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**The Role of Pictures in Enhancing pupils Vocabulary Acquisition at lakhder ben kribaa
Primary School in the teaching English foreign language context**

A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of
the Requirements for the Master's Degree in Sciences of the Language

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June 2023

Declaration

I, FELLOUSSA Ayate, do hereby declare that this dissertation is my own original work and my own effort that has been compiled in my own words and has not been submitted for any academic institution or University for any degree before. This study was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified Mrs. FELLOUSSA Ayate, Master student, Section of English.

Signature:

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Dedication

It is with genuine gratitude and warm regard that I dedicate this work to, first, my mother and my

father from whom I learned to be strong, patient, and committed. Thank you!

I would like also to dedicate this work to my kind grandmothers, my aunts and my uncles, and especially to my forever cherishing and supportive uncles abd latif and abd rahim. Thank you!

To my friends, and my companions in this journey. Thank you.

To anyone who has been kind, inspiring, and supportive

Thank you.

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First and foremost, I would like to praise Allah the Almighty, the Most Gracious, and the Most Merciful for granting me strength and patience during my studies and in the journey of completing this dissertation.

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Abstract

This study more precisely, it investigates the role of pictures in enhancing pupil's vocabulary acquisition. We hypothesized that if the teacher use pictures in teaching English in primary school for pupils, their vocabulary acquisition will be increased. In order to collect data, the researcher used two data collection tools; an observation checklist, which targeted third year pupils in primary school akhder ben kibaa (n=72) In addition, a teacher's interview has been conducted with ten teachers in different primary school in biskra. The findings revealed the significant role of pictures in teaching vocabulary and engaging pupils with lessons and enhancing pupil engagement with lessons. Therefore, the results confirmed our hypothesis that the use pictures in foreign language teaching and learning is a valuable method for improving English vocabulary acquisition for primary school pupils.

Keywords: Pictures, Vocabulary Acquisition, Primary School.

List of Abbreviations and Acronyms

Ppls: pupils

CQs: Checking Questions.

N: number

ENS: Ecole Normal Supérieure (High School Normal Superior)

TRP: total Physical Response

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General introduction

Background of the Study

English is the third foreign language taught in schools in Algeria; it is an international language which is used by many people all over the world to communicate among nations either in spoken or written form. English can be used in giving or receiving information and for development of education or other fields. English is beneficial to young learners; furthermore, preparing them to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well. Vocabulary is a set of familiar words within a person's language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

According to Kufaishi (1988) Vocabulary is one of the important aspects to students for mastering a certain language, and an essential component of English. It is considered as the most important one for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them. However, Ur (1996) stated that vocabulary is the words taught to people when they learn a foreign language. It means that vocabulary is used to convey the grammar aims and without them people cannot say or write what they want. Moreover, Wilkins in Thornberry (2002) said that people can improve their English language more with words and expressions without any concern of grammar. Besides mastering the grammar, mastering vocabulary is another way to master English.

According to Jackson (2002), Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language

Thornbury (2002) stated vocabulary is very useful for anyone who was studying a foreign language. In addition, according to Merriam, 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 or in a field of knowledge.
3. A list or collection of terms or codes available for use (as in an indexing system).
4. A supply of expressive techniques or devices (as of an art form). Vocabulary is defined as a large number of words that students have to know, not only memorizing the form of the word but also understand the meaning.

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It is supposed by Tang Li Shing (1981) in His Article that the Picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

Jean L. McKechnie defined picture in Webster dictionary that Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography. Meanwhile according to Wright (1989) picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. Vernon S Gerlach (1980) stated: Pictures are a two-dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used a picture may not only be worth a thousand words it ~~is~~ may also be worth a thousand years or a thousand miles.

Statement of the problem

Teaching vocabulary is not easy task for the teacher, especially for young pupils because it is very much different from teaching adults in secondary school or college. The young pupils can easily get bored if the condition of teaching English process is monotonous and not creative. Generally, primary school pupils have a difficulty to acquire and remember vocabulary. They do not pay attention because there is nothing interesting in the material which the teacher presents. However, the teachers need to use new strategies and materials in order to ensure that pupils grasp new words. Using picture, for instance, is found to be beneficial. It will be more helpful in acquiring vocabulary to increase the level of grasping as much vocabulary as needed using this strategy.

Research Questions

RQ1: will the use of pictures for third year EFL pupils at lakhder ben kribaa enhance their vocabulary acquisition?

RQ2: what are the primary teacher's perceptions towards using pictures to teach vocabulary?

Research Hypothesis

H1: we assume that if the teacher uses pictures in teaching English in primary school for pupils, their vocabulary acquisition will be increased.

Significance of the Study

This research aims to investigate the ways of teaching English vocabulary among the primary school pupils. However, this study is significant for both teachers and pupils of primary school. Actually, it attempts to find techniques to help pupils 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 acquisition will be enriched. They are useful for teachers in facilitating the teaching process mostly vocabulary.

Operational Definitions of Terms

- 1. Picture** is one of media in teaching English, picture can be good stimulus of speaking, but the picture must be based on the student's ability. Picture may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incident. In the current study, pictures are used by Third year teachers at the primary school of lakhder ben kribaa
- 2. Vocabulary** is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. In the current study, vocabulary refers to the amount of vocabulary acquired by third year pupils at lakhder ben kribaa primary school.

Review of the Related Literature

Several studies have been carried out in this research in relation to the current study amongst them

Sholihah (2009) explains the influences of using pictures in teaching English vocabulary pictures to the fifth-grade students of SDN TuguJebres Surakarta. The class activities consist of four steps based on the lesson plan that was made before. They are:

Warming up that was done to make students interested in learning and to introduce the materials. Presentation in which the writer presented the materials by using pictures as visual media in order to explain the material clearly and easily to understand. There are many activities in this part, such as Listening, Writing, Speaking and Reading. Skill practice is used to know the students' progress in the material that has been explained before, and the assessment to evaluate the students' understanding about the lesson and the writer's way of teaching. The researcher has found out the positive effects of using pictures in teaching English vocabulary, these are: the pictures could improve the students' motivation, the pictures could attract the students' attention, the pictures help the students to memorize the vocabulary and the pictures make the teaching and learning activities interesting. To improve the quality of English teaching and learning in SDN TuguJebres no.120 Surakarta, it is suggested that the English teacher had to create the suitable technique in improving the students' motivation in learning English vocabulary.

Harju no (2009) considered using pictures in teaching vocabulary are appropriate technique to apply in class because pictures are one kind of media that can help teacher draw students' interest and arouse their motivation in the teaching learning process more effective. The objective of the study is to investigate the effectiveness of pictures as media to improve students' ability in vocabulary at the fifth graders students of Elementary School. The problem of the study is teaching English by using pictures more effective than without using pictures in improving the students' ability in vocabulary. The population of the study was the students of the fifth grades of SDN Manyaran 03 Semarang in the Academic Year of 2008/2009. The sample of the study was class VA as the experimental group and class VB as the control group. Each of the two classes consisted of 40 students. Class VA was taught using pictures, and VB taught without using pictures. In the research, the writer used pre-test and post-test in getting data. Before giving the treatments, the writer

conducted the pre-test for both classes. After giving material in 3 weeks, the writer conducted post-test to know the development of the students' ability in vocabulary. The writer used test as an instrument of the study. The working of hypothesis of this study is that there is significant difference grades between students who are taught by using pictures and the students who are taught not using pictures. The difference of the development meaning that pictures was effective as teaching media in improving students' ability in vocabulary. So, it is suggested for English teacher to teach using pictures in improving the students' ability in vocabulary.

Afianti (2009) described the use of pictures in teaching vocabulary to the fifth grade of SDN 01 Bolon, to show the problems from the use of pictures, and to give the solution for the problems. Some activities are conducted during the use of pictures in teaching vocabulary to the fifth-grade students of SDN 01 Bolon. The activities consisted of: warming up, presentation, skill practice, and assessment. In teaching vocabulary, the researcher has used pictures in every teaching and learning process. He has also used songs and games too containing some pictures to make the students did not feel bored during studying. Based on the discussion, it was found the problems during the use of pictures in teaching vocabulary to the fifth-grade students of SDN 01 Bolon. The problems are: The clarity and pictures' size, the limitation of the time and the limitation of teaching material equipment.

Yuliana (2011), by using Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga BawangBatang, has found out the difference between the students' vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. Writing test is used as the research instrument to collect the data for the study. T-test is used to analyse the data. Based on the result of the research, the researcher suggests that PWIM can be used as

alternative media in teaching vocabulary, in order that the students can understand and interested in learning activity especially in learning English.

Boualleg Rima (2016). *The Use of Pictures in Teaching Vocabulary in EFL Middle School Classes*. 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.

Nur'Aini. (2019). *The Effectiveness Using Pictures in Teaching Vocabulary at State Junior High School 03 Bangkinang*. The design of this research is quasi experimental design. The population of this research was at State Junior High School 03 Bangkinang. The total number of populations was 75 students. The sample was class VII A consisting of 20 students as an experimental class, and class VII B consisting of 20 students as a control class. So, the number of samples from two classes was 40 students. The technique of collecting data used by writer was test, used to find out the students' vocabulary. After analysing the data, the writer found that the pupils' vocabulary taught by using picture is better than which were taught without using picture. It meant that there was significant difference of using picture on students' vocabulary at State Junior High School 03 Bangkinang.

Research design

This research is exploratory and we opt for mixed method, the research design is based on the use of classroom observation of a live date for a specific group. Additionally, teachers' interview used which consists a combination of close-ended, open-ended questions. The tools are reliable to gain the required results.

Data collecting tools

This research is exploratory in nature. In order to collect data of the current study which is going to be both qualitative having an interview will be held with teachers of different primary schools in biskra ; and it is going to be quantitative according to the observations that we have numbers in terms of frequencies and percentages. Eventually, the findings will be presented and interpreted to answer the research questions.

Population

To accomplish the research, we have selected teachers of different primary schools in Biskra and selected sample of two classes each class contain (72) pupils at the primary school of ben kribaa lakhder biskra.

Sampling

Teachers' sample: it consists of six (10) teachers from the total number of teachers who teach English to third year primary school.

Students' sample: third year primary pupils over number is (72) and we collect data from (36) pupils in each two classes which represents the same of the population.

Structure of the Dissertation

This dissertation is composed of an independent variable which is vocabulary, and a dependent variable, which is pictures. This dissertation's overall structure is two main parts: a theoretical part and a practical part. Therefore, the theoretical part covered the literature review about the two variables. The practical part represented the field work of this study. Thus, Chapter one present a theoretical background about, the definition of vocabulary, its importance, types, the description of vocabulary, and teaching vocabulary and its techniques and the steps in teaching vocabulary in EFL class. It also narrows the scope of the relationship of pictures to enhance their vocabulary acquisition. Finally, the chapter defines the vocabulary provides a theoretical background of this approach, and discusses how teaching and learning vocabulary can allow pupils to improve their levels during classroom lesson. Whereas chapter two dealt with pictures in accordance with its definitions and the various types of pictures, the criteria of a good Picture, and highlight the Advantages and disadvantages 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. It narrows later to focus on how using pictures devolpe pupils competency and performance .Regarding chapter three, it is main devoted to the practical part. It aims at discussing sampling and data collection methods, data analysis, and findings' interpretation.

Chapter One

Vocabulary

Introduction

Vocabulary knowledge is essential in learning and teaching a foreign language; learning any language would be impossible without its lexis. Furthermore, communication success is dependent on accurate vocabulary comprehension. According to Schmitt (2000, p.19), "mastering the L2' vocabulary is one of the key elements in learning a foreign language." This is consistent with Wilkins' (1972, p.111) assertion that "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed." Most teachers' task is to help EFL learners expand their vocabulary mastery by teaching vocabulary. As a result, it is extremely important in EFL classes. As a result, in this chapter, we will focus on vocabulary definition, types of vocabulary (productive and receptive), and a description of the two branches.

1. Definition of Vocabulary

The acquisition of a language necessitates familiarity with its vocabulary. The Oxford Dictionary (2007) defined vocabulary as the total number of words used in a specific field. Longman Dictionary (1995) defined vocabulary as "all the words that someone knows, learns, or uses."

Furthermore, Webster (2003) defines vocabulary as:

- 1) A list or collection of words and phrases that are alphabetically arranged and explained or defined;
- 2) A sum or stock of words used by a language, group, individual, or work in a field of knowledge; and
- 3) A list or collection of terms or codes that are available for use. In other words, vocabulary is a collection of items and phrases that are generally organized and explained in any subject, register, or specific group.

According to Hatch and Brown (1995, p.1), "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 al (2002, p.255) added that "vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"

2. The Importance of Vocabulary

Vocabulary is a component of language; learners must constantly acquire and expand it. Wilkins (1970, p.111) remarked, "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

Vocabulary is the foundation for mastering the four language abilities of reading, writing, listening, and speaking. A sufficient vocabulary is required to master linguistic abilities. Additionally, Dellar and Hocking mention in Thornbury's book (2003, p.273) "If you spend the majority of your time studying grammar, your English will not improve significantly; instead, you will experience the most development if you acquire more vocabulary and expressions. Grammar allows you to express very little, but words allow you to say practically everything ".According to this point, in order to communicate successfully, learners must know a wide number of word meanings since they have major difficulties conveying and interpreting communications with native speakers; hence, understanding words and how to employ them is more important than grammatical rules. When pupils travel, they bring dictionaries rather than grammar books. (Krashen as cited in Lewis, 1993, p.iii).

According to Sinatra, Zygouris-Coe, and Dasinger (2011) the ability of children to

understand and use words appropriately during the language acts of listening, speaking, reading, and writing is influenced by their knowledge of vocabulary meanings. Such knowledge influences the complexities and nuances of children's thinking, how they communicate verbally and in writing, and how well they understand printed texts. (p. 333), Vocabulary plays an important role in oral language development and early literacy (Hill, 2012). Paris (2005) identifies vocabulary as one of the unconstrained skills, meaning that it is a skill that we continue to develop over our life span. Konza (2016) notes the importance of explicit teaching of vocabulary to support students to become confident in a word's meaning and use in context so that it will become part of their own repertoire.

3. Types of Vocabulary

According to Elfreida and Michael (2005), vocabulary can be presented in a variety of forms for a variety of purposes. According to Lehrer (2000), vocabulary ~~also~~ refers to a person's understanding of words and their meanings. The knowledge of word meaning in various forms (oral or written) or types (receptive and productive) is generally defined as vocabulary, so this definition is too restricted.

The words used and recognized in speaking and listening are referred to as oral vocabulary items whereas the words in the print vocabulary list represent all those used in reading and writing. Furthermore, there are two categories of word knowledge: receptive (listening and reading) and productive (speaking and writing).

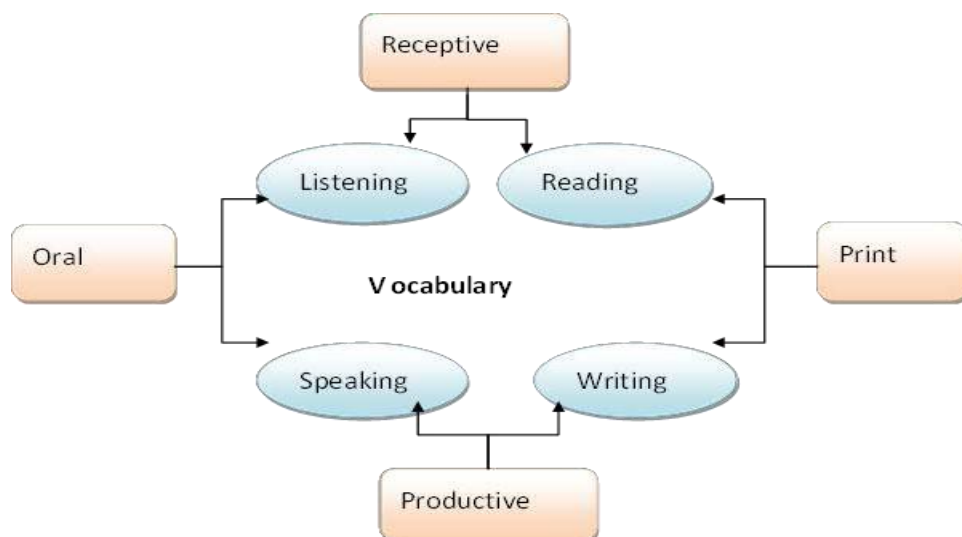


Figure 1: Vocabulary Forms (Pikulsi. J, Templeton, S.2004, p.2)

3.1 Receptive vs. Productive Vocabulary

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

Moreover, Gains (1986) distinguished two types of vocabulary:

3.1.1 Active vocabulary: words or expressions used by students in speaking and writing. It is also called as a productive vocabulary.

3.1.2 Passive vocabulary: terms or expressions that are grasped and understood while reading or listening. Receptive vocabulary is another term for it.

4. Vocabulary Description

The study of vocabulary is one of many branches of the field of linguistics. However, two major branches concentrated on the various forms, meanings, and applications of vocabulary. They are lexicology and lexicography, respectively

4.1 Lexicology

Lexicology is the study of lexis; it does not deal only with simple words but with complex and compound words also. Lexicology relies on information derived from morphology and semantics. It is concerned with how words are classified, formed and their different meanings (Jackson, 2013).

