Is Precision Teaching an effective tool to help deaf students learn new vocabulary?

Wendy Bicknell

May 2013

The Westminster Institute of Education at Oxford Brookes University

This dissertation is submitted in partial fulfilment of the requirements governing the award of Master of Arts in Educational Studies (Hearing Impairment)

ABSTRACT

Precision Teaching has been used in a variety of environments with a multiplicity of students to encourage fluency and accuracy when learning specific information that can be easily measured. This study is a piece of action research that endeavours to investigate the efficacy of Precision Teaching assessment and monitoring as a tool for helping deaf students learn new vocabulary. The words selected are key words from specific areas of the curriculum currently being studied by the student. The results revealed that the Precision Teaching sessions delivered helped all students to increase the number of correct definitions and decrease the number of incorrect definitions they were able to give of target words. Results imply that for some students Precision Teaching can be very effective.