The Use of Pictures in Teaching Vocabulary in EFL Middle School Classes

The Case of First Year Pupils of English at Charkia Middle School in Barika

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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DEDICATION

This work is dedicated to:

To the light of my eyes, to the comfort of my night, to those who planned the hope in my blood, to those who opened my eyes to the world, to those whose words of encouragement and push for tenacity ring in my ears to my beloved and dearest parents, words can never express my deep love to them

To my beloved brothers and sisters: (Lazher, Saber, Taher) and their wives, Samir, Razika and Mouna

To the candles that enlightened our family: my nephews: Mohamed, Okba, Fadi; my nieces: Malak, Arwa, Nour, Rania and Amina

A special dedication to my future husband Amine

To the dearest friends: Assia, Ismahan, Ibtissam, Djamila, and Ikram

To those who sincerely supported me with their prayers, kindness, and efforts

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ABSTRACT

The current study aims at exploring the use of pictures in teaching vocabulary in EFL classes. It hypothesized that, if teachers make good use of pictures in teaching middle school pupils, their vocabulary knowledge will be enhanced. To prove the mentioned hypothesis, a descriptive study has been conducted; and the data was gathered by designing two questionnaires, one was handed for the 3 teachers of English and the other was administered to 28 first year pupils at Charkia Middle School in Barika. Pupils' and teachers' perception towards the use of pictures as a technique for teaching vocabulary are clearly stated. The obtained results of this investigation have confirmed our hypothesis and it revealed that the incorporation of pictures in teaching English can create a pleasant atmosphere that helps learners to ameliorate their lexical knowledge appropriately. In other words, pictures are useful aid for teachers in increasing pupils' motivation towards the learning process. All in all, we recommend for teachers to apply pictures with their different types in classroom since they help pupils to learn more lexical items which maximize their language understanding, likewise vocabulary should be taught within context for deeper comprehension.

LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

Q   Question

%   Percentage

N   Pupils and Teachers' Number

LIST OF TABLES

LIST OF FIGURES

VIII

TABLE OF CONTENTS

Page

GENERAL INTRODUCTION

CHAPTER ONE: Theoretical Overview of Teaching Vocabulary

CHAPTER TWO: Theoretical Overview of Pictures

XIII

CHAPTER THREE: Field Work

Appendices

Appendix One: Pupils' Questionnaire

Appendix Two: Teachers' Questionnaire

استطلاع

الملخص

GENERAL INTRODUCTION

Introduction

English plays a vital role in the global communication, it is considered as one of the important languages over the world because it is used in many fields of life such as: in Politics, Economics, Society, and Education. Nowadays, mastering English language is clearly needed by most people especially EFL learners to deliver thoughts and interact in variety of situation. In order to achieve a successful process of learning English, One must acquire its vocabulary, pronunciation, grammar and the four skills: listening, speaking, reading and writing. One of the important component that makes the skills easier to learn: is Vocabulary which considered as a pillar of English Language. Generally, EFL learners face a lot of challenges to learn and retain new words, they are complaining about forgetting them soon. Therefore, Language Educators and teachers are one of the main sources who can help their learners enrich and increase their lexical items. To do so, they have to search for interesting and useful methods which create an effective interaction in the class. There are numerous techniques and methods that can be used to introduce vocabulary for instance visual aids, mainly pictures. For learners the use of pictures is very useful in the teaching and the learning process because it makes the classroom dynamic and lively, so the pupils can be highly motivated and have a lot fun during the lesson, besides that the teacher should establish conditions which make teaching vocabulary possible.

1. Statement of the Problem

The majority of middle school pupils in Algeria face different difficulties in learning English as a foreign language particularly the matter of vocabulary learning. This is due to the lack of memorization which affects their skills as a result of traditional methods. Accordingly, teachers should create an appropriate atmosphere by integrating effective and various techniques to enhance pupils' vocabulary for example the use of visual aids especially pictures. Because using pictures is expected to help and increase the learners' motivation in learning the English language as well as they make the memorization of EFL vocabulary easier for them.

2. Significance of the study

This study is significant to both teachers and pupils of middle school. Actually, it attempts to find techniques to help learners learn vocabulary easily and effectively. If teachers use pictures in the classroom, pupils will be motivated and involved in the lesson, as well as their vocabulary knowledge will be enriched. They are useful for teachers in facilitating the teaching process mostly vocabulary.

3. Aim of the study

Throughout this study, we aim to obtain the following objectives. It aims at showing the influence of pictures in teaching EFL learners, finding out whether pictures can improve pupils' vocabulary, and identifying how can pictures build up a strong and rich vocabulary in a short time.

4. Research Questions

In this study we may ask the following questions:

- ❖ What are the effective techniques used to improve the teaching of vocabulary?

- ❖ Do pictures help in enhancing learners' acquisition of vocabulary,

- ❖ What are the types of pictures that can be used in the teaching learning process?

5. Hypothesis

We hypothesized that:

If teachers make good use of pictures in teaching English to middle school pupils, their vocabulary knowledge will be enhanced.

6. Research methodology

6.1. Research Method

This research study is mainly built on the descriptive method as an appropriate way for investigating the topic and confirming our hypothesis, indeed, we attempt to investigate the effectiveness of using pictures in teaching vocabulary.

6.2. Data Gathering Tool

In this study, in order to collect data, we design questionnaires which might be good instrument of collecting a considerable amount of data. One was for middle school English teachers to see their views about the implementation of this technique, and the second one was for first year middle school in order to know their awareness concerning the importance of vocabulary and their view about the technique used.

6.3. Sample of the Study

Our current work is concerned with teachers and pupils at Middle School we emphasis on pupils of first year, because they are beginners in learning English language as well as they study this language for the first time. The whole population consists of 110 pupils studying English; we attain one class of twenty eight (28) pupils at Charkia Middle School in Barika. Further, a sample of 3 teachers who are teaching English language at this school will be included.

7. Limitation of the study

This research study is limited to one class with the sample of 28 pupils to represent the whole population of first year middle school. We recognize that it is not representative however this is due to the shortage of time. Moreover, another limitation concerns the use of pictures in teaching vocabulary in particular, and it does not concern all the aspects of language.

8. Structure of Dissertation

This dissertation is basically divided into two main parts, the theoretical part and the practical part. The theoretical part contains the literature review and it constitutes of two main chapters. The first one is concerned with an overview of teaching vocabulary: its

definition, types, description, importance, teaching and techniques in teaching vocabulary, also steps of teaching vocabulary in EFL classes. However, the second chapter is an overview of the pictures that contains the definition, types, criteria of a good picture, besides that the advantages of using pictures in English, using pictures in teaching vocabulary and as a teaching strategy, also activities where pictures are used to teach vocabulary.

The practical part deals with analyzing the data collected from pupils and teachers' questionnaire, it comprises recommendations on using pictures for learners' vocabulary knowledge.

PART ONE:

LITERATURE REVIEW

CHAPTER ONE:

TEACHING VOCABULARY

Chapter One: Teaching Vocabulary

Introduction

1. Definition of vocabulary

2. Types of Vocabulary

2.1. Receptive vs. Productive Vocabulary

3. Vocabulary Description

3.1. Lexicology

3.1.1. Word Category

3.1.2. Word Formation

3.1.2.1. Affixation

3.1.2.2. Compounding

3.1.2.3. Conversion

3.1.3. Word Meaning

3.1.3.1. Synonymy

3.1.3.2. Antonomy

 3.1.3.3. Hyponymy

3.1.3.4. Polysemy

3.2. Lexicography

Introduction

Vocabulary knowledge is essential in learning and teaching a foreign language, it would be impossible to learn any language without its lexis. Additionally, the success of communication is dependent on the accurate vocabulary understanding. Schmitt (2000, p.19) states that ''one of the Key elements in Learning of Foreign language is mastering the L2' vocabulary''. This meets Wilkins's (1972, p.111) point of view who stated that ''without grammar very little can be conveyed, without vocabulary nothing can be conveyed''. Teaching vocabulary becomes the task of most teachers to help EFL learners enlarged their vocabulary mastery. Therefore, it has an integral importance in EFL classes. Hence, in this chapter, we will cast the light on vocabulary definition, types of vocabulary: productive and receptive, describing the two branches of vocabulary lexicography and lexicology, the importance of vocabulary, techniques and steps in teaching vocabulary. Additionally, word knowledge comes into two kinds: receptive (listening and reading) and productive (speaking and writing).

1. Definitions of Vocabulary

Learning a language requires knowing its vocabulary. Vocabulary defined in Oxford Dictionary (2007) as a total number of words used in particular sphere. In Longman Dictionary (1995), vocabulary defined as all the words that someone knows, learns or uses. Moreover, according to Webster (2003): vocabulary is: 1)A list or collection of words and phrases usually alphabetically arranged and explained or defined; 2)A sum or stock of words employed by a language, group, individual, or work in a field of knowledge; 3)A list or collection of terms or codes available for use. In another words vocabulary is a list of items and phrases generally organized and explained in any subject, register and particular group.

Hatch and Brown (1995, p.1) argued that "vocabulary refers to a list of words that individual speakers of language might use". That is, vocabulary may refer to list of words and expressions that language speaker employs in his speaking and reading.

Thornbury (1997) stated that vocabulary or lexis in English is frequently used interchangeably. He tends to explain that the items or total stock of words used in language might use in place of each other. Furthermore, Jack. et all (2002, p.255)" vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"

2. Types of Vocabulary

Elfreida and Michael (2005) clearly stated that vocabulary can be presented in different types according to different purposes. Further Lehrer (2000) stated that the term vocabulary refers to the knowledge of words and their meaning. Despite the fact that this definition is too limited because, in general, vocabulary is defined as the knowledge of word meaning in different forms (oral or print) or types (receptive and productive).

Oral vocabulary items refer to the words used and recognized in speaking and listening. Whereas. The print vocabulary items denote all words recognized in reading and writing.

Additionally, word knowledge comes into two kinds: receptive (listening and reading) and productive (speaking and writing).
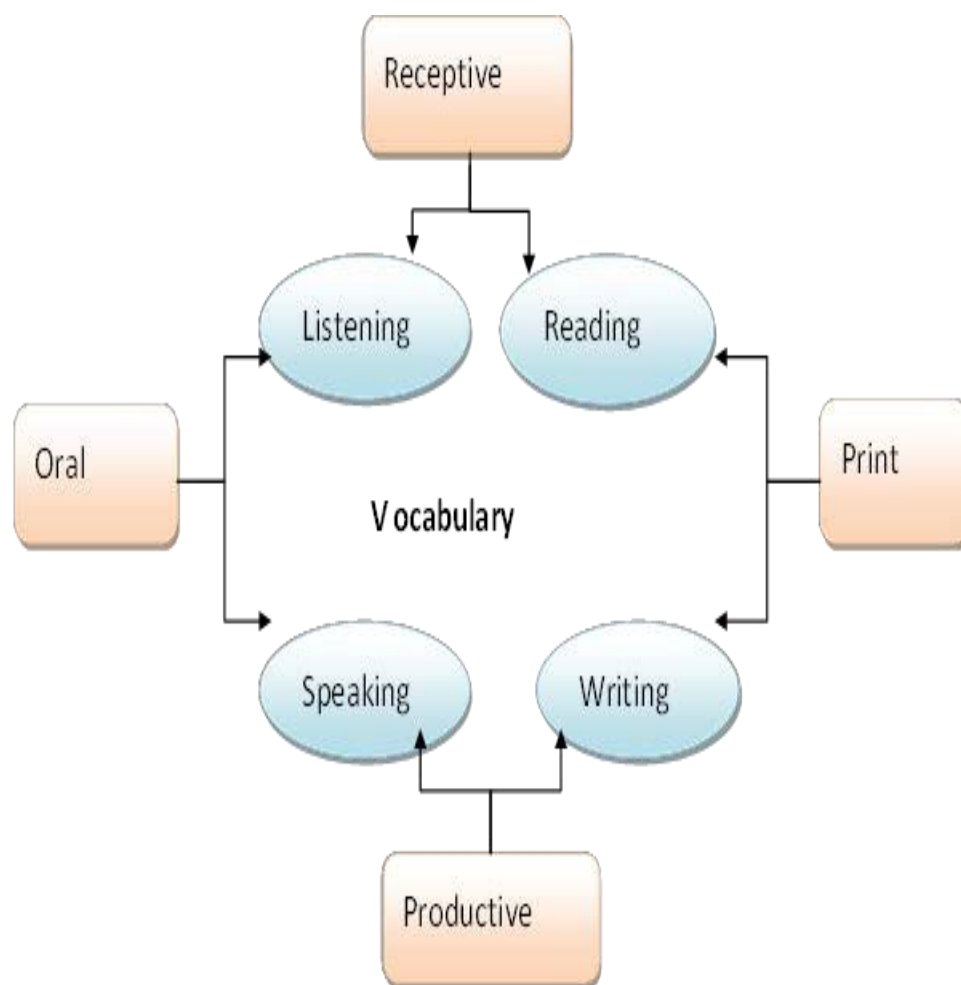
Figure 1: Vocabulary Forms (Pikulsi. J, Templeton, S.   2004, p.2)

2.1. Receptive vs. Productive Vocabulary

Palmer (1921, p.118) states that "receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey messages to others". In other words, receptive vocabulary means that language items which can only be recognized and understood in the context of reading and listening material. Additionally, productive vocabulary means language items which are generally used and recalled in speech and writing.

Moreover, according to Ruth Gains and Stuart Redman (1986), vocabulary is divided into two types:

1. Active vocabulary: words or expressions that learners use in their speaking and writing. It is also called as a productive vocabulary.

2. Passive vocabulary: words or expressions grasped and understood when reading or listening. It is also called as receptive vocabulary.

3. Vocabulary Description

The field of linguistics consists of many branches that deal with the study of vocabulary. Yet two main branches focused on the different forms, meanings and uses of vocabulary. They are lexicology and lexicography.

3.1. Lexicology

Lexicology is a branch of linguistics that studies and analyses the items of language as well as their meaning. It is concerned with word classes, word formation, and word meaning.

3.1.1. Word Category

Word class is a grammatical term to describe words that belong to the same part of speech. Thornbury (2002) believes that words have distinctive roles in a text; they are classified in eight (8) classes:

1. A Noun: is a word that refers to a person, a place or a thing. For example:

Amine, Mohamed.

2. A Pronoun: is a word used instead of a noun. For example: I, she.

3. An Adjective: is word that describes a noun. Example: old, new.

4. A Verb: is a word or phrase that expresses an action, event, or state. Example: to look.

5. An Adverb: words that adds information to verb, adjective, phrase, or another adverb. For example: beautifully, truthfully

6. A Preposition: a word used before a noun or pronoun. Example: under the dusk, during the lecture.

7. A Conjunction: words that joins words, phrases, or sentences. Example: in fact, thus.

8. A Determiner: is word used to qualify nouns. It can be an article, demonstrative and possessive adjectives. For instance: a car, an umbrella.

In addition, Harmer (1998) also believed that English language is classified in eight parts of speech are discussed in the following table:

Part of	Description	Examples (words)	Examples (Sentences etc.…)
Noun (noun phrase)	A word (or group of words) that is the name of the person, place, thing. It can be used the subject or object of a verb.	Eleanor Londo n Table Walkin g stick.	Eleanor arrives tomorrow. I visited London This my table I do not need a walking stick.
Pronoun	A word that is used in place of a noun or noun phrase.	Her, she, they, him	Jane's husband loves her. She met him two years ago.
Adjective	A word that gives more information about a noun or pronoun.	Kind, better, best, Impetuou s.	What a kind mind! We all want a better life. She is so impetuous.
Verb	A word which describe an action,	Ride Write	I like riding horse. He wrote a poem

		experience or state.		
Adverb (Adver bial phrase)	A word that describes or adds to the meaning of a verb, adjective	Sensibly carefully At home, in half an hour.	Please talk sensibly I like listening at home.
Preposition (prepositi ona l phrase)	A word which is used to show a way in which other words are connected.	For, in, of, on top of, and others.	A plan for life. Put that in the box.
Determiner	Definite article Indefinite article Possessives Demonstratives Quantifiers	The a, an, My, your This, that Some, few, and others.	The queen of the hearts. A princess in love My secret life Look at this birds Few pupils listen
Conjunction	A word that connects sentences, phrases, clauses.	And , So but	Fish and chips Cold but nice.

Table1: Classification of English language (part of speech)
(Adopted from: Harmer, 1998, p.37)

3.1.2 Word Formation

Word formation, also called word building, is changing the form of words to build other words which would bear another meaning. Affixation, compounding and conversion are main ways of the word formation.

3.1.2.1. Affixation

Bauer (1983) notes that affixation is the operation of adding letter or a group of letters to the base.

Affixation includes processes of adding letter or set of letters to the beginning of words which called prefixation. However, adding a letter or set of letters to the end of words this process is called suffixation. Also, according to Thornbury (2002) affixation is new words are derived from the original words.

- Prefixation: dis + agree = disagree.

Il + legal = illegal.

- Suffixation: use + ful = useful.

Happy+ ful = happiness.

- Prefixation + suffixation: un + confort + able = unconfortable.

- ir + regular + ly = irregularly.

3.1.2.2. Compounding

According to McCharter (1992) compounding words are creating new words with different meaning through the combination of two or more other words. For example:

- Hard + working ⟶ hardworking.

- To baby + to sit ⟶ to baby-sit

- Table + tennis ⟶ table tennis

- Friend + brother ⟶ friend's brother

- A book + fear ⟶ a book of fear

3.1.2.3. Conversion

Thonbury (2002) notes "a word can co-opt from one part of speech and used as another Process called conversion". That means conversion is the fact that an item may be used in different word classes without changing its form.

For example: the word "look" is noun "a look" or a verb "to look".

In other cases of conversion, the words have different pronunciation but the same form. For instance, "present"/'preznt/ (noun or adjective) and "present"/pri'zent/ (verbs), also "use"/jʊ:s/ (noun) and "use"/jʊ:z/ (verb).

In some cases of conversion, the words involve pronunciation and spelling changes such as "practice" /praktɪs/ (noun) and "practice"/praktəs/ (verb), also "advice" / əd'vais/ (noun) and "advise"/ ədˈvʌɪz / (verb)

3.1.3. Word Meaning

It is the study of words, their meaning and the relationship between them. This relation is often transmitted through the use of: synonymy, antonym, hyponymy, and polysemy.

3.1.3.1. Synonymy

Hatch and Brown (1995) defined synonymy as "synonyms are words that share meanings". Example: old, aged, elderly.

