### Vocabulary Workbook II for the Hearing Impaired

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**PROJECT DIRECTOR**

Norm Crozer, Director Special Services

**PROJECT SUPERVISOR**

Don Love, Dean Academic Affairs

**PROPOSAL DESCRIPTION**

The deaf community college student faces a language deficiency created by the fact that Ameslan contains approximately 3,000 signs with each sign having only one meaning. This situation plus the lack of textbooks available in area of vocabulary development for the deaf leave the average deaf student six to eight reading levels behind his peers.

This project proposes to develop a vocabulary workbook of 450 words which have only two-word definitions. This workbook will be used by deaf community college students but will be equally suitable for any language-impaired student at this level. The work of this project build upon a Workbook already created in 1985-86 under an FII grant. The workbook will be divided into 30 chapters with each chapter containing 15 words and writing exercises. Three example sentences will be written for each word. The workbook will be field tested to gather ideas for changes and improvements.
Vocabulary Workbook II for the Hearing Impaired

The purpose of this proposal is to develop a vocabulary workbook for deaf community college students which will be equally suitable for any language-impaired student at this educational level. The workbook produced by this project will extend the deaf students' reading recognition vocabulary which will also increase their writing vocabulary. The workbook will be usable by any deaf California community college student either in a structured classroom environment or as a self-teaching tool. The improvements in the students' reading and writing will be noticeable in all areas of their educational, vocational and personal lives.

The deaf community college student shares a multitude of educational problems with other language-impaired students, stemming mostly from a basic lack of adequate language and vocabulary development. One aspect of this deficiency involves the fact that Ameslan, the sign language of most deaf individuals, contains only about 3,000 signs, which is one-fourth the size of the average person's vocabulary (about 20,000 words). This, plus the fact that Ameslan has only ONE meaning per sign, leaves the average deaf person approximately six to eight reading levels behind his/her hearing peers. Further complicating this situation is the fact that there are only a few textbooks available in the area of vocabulary development for students at the college level; none of which are written for the deaf. The simplest of these books generally contains words that are impractical for most deaf students.

The objectives of this project will be to: 1) write an advanced version of the already completed "Vocabulary Workbook" (Fund for Instructional Improvement, 1985-86; 2) field test the workbook in several community college programs for the deaf in California; 3) write a second draft of the workbook using input from instructors and students of the schools participating in the pilot project; 4) field test the second draft of the workbook; 5) if necessary, write a third draft of the workbook, again with input from schools using the second draft; 6) produce a flier to announce the completion of the project.

The activities to accomplish these objects will involve: 1) choosing the 450 words for the workbook, using only words that have two-word definitions; 2) organizing these words into 30 chapters, each chapter containing 15 words; 3) writing three example sentences for each of the words in the workbook; 4) writing exercises for each chapter; 5) field testing the workbook to gather ideas for changes and improvements; 6) utilizing the input from the field testing to write a second (and possibly third) draft of the workbook.

The budget to implement this project will be allocated for the project director, word processing
typist, supplies, duplication and dissemination of the workbook. The total requested is $8,361. The in-kind match from the Los Angeles Community College District will cover facilities and administrative costs.

The workbook will be disseminated at cost to any California community college, and will be announced through a flier describing the workbook and acknowledging the Fund for its support of this project. This flyer will be produced as a part of this grant.
Vocabulary Workbook II for the Hearing Impaired

1. Specific Educational Program Being Addressed

Introduction

The Los Angeles Community College District (LACCD) has assigned to certain of its schools the responsibility for providing services and classroom instruction for students with various kinds of handicaps. Los Angeles Pierce College is one of two schools in the district assigned to provide a program for the hearing-impaired.

Instruction at Pierce is conducted by one full-time instructor trained in the area of the deaf and hard-of-hearing. There is also an extensive tutorial program centered around the use of computer-assisted software written by the project director. The program for the deaf includes courses in English, reading improvement, vocabulary development, and study skills. Common to all these courses is an emphasis upon vocabulary development.

Educational Program Addressed

The purpose of this project is to develop a Vocabulary Workbook for deaf students at the community college level. The workbook will also benefit any educationally-disadvantaged student in need of basic vocabulary development (for example, students of English as a Second Language). The workbook will be suitable for use in a special vocabulary class or as a self-teaching aid, requiring only the occasional assistance of a teacher or tutor.

This project will be an advanced version of a book written by the project director and underwritten by the Fund for Instructional Improvement, i.e., the "Vocabulary Workbook" which was completed in the 1985-86 academic year. Since its completion, this text has been used to teach a two-semester vocabulary development class to deaf students at Pierce and other California community colleges.

