The Effect of Introduced Literacy Strategies on the Use of Academic Content Vocabulary in a High School Biology Classroom

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Methodology

Questions

- Will implementing different literacy strategies or techniques improve student vocabulary comprehension?
  - Will using graphic organizers help students establish and retain relationships between the reading and vocabulary?
  - By using the SQ3R methodology will there be an improvement in student vocabulary retention?

Cesar E Chavez High School in Delano California is classified as a Title I school.
- 89% of total enrollment are socioeconomically disadvantaged
- 87% of total enrollment are of Hispanic/Latino Decent
- 9% of total enrollment are of Filipino decent.

Treatment Description

- Treatment consisted of 2 types of graphic organizers and a study model.
- Graphic Organizers:
  - Science Vocabulary Awareness chart allowed students to examine whole unit words a section at a time.
  - Double Bubble Compare and contrast to allow students to recognize the similarities and differences between vocabulary words.
- Study Model:
  - SQ3R model to help students survey, question, read, recite, and review.

Data and Analysis

This research study shows an increase in student confidence in regards to their ability to read the text while utilizing the literacy strategies. Though there was no significant statistical improvement on their assessment scores, student participation increased as they gained confidence while using the literacy strategies. The students indicated a preference for the SQ3R strategy as it allowed them to critically process the vocabulary and concepts they were reading.

References