

WORDS ARE NOT ENOUGH

Presenter:
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RESEARCH

Deaf and Hard of Hearing students:

- not hearing children who cannot hear
- learn/think/know in different ways to their hearing students
- can demonstrate poorer memory skills (remember less) than hearing students

Mark Marschark (2016)



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Research cont.

DHH students are less likely to automatically integrate learning strategies:

The effects are seen in:

- learning language and learning through language
- Reading and studying
- Concept knowledge
- Problem solving



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Mark Marschark (year that he wrote/ said this)

Research

Deaf and Hard of Hearing students do not understand as much language as they (and we) think they do.

Our role as educators is to identify what the student knows and how they learn.

Mark Marschark (2016)



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Remember

“Different does not mean deficient”

Mark Marschark (2016)



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LOCHI Study

3 years language and speech scores:

- Receptive vocabulary within the normal range
- Receptive and expressive language scores below 1 SD
- Real life functional performance below 1 SD



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5 year results

- Language scores ranged from 65 – 90
- Average at 84
- Early language development was a significant predictor of language at 5 years
- Degree of hearing loss significantly associated with outcomes – especially lower receptive language and vocabulary



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9 years

- Receptive language 83.0
- Expressive language 79.5
- Language memory 77.3
- Vocabulary
- Expressive – 87.5
- Receptive – 83.7



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AIMS OF THIS SESSION:

- To raise awareness of the impact of language in learning.ie **access** to language is integral in the learning process and **comprehension** of language follows on from this access.
- To focus on how to integrate language and content in a coherent and systematic way in the classroom.



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AIMS OF THIS SESSION:

- To provide strategies to develop and broaden language. eg match
- The role of the teacher/consultant in this process. What can this person do for me?



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HOW DOES HEARING INFLUENCE LEARNING LANGUAGE?

- We need to hear specific, new vocabulary 45 times before we are comfortable to use it
- We need to “overhear” language being used by others.
- We need to hear it in context and the link between each context needs to be pointed out, EXPLICITLY.



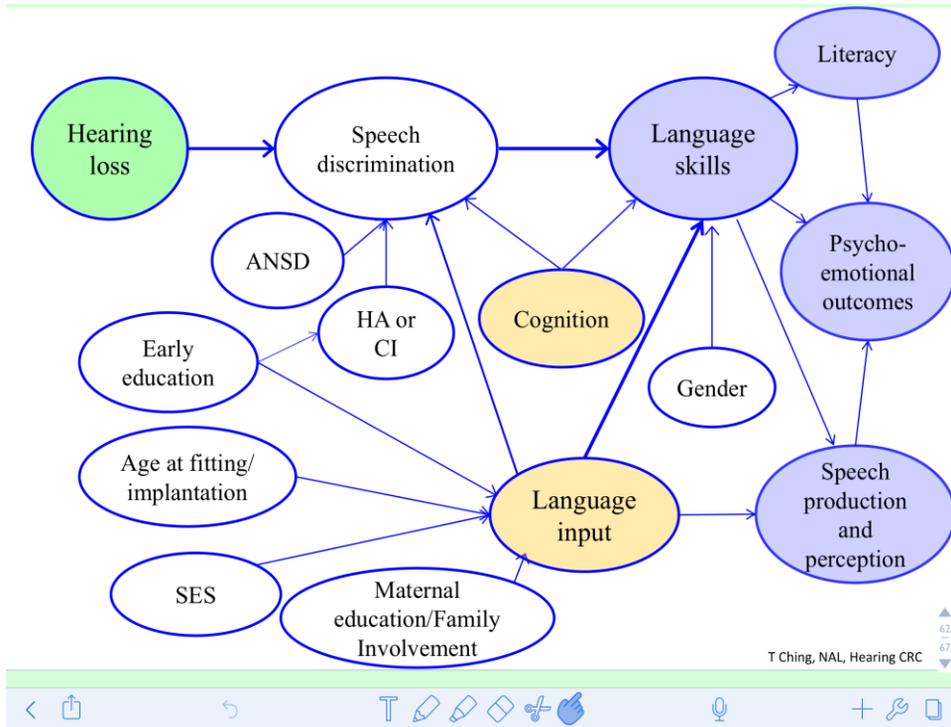
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HOW DOES HEARING INFLUENCE LEARNING LANGUAGE?

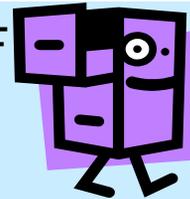
- We need to hear (receive) language used appropriately before we are able to use it either orally or in the written form.
- Oral language influences our ability to read up until Year 6 or 7. After that reading influences our oral language.