Longman dictionary of language teaching and applied linguistics (2002) defines synonyms as" a word which has the same, or nearly the same, meaning as another word". For example: "cease" in formal discourse, whereas "stop" for informal discourse.

To conclude, all quotations state that the relationship between two or more words that share the same meaning is called synonymy.

3.1.3.2. Antonymy

Thornbury (2002) asserts that "words with opposite meanings - like old and new – are called antonyms"

According to Hatch and Brown (1995) the oppositeness can occur in graduated scales (gradual antonomy), it is clearly showed in adjectives. For instance: taking the scale of temperature "cold" is antonym of "hot", "hot/cold" can be represented as two poles between which other words can be added such as "warm, cool".

×.…………………….×……………………×………………………….×

Hot   warm   cool   cold
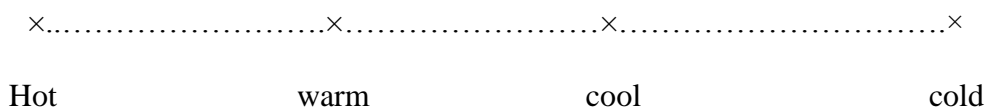
Figure 2: Gradable Antonyms

To sum up, antonym is opposites and contrast meanings of words.

3.1.3.3. Hyponymy

Cruse (1986) defined hyponymy as:

From the extensional point of views, the class denoted by the subordinate term includes the class denoted by the hyponym as a sub class; thus, the class of fruit includes the class of apples as one of its sub classes. (150)

Simply, hyponyms refer to the part from the whole. For instance, in English the words like "head", "hand" and "foot" are related to the word "body". The specific term "head" is called a hyponym, and the general term "body" is called a superordinate. The following tree diagram represents the previous example:
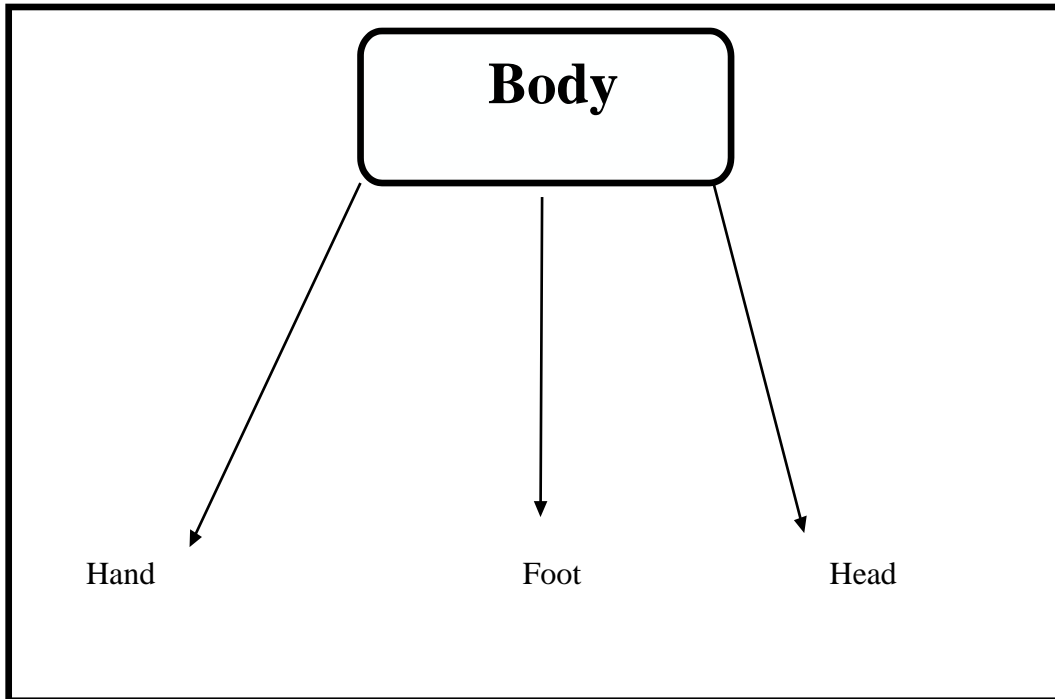
Figure 3*: Hyponyms of the Superordinate of "Body"*
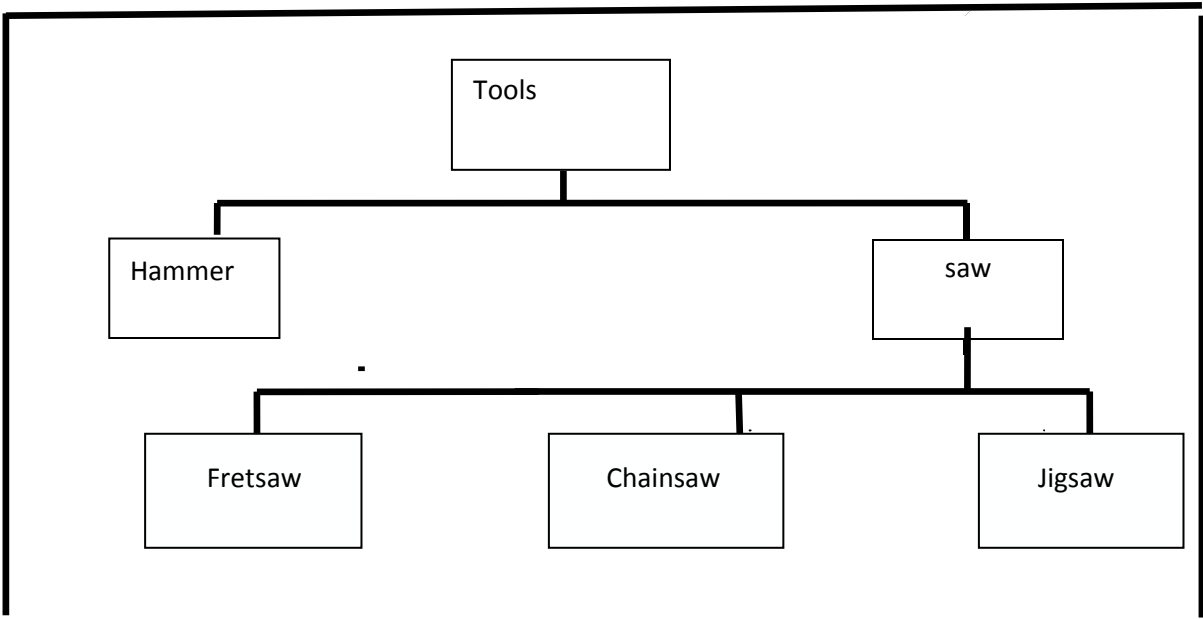
Figure 4: A Diagram Illustrate Hyponyms Relation (Thornbury,

2002, p.10)

3.1.3.4. Polysemy

Jackson and ZéAmvela (2007) defined polysemy as "It refers to the situation

where the same words has two or more different words", in other words, polysemy

refers to the case in which one word may have different meaning depending on the context.

For example: my eyes and the eye of needle.

1. My eyes:

    Meaning � they are part of the body.

2. The eye of needle:

    Meaning ➤ There is a small hole on the end of the needle.

In addition polysemy is defined by Bussmann (1996, p.918) as "when expression has two or more definitions with some common features that are usually divided from single basic meanings".

3.2. Lexicography

Dictionaries are considered as the most useful source of information and serve as an aid to learning. According to Bussmann (1996, p.683): "Lexicography i.e. the technique of preparing dictionaries". In dictionary, the list of the lexical items of a language is put in alphabetical order with information about the spelling, the meaning, the usage and others. In general, using dictionary has a significant advantage in helping learners to be autonomous from their teachers.

4. The importance of Vocabulary

Vocabulary is one element of the language thus learners need constantly to learn and develop, this is supported by Wilknis (1970, p.111) who stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Vocabulary becomes the basic element to master the four language skills; reading, writing, listening and speaking. The ability to master the language skills needs an adequate vocabulary. Furthermore, Dellar and Hotcking in Thornbury's book (2003, p.273) states that "if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words". Based on this view, to communicate effectively learners need to know a large amount of words meanings because they face serious problems to convey and interpret messages with native speakers, therefore knowing words and how to use them are useful rather than grammar rules. "When students travel, they do not carry grammar books, they carry dictionaries"(krashen as cited in Lewis, 1993, p.iii).

From the explanation above, it can be concluded that vocabulary has a significant role in language learning to sustain other language skills, namely listening, speaking, reading and writing.

5. Teaching vocabulary

Teaching English as a foreign language is not an easy task to deal with, it needs successful teachers whom should be aware of the importance of target language aspect while teaching EFL classroom. Teaching vocabulary is considered as a crucial step in the process of teaching foreign language.

Sökmen (1997) listed some key principles of teaching vocabulary:

a. Build a large sight of vocabulary.

b. Integrate new words with old one.

c. Provide a number of encounters with a word

d. Promote deep level of processing.

e. Facilitate imaging.

f. Make new word "real" by connecting them to the student's word in some way.

g. Use various techniques

h. Encourage independent learning strategies.

Teachers need to meet almost all the principles in order to get effective results.

6. Techniques in Teaching Vocabulary

There are several techniques that can be applied in teaching vocabulary. More importantly, teachers have to vary techniques in presenting and explaining the meanings of new vocabulary items to their learners. Thus, the teacher's intervention is required.

Gains & Redmen (1986) reviewed the most common way in presenting and conveying the meaning of the new vocabulary items. The techniques divided into two groups: visual techniques and verbal techniques

6.1. Visual Techniques

Generally, visual techniques constitute two main techniques which are visuals, mime and gesture.

6.1.1. Visuals

Visual techniques include flashcards, photographs, black board drawing, wall charts and realia. In addition these techniques are used for conveying meanings, and they are especially valuable for teaching tangible items of vocabulary for instance, food or furniture, and other areas of vocabulary such as places, professions, and descriptions of people, actions and activities.

6.1.2. Mime and Gesture

These techniques are used additionally as another way of conveying meanings. When teaching an item such as" to swerve". A teacher might build a situation to illustrate it in the black board, and then he can use gestures in order to give clear interpretation to the concept.

6.2. Verbal techniques

6.2.1. Use of Illustrative Situations (oral or written)

This technique is useful for teaching abstract items. Instructors can use different situations and contexts in order to assist the learners understanding and interpretation of concepts. Further, the use of pictures might help learners to comprehend, acquire, and remember words easily.

6.2.2. Use of Synonymy and Definition

This technique is generally used with the low level students; teachers can use synonyms to explain the meaning of items. For example: to explain the meaning of "humorous", the teacher directly use the synonym "funny". Moreover, definition is another important technique in conveying meaning. Accordingly, clearly contextualized illustrations are required to clarify the limits of the item.

6.2.3. Contrasts and Opposites

As with synonymy, contrasts and opposites are alternative techniques in presenting words and their meanings. Therefore learners can grasp the sense of such items. As instance of, to present the meaning of "empty", is illustrated by contrasting it with "full". Nevertheless, it is necessary to illustrate the contexts in which these items are took place.

6.2.4. Scales

Once learners have learnt two contrasting or related items, this way can be useful to revise and feed new items. This can be seen in adverb of frequency "never", "hardly ever", "occasionally", "sometimes", "often", and "always", learners need to be aware about the use of appropriate order.

6.2.5. Translation

The process of giving the equivalence of words in target language from mother tongue is called Translation. It is considered as an effective way of transmitting meaning and messages. Besides, translation does not consume a lot of time, and it is obviously one way to solve the problems of explaining the difficult word.

7. Steps of Teaching Vocabulary in EFL Classes

According to Nation and Newton cited in (Coady. J, Huckin. 1997, p.239) the decision about what vocabulary will be selected for teaching is very important, as well as how it will be sequenced.

7.1. Selection

A lot of researchers fetched for appropriate and useful vocabulary that contributes in successful learning and acquiring it. They provided lists of the most widely used words in early stages of learning (they estimated 2000 words).

Furthermore, they add as a second factor of vocabulary selection the range of words used in spoken language. Nevertheless, their interest do not just on frequency and range but also they added other factors such as, combination (the ability to combine with other words), definition (the ability to help define other words), and the substitution which means the ability to replace one word with another. The most

appropriate learning strategy here is "Selective attention", in other words, the teacher should draw the learners' attention to the target word and he ensures that he notes it. The teacher can do this through underlining, bold-facing and circling. (Coady, J. J, Huckin.T. 1997, p.239)

7.2. Sequencing

The second step of teaching vocabulary is sequencing. There are two main sequencing which the teacher should follow: first, is the sequence of levels of vocabulary. Second, is grouping and ordering of words. The ordering means the way in which the word is presented, simply it is concerned with the form and meaning, which one is presented first. The division for the levels for vocabulary is demonstrated in the following table adapted from Nation (1990).

Levels	Number of Words	Text Coverage %
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
Total	128000	100

Table 2: Levels of Acquiring Vocabulary as cited in (Coady. J, Huckin. T. 1997,

p.239)

The process of acquiring English vocabulary contains many levels. First, at the very beginning of studies learners have to acquire 2000 high frequent words which its text coverage is 87%, in order to use them in productive skills. Next, if the learners want to carry on their studies, she/he must learn some academic words that arrived to 800 words and text coverage is 8%. Technical vocabulary is listed around 200; it is used with specific domain; such as: medicine, law, physics and mathematics. Though, low frequency words cover 2%, this percentage transferred to an approximately number 123 words. They are learnt for the use of English for social purposes.

During the lesson, teachers have to be aware about the way of explaining new items. It is better to present unconnected items in meaning and form rather than presenting items that are synonyms or opposites. For example: the learners mixed the forms and meanings of words such as "inside" with the word "outside" have been taught at the same time. After the lesson, learners cannot be certain if inside means "inside" or "outside". Therefore, it is important for teachers to bear in mind the knowledge of grouping new items.

Teaching English vocabulary has another important factor which is ordering of items. Different items should not be taught separately. It means that for the sake of producing meaningful sentences, there must be a kind of combination between these words.

7.3. Presentation

After selecting and sequencing the items to be taught, the next step to be dealt with in presentation, teacher use vocabulary exercise or individual learning in teaching high frequency vocabulary because, it occurs in few numbers. In contrast, low frequency words are numerous in number. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995, p.240)

Both of teachers and learners are concerned with development strategies, here the teacher role is to provide the effective development strategies which help to enhance learners' learning. There are different principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly, the realization of these approaches call for the reflexion and planning from the teacher. In a direct approach of teaching includes word building for instance crossword puzzles activities, or using pictures in activities, it means that instructors have to use explicit activities. While, in an indirect approach to vocabulary teaching, the activities should be implicit, consequently vocabulary learning depends on communicative activities such as: listening stories.

Conclusion

Mastering vocabulary is very important to learn English as second or foreign language. Therefore, it is necessary to teach vocabulary to learners in order to provide them with sufficient number of words. Further, it enables them to acquire the target language that lead to effective communication. However the process of teaching vocabulary is difficult to deal with, thus it needs a successful teacher to achieve the learners' needs about enlarging their word knowledge. Additionally,

teachers have to search for techniques that may build an appropriate atmosphere and motivate pupils to learn better. More precisely, they familiarize learners with new vocabulary and help them consolidate lexical knowledge of words.

CHAPTER TWO:

PICTURES

Chapter Two: Pictures

Introduction

1. Definition of Pictures

2. Types of Pictures

2.1. Checkchart for Pictures

2.2. Picture of Single Objects

3.3. Pictures of One Person

3.4. Pictures of Famous People

3.5. Pictures from History

3.6. Pictures with a lot of Information

3.7. Pictures of News

3.8. Fantasy Pictures

3.9. Pictures of Maps and Symbols

3.10. Pairs of Pictures

3.11. Sequence of Pictures

3.12. Student and Teachers Drawing

- Wall Charts

- Wall Picture

- Flash Cards

Introduction

There is a known English idiom that says" a picture is worth a thousand words". Pictures have a major role to play in language classroom. They are an effective resource for the teaching /learning process and contribute in the progression of language skills. Moreover, pictures are precisely used in teaching young learners since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. Showing pictures to what's being taught is a good way to build student' engagement. It is also enriches learners' memories in which they can store vocabulary. Furthermore, this aid helps to bring outside world into classroom easily besides that; it triggers the learner's imagination and creativity. Additionally, the use of pictures during the lesson delivery can likely sustain the attention, interest of the student and make it enjoyable. Hence, in this chapter, we will cast the light on pictures definition, types of pictures, the criteria of good picture, also the advantages of using pictures in teaching English language, using pictures in teaching vocabulary, ways of using pictures as a teaching strategy and activities where pictures are used to teach vocabulary.

1. Definitions of Pictures

According to Andrew Wright (1989, p.2)," Pictures are not just an aspect of method by through their representation of places, object, and people they are an essential part of the overall experiences". In other words learners will have experiences in comprehending a new object thanks to pictures that facilitate this process, moreover they help them to imagine more efficiently.

Mckenchnie (1980, p.1357) defined the word picture in Webster Dictionary as an image of an object, person, or a scene produce on a flat/surface, especially by painting, drawing, photography.

Furthermore, a definition was provided about pictures by Accurate and Reliable Dictionary:

- The art of painting.

- A representation of anything (as a person, a landscape, a building) upon, paper, or other surface, produced by means of painting, drawing, or photography.

- An image or resemblance; a representation, to the eye or to the mind, by its likeness to something else in the mind.

- To draw or paint a resemblance; or presenting an ideal likeness.

- Graphic art involving of an artistic composition made by applying paints to a surface.

- A visual representation produced on a surface.

- A clear mental image.

- A graphic or vivid verbal description. (Accurate and Reliable Dictionary, 2004-2010)

Macmillan Dictionary gave definitions to the term picture:

- Drawing, painting, or photograph.

- An image on a television, video, or computer screen.

- An image or idea of what someone or something is like

(Mcmillan Dictionary, 2009-2013)

Generally speaking, pictures are considered as a kind of visual instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills.

2. Types of Pictures

According to Wright (1989), there are several types of pictures to use

2.1. Checkchart for Picture

Teachers can utilize this type of pictures so as to exploit thoughts about certain ways of using pictures that they choose. First, when special thoughts appear, in order to keep the pictures, instructors could write it on the back of picture or on an envelope. Second, when general thoughts appear, they might file the picture in the general subject file.

2.2. Picture of Single Objects

Generally this kind of picture refers to description of particular subject on account of pointing to a unique topic, for instance: talking about food, cars, animals, clothes, gifts and everyday objects.

2.3. Pictures of One Person

These types of picture make the learner guess the individuals' appearances, the social situations of the person, and also their thoughts and emotions.

2.4. Pictures of Famous People

Teachers portray pictures of famous people to their learners and then they inform them about their identity, character as well as the physical description.

