Vocabulary Understanding Is Defined As Correctly Defining The Meaning Of The Words

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Abstract: Vocabulary can be learned in a variety of ways, including with visual aids and strategies. For some readers, this is as simple as adding a picture or diagram alongside the word. Vocabulary can help students to generalize words to other subjects, increase fluency, and overall improve literacy for the student. The concept of vocabulary should be taught to learners of all backgrounds and populations, in both special and general education. The concepts should be taught to the learning style of each group of students, which will be different in varying populations. For many students, teaching visually is effective and engaging.

Key words: method of teaching vocabulary, vocabulary understanding, visual modality, visual method, vocabulary instruction, visual strategies, semantic mapping, visual schedules

Introduction.

Vocabulary understanding is defined as correctly defining the meaning of the words or name synonyms of the words with at least 80% accuracy on a posttest.

Semantic mapping is defined as using a graphic organizer to map words related to the vocabulary word, naming synonyms, antonyms, and relationships between the words in the map. Picture word pairing is use of a diagram or picture along with the word to help students learn the meaning better.

At present, the study of foreign languages, especially English, is becoming an essential component of the intellectual and practical activities of the majority of people, as well as the professional training of specialists of a very diverse profile. Success in mastering the English language largely depends on the methodology of the teacher's work, his ability to use various modern technologies in the context of solving educational problems. The most favorable conditions for the realization of all the goals of education are provided when organizing classes in the language environment. Partial solution of this task is fasilated by the use feature movies in the learning process. One method of teaching vocabulary is by utilizing the visual modality. An instructor needs to choose a manner that suits his or her own classroom and the learning styles of the students in that room. Some teachers simply have students read or copy out definitions of the vocabulary to be taught, or have students memorize the word and meaning. In fact, studies propose a multitude of techniques for teaching vocabulary. But not all of those techniques are as conducive to capturing the attention of students or retention of material as that of visual vocabulary instruction. One visual method involves addition of pictures or diagrams; another is teaching using visual strategies such as mapping. Visually teaching vocabulary has been shown to have benefits for learners. Instruction in

vocabulary is a crucial part of any reading curriculum, especially in the case of improving comprehension.

Students with autism learned vocabulary better with added features to the lessons provided to them, including sound, context, and visual aids such as pictures and labels. Another study by Kim and Gilman suggests that for adult learners, visual aids alongside words were effective to explain the meaning of the word, especially in the form of diagrams. Both of these studies share that pairing vocabulary with pictures is helpful in learning word meaning, in their own populations of learners. However, it has not been used with all populations and is worth studying in another group of students. Another visual strategy involves use of visually showing relationships between words known and unknown, as well as synonyms and antonyms of the word. This is called semantic mapping, and is strongly supported by a study on third grade readers conducted by Boulware-Gooden and company.

It is seen as a best practice for special educators to utilize visual schedules and pictures for communication with children who have autism spectrum disorder.

Picture word pairing is the use of visual support or pictures alongside a vocabulary word illustrating the use of the word or a graphic explaining the meaning further. In several studies, this method has shown success in word knowledge for students with autism, English language learners, and even adult learners. The use of pictures helps visual learners to remember the word, meaning, and sometimes context all of which can help students to better understand when reading. All of this research supports the use of visual support strategies when teaching vocabulary, including studies on visual strategies such as picture word pairing and semantic mapping. The studies have worked with various children, strategies, and instructors. Is it more important in a certain time in an academic career? These questions resonate with the reading teacher striving to find strategies to work in his or her own classroom.

The study showed that when students related the new word to other words, their vocabulary measure increased more than those who only wrote the word in a sentence. The strategy, while used in a third-grade classroom for the study, could be used with different words and in another grade of learners. As the research lends, vocabulary instruction is imperative for a beginning reader. It is important for an instructor to understand which strategies will work best in his or her own classroom of learners. Teachers want more strategies in their arsenal to help their students to be successful readers and speakers. It is also helpful for the students to have strategies they can use when studying new concepts on their own. The research on visual strategies is promising for use on vocabulary instruction. If the strategies are successful, the students will know the meanings and be able to use these new words in their context, when reading, and when speaking. The only way to know for sure is to study the use of these strategies in new classrooms with new students. The purpose of this study is to examine the effects of picture word pairing and semantic mapping strategies on the vocabulary understanding of second grade students. The independent variables are picture word pairing and semantic mapping strategies. The dependent variable is vocabulary knowledge.

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