People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign languages

Section of English

The Role of Using Pictures in Enhancing Vocabulary Learning.

Case study of the fourth-Year Pupils' at Kara Abdullah Middle School, Lioua, Biskra.

A Dissertation Submitted to the Fulfillment of The Requirement for the Degree of Master in Science du Language.

Submitted by: **supervised by:**

Imane BOUHAF KHARKHACHI.   Smatti Said.

Academic Year: 2012/2013.

Dedication

After this success to the delight of those who love me. I dedicate this modest work to:

- Those who are dearest to me in the world, who have always supported me, and made me who I am. For all their scarifies; my dear father Mohamed Ameur, and my dear mother Nadia.
- My teachers who have help me in doing my research and also during my years of studying.
- My colleagues in the promotion 2012/2013.Specially: students of the first group
- To my dear friends who have a lot to me: Sara, ibtissem, Radhia, Islam, Abdelkarim, Rafik, Rahim, Babi.
- My family and relatives each with his name.
- All those who help me and I did not mention their names thank you again and again.

Imane

Acknowledgement

First I want to thank Allah the Almighty fir the blessing, health, inspiration, and ease blessed to me during the writing of my final project. I also want to thank many people who contribute in the writing of this project in one way or another. First and for most I want to express my appreciation to my supervisor Mr. Smati Said who guided me to develop my work with his interesting remarks and suggestion while the work was in progress. My thanks also go to all the teachers that have instructed me at the university of Mohamed Kheider Biskra for their help and helpful remarks, I can't move without thanking the teachers at Kara Abdellah Middle school who welcome me, and give me the opportunity to test my hypothesis specially the teacher with whom I work.

I can not also forget to thank my friends who support me a lot when I was disappointed each with his name, also my classmates in the second year master promotion 2012/2013. I owe to thank my dearest friends Sara, Radhia, Bassma, Islam, Imad, Babi, Rahim, and Rafik with whom I pass my years at college for their support and funny times.

Last but not least, I would like to give my immense gratitude to my family: my father, mother , brothers, sister for their support in home and for the atmosphere that help me a lot to work at ease and finish my work, without whose support I would not do any thing.

Bouhaf Kherkhachi Imane

II

Abstract

The process of learning and teaching are activities in the classroom together between pupils and teacher inside it. To make the atmosphere inside the class more attractive, fun, and active, teacher has to innovate in using different techniques, and methods to teach them, so they will be more excited in the learning process. One of these techniques is using visual aids and specially pictures with their different types, using pictures to teach/ learn vocabulary will make pupils pleased to learn new items and this will lead to have more background and as a result they will be able to use language appropriately because as Harmer assume in his book The Practice of English Language Teaching that vocabulary is the basic element for communication rather than Grammar as it was assumed to be. This work describe information related to teaching/ learning vocabulary using pictures to middle school pupils, techniques of teaching vocabulary using pictures, the characteristics of good pictures , and types of vocabulary. All these points and others will be discussed in details through this study to proof the ideas that pictures are helpful in learning/ teaching vocabulary.

Key words: vocabulary, visual aids, pictures, learning vocabulary, teaching vocabulary, middle school.

List of abbreviations

List of tables

List of figures

Table of Content

Chapter three: research design

Chapter four: data analysis

Introduction

General introduction

English is considered as a foreign language (international language) that is used in all countries all around the world and Algeria do not go far from this. English is considered to be a foreign language because it is not as our first language in terms of words, structure.

Due to the great role that English plays nowadays in the international communication, pupils should be able to master English to liver thoughts and interact in a variety of situations. As other languages, English is one of the foreign languages in Algeria that must be learned in school since middle school until university level. For pupils, English is considered to be a difficult matter to study because it is totally different from Arabic language in terms of structure, pronunciation, and vocabulary. Teaching English as a matter includes teaching the four skills named speaking, reading, writing, and listening. When learning/ teaching a language there is four main aspects that must be taken into consideration, these aspects are: Grammar, vocabulary which is considered to be an important factor in language learning teaching. So pupils have to learn words continually at the same time as they learn structure and practice sounds.