2.5. Pictures from History

These sorts of pictures are used by teachers in order to illustrate scenes, customs and objects from the history. The use of past tense form is required in pictures from history.

2.6. Pictures with a lot of Information

What is special in this kind of pictures is that they demonstrate the whole information. They ma illustrate a lot of people carry several activities, or it may be a landscape or showing lots of objects, building and others. The form of this type of picture makes them specifically appropriate for particular activities.

2.7. Pictures of News

News pictures often functioned to the identification of the incident, the events, the place as well as time, and persons. They are commonly related with captions and articles; it is considered as a good idea to remember the texts by reading for gist.

2.8. Fantasy Pictures

This kind of pictures can be removing from old children's books. They generally demonstrate daily activities, for instance, eating, sleeping, running, and other activities.

2.9. Pictures of Maps and Symbols

Their use occurred in the areas of daily life. For example: in road traffic booklets, holiday brochures, and other areas.

In general, it is necessary to take in consideration the meaning and knowledge about the purposes and mission, as well as the function, and the right action concerning these symbols and maps.

2.10. Pairs of Pictures

They are beneficial. The form taken is like pair pictures; thus, pairs of pictures are used in matching activities instead of identical one in which learners are enquired to put the differences and similarities between all of them.

2.11. Sequence of Pictures

Cartoon strips and instruction of pictures are effective; they are usually found in newspaper as a funny drawing with comment under them. The strips could be used to

contextualize a story or describe a process. Teachers can ask questions in order to assist the learners catch the meaning of the strip. For example: intermediate and advanced student can debate relevance between the drawing and the words as well as the context.

2.12. Student and Teachers' Drawing

Teachers could draw pictures to teach vocabulary; learners could do the same to learn new words, some kinds of drawing may have efficiency to reach certain objectives, these alternative pictures provide a direct related source of pictorial material for the activities. Learners and teachers' drawing could reflect their individually and immediacy of special quality. Therefore the same kinds of pictures are appropriate instead of others mostly for personal experiences.

 Betty Morgan Bowen (1973) cited in (Liza Fauziah, 2011, p.16), gave some types of pictures according to their shapes.

- **Wall Charts**

They portray a phase of a subject, wall charts could be a product of photograph, artist's drawing, symbols, graph and text.

- **Wall Picture**

Simply, this sort of pictures is a large description of scene or event or set of both, generally it is used with the full class. Wall pictures could take place of something for instance the sky, the sun, the cloud, the sea, and others. They are unreasonable to bring into classroom.

- **Flash Card**

Word flashcard is a card with printed words; they are very effective to the teacher, because they illustrate the exact required objectives.

Picture flashcards are beneficial in the case of representing single concept, for example: an object or an action.

- **Word Cards**

They involve visual cards such as text magazine picture, drawing, maps, and diagrams. Thus, teachers should be aware about all the sorts of pictures and understand well which picture to be used in the EFL classes.

3. The Criteria of a Good Picture

Visual aids are one of the teaching techniques that can be used for presentation, practice and others. For instance pictures which could portray things that cannot be explained by simple words. Therefore, teachers have to use this aid in teaching process, especially when teaching and learning vocabulary. Furthermore, it is necessary for teachers to know a good criteria of good pictures that been used.

According to Wright, there are some criteria for selecting good pictures for the learners, for instance:

- Pictures should be easy to prepare by teacher.

- Pictures should be organized by the teacher.

- Pictures should be interesting.

- Pictures should be meaningful and authentic to help learners to acquire a language and use it effectively.

- Pictures should have a sufficient amount of language.

From the explanation before, the criteria of a good picture have to be seen by all the learners and clear. Furthermore, the selection of picture is required to be suitable with the learner's interest and knowledge also clearly related to the subject that teachers present.

4. The Advantages of Using Pictures in Teaching English Language

Teachers have to be aware that teaching English to EFL classed in not an easy task to deal with, therefore they should bear in mind that the knowledge of bringing multiple technique is needed. Pictures have a vital role in teaching and learning English as a foreign /second language.

Gerlach and Elly (1980, p.277, as cited in Harjuno, 2008, p.13)) claims that, there are advantages of pictures as follows:

- Pictures are not expensive and generally available

- They deliver common experiences for the whole group.

- The visual detail makes it possible to study which would otherwise be impossible

- Pictures can help to prevent and correct misconceptions.

- Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool.

- They help to focus attention and to develop critical judgment.

Moreover, Wright (1990, p.2) mentioned that, pictures are built on learners' interest and motivation; they bring the sense of the context of language, and provide a specific reference point or stimulus.

According to Hill(1990, p.1, cited in Joklová, 2009,p.14) listed several advantages of pictures, such as availability (individual can get them on the internet, in any magazines, etc.); they are cheap, often free; they are personal (teacher selects them); easily kept - flexibility , worthwhile for different types of activities (drilling, comparing, and others), pictures are permanently various and stimulating, in other words they come in a variety of formats and styles and moreover the learner often wonders what comes next .

As shown above, pictures are considered as flexible and visual instruction technique, they arouse learners' interest and motivation which help to acquire a positive attitude towards learning and teaching English and language skills.

5. Using pictures in Teaching vocabulary

Teaching new words to EFL classes, particularly to young learners, is not an easy task; teachers have to provide many kinds of techniques in order to facilitate learning and teaching new vocabulary. Pictures are one technique that can be used to show the meaning of the lexical items. They will enable learners to learn, understand and utilize vocabulary in all aspects of their life.

Harmer (2001, p.134) states that" teachers have always used pictures or graphics-whether drawn, taken from books, newspapers and magazines, or photographs- to facilitate learning". As a support, Virginia French (1983, p.24) says that "for helping students to understand the meaning of a word, we often find that a picture is useful". Simply, pictures can be used to explain the meaning of vocabulary items.

In addition Philips (1993, p.74) writes," vocabulary is best learned when the meaning of word (s) is illustrated for example by a picture, an action, or a real object". In other words pictures can be a best mean for presenting of vocabulary.

Harmer (2001, p.135) states that, "one of the most appropriate uses for pictures is for the presenting and checking of meaning of the word airplane, for example, is to have a picture of one". This means, the picture is very beneficial in showing and reviewing the meaning of certain words. This is supported by Diane and Freeman (2000, p.29)," teacher who use the Direct Method believe students need to associate meanings and the target

language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime: he never translates it into the students' native language".

In a nutshell, teachers try to use pictures in teaching vocabulary in order to make the process entertaining and memorable. Besides that, they deepen their understanding of concepts; therefore the learner's vocabulary mastery will be increased.

6. Ways of Using Pictures as a Teaching Strategy

Teachers use pictures as a teaching strategy in order to facilitate learning process. These pictures can be taken from different sources such as internet, books, magazines and others; they can be in form of flash cards, large wall pictures, cues cards, photographs or illustration in textbook.

Pictures can be used in various ways as Harmer (2007) mentioned some of them.

6.1. Drills

This way is used by the teacher with student who has a lower level in learning vocabularies, as well as helping them to understand the topic they deal with.

Teachers put learners in pairs and groups in classroom and distribute for them cards which contain certain words, after that pupils are asked to formulate a sentence dependent on the words found in the picture (card).

6.2. Communication (games)

Certainly pictures are functional for different communication tasks, particularly where they are included with a game, like describing, drawing activities. The learner

describes a picture and his mates attempt to design the picture without seeing the basic one. Another optional proposal is to organize the class into four groups, for instance, group A, group B, group C and group D, then the teacher supplies each group with different pictures that displayed a separated series of a story, after that the teacher gives his/her students enough time to look and debate their pictures, later on the instructor collect the pictures from them and reform new groups with previous members, it means that he takes one from each group, after that he asked them to share the data and organize them in order to understand the story. Likewise, the pictures have an effective use in creative writing of pupils, teachers asked them to create story based on a certain number of pictures (at least 3 pictures). Furthermore, he could enquire them to produce a conversation dependent on specific pictures; therefore they have to choose one card and start to build a dialogue on it (Harmer, 2007, p.135).

6.3. Understanding

Another purpose of using pictures is to present and check the meaning, in order to explain the item "aeroplane", teachers can show his learners a picture of it. Additionally, teachers can check pupils understanding of a piece of writing or listening by asking them to select the appropriate pictures that have a relation with the topic. (Ibid)

6.4. Ornamentation

The various types of pictures are utilized to create a sense of pleasant teaching and learning process. It is observed in many modern course books, such as, reading text that will be followed by a photograph is not necessary as well as magazines and newspaper articles. The purpose for this is obviously that pictures ameliorate the text; pictures give a sufficient knowledge about outside world.

Harmer (2007, p.135) proposes that idea," Some teachers and materials designers object to this use of pictures because they consider it gratuitous. But it should be

remembered that if the pictures are interesting they will appeal to at least some members of the class strongly".

6.5. Prediction

Teachers can use pictures to give hints about what is coming in the lesson, so the learners could guess what is shown in pictures. After that, the pupils will listen or read a text and make the comparison between their prediction and the reading text. This strategy is very practical in helping learner's engagement to the task.

6.6. Discussion

The application of pictures inside the classroom can support the interaction between the learners and teacher that will create a successful communication and discussion among each other. As Harmer (2007, p.136) said that" pictures can stimulate questions such as: What is showing? How does it make you feel? What was the photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?"

Another use for pictures is to make pupils creative in the verbal communication. The teacher could show any type of pictures to his her learners and have pupils take turns saying descriptive thing about it, or to produce a conversation that may replace the characters that are shown in the pictures, or perform what is represented in pictures in particular role play activity. (Ibid)

7. Activities where pictures are used to teach vocabulary

English teachers can design activities using pictures in teaching in order to achieve and develop learners' vocabulary mastery. When the instructor shows the picture to his/her pupils they will try to guess the word or the object that the picture represented, after that they can remember it and use it in their productive skills.

Gray (2001) made a series of activities for young learners; the activities below are a sample from them:

THE BASICS: NUMBERS 4 10 5 8 9

A Complete the countdown!

ten

_____

eight

_____

_____

five

_____

_____

two

_____

Go!

B Join the dots. What is it?
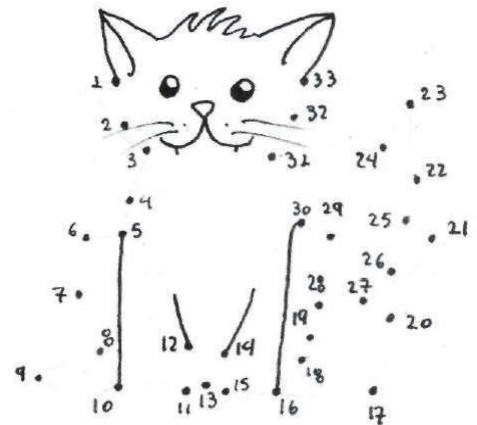
It's a _____ !

C Count and colour

the fourth egg

the eighth star

the fifth box

the seventh apple

the third umbrella

the first onion

the sixth kite
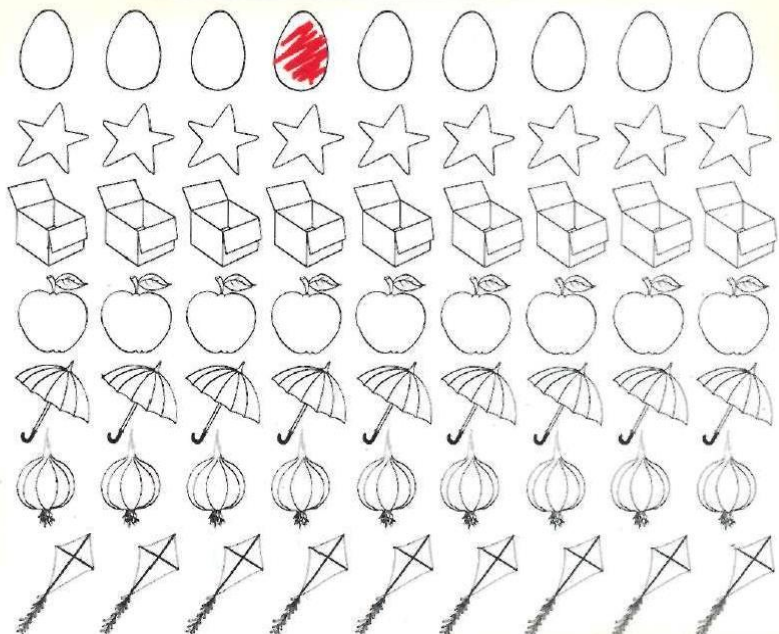
Figure 5: Activities about Numbers (Gray, 2001, p.8)

These activities can help learners to learn numbers in a funny way through completing the countdown as shown in the picture (activity A), or by joining the dots to form a painting of a cat (activity B), or through counting and coloring the given formats (activity C).

D Look at the numbers and colour the butterfly.

1 = black

2 = green

3 = red

4 = yellow

5 = purple
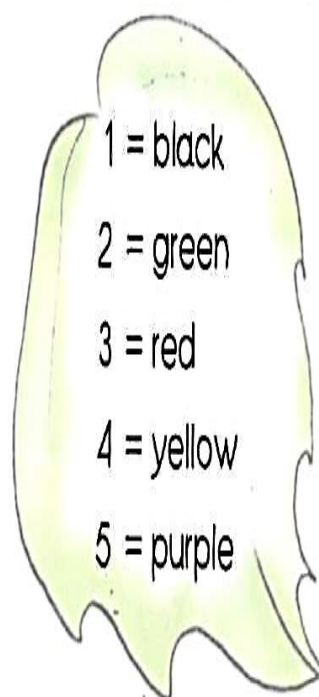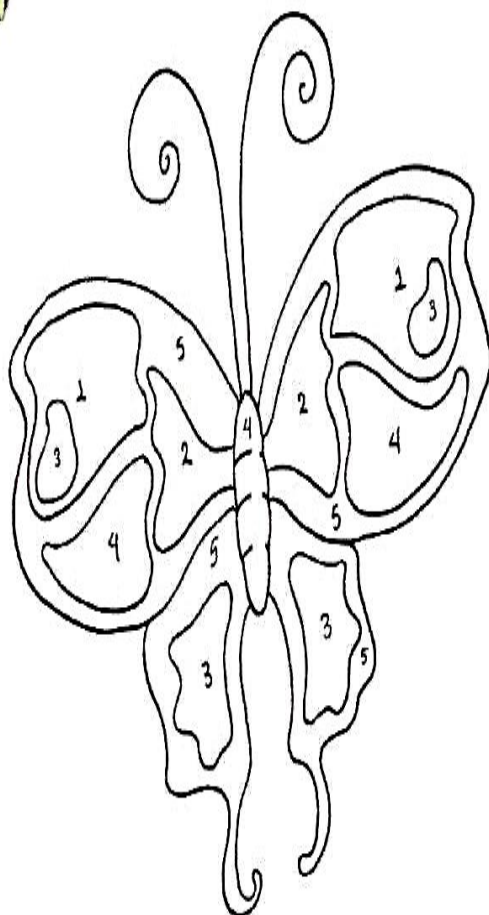
28

Figure 6: Activity about Colors (adopted from Gray, 2001, p.28)

This activity contributes in remembering the colors in the English language, in the same time it is useful for making the pupil involved and active in the class, by asking them to look at the numbers in the butterfly picture and color them accordingly.

B- Draw the times on the clocks.

B

1

It's quarter to two,

It's half past six.

2

It's twenty past seven.

5

3

It's five to four,

6

It's ten to eleven.
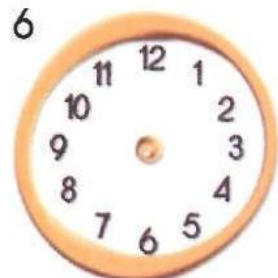
It's quarter past twelve.

C Look at the clocks and write.

go to school

have lunch
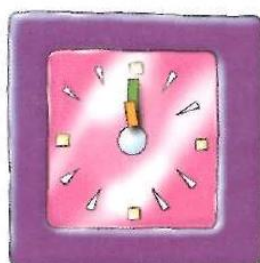
play basketball
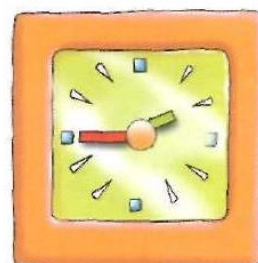
1 I go to school at half past eight. 2 _____

3 _____

have dinner   go to bed
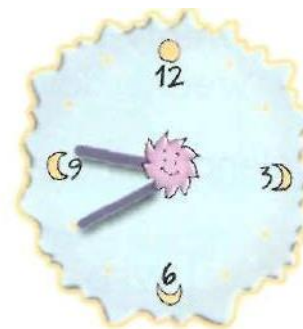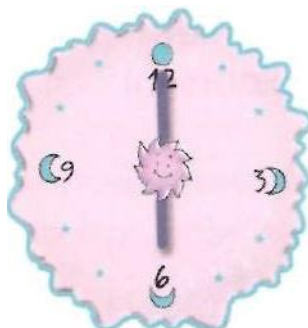
4

_____   5   _____

The activity above is a kind of practice about what pupils have learnt about time and daily routines. Teachers can ask their pupils to draw times on the clocks, and to write full sentences about what they do every day accordingly.

C Draw lines to match the words with the pictures.

1

2

3
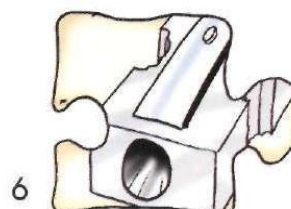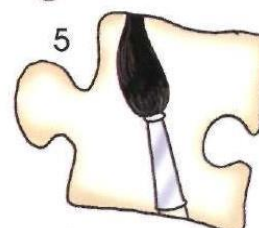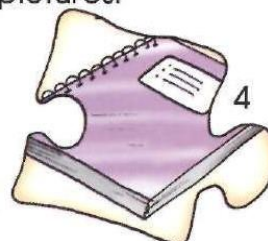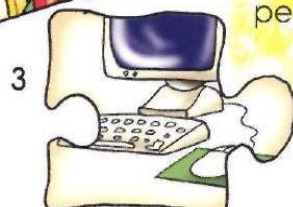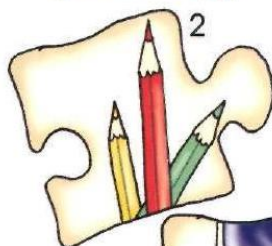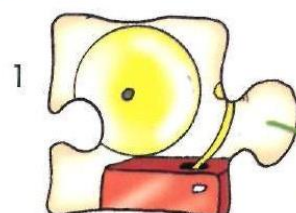
paintbrush

notebook

coloured pencils

bell

computer

pencil sharpener

4

5

6

D Circle the odd word out.

