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Improving the Acquisition and Retention of Science Material by Fifth Grade Students Through the Use of Imagery Interventions

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Abstract: This study examined imagery interventions for the presentation of novel science vocabulary to fifth grade learners. Participants were randomly assigned to four different instructional interventions: a Picture Presentation method, in which a word was paired with a picture; an Image Creation- No Picture method, in which the participants were told to create an image of the word and draw it on paper; an Image Creation- Picture method, in which the students were presented with the picture and then told to draw it; and a Word Only method, which involved the simple verbal presentation of the word. Results demonstrated that students in the imagery intervention groups scored significantly higher on the outcome measures. It was also shown that the deeper the students processed the "to be learned" vocabulary words, the higher they scored. Such a study has implications as to the most effective way to teach vocabulary in the classroom.