4.1.1 Word Classification

In all languages there are words, these words can be classified into different forms and function. For example, Crystal (1995) explained that word classification comprises a group of words which, from a grammatical point of view, behave in the same way. Traditional grammars of English agreed that there were eight parts of speech in English. He listed a set of definitions below:

1. **A noun** is a word used for naming a person or thing.
2. **A pronoun** is a word instead of a noun or noun-equivalent.
3. **An adjective** is a word used to qualify a noun by adding something to its meaning.
4. **A verb** is a word used for saying something about a person or thing.
5. **An adverb** is a word to qualify any part of speech except a noun or pronoun.
6. **A preposition** is a word placed before a noun or noun-equivalent to show in what relation the person or thing stands to something else.
7. **A conjunction** is a word used to link words or phrases together, or one clause to another

clause.

8. An interjection is a word or sound thrown into a sentence to express some feelings of the mind such as Oh!, Bravo!.

A grammatical term for words that belong to the same part of speech is word class. Thornbury (2002) believed that words play distinct roles in a text and categorizes them into eight groups:

- 1) A **noun** is a word that describes a person, place, or thing. For instance, Amine and Mohamed.
- 2) A **pronoun** is a term that is used in place of a noun. For instance: I, she.
- 3) **Adjectives** are words that describe nouns. For instance, old and new.
- 4) A **verb** is a word or phrase that describes an action, occurrence, or state. Consider the phrase "to look."
- 5) **Adverbs** are words that supplement a verb, adjective, phrase, or another adverb. Beautifully, truthfully, and so on.
- 6) A **preposition** is a word that comes before another word.
- 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....)
1.Noun(noun phrase)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Eleanor, London, Table, Walking, stick. 	<ul style="list-style-type: none"> Eleanor arrives tomorrow. I visited London This my table I do not need a walking stick.
2.Pronoun	<ul style="list-style-type: none"> A word that is used in place of a noun or noun phrase. 	<ul style="list-style-type: none"> Her, she, they ,him 	<ul style="list-style-type: none"> Jane's, husband loves her. She met him two years ago.
3.Adjective	<ul style="list-style-type: none"> A word that gives more information about a noun or pronoun. 	<ul style="list-style-type: none"> Kind, better ,best, Impetuous 	<ul style="list-style-type: none"> What a kind mind! We all want a better life. She is so impetuous.
4.Verb	<ul style="list-style-type: none"> Award which describe sanction Experience or state 	<ul style="list-style-type: none"> Ride ,Write 	<ul style="list-style-type: none"> I like riding horse. He wrote a poem
5.Adverb(Adverbial phrase)	<ul style="list-style-type: none"> Award that describes or add to the meaning of a verb, adjective 	<ul style="list-style-type: none"> Sensibly carefully At home, in half an hour. 	<ul style="list-style-type: none"> Please talk sensibly I like listening at home.
6.Preposition(prepositional phrase)	<ul style="list-style-type: none"> A word which is used to show a way in which other words are connected. 	<ul style="list-style-type: none"> For, in, of, on top of, and others. 	<ul style="list-style-type: none"> A plan for life. Put that in the box.
7.Determiner	<ul style="list-style-type: none"> Definite article Indefinite article Possessives Démonstratives Quantifiers 	<ul style="list-style-type: none"> The ,a, an, My, your This, that, Some, few, and, others. 	<ul style="list-style-type: none"> The queen of the hearts. A princess in love My secret life Look at these birds Few pupils listen
8.Conjunction	<ul style="list-style-type: none"> A word that connects sentences,phrases, clauses. 	<ul style="list-style-type: none"> And, So but 	<ul style="list-style-type: none"> Fish and chips Cold but nice.

Table 1: Classification of English language (part of speech) (Adopted from: Harmer, 1998,p 37

4.1.2. Word Formation

Word formation, also known as word building, is the process of changing the form of words in order to create new words with different meanings. The main methods of word formation are affixation, compounding, and conversion.

4.1.2.1. Affixation

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

Affixation includes the prefixation procedure, which involves adding a letter or group of letters to the beginning of a word. Nevertheless, suffixation is the process of adding a letter or sequence of letters to the end of a word. Also, and 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+ness=happiness.

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

Ir+regular+Ly=irregularly.

4.1.2.2 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+broth** → **friend's brother**

4.1.2.3 Conversion

Thonbury(2002) "note 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 maybe 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 examples of conversion, the words are pronounced differently but have the same shape.

For example, "present" /'preznt/ (noun or adjective) and "present" /pri'zent/ (verbs), as well as "use" /:s/ (noun) and "use" /:z/ (verbs) (verb).

Several words undergo pronunciation and spelling changes during conversion, such as "practice" /prakts/ (noun) and "practice" /prakts/ (verb), as well as "advice" / d'vais/ (noun) and "advise" / dvz / (verb).

4.1.3. Word Meaning

It is the study of words, their meanings, and their relationships. This relationship is frequently conveyed through the usage of synonymy, antonymy, hyponymy, and polysemy.

4.1.3.1. Synonym

A synonym is a word that has the same meaning as another word (or nearly the same meaning). For example, beautiful and attractive are synonyms of each other because they both refer to someone or something that looks good.

Hatch and Brown (1995) defined synonymy as "words with similar meanings." For instance: ancient, aged, elderly / large, big.

Synonyms are defined as "a term that has the same, or nearly the same, meaning as another word" by the Longman Dictionary of Language Teaching and Applied Linguistics (2002). For example, in formal conversation, "cease" is used, but in casual discourse, "stop" is used. Finally, all citations clarify that synonymy refers to the link between two or more words that have the same meaning.

4.1.3.2. Antonymy

An antonym is a semantic term for a word that has an opposite meaning to another word. Also known as a counter term, the word "antonym" comes from a combination of two Greek terms: "anti," which means "opposite," and "-onym," which comes from "onoma," meaning "name." The word "antonym" is, in and of itself, an antonym: it is the opposite of a synonym, which is a word that has the same meaning as another word. Antonyms are frequently adjectives like cold," but they can also be nouns, adverbs, and prepositions.

There are several popular antonyms that we use on a daily basis. For example, 'excellent,' which is an antonym for 'bad,' and 'long,' which is an antonym for 'short,' are two good antonym examples.

According to Thornbury (2002), "words with opposite connotations, such as old and new, are called antonyms.

Antonyms	Example
Hot	Cold
Dark	Light
Man	woman
New	Old
Poor	Rich
Moon	Sun
Day	Night
Left	right
First	Last

Table 2: List of antonyms examples (<https://foxhugh.com/word-lists/30-antonyms/>)

According to Hatch and Brown (1995), oppositeness can occur in graded scales (gradual antonymy), as evidenced by adjectives. For example, on a temperature scale, "cold" is the antonym of "hot," and "hot/cold" may be depicted as two poles between which additional words such as "warm, cool" might be inserted.

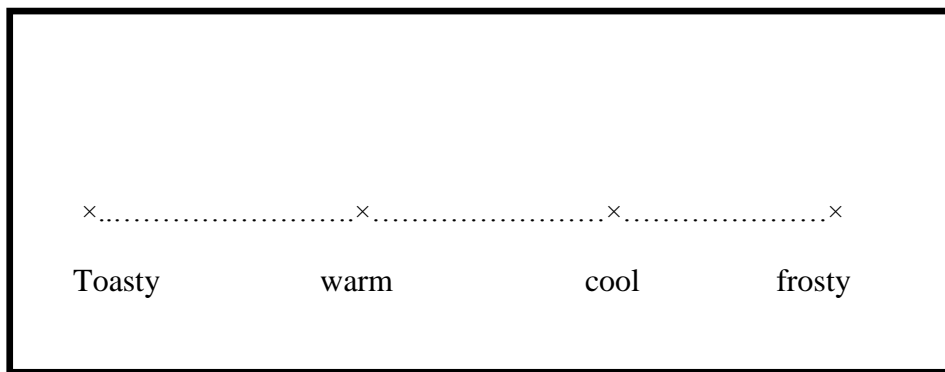


Figure 2: Gradable Antonyms (<https://tutors.com/lesson/antonyms-definition-examples>)

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

4.1.3.3 Hyponymy

According to Cruse (1986), hyponymy is characterized as:

From the extensional point of view, 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.

Hyponymy is typically defined as a part or portion of the entire. Carter (1998), for example, stated that a hyponymy is a relationship that exists between specific and general lexical elements in which the meaning of the specific item is incorporated in and by the meaning of the general item meaning of the more generic item. In a nutshell, hyponymy is an asymmetrical synonymy with a hierarchical structure. The figure3 below depicts a schematic that may summarise the nature of these interactions:

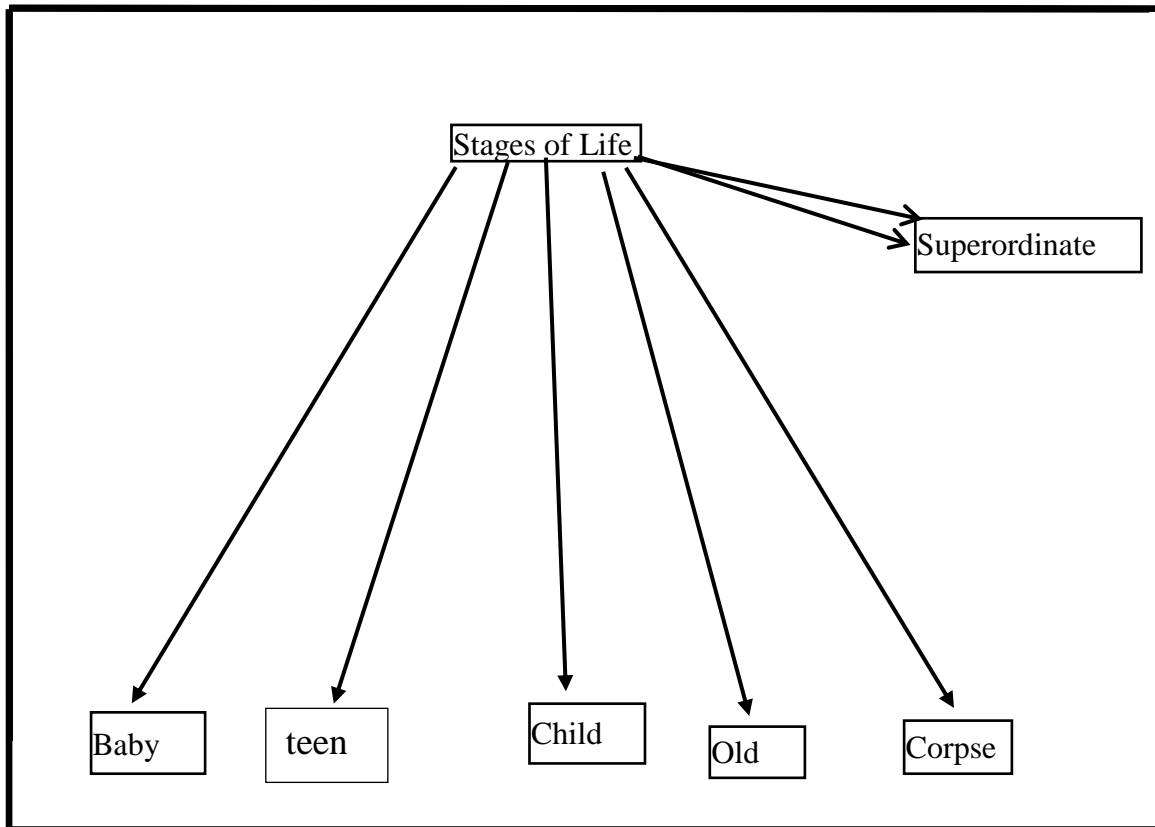


Figure 3: Hyponyms of the Superordinate of “Stages of Life” (Palmer, 1976, p. 96)

The upper term in this image is termed the super ordinate while the lower terms are called hyponyms. Co-hyponyms refer to the relationship between hyponyms. Additionally, hyponymy refers to the incorporation of one word's meaning beneath the meaning of another since they share similar characteristics. Furthermore, hyponyms frequently relate to a subset of a larger whole. The graphic below depicts these relationships:

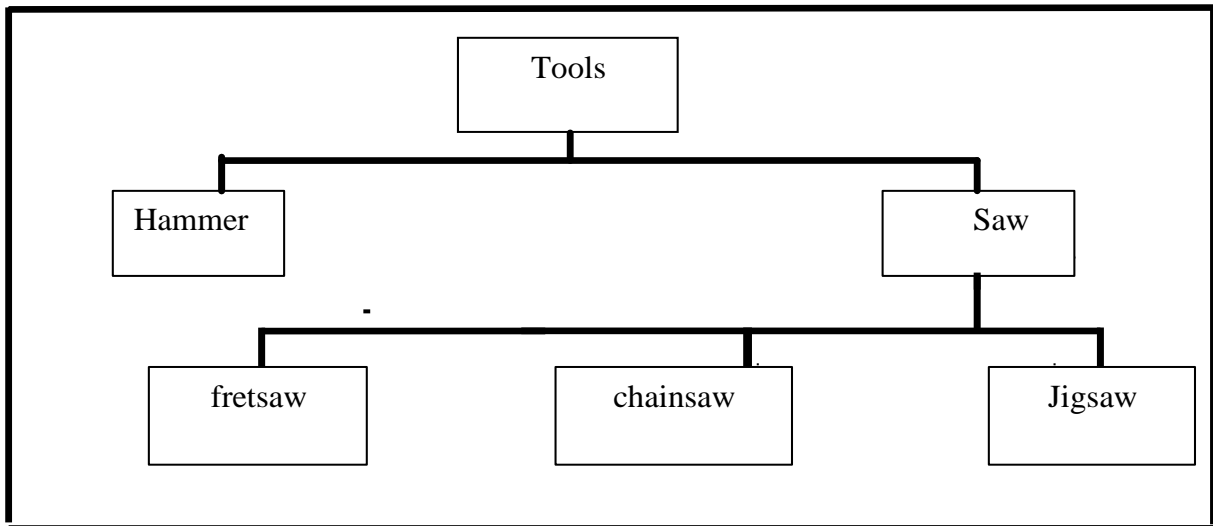


Figure 4: A Diagram Illustrates Hyponyms Relation (Thornbury, 2002, p. 10)

In other terms, hyponym refers to a type of relationship. This diagram, for example, simplifies the idea of hyponym. A hammer is a kind of tool.

4.1.3.4 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 Busmann (1996, p.918) as " when expression has two or more definitions with some common features that are usually divided from single basic meanings".

5. Lexicography

Lexicography is a distinct subject within information science. Lexicographers are those who write dictionaries, but they are also those who write about dictionaries (Jackson, 2013). The process of producing and printing dictionaries is referred to as lexicography. Moreover, Jackson and ZéAmvela (2007) established lexicography as a special technique of writing dictionaries. According to Busmann (1996, p.683): "Lexicography i.e., the technique of preparing dictionaries". In a dictionary, the list of lexical elements of a language is organised alphabetically, including information about spelling, meaning, usage, and so on. In general, using a dictionary can help students become more independent of their lecturers.

6. Teaching vocabulary

Teaching English as a foreign language is a difficult Endeavour that requires skilled teachers who understand the importance of the target language factor in the EFL classroom. Vocabulary teaching is seen as an important element in the process of teaching a foreign language.

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

1. Build a large sight of vocabulary.
2. Integrate new words with old one.
3. Provide a number of encounters with a word
4. Promote deep level of processing.
5. Facilitate imaging.

6. Make new word "real" by connecting them to the student's word in some way.
7. Use various techniques
8. Encourage independent learning strategies.

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

7. Techniques in Teaching Vocabulary

There are a variety of methods teaching vocabulary. Most significantly, teachers must use a variety of strategies to present and explain the meanings of new vocabulary items to their pupils. As a result, the assistance of the instructor is essential.

Gains and Redmen (1986) examined the most prevalent method of presenting and communicating the meaning of new vocabulary items. The methods are classified into two categories: Techniques for visual and verbal communication

7.1. Visual Techniques

Generally, Visual approaches are divided into two categories: visuals and mime and gesture.

7.1.1 Visuals

Visual techniques include flashcards, pictures, black board sketching, wall charts, and realia. Furthermore, these techniques are used to transmit meanings, and they are especially useful for teaching tangible objects of vocabulary, such as food or furniture, as well as other areas of vocabulary, such as locations, occupations, and descriptions of people, acts, and activities.

7.1.2. Mime and Gesture

These strategies are also used to express meaning in various ways. When teaching

anything like "to swerve." A teacher may construct a scene to show it on the blackboard, and then utilize gestures to provide a clear explanation of the subject.

7.2 Verbal techniques

This method is effective for teaching abstract concepts. Teachers can use a variety of circumstances and contexts to help students grasp and interpret topics. Furthermore, the usage of visuals may aid pupils in quickly comprehending, acquiring, and remembering words.