Generally, pupils face some difficulties in learning English language and especially in mastering vocabulary, they are not able to memorize vocabulary in large amounts, and they forget them easily. The role of teachers here is to help them to learn better because the success of the learning/ teaching process does not depends on the application of curriculum as it depends on other factors, one of them is the creativity of teacher; they should be creative to find good ways to help pupils to enrich their vocabulary, so they will not feel bored in the session. . In learning vocabulary, teacher must make the pupils able to memorize words in English; the role of teacher here is to find the most suitable ways to do it .One way to help them to learn vocabulary is the use of teaching aids and specially the use of pictures which is the topic of this research.

This study aims to examine the role of using pictures to teach vocabulary to pupils in middle school. Since this field is somehow neglected we have tried to give more emphasis on that topic through this research, we want to know, how pictures can affect the learning of vocabulary. My initial hypothesis for the findings is that if we use pictures while teaching

vocabulary, pupils' achievement will be better and as a result their performance. The significance of this research is that it will be useful for our teachers of middle schools in Algeria to help them to improve their performance in teaching vocabulary using pictures, by giving them the most common ways used to do so. Concerning using pictures in teaching/ learning vocabulary, this study contains one main aim which is to find out whether teaching: and learning vocabulary using pictures has an affect on pupils' achievement. So to get the objectives of our research, the following hypothesis was made: "if *we use pictures while teaching vocabulary, pupils' achievement will be better and as a result their performance*".

Through this study and by the end of the research, we aim to find answers to these questions:

- What are the different techniques of teaching vocabulary?
- How to teach vocabulary through pictures?
- What are the obstacles that prevent teachers from using pictures in their classroom?

As researchers, we should limit our research to one point to give opportunity to other researchers who are interested in to investigate it from other perspectives. The current study is concerned with teaching vocabulary through pictures to middle school pupils' grade four.

This research consists of four chapters organized as follow:

Chapter one is an introduction. It includes problem statement, objective of the study, research questions, scope of the study, significance of the study, outline of the research.

Chapter Two represents the literature review of the work; it deals with knowing vocabulary, knowing pictures, teaching vocabulary using pictures and the different procedures used.

Chapter Three discusses the methods of investigation which consists of subject of the research, type of the research, data and data source, methods of collecting data, and technique for analysing data.

Chapter Four discuses the analysis of research ,and then the conclusion, some recommendations and references.

General concept of vocabulary

"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." (Harmer, 1993, p. 153)

Introduction

While speaking people use verbal language to convey different purposes. As we grow our background knowledge (the amount of words that we have) become larger. Without sufficient vocabulary we can not communicate effectively or even express our ideas whether in spoken or written forms.

Vocabulary plays a prominent role in teaching/learning foreign language .i.e. that it is the basic stone for communication. In the past the focus was given to grammar because it was said that if we internalize patterns, then vocabulary could be simply be "plugged in " to the relevant patterns of grammar ,but recently this view changed as researchers start to concentrate more on communicative language teaching/learning, the emphasis has been shifted to vocabulary (Nunan, 2011, p. chapter08) .

Using visual aids in language teaching and specially pictures is very important because it helps to improve student's vocabulary, but unfortunately it is not used in our schools a lot for different reasons for example teacher do not have collections of pictures that they will use or may be they do not have a good base on how to use pictures in their best way to get the best results of teaching vocabulary which is to enable students to use new vocabulary in their daily life.

1. Vocabulary Definition

The term vocabulary was given different definitions. According to Collins cabluid English language dictionary it is defined as the total number of words in a language (Sinclair, 2013). Vocabulary is defined as the list of words that is used with particular language users. Generally speaking, vocabulary concept refers to the amount of words that we have and that enables us to communicate with one another and convey ideas and thoughts

General concept of vocabulary

Furthermore, Vocabulary is seen as a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book. A sum or stock of words employed.[1]

While according to Wikipedia, vocabulary is the set of words within a particular language that are familiar and used by individual.[2]

Referring to Oxford dictionaries, vocabulary is defined as:

a) The body of words used in particular language.
b) The words used within a specific topic or occasion.
c) The sum of words known to individuals.
d) Difficult and unfamiliar words/expressions with an explanation.[3]

According to vocabulary.com site, the term vocabulary is defined as follow:

a) A language users' knowledge of words.
b) The symbols or signs that constitute a system which serve as a mean of expression/as in arts or crafts.[4]

The concept of vocabulary is seen as the sum of words used by particular people or group; a list of words arranged in alphabetical order and defined the words of language. This term refers to the collection of symbols that constitute the system of non verbal communication [5].It is also seen as the stock of available words in a specific language or speaker in particular language. [6] Vocabulary can be both single words, and multi-word phrase.

