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VISUALISATION IN THE PROCESS OF FOREIGN LANGUAGE TEACHING:

DEVELOPING LEXICAL COMPETENCE

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CONTENTS

INTRODUCTON

To represent things in the world, words are the primary symbols. We use them to label some objects, events, and ideas. All the information that is known about words and the relationships among them are encompassed in lexical knowledge.

The considerable amount of researches has been devoted to describe lexical competence as a part of language communicative competence (J. Milton [13], P. Meara [40, 41], S. Thornbury [59], P. Nation [45]). The principles of teaching vocabulary were developed by M. West [63], P. Duppenthaler [15], D. Hedge [26], F. Boers and S. Lindstromberg [7]. Their works clarify the role and aims of teacher and learner in the process of vocabulary acquisition.

J. Harmer [23] defines stages of introducing and developing vocabulary. He considers the need of introducing words in context to understand how they are used. K. Folse [17], S. Lee [35], M. Lewis [37] define the importance of lexical knowledge, comparing it to grammar knowledge. The multidimensionality and complication of word knowledge were discussed by M. Alqahtani [5], J. Morgan, M. Rinvolucri [44], B. Laufer, Z. Goldstein [33]. Scholars interpret it as the many-sided method of learning. C. Chapelle [11], B. Henriksen [27], P. Nation [45] have suggested different features of vocabulary knowledge. They find out and describe vocabulary size, lexical depth and breadth.

Having analysed these sources, we outlined the notion of vocabulary and set the base for farther research. For this study, relevant literature, publications and studies were reviewed in order to get in-depth information on lexical competence in general and the role of visualisation in particular.

However, few investigations have been focused on visualisation (S. Kosslyn [31], B. Belyaev [1], N. Prucha [49], I. Seifert [56], M. Hauswirth [25]). Generally, the notion of visualisation is associated only with visual comprehension of picture. However, S. Kosslyn defines the verb "to visualise" as an action of forming a picture of someone or something in your mind. First, we perceive different signals of the world, and then comprehend them into images in our mind. M. Hauswirth defines the

importance of visualisation in education and describing the path of teacher before introducing a new vocabulary.

The review of psychological background provides investigating the process of acquiring and storing new information by visualisation. R. Gibbs, H. Colston [19], A. Paivio [48] are scholars of Cognitive Approach who developed image schemas theory.

B. Belyaev [1], S. McGuire [39], B. Alper [4] identified types of visualisation and their descriptions. The type of visualisation is based on images which are created by senses. Learners differ in sensitivity of their body. It may be a reason of developing tactile, visual, olfactory, gustatory or auditory imagery differently. This assumption gives us background for investigating the link between types of multiple intelligence and visualisation. It could provide the study with vivid understandings of what techniques should be used in developing lexical knowledge for a particular learner.

Some researchers have been undertaken to study the issue of multiple intelligence (K. Richardson [52, 53], T. Armstrong [6], G, Gardner [18]). According to T. Armstrond, human's capabilities are grouped into eight categories or "intelligences". Each child may possess all intelligences and can develop them at high level.

The great amount of words appears in speaker's mind when he or she would like to express his/her ideas or feelings. They may select words according to its meaning, combinability, style, and even form etc. This information about the word itself is acquired experience. The complex way of its gaining starts from childhood and develops during the whole life when we listen to other people, understand the notions of words, differentiate their denotative and connotative meanings, and try to imitate a fluent speech. This process is natural one for native speakers who are constantly into the language environment.

At the same time, the learners of the foreign language may be confused about arrangement of words in their minds. Meanings of some words are familiar for a learner in one context while he or she could not be sure of their meanings in others. Some learners could recept words but could not product them. The issue of long-term vocabulary development as a system **is currently of great interest**.

Firstly, person should understand things, actions, and phenomena of the world which are labelled with certain words. Then he/she could use them. The whole picture of word may be put together by adding information of most human senses. The five senses of hearing, touch, sight, taste and smell are the primary means people use to gain new knowledge. We rarely experience with one sense alone. Our senses work together to give us a total picture of our experience.

The subject matter of the study is the process of developing lexical competence in high school. **The scope of the study** is types of visualisation in acquiring words.

The study **aims at** identifying the place of visualization in the process of lexical competence development. To unfold the aim we follow the **specific objectives** of the study. They are:

1) to define the notion of lexical competence, its features, main principles in its formation and development;

2) to specify the term of visualisation, its features, principles, types, functions in educational process;

3) to study the effective techniques in developing lexical competence according to type of visualisation and intelligence.

Having known the essence of understanding the world by native speakers, we could find out how to teach foreign language in classroom. If people loved, hated, needed, felt the same thing, there would not be such diversity of jobs, books, clothes and so on in the world. The moment we realise that a class is composed of individuals (rather than being some kind of unified whole), we have to start thinking about how to respond to these students individually so that while we may frequently teach the group as a whole, we will also, in different ways, pay attention to the different identities we are faced with.

To achieve the research aim certain **methods** were used: deduction, induction, analysis, comparative, and structural. Deduction method was applied to enumerate general features of competence which makes it possible to give conclusions about lexical competence itself. Induction method provides the study with the main assumptions about relationships in the lexical network by providing examples of

paradigmatic and syntagmatic relationships. It also applied in dividing visualisation into four categories to widen the meaning of the term of visualisation. Analysis deals with theoretical division of vocabulary, visualisation, intelligence into parts and their father research of each element separately. Having compared types of multiple intelligence and types of visualisation, we achieved the conclusion on effective techniques in developing lexical competence by learners. Structural method analyses the vocabulary taking into consideration only relations and connections between the elements.