7.2.1 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 pupils understanding and interpretation of concepts. Further, the use of pictures might help pupils to comprehend, acquire, and remember words easily.

7.2.2. Use of Synonymy and Definition

This method is typically utilized with lower-level pupils; teachers might use synonyms to clarify the meaning of objects. For example, the teacher may use the synonym "funny" to clarify the meaning of "humorous." Moreover, defining is a crucial strategy for expressing meaning. As a result, fully contextualize pictures are necessary to highlight the item's restrictions.

7.2.3. Contrasts and Opposites

Contrasts and opposites, like synonymy, are alternate strategies for conveying words and their meanings. As a result, students can comprehend the meaning of such materials. As an example, the meaning of "empty" is shown by comparing it with "full." Yet, it is vital to demonstrate the conditions in which these events occurred.

7.2.4. Scales

Once pupils comprehend two opposing or related topics, this method may be used to review and feed new material. This may be observed in the frequency adverbs "never," "hardly ever," "sometimes," "sometimes," "often," and "always," and pupils must be conscious of the usage of suitable sequence.

7.2.5. Translation

Translation is the method of producing equivalency of terms in target language from mother tongue. It is regarded as an efficient method of conveying meaning and messages. Therefore, translation takes little time and is clearly one technique to overcome the challenge of clarifying the difficult term.

8. Steps of Teaching Vocabulary in EFL Classes

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

8.1. Selection

Several scholars searched for acceptable and relevant terminology that aids in successful learning and acquisition. They supplied lists of the most commonly used terms in the early stages of learning (they estimated 2000 words).

Additionally, they include the variety of terms used in spoken language as a second element in vocabulary selection. Yet, they added additional aspects to their interest, such as combination (the capacity to combine with other words), definition (the ability to help define other words), and replacement (the ability to substitute one word with another). The majority

of the adequate learning approach in this case is "selective attention," which means that the teacher should attract the learners' attention to the target word and guarantee that he records it. This can be accomplished by the instructor using underlining, bold-facing, and circling.

8.2. Sequencing

Sequencing is the second phase in teaching vocabulary. The instructor should follow two primary sequences: the first is the series of vocabulary levels. The second step is word grouping and sorting. The ordering refers to how the word is delivered; it is mainly concerned with which form and meaning is provided first. The following table, modified from Nation, shows the breakdown of vocabulary levels (1990)

Levels	NumberofWords	TextCoverage%
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
Total	128000	100

Table3: Levels of Acquiring Vocabulary as cited in (Coady. J, Huckin. T. 1997, p.239)

There are several stages to learning English vocabulary. To begin, pupils must acquire 2000 high frequency words with 87% text coverage at the start of their studies in order to employ them in productive abilities. Next, if the pupils wish to continue their studies, they must master 800 academic terms with 8% text coverage. Almost 200 technical words are included; they are employed in certain domains such as medical, law, physics, and mathematics. Despite the fact that low frequency words account for 2% of all words, this amount translates to around 123 words. They are learned in order to utilise English for social reasons.

Teachers must be knowledgeable of how to explain new items during the session. It is preferable to provide unrelated objects in meaning and form rather than ones that are synonyms or opposites. For example, pupils were taught the forms and meanings of words such as "inside" and "outside" at the same time. Following the lecture, pupils are unsure if interior implies "inside" or "outside." As a result, teachers must keep in mind the knowledge of categorising new objects. A further crucial aspect of teaching English vocabulary is item ordering. It is not appropriate to teach various components individually. That indicates that there must be some form of combination between these words in order to produce meaningful statements.

8.3.Presentation

Regarding the selection and sequencing of the items to be taught, the following phase in the presentation is for the instructor to employ vocabulary exercises or individual learning in teaching high frequency vocabulary because it occurs in small quantities. Low frequency terms, on the other hand, are plentiful. As Kelly (1990) points out, guessing is not a substitute for systematic lexis learning (adapted by Hatch. E, Brown. C, 1995, p.240)

Both instructors and pupils are interested with development techniques; nevertheless, the

teacher's responsibility is to give effective development strategies that aid in the enhancement of students' learning. When working with high and low frequency vocabulary, various approaches apply. These can be implemented directly or indirectly; nonetheless, the implementation of these techniques necessitates reflection and planning on the part of the instructor. A direct method to teaching involves activities such as word construction, such as crossword puzzles, or employing visuals in activities, which implies that teachers must utilize explicit activities. While activities in an indirect approach to vocabulary instruction should be implicit, vocabulary acquisition is dependent on communicative tasks such as listening to tales.

Conclusion

In this chapter, we explore the importance of vocabulary knowledge in language learning and teaching. Vocabulary is the basis of communication and plays a vital role in the four language skills of reading, writing, listening and speaking. Without an adequate vocabulary, it is difficult for learners to express themselves accurately and understand other people's messages. We have discussed the definition of vocabulary, which includes the total number of words used in a given area, or words known, learned or used by a person. Vocabulary can be divided into receptive vocabulary and productive vocabulary, where receptive vocabulary refers to words understood through listening and reading, and productive vocabulary refers to words used for speaking and writing. Furthermore, we examine the two main branches of lexical studies: lexicology and lexicography. Lexicology focuses on the form, meaning, and usage of words, including word classification and word formation. Word classification involves classifying words into different parts of speech such as nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. On the other hand, word formation studies the process of forming new words through attachment, assembly, and transformation. Finally, we examine the concepts of synonyms and antonyms literally. Synonyms are words with similar meanings while antonyms are words with opposite meanings. Knowing these relationships between words can improve vocabulary understanding and use. Overall, this chapter emphasizes the importance of vocabulary knowledge in language learning and teaching. Expanding your vocabulary is essential for effective communication and fluency. By developing a strong vocabulary, learners can improve their language skills and express themselves more accurately and fluently in the target language. Consequently, Teachers must look for methods to create an acceptable environment and inspire students to study more effectively. They specifically acquaint learners with new vocabulary and assist them in Consolidating lexical knowledge of terms.

Chapter two

Pictures

Introduction

A proverb in English that is well known is "one picture is worth a thousand words". Pictures have a significant role in language classes. They're beneficial for the teaching and learning process, and they have an effect on the development of language skills. Additionally, pictures are specifically utilized in the teaching of younger learners since they have not yet developed the ability to comprehend words or longer sentences, a didactic aid is necessary in this process. Showing pictures of the subject matter to the pupils is beneficial in encouraging pupils' participation. Additionally, it enhances students' memories, which they can use to store vocabulary. Further, this assistance facilitates the introduction of the outside world into the classroom, additionally, it inspires the learner's imagination and creativity. Meanwhile the utilization of pictures during the lesson's delivery can likely sustain the student's attention, interest, and make it enjoyable. As a result, this chapter will see the definition of pictures, the different types of pictures, the criteria for a good picture, as well as the benefits of using pictures in the teaching of English.

1. Definition of Pictures

According to Wright (1989, p. 2), "pictures are not just an aspect of the method, for they become an integral part of the overall experience through their representation of places, objects and people". In other words, learners will live the experience of understanding new objects thanks to pictures that facilitate this process and help them visualize more effectively.

McKechnie (1980, p. 1357) defined the term picture in Webster's Dictionary as an picture of an object, person, or scene created on a plane/surface, especially by painting, drawing, photography.

Additionally, Accurate and Reliable Dictionary provides definitions for pictures:

- Art of drawing.
- Represent anything (e.g. people, landscapes, buildings) on paper or any other surface by drawing, sketching, or photography.
- Image or likeness; a representation of the eye or mind by its resemblance to other things in the mind.
- A portrait; or represent an idealized image.
- Graphic art, including works of art created by applying color to surfaces.
- Visual representations created on surfaces.
- A clear mental image.
- Graphical or descriptive verbal descriptions. (Accurate and Reliable Dictionary, 2004-2010)

Macmillan Dictionary defines the word image as:

- Draw, paint or take pictures.
- Images on a television, video or computer screen.
- An image or idea of someone or something (Macmillan Dictionary, 2009-2013)

pictures used as part of visual aids as a technique for teaching English primary school vocabulary. Pictures, sketches, drafts, diagrams, Comics, posters, cartoons, board drawings, newspaper pictures, magazines, posters, Family portraits, calendars, charts, slideshows, diagrams and maps are widely used

Use as media According to Webster, an image is a picture or likeness of an object Figures, scenes, reproduced on a flat surface, especially by painting, photography A metallic image or

imprint; an idea. (Webster,1983 p 1357).

Pictures can be used to explain the meaning of words. French delivered that to help students understand the meaning of a word. Pictures are helpful. (Virginia French, 1983).

In general, photographs are regarded as a type of visual instruction material that may be used to generate and enhance motivation in developing a positive attitude towards learning and teaching English language and maintaining language abilities.

2. Types of Pictures

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

2.1 Check chart for Picture

Teachers can use these types of images to develop ideas about specific ways to use the images they choose. First of all, if there is a special idea about keeping the picture, the instructor can write it on the back of the picture or on the envelope. Second, they can put the image in the general theme file if the general idea arises.

2.2 Picture of Single Objects

Generally, this type of imagery is related to the description of a specific topic because it points to a unique theme, for example: talking about food, cars, animals, clothes, gifts, and everyday objects.

2.3 Pictures of One Person

This type of picture allows learners to guess the person's appearance, the person's social situation, and their thoughts and emotions.

2.4 Pictures of Famous People

Teachers show students pictures of famous people and then inform them about their identities, personalities and physical appearance.

2.5 Pictures from History

Teachers will use these kinds of pictures to illustrate historical situations, traditions, and things. Pictures from history must be written in the past tense.

2.6 Pictures with a lot of Information

What distinguishes these pictures is that they display all of the information. They may depict a large number of people engaged in various activities, a landscape, or a variety of items, buildings, and other structures. Because of the shape of this sort of picture, it is ideal for specific tasks.

2.7 Pictures of News

News pictures were frequently used to identify the occurrence, the activities, the location, the time, and the people involved. These are frequently associated with captions and articles; it is thought to be a good idea to memorize the contents by reading for gist.

2.8 Fantasy Pictures

This type of picture may be removed from vintage children's books. These often depict daily routines such as eating, sleeping, jogging, and other activities.

2.9 Pictures of Maps and Symbols

Their application occurs in everyday situations. For instance, in road traffic guides, vacation brochures, and other sectors. In general, the meaning and awareness of the aims and

mission, as well as the function and appropriate action regarding these symbols and maps, must be considered.

2.10 Pairs of Pictures

They are advantageous. The form adopted is that of pair pictures; hence, pairs of photos are utilized in matching exercises rather than identical ones in which learners are asked to identify the differences and similarities between all of them.

2.11 Sequence of Pictures

Cartoon strips and picture instructions are effective; they are commonly featured in newspapers as a comical drawing with a statement underneath it. The strips might be used for a variety of purposes.

Put a tale in context or describe a process. Instructors might pose questions to help pupils understand the message of the comic strip. Intermediate and advanced students, for example, can discuss the relationship between the artwork and the words, as well as the context.

2.12 Student and Teachers 'Drawing

Teachers might draw pictures to teach vocabulary, and pupils could draw pictures to acquire new words. Certain types of drawing may be more efficient at achieving particular goals, and these alternative pictures give a direct relevant supply of pictorial material for the activities. Drawings by pupils and teachers may represent their uniqueness and immediacy of outstanding quality. As a result, the same kind of pictures are preferred above others for personal experience.

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

- **Wall Charts**

They depict a stage of a subject and can be made using a picture, an artist's work, symbols, graphs, or text.

- **Wall Picture**

Simply said, this kind of photograph is a broad description of a scene, event, or group of both; it is typically used with the whole class. Wall pictures might represent the sky, the sun, the clouds, the sea, and other natural phenomena. These are inappropriate to bring into the classroom.

- **Flash Card**

A word flashcard is a card with written words; they are particularly helpful for teachers since they represent the precise needed objectives.

Picture flashcards are useful for portraying a single notion, such as an item or an activity.

- **Word Cards**

Visual cards such as text magazine pictures, drawings, maps, and diagrams are used. As a result, teachers must be aware of all kinds of pictures and understand which pictures to apply in EFL classrooms.

However, Yunus(1981) divided the image into four categories in his book:

- a. Composite Image**

These are enormous single images that depict a setting (hospital, beach, canteen, train station, street) with a great number of people performing tasks.

b. A Film Series

A picture series is a collection of related composite images put together to make a series of sequences. As a result, its primary role is to describe a tale or sequence of events.

c. Individual Photograph

These are single photographs of things, people, or activities that range in size from small newspaper photographs to those that may be mounted alone.

d. Specialty Images (Posters, charts, advertisements, brochures)

Wall posters are not intended for educational reasons, but rather for advertisement or propaganda.

3. The Criteria of a Good Picture

One of the teaching approaches that may be applied for presentation, practice, and other purposes is the use of visual aids. For example, photographs that depict things that cannot be expressed in words. As a result, teachers must incorporate this tool into the educational process, particularly while teaching and acquiring vocabulary. Also, teachers must understand a good criterion for nice pictures that have been employed.

According to Wright (1989) 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.

According to the previous explanation, the criteria for a good picture must be viewed and understood by all pupils. Additionally, the picture must be appropriate for the learner's interests and knowledge, as well as clearly connected to the subject that teachers deliver.

4. The Advantages of Using Pictures in Teaching English Language

Teachers must be aware that teaching English to EFL pupils is not a simple process, and they must keep in mind that knowledge of bringing numerous techniques is required. Images play an important part in teaching and learning English as a second or foreign language.

Gerlach and Elly (1980 as cited in Harju no 2008) 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 (p.2) stated that visuals are designed to pique learners' attention and motivation; they offer a feeling of the context of language, as well as a distinct reference point or stimulus.

According to Hill (1990, cited in Joklová, 2009, p.14), there are several advantages of

pictures, such as availability (individuals 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 constantly varied and stimulating, in other words, they come in.

As seen above, photographs are regarded as a flexible and visual training tool; they pique pupils' attention and enthusiasm, assisting in the development of a positive attitude toward learning and teaching English and language abilities.

5. The Disadvantages Of Using Pictures

There are various drawbacks to using pictures in the teaching and learning process, such as:

1. Pupils focus more on the picture than on the subject they have learnt.
2. It takes time and money to create appealing pictures.
3. Tiny and imprecise images may cause issues in the teaching-learning process because students may misinterpret the images.

Potential solutions include the following:

1. The teacher should avoid utilizing visuals or photographs that draw attention away from the action. He should also be in charge of the pupils' actions, including their attention, during the teaching and learning process.
2. To save time and money, the instructor should create or select beautiful basic images.
3. The instructor should create or select large, clear images to minimize misunderstandings regarding the images.

6. Using Pictures In Teaching Vocabulary

Teaching new terms in EFL classrooms, especially to young learners, is a difficult undertaking; teachers must employ a variety of approaches to ease learning and teaching new vocabulary. Pictures are one method for demonstrating the meaning of lexical elements. These will assist students to learn, comprehend, and use terminology in many parts of their lives.

According to Harmer (2001, p.134), "teachers have always utilized visuals or graphics to help learning, whether drawn, borrowed from books, newspapers and magazines, or photographs." French (1983, p.24) agrees, stating that "for helping pupils comprehend the meaning of a term, we often find that a visual is beneficial." Simply said, images may be utilized to clarify the meaning of vocabulary terms.

Furthermore, according to Philips (1993, p.74), "vocabulary is best learnt when the meaning of the word (s) is represented, for example, by an image, an action, or a real item." In other words, visuals may be an excellent way to teach language.

According to Harmer (2001, p.135), "one of the most acceptable uses for pictures is for the presentation and testing of meaning of the term airplane, for example, having a picture of one." This implies that the picture is quite useful in demonstrating and reviewing the meaning of certain phrases. According to Diane and Freeman (2000, p.29), "direct method teachers think pupils must correlate meanings with the aim;

Language in its purest form. To do this, when the instructor presents a new target language term or phrase, he uses realia, photos, or pantomime to show its meaning rather than translating it into the students' native language."

In a short, teachers aim to employ visuals in vocabulary instruction to make the learning process more enjoyable and remembered. Furthermore, they strengthen their grasp of ideas,

increasing the learner's vocabulary knowledge.

7. Ways of Using Pictures as a Teaching Strategy

Instructors utilize visuals as a teaching tool to help pupils retain information better. These pictures can come from a variety of sources, including the internet, books, magazines, and others; they can be in the form of flash cards, giant wall pictures, cue cards, photographs, or illustrations in textbooks.

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

7.1. Drills

The teacher employs this technique with students who are less adept at learning vocabulary while still assisting them in comprehending the subject at hand.

Pupils are requested to construct sentences based on the words contained in the picture (card) after teachers divide the class into pairs and groups and distribute cards containing certain words to them

7.2 Communication (games)

Pictures are undoubtedly useful for a variety of communication tasks, especially when they are included into a game like describing or drawing exercises. The pupil describes a picture, and his classmates try to design it without knowing what the fundamental one looks like. Another optional suggestion is to divide the class into four groups, such as group A, group B, group C, and group D.

The teacher then gives each group a variety of pictures that each represented a distinct chapter of a story, after which the teacher gives the pupils enough time to review and discuss their pictures.