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THINK ABOUT THE ROLE OF LANGUAGE IN LEARNING :

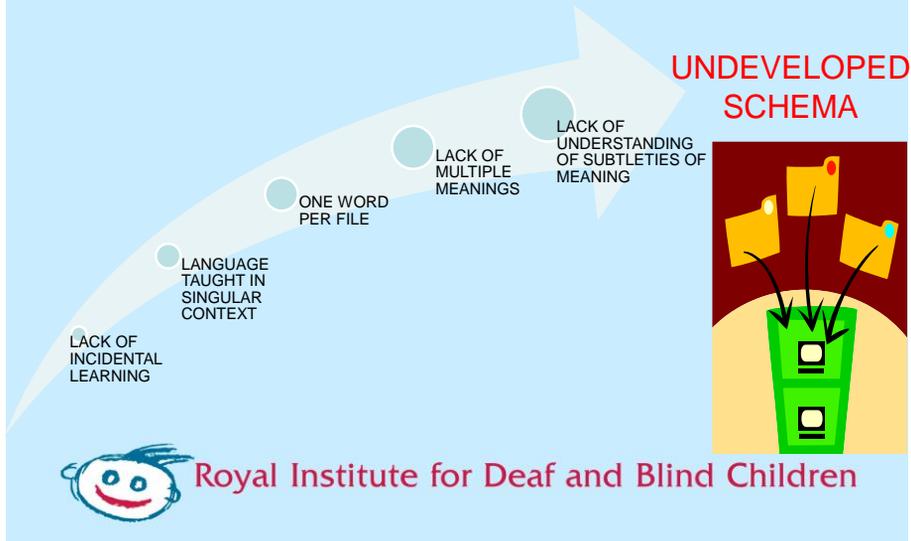


- Knowledge is organised in elaborate networks called SCHEMA - how knowledge is organised and how new information is added.
- It is the way people process, organise and store information in their brains. The filing cabinet in our brains.
- It assists in sorting new material so that information can be retrieved efficiently.
- As schema is built, new information is attached to already stored information/files.

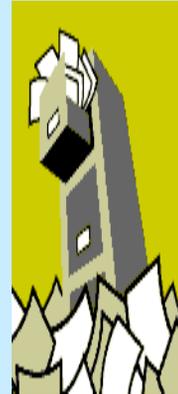


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BUT for the student (HI)...



- ThereforeVOCAB IS NOT EFFICIENTLY USED
- No information to relate to: dropped from short term memory instead of stored in long term memory
- Interconnecting information is vital in assisting students to link or “velcro” new information so that it sticks
- Vocab does not always link into the correct file – This results in CONFUSION
Example : the marble floor



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The shortest of unstressed words brings about.....

THE IMPORTANCE OF “the”.....

O'Keefe's a show-off

The O'Keefe show's off.

The O'Keefes show off.

O'Keefe, the show-off.

O'Keefe, the show's off.



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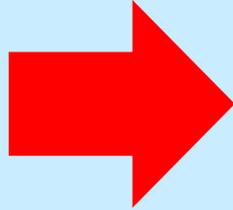
The shortest of unstressed words brings about.....

- Drastic changes in the relationship between words
- Half the meaning of the English sentence lies in these “little” words
- statistically these “little” words dominate any word count of any type of written or spoken English



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The ultimate “little” word



the

- Its use or omission can change meaning
- Approximately 7% of the words in a newspaper consists of the word ‘*the*’.



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WHAT’S THE DIFFERENCE IN MEANING?

How many boys?

- Two boys went to the station.
- Two boys went to the shop.
- Two boys went to the library.

Six Boys

How many boys?

- **The** two boys went to the station.
- **The** two boys went to the shop.
- **The** two boys went to the library.

Two boys



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More “little” units of meaning.....

The differences in ‘s’

Let's run away - **contraction**

The tree's blowing around - **contraction**

The tree's blown down - **contraction**

What's he to do? - **contraction**

The boy's feet were cut - **possessive**

I saw some boys - **plural**

She walks - **verb tense**



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There are approximately 600 of these “little” words and each of them has a different meaning.

These are the words we never learned in a formal way.

(Incidental learning)



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They include

- five parts of speech: adjectives, pronouns, auxiliary verbs, prepositions, adverbs and conjunctions
- deceitfully easy words such as: *the, a, of, in, this, is, are, has, and, do, did, does.*



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Often in conversation when the context is understood and in the school playground, or headline English, they are left out.

But these little words cannot be neglected when the ideas have to be precise and when the context under discussion is not visible; when, for example, the child is reading.



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WHAT IS THE ULTIMATE CHALLENGE?

