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Children and Their Exposure to New Words: Case Studies from the UK, Singapore, and Japan

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The purpose of this research is to study the ways in which children are exposed to new words and how these ways affect their language development. Case studies in the participating countries ‘ the United Kingdom, Singapore, and Japan ‘ will verify the validity and effectiveness of the ‘Jishobiki’ learning method.

Given the increased use of devices such as smart phones and tablets, the number of people who access the internet, and thereby read and write more, is increasing. In this age of globalization, language ability is becoming increasingly important, and so interest in effective language teaching methods in schools and educational institutions across the world is rising.

In Japan, there is an educational approach that is becoming more widely used ‘ ‘Jishobiki’ The ‘Jishobiki’ learning method focuses on the following processes:

- Reconsidering words that are considered to be already known and understood;
- Making efforts to continuously look up new words, understand them, and use them.

In language education, it is important to not only increase the vocabulary of known words, but also to develop the ability to use them. It is also ideal to develop a desire to constantly look up new words and review known words.

The ‘Jishobiki’ learning method has been implemented in some schools in the United Kingdom and Singapore in recent years, and is already proving its effectiveness. Through this research I would like to introduce the specifics involved in each case study, and study the most favourable methods of introducing children to new vocabulary.

The case studies have been outlined by the following people:

2UK ‘ Ms. Janet Adset, Head Teacher of Castlemorton CE Primary School;

Singapore ‘ Dr. Seetha Lakshmi, Professor at NIE Singapore;

Japan ‘ Ms. Sayoko Yamamoto, teacher at Shosiki Primary School.

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Work in LS to Improve Preservice Teacher Learning

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Two teams of science and mathematics preservice teachers were selected to work in a Lesson Study (LS) group with the broad focus of meeting the needs of high school language learners and improving their science understanding despite the status as second language learners. During the LS, students learn how to use the collaborative process to improve the relevance of their lesson through the monitoring of pupils reactions and feedbacks. As they modify their lesson plan on collecting data and making observations during the lesson, they have to build a precise schedule. The preservice teacher learnings was observed, analyzed and facilitated by two professors in the LS group with the goal of improving teaching learning. The experience took place in United States (California) and in Switzerland (Vaud). One group of students (n=6) completed the LS cycle six times and the other groups (n=3) four times. Data collection included lesson observation, observing debriefing sessions, interviews with individual preservice teachers, completion of teaching scenarios and repeated drawings of an ideal day of teaching in the future. Each team was together for six months. At the beginning of the cycle preservice teachers attributed a lack of understanding by the pupils to the 'language barrier' rather than their methods. After LS cycles preservice teachers not only were more aware of the importance of a clear and simple objective, lesson approach and assessment, with each of these adapted using methods appropriate for making content comprehensible to language learning pupils, but also of improving the second language acquisition of the pupils. During the LS they were able to test small changes in the approach and notice that some pupils were impacted positively by these changes. The preservice teachers became more aware of pupil needs through direct observation of struggle, involvement, and understanding. Our presentation focuses on how teacher educators can use LS to improve preservice teacher learning.

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Using the C.I.D. (Clue Idea Disagreement) Discourse Model to Develop Exploratory Talk in the Mathematics Classroom

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This lesson study examines the use of the adapted C.I.D. (Clue Idea Disagreement) discourse model to develop exploratory talk during problem solving tasks in the Mathematics classroom.

There has been increased emphasis on collaboration as a 21st century skill. However, little has been done to teach this in schools as a structured approach. More often than not, students are expected to learn it incidentally. This study is interested to examine if there is value in teaching exploratory talk during collaboration as a structured approach. According to Mercer (1995), there are three types of talk which students engaged in 1) disputational talk 2) cumulative talk and 3) exploratory talk which is of interest to this research. Exploratory talk refers to a style of interaction characterised by the active participation of all those involved, where they are jointly engage in explicit reasoning through talk, displaying identifiable hypothesis, challenges, arguments and eventual consensus within a collaborative frame. Exploratory talk in the Mathematics classroom should take place during collaborative problem-solving tasks. However, classroom observations have shown the process to be inequitable, unproductive and uncooperative. Students are required to talk to solve a problem but are often not taught the nuances of holding a productive talk and their discussions are confined to disputation and cumulative talk. An instructional video of the C.I.D. discourse model based on an adaptation of the argumentation model of Toulmin (1958) was created. This video was used as an intervention tool during pre-intervention and post-intervention group problem-solving sessions.

Data on the three different types of talk; disputational talk, cumulative talk and exploratory talk was collected through transcripts of video-recording of students at work during pre-intervention and post-intervention problem solving tasks. Content analysis was carried out on the transcripts to analyse the possible effects of the CID model. Findings showed that students who were actively using the model during discussions were able to solve the problem-solving task as compared to groups who were not using it. This study suggests that students can be taught exploratory talk through the use of the adapted C.I.D. discourse model.