Finally, the instructor gathers the pictures from the pupils and forms new groups with the original members, which means that he selects one from each group. Then asked them to arrange and distribute the information so that they could comprehend the tale. Similar to how they might be used in creative writing, teachers have encouraged their pupils to come up with stories based on a minimum of three pictures. Additionally, he may ask them to construct a discourse based on particular images; as a result, they would need to select one card and begin a conversation around it (p.135).

7.3. Understanding

A picture of a "aero plane" can be shown to pupils as a teaching tool to help illustrate the concept and allow for clarification. Additionally, teachers can assess how well pupils understand of a piece of writing or a listening assignment by having them choose the relevant pictures that relate to the topic. (Ibid)

7.4. Ornamentation

Pictures of all kinds are used to make the teaching and learning process enjoyable. It is noted in many contemporary course books, journals, and newspaper articles that reading text that will be followed by an image is not essential. The idea behind this is undoubtedly that pictures enhance writing and provide adequate information about the outside world.

According to Harmer (2007, p. 135), "Some instructors and materials designers oppose to this usage of photographs because they think it is unnecessary". But it ought to be kept in mind that if the photographs are intriguing, at least some pupils in the class will find them quite appealing.

7.5. Prediction

In order for pupils to guess what is represented in photographs, teachers might utilize them to provide suggestions about what will be covered in the lesson. The pupils will next listen to or read a text and compare their prediction to the material they are reading. This tactic is highly useful in boosting learners' commitment to the job.

7.6. Discussion

The use of pictures in the classroom can facilitate the interaction between the pupils and the teacher, resulting in effective communication and debate. As stated by Harmer (2007, p. 136), "pictures might elicit queries like: What is showing? What does it do to you? What did the photographer hope to achieve by creating it that way? Do you want this picture hanging in your home? Why? Exactly why not? What would you be willing to spend on the picture? Is the picture a piece of art?"

Pictures can also be used to encourage verbal creativity in pupils. The instructor could display any kind of picture to the class and have the students take turns describing it, or they could create a discussion that might replace the people in the picture, or they could act out what the picture represents in a specific role-playing game. (Ibid)

8. Activities where Pictures Are Used To Teach Vocabulary

To build and attain vocabulary mastery in their pupils, English teachers might create exercises that use pictures in the classroom. When the teacher displays the picture to the class, the pupils will attempt to guess the word or item that it depicted. Once they have done so, they will be able to retain it and use it to their productive abilities.

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

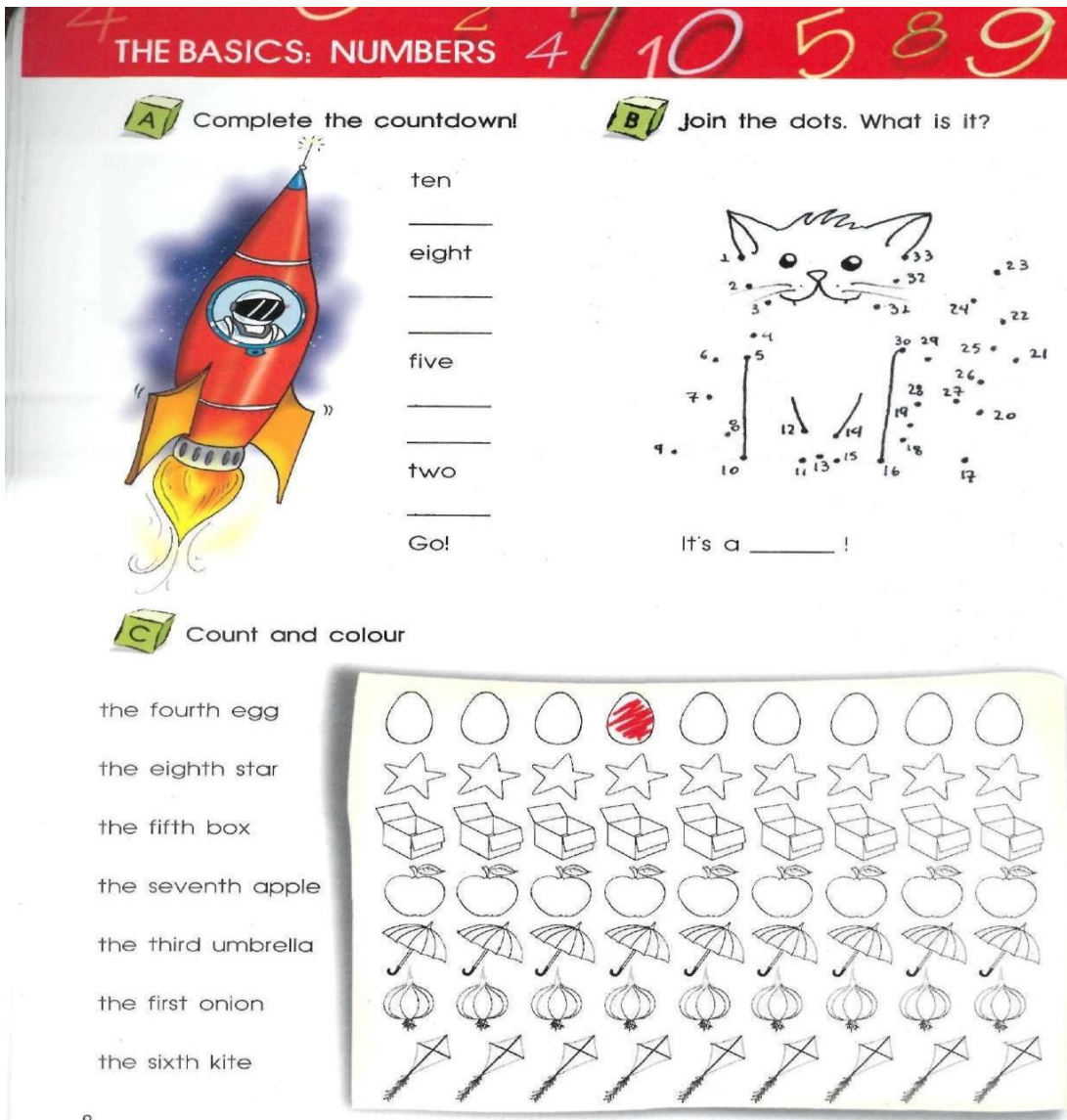
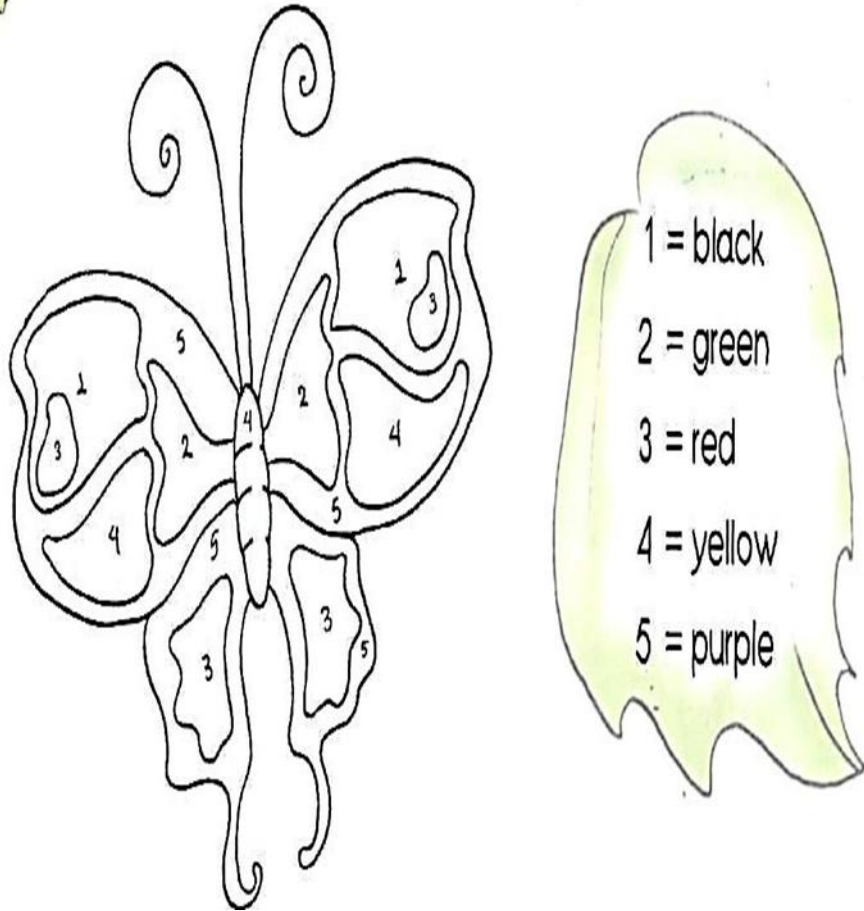


Figure 5: Activities about Numbers (Gray,2001, p.8)

These activities help learners learn about numbers in a fun way, such as doing a countdown as shown (activity A), or connecting the dots to form a drawing of a cat (activity B), or counting a given number and Coloring and Formatting (Activity C).

D Look at the numbers and colour the butterfly.

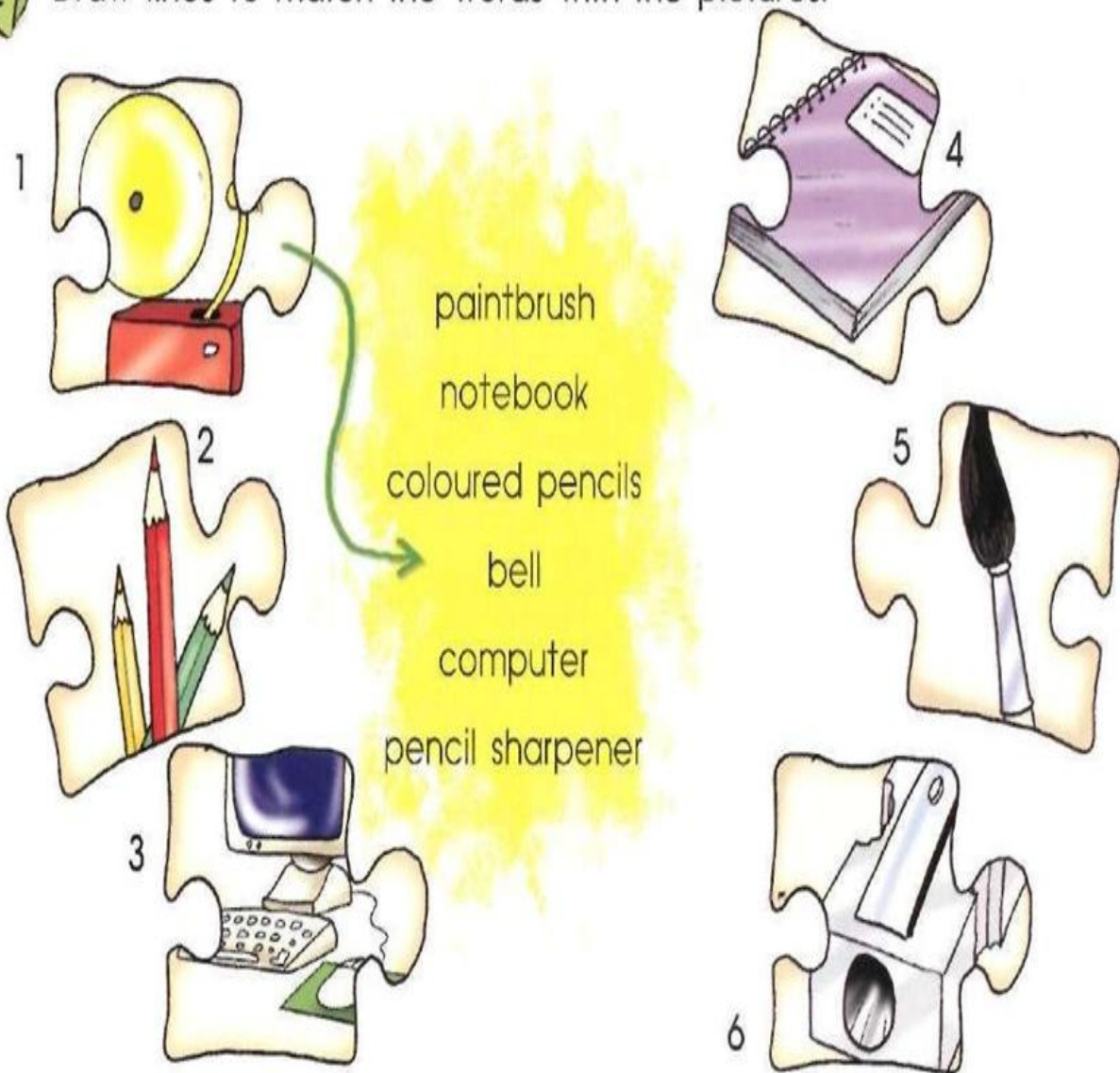


28

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

By having pupils look at the numbers in the butterfly picture and color them appropriately, this exercise aids with the memorization of colors in English and keeps pupils involved and active in the lesson.

C Draw lines to match the words with the pictures.



D Circle the odd word out.

Figure 7: Activity about School Supplies (Gray, 2001, p.45)

By asking children to look at photographs and draw lines to link them with the relevant phrases, this exercise can assist students in learning the names of various school items that can be utilized in the learning process.

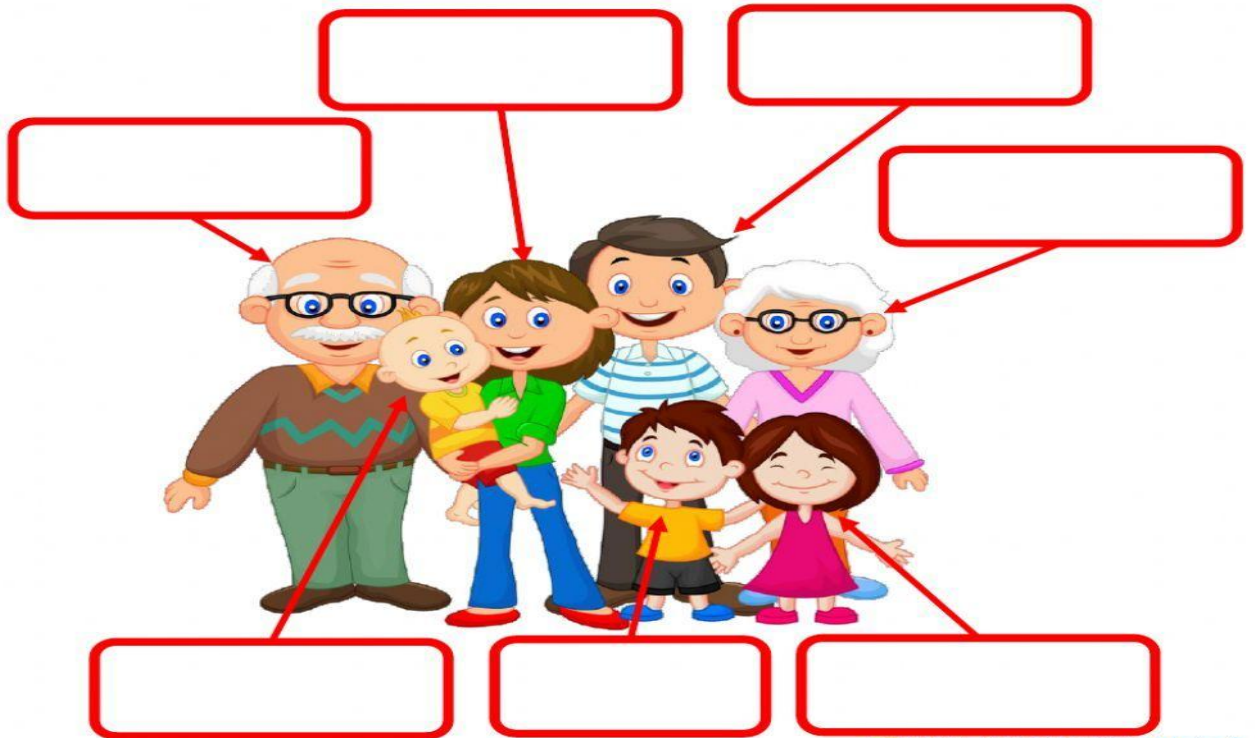
English

Name: _____

Topic: Identify Family Members

Click and drag the word to the correct box.

- sister
- grandfather
- father
- grandmother
- mother
- brother



LIVWORKSHEETS

Figure 8: Introducing family members. ([https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/The family/Introducing family member_0z2158817bo](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Introducing_family_member_0z2158817bo))

This activity helps memorize family members in English and also helps keep pupils engaged and active in the lesson by having them look at the names of family in the box and identify them according to picture.

Pets

❖ Unscramble the words.