---

[1] http://www.brainyquote.com/words/vo/vocabulary237882.html#yYtD2AWGrCImz5oy.99
[2] http://en.wikipedia.org/wiki/Vocabulary
[3] http://oxforddictionaries.com/definition/english/vocabulary
[4] http://www.vocabulary.com/dictionary/vocabulary
[5] http://dictionary.reference.com/browse/vocabulary
[6] http://web.cn.edu/kwheeler/lit_terms_V.html .

General concept of vocabulary

Both Hocket and Hornby (in Sofika Chandra Nilawati) define vocabulary. Hocket states that vocabulary is the easiest aspect at second language to learn and at the same time it requires a formal attention in the classroom; whereas Hornby define the term vocabulary as a list of words that are used within books, journals etc. they are accompanied usually with definition and translation. (Nilawati, 2009, p. 09).

Carter said that a word is the sum of letters that are related in a sense to function as one meaning. This definition did not mention the situation where the word is constructed from two-three words e.g. instead of, in place of, instead, he gave a more accurate definition of the term word" *minimum meaningful unit of language*" (Carter, 1998) this definition many problems one of them is the single unit of meaning which is presented by unit words like line man, tram driver, goal keeper. We can not distinguish if they are one word or two, for that it is difficult to have one permanent definition.

As a conclusion of what have been said, the term vocabulary has many definitions according to different scholars' point of view. Further more we can notice that the more learners have vocabulary the more their four skills will be developed.

2. Types of Vocabulary

Vocabulary is divided according to ISP Nation to:

a) **Receptive vocabulary**: to know a word means that we are able to recognize it when we hear or see i.e. to be able to distinguish it from other words that seem similar in writing or pronouncing. Bogaards & Laufer agree that receptive vocabulary refers to learning the meaning of a word i.e. to be able to translate it from L2 to L1. (Laufer & l Bogaards, 2004, p. XI)

b) **Productive vocabulary**: to know a word means that we are able to pronounce the word, write it, spell it well and even how to use it in grammatical patterns. It also

involves knowing when, where to use these words i.e. using it in suitable situations.[7] Bogaards & Laufer claim that productive vocabulary refers to learning to express a concept by means of an L2 i.e. Learners are able to translate a word from L1to L1. (Laufer & l Bogaards, 2004, p. XI).

Jo Ann Aeborsold and Mary Lee field argue to give another classification to vocabulary. According to them it is divided into two terms which are:

a) **Active vocabulary**: it refers to the items that can be used by speaker when writing or speaking; to use vocabulary actively means that learners are able to know how to pronounce it, and how to accompany it with correct grammar of the target language.

b) **Passive vocabulary**: it refers to the items that can be understood within a given context i.e. while speaking or reading. It encompasses the words that we get through our reading or speaking. (Aeborsold & Lee Field, 1977, p. 139)

Furthermore according to Wikipedia, free encyclopedia, the term vocabulary is divided to four types:

a) **Reading vocabulary**: they are words that are known by learners while reading. It seems to be the largest type because it involves the other types.

b) **Listening vocabulary**: it refers to all what we can recognize though speech.

c) **Speaking vocabulary**: it is all words/ items that learners are able to use them appropriately without mistakes.

d) **Writing vocabulary**: are words used in different written forms.[8]

---

[7] ISP Nation, Teaching and Learning Language (New York: New Burry house,1990),p.29
[8] http://en.wikipedia.org/wiki/Vocabulary#Types_of_vocabulary

General concept of vocabulary

3. The Use of Vocabulary

When learners master vocabulary, they will be able to feel comfortable inside their classes because they will be able to communicate easily. For example when they read a certain text, they will easily get the information from it since they are able to understand almost words in the text. Whereas, learners who can not understood texts that are exposed to they will face problems.

Mastering vocabulary will help in mastering the four skills (reading, writing, speaking, listening), because they are related to each other to a big extent. If we want to communicate with people that do not belong to the same community, learner are obliged to master their language to some extent and specially enough vocabulary that enables them to understood and communicate with them.

