

The Value of Photography in Vocabulary Acquisition



Rachel Cortellino

Faculty Mentor: Tanya Enloe, M.S., CCC-SLP

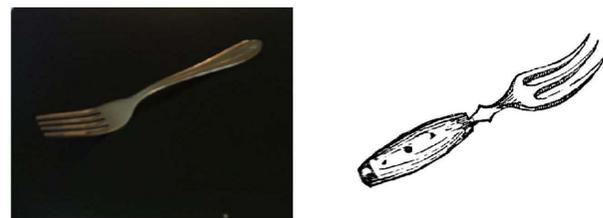
Department: Communication Sciences & Disorders

Abstract

The purpose of this investigation was to determine the relationship between the use of photography and vocabulary acquisition. Specifically, it was designed to look at the responses photographs elicited as compared to responses that traditional therapy materials, such as the use of representational flash cards, elicited. The investigation also looked at reinforcement and subject involvement in therapy. The results indicated that the value of photographs had no initial impact but in post treatment had an apparent residual effect. Implications and recommendations are presented.

Method

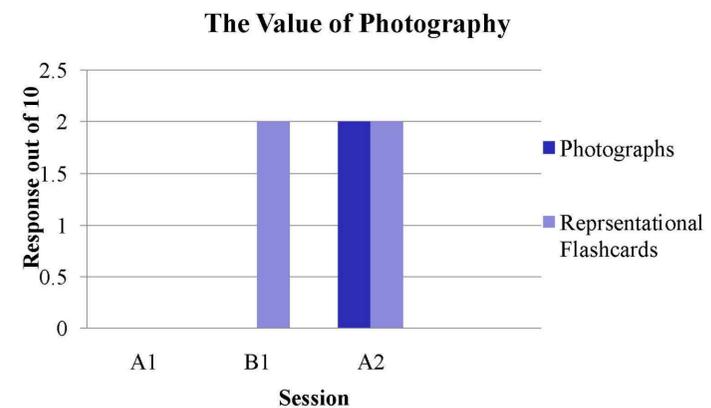
- A five year old female child was selected for this investigation. The subject lived in a bilingual home where Spanish was the primary language.
- Instrumentation
 - Ten photographs of real objects were used along with ten representational flashcards.
- Instruction
 - The subject was asked to name common objects, if she could not name them, the subject took a photograph of the item. Then the investigator put the photographs in a PowerPoint.
 - Then the investigator asked the subject to name representational flashcards, if the subject could not name them, they were accepted into the experiment.
- Scoring
 - For three consecutive sessions the investigator showed the photograph PowerPoint slides to the subject, then showed the representational flash cards to the subject. For each photograph/representational flashcard the investigator asked "what is this?". If the subject could not name it the investigator said "this is a _____".
 - The design of A₁B₁A₂ was used A₁ was the baseline score, B₁ was the treatment score, and A₂ was the post baseline score.



An example of what a photograph and a representational picture was defined as in this investigation.

Results

- Baseline results (A₁) no photographs and no representational flashcards were identified.
- Treatment results (B₁) no photographs and two representational flashcards were identified.
- Post baseline results (A₂) two photographs and two representational flashcards were identified.



Conclusion

- The value of photographs had no initial impact but in post treatment had residual affect. The limited scope of study does not allow a valuable comprehensive study of photographs versus representational pictures.
- The subject responded enthusiastically to taking the photographs and to controlling the PowerPoint.
- Presenting the photographs was an easy task.

Discussion

- Purpose 1
- Photography seemed to have no initial affect on vocabulary acquisition.
- Purpose 2
- The investigator found that the subject could follow simple two step directions of taking photographs and felt very comfortable when she used the camera.
- Purpose 3
- The subject was very interested in the task of taking photographs and was enthusiastic during the process.
- Purpose 4
- The subject enjoyed controlling the PowerPoint of photographs.

Implications

- The use of photography in vocabulary acquisition might also be successful in subjects of different ages and disorders.
- The value of photography in this study may not have had an initial impact on vocabulary acquisition, but the reinforcement of photography and subject involvement in the therapy process would impact almost all subjects.

Statement of the Purpose

- Purpose 1: To determine the relationship between photography and vocabulary acquisition.
- Purpose 2: To establish cognitive skills to follow directions in the task of taking photographs.
- Purpose 3: To determine if the reinforcement of taking photographs was helpful to the subject in vocabulary acquisition.
- Purpose 4: To determine if subject involvement of therapy was helpful to the subject in vocabulary acquisition.