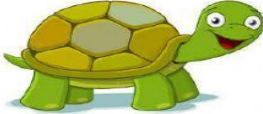


 <p>I B R D</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>O G D</p>  <p><input type="text"/> <input type="text"/> <input type="text"/></p>
 <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>F S H I</p>	<p>T C A</p>  <p><input type="text"/> <input type="text"/> <input type="text"/></p>
 <p>R G F O</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>T T L U E R</p>  <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
 <p>T B I R A B</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>P T R O A R</p>  <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>

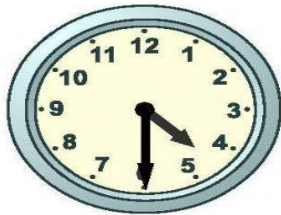
Figure 9: Unscrambling the words.
[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Pets/Pets - Grade 2 qc1787858od](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Pets/Pets%20-%20Grade%202%20qc1787858od)

This activity increase the pupils thinking level and enhance their motivation which help them to focus and participate in class room lessons.

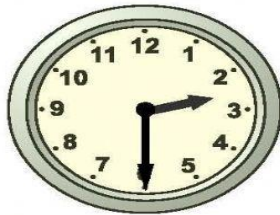
A/Choose the right answers to show the correct time.

Name _____ Date _____

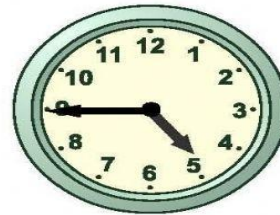
What time is it?



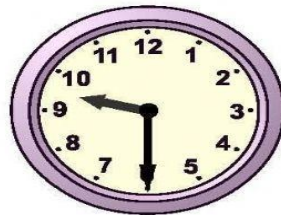
*It's half past three.
It's half past four.
It's half past five.*



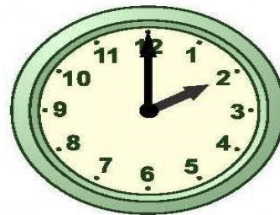
*It's half past two.
It's half past three.
It's half past one.*



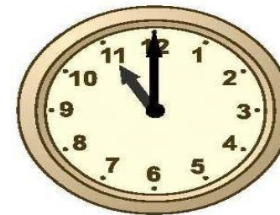
*It's a quarter to four.
It's a quarter to six.
It's a quarter to five.*



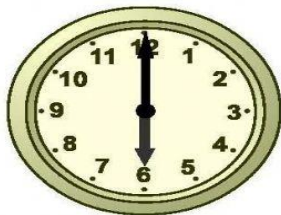
*It's half past ten.
It's half past eight.
It's half past nine.*



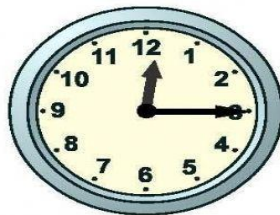
*It's one o'clock.
It's twelve o'clock.
It's two o'clock.*



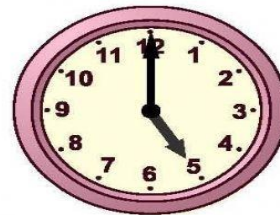
*It's eleven o'clock.
It's twelve o'clock.
It's ten o'clock.*



*It's six o'clock.
It's half past twelve.
It's twelve o'clock.*



*It's a quarter to twelve.
It's three o'clock.
It's a quarter past*



*It's twelve o'clock.
It's five o'clock.
It's half past twelve.*

Figure 10: what time is

it? ([https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Telling the time/What time is it\\$ fj467376zh](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Telling%20the%20time/What%20time%20is%20it%20fj467376zh))

 <p>What time do you get up?</p>	 <p>What time do you have breakfast?</p>	 <p>What time do you go to school?</p>
.....		
 <p>What time do you go home?</p>	 <p>What time do you have lunch?</p>	 <p>What time do you have dinner?</p>
.....		
 <p>What time do you do homework?</p>	 <p>What time do you watch TV?</p>	 <p>What time do you go to bed?</p>
.....		

Figure 11: Daily routine (what time do you get up)
<https://www.liveworksheets.com/ol2233253bx>

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.

Conclusion

In conclusion, images play a vital role in language teaching, especially in English teaching. They serve as valuable visual aids that enhance the overall language learning experience and aid in the development of language skills. Whether teaching young learners who have not yet fully grasped language comprehension, or teaching older learners to enhance vocabulary acquisition, images have many advantages. The definition of picture includes all forms of visual representation, including pictures, paintings, photographs, and graphics. They provide a way to represent objects, people, scenes, and ideas, making it easier for learners to visualize and understand new concepts. Images can be used as a medium to explain the meaning of words, bring the outside world into the classroom, and stimulate the imagination and creativity of learners. Different types of pictures can be employed in language classes to cater to specific learning objectives. These include check charts, pictures of single objects, pictures of people, pictures of famous individuals, pictures from history, pictures with a lot of information, news pictures, fantasy pictures, pictures of maps and symbols, pairs of pictures, sequence of pictures, and student and teacher drawings. Each type serves its own purpose in facilitating language learning and engaging students in the learning process. When selecting pictures for language teaching, several criteria should be considered. Pictures should be easy to prepare, organized, interesting, meaningful, and authentic. They should also provide a sufficient amount of language to aid learners in acquiring and using English effectively. By adhering to these criteria, teachers can ensure that the pictures they choose effectively support the learning objectives and engage students in the language learning process.

The advantages of using pictures in teaching English are numerous. Pictures are widely available, cost-effective, and provide shared experiences for learners. They enable the study of visual details that would otherwise be challenging to convey in words and help prevent and

correct misconceptions. Pictures also stimulate further study, reading, and research, as well as foster critical judgment and focus learners' attention. By incorporating pictures into their lessons, teachers can create a visually stimulating and engaging learning environment. However, it is important to acknowledge that there are some potential disadvantages to using pictures in language teaching. Students may sometimes focus more on the pictures themselves rather than the subject matter being taught, and creating appealing pictures can be time-consuming and costly. Additionally, small or unclear images may lead to misunderstandings. To mitigate these drawbacks, teachers should ensure that the focus remains on the learning objectives and select or create clear and relevant pictures that support the language learning process effectively.

In particular, when teaching vocabulary, pictures are highly beneficial. They help learners understand and remember the meanings of words by providing visual representations and connecting them to real-world contexts. Pictures can be used for presentation, testing, and reviewing the meanings of vocabulary items, making the learning process more enjoyable and memorable. By incorporating pictures into vocabulary instruction, teachers can enhance students' vocabulary knowledge and facilitate their language acquisition. Finally, using images can enhance the teaching and learning process by motivating pupils to engage in and take part in language-related activities like: Drawing pictures, matching words, filling in missing words, etc.

Chapter Three

Analysis and Discussion of the Results

Introduction

This chapter deals with the practical part of this research work which is an investigation about the role of pictures in enhancing vocabulary acquisition, the current chapter starts with the research design and the data collection tools, sample and population, the description of tools, and eventually to the analysis and elaboration of the findings. In order to enrich this study with adequate data, an interview was designed to third year pupils at the primary level, supplementally, for the sake to fulfilling the objectives of this research, five sessions of English has been attended to, as classroom observation. In addition, the interpretation and discussion of the finding will be presented to answer the research questions and to test the hypothesis suggested in the research. In the end, a general conclusion will be provided in addition to implications for both pupils and teachers as well a recommendation based on the literature review and the results.

1. Research Design

Since this study aims to describe the role of pictures in enhancing vocabulary acquisition, and to find out the link between these variables (how one can develop the other), this study adopted the mixed-method approach (i.e. a balanced combination of qualitative and quantitative approaches to have “a more complete understanding of the research problem” Creswell (2014, p. 41). For the reason that it is suitable for the nature of the present study, it helps to get more detailed and credible responses. More importantly, it gives a chance to know how pictures enhanced pupils vocabulary in the classroom through live data.

2. Population and Sample

To verify the validity of the hypothesis and gather information to help to find results; the study dealt with pupils to gain their feedback. The population of the current study is Third-year pupils at akhder ben kribaa of Biskra. The reason behind choosing this population is that

they have new experience in studying English, so they are not familiar with this new language. More importantly, since it is their first year in studying English they are in need to learn vocabulary and enhance their English level. Hence, the population represents 72 pupils divided into two classes which contain 36 per each class. The sample represents the whole population here which is 72. The interview sample represents 10 teachers.

3. Data Collection tools

To conduct the study effectively, it is necessary to make interviews to primary English teachers, in which we ask them varied questions related to the study. A class observation checklist to find out, first, whether pictures will be fully engaged the pupils vocabulary acquisition and learning method, second, to what extent their engagement can improve their vocabulary acquisition.

4. The validity of the instruments

This tools was validated by an experts in the field, the checklists and the interview were administered and revised by two teachers in the university of Mohamed khider. However they send me their feedback about the tools and we send it to our supervisor in order to have a validated checklist that gain insightful data for the research.

5. Classroom Observation

5.1 Description of Classroom Observation

In order to enhance the credibility of our research, we determined that conducting classroom observations alongside interviews would be a suitable data collection method. The observation was held with Third-year pupils at the primary school lakhder ben kribaa. The observation involves two group, chosen from the four groups in total and the groups consists of 36 pupils with one teacher. The observation was conducted in six sessions of an hour and

to seek rich data. The observation sheet was divided into two sections with twenty-one items. The first section “teacher section” which consist eleven items(11) which are: define new terms before using them, Provides opportunities for student questions, examines the previous day's lesson understanding, Checks understanding through target questions or activities, the teacher's use of visual aids, the types of visual aids used, teacher is facilitator of learning, encourage pupils to participate in class to raise self-confidence aspiration, teacher vocabulary help pupils increase their vocabulary understanding, teacher manage the time well, teacher motivation to repeat the words and pupils section observation. The second section “pupils section” which consist ten (10) items are: Eating and playing while teacher' explanations, Pupils 'participation in classroom, Pupils are engaged in a learning activity, Existence of shyness and stress among pupils, Pupils Raises his/her hand to answer question or volunteer information, Pupils Talks with classmates too much, Pupils visual information easily seen/heard, Pupils pay attention in class while teacher explanation, Pupils Boredom in class, Pupils show the interest to the topic that they learned.

5.2 Section one: Teacher's Section Observation

This section includes ten items, the aim is to show whether the teacher fulfills his roles as a guide and assessor. To specify, the definition of new terms before using them make the pupils understand the meaning and context of the word. In addition, providing opportunities for pupils questions is a vital part of the learning process. It encourages students to engage with the material and to clarify any uncertainties they may have. Moreover, to ensure pupils have a good understanding of the previous day's lesson, it is important to review the material and assess their comprehension. Also, checking understanding through target questions or activities is an effective way to ensure students have grasped the lesson's key concepts and can apply them in various situations.

Furthermore, the use of visual aids can enhance the learning experience by providing students with a visual representation of the lesson's material. There are various types of visual aids that teachers can use, including diagrams, charts, graphs, videos, and images.

The selection of the type of visual aid depend on the lesson's content and the students' learning styles. However, the teacher should act as a facilitator of learning, guiding students through the material and encouraging them to think critically and independently.

Although, helping students increase their vocabulary understanding is an important part of teaching. Teachers should use appropriate language and provide explanations of any new or challenging terms. Hence, correcting pupils' mistakes and errors is an essential aspect of teaching. It helps students to learn from their mistakes and to improve their understanding and application of the lesson's material.

In short, effective time management is crucial for ensuring that all lesson objectives are met within the allotted time frame. Teachers should plan and organize their lessons accordingly, ensuring that all activities and tasks are completed within the given time.

5.3 Section Two: Pupil's Observation

This section includes ten items which are observed. First Eating and playing while teacher is explaining can be disruptive to the class and shows a lack of respect for the teacher and the learning environment. Also, Pupils' participation in the classroom is important for their engagement in the learning process and can enhance their understanding of the material.

When pupils are engaged in a learning activity, they are more likely to retain the information and develop critical thinking skills. Actually, Shyness and stress can hinder a pupil's participation in the classroom, but there are strategies that teachers can use to help these pupils feel more comfortable and included.

Even though, raising one's hand to answer a question or volunteer information shows that the pupil is engaged in the class and willing to participate in the learning process. Rather than, Talking with classmates too much can be disruptive to the class and can distract other pupils from their learning. Visual aids can help pupils understand and retain information, especially those who are visual pupils.

Additionally, paying attention in class while the teacher is explaining is important for understanding and retaining information. Therefore, Boredom in class can be a sign that the pupil is not being challenged or that the teaching methods are not engaging enough. Teachers can use a variety of strategies to make the classroom more interesting and engaging for their pupils. Finlay, A teacher's motivation to repeat the words may depend on various factors. For example, if a teacher is repeating important concepts or key vocabulary words, they may do so to ensure that their pupils understand and remember the information.

5.4 Analysis of Classroom Observation

5.4.1 Observation Schedule

In order to obtain consistent results from the classroom observation, we conducted with third year pupils in two (2) different classes along with their teacher five sessions using classroom.

Number of sessions	1	2	3	4	5	6
Time	09:45-10:30	10:30-11:45	09:45-10:30	10:30-11:45	09:45- 10:30	08:00- 08:45
Classes	3A	3B	3A	3B	3A	3B
Date	06/2/2023	13/3/2023	20/3/2023	03/4/2023	8/5/2023	22/5/2023

Table 4: Observation checklist Schedule

As a first tool to collect data, the current researcher designed this observation checklist to collect data from a real-life situation then analyse and interpret them.

5.4.2 General observation

This section is an attempt to explore how the classroom setting, environment, and Management has impacted students' ability to learn.

The Physical Setting is comfortable, organized and clean where, pupils are able to learn normally. The classroom was small compared to a large number of pupils (36 pupils). In the six sessions of the observation, pupils were taking some time to take seats, which wasting almost 10 minutes of the total time. Yet, the classroom was clean and organized, pupils were comfortable. Also, since the session is scheduled in the morning, this schedule was fulfilling for students to be energetic as well motivated to learn and interact.

The teacher uses different classroom activities such as (flashcards presentation) as stated above, the teacher allows pupils to use different means of activities. During the sessions, the teacher use flashcards to show it to the pupils, tell them to say the word, and have to repeat it. However, the teacher use the flashcards for games or activities to help Pupils practice and reinforce their understanding of the vocabulary. In short these types of activities not only help pupils to learn and remember vocabulary, but they also promote collaboration and interaction among students. This can help to create a positive and supportive classroom environment, where students feel comfortable participating and expressing themselves in English.

The use of different classroom materials. In the five sessions of the observation, the teacher make the pupils free to choose their topic and the appropriate tool or material to perform their task. Some pupils brought realia from their homes to create an appropriate environment. Another pupils use papers and colours And try to paint, using doll to expressing words. All these materials faced no rejection from the teacher but on the opposite, it was beneficial and

creative to make excellent work and attract the attention of classmates so they will not become bored or lose focus.

Classroom Observation: group (1) one

We start analyzing the sessions; we attended with first class 5 sessions. The table below which represent what have been observed during the sessions:

Elements to be observed	Not observed		Fairly observed		Well observed	
	F	%	F	%	F	%
<u>A/Teacher section:</u>						
1. Define new terms before using them					5	100%
2. Provides opportunities for student questions			1	20%	4	80%
3. Examines the previous day's lesson understanding					5	100%
4. Checks understanding through target questions or activities			2	40 %	3	60 %
5. The teacher's use of visual aids					5	100%
6. The types of visual aids used (pictures)					5	100%
7. Teacher is facilitator of learning					5	100%
8. Encourage pupils to participate in class to raise self-confidence aspiration			3	60%	2	40%

9. Teacher vocabulary help pupils increase their vocabulary understanding					5	100%
10. Teacher manage the time well			2	40%	3	60%
11. Teacher motivation to repeat the words					5	100%
<u>B/Pupils section:</u>						
1. Eating and playing while teacher' explanations			2	40%	3	60%
2. Pupils 'participation in classroom					5	100%
3. Pupils are engaged in a learning activity	1	20%	2	40%	2	40%
4. Existence of shyness and stress among pupils					5	100%
5. Pupils Raises his/her hand to answer question or volunteer information					5	100%
6. Pupils Talks with classmates too much					5	100%
7. Pupils visual information easily seen/heard					5	100%
8. Pupils pay attention in class while teacher explanation	1	20%	1	20%	3	60%
9. Pupils Boredom in class			2	40%	3	60%
10. Pupils show the interest to the topic that they learned			1	20%	4	80%

Table 5: Classroom ObservationN°1

5.4.3 Section one: Teacher's section

This section will explore the relationship between the teacher and the pupils, also if the teacher fulfills his/her roles and makes a successful interaction with pupils.

Item1: Define new terms before using them.

During our observation of five sessions, and from the table we conducted that (100%) of each session of group one that teacher defined new terms before any new lesson providing a clear and concise explanation of a word, phrase, or concept that may not be familiar to the pupils before using it in a conversation, presentation, or piece of writing.

Items 2: Providing opportunities for pupils questions

During observation of five sessions of the group one, we had one (20%) session fairly observed and four (80%) sessions well observed that teacher creating an environment where pupils feel comfortable asking questions about the material being taught. Finally, we found that teacher show a positive learning environment to make her pupils feel comfortable asking for help and seeking clarification.

Items 3: Examines the previous day's lesson understanding.