Figure7: Activity about School Supplies (Gray, 2001, p.45)

This activity can help learners to know the names of various school supplies that can be used in the learning process by asking them to look at pictures and to draw lines to match them with the appropriate words.

Conclusion

Pictures are necessary technique in teaching English language to EFL classes, because they helped teachers in explaining the lessons and introducing new vocabulary, as well as, the pupils can understand and memorize easier the new items. Moreover, the use of pictures could make the teaching and learning process more entertaining and beneficial, because they stimulate pupils to participate and engage with the language activities such as drawing, matching the word with its picture, writing the missing words, etc.

PART TWO:

THE PRACTICAL PART

Chapter Three:

Field Work

Chapter Three: Field Work

Introduction

1. The Pupils' Questionnaire

1.2. Administration of the Questionnaire

1.2. Description of the Questionnaire

1.3. Analysis of Questionnaire

1.4. Discussion of the Pupils' Questionnaire

2. The Teachers' Questionnaire

2.1. Administration of the Questionnaire

2.2. Description of the Questionnaire

2.3. Analysis of the Questionnaire

2.4. Discussion of the Teachers' Questionnaire

Conclusion

Introduction

This chapter deals with the practical part of this research work which is an investigation about the suggested hypothesis. Two questionnaires were used in this study. One was for the teachers and the other was for 1st year middle school pupils other was. The aim of this questionnaire is to understand whether the use of pictures technique is useful for pupils to master vocabulary and to what extent it helps teachers to introduce new items easily. We will deal with describing and analyzing the teachers' and learners' questionnaire.

1. The Pupils' Questionnaire

1.1 Administration of the Questionnaire

The questionnaire was given to a sample of 28 first year pupils at Charkia middle school in Barika; we have chosen randomly one group in English lessons. The learners answered the questionnaire that is distributed in Arabic inside classroom. The selection of first year learners relies on the fact that they deal with English language for the first time, consequently they need to learn English vocabulary more than the other components.

1.2 Description of the Questionnaire

The questionnaire contains fifteen (15) questions divided between (yes, no) questions, multiple choices and open ended questions. Our questionnaire is divided into three sections which are:

Section One: General Information (Q1 to Q4)

It consists of four questions which seek information about gender, their desire and motivation to study English, as well as which is the favorite language to study English, French, or both.

Section Two: Learning Vocabulary (Q5 to Q9)

The aim of this section is to elicit pupils' views about the easiest language element (Q5). The questions (Q6 to Q7) try to get the pupils' opinion about the importance of vocabulary in learning English and their acquisition of them. The next question (Q8) investigates whether they face difficulties in learning new vocabulary and if teachers help them (Q9).

Section Three: The Use of Pictures in Learning Vocabulary (Q10 to Q15)

This section attempts to investigate the techniques that the teacher uses in teaching vocabulary (Q10). The next questions (Q12 to Q13) look for the frequency of using pictures in teaching vocabulary and the pupils' preference in studying with them. Q14 and Q15 aim at exploring pupils' attitude towards the influence of pictures in studying vocabulary and their enjoyment during this process.

1.3 Analysis the Questionnaire

Section One: General Information

Q1: Gender

Gender	Female	Male
Respondent	10	18
Percentage	35.71%	64.29%

Table 3: Pupils' Gender Distribution
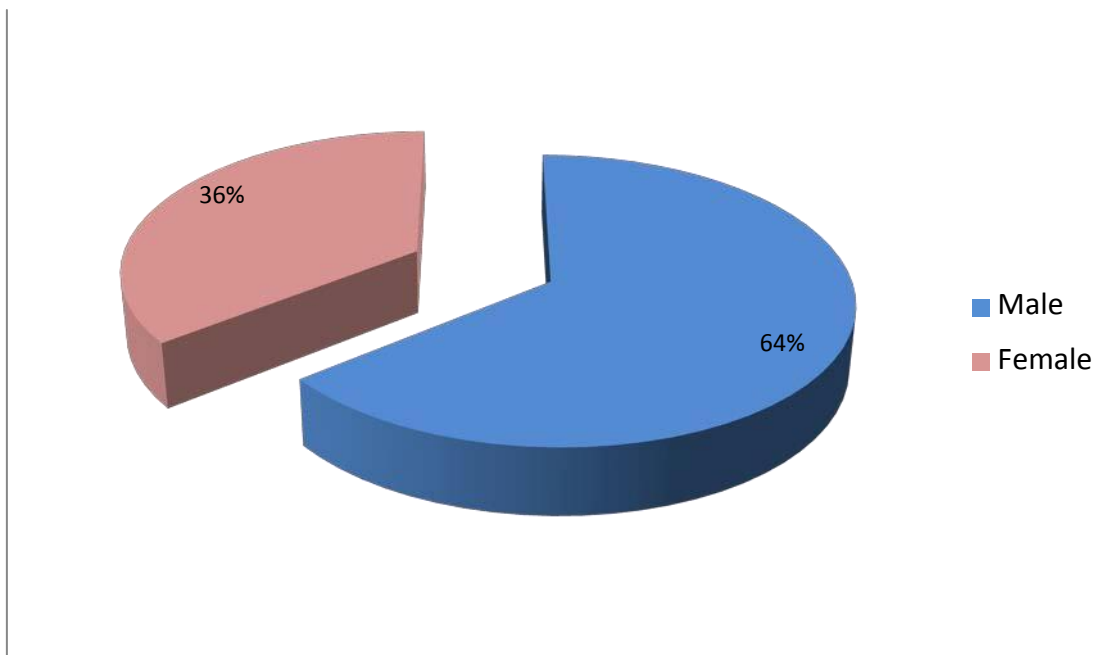
Figure8: Pupils' Gender Distribution

From the table and figure above, we noticed that the majority of pupils are boys: 18 from the total number of 28 (64%), whereas the rest are females (36%). This variation among learners is because of the classes that were divided by the school; we have only selected one group to work on.

Q2: Do you like to learn foreign languages?

Options	N	%
Yes	27	3.58%
No	1	96.42%

Table4: Pupils' Attitude towards Learning Foreign Languages
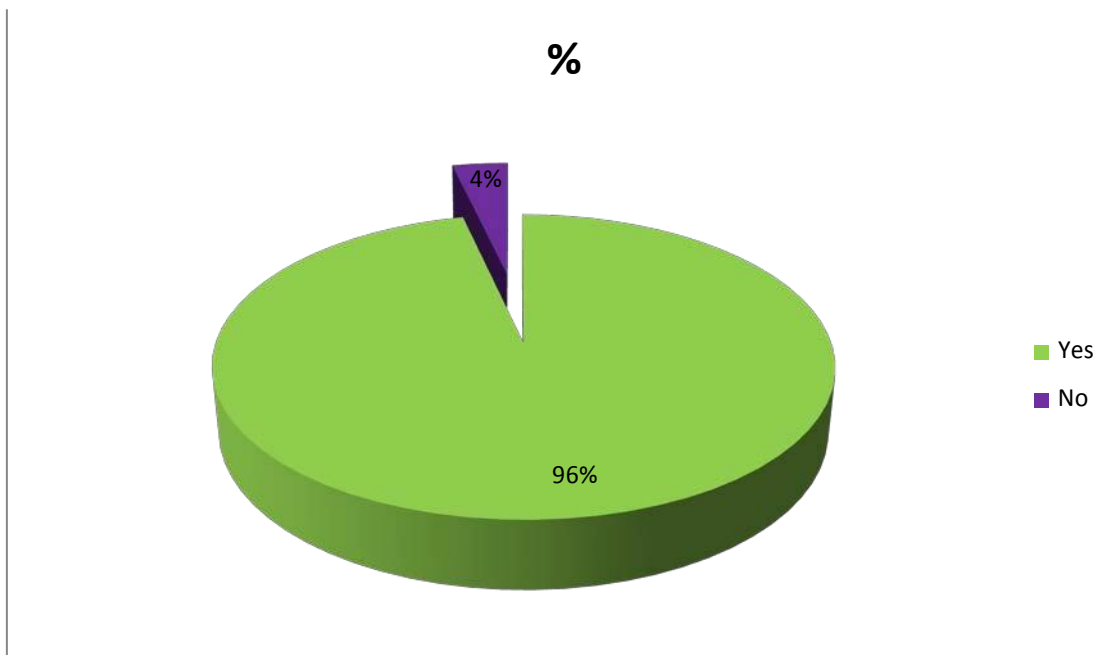
Figure9: Pupils' Attitude towards Learning Foreign Languages

It can be seen from the table and chart mentioned above that the most pupils (27) with the rate of (96.42%) have a desire to learn foreign languages. In contrast to this only one learner with rate of (3.58%) have not the desire to learn them. These results are due to the enjoyment of pupils when they learn them because they feel comfortable to say what they want using a language which is not their mother tongue.

Q3: Which foreign language do you prefer to study?

Options	N	%
French	0	0%
English	21	75%
Both	7	25%

Table5: The Preferred Language for Learners
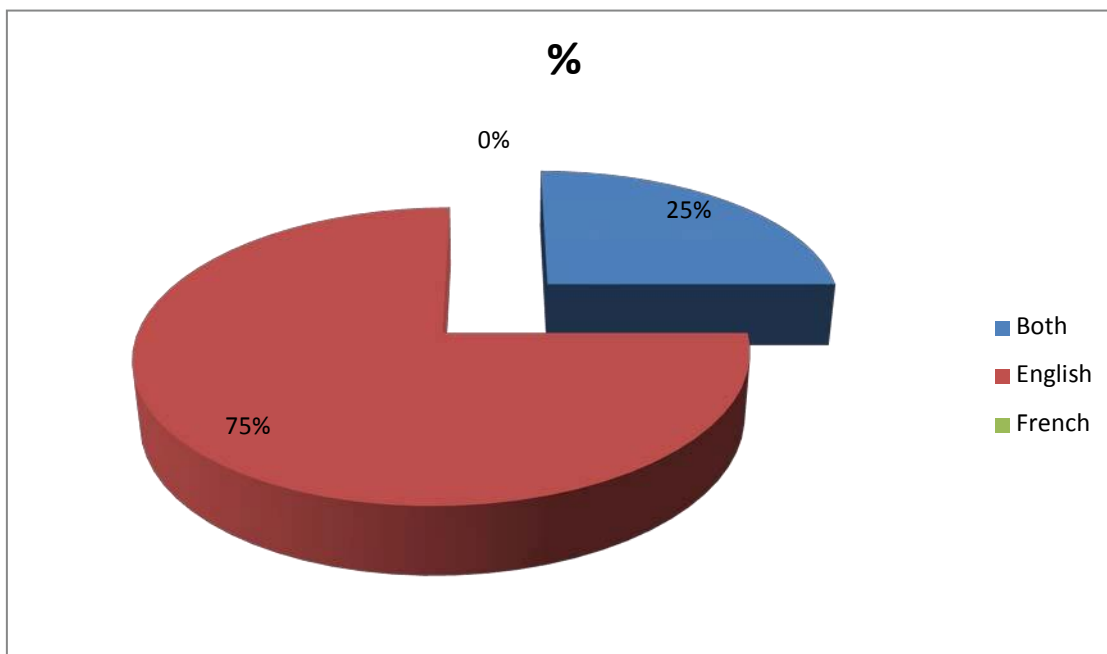
Figure10: The Preferred Language for Learners

Results show that about 21 of learners (75%) prefer to learn English language because of the widespread of English as a global language, pupils are children and most of the cartoons and games nowadays are produced in English language; however, learners who answered that they like to study both of English and French are (7) with the percentage of (25%), this is due to the equal importance given for them in order to get good marks in the exam which help to improve their achievement.

Q4: Are you motivated to learn English language?

Options	N	%
Yes	26	92.85%
No	2	7.15%

Table6: Pupils' Motivation in Learning English Language
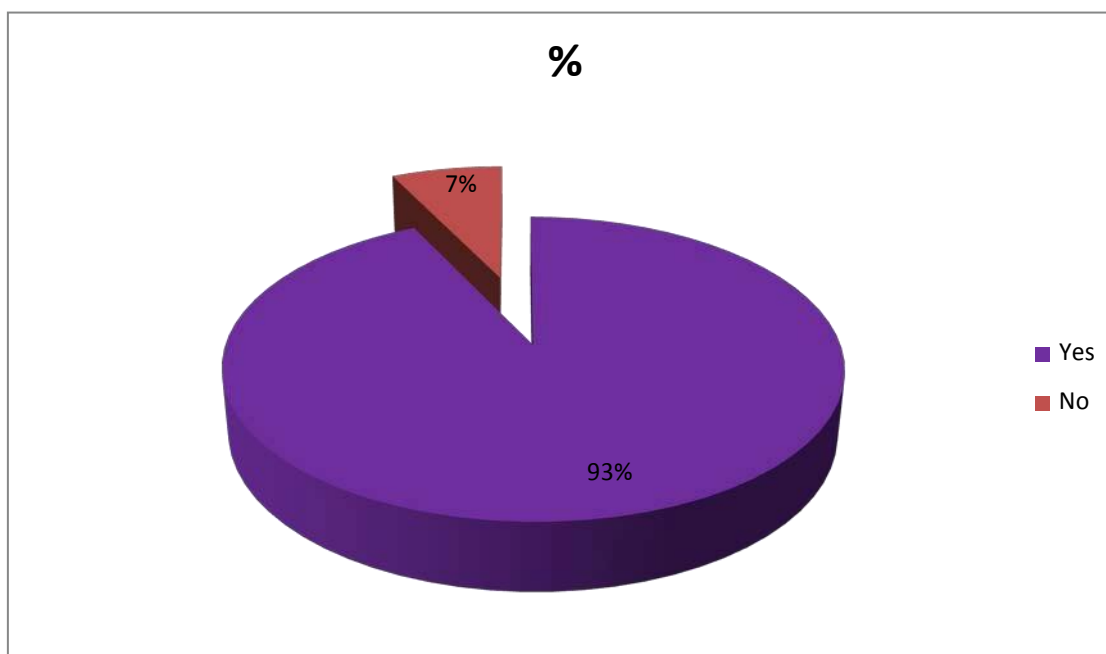
Figure11: Pupils' Motivation in Learning English Language

Table (6) demonstrates that (92.85%) of learners are motivated to learn English, because it is the first time they deal with it as a new designed subject in the program and their teacher do their best to motivate them . Whereas (7.15%) is the percentage of participants who are not motivated to learn English language, because they do not understand the teacher when he explains the lesson therefore they feel bored when they study it.

Section Two: Learning Vocabulary

Options	N	%
Vocabulary	17	60.71%
Grammar	4	14.29%
Both of them	7	25%

Q5: Which of the following language element is easy to study?

Table7: Pupils' Views about the Easiest Language Element
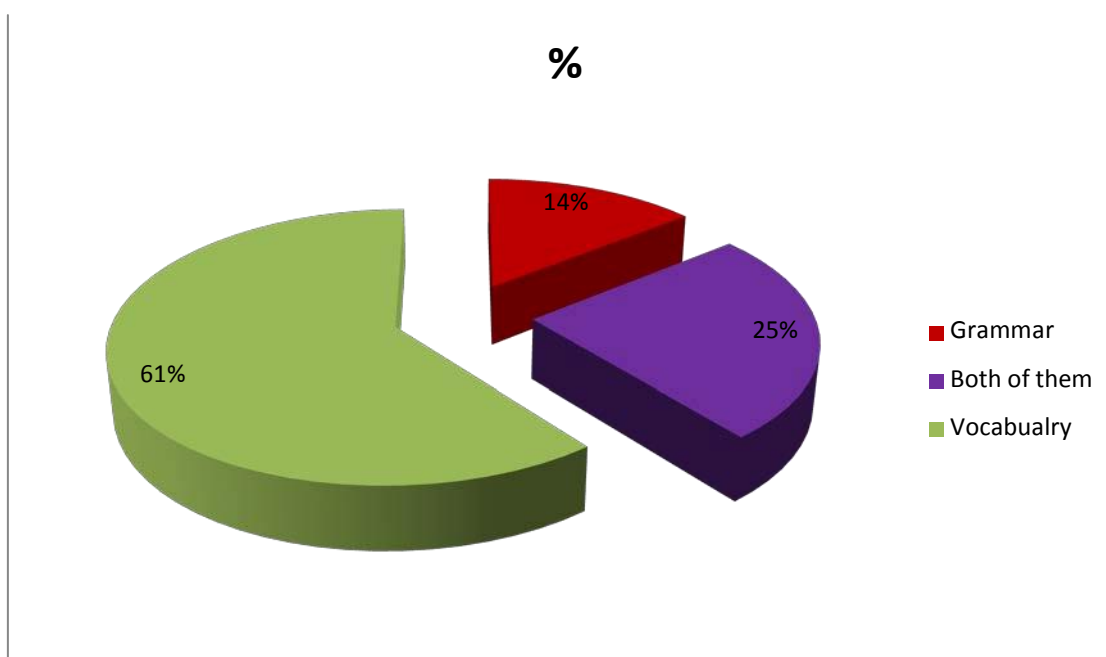
Figure12: Pupils' Views about the Easiest Language Element

As illustrated by the table and graph, 17 of learners with (60.71%) said that

vocabulary is an easy language element to study because it is noticeable that learners are

excited and all the time they ask their teacher how to say certain words in English. However, grammar and vocabulary together comes with a percentage of (27%) about 7 learners, because of their awareness concerning the integration of certain component in order to learn English language, we cannot focus one element and neglect the others, then 4 of them with the rate of (14.29%) assume that grammar is the easiest language component to study because they need to know the rules so as to write or say a correct sentence.

Q6: Do you think that vocabulary is important in learning English language?