This project will be conducted singly; the only other involvement will be in clerical services and through the schools involved in the field testing.
Basic Agenda Addendum

This proposal is not addressing any of the recommendations of the Board of Governors' Basic Agenda Addendum.
Specific Problems

Deaf community college students face a unique learning problem. Their language, Ameslan (an acronym for American Sign Language), is more than adequate to convey ordinary conversation, but one of its major drawbacks is that it is an extremely small language (a maximum of 3,000 signs as compared to the size of the average person's vocabulary of about 20,000 words). This size discrepancy is magnified even further by the fact that Ameslan is a concept-oriented language which means that each sign has only ONE meaning. This drastically limits the average community college deaf student's vocabulary. The combination of these factors puts deaf students six to eight grade levels behind hearing students of the same age group. For the deaf to increase their knowledge of vocabulary, thereby raising their reading levels, they must be given an opportunity to increase their knowledge of words that are frequently encountered in most reading situations. The primary obstacle in this regard is the limited number of basic vocabulary enrichment texts, none of which are written for the deaf. Historically, the deaf have had to use vocabulary texts containing words that are less practical than they need, and involving words, definitions, example sentences and exercises which are rarely appropriate because they were not written with the unique language problems of the deaf and other language-impaired students in mind. Therefore, a need exists to develop vocabulary texts written specifically for the deaf.

Vocabulary texts written for the deaf and usable in any program for disabled students should be organized in such a way that the words can be learned quickly and easily. Further, the example sentences and exercises should not involve new vocabulary that is not already a part of the typical deaf student's vocabulary. Such a text could be used either in a traditional classroom situation or be used to establish an independent study class to allow students to learn the vocabulary on their own without the need for additional instructors, while still generating ADA for the benefit of the Program. This would greatly assist the colleges with programs for deaf students because these programs are experiencing shortages in both funding and trained personnel.

The desired outcome of this project will be a vocabulary workbook which will meet the needs of deaf community college students by expanding the size of their vocabularies. It will meet the needs of the Programs for Disabled Students by giving them a resource with which to teach new courses or to establish a self-guided courses Either of these options will generate funding for the Program. Improving the students' reading comprehension levels by increasing their vocabulary will provide more opportunities for academic success, and this, in turn, will decrease the amount of student frustration and anxiety. This project will use the first version of the "Vocabulary Workbook" for its format and general organization. This original vocabulary workbook was unique because each new word was defined with only ONE word. This advanced vocabulary workbook will present more difficult, yet still practical and easily learned vocabulary; each word in the new workbook will have definitions which are only two words in
length. (See appendix for a sample chapter of the new workbook.)
3. Population To Be Served

Population Served

Any language-impaired student can benefit from the use of this workbook. Included in this population are the deaf, the foreign born, the developmentally disabled, the learning disabled, and the socially disadvantaged. While it is difficult to estimate the number of students in this population in California, a conservative estimate range would be 5,000-10,000.
4. Objectives

Objectives

The overall objective of the project is to produce a vocabulary workbook that will increase the reading (and writing) vocabulary of hearing-impaired students, and in so doing improve their reading-comprehension skills. Specifically, the objectives are to:

1. Gather 450 common words and idioms which are defined in two words, and organize them into 30 chapters of 15 words each. (July, 1988. Proposed budget $664.)

2. Write three example sentences for each word or idiom in the dictionary. (July. Proposed budget $1,429.)

3. Write exercises for each chapter. (August. Proposed budget $1,880.)

4. Write an answer book for the exercises, and a pre- and post-test for the workbook. (August. Proposed budget $151.)

5. Determine the California community colleges that will be willing to use the first draft of the workbook on a pilot program basis. (August. No budget allocation for this objective.)

6. Type, reproduce, and assemble a first draft of the workbook to be sent to participating schools in the pilot program for suggestions and revisions. (August-September. Proposed budget, $1,504.)

7. Submit the workbook to the participating schools and request suggestions for improvements. (August. Proposed budget $25.)

8. Gather and organize the suggestions for change coming from the participating schools (September - December. No budget allocation for this objective.)

9. Write a second draft of the workbook, based on recommendations for changes from the project director and the participating schools. (January-February, 1989. Proposed budget $904.)

10. Type, reproduce, and assemble a second draft of the workbook. (February-March. Proposed budget $870.)
11. Resubmit the second draft of the workbook to the participating schools and request additional suggestions for improvement. 
   (March. Proposed budget $25.)

12. Gather and organize data about further modifications, and, if necessary, write a third draft of the workbook. 
   (May-June. Proposed budget $602.)

13. Produce a flier to announce the completion of the project to the California Community Colleges. 
   (June. Proposed budget $307)
5. Workplan Narrative

Activities

Because of the nature of the project, i.e., the creation of a book, the evaluation procedure will happen during the two dissemination stages of the field testing. The participating instructors and students as well as the results of the pre-and post-testing will act as the sources for the evaluations of the workbook and as the measures of its effectiveness.