According to the five session, in group one we well observed (100%) that teacher examines the previous day's lesson understanding for pupils, reviewing and assessing the pupils ' level of comprehension of the material covered in the previous lesson. However, by examine the previous day's lesson understanding for pupils, teacher monitor the progress of their pupils in the classroom, tailor their instruction to address any gaps in understanding, and reinforce key concepts as needed.

Items4: Checks understanding through target questions or activities

Our observation of five sessions, according the first group one we fairly observed two sessions (40%) and well observed three other sessions(60%) that teacher checks pupils' understanding through target questions or activities, she uses specific questions and activities to assess the pupils' comprehension of a particular concept or topic. By using target questions or activities the teacher ensure that the pupils have grasped key ideas and can apply them in various contexts, and provide targeted feedback and instruction as needed.

Items 5: The teacher's use of visual aids.

We attend the five sessions, which in group one group we well observed (100%) that the teacher use of visual aids refers to visual elements, such as images, videos, or slides, into the teaching process, we noticed using visuals enhance pupils ' understanding and engagement with the material. On the other hand, we remarked Visual aids provide visual representations of concepts, data, and processes, making the pupils easier to comprehend and remember at the end of each sessions we use them.

Items 6: The types of visual aids used.

The five session of observation, in group one we well observed (100%) that teacher use Visual aids which are valuable tools for enhancing presentations and conveying information for pupils. We noticed that teacher use pictures for their pupils to make them participate and remember the key points used to support and illustrate ideas. Here are some types of visual aids that utilize pictures by the teacher in the class: Slideshows, Posters, Whiteboards, Photographs, and Drawings.

Items 7: Teacher is facilitator of learning.

As the five sessions of observation in group one, we well observed (100%) that the teacher is facilitator of learning which noticed that she creates an environment where pupils can learn through exploration, inquiry, and discovery. However, the teacher show the encouragement to his pupils to ask questions, seek answers, and participate actively in the learning process.

Items8: Encourage pupils to participate in class to raise self-confidence aspiration.

According to the observation we attend five sessions, first, for the group one we fairly observed three sessions (60%) the two other sessions (40%) we well observed that teacher encourage their pupils to participate in class by help them to raise their self-confidence and create a safe and supportive learning environment, we noticed that teacher provide their pupils opportunities for participation, and offer feedback and positive reinforcement to help pupils to achieve their aspirations.

Items 9: Teacher vocabulary help pupils increase their vocabulary understanding.

During the observation of five sessions, for group one we have well observed (100%) that the teacher play an important role in class to help pupils increase their vocabulary understanding. We have noticed that the teacher try to providing explicit vocabulary, encouraging wide reading, using context clues, providing opportunities for practice, and using multimedia resources, furthermore the teacher show his efforts to help pupils develop their word knowledge and improve the vocabulary acquisition .

Items 10: Teacher manage the time well.

We have five sessions of observation, the first group we attend two sessions which fairly observed (40%) and the three sessions we conduct (60%) well observed, that teacher manage the time well to ensure a productive and organized learning environment for pupils and teacher manage their time by setting clear goals and priorities, breaking tasks into smaller steps, allocating time for each task, minimizing distractions, delegating and collaborating.

By implementing these strategies, teachers can enhance their productivity, stay organized, and create a well-managed classroom environment.

Items 11: Teacher motivation to repeat the words.

We have five sessions of observation, for the first group we well observed (100%) that the teacher repeat words to help pupils understand and remember key concepts, to emphasize important points, to aid in pronunciation or vocabulary acquisition. Additionally, we remark that repetition help pupils develop their language proficiency by providing opportunities to practice and internalize new vocabulary and grammar structures. Moreover, we discover that repetition help build pupil confidence and reinforce their understanding of the material, ultimately contributing to their overall success in the classroom.

5.4.4 Section two: Pupils section

Item1: Eating and playing while teacher' explanations.

We have five sessions of observation, for the first group we fairly observed (40%) the two sessions, while the three other sessions we well observed (60%) that eating and playing while a teacher is considered as disrespectful to the teacher and disruptive to other pupils who are trying to listen and learn. So that, we recognize that giving the teacher your full attention during class to make the most out of your education. If you are hungry during class, it is best to bring a snack to eat quietly and discretely during breaks or before class starts. As for playing, we should focus on the lesson and engage in class activities. Remember, being respectful and attentive during class not only helps you learn better but also shows respect for your teacher and fellow classmates.

Item2: pupils 'participation in classroom.

We have five sessions of observation, the first group we have well observed (100%) that Participation is aspect of learning in the classroom, it allows pupils to engage with the material, ask questions, share ideas, and receive feedback. Furthermore we remark that participation is not only important for pupils own learning but also for the overall success of the class.

Item3: Pupils are engaged in a learning activity.

We have five sessions of observation, for the first group we have one session not observed (20%) another two sessions we fairly observed (40%) also two other session we well observed (40%) that engaging in learning activities can take many forms, such as classroom lectures, discussions with teacher, repeat words, and individual reading. However we noticed that engaging learning activities often involve active participation, problem-

solving, critical thinking, and collaboration. Accordingly we discover that teacher create a positive and supportive learning environment that encourages pupils to be curious, ask questions, and explore new ideas.

Item4: Existence of shyness and stress among pupils.

During the five sessions of observation, for the first group we well observed (100%) that pupils, shyness and stress is common in school settings where they feel pressure to perform well academically and socially. However we remarked they afraid of speaking in front of their peers, participating in activities, or initiating conversations with others. Furthermore we observed that shyness and stress have a negative impact on pupils' mental health and academic performance, it cause them to avoid social situations, leading to feelings of isolation and loneliness and interfere with their ability to learn and participate in class, as well as make friends and build social life.

Item5: Raises his/her hand to answer question or volunteer information.

We have five sessions of observation for the first group, we have well observed (100%) when pupils raise their hands to answer a question or volunteer information in the classroom, and it is a positive sign of engagement and participation. It shows that they are interested in the topic being discussed and are actively trying to contribute to the learning experience. Also we remarked that the teacher encourage pupils to raise their hands and participate in class, as this helps to create a dynamic and interactive learning environment. However, it's important to ensure that all pupils have an opportunity to participate, including those who may be shy or less confident in speaking up.

Item6: pupils Talks with classmates too much.

We have five sessions of observation, we attend in the first group and we well observed (100%) that some pupils talking too much in the classroom which make the class environment noisy and not comfortable and the teacher observe negative impact about them. Consistency, we noticed that a clear communication, and a supportive approach are key to helping pupils understand the importance of appropriate behaviour and fostering a positive learning environment.

Item7: Pupils Visual information easily seen/heard.

We have five sessions of observation, for first group we have well observed (100%) that ppupils Visual information easily seen includes things like images, videos, and other visual aids that convey information through sight and used to illustrate or supplement written or spoken communication. Similarly, we recognized that Pupils auditory information easily heard includes things like spoken language, music, sound effects, and other audio cues that convey information through sound.

Item8: Pupils Pay attention in class while teacher explanation.

During the five sessions of observation, for the first group we have one session not observed (20%) meanwhile, we conducted one other session fairly observed (20%), also we have three sessions well observed (60%); when pupils pay attention in class while a teacher is giving an explanation, they are actively engaging in the learning process and attempting to absorb the information being presented. According to that we remarked the pupils maintain focus and attention during classroom instruction: Interest, Clarity, Active Learning, and Classroom Environment.

Item9: Pupils Boredom in class.

We have five sessions of observation, for group one we attend two session which the material fairly observed (40%) for instance, the other three sessions we well observed (60%) that Pupilsbecome bored in class for a variety of reasons, including a lack of engagement, difficulty understanding the material, or feeling of disconnection from the teacher or their peers. Therefore we discovered that Boredom, have negative impacts on pupils' academic performance and motivation. Moreover teacher create a more engaging and enjoyable learning experience for their pupils, which lead to better academic performance, increased motivation, and a greater love of learning.

Item10: Pupils show the interest to the topic that they learned.

We have five sessions of observation for first group, we have fairly observed (20%) one session. While, we have well observed (80%) the four sessions ,when pupils show interest in a topic that they are learning, we observed that it lead to a perfect engagement in class, better retention of information, and increased motivation to learn more and create a good vibes between teacher and the classmates.

Classroom Observation: Group (2) Two

We start analyzing the sessions; we attended with second class 5 sessions. The table below which represent what have been observed during the sessions:

Elements to be observed	Not observed		Fairly observed		Well observed	
	F	%	F	%	F	%
<u>A/Teacher section:</u>						
1. Define new terms before using them					5	100%
2. Provides opportunities for student questions			1	20%	4	80%
3. Examines the previous day's lesson understanding					5	100%
4. Checks understanding through target questions or activities					5	100%
5. The teacher's use of visual aids					5	100%
6. The types of visual aids used (pictures)					5	100%
7. Teacher is facilitator of learning					5	100%
8. Encourage pupils to participate in class to raise self-confidence aspiration			4	80%	1	40%
9. Teacher vocabulary help pupils increase their vocabulary understanding					5	100%
10. Teacher manage the time well			2	40%	3	60%

11. Teacher motivation to repeat the words					5	100%
1.Eating and playing while teacher' explanations			2	40%	3	60%
2.Pupils 'participation in classroom					5	100%
3.Pupils are engaged in a learning activity	1	20%	2	40%	2	40%
4.Existence of shyness and stress among pupils			2	40%	3	60%
5. Pupils Raises his/her hand to answer question or volunteer information					5	100%
6. Pupils Talks with classmates too much					5	100%
7. Pupils visual information easily seen/heard					5	100%
8. Pupils pay attention in class while teacher explanation	1	20%	1	20%	3	60%
9. Pupils Boredom in class			2	40%	3	60%
10. Pupils show the interest to the topic that they learned			1	20%	4	80%

Table 6: Classroom Observation N°2

5.4.5 Section one: Teacher's section

This section will explore the relationship between the teacher and the pupils, also if the teacher fulfills his/her roles and makes a successful interaction with pupils.

Item1: Define new terms before using them.

During our observation of five sessions, we conducted that (100%) of each session of group two that the teacher in group two defined new terms before the start of each new lesson, giving the pupils a concise explanation of a word, phrase, or concept that they might not be familiar with before using it in a conversation, presentation, or piece of writing, according to our observations of five sessions and the data we gathered from the table.

Items 2: Providing opportunities for pupils questions.

During observation of five sessions of the second group, we determined that the instructor created an atmosphere where pupils felt comfortable asking questions about the content being taught in one session (20%) and four sessions (80%) that were well observed. Finally, we discovered that teachers must create a supportive learning atmosphere for their pupils to feel at ease asking for assistance and seeking clarification.

Items 3: Examines the previous day's lesson understanding.

According to the five session, in second group we well observed (100%) that teacher examines the previous day's lesson understanding for pupils, reviewing and assessing the pupils ' level of comprehension of the material covered in the previous lesson. However, by examine the previous day's lesson understanding for pupils, teacher monitor the progress of their pupils in the classroom, tailor their instruction to address any gaps in understanding, and reinforce key concepts as needed.

Items4: Checks understanding through target questions or activities.

Our observation of five sessions, according to the second group we well observed (100%) that teacher checks pupils' understanding through target questions or activities, she uses specific questions and activities to assess the pupils' comprehension of a particular concept or topic. By using target questions or activities the teacher ensure that the pupils have grasped key ideas and can apply them in various contexts, and provide targeted feedback and instruction as needed.

Items 5: The teacher's use of visual aids.

We attend the five sessions, which in group two we well observed (100%) that the teacher use of visual aids refers to visual elements, such as images, videos, or slides, into the teaching process, we noticed using visuals enhance pupils ' understanding and engagement with the material. On the other hand, we remarked Visual aids provide visual representations of concepts, data, and processes, making the pupils easier to comprehend and remember at the end of each sessions we use them.

Items 6: The types of visual aids used.

The five session of observation, in group two we well observed (100%) that teacher use Visual aids which are valuable tools for enhancing presentations and conveying information for pupils. We noticed that teacher use pictures for their pupils to make them participate and remember the key points used to support and illustrate ideas. Here are some types of visual aids that utilize pictures by the teacher in the class: Slideshows, Posters, Whiteboards, Photographs, and Drawings.

Items 7: Teacher is facilitator of learning.

As the five sessions of observation in second group, we well observed (100%) that the teacher is facilitator of learning which noticed that she creates an environment where pupils can learn through exploration, inquiry, and discovery. However, the teacher show the encouragement to his pupils to ask questions, seek answers, and participate actively in the learning process.

Items8: Encourage pupils to participate in class to raise self-confidence aspiration.

According to the observation we attend five sessions, which we fairly observed four sessions for group two (80%), and one session for group three (20%). We noted that teachers give their pupils opportunities for participation, and they provide feedback and positive reinforcement to help pupils achieve their aspirations. We also noted that teachers help their pupils build their self-confidence and create a safe and supportive learning environment.

Items 9: Teacher vocabulary help pupils increase their vocabulary understanding.

During the observation of five sessions, for second group we have well observed (100%) that the teacher play an important role in class to help pupils increase their vocabulary understanding. We have noticed that the teacher try to providing explicit vocabulary, encouraging wide reading, using context clues, providing opportunities for practice, and using multimedia resources, furthermore the teacher show his efforts to help pupils develop their word knowledge and improve the vocabulary acquisition .

Items 10: Teacher manage the time well.

We have five sessions of observation, the second group we attend two sessions which fairly observed (40%) and the three sessions we conduct (60%) well observed, that teacher manage the time well to ensure a productive and organized learning environment for pupils and teacher manage their time by setting clear goals and priorities, breaking tasks into smaller steps, allocating time for each task, minimizing distractions, delegating and collaborating.

By implementing these strategies, teachers can enhance their productivity, stay organized, and create a well-managed classroom environment.

Items 11: Teacher motivation to repeat the words.

We have five sessions of observation, for second group we well observed (100%) that the teacher repeat words to help pupils understand and remember key concepts, to emphasize important points, to aid in pronunciation or vocabulary acquisition. Additionally, we remark that repetition help pupils develop their language proficiency by providing opportunities to practice and internalize new vocabulary and grammar structures. Moreover, we discover that repetition help build pupil confidence and reinforce their understanding of the material, ultimately contributing to their overall success in the classroom.

5.4.6 Section two: Pupils section

Item1: Eating and playing while teacher' explanations.

We have five sessions of observation, for the group two we fairly observed (40%) the two sessions, while the three other sessions we well observed (60%) that eating and playing while a teacher is considered as disrespectful to the teacher and disruptive to other pupils who are trying to listen and learn. So that, we recognize that giving the teacher your full attention during class to make the most out of your education. If you are hungry during class, it is best to bring a snack to eat quietly and discretely during breaks or before class starts. As for playing, we should focus on the lesson and engage in class activities. Remember, being respectful and attentive during class not only helps you learn better but also shows respect for your teacher and fellow classmates.

Item2: pupils 'participation in classroom.

We have five sessions of observation, the second group we have well observed (100%) that Participation is aspect of learning in the classroom, it allows pupils to engage with the material, ask questions, share ideas, and receive feedback. Furthermore we remark that participation is not only important for pupils own learning but also for the overall success of the class.

Item3: Pupils are engaged in a learning activity

We have five sessions of observation, for the group two we have one session not observed (20%) another two sessions we fairly observed (40%) also two other session we well observed (40%) that engaging in learning activities can take many forms, such as classroom lectures, discussions with teacher, repeat words, and individual reading. However we noticed that engaging learning activities often involve active participation, problem-

solving, critical thinking, and collaboration. Accordingly we discover that teacher create a positive and supportive learning environment that encourages pupils to be curious, ask questions, and explore new ideas.

Item4: Existence of shyness and stress among pupils .

During the five sessions of observation, for the second group we attend two sessions we fairly observed (40%), also have three other sessions we well observed (60%) that pupils, shyness and stress is common in school settings where they feel pressure to perform well academically and socially. However we remarked they afraid of speaking in front of their peers, participating in activities, or initiating conversations with others. Furthermore we observed that shyness and stress have a negative impact on pupils' mental health and academic performance, it cause them to avoid social situations, leading to feelings of isolation and loneliness and interfere with their ability to learn and participate in class, as well as make friends and build social life.

Item5: Raises his/her hand to answer question or volunteer information.

We have five sessions of observation for the second group, we have well observed (100%) when pupils raise their hands to answer a question or volunteer information in the classroom, and it is a positive sign of engagement and participation. It shows that they are interested in the topic being discussed and are actively trying to contribute to the learning experience. Also we remarked that the teacher encourage pupils to raise their hands and participate in class, as this helps to create a dynamic and interactive learning environment. However, it's important to ensure that all pupils have an opportunity to participate, including those who may be shy or less confident in speaking up.

Item6: pupils Talks with classmates too much.

We have five sessions of observation, we attend in the second group and we well observed (100%) that some pupils talking too much in the classroom which make the class environment noisy and not comfortable and the teacher observe negative impact about them. Consistency, we noticed that a clear communication, and a supportive approach are key to helping pupils understand the importance of appropriate behaviour and fostering a positive learning environment.

Item7: Pupils Visual information easily seen/heard.