Options	N	%
Yes	27	96.42%
No	1	3.58%

Table8: Pupils' Opinion about the Importance of Vocabulary in Learning English
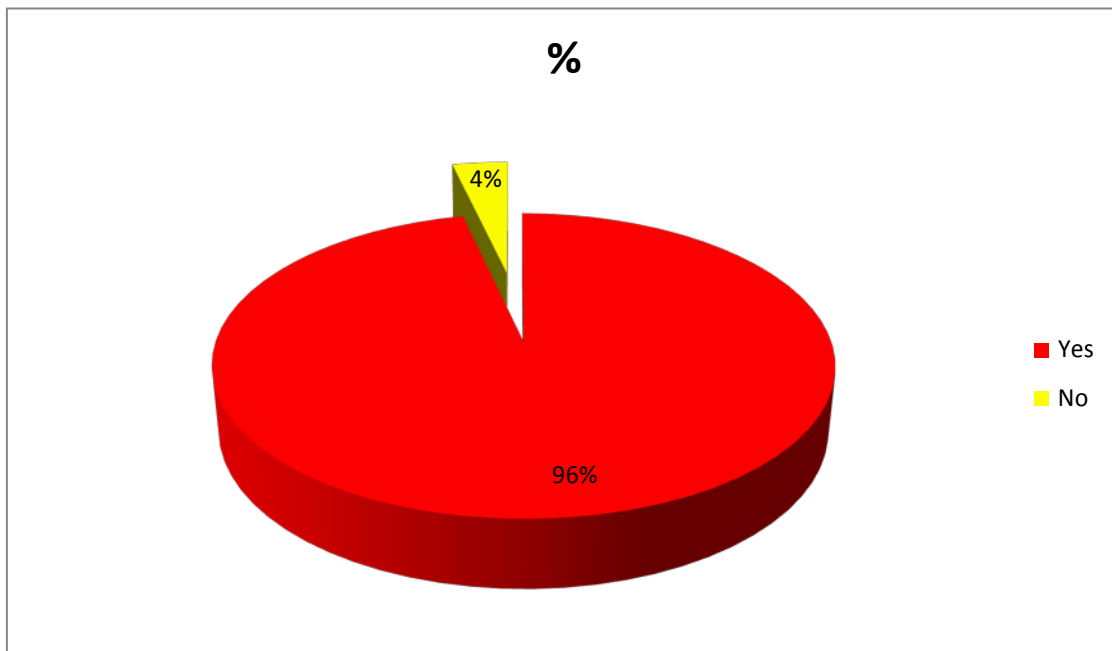
Figure13: Pupils' Opinion about the Importance of Vocabulary in Learning English

The results which are shown in the table above indicate that (96.42%) of the respondent are aware that vocabulary is necessary to the process of acquiring any new language, while only one said that vocabulary is not essential to learn English since it is difficult for him to memorize it.

Q7: What do you think about your acquisition of English Vocabulary?

Options	N	%
High	27	96.42%
Low	1	3.58%

Table9: Pupils' Opinion about their Acquisition of English Vocabulary
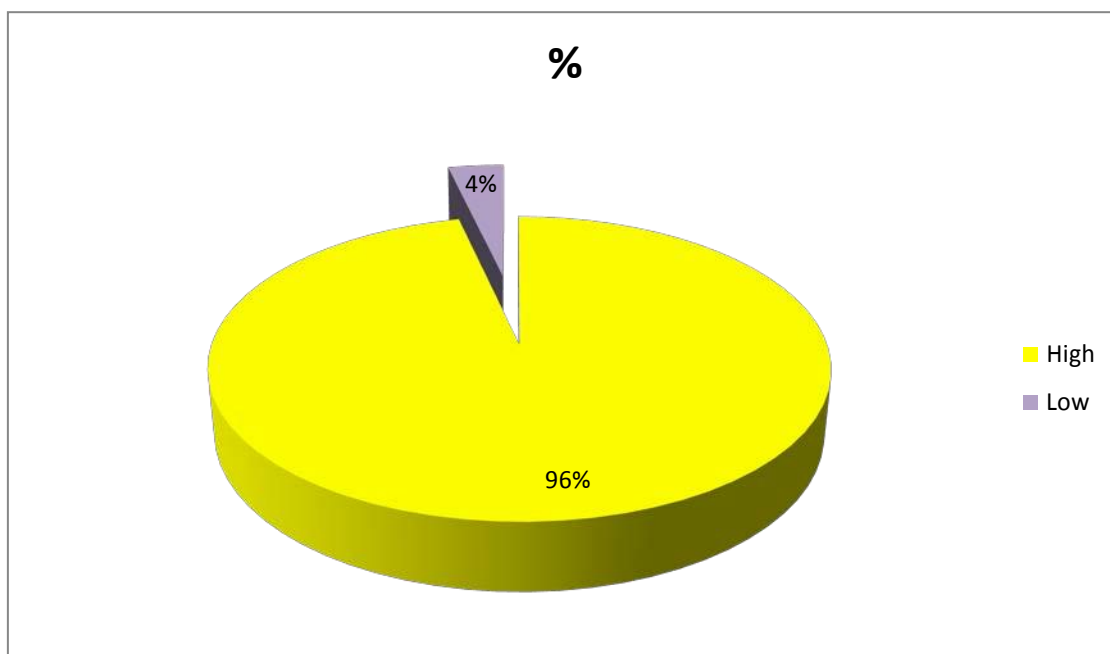
Figure14: Pupils' Opinion about their Acquisition of English Vocabulary

It is clear from the table and the figure above that the majority of learners (96.42%) view that their acquisition of English vocabulary is high due to their understanding and

memorizing of new words each lesson, only one learner view that his acquisition is low since he is not interested in.

Q8: Do you face difficulties in learning new vocabulary?

Options	N	%
Always	1	3.58%
Sometimes	19	67.85%
Rarely	6	21.42%
Never	2	7.15%

Table10: The Rate of Difficulties faced in Learning New Vocabulary
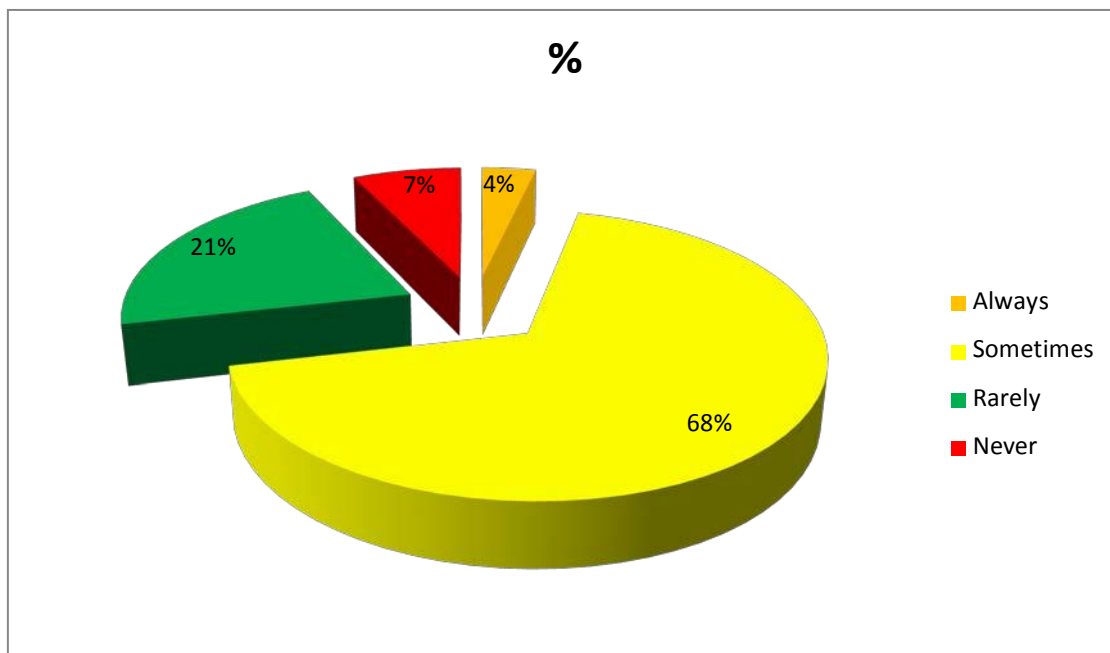
Figure15: The Rate of Difficulties faced in Learning New Vocabulary

The table and the chart indicate that many learners (19) with the rate of (67.85%) sometimes face difficulties when learning new vocabulary because the techniques used to introduce items are not appropriate, then it comes rarely with 6 pupils (21.42%) because they understand and memorize but they forget them due to the lack of use, after that two learners (7.15%) never face difficulties in learning new lexical items due to their preparation of courses at home, only one learner always have problems with learning new words because he does not make efforts to learn.

Q9: Do your teachers help you to learn new vocabulary?

Options	N	%
Yes	28	100%
No	0	0%

Table11: Teacher's Help in Learning New Vocabulary
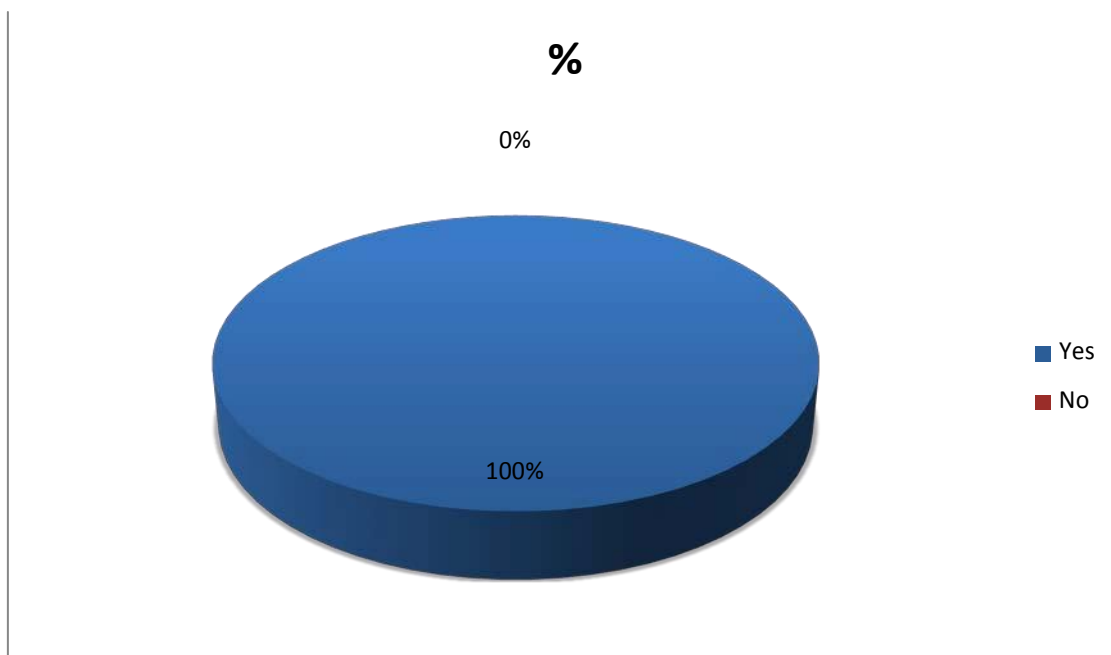
Figure16: Teacher's Help in Learning New Vocabulary

Table (11) demonstrates the whole pupils (100%) answered positively that the teacher helps them in learning new vocabulary because he is aware about the importance of vocabulary to learn a new language inside classroom.

Section Three: The Use of Pictures in Learning Vocabulary

Q10: What are the techniques that your teacher uses in teaching vocabulary?

Options	N	%
Translation	1	3.58%
Synonym	4	14.29%
Pictures	17	60.71%
All of them	6	21.42%

Table12: The Techniques that the Teacher Uses in Teaching Vocabulary
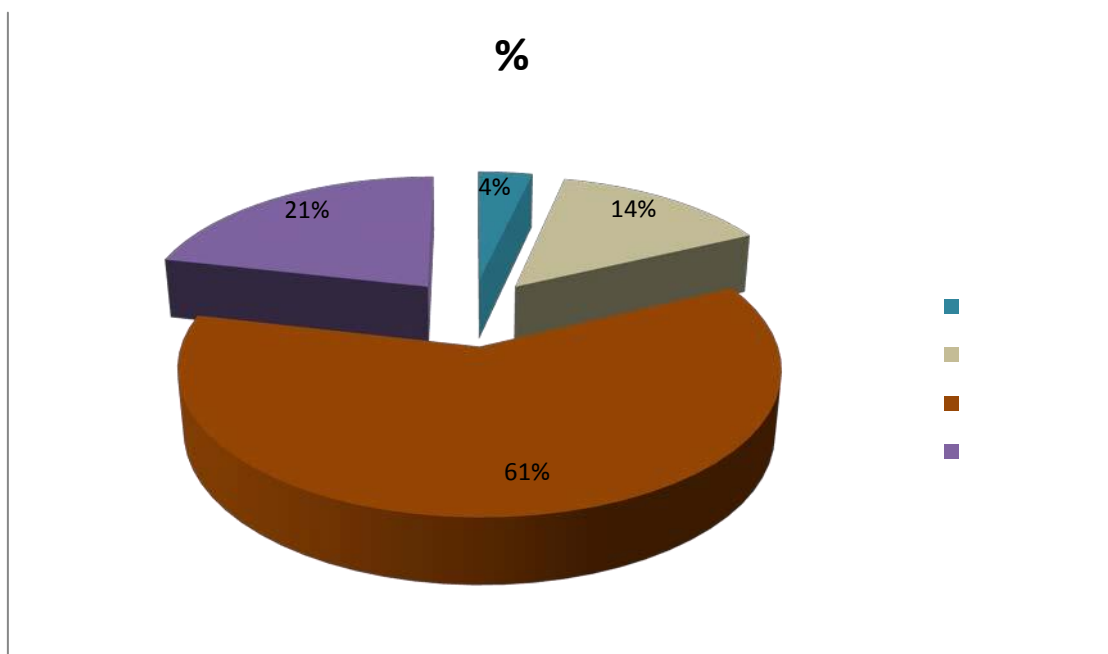
Figure17: The Techniques that the Teacher Uses in Teaching Vocabulary

As it is shown by the figure, (60.71%) of the respendents said pictures are the technique that the teacher uses to teach vocabulary, while (21.42%) of participants had selected 'All of them', then 'Synonyms' comes in the third choice with the rate of (14.29%), after that only one pupil selected the fourth choice 'Translation'. From the results above, we notice that pictures are the most used technique by the teacher in the classroom because they are available even in the text book.

Q11: If the teacher uses other ways, please mention some of them

In attempting to find other techniques that their teacher uses in teaching vocabulary we ask them this open ended question, it was answered by 10 learners (35.71%) out of the total class of 28 pupils by repeating the techniques that were already mentioned in the questionnaire, this can reveals that the teacher does not use other techniques except the given one, the rest 18 learners do not answer at all perhaps they have not the capacity to give their view and answer the open ended questions.

Q12: To what extent does your teacher use pictures in the classroom?

Options	N	%
Always	1	3.58%
Sometimes	27	96.42%
Rarely	0	0%
Never	0	0%

Table13: The Frequency of Using Pictures in The classroom
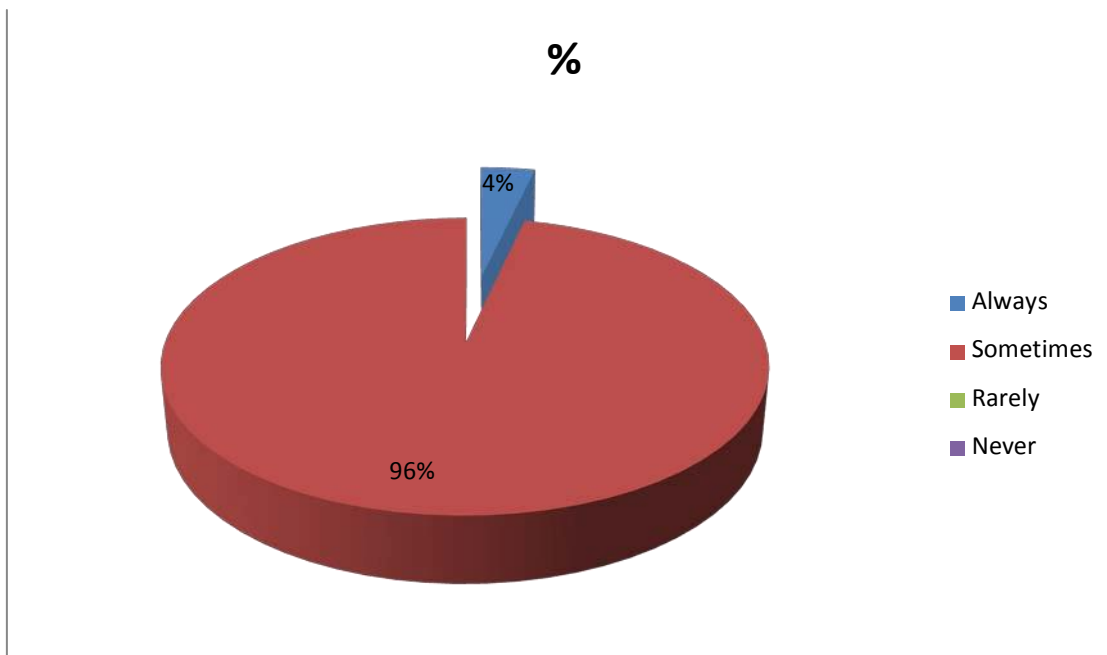
Figure18: The Frequency of Using Pictures in the Classroom

As it is illustrated in figure (13) 27 learners with percentage of (96.42%) said that the teacher sometimes uses pictures in classroom and only one with the rate of (3.58%) answered that he always uses them. It reflects that the teacher utilizes pictures most of times since they can help him to achieve certain goals in teaching learning process as well as addressing pupils' needs.

Q13: Do you prefer to study with pictures?

Options	N	%
Yes	28	100%
No	0	0%

Table14: Pupil's Preference in Studying with Pictures

%

%100

100%

- Yes
- No
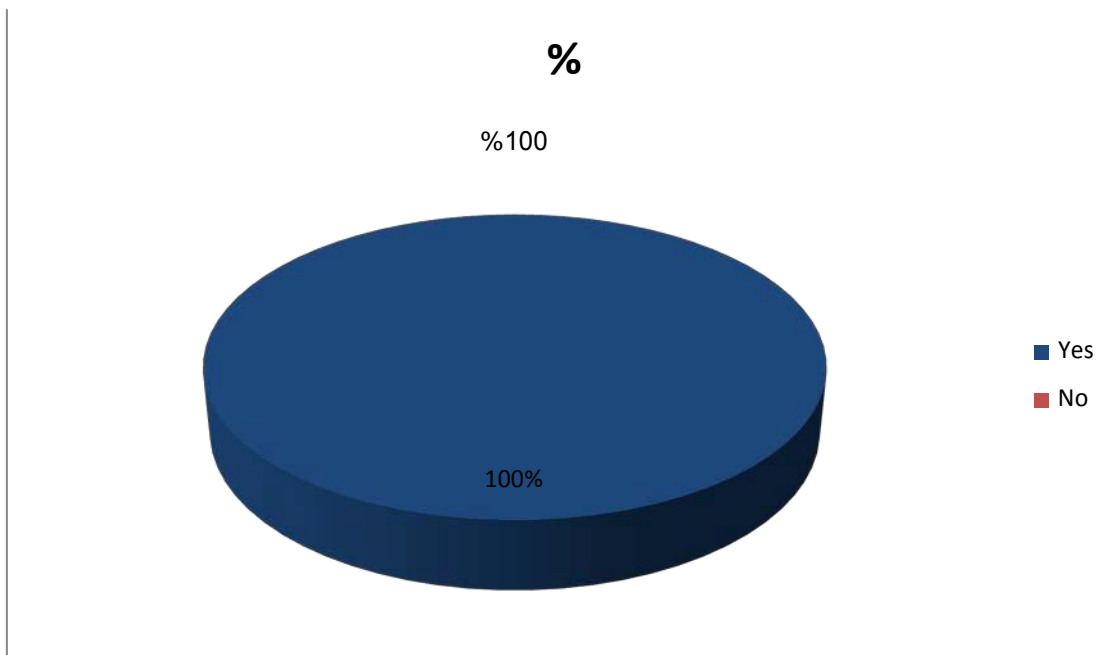
Figure19: Pupil's Preference in Studying with Pictures

According to the table and the chart above, the results represent that; the whole pupils (100%) prefer to study with pictures because they simplify the task of understanding lessons, and they create a pleasant learning atmosphere.