VERB TENSE

WHY?

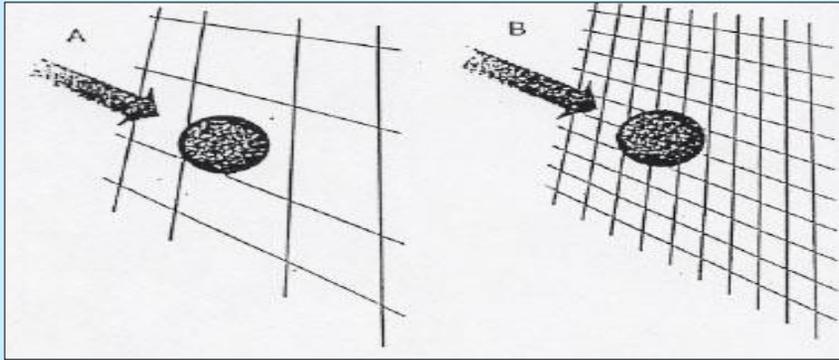


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- Small high frequency sounds which can't be heard - runs
 - "Swallowed" units of meaning which can't be easily heard - being
 - Lack of access to lip patterns which might pick up a sound.
 - Background noise masking sounds
-
- The list goes on.....



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"Illustration of Schema Theory." Chart. 1995. Teaching Children to Be Literate: A Reflective Approach.
By Anthony V. Manzo and Ula Casal Manzo. Fort Worth: Harcourt Brace College, 1995. 61.

Diagram A = student has little background knowledge so new concepts may slip by.

Diagram B = Schema is more developed so the new information is more likely to be understood and retained.



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SYSTEMATIC INTEGRATION OF LANGUAGE AND CONTENT

FOCUS FOR
TEACHER

Decide on
Topic/content
knowledge

STUDENT (HI)

Level of spoken and written
language
Previous educational
experience



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SYSTEMATIC INTEGRATION OF LANGUAGE AND CONTENT

FOCUS FOR
TEACHER

STUDENT (HI)

Curriculum
content

Language required for
understanding the content:

Concepts, vocabulary

Language structures/
functions

Teaching/
learning objectives



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SYSTEMATIC INTEGRATION OF LANGUAGE AND CONTENT

FOCUS FOR
TEACHER

STUDENT (HI)

How to deliver
the content

Brainstorming

Eg chart paper

Visuals

Group work

Reveal their knowledge



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SYSTEMATIC INTEGRATION OF LANGUAGE AND CONTENT

FOCUS FOR
TEACHERS

Activities for
learning

STUDENT (HI)

Accommodate activities to
support language development:
Working in pairs
Complete diagrams/tables
Engage in practicals



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SYSYTEMATIC INTEGRATION OF LANGUAGE AND CONTENT

FOCUS FOR
TEACHERS

Outcomes
Written
Spoken
Diagram
model

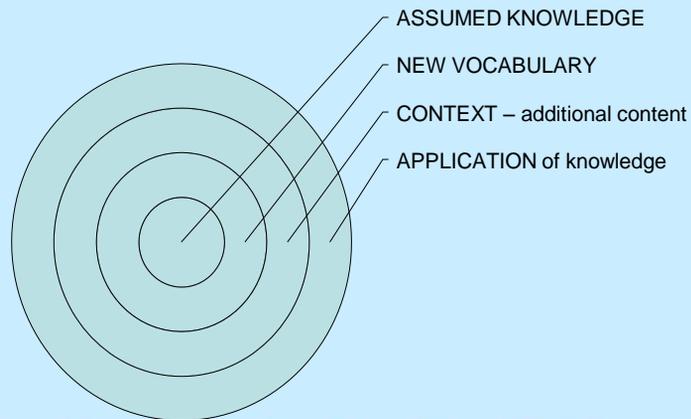
STUDENT (HI)

Pupil has used language
appropriately
Internalised into existing schema?
Built on existing knowledge?
Integrated in spoken and written
language?



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WHAT HAPPENS WHEN A NEW TOPIC, TOGETHER WITH NEW VOCABULARY, IS INTRODUCED?



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Contextualized and Decontextualized Language

- Conversations in the classroom are very different from conversations we have at home.
- Conversations at home are generally with familiar people in an environment they know well.
- In essence, the language is *contextualized* -the child learns language in a familiar place, doing well known things eg kitchen- more freely committed to memory



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Decontextualized Language

- Classroom language more *decontextualized*
- Need to learn new language very quickly
- Eg socks vs Parthenon



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Decontextualized Language

- Expected to keep up with the demands of the curriculum, demands accelerate as they move through the year levels
- Need to supply a wealth of contextual language to support students when teaching new strategies or new words.