We have five sessions of observation, for group two we have well observed (100%) that pupils Visual information easily seen includes things like images, videos, and other visual aids that convey information through sight and used to illustrate or supplement written or spoken communication. Similarly, we recognized that Pupils auditory information easily heard includes things like spoken language, music, sound effects, and other audio cues that convey information through sound.

Item8: Pupils Pay attention in class while teacher explanation.

During the five sessions of observation, Out of these sessions, one session was not observed (20%), meaning no data or information was collected during that session. However, one session was fairly observed (20%), indicating that some data or information was collected. Additionally, three sessions were well observed (60%), suggesting that sufficient data or information was gathered during those sessions. when pupils pay attention in class while a teacher is giving an explanation, they are actively engaging in the learning process and attempting to absorb the information being presented. According to that we remarked the

pupils maintain focus and attention during classroom instruction: Interest, Clarity, Active Learning, and Classroom Environment.

Item9: Pupils Boredom in class.

We have five sessions of observation, for group two we attend two session which the material fairly observed (40%) for instance, the other three sessions we well observed (60%) that Pupilsbecome bored in class for a variety of reasons, including a lack of engagement, difficulty understanding the material, or feeling of disconnection from the teacher or their peers. Therefore we discovered that Boredom, have negative impacts on pupils' academic performance and motivation. Moreover teacher create a more engaging and enjoyable learning experience for their pupils, which lead to better academic performance, increased motivation, and a greater love of learning.

Item10: Pupils show the interest to the topic that they learned.

During the five observation sessions for group two, one session was fairly observed (20%) while the remaining four sessions were well observed (80%). In those sessions, we noticed that when pupils show interest in the topic they are learning, it leads to increased engagement, better retention of information, and higher motivation to learn. Furthermore, it creates a positive atmosphere between the teacher and classmates.

5.4.7 Discussion and Interpretation of the Findings

From the two classes we obtained data from the classroom observation have provided a considerable information that answer some of the research questions. The researcher deduced from the classroom observation that the classroom that holds the English session was small number of pupils thirty- six (36). Since pupils have only two session per-week it reveals that they can divide pupils into two groups.

Based on the findings presented in the two classes, it seems that the classroom environment and management have a significant impact on pupils' ability to learn. A clean, comfortable, and organized physical setting can create a positive learning environment where students feel motivated and energetic. Additionally, the use of different classroom activities, materials, and visual aids can promote collaboration, interaction, and critical thinking skills among pupils additionally, it is deduced that the, the teacher allows pupils to use different means of activities. During the sessions. However the teacher gave the freedom to pupils to choose the classroom Activity that they want to use in performing their tasks, such as, brought realia from their homes to create an appropriate environment. Another pupils use papers and colours And try to paint, using doll to expressing words.

However, teacher employs various classroom activities such as vocabulary demonstrations using flashcards. These activities not only help students learn and memorize vocabulary, but also encourage collaboration and interaction among them, creating a positive and supportive classroom environment. Teachers also allow to use different materials and tools of their choice to encourage creativity and prevent boredom. Furthermore, we observed several key aspects regarding the teacher's role and interaction with pupils. Teachers always define new terms before using them in class to ensure students have a clear understanding. In addition, teachers provide opportunities for pupils to ask questions and strive to create a positive

learning environment where students can easily seek clarification. Moreover, teacher also check how well pupils understood the previous day's lesson, adjusting lessons to fill any gaps in understanding and reinforce key concepts. In addition, teachers check pupils understanding through targeted questions or activities, ensuring they understand key ideas and can apply them in different contexts. Although, Teacher effectively use visual aids to enhance pupils ' understanding and engagement with the material. Various types of visual aids such as slides, posters, whiteboards, photographs and drawings are used to support and illustrate ideas.

Overall, teacher acts as facilitators of learning, creating environments for students to explore, investigate, and discover. They encourage pupils to participate in classroom activities to build confidence and ambition and provide opportunities for practice and vocabulary development. Regarding pupils, it is worth noting that eating and playing during a teacher presentation is considered disrespectful and disruptive behaviour. It is very important to give full attention and respect to teachers and classmates. However, active participation in learning activities is encouraged and seen as critical to students' own learning and success in the classroom.

In order that, shyness and stress have been observed among pupils and negatively impact mental health and academic performance. Raising your hand to answer a question or providing voluntary information is seen as a positive sign of participation and participation, while too much talking can spoil the classroom atmosphere.

The visibility and audibility of visual and auditory information in the classroom is considered important for effective learning. Pupils who pay attention to the teacher's explanation show active participation in the learning process, and boredom can negatively affect learning motivation and academic performance. Ultimately, when pupils show interest in the topics they are learning, it leads to greater engagement, better information retention, and positive teacher-student relationships. Overall, the findings emphasize the importance that suggest a

supportive and interactive classroom environment, combined with effective teaching strategies, can lead to successful learning outcomes for pupils.

5.8 Teacher's interview

5.8.1 Description of the interview

This interview contains thirteen (13) questions which sought for teachers 'personal Information, namely their gender and age, How long have you been teaching English, and years of experience in teaching English. Moreover, it intended to gather their opinion and experience about the how present new words and the importance of vocabulary and the difficulties that face both of them teacher teaching and pupils acquisition. However the effect of pictures using in learning and teaching process. The purpose of this interview was to collect data from Third-year pupils in lakhder ben kribaa primary school at Biskra. The tool was used to gain information about pupil s' familiarity with pictures and the difficulty that may face. Also, the interview intended to know teachers' attitudes towards the necessity of picture and vocabulary towards pupil's performance.

5.8.2 Administration of the Interview

The interview was directed to 10 teachers of English in different primary schools of Biskra in the academic year 2022-2023. Because of time constraints and other practical difficulties, the interview took a written form and was sent via email to the sample of teachers. It was sent back a couple of days later then was carefully analysed.

5.8.3 Analysis of Teachers' Interview

The teachers' answers were helpful for our study. The questions attempted to seek more data that we could not observe as the teachers' opinion about using pictures in Enhancing Vocabulary Acquisition and teaching method. Moreover, the interview intended to know teachers' attitudes towards the necessity of picture and vocabulary towards pupil's performance. Their answers were as follows:

Q1: Specify Your Gender and Your Age?

Teacher1: *female , 35 years old.*

Teacher2: *Male 52 years.*

Teacher3: *Female 39 year.*

Teacher4: *Female, 43years old.*

Teacher5: *I'm 42, woman.*

Teacher6: *Female 44years.*

Teacher7: *Female. 30 years old.*

Teacher8: *Female 26years.*

Teacher9: *Woman of 37 years.*

Teacher10: *I am male, 36 year old.*

Based on the responses provided, in this group of teachers there are seven (7) female teachers and three (3) male teachers. The age range varies from twenty -two (26) to fifty- two (52) years old. The majority of the female teachers are in their late 30s to early 40s, with ages ranging from thirty- five (35) to forty four (44) years old. The male teachers are slightly

older, with ages ranging from thirty -six (36) to fifty- two (52) years old. However, this diverse group of teachers brings a range of experiences and perspectives to the classroom. In which the combination of different genders and age groups contribute to a well-rounded educational environment, as each teacher may offer unique insights and approaches to teaching.

Q2: How long have you been teaching English?

Teacher1: *5 to 6 years.*

Teacher2: *28years.*

Teacher3: *One year.*

Teacher4: *3 years.*

Teacher5: *4years and 1year in primary school.*

Teacher6: *2 years.*

Teacher7: *2 years.*

Teacher8: *I have been teaching English since 2018.*

Teacher9: *Just one year.*

Teacher10: *Since 1 year.*

Firstly, the range of teaching experience is quite broad, with the most experienced teacher having 28 years of experience, while the least experienced teachers have only taught for one year. It is important to note that teaching experience is just one factor that can influence the effectiveness of a teacher, and there are many other factors that can contribute to a teacher's effectiveness, such as their teaching method, subject matter knowledge, and ability to communicate with pupils. Secondly, it is worth noting that some of the teachers

may have had experience teaching other subjects before teaching English. Therefore, their total teaching experience may be longer than the duration of their English teaching experience that they have mentioned.

Finally, while the average length of teaching experience is approximately 6.5 years, it is important to remember that this is just a small sample of teachers and cannot be representative of all English teachers. Different teachers may have different levels of experience, qualifications, and backgrounds that can impact their teaching effectiveness.

Q3: What are your qualifications as a teacher in teaching English?

Teacher1: *Master degrees.*

Teacher2: *ENS.*

Teacher3: *Bachelor degree in English.*

Teacher4: *I have a Bachelor degree in English and I think my experience as a teacher in primary private schools and as a mother helped me a lot.*

Teacher5: *Bachelor degree in English.*

Teacher6: *Master degree.*

Teacher7: *Master degree.*

Teacher8: *Master's Degree from University.*

Teacher9: *Bachelor degree in English.*

Teacher10: *Bachelor degree in English.*

Based on the responses provided, the qualifications of the teachers in teaching English vary. Some have mentioned having a license in English, while others have mentioned having

a Master's degree. It is important to note that having a degree or license in English does not necessarily guarantee that a teacher is effective in English. Moreover, one teacher has mentioned their experience teaching in primary private schools and as a mother helping them a lot. This highlights the fact that teaching experience and personal experience can also contribute to a teacher's effectiveness

Overall, while having a degree or license in English is important, it is not the only factor that determines a teacher's effectiveness in teaching the subject. The ability to connect with students, create effective learning strategies, and continually develop one's teaching skills are also important factors.

Q4: How do you present new vocabulary?

Teacher1: *using pictures or flashcards.*

Teacher2: *Pictures.*

Teacher3: *Among flash cards, then word cards and songs if there is one.*

Teacher4: *Through pictures or flashcards.*

Teacher5: *using many strategies such as games, brain storming..etc.*

Teacher6: *flash cards, miming, gestures, translation,...realia.*

Teacher7: *Songs, pictures, gestures, games.*

Teacher8: *Using pictures, flashcards, drawings, realia "real objects", TRP "total Physical Response....*

Teacher9: *songs, video, pictures, naming, gestures...*

Teacher10: *By using flash cards then the word cards.*

Based on the responses provided, the teachers use a variety of methods to present new vocabulary to their students. Most of them mentioned using pictures or flashcards, which are visual aids that help pupils to better understand and remember new words. Some teachers also mentioned using songs, which can be an effective way to teach vocabulary as pupils associate the new words with the melody. Similarly, games and brainstorming activities also be useful in presenting new vocabulary in an engaging and interactive way

Some teachers also mentioned using miming, gestures, and realia (real objects) to present new vocabulary. These kinaesthetic and tactile methods help students to better understand and remember new words. It is important to note that there is no one-size-fits-all approach to presenting new vocabulary, and different methods may work better for different pupils and learning contexts. Moreover, it is important to also consider the level and age of the pupils when choosing the appropriate method of presenting new vocabulary.

Overall, the teachers' use of a variety of methods to present new vocabulary reflects a student-centred approach to teaching, where teachers adapt their methods to meet the needs and preferences of their pupils.

Q5: To what extent do your pupils give importance to vocabulary?

Teacher1: *whenever I give them new vocabulary, they try to ask about new words. They are always eager to know new vocabulary.*

Teacher2: *Very interested*

Teacher3: *They have the curiosity, and they love to repeat words.*

Teacher4: *They always want to learn more about English to be able to understand the language and speak it.*

Teacher5: *very much importance.*

Teacher6: *high extent.*

Teacher7: *They like to learn new vocabulary.*

Teacher8: *Too much, they are eager to learn English.*

Teacher9: *It attracts their attention (80%of my ppls).*

Teacher10: *It is a helpful method for pupils to get a new vocabulary.*

Based on the responses provided, it appears that the teachers' pupils generally give importance to vocabulary and are interested in learning new words. Many of the teachers mentioned that their pupils are curious and eager to learn new vocabulary, and some of them even indicated that their pupils give very high importance to vocabulary. Furthermore, many teachers noted that their pupils are actively engaged in learning new words, with some expressing a strong desire to improve their English language skills and communicate effectively in the language. This suggests that pupils see vocabulary acquisition as an important aspect of English language learning, and that they are motivated to engage with new vocabulary in order to improve their overall proficiency.

Overall, the teachers' responses highlight the importance of vocabulary learning in English language education and the positive impact that effective teaching strategies can have on students' motivation and engagement with the subject.

Q6: Do you face difficulties in teaching vocabulary? Why?

Teacher1: *Sometimes I do. Mainly due to my learners difference in acquisition.*

Teacher2: *No.*

Teacher3: *Some times, maybe with those who have speaking problems, and if there is a previous word look like the new one, (robot, rabbit) (board/bird).*

Teacher4: *Sometimes in pronunciation.*

Teacher5: *lack of materials like data projector.*

Teacher6: *sometimes, when I can't reach the meaning by pictures...I use the mother tongue as last solutions, because there are some vocabularies which could not be in pictures as feelings...*

Teacher7: *Yes, sometimes cultures impose something which is not agreed upon in our country.*

Teacher8: *Nope.*

Teacher9: *Sometimes, large number of pupils in one class, time is not enough for all to speak.*

Teacher10: *Yes of course, because the age of our learners is very hard to give them new vocabulary.*

Based on the responses provided by different teachers, it can be observed that teaching vocabulary can be challenging for various reasons. Some teachers find it difficult due to the differentiation in pupils' acquisition abilities. For example, some pupils may pick up new words quickly, while others may struggle to do so. Pronunciation can also be a challenge, especially when teaching words with similar sounds but different meanings. The availability of resources also plays a crucial role in vocabulary teaching. Furthermore, lack of materials, such as data projectors, can hinder effective vocabulary instruction.

In some cases, it may not be possible to convey the meaning of certain words through pictures alone, and the use of the mother tongue may become necessary. However cultural differences can also pose a challenge to teaching vocabulary. Some words may have different connotations in different cultures, and teachers may need to be mindful of this when

introducing new vocabulary. Furthermore, the size of the class and the limited time available for instruction can be a significant barrier to effective vocabulary teaching. Teachers may struggle to provide individual attention to each pupil, particularly in larger classes. Overall, teaching vocabulary is challenging for various reasons, and it requires careful planning, effective use of resources, and a good understanding of pupils' needs and abilities.

Q7: Do pupils have difficulties with vocabulary acquisition?

Teacher1: *using flashcards really helps them in their vocabulary acquisition.*

Teacher2: *Sometimes.*

Teacher3: *Not really, but of course there are some who are weak may face this problem.*

Teacher4: *Sometimes in pronunciation too.*

Teacher5: *no they don't.*

Teacher6: *sometimes, but not really, generally they understand.*

Teacher7: *Learners are different in the way they get the idea. Some of them are doing well but others need more drilling and more practice.*

Teacher8: *Sometimes since they learn French as well for instance Sunday (they miss acquired it as Samedi) which is totally different.*

Teacher9: *Yes, some of them who have problems....*

Teacher10: *Yes.*

The responses suggest that some pupils may face difficulties in vocabulary acquisition, while others may not. Teachers use different strategies to facilitate the acquisition process, such as using flashcards, drilling, and practice. However, even with these strategies,

some learners may still struggle. Pronunciation is another area where some pupils may encounter difficulties. The similarities between words in different languages may lead to errors in pronunciation and understanding. For instance, some pupils may miss-acquire English words when learning French, as mentioned by Teacher eight. Furthermore, learners have different learning styles, and some may require more practice and drilling than others to acquire new vocabulary. This may be particularly true for pupils with learning difficulties, as mentioned by Teachers three, nine, and ten. Overall, concluded that while some pupils may face difficulties in vocabulary acquisition, effective teaching strategies and a tailored approach to learning can help overcome these challenges.

Q8: How often do you use pictures in the classroom?

Teacher1: *most of times.*

Teacher2: *Always.*

Teacher3: *Always.*

Teacher4: *Regularly.*

Teacher5: *very often.*

Teacher6: *At the beginning of each unit, we have a set of flash cards of the main words they should learn, so teacher print them and sticks them on the board.*

Teacher7: *Most of the time.*

Teacher8: *Always "flashcards".*

Teacher9: *Yes of course.*

Teacher10: *Every session.*

The responses suggest that pictures are frequently used as a tool for teaching and reinforcing vocabulary. All teachers indicate that they use flashcards regularly or always. Teacher six provides additional information about how flashcards are used in their classroom. They mention that flashcards are used at the beginning of each unit to introduce the main words that the students will need to learn. This approach may help to set clear expectations for the unit and give the pupils a visual aid to help them remember the new vocabulary. Teacher 10 also indicates that they use flashcards in every session. This suggests that flashcards may be an integral part of their vocabulary teaching and learning approach. Overall, the responses suggest that flashcards are an effective tool for teaching and reinforcing vocabulary. The use of flashcards provides a visual and interactive method for learners to engage with new vocabulary, and the repetition of seeing and using the words can aid retention and recall.

Q9: When using pictures, do you think that your pupils are motivated?