Q14: Do you think that pictures help you to learn new vocabulary successfully?

Options	N	%
Yes	28	100%
No	0	0%

Table15: Pupils' Attitudes towards the Influence of Pictures in Studying Vocabulary

%

%100

100%

Yes
No
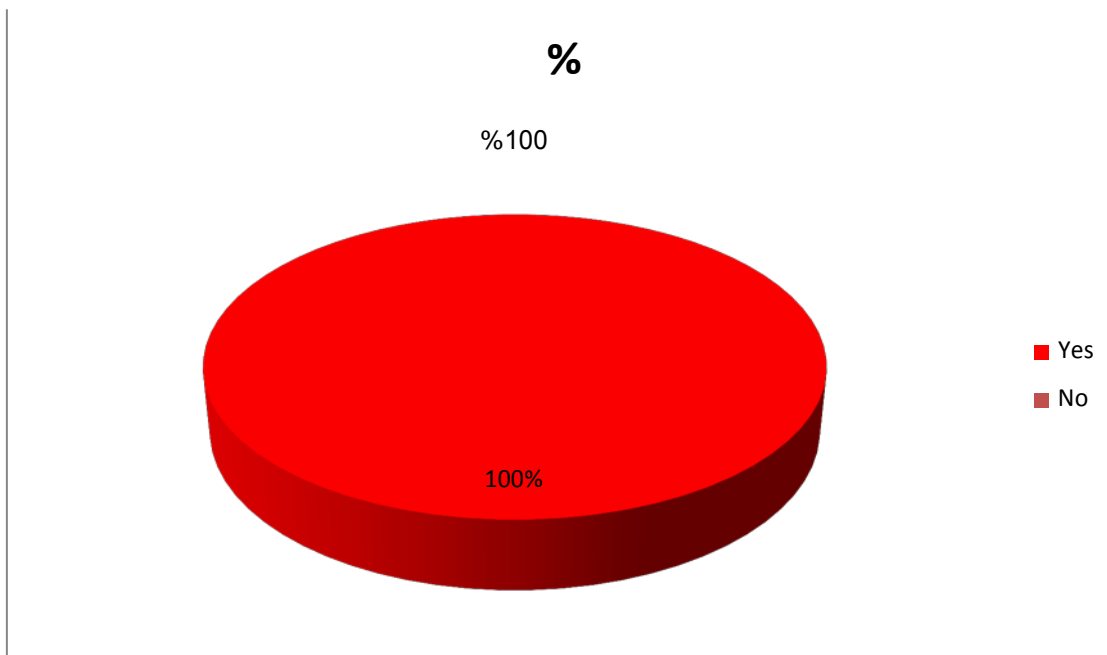
Figure20: Pupils' Attitudes towards the Influence of Pictures in Studying Vocabulary

Table (15) demonstrates that all the pupils (100%) view that the pictures help them to learn new vocabulary successfully, because they are effective in raising their curiosity to know the new lexical items in the target language as well as the pictures sometimes indicate the word meaning without saying it.

Q15: To what extent do you enjoy when studying vocabulary with pictures?

Options	N	%
Much	28	100%
Little	0	0%
Not at all	0	0%

Table16: Pupils' Enjoyment when Studying Vocabulary with Pictures
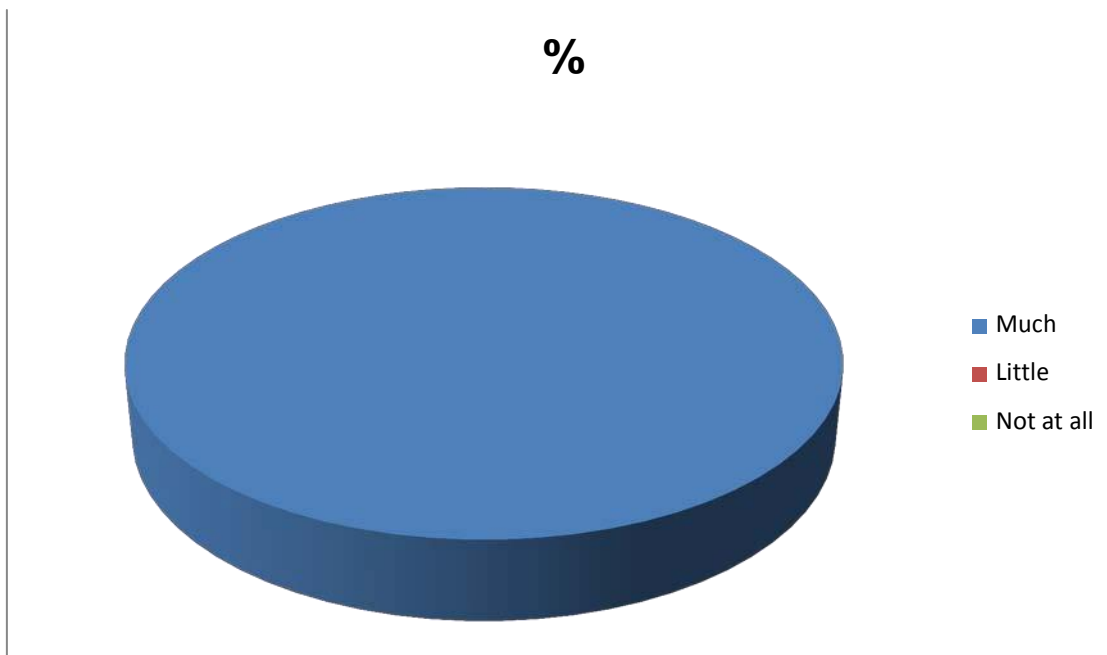
Figure21: Pupils' Enjoyment when Studying Vocabulary with Pictures

A rate of (100%) of responses answered that they enjoy when studying vocabulary with pictures. it claims that the employment of this technique facilitates the comprehension of lexical items easily, and it links the word with its visual representation.

1.4 Discussion of Pupils' Questionnaire

The results obtained from the pupils' questionnaire are showing that the majority of learners are interested to study foreign languages mostly English because it is the language of cartoons, movies and games (familiar language). Pupils also are aware about the importance of vocabulary, despite the fact they face difficulties during the process of learning vocabulary this does not prevent them from a high vocabulary acquisition. Furthermore, teachers help their pupils but using several techniques especially pictures. Learners prefer to consolidate this didactic aid in the learning process since it has a powerful effectiveness in learners' acquisition of new lexical items. If teachers use the pictures in classroom, pupils will be motivated and engaged in the lessons.

2. The Teachers' Questionnaire

2.1 Administration of the Questionnaire

The questionnaire was given to a sample of 3 teachers of English language at Charkia middle school in Barika. They were two female teachers and only one male. The teachers answered the questionnaire and returned it.

2.2 Description of the Questionnaire

The questionnaire contains fifteen (15) questions divided between (yes, no) questions; multiple choices, and open ended one. One questionnaire is divided in three sections which are:

Section One: General Information (Q1 to Q3)

This section consists of three questions which seek information about the teachers' age, experience in teaching, and levels they are teaching.

Section Two: Teaching Vocabulary (Q4 to Q8)

The aim of this section is to investigate the difficult teaching aspects of language (Q4). The questions (Q5 to Q6) try to get the teachers' view about introducing new words in each lesson and the techniques used in presenting them. The last two questions (Q7 and Q8) attempt to elicit teachers' views on their pupils' attitude towards the importance of vocabulary in learning English and if they have any difficulties in mastery.

Section Three: The Use of Pictures in Teaching Vocabulary (Q9 to Q15)

This section deals with the use of pictures, their advantages, and the effectiveness of pictures on learners' vocabulary knowledge, the problems when using pictures in classroom, finally the teachers' comments or suggestions.

2.3 Analysis of Questionnaire

Section One: General Information

Q1: Teacher's Age

Options	N	%
25- 35 years old	1	33.33%
36- 45 years old	1	33.33%
More than 46	1	33.33%

Table17: Teachers' Age Distribution
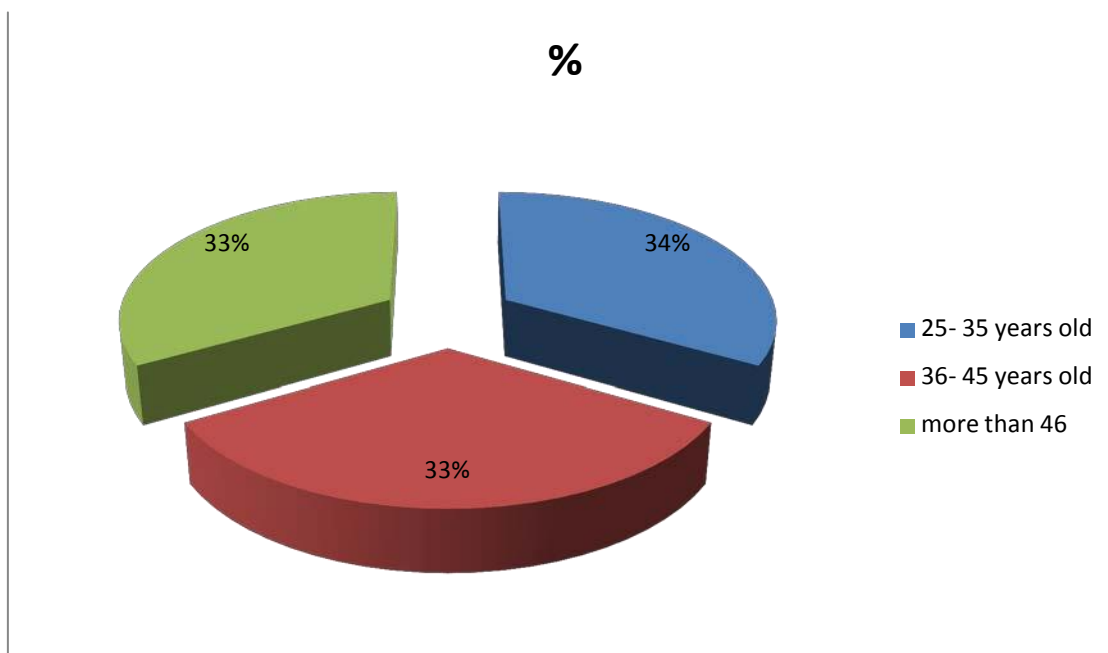
Figure22: Teachers' Age Distribution

The table and the figure above show that (33.33%) of the teachers are between 25 and 35 years, (33.33%) are between 36 and 45 years old, (33.33%) are between 36 and 45 years, and (33.33%) are more than 46. Consequently, it shows the experiences variation in teaching.

Q2: How long have you been teaching English?

Teachers	Years
T1	3
T2	6
T3	17

Table18: Experience in Teaching
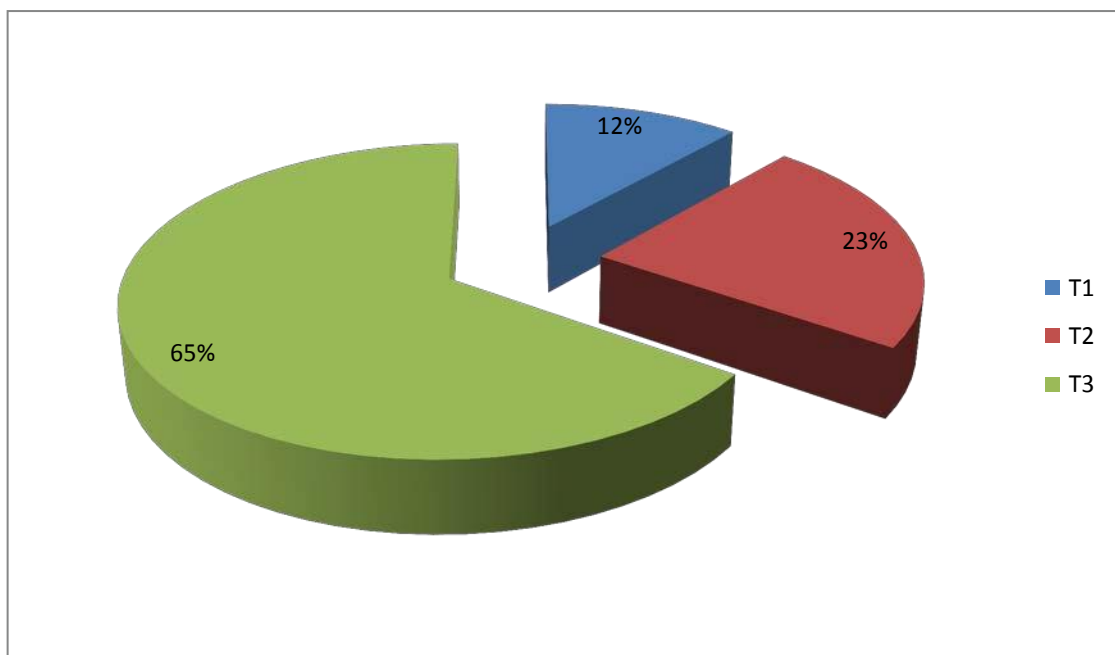
Figure23: Experience in Teaching

It is clear from the table and figure that (67%) of participant have been teaching English for more than 5 years and only one (33%) has been teaching for 3years. Thus, the majority is experienced teachers and only one is a novice.

Q3: What level have you been teaching?

Responses	1st	2nd	3rd	4th
T1	√	√		
T2	√	√	√	
T3	√			√

Table19: Teachers' Levels of Teaching

It can be seen from the table that 2 teachers have taught two levels, only one has taught three levels, and the common level between them is the first year.

Section Two: Teaching Vocabulary

Q1: Which of the following language element is difficult for you to teach?

Options	N	%
Vocabulary	1	33.33%
Grammar	1	33.33%
Both of them	1	33.33%

Table20: The Difficult Teaching Aspect of Language
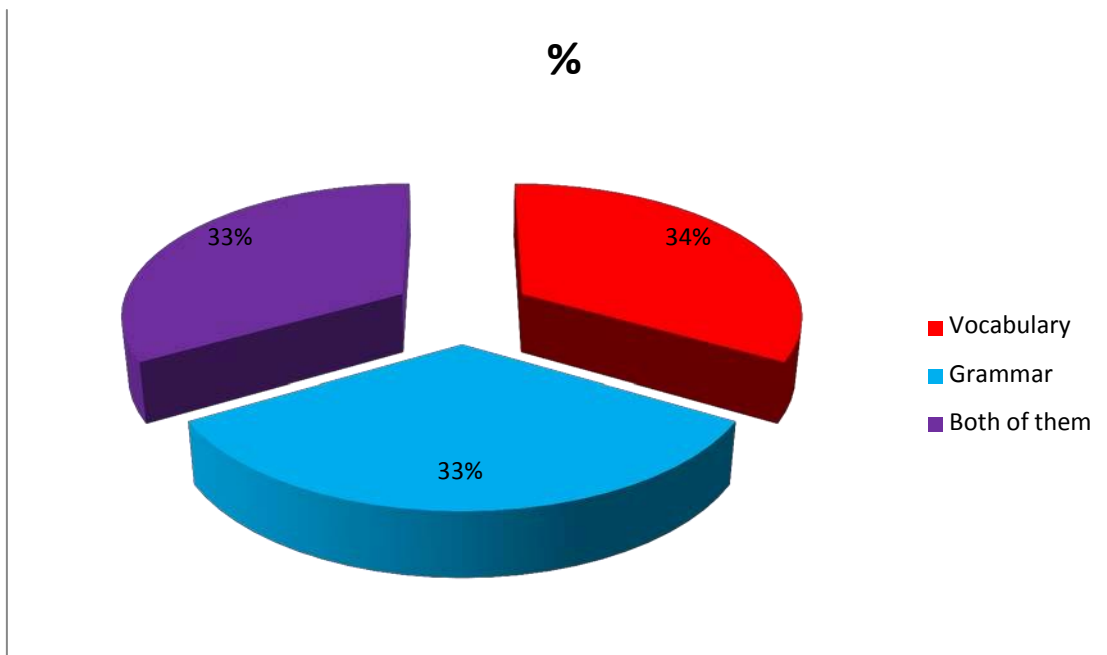
Figure24: The Difficult Teaching Aspect of Language

Table (20) demonstrates that (33.33%) of teachers have difficulties in teaching vocabulary and the same rate of teachers have difficulties in teaching grammar, the rest of the teachers face difficulties in teaching both vocabulary and grammar.

Q5: Do you introduce word each lesson?

