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The Image of Vocabulary

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The Image of Vocabulary

Will introducing new vocabulary words in their context or with pictures increase 10th grade students' ability to determine the meaning of given words?

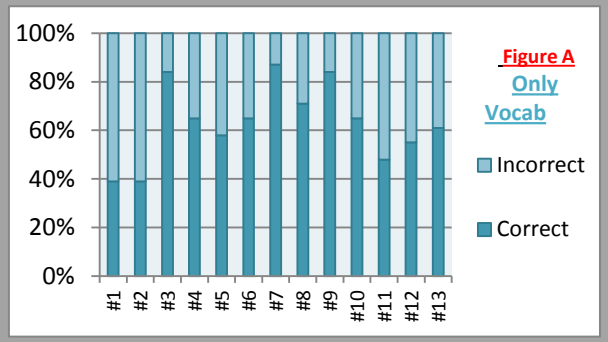
Introduction

- This experiment was conducted among 96 Sophomore students whom attended a suburban high school (made up of roughly 2,000 students) in the Spring of 2013.

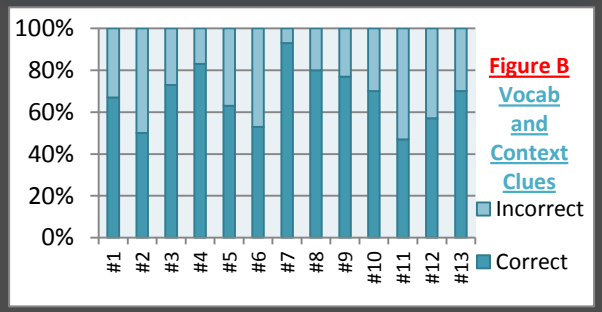
- This question was chosen because of the amount of new vocabulary that was introduced in Fahrenheit 451.
- It is important to understand how students best learn vocabulary because it allows teachers to discuss new words most effectively.
- Purpose of this experiment is to maximize the potential for high school students to learn new vocabulary.

Methodology

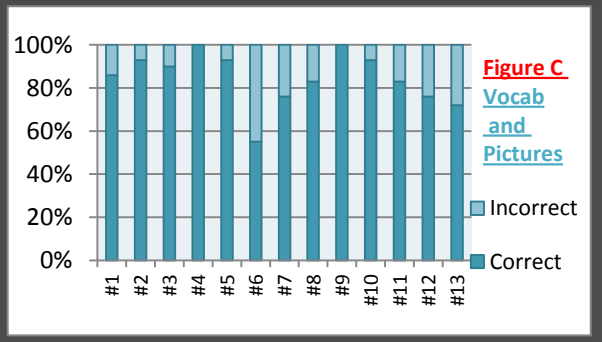
- Students were given an initial pretest with new vocabulary words. Sample words were chosen based on which words were missed most frequently. These terms were then introduced to classes as words with definitions, words within a context, or words in association with a picture.
- These 13 words appeared on their final exam and the results determining improvement are showed on the following tables.



Data Table and Analysis

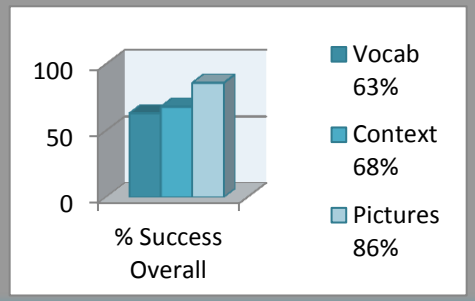


- Figure A shows the percentage of correctly defined words for students whom received instruction using on words and definitions.
- Figure B shows the percentage of correctly defined words using context clues and
- Figure C shows the percentage of words that were correctly defined using pictures.
- The correlation of improvement of recollection when taught with context increases substantially compared to just teaching with definitions.
- The percentage of correctly defined words increases even more with pictures.



Conclusions

- The data that I collected showed that teaching students new vocabulary words with pictures made a substantial difference in the way they were able to recall the words' definitions.
- The success rate of each word increases dramatically when context clues are added and increased further with the inclusion of pictures.



Implications

- Vocabulary has a substantial role in the modern classroom. What this research shows is that yesterday's method of teaching vocabulary with words and definitions may not be the most effective. These are important findings because it calls teachers to incorporate images into teaching vocabulary in order to increase the probability that students will remember more words.
- This implies that teachers within the P-12 levels should teach vocabulary with images because it allows students to work within associations to remember meanings long term.

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Dr. Gillispie Spring - 2013