Teacher1: *Absolutely.*

Teacher2: *Yes.*

Teacher3: *A lot, they like the colours, they love when I distribute flash cards, or ask them to come to the board and show...*

Teacher4: *Of course.*

Teacher5: *so motivated.*

Teacher6: *Yes a lot, they enjoy looking to the forms, shapes, colours,..It's funny for them.*

Teacher7: *Yes.*

Teacher8: *Yeah sure.*

Teacher9: *Yes of course.*

Teacher10: *Yes of course.*

The responses suggest that using pictures is a highly motivating approach for teaching vocabulary to pupils. All ten teachers indicate that their pupils are motivated by the use of pictures, with many expressing that their learners enjoy the colours, shapes, and forms of the pictures. Teacher 3 provides additional information about the ways in which pictures are motivating for their pupils, such as when distributing flashcards or asking pupils to come to the board and show the pictures. This suggests that actively involving pupils in the use of pictures may enhance their motivation and engagement. Overall, the responses suggest that using pictures is an effective approach for motivating pupils to engage with and learn new vocabulary. The use of visual aids may help to make learning more engaging, memorable, and enjoyable for learners.

Q10: In your opinion, what are the advantages of using pictures in teaching vocabulary, and why?

Teacher1: *it facilitates the learning process, it helps learners acquire the new vocabulary without reference to their mother tongue, it motivates learners and makes them eager to know more vocabulary.*

Teacher2: *Motivation. Stick in long term memory.*

Teacher3: *Pupils can remember the name if they see the picture, also there is motivation, they never feel bored.*

Teacher4: *It facilitates understanding and, as a teacher I win time so I can do something else.*

Teacher5: *they attract the curiosity of kids and materializes the subject.*

Teacher6: *I transmit the meaning in easy and fast way, instead of explaining and giving examples...*

Teacher7: *Pictures attract learners and motivate them to guess or at least think about the topic they are going to do.*

Teacher9: *To improve their abilities to understand the meaning of vocabularies, it is important majority of ppls are visual.*

Teacher10: *There are more than one advantage for instance by picture s pupils can keep then word in their mind and its meaning at the same time.*

All of the teachers agree that using pictures in teaching vocabulary has several advantages. Firstly, it facilitates the learning process and helps pupils acquire new vocabulary without reference to their mother tongue. Secondly, pictures motivate pupils and make them eager to know more vocabulary. Thirdly, using pictures attracts the curiosity of pupils and materializes the subject, making it more concrete and easier to understand. Additionally, using pictures saves time for teachers and makes it possible for them to focus on other tasks. Finally, pictures can help pupils remember the name and meaning of the vocabulary more easily and can stick in their long term memory.

Most teachers also mentioned that using pictures can help pupils remember the name of the vocabulary if they see the picture, which can help with long term retention of the word. Some teachers also noted that using pictures allows for easy and fast transmission of the meaning of the vocabulary without having to explain or give examples. Another advantage mentioned is that pictures can attract pupils and motivate them to guess or at least think about the topic they are learning. Finally, some teachers mentioned that pictures are particularly helpful for visual learners who make up the majority of pupils.

Q11: Do you think that the use of pictures improves pupils 'vocabulary knowledge?

Teacher1: *Absolutely.*

Teacher2: *Yes.*

Teacher3: *Yes, of course.*

Teacher4: *Yes it does.*

Teacher5: *yes they do.*

Teacher6: *Yes I think, because it attract them more, so they memorise the word easily.*

Teacher7: *Of course, since it helps them to memorize better.*

Teacher8: *Yeah it improves but it not the only strategy or tool we have realia and gestures....*

Teacher9: *To improve their abilities to understand the meaning of vocabularies, it is important majority of ppl are visual.*

Teacher10: *There are more than one advantage for instance by pictures pupils can keep the new word in their mind and its meaning at the same time.*

All teachers agree that using pictures improves vocabulary acquisition among pupils. They all believe that pictures help pupils to remember and memorize words more easily, and that it makes learning more attractive and enjoyable for them. Teachers also point out that pictures facilitate understanding, help learners acquire new vocabulary without reference to their mother tongue, and motivate learners to be eager to learn more vocabulary. In addition, using pictures saves teachers' time and effort in explaining new words. Although one teacher (Teacher 8) suggests that pictures are not the only strategy or tool for improving vocabulary acquisition, all teachers agree that pictures have multiple advantages and benefits for pupils in the language learning process.

Q12: Do you find problems when using pictures in class room?

Teacher1: *No.*

Teacher2: *Sometimes hard to find pictures.*

Teacher3: *No, never.*

Teacher4: *No I don't.*

Teacher5: *not at all.*

Teacher6: *Yes to stick them on the board, it's not easy, sometimes its fall down, because they are not magnetiques.*

Teacher7: *Some time the wrong selection of the picture makes learners feel boring.*

Teacher8: *No at all.*

Teacher9:*No.*

Teacher10: *No at all.*

Overall, the responses indicate that most of the teachers do not encounter problems when using pictures in the classroom. Some mentioned difficulty in finding appropriate pictures or sticking them on the board, while one teacher mentioned the possibility of selecting the wrong picture which could make the learners feel bored. However, the responses suggest that using pictures as a teaching tool is generally perceived as effective and without significant drawbacks.

Q13: How do you make sure that you meet the needs of students in class?

Teacher1: *when I reach my lesson objective at the end, I make sure that i meet my learners 'needs.*

Teacher2: *Through practice.*

Teacher3: *If I feel that they are happy, enjoy the lesson laugh and move with the song, and almost all the class participate, so I think this is it.*

Teacher4: *Through assessing (asking questions)*

Teacher5: *by giving importance to the individual differences of every pupil. Since they all differ in terms of learning.*

Teacher6: *According to their answers, their outcomes and feedback. When assessing them too, you can evaluate their degree of acquisition and understanding, so you have to do remediation to fit the pupil's needs.*

Teacher7: *I personally use CQs it means Checking Questions.*

Teacher8: *Create a learning objective to each lesson and goal for each activity /-different ways to learn /-create a variety of activities.*

Teacher9: *By tasks.*

Teacher10: *When I give them activities.*

The responses to this question are varied, but they generally focus on the idea of assessing the pupils and their needs to determine how to best meet them. Some teachers rely on asking questions or giving practice tasks, while others focus on creating varied activities or assessing student feedback and outcomes. The importance of recognizing individual differences among pupils is also highlighted, as this can affect their learning styles and needs. Ultimately, the goal for all the teachers is to ensure that they are meeting the learning objectives for each lesson and providing a positive and engaging learning environment for their pupils.

5.8.4 Discussion and Interpretation of the Findings

Based on the responses provided by the teachers, it can be observed that vocabulary acquisition is an essential aspect of English language learning, and effective teaching strategies play a crucial role in motivating and engaging pupils. The use of a variety of teaching methods, such as pictures, songs, games, miming, gestures, and realia, reflects a student-centred approach to teaching, where teachers adapt their methods to meet the needs and preferences of their students. Moreover, it suggests that different pupils may have different learning styles and that teachers need to be flexible and creative in their teaching methods to facilitate effective vocabulary acquisition.

The findings also highlight the importance of experience, qualifications, and personal skills in teaching English. While having a degree or license in English is important, it is not the only factor that determines a teacher's effectiveness in teaching the subject. The ability to connect with students, create effective learning strategies, and continually develop one's teaching skills are also important factors. Additionally, teaching vocabulary can be challenging for various reasons, such as differentiation in pupils' acquisition abilities, pronunciation, availability of resources, cultural differences, class size, and limited time for instruction.

Overall, the findings highlight the importance of effective vocabulary teaching in English language education and the need for teachers to be flexible, creative, and adaptable in their teaching methods to meet the needs and preferences of their students. Effective vocabulary teaching can lead to improved pupil motivation, engagement, and overall English language proficiency, which are essential for success in academic, social, and professional contexts.

Conclusion

The third and last chapter represents the practical part of the present study. First, the Research method, population, and sampling were discussed along with the rationale behind The selection of the data gathering instruments. Second, the chapter covered details about the Procedures of collecting data through observation checklist and teachers' interviews; in Addition to, describing, analysing, and interpreting study results and findings. This study aimed to investigate the role of pictures in enhancing vocabulary acquisition for third-year primary schools pupils and highlights the importance of effective time management, providing clear explanations of new terms, and assessing students' understanding of the lesson's material through target questions and activities. These results valuable insights into the role of pictures in enhancing vocabulary acquisition and can be used to inform future teaching practices to support pupils' language learning.

General Conclusion

The focus of this study is on teaching vocabulary, which is an important sub-skill in language learning and teaching. The study investigates one technique which is pictures for teaching vocabulary, with particular emphasis on the use of visual aids, especially pictures, for conveying the meanings of new words. The study emphasizes the significance of visual aids in enhancing pupils' vocabulary skills, and highlights the need for teachers to be aware of this impact in order to improve pupils' mastery of vocabulary.

This study comprised three chapters; the first and second chapters of this work introduced the theoretical background of two variables; however, the third chapter was devoted to presenting, analysing, and discussing the gathered data. The first chapter established to vocabulary; more precisely, this chapter dealt with the definition of vocabulary, its importance, types, the description of vocabulary, and teaching vocabulary and its techniques and the steps in teaching vocabulary in EFL class . Moreover, the second chapter covered the second variable of this study, which was pictures; this chapter presented definitions of pictures, the various types of pictures, the criteria of a good Picture, and highlight the Advantages and disadvantages 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. Finally, the third chapter was devoted to the fieldwork; it defined the research design, sample, and population, data collection device. Moreover, it reported and discussed the findings of the observation checklist and teachers' interviews.

On the whole, the findings of this study focused on the significant role of pictures in teaching vocabulary and engaging pupils with lessons. And enhancing pupils engagement with lessons. These findings confirm our hypothesis that the use of visual aids in foreign language teaching and learning is a valuable method for improving English vocabulary acquisition and

promoting language skills among pupils. Therefore, incorporating such materials in instruction can prove to be beneficial for both teacher and pupils' vocabulary development and overall language proficiency.

In our research on "The Role of Pictures in Enhancing Pupils' Vocabulary Acquisition," we have observed that while each study employed a distinct data collection method, there are some similarities between our findings and those of Sholihah (2009) and Boualleg Rima (2016). However, it is worth noting that the remaining studies we included in our research yielded contrasting results. We incorporated these studies to present a comprehensive understanding of the topic, despite the disparities in their outcomes.

Limitations of the Study

Even though the pre-determined objectives of the study were accomplished, this study has its limitations, which includes:

- ❖ At the very beginning, it is important to indicate some difficulties when collecting background data. Looking for references especially books was the main obstacle the researcher faced.
- ❖ This research is conducted through the use of two tools: classroom observation and interview. Classroom observation needs a long period of time to watch thoroughly what is going on in the classroom and pay attention to the sudden changes that may take place.
- ❖ Lack of resources on using pictures in enhancing vocabulary acquisition.
- ❖ The study was limited to pupils of primary school lakhder ben kribaa biskra 2023.

Pedagogical Implications and Recommendations

This study aimed at investigating the role of pictures in enhancing vocabulary acquisition, according to the analysis of the present study which was an the investigation about the use of pictures in enhancing vocabulary to pupils, a set of recommendations or suggestions can be provided for teachers as well as pupils for a good teaching and learning of vocabulary items:

- Effective vocabulary instruction involves teaching within context and utilizing appropriate techniques to present new words.
- Teachers must also emphasize the importance of acquiring EFL vocabulary and raise their pupils' awareness of its value.
- It is important for teachers to recognize that their teaching methods have an impact on their pupils' progress.
- Visual aids, such as pictures, can be a powerful technique for teaching and learning vocabulary.
- Creating a positive and engaging learning environment is also crucial for motivating pupils', which can be achieved through the use of pictures, games, videos, and other techniques.
- To facilitate effective vocabulary learning, teachers should emphasize the importance of vocabulary and its relationship to other language skills, such as grammar.
- They should select vocabulary words based on their pupils' needs and interests to keep them engaged in the learning process.
- Teachers can utilize resources such as books and websites that provide relevant pictures that align with the course content and objectives.

- It is the teacher's responsibility to support their students in believing in their own abilities to achieve their goals.
- To enhance their vocabulary knowledge and promote independence in the learning process, teachers should implement a wide variety of exercises and activities that enable pupils to identify appropriate materials and sources of knowledge.

Further Research

However, the findings suggest that there is a need for more research to understand how pupils acquire vocabulary and how teachers can effectively teach vocabulary in different contexts. Future studies could explore the effectiveness of different teaching methods, the role of motivation and engagement in vocabulary acquisition, the impact of cultural differences on vocabulary learning, and the relationship between vocabulary acquisition and overall English language proficiency. Moreover, studies could investigate the effectiveness of teacher training programs in improving vocabulary teaching skills and the impact of technology on vocabulary acquisition.

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Appendices

Appendix A

Date:

Time:

Instructor:

Class:

Classroom observation N:

Course:

Classroom Observation Checklist

Elements to be observed	Not observed	Fairly observed	Well observed	Notes
<u>A/Teacher section:</u>				
1. Define new terms before using them				
2. Provides opportunities for student questions				
3. Examines the previous day's lesson understanding				
4. Checks understanding through target questions or activities				
5. The teacher's use of visual aids				
6. The types of visual aids used				

7. Teacher is facilitator of learning				
8. Encourage pupils to participate in class to raise self-confidence aspiration				
9. Teacher vocabulary help pupils increase their vocabulary understanding				
10. Teacher manage the time well				
11. Teacher motivation to repeat the words				

B/Pupils section:

1. Eating and playing while teacher' explanations				
2. Pupils 'participation in classroom				
3. Pupils are engaged in a learning activity				
4. Existence of shyness and stress among pupils				

5. Pupils Raises his/her hand to answer question or volunteer information				
6. Pupils Talks with classmates too much				
7. Pupils visual information easily seen/heard				
8. Pupils pay attention in class while teacher explanation				
9. Pupils Boredom in class				
10. Pupils show the interest to the topic that they learned				

Further Comments:

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Appendix B

Teacher's interview

Dear teachers,

You are kindly invited to fill in the following interview as a part of primary level entitled: "**The Role of Pictures in Enhancing Vocabulary Acquisition Case study: Third Year Primary School Lakheder Ben Kribaa**".

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

Thank you in advance

Q1: Specify Your Gender and Your Age?

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Q2: How long have you been teaching English?

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Q3: What are your qualifications as a teacher in teaching English?

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Q4: How do you present new vocabulary?

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Q5: To what extent your pupils give importance to vocabulary?

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Q6: do you face difficulties in teaching vocabulary? Why?

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Q7: do pupils have difficulties with vocabulary acquisition?

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Q8: How often do you use pictures in the classroom?

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Q9: When using pictures, do you think that your pupils are motivated?

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Q10: In your opinion, what are the advantages of using pictures in teaching vocabulary? and why?

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Q11: Do you think that the use of pictures improves pupils 'vocabulary knowledge?

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Q12: Do you find problems when using pictures in class room?

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Q13: How do you make sure that you meet the needs of pupils in class?

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THANK YOU FOR YOUR COLLABORATION

Resumé

Cette étude plus précisément, elle étudie le rôle des images dans l'amélioration de l'acquisition du vocabulaire de l'élève. Nous avons émis l'hypothèse que si l'enseignant utilise des images dans l'enseignement de l'anglais à l'école primaire pour les élèves, leur acquisition de vocabulaire sera augmentée. Afin de collecter des données, le chercheur a utilisé deux outils de collecte de données ; une liste de contrôle d'observation, qui ciblait les élèves de troisième année de l'école primaire akhder ben kibaa (n = 72) En outre, un entretien avec un enseignant a été mené auprès de dix enseignants de différentes écoles primaires de biskra. Les résultats ont révélé le rôle important des images dans l'enseignement du vocabulaire, l'engagement des élèves dans les cours et l'amélioration de l'engagement des élèves dans les cours. Par conséquent, les résultats ont confirmé notre hypothèse selon laquelle l'utilisation d'images dans l'enseignement et l'apprentissage des langues étrangères est une méthode précieuse pour améliorer l'acquisition du vocabulaire anglais pour les élèves du primaire.

المخلص

تبحث هذه الدراسة بشكل أكثر دقة في دور الصور في تعزيز اكتساب التلميذ للمفردات. افترضنا أنه إذا استخدم المعلم الصور في تدريس اللغة الإنجليزية في المدرسة الابتدائية للتلاميذ ، فسيتم زيادة اكتسابهم للمفردات. من أجل جمع البيانات استخدم الباحث أداتين لجمع البيانات وهما: قائمة مرجعية للمراقبة ، استهدفت تلاميذ السنة الثالثة في المدرسة الابتدائية أخضر بن قباء (ن = 72) بالإضافة إلى ذلك ، تم إجراء مقابلة مع المعلم مع عشرة معلمين في مدرسة ابتدائية مختلفة في بسكرة. كشفت النتائج عن الدور المهم للصور في تعليم المفردات وإشراك التلاميذ بالدروس وتعزيز تفاعل التلاميذ مع الدروس. لذلك ، أكدت النتائج فرضيتنا القائلة بأن استخدام الصور في تعليم وتعلم اللغة الأجنبية هو وسيلة قيمة لتحسين اكتساب مفردات اللغة الإنجليزية لتلاميذ المدارس الابتدائية