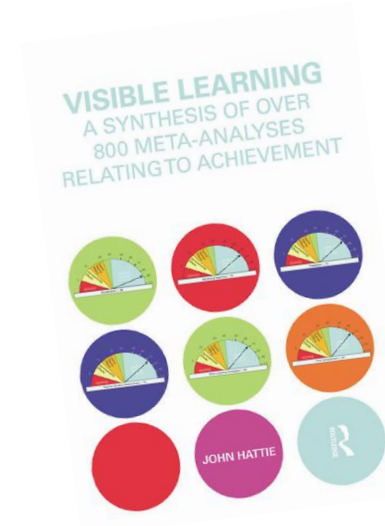
- ‘Massed’ - multiple examples for each spelling alternative for each long vowel sound within a session.
- ‘Spaced’ - each session used the same instructional model – review of strategies then analysis of spelling alternatives for each long vowel sound.

Evidence based teaching strategies

- Definition
- Rational
- CSI and Review and Practice are just two examples.
- In our own context:

Australian Migrant English Program Resource Centre <http://www.ameprc.mq.edu.au/>

- Fact Sheets
- Prospect (journal)
- Conferences
- Professional Development Resources
- Teachers' Voices – 8 volumes of action research project reports 1995 - 2005



Conclusion and evaluation

Having attended this session, I hope you have more knowledge about:

- the reason for the spelling intervention I did in 2018 with some of my students
- the steps taken in this spelling intervention
- the evidence based teaching strategies I used during this intervention:
 - Cognitive Strategy Instruction (CSI)
 - Review and Practice
- evidence based teaching strategies more broadly including where they can find out more about these to use to inform their own teaching practice.

Thank you.

References

- Abbott, R. D., Berninger, V. W., & Fayol, M. (2010). Longitudinal relationships of levels of language in writing and between writing and reading in grades 1 to 7. *Journal of Educational Psychology*, 102(2), 281-298. <http://dx.doi.org/10.1037/a0019318>
- Annesley, M. (2005). Bringing beginner readers to a text. In A. Burns & H. d S Joyce (Eds.), *Teachers' Voices 8: Explicitly supporting reading and writing in the classroom* (pp. 28-31). Sydney, Australia: Macquarie University.
- Annesley, M. (2009). *Sounds Right Looks Right. A student's guide to the English sound system*. Adelaide, Australia: TAFE SA.
- Anderson, N.J. (2008). Metacognition and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 99-109). Cambridge, United Kingdom: Cambridge University Press.

Australian Migrant English Program Resource Centre, (n.d). Resources. Retrieved from <http://www.ameprc.mq.edu.au/>

Barron, R.W. (1980). Visual and phonological strategies in reading and spelling. In U. Frith (Ed.), *Cognitive processes in spelling* (pp. 195-214). London, United Kingdom: Academic Press.

Bakla, A., & Saricoban, A. (2015). Interactive Puzzles in Vocabulary Instruction: Teachers and Learners as Designers. *Ataturk University Social Sciences Institute Magazine*, 19(1), 129-143. <http://e-dergi.atauni.edu.tr/ataunisosbil>.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way. Word study for phonics, vocabulary, and spelling instruction*. (6th ed.). Boston, United States of America: Pearson.

Bowers, P. N., Kirby, J. R., & Deacon, S. H. (2010). The effects of morphological instruction on literacy skills: A systematic review of the literature. *Review of Educational Research*, 80(2), 144-179. DOI: 10.3102/0034654309359353

- Cantrell, J. (1994-95). Enhancing the Spelling/Meaning Connection through Crossword Puzzles. *Journal of Reading*, 38(4), 310-311. Retrieved from: <https://www.jstor.org/journal/jread>
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132, 354–380.
- Chamot, A.U. (2008). Strategy instruction and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 266-281). Cambridge, United Kingdom: Cambridge University Press.
- Cohen A.D. (1998). *Strategies in learning and using a second language*. London, United Kingdom: Addison Wesley Longman Limited.
- Daffern, T. (2017). Linguistic skills involved in learning to spell: An Australian study. *Language and Education*, 31(4), 307-329. DOI: 10.1080/09500782.2017.1296855

Dunlosky, J., & Rawson, A.R. (2012). Despite their promise, there's still a lot to learn about techniques that support durable learning. *Journal of Applied Research in Memory and Cognition*, 1(4), 254-256.
<https://doi.org/10.1016/j.jarmac.2012.10.003>.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.
<http://doi.org.10.177/152910061243266>

Ehri, L.C. (1980). The development of orthographic images. In U. Frith (Ed.), *Cognitive processes in spelling* (pp. 311-338). London, United Kingdom: Academic Press.