Options	N	%
Yes	3	100%
No	0	0%

Table21: Teachers' Views about Introducing New Word in each Lesson
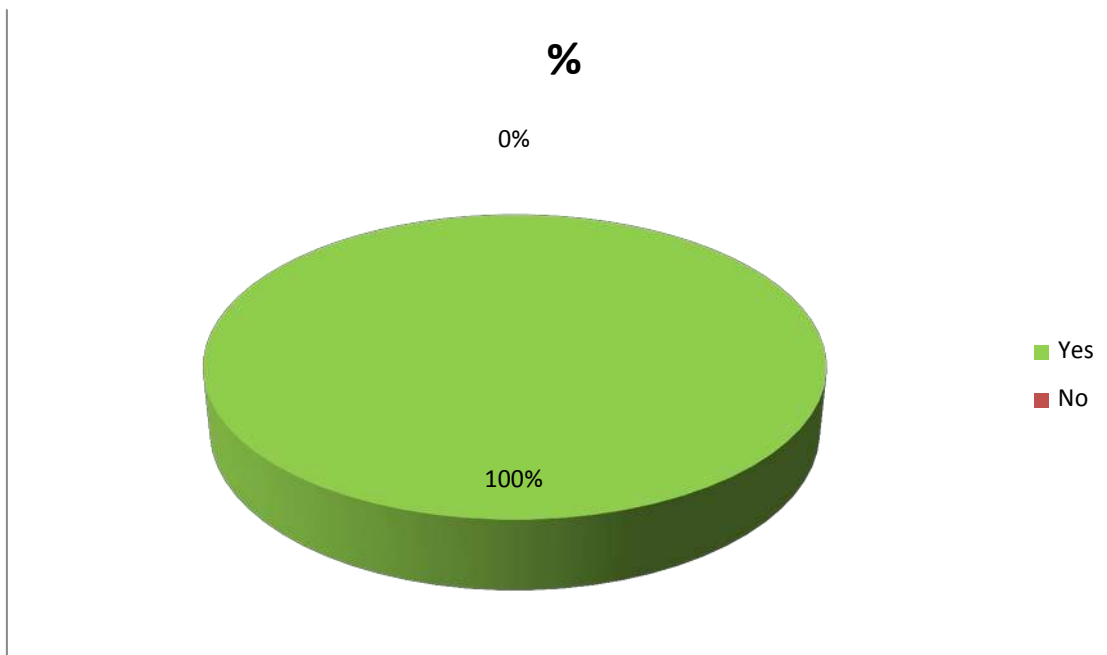
Figure25: Teachers' Views about Introducing New Word in Each Lesson

A rate of (100%) of responses answered that they introduce new word each lesson because of the teachers' awareness about the importance of vocabulary in enhancing pupil's lexical knowledge.

Q6: How do you present new vocabulary?

Options	N	%
Translation	0	0%
Pictures	1	33%
Synonyms	0	0%
All of them	2	67%

Table22: Techniques Used in Presenting New Vocabulary
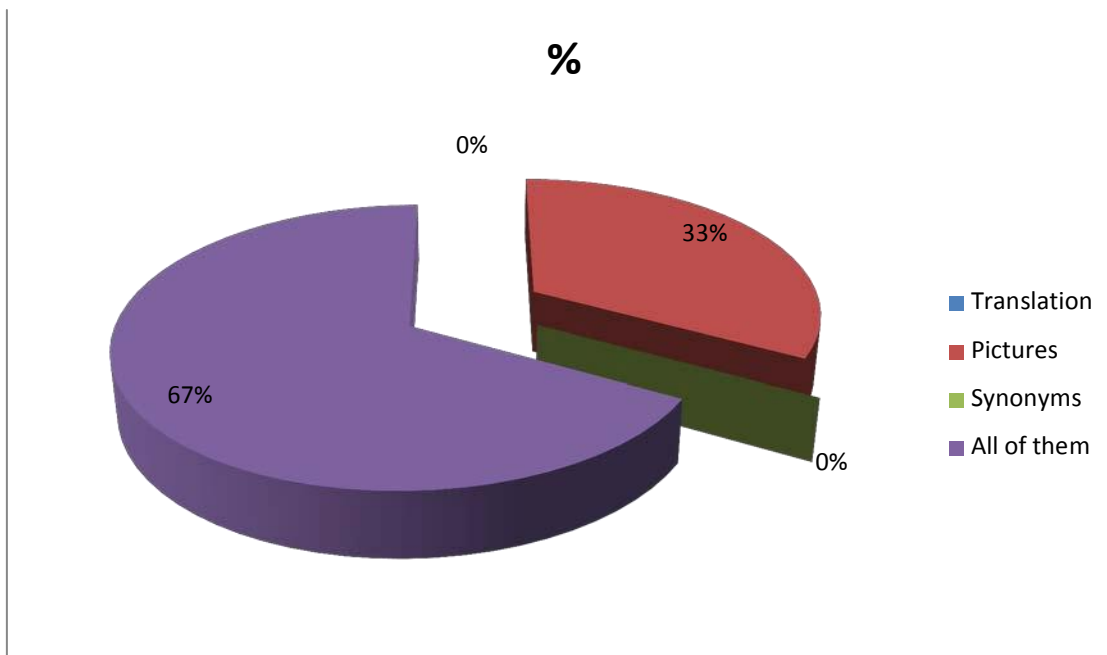
Figure26: Techniques Used in Presenting New Vocabulary

According to the previous table and chart, 2 teachers (67%) presented new vocabulary via all the techniques mentioned, however only one (33%) used the pictures alone. As a result of this, the majority of teacher's emphasis is on pictures as a technique to present new lexical items since it is the technique in common.

-If others, specify please?

In trying to discover other techniques that their teacher uses in teaching vocabulary we ask them this open ended question, it was answered only by one teacher out of three, she suggested the use of gestures and data show.

Q7: To what extent your pupils give importance to vocabulary in learning English language?

Options	N	%
Very much	2	67%

Much	0	0%
Little	1	33%
Not at all	0	0

Table23: Teachers' Opinion on their Pupils' Attitude towards the Importance of Vocabulary
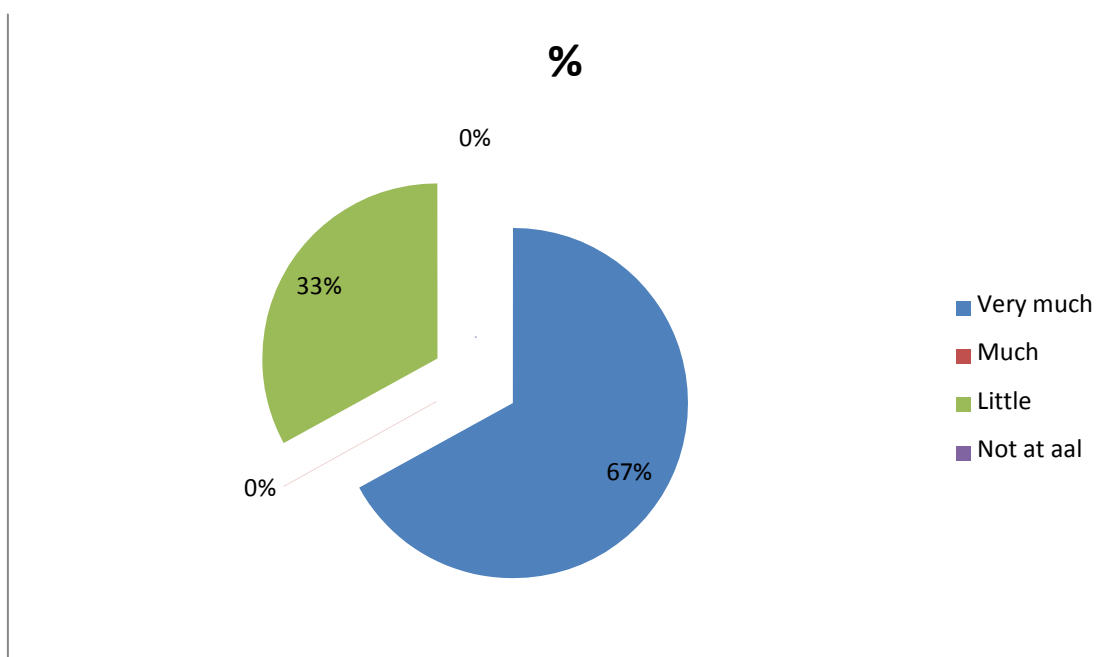
Figure27: Teachers' Opinion on their Pupils' Attitude towards the Importance of Vocabulary

It is clear from the figure above that the majority of teachers (67%) view that their pupils give very much importance to vocabulary in learning English, while only one teacher with the rate of (33%) say that his learners give little importance to vocabulary in learning English language. It reflects that pupils think that building up breadth of vocabulary is the key of learning English language.

Q8: Do pupils have difficulties with vocabulary mastery?

Options	N	%
Yes	2	67%
No	1	33%

Table24: Pupils' Difficulties with Vocabulary Mastery
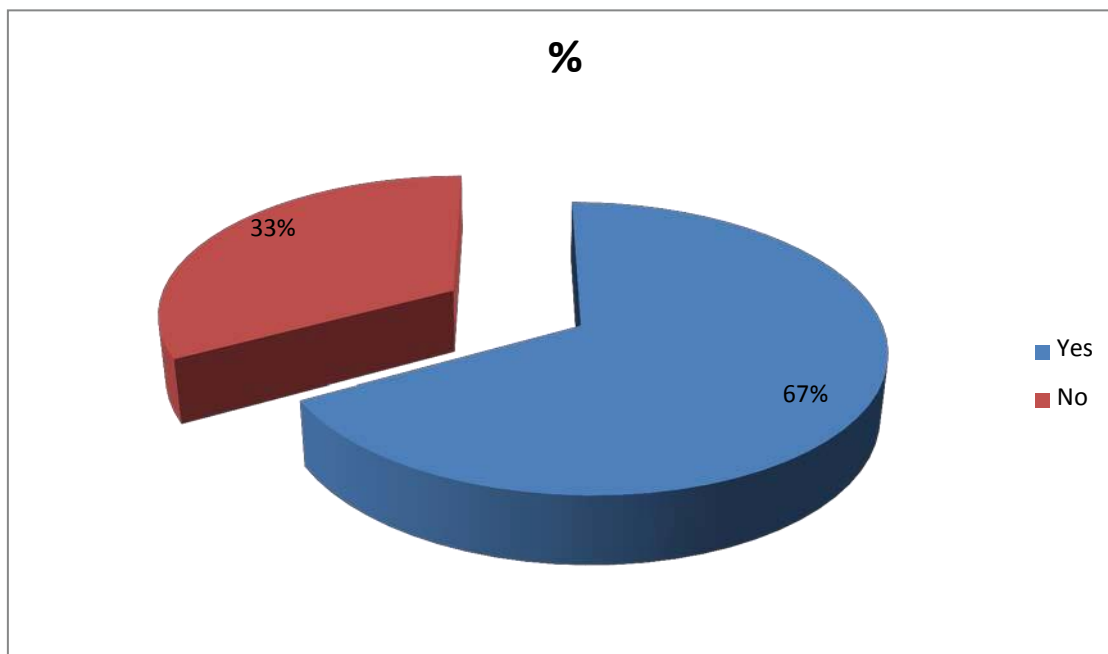
Figure28: Pupils' Difficulties with Vocabulary Mastery

The table and graph reveals that 2 teachers with the percentage of (67%) answered that they have difficulties with vocabulary learning. In contrast to this, only one teacher (33%) said that he has not problems with it. As result of this, the majority of teachers said that pupils have difficulties with vocabulary leaning since it is a foreign language.

-If yes, mention some of them.

- ❖ Difficulties in memorizing.
- ❖ Absence of interest to study English language.

❖ Certain vocabularies vary in meaning according to the context, so it is a challenging task for pupils to get all the meanings.

Section Three: The Use of Pictures in Teaching Vocabulary

Q9: Do you use pictures in EFL classes?

Options	N	%
Yes	3	100%
No	0	0%

Table25: Teachers' Opinion about Using Pictures in EFL Classes
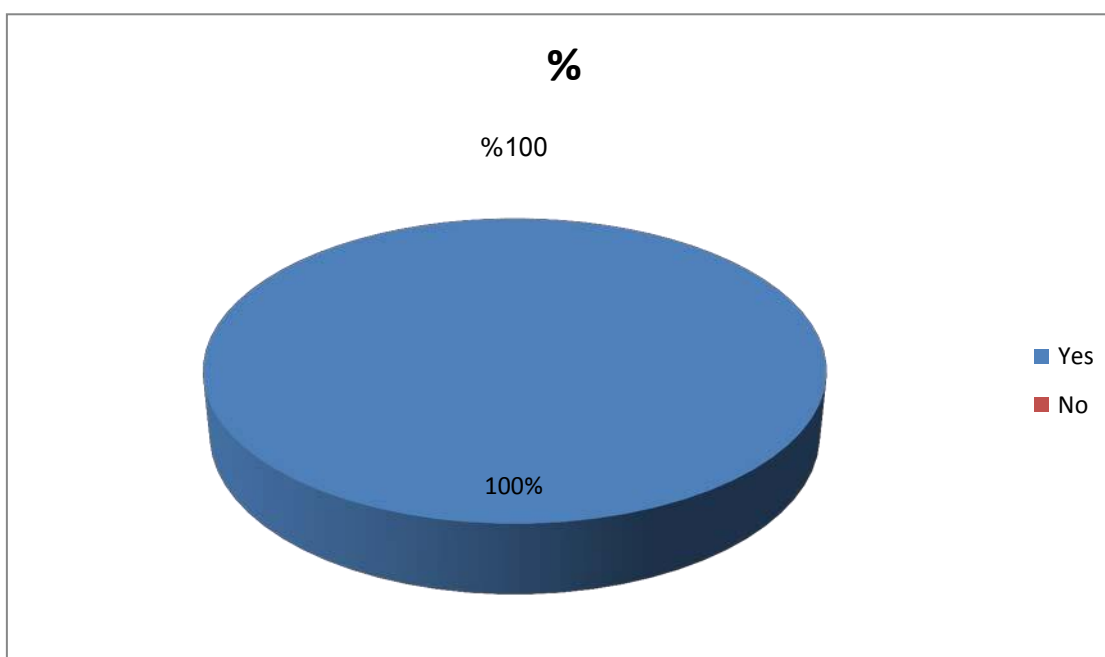
Figure29: Teachers' Opinion about Using Pictures in EFL Classes

It is clear from the graph that all teachers (100%) use pictures in EFL classes, this technique is considered as a suspense factor which raises the attention of the learner and it helps the teacher in explaining the lesson easily without wasting time.

Q10: How often do you use pictures in the classroom?

Options	N	%
Always	1	33%
Sometimes	2	67%
Rarely	0	0%
Never	0	0%

Table26: The Frequency of Using Pictures in the Classroom
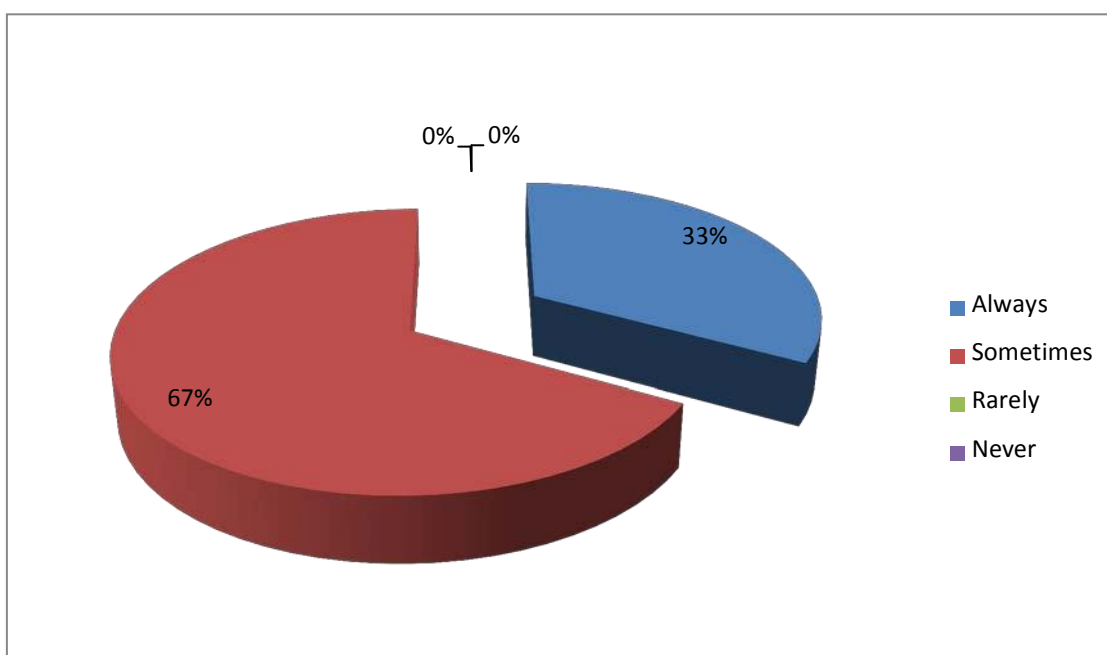
Figure30: The Frequency of Using Pictures in the Classroom

As illustrated by the table and the chart above (67%) of teachers use sometimes pictures in classroom, whereas (33%) of them use it always. As result of this, the techniques used in classroom are dependent on the teacher's method of teaching and the course objectives.

Q11: When using pictures, do you think that your pupils are:

Options	N	%
Highly motived	2	67%
Motivated	1	33%
Not motivated	0	0%

Table27: Teachers' Perception of Pupils' Reaction towards Pictures
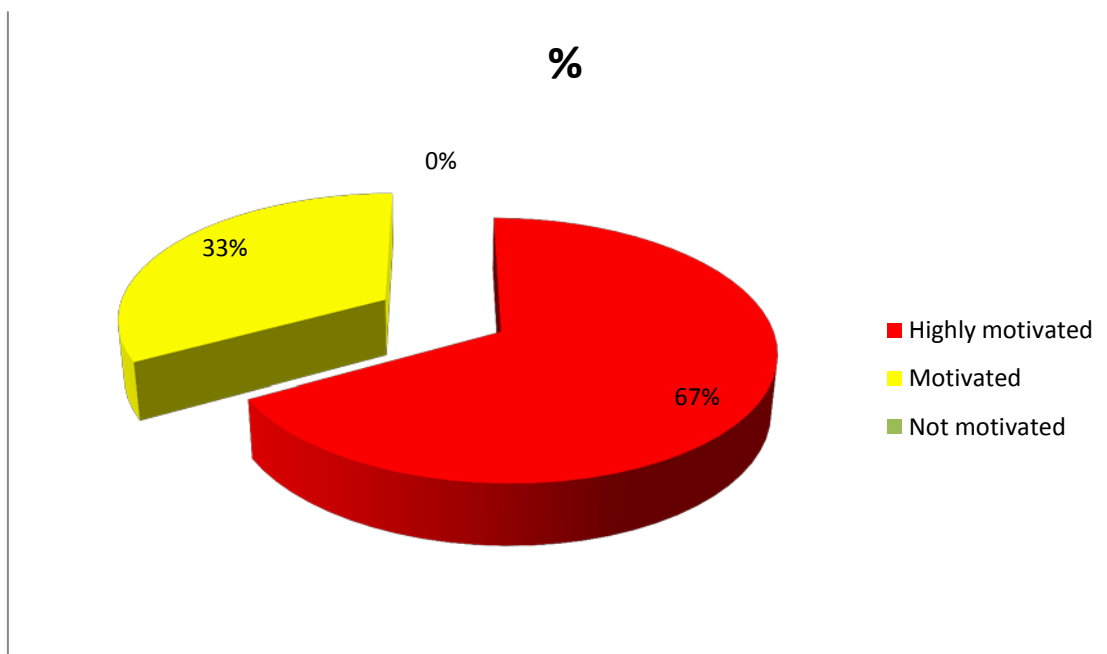
Figure31: Teachers Perception of Pupils' Reaction towards Pictures

It can be seen from the table that 2 teachers with the rate of (67%) said that their pupils are highly motivated when they use pictures, while the rest of them (33%) assumed that they are motivated when using them. As results of this, the use of pictures is a powerful technique in keeping pupils involved and engaged so their cognitive abilities will be developed; also it contributes in creating a positive attitude towards learning process.

