



ARP 2013

Using the iPads to improve subject specific vocabulary of
EAL and
low level literacy students.

SMy-BGa-SSt

Problem

Students are unable to understand subject specific terminology. This was especially evident in SMy's PE class.



versus



Ideas

Pre-teaching vocab

In the past we have done this via worksheets or during class time while demonstrating the action.

This time we wanted to pre-teach with images- we considered this to be very important, especially with PE vocabulary.



‘What the experts say’

They need **much more exposure** to new vocabulary than their native-English-speaking classmates (August & Shanahan, 2006).

New vocabulary needs to be explicitly taught, and each new word should be directly linked to an appropriate strategy.

Students should **actively engage in holistic activities** to practise new vocabulary because **learning words out of context is difficult** for these students. Even if they memorise the meanings of the words on a list, they will not be able to use the words in their own writing or verbal production until they really understand the meanings.

When students work on the previously mentioned vocabulary activities **in pairs or small groups,** they can better understand and discuss the key concepts of the content area unit.

Ideas that didn't quite make it

Sonic Pics



- Great idea, but unable to define terms within the app.
- Students not able to write responses onto app



Popplet

- Unable to move words to images with the same flexibility as Keynote.

Our idea

- After conducting our research, we decided that we wanted an app that:
- Could include images
- Could include words
- Would allow students to move key words to a matching image
- Was user friendly
- Was easy to share with the teacher
- Gave students the ability to write responses
- Our app of choice was...

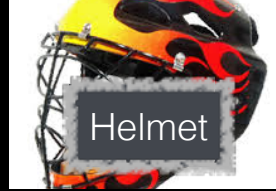


Year 7 Hockey Key Words

Stick

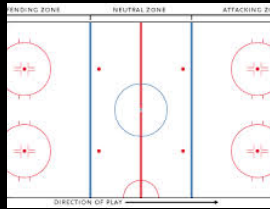


Helmet



Goalie SAVE

Goalie equipment



Indoor stick

Indoor field



Goalie ready

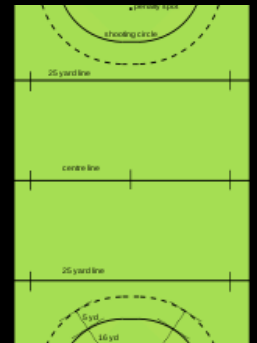
puck



Indoor ball

Hockey field

Smooth ball



Glove

Dimple ball

Tic Tac Know

Demonstrate your understanding of the key words in Year 7 Hockey

Create sentences using some of the words you have just learned.

Choose any row of words from the grid below, and create sentences using each of the 3 words from the row. You can make the sentences as long as you like, but they must contain the 3 words from your chosen row. For example:

You can dribble the ball in to the goal.

Type your sentences in this text box

Some examples from SMY's PE class

Stronger example

The person used the stick and pushed the puck into goal but the goalie saved it

EAL/low level literacy student example

People use stick to hit the puck or dribble.

I pushed the puck into the goal

I dribbled the puck with a stick

Puck

Stick

Dribble

Corner

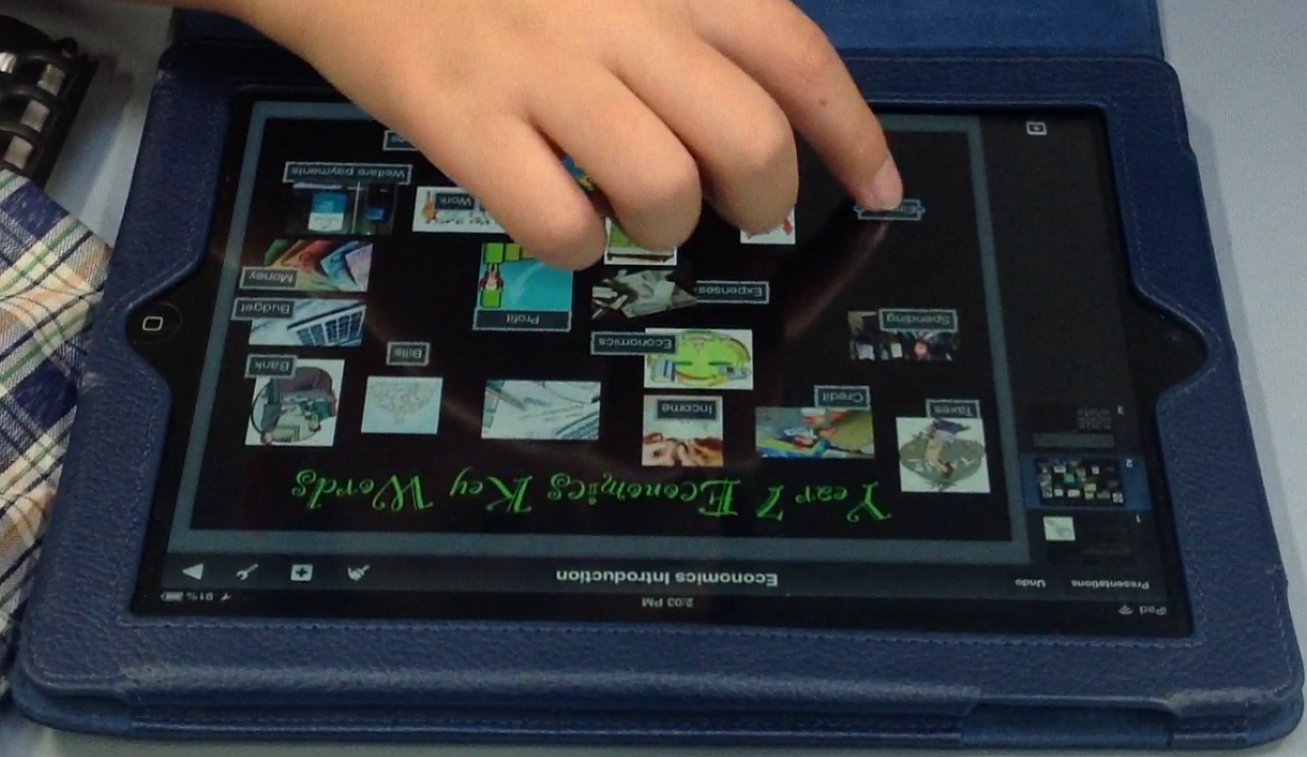
Push

Ball

Foul

Goalie

Goal



Monday 1
June 2013

Results

- Students were actively engaged in their learning
- Students were more willing to contribute their responses
- In PE, students picked up on instructions quicker
- Students understanding of key vocabulary was stronger than if asked to simply define.
- Students appeared more confident - evident through more active participation
- Students got to the 'playing' stage of their focuses sport quicker = more time for PE.

In Conclusion

- This is a strategy that can be implemented with a PC and iPad, across the curriculum.
- TIP- choose your images carefully
- Yes, it can be a tad time consuming at first, but once you have your first template, it gets faster. (We have this for you already)
- We think Keynote is apptastic!