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Support?

- Students have trouble *transitioning* from comfortable *contextualized* language used in the home, to the demands of *decontextualized* language that dominates the classroom
- Often have to rely on verbal or written information



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Support?

- Learning abstract language concepts within a familiar context helps to alleviate the problems associated with contextualized language.
- Need to trigger/develop background knowledge *before* introducing new vocabulary



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ACADEMIC LANGUAGE

- Research shows that often the 'achievement gap' is related to a 'vocabulary gap'
- Commonly used words in the classroom, texts, and tests are different from commonly used words outside the classroom in terms of context, syntax and grammar.
- eg *fault power force* have a different meaning in the science lesson to everyday language



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Example

- *The storm tossed the tiny boat on the seas as if it were a matchstick. The sun shone for a moment, but its warming rays were quickly engulfed by the angry and bruised sky.*
- Consequences of being caught at sea
- Key words – explain their meaning
- Figurative language eg matchstick – waves sound as if they are very big, because the boat is described as a matchstick, which is a tiny piece of wood.



Sky? Royal Institute for Deaf and Blind Children

ACADEMIC LANGUAGE

- When students don't understand the language of school, they don't fully comprehend what they have read or discussed – difficult to respond appropriately to written work.
- Students do not either know or not know words. Often they know words by varying degrees.
- They may have seen or heard the word before and only have a vague understanding of its meaning.



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ACADEMIC LANGUAGE

- “I've heard that word before”
- Specific vocabulary instruction allows the student to understand where they can use these words and how they are related.
- Also leads to increased reading comprehension



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HOW DO I KNOW WHICH WORDS TO SELECT?

Three tiers of words

- Tier 1: high frequency words eg dog cat tree
- Tier 2: found across a variety of domains that students are likely to encounter frequently – general words but not necessarily home words eg compare, contrast
- Tier 3: taught explicitly as new vocabulary eg tundra, isotope, lathe. Often taught to comprehend specific content area material



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TIER TWO WORDS

- Academic writing (exposition) is challenging for most students
- If taught to use these higher level words their oral and written language becomes more effective.
- *However but* used to build an argument BUT we need to model the appropriate syntax, word order, tense before students can practise it.



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TEACHING STRATEGIES.....

1. Introduce, pronounce and provide a 'student-friendly' definition
 - *CONTRAST : To show the difference between two people, things or ideas*
2. Give example in sentences
 - *In contrast to a soft cushion, a rock is hard.*



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TEACHING STRATEGIES.....

3. Check for understanding – NOT yes/no, BUT yes/no ...

WHY?

4. Word forms – prefixes/suffixes *contrasting*
 - *If we contrast a good vs evil character in a novel we are contrasting the characters*



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EXAMPLES

5. Cloze passage – either oral or written
 - *In my narrative, I contrasted living in NSW to living in Queensland. In contrast to my mum, I like living in NSW. There are many contrasts between NSW and Queensland.*
6. Paragraph starters – sentence stems – complete the paragraph
 - *Baseball and Football: - There are many **contrasts** between these two sports. To start with, a baseball is hard, white and round. A football is usually brown and pointed at both ends.*



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EXAMPLES

- *Topic sentence: There are many contrasts between baseball and football.*
- *Sentence stem: To begin with, a baseball is _____*
- Paragraph topics – demonstrate general knowledge
- *Contrast hiking and biking.*
- *Although hiking and biking are both outdoor activities, they are different from each other in many ways.*



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EXAMPLES

- Use visual reminders of the new words
 - Use the word repeatedly – remember 45 times!
 - Play games – jeopardy, concentration
 - Word and sentence substitution activities
- *Select the meaning of the underlined word in each sentence*

Bones are made of living tissue.

- a. A material that makes up the body.*
- b. Soft paper to blow your nose.*



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EXAMPLES

- *Circle the pair of antonyms in each sentence*
- The largest bone in our body is the thighbone, and the smallest bones are found in our ears.*
- *Circle the word that best completes the sentence then write it.*
- The _____ supports the other systems in the body.*
- framework skeleton software*
- *What is the third paragraph about?*
- a,b,c responses*



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METALINGUISTICS

Impact academic skills in the ability to make inferences; understand multiple meanings; figurative language; formulating spoken and written sentences (opinions/emotions)



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METALINGUISTICS

Difficulties: planning; predictions; problem solving for strategic language use; playing with language; analyzing and talking about language



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METALINGUISTIC NEEDS

- Processing time to plan responses
- Highlight schema to foster planning, predicting and hypothesizing
- Practice in playing with words
- Practice in analyzing-discussing oral and written language (meaning features, patterns, rules, applications)



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We are going to gloop today

Write down a definition of glooping



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The ability TO GLOOP is a key MARBIT to FLAPPIT. You need to know how to GLOOP in this subject.

