Integrating Strategies to Promote the Ability for Verbal Retrieval and its Impact of Developing Vocabulary

Budour Masarweh , AL- Qasemi Academy

b.mass.1704@gmail.com

The suggested study aims to explore the effect of specific strategies on learning novel words and expanding the lexical memory among children with learning disabilities (LD). It has been predicted that the suggested strategies may lead to lexical development among LD children. The lexical representation will help children with LD in comprehending written texts. Furthermore, the lexical storage can be adapted to match different kinds of texts and in all school subjects.

15 children with learning disabilities (LD) at the age of 10. These children have been integrated in regular classes within Matia Program and diagnosed as children with limited lexical knowledge.

The experimenter chooses three short stories or texts that match the ages of the participants. The participants will be asked to find out words from the texts that belong to the three parts of vocabulary mentioned above (basic word, high frequency, and low frequency words). Children are expected to acquire 5 to 10 novel words from each text or story and to evaluate the acquired words according to the models mentioned below.

All vocabulary that has been collected were written on cards and placed in boxes in addition to a number of memory games ( Floor cards, syntax , etc.).

After comprehending high level words and novel words, it is important to follow the steps below in order to help the pupils store the words in their memory:

1 – drill the words in different contexts using the empirical method.

2 – use close exercises.

3- understanding a word out of context by playing a track.

4- practice novel words in all language skills: listening, reading, speaking and writing.

since words are stored in a form of a semantic network in the brain with a diversity of semantic relations within the network. Different words are connected to many other words and every word is connected to a few associations. *Truck* will berelated to fire engine and ambulance but, also to a car, etc.There are semantic relations between close words. When one word in a network is activated, the connected words are activated as well. The suggested study helps children with LD to acquire new words by teaching them how to relate these words to words in their lexical storage. The primary results show that there is a positive correlation between vocabulary knowledge and high achievements in terms of comprehension, producing and general learning capacity. It is highly recommended to take the idea of the proposed model and to expand it by being applied as an inventory for teaching vocabulary among a larger number of children with LD