Fehring, H. (1983). *Learning to spell: The role of visual memory*. Carlton, Australia: Curriculum Branch, Education Department of Victoria.

Graham, S., & Herbert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

Griffiths, C. (2008). Strategies and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 83-98). Cambridge, United Kingdom: Cambridge University Press.

Hattie, J.A.C. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hempenstall, K. (2015). Spelling Mastery and Spelling through Morphographs: Direct Instruction programs for beginning and low-progress spellers, *Australian Journal of Learning Difficulties*, 20(1), 55-81. DOI: 10.1080/19404158.2015.1048259

Hoelker, J. (2011). Changing the World One Word at a Time, *TESOL Arabia Perspectives*, 18(2), 25-36.
Retrieved from: www.tesolarabia.org

Griffiths, C. (2018). *The strategy factor in successful language learning. The tornado effect* (2nd ed). Bristol, United Kingdom: Multilingual Matters.

Kang, S. H. K. (2016). Spaced repetition promotes efficient and effective learning: Policy Implications for Instruction. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 12–19.
<https://doi.org/10.1177/2372732215624708>

Kutash, K., Duchnowski, A. J., & Lynn, N. (2009). The use of evidence based instructional strategies in special education settings in secondary schools: Development, implementation and outcomes. *Teacher and Teacher Education*, 25, 917-923. doi: 10.1016/j.tate.2009..02.016

Masterson, J. J., & Apel, K. (2000). Spelling assessment: Charting a path to optimal intervention. *Topics in Language Disorders*, 20(3), 50-65. Retrieved from:
<https://journals.lww.com/topicsinlanguagedisorders/pages/default.aspx>

Macaro, E., & Cohen, A.D. (2011). Introduction. In A.D. Cohen & E. Macaro (Eds.) *Language learner strategies* (pp. 1-6). Oxford, United Kingdom: Oxford University Press.

Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*, 2nd Ed., London: Routledge

Oxford, R.L. (2011). *Teaching and researching language learning strategies*. Harlow, England: Longman.

Power, M. (2008). *Passages to English 1*. Fitzroy, Australia: The Bookery.

Reading Rockets, n.d. How spelling supports reading. Retrieved from:
<http://www.readingrockets.org/reading-topics/spelling-and-word-study>

Reed, D. K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Robins, J. 2018. *Teaching and assessing spelling strategies to a group of low literacy adult English language students*. Unpublished Manuscript, Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia.

Roediger, H. L., & Pyc, M. A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and cognition*. 1 (4), 242-248. <https://doi.org/10.1016/j.jarmac.2012.09.002>

Ross, P. (1976). The Versatile Crossword, *Journal of Reading*, 19(7), 582-583. Retrieved from:
<https://www.jstor.org/journal/jread>

Sawyer, D. J., & Joyce, M. T. (2006). Research in spelling: Implications for adult basic education. In J. Comings, B. Garner, & C. Smith (Eds.). *Annual review of adult learning and literacy*. Vol. 6. (pp. 71–112). Mahwah, United States of America: Lawrence Erlbaum Associates.

Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112. Retrieved from: <https://ila.onlinelibrary.wiley.com/doi/10.1111/j.1467-8324.1999.00111.x>

Westwood, P. (2005). *Spelling: Approaches to teaching and assessment*. Camberwell, Australia: Australian Council for Educational Research.

Wolter, J. A. (2009). Teaching literacy using a multiple-linguistic word-study spelling approach: A systematic review. *EBP Briefs*, 3(5), 43–58. Retrieved from: <https://www.pearsonclinical.com/language/ebp-briefs.html>