To carry out the first objective, i.e., gathering the 450 words, the project director will survey basic dictionaries, word lists, and other vocabulary texts to select the 450 words to be used. All words chosen will be defined with TWO words, both of which will be words understood and used by the deaf.

To carry out the second objective, i.e., writing three example sentences for each word, the project director will incorporate his knowledge of the deaf to compose simple, yet meaningful, example sentences. No complicated verb forms nor any new vocabulary will be used in the example sentence or in the exercises.

To carry out the third objective, i.e., writing exercises for each chapter, the project director will write:

a. Nine-hundred sentences (two sets of fifteen sentences for each chapter) with one word missing from each sentence. The students will fill in the blanks with the fifteen new words from that chapter.

b. Thirty paragraphs (one for each chapter) using the fifteen new words for each chapter. Below each paragraph will be the same paragraph with fifteen blanks corresponding to the new words in the chapter. The students will write the meanings in the blanks.

To carry out the fourth objective, i.e., writing answers to the exercises and developing a pre-post-test, the project director will list the answers to each exercise by chanters, so students can check their work. The project director will then choose a representative cross-section of the words in the book, and write a pre-post-test for these words.

To carry out the fifth objective, i.e., finding schools to participate in the field test, the project director will contact various California community colleges having larger programs for the deaf and determine the schools interested in using the workbook on a trial basis. Several schools already contacted have voiced a desire to participate in the pilot program and also to use the workbook in its final form.

To carry out the sixth objective, i.e., typing, reproducing, and assembling the first draft of the workbook, the project director will obtain the typing services of a person at Pierce College.
knowledgeable in word processing. The project director will monitor the typing of the workbook to insure that everything is done correctly and accurately. The Pierce College Reprographics Office will duplicate and assemble the workbook.

To carry out the seventh objective, i.e., submitting the workbook to participating schools, the project director will mail sufficient copies of the workbook with a cover letter describing how to evaluate the book and how to make recommendations for changes.

To carry out the eighth objective, i.e., gathering and organizing the suggestions for change, the project director will insure that such suggestions for changes are forthcoming from the participating schools. These recommendations will be reviewed and those consistent with the objectives of the project and of the integrity of the book itself will be incorporated into the workbook.

To carry out the ninth objective, i.e., writing a second draft of the workbook, the project director will add or delete from the exercises and sentences as necessary. New vocabulary words may be substituted for some that have been determined to be inappropriate or too widely known. New meanings may need to be substituted for those that were consistently not understood by the students using the workbook.

To carry out the tenth objective, i.e., typing, reproducing, and assembling the second draft of the workbook, the project director will give the modifications to the typist and monitor the typing of the second. The Pierce Reprographics Office will reproduce and assemble this second draft of the workbook.

To carry out the eleventh objective, i.e., resubmitting the second draft of the workbook to the participating schools, the project director will send a maximum of five copies of the workbook to each of the participating schools. The schools will be limited to five copies due to the short amount of time remaining in the school year.

To carry out the twelfth objective, i.e., gathering and organizing data for further modifications, the project director will incorporate any such suggestions in a final copy of the book. These changes will be given to the typist who will produce a final master copy of the workbook.

To carry out the thirteenth objective, i.e., producing a flier, the project director will write a short narrative of the project and include comments from teachers and students. The flier will also give credit to the Fund. It will also indicate the cost of the book, and indicate how it can be ordered.
6. Expected Outcomes

Expected Impact and Transferability

Enlarging the working vocabulary of hearing and language-impaired students through use of the vocabulary workbook is expected to improve their reading skills. This, in turn, will provide greater likelihood of their success in regular classes. Improvement in reading skills will further help lower the attrition rate of these students in regular classes, which should create a more favorable attitude on the part of regular instructors toward these students.

The vocabulary workbook will be used in the hearing-impaired program at Pierce College far beyond the ending date of the project. The workbook will be used to form the basis for two additional vocabulary-development classes for the deaf at Pierce. (Two classes were established at Pierce as result of the creation of the first "Vocabulary Workbook"). Many other community colleges in the state (and in the country) are also expected to use the workbook in their programs for the hearing-and language-impaired.
Evaluation Plan

Evaluation sheets will be sent to the instructors involved in the pilot project, and there will be periodic contacts with these instructors. Other evaluation sheets will be given to the deaf students in these programs to get their ideas for further revisions to the workbook. Pre- and post-testing of the students’ knowledge and use of the vocabulary will provide clues concerning the merit of the workbook and also show directions for change. Finally, copies of the second draft of the workbook will be sent to the same schools for final review and comment by both students and faculty. A report concerning the effectiveness and utility of the workbook will be included in the final report to the Fund.
8. Dissemination Plan

Information for Dissemination

A copy of the workbook will be forwarded to the Chancellor's Office, California community colleges. Upon completion of the final draft of the workbook, a flier describing the workbook, how it was funded, and the cost of duplication will be developed and sent to all California community colleges.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]