The paper examines such main terms as "competence", "communicative language competence", "vocabulary", "visualisation", "multiple intelligence".

The findings of the study can contribute considerably to the development of techniques in teaching lexical competence. The results are of direct **practical relevance**.

Further studies are required to explore the system of lessons which includes the logically connected stages in development certain set of words by combining students' intelligence and type of visualisation in group work.

The results of the study are **published** in the Kamianets-Podilskyi Ivan Ohiienko National University edited volume. The research was presented at the Annual Reporting Conference of Students and Graduates the Kamianets-Podilskyi Ivan Ohiienko National University (2018).

The study is **divided** into two chapters and subchapters, illustrated by figures, tables and two appendixes. The list of references includes sixty five items.

CONCLUSION

Having examined the process of lexical knowledge acquirement in general, we identified the effectiveness of the visualisation in developing lexical competence.

In the first chapter the aim has been to show that a word is a more complex phenomenon than might appear. It has different functions, some carrying mainly grammatical meaning, while others bear a greater informational load. A word can have a variety of forms, can be added to, or combined, to form new words. The learner may face with each its forms at different levels of perception ability, i.e. its sound (how it is pronounced), the kinetic sensation of the lungs, throat, mouth, tongue, and nose when saying the word, tune, pitch, its speed of enunciation, the other word company it keeps (collocating ability and breadth), spelling, shape on the page or screen, conventional associations (semantic and syntactic categories to which the word appears to belong), literary associations, the associations the word has for the individual learner, and the circumstances of meeting the word.

One part of educational process is acquisition of vocabulary. Although, the amount of words which should be learnt by student is limited, the process of its learning is complicated. For vocabulary learning, teacher may use such techniques as: a physical demonstration, a verbal explanation, using antonyms or synonyms, translation, pointing to objects, using visual aids such as magazine pictures or blackboard drawings or asking learners to check it in a dictionary. The choice of technique depends on learner's age, interests, abilities, level of knowledge etc.

When student learns words by applying some mental operations we may notice so called cognitive strategies: making associations, learning words in groups, and exploring range of meaning. The specific features of vocabulary developing are identified: selected words should not be introduced in isolation but in context and words should be included in tasks for its active processing. The lexical knowledge should be comprehended as a system of syntagmatic and paradigmatic links of the word. Paradigmatic and syntagmatic relations are understood as basic linguistic relationships

describing the complex structure of a language system. This distinction is relevant to all levels of description.

The position and role of visualisation are identified in the chapter two. Visualisation is associated with cognitive activities, when information about the world transfers through senses to brain. The result of transition is a picture of someone or something in learner's mind. The analysis has shown that the picture is vivid and memorized for the long term if it includes the signal from most senses.

The history outline describes the path of visualisation techniques in teaching. The starting point of the visualisation process is marked by technological breakthroughs. Photography launches the use of visualisation in different fields. The Direct Approach, the Audio-Lingual method, the Oral-Situational Approach, the Audio-Visual, the Total Physical Response, the Natural Approach, the Comprehension-Based Approach uses visualisation of learning process. Some methods make great use of it while others pay it minor attention. The cognitive theory is background of the Task-based Learning which is worth being mention. It concerns such processes as memory, attention, imagination, and recall.

Nowadays, a group of language teachers, teacher trainers, artists, photographers, musicians and filmmakers created the Visual Arts Circle. Their task is to attract language teachers in practical use of the visual art in schools.

Having explained the process of the second language acquisition, cognitivists define the main role of the human beings' experience. They notice that linguistic meaning of the word is based on usage and experience. However, the learner should be in environment that can trigger his or her experience and let use the language for real purposes in life. The human cognition is formed by two subsystems (verbal and non-verbal). Both subsystems are effective in promoting, understanding and learning.

B. Belyaev's typology of visualisation demonstrates the interconnection of cognitivists' theories about human experience and methodology (how theories can be used in purpose of introducing and developing learners' lexical knowledge). On the one side, we can combine different senses two have an impact on learner's ability to memorise and comprehend words as labels for world's objects. On the other side, each

learner perceives the environment in different ways. They have their peculiar abilities. According to Gardner's Multiple Intelligence Theory, human's capabilities can be summarized in eight categories. They are: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalist. Having analysed Gardener's description of intelligences and types of imagery, we find out what category apprehend the information using most types of imagery.

In general, this investigation shows that visual, tactile, and auditory imageries are main sources for most intelligences, while olfactory, gustatory imageries are not frequent used in dividing them. Amount of tasks which can be implemented by teachers are given to exemplify the process of lexical competence development considering the variety of human capabilities.

Further research is needed to describe and group tasks for pupils with different types of intelligence in field of each unit of communicative competence. The findings can contribute considerably to the development and evaluation of methods and techniques in acquisition of language lexical competence.

It can be concluded that studying a foreign language means knowing hundreds .and thousands of new words in order to be able to effectively use the language and communicate. It would be very difficult for a language teacher to go over each and every new word during the class period. However, what the teacher can do is to introduce the different possible ways to learn and retain the new words, help learners to choose the ones that suit their students' needs or styles and encourage them to use these outside the class when they are studying on their own. This would help them to be responsible for their own learning.

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