Using visualization to aid in onomatopoeic vocabulary recall

Austin Jones

Personal Introduction

- Started online in 2017
- MA in Linguistics and ELT into CELTA
- How can research help practice?

My Context

- 15 Mixed nationality advanced learners
- Onomatopoeia vocabulary lesson
- The reading activities wouldn’t be enough
  - Very short and not very descriptive

Onomatopoeia Problems

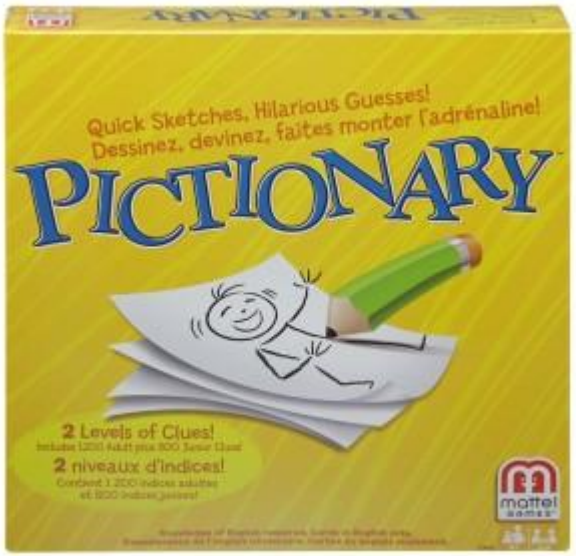
• Japanese	*Pan*	pop
• Hindi	*Thaa*	bang/boom
• Dutch	*Kraak*	creak
• Finish	*kop kop*	knock knock

"Proficient readers visualize what they read as they construct meaning from text. Therefore, we must encourage ELLs who struggle with English language texts to use this comprehension strategy." (Deluca 2010)

Pictionary

- Use Pictionary to reinforce the sound to object associations

- Classroom adaptation:
  - Groups of 4 play. One draws and the other three try to guess. The first to guess correctly wins a point



Student Response

- Quasi-picture language developed across the 4 groups
  - Pop = balloon
  - Crackle = fireplace
  - Whir = fan
  - Creak = door
- Informal Quiz a week later showed good associations had been made

Practical Activities

- Using a short passage, have students draw what they can see from particularly vivid or descriptive texts (or use clay if available)

- Choose a descriptive short story or poem. Reveal this text one line at a time and ask students to describe in as much detail as possible what they see. Discuss how the visualization changes as they read more lines.

- With a longer text, give students preselected sections of text. Ask them to read and then write their visualization for each section of the text. Then compare all their writings with a partner.

Questions?

References:
Onofrey, Karen, et al. The Reading Teacher, Vol. 60, No. 7 (Apr., 2007), pp. 681-684
Deluca, Elieen. The Science Teacher, Vol. 77, No. 3, SCIENCE FOR ALL (March 2010), pp. 27-32