If a student is able to :

1. GLOOP the results of a SLIDOCK
2. BLACKLO GLOOIFICATIONS to the purpose or aim of the SLIDOCK, then the student will learn to draw conclusions based on real and connected GLOOIFICATION.

GLOOIFICATION is a significant learning tool.

A student who, firstly GLOOPS the purpose of a SLIDOCK, then GLOOPS what physically occurs in a SLIDOCK, will gradually FLAPPIT the power of GLOOIFICATION and so will slowly build an understanding of concepts being taught.

GLOOIFICATION encourages the BLACKLOING up of information and hence real learning can take place based on connection with the subject matter.

Key vocabulary:

Skill = marbit Experiment = slidock Link = blacklo Develop = flappit



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What are you doing as you try to write your definition ?

Trying to work out meanings of unfamiliar words apart from 'glooping'

Trying to link pieces of information together –what you know with what you don't know

Trying to work out what kind of a word it is

What category does it belong in?



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WHAT IS THE RESULT OF THIS EXERCISE?

- A) Give up.
- B) Write what your neighbour wrote?
- C) Start talking because you can't do it.
- D) Throw your pen down, feeling angry.
- E) A mixture of all of the above.



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OBSERVATION.....

The ability to observe is a key skill in this subject. You need to know how to observe.

A student's ability :

1. to observe the results of an experiment,
 2. to link observations to the purpose or aim of the experiment,
- allows the student to draw conclusions, based on real and connected observation.

Observation is a significant learning tool.

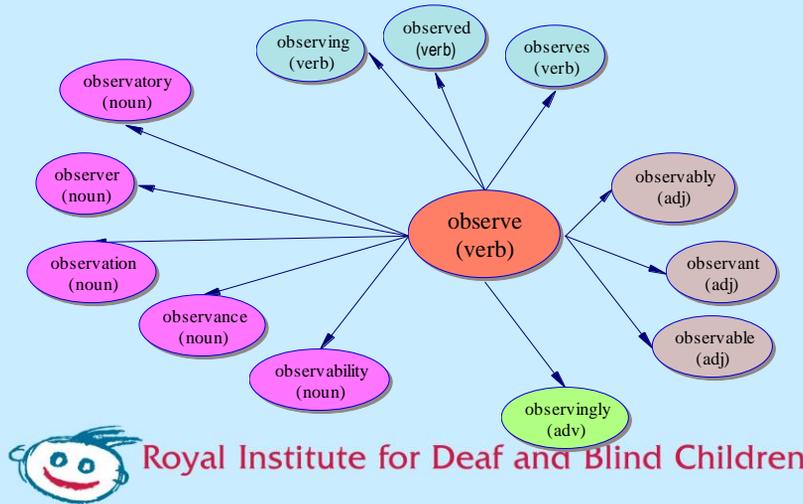
A student who firstly observes the purpose of an experiment, then observes what physically occurs in an experiment will gradually develop keen powers of observation and will slowly build an understanding of each concept being taught.

Keen observation encourages the linking up of information and hence real learning to take place based on connection with the subject matter.



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OBSERVE



INTEGRATING NEW VOCABULARY AND CONCEPTS

BEFORE

- Activate students' prior knowledge
- Check existing schema

DURING

- Strategies to help students make connections
- Monitor their understanding and generate questions

AFTER

- Provide opportunities to summarize, question, reflect, discuss and respond to text
- Check new schema



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SUMMARY

Mastery of oral and written vocabulary promotes comprehension and effective communication

Three types of vocabulary.
What you
Hear(aural)
Speak (oral)
Write (print)

Word identification foundational skill for reading

Middle and senior school students with poor vocabulary face serious challenges

A major goal of vocabulary instruction is to facilitate comprehension of text

Remember the meaning of words vary from context to context and subject to subject



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A CONVERSATION

What did you do in the holidays? Did you stay in Sydney?

No! I went to Ireland It was really amazing....it was SO green...

I like island holidays. I went to Hamilton Island last year.....sun, surf, swimming.....

No....I went to Ireland!

That's what I said!

OK! Anyway...where I went, it was too cold for swimming. But I did lots of sight seeing. I went to Dublin and I kissed the Blarney Stone.

I went sight seeing on my holiday too, but I didn't kiss anybody!



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Remember:

Deaf and Hard of Hearing students:

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Mark Marschark (2016)

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The effects are seen in:

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