Q12: In your opinion, what are the advantages of using pictures in teaching vocabulary?

Teachers mention some advantages of using pictures in teaching vocabulary as follow:

- ❖ To make the learning and teaching process easier and helpful for both the teacher and the learner.
- ❖ To avoid translation from the mother tongue (Arabic) to English and vice versa.
- ❖ They are, motivating, stimulating, illustrative, very clear and easy.

Q13: Do you think that the use of pictures improves pupils' vocabulary knowledge?

Options	N	%
Yes	3	100%
No	0	0%

Table28: Teachers' Views on Improving Vocabulary through Pictures
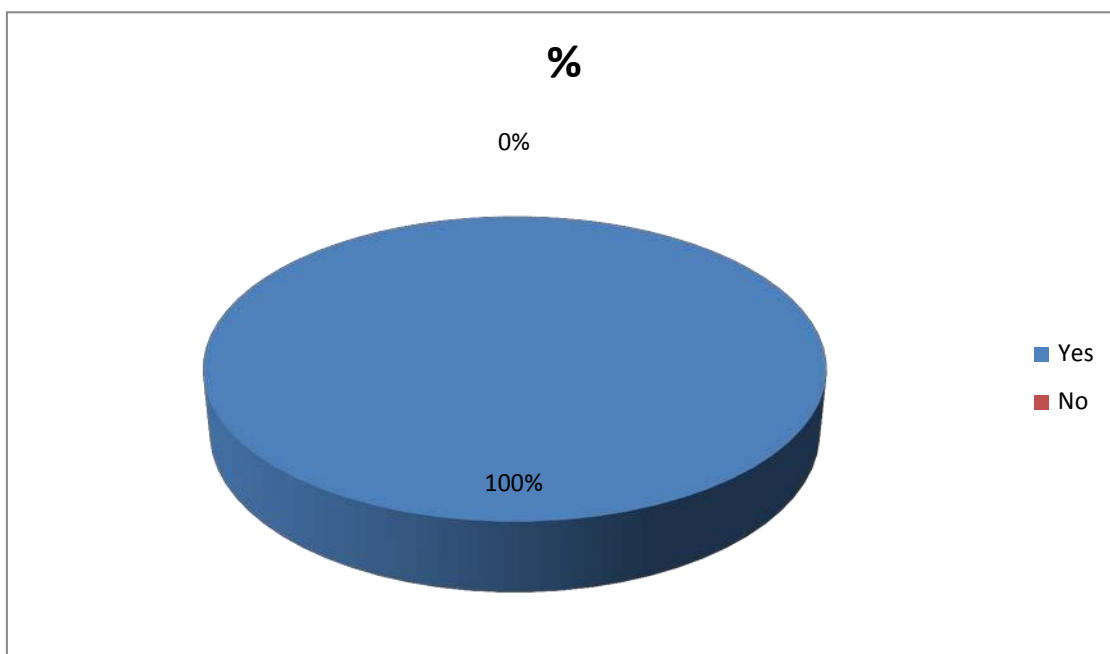
Figure32: Teachers' Views on Improving Vocabulary through Pictures

As it is shown by the table and the chart above, all the teachers (100%) agree that pictures are helpful in enhancing pupils' vocabulary knowledge because they contribute in building up large store of words and help pupils to recall them, also their use aid teachers to have an interesting class since learners are interested in watching at the pictures which is attractive and enjoyable.

Q14: Do you find problems when using pictures in classroom?

Options	N	%
Yes	3	100%
No	0	0%

Table29: Teachers' Difficulties in Using Pictures
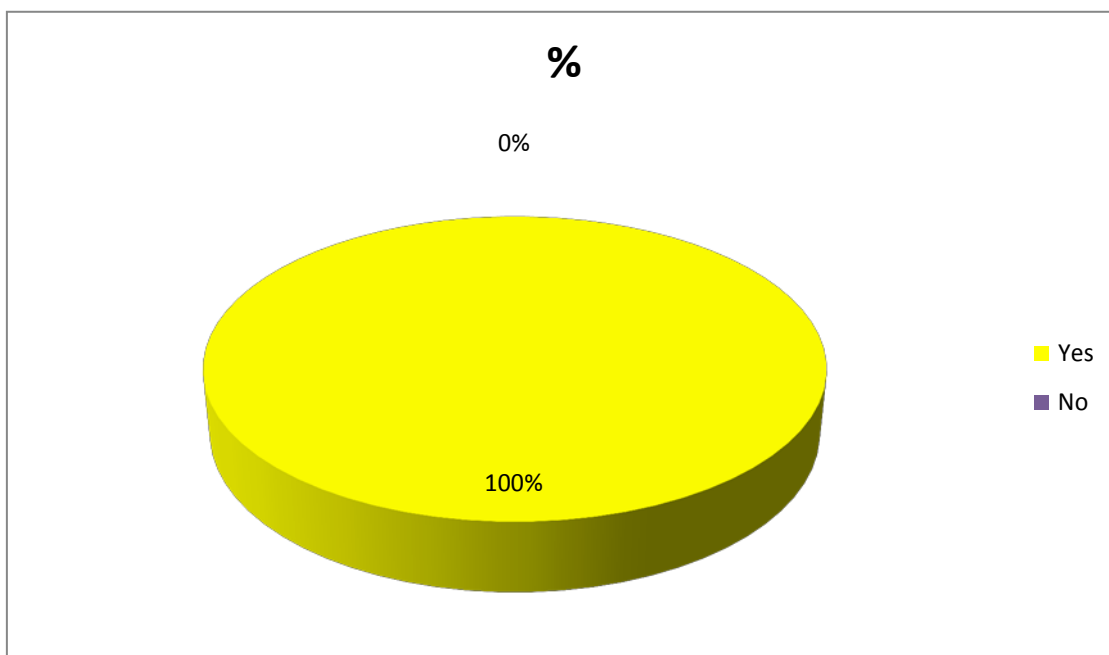
Figure33: Teachers' Difficulties in Using Pictures

It is clear from the figure above that all teachers (100%) do not have problems when using pictures because they use obvious, interesting and illustrative pictures with pupils that fit their age and needs.

Q15: Teachers' Comments and Suggestions

The three teachers realize the value of pictures as an effective technique in the teaching process particularly in teaching vocabulary. Despite that, they suggested other techniques, the first teacher stated that" we can use gestures, videos, and examples", the second one viewed that" there are other techniques also useful: realia, giving feedbacks, the bottom up and top down technique, and involving in a concrete situation", the last one viewed that the pictures are good techniques in teaching certain vocabulary, likewise gestures and vital examples such as classroom environment are efficient.

2.4 Discussion of Teachers' Questionnaire

The results obtained from the teacher's questionnaire reveal that teachers are aware about the importance of vocabulary; therefore, they introduce new word in each lesson. Teachers agree that even if they do their best to facilitate the process of learning vocabulary, pupils still face difficulties mostly in memorizing new words, and understanding vocabularies that have various meaning according to context. Accordingly, teachers try to create an enjoyable learning atmosphere that breaks the routine through the use of different techniques particularly pictures, because they agree that using pictures in teaching enhances pupils vocabulary mastery which is the major focus of our current research.

Conclusion

In the light of data obtained from teachers and pupils' questionnaire, we can notice that using pictures is effectively helping the learners in memorizing new words easily; they raise motivation, bring the entertaining and reinforce the learning process by breaking the routine inside the classroom. Likewise teachers benefits from using pictures in facilitating teaching vocabulary without wasting time.

General Conclusion

The present study is based on an investigation about the techniques in teaching vocabulary which is a sub-skill of the language; it has a vital role in language teaching and learning. In fact, visual aids are considered as a powerful way, particularly pictures, in conveying the meaning of new vocabulary. Accordingly, we have to increase teachers' awareness about the impact of pictures in enhancing pupil's vocabulary mastery.

In order to confirm our hypothesis, two questionnaires have been used as a data gathering tool. The first questionnaire was designed and distributed for teachers, and the second one was for 1st year middle school pupils. The obtained data revealed that pictures can greatly contribute in enhancing the learning process, in terms of understanding, memorizing, and using the new words, it also affects positively their motivation as well as attitudes towards the language. Moreover, the results indicate that teachers need to create a relaxing classroom environment where pupils can develop their lexical knowledge, and they have to present new words in their real situations in order to deepen their understanding.

Mostly, the practical work has focused on the significant role of pictures in teaching vocabulary and engaging learners with lessons. Thus, we can recognize that our

hypothesis is confirmed. The use of such sort of materials in foreign language teaching and learning is a useful means, not only to improve English vocabulary, but pupils also will be able to promote their language skills.

Recommendations and Suggestions

According to the analysis of the present study which was an the investigation about the use of pictures in teaching vocabulary to EFL classes, set of recommendations or suggestions can be provided for teachers as well as pupils for a good teaching and learning of vocabulary items.

❖ Teachers have to teach vocabulary within the context and use the appropriate techniques to reach the process of presenting new words.

❖ Teachers have to raise their pupils' awareness about the worth of acquiring the EFL vocabulary.

❖ Teachers must realize that their teaching methods would affect their pupils' level of progression.

❖ Pictures are a powerful technique which can be used in teaching and learning vocabulary.

❖ Teachers have to provide a pleasant atmosphere in order to make their lectures attractive and motivating; this could be realized through the use of pictures, games, videos and other techniques.

❖ The implementation of wide variety of exercises and activities would improve pupils vocabulary knowledge, as well as they enable them from knowing the appropriate material and source of knowledge that can support their independence in the learning process.

- ❖ Teachers should promote their pupils' recognition about the importance of vocabulary because it consummates the other teaching aspects, for instance grammar.

- ❖ Teachers should select vocabulary in accordance with pupils' needs and interests.

- ❖ Teachers can adapt some sites and books which provide pictures for them. The pictures should be relevant to the content and objective of the courses.

- ❖ It is a Teachers' responsibility to help pupils in believing on their own capacities to achieve certain goals.

- ❖ Pupils should be engaged and active in the process of designing pictures, they also have to learn outside the classroom by using pictures to enrich their vocabulary bank.

- ❖ The extended program should be reduced because teachers are interested in finishing it, rather than providing pupils with sufficient vocabulary and manifold use of techniques to facilitate the process of learning the English language at the same time keep it interesting.

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Appendix One

Pupils' Questionnaire

Dear Pupils,

You are kindly invited to fill in the following questionnaire as a part of a Master Degree entitled: " 'The Use of Pictures in Teaching Vocabulary to EFL classes' Case study: First Year Middle School at Charkia".

We would be grateful if you could answer the following questions which will be very helpful for the research project.

Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you in advance

Section One: General Information

1. Gender:

- Male ☐
- Female ☐

2. Do you like to learn foreign languages?

- Yes ☐
- No ☐

3. Which foreign language do you prefer to study?
- French ☐
- English ☐
- Both of them ☐

4. Are you motivated to learn English language?
- Yes ☐
- No ☐

Section Two: Learning Vocabulary

5. Which of the following language element is easy to study?
   - Vocabulary ☐
   - Grammar ☐
   - Both of them ☐

6. Do you think that vocabulary is important in learning English language?
   - Yes ☐
   - No ☐

7. What do you think about your acquisition of English vocabulary?

   - High ☐
   - Low ☐

8. Do you face difficulties in learning new vocabulary?
   - Always ☐
   - Sometimes ☐
   - Rarely ☐
   - Never ☐

9. Do your teachers help you to learn new vocabulary?
   - Yes ☐
   - No ☐

Section Three: The Use of Pictures in Learning Vocabulary

10. What are the techniques that your teacher uses in teaching vocabulary?
    - Translation ☐
    - Synonyms ☐
    - Pictures ☐
    - All of them ☐

11. If the teacher uses other ways, please mention some of them.
………………………………………………………………………………………….

12. To what extent does your teacher use pictures in the classroom?
    - Always ☐
    - Sometimes ☐
    - Rarely ☐
    - Never ☐

13. Do you prefer to study with pictures?
- Yes ☐
- No ☐

14. Do you think that pictures help you to learn new vocabulary successfully?
- Yes ☐
- No ☐

15. .To what extent do you enjoy when studying vocabulary with pictures?
- Much ☐
- Little ☐
- Not at all ☐

THANK YOU FOR YOUR COLLABORATION

Appendix Two

Teacher's Questionnaire

Dear Teachers,

You are kindly invited to fill in the following questionnaire as a part of a Master Degree entitled: "The Use of Pictures in Teaching Vocabulary to EFL classes' Case study: First Year Middle School at Charkia".

We would be grateful if you could answer the following questions which will be very helpful for the research project.

Please put a tick (√) for the appropriate choice or give full answer whenever it is necessary.

Thank you in advance

Section One: General Information

1. Age: ☐ years

2. How long have you been teaching English? ☐ Years

3. What level have you been teaching?
   - 1st ☐
   - 2nd ☐
   - 3rd ☐
   - 4th ☐

Section Two: Teaching Vocabulary

4. Which of the following language element is difficult for you to teach?

- Vocabulary ☐
- Grammar ☐
- Both of them ☐

5. Do you introduce new word each lesson?
- Yes ☐
- No ☐

6. How do you present new vocabulary?
- Translation ☐
- Pictures ☐
- Synonyms ☐
- All of them ☐
  If others, specify please …………………………………..

7. To what extent your pupils give importance to vocabulary in learning English language?
- Very much ☐
- Much ☐
- Little ☐
- Not at all ☐

8. Do learners have difficulties with vocabulary mastery?
- Yes ☐
- No ☐

- If yes, mention some of them.

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Section Three: The Use of Pictures in Teaching Vocabulary

9. Do you use pictures in EFL classes?
- Yes ☐
- No ☐

10. How often do you use pictures?
- Always ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

11. When using pictures, do you think that your pupils are:
- Highly motivated ☐
- Motivated ☐
- Not motivated ☐

12. In your opinion, what are the advantages of using pictures in teaching vocabulary?
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13. Do you think that the use of pictures improves pupils' vocabulary knowledge?
- Yes ☐
- No ☐

14. Do you find problems when using pictures in the classroom?
- Yes ☐
- No ☐

15. Your comments or suggestions.
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THANK YOU FOR YOUR COLLABORATION

استطلاع

الاســــــــــــئــــــلــــــة:

المعلومات العامة:الجزء الأول

1- الجنس:
- ذكر ☐
- أنثى ☐

2- هل ترغب في تعلم اللغات الأجنبية؟
- نعم ☐
- لا ☐

3- ماهي اللغة الأجنبية التي تفضل دراستها؟
- الفرنسية ☐
- الانجليزية ☐

4-هل لديك حافز لتعلم اللغة الانجليزية؟
- نعم ☐
- لا ☐

تعلم المفردات: الجزء الثاني

5- ما هي العناصر اللغوية التالية التي من السهل دراستها؟
- المفردات ☐
- القواعد ☐
- كلاهما ☐

6-هل تعتقد أن المفردات مهمة في تعلم اللغة الانجليزية؟

- نعم ☐
- لا ☐

7ـ ما رأيك في اكتسابك لمفردات اللغة الانجليزية؟

- مرتفعة ☐
- منخفضة ☐

8ـ هل تواجه صعوبات في تعلم المفردات الجديدة ؟

- دائما ☐
- أحيانا ☐
- نادرا ☐
- أبدا ☐

9ـهل يساعدك الأستاذ في تعلم المفردات الجديدة داخل القسم؟

- نعم ☐
- لا ☐

الجزء الثالث:استعمال الصور في تعلم المفردات

10- ماهي التقنيات التي يستعملها الأستاذ في تدريس المفردات؟

- الترجمة ☐
- الترادف ☐
- الصور ☐
- كلها ☐

11- إذا كان الأستاذ يستعمل طرق أخرى. أذكر بعضا منها؟...

12- إلى أي مدى يستعمل الأستاذ الصور في القسم؟

- دائما ☐
- أحيانا ☐
- نادرا ☐
- أبدا ☐

13- هل تفضلون الدراسة بالصور؟

- نعم ☐
- لا ☐

14-هل تعتقد أن الصور تثير اهتمامك وتساعدك في تعلم المفردات الجديدة بنجاح؟

- نعم ☐
- لا ☐

15- إلى أي مدى تستمتع في دراستك للمفردات بالصور؟

كثيرا •   ☐
قليلا •   ☐
لا على الاطلاق • ☐

شكرا لتعاونكم

الملخص

تهدف الدراسة الحالية الى استنباط أهمية استخدام الصور في تدريس المفردات في أقسام اللغة الانجليزية كلغة أجنبية ثانية. فافترض أنه اذا استعمل المعلمين الصور بطريقة جيدة في تعليم تلاميذ المدارس المتوسطة، سيتم تعزيز معرفة المفردات لديهم. ولإثبات هذه الفرضية ارتأينا إلى إجراء دراسة وصفية، تم من خلالها جمع البيانات عن طريق تصميم استطلاعين، الاول سلّم لمدرسي اللغة الانجليزية والثاني كان لتلاميذ السنة الاولى في المدرسة الشرقية المتوسطة ببريكة. كانت نظرة كل من الاساتذة والتلاميذ واضحة حول استخدام الصور كتقنية لتدريس المفردات. ومن خلال هذين الاستطلاعين تمّ التأكد من صحة فرضيتنا التّي كشفت ان الادراج الجيد للصور في تعليم تلاميذ المتوسطة يمكّن من خلق جو ممتع يساعدهم على تطوير منظومتهم المعجمية بشكل مناسب، او بعبارة اخرى، ان الصور اداة مساعدة للمدرسين في تحفيز التلاميذ لعملية التعلم. وفي الاخير ننصح المعلمين بتطبيق تقنية الصور بأنواعها المختلفة في القسم، لأنها تساعد التلاميذ على تعلم اكثر للبنود المعجمية التي تزيد من فهمهم للغة، وكذلك يجب ان تدرس المفردات ضمن السياق لتحقيق فهم عميق.