Using Marzano's six steps to build high frequency academic vocabulary in Deaf/HH students

Amanda Purcell
Forest Hill Deaf Facility
2015
Why focus on vocabulary?

- Norms-based milestones in language?

- Quantitatively, vocabulary knowledge amongst students, irrespective of implantation or modality of communication is depleted in comparison to that of hearing students (Luckner & Cooke, 2010).

- Restricted vocabulary impacts learning in all subjects across the curriculum.

- Vocabulary used in secondary school, increasingly becomes multifaceted and abstract as it moves away from everyday conversational language.

- “that average hearing children acquire the meanings of about 860 English root words per year” (Hamilton, 2012, p. 358), many of which will have simply been overheard.
A Teaching Framework

- Few studies focus solely on vocabulary acquisition in DHH populations
- Fewer still consider the impact on adolescents
- Vocabulary development and interventions in the wider population used by researchers such as Marzano (2012), Starling (2011) and Beck and McKeown (2007) should be considered
Challenges in teaching vocabulary

1. How to ensure vocabulary is retained?
2. What vocabulary to target?
How do you ensure vocabulary is retained?

- 80% of learned vocabulary is forgotten after 24 hours, therefore instruction needs to be reinforced (Apthorp et al., 2012; Ausbrooks-Rusher et al., 2012; I. L. Beck & M. G. McKeown, 2007; Marzano, 2012).

- There is an urgency to identify good evidence-based techniques to support students to become independent acquirers of vocabulary for life (Hamilton, 2012).
What vocabulary to target

- 20,000+ plus words known by hearing children at age 8 (Levesque, E. 2013)
- Careful selection of words to teach based on those providing the greatest leverage to educational achievement (Apthorp et al., 2012; Ausbrooks-Rusher et al., 2012) is a challenge
A strong proposal threading through much of the literature is the idea of ‘tiered’ or ‘academic’ vocabulary. High frequency, academic words that are most often seen in written text or academic instruction rather than everyday conversations (Beck et al., 2013).

Acquisition of these words is highly important to academic achievement and yet is difficult to learn independently for any student (Apthorp et al., 2012; Beck et al., 2013).

The effect size for explicitly teaching vocabulary is between a 24 to 40 percentile point gain (Marzano, 2009).

Inferences and conclusions raised through studies state that DHH children best acquire vocabulary through direct and explicit intervention (Hamilton, 2012; Trussell & Easterbrooks, 2014).
The model as adapted

- Targeting Tier 2 words
- Within the framework of Marzano’s Six Steps to Effective Vocabulary Instruction
- Provides a robust and effective teaching framework that will support achievement for all DHH students across all educational domains.

When adolescent readers come across new vocabulary, they are unable to elicit word meaning from context as the contextual words can be as unfamiliar as the target word. This discourages them from wide reading, resulting in less exposure to new words than those with more extensive vocabularies (Beck, I & McKeown, M. 2007)
Tier 2 words

The three tiers can help identify:

- “should-know words (Tier 3)”
- “must-knows (Tier 2)”
- “already-known words (Tier 1).”
So, WHICH WORDS TO CHOOSE...

- Choose 50 words for each student to teach in a term
- Aim to teach approx. 5 words per week
- Choose words with context in mind (topics studied, books reading, skills being taught)
- Choose words with the students’ ZPD in mind (emotions ‘upset’ or connotative - ‘steely’)
- Follow Mazarno’s ‘6 steps’ over a weekly cycle

Tip! “depending on wide reading as a source of vocabulary growth leaves children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit”. (Beck & McKeown)
Marzano’s Six Steps

1. Description
2. Restate
3. Drawing
4. Activities
5. Discussion
6. Games

Retrieved from:
https://curriculumtechnology.files.wordpress.com/2014/03/marzano.jpg?w=300&h=225

A. Purcell 2015
Retrieved from:
1. Provide a Description, explanation or example of the new term.

- Choose the word
- Put the word in context
- Tell a story using the word
- Show a visual representation of the word
- L2 to L1
- Try to avoid writing your definition on the board
2. Ask students to restate the description, explanation, or example in their own words and 3. Ask students to construct a picture, pictograph, or symbolic representation of the term.

- Students must restate in their own words for maximum retention.
- Pictures, diagrams, mind maps or even graphic symbols solidify understanding.
- This visual step is important - don’t skip it.
4. Engage in activities in their vocabulary notebook

Activities could include:

- Making mind maps
- Word family activities
- Looking at suffixes, root words or antonyms

Word recall, which is an easier skill for students who use sign language (Novogrodsky et al., 2014), is only a base level of vocabulary acquisition. Word depth is required in order to contextually understand the multiple meanings embedded in words.
5. Asking students to discuss their words

This can be done:
- With the teacher
- In pairs - think, pair, share
- In small groups
- Irrespective of varying word lists
- As part of a game
- Display lists around the room
6. Engage students in games...

- Wordle
- Word card games
- Scrabble
- Word find
- Vocabulary charades
Does it work?

- Differentiates ways of learning and knowing
- Fun and enjoyable
- Provides a consistent approach students can use to process new information.
- Supports working memory.

In practice...

*At Forest Hill Deaf Facility, we have been using this model now for 12 months. Expressive Vocabulary Test (EVT) results indicate 65% of students are making 18 months or more gain within 12 months in expressive vocabulary.*
References