Yang Zhihong (cited in Sofika Chandra Nilawati) states that words are the basic element of any language, without vocabulary people can not communicate effectively or even express their ideas. He also claims that having a limit amount of vocabulary is considered as barrier that prevents learners to communicate. (Nilawati, 2009, p. 11)

4. The Process of Remembering Words

"*It is not enough to learn words because we need to remember them after we memorize them, and as Thronbury claim" learning is remembering*" (Thronbury, 2002, p. 23).

As Thronbury claims that the knowledge of vocabulary refers mainly to the sum of items that we have by contrast to grammar which is "rule-based system". The question that we can ask here is how learners come to remember words? We all may have one common answer and said that it is through memory.

General concept of vocabulary

Researchers argue that memory has an important interference in language learning this because without it learners will not be able to memorize information and as a result they will not communicate.

Memory is divided to three types: short term memory, working memory, long term memory. Short term memory, as thornbury said is*" the brain's capacity to hold a limited number of items od information for periods of time up to few seconds*" (Thornbury, 2002, p. 23) , for example to remember things that we need to use after a short period of time as remembering a phone number and recite it in the same minute. Furthermore Gairns and Redman argue that short term memory is*" the ability to hold information over brief period (usually up to thirty seconds in duration)*" (Gairns & Redman, 1986, p. 86) . Schmitt claim that short term memory is used to store / hold information while it is processed and that can only stay for only seconds, he also trued to give some principles to short term memory; it is fast, adaptive, has small storage capacity, and it lasts for few seconds. (Schmitt, 2000, p. 131).

The second type of memory is the *working memory,* in this type of memory is thought as a kind of "work bench", where information is placed, studied, before it is moved to retrieval and then to long term memory. The information that inter to the memory comes from different sources such as outsides world through senses and also from long term memory. The information can be stored for twenty seconds before it is moved to long term memory. Working memory works like an audiotape which goes around and around. It gives more emphasis to the short term memory to be kept refreshed. To be good learners of foreign languages, learners should have the ability to hold words in working memory.(Thornbury, 2002, p. 23) .

According to Goodridge, information is manipulated and analyzed in the working memory.to relate information to old one means that there is a link between the two previous ones and through this a new information may be produced and this later moved to memory to be stored. The following diagram shows the process of memory:

General concept of vocabulary
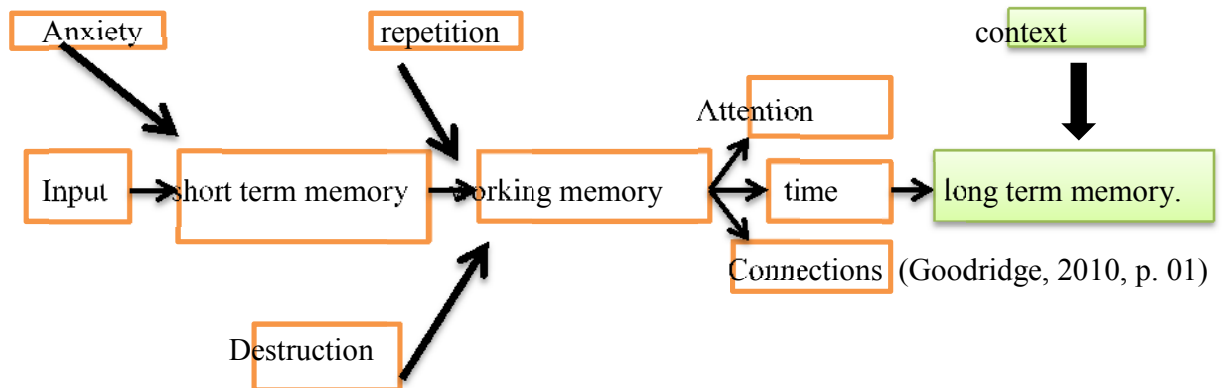
Figure 01: the process of storing information

Sensory input is first held in the short memory, which can hold a fairly fixed number of items (about 7 for most people) at a time and it works for a short period of time (30s) then information is moved to working memory by repetition, although this decreases with anxiety and distractions. Then information moves to long memory, there are many factors that may affect it attention, time, and connections made between new words and exciting ones.

This type of memory was proposed by two famous researchers named Baddely and Hatch; this model consists of three basic stores: the central executive, the phonological loop, visuo-spatial sketchpad. This model is showed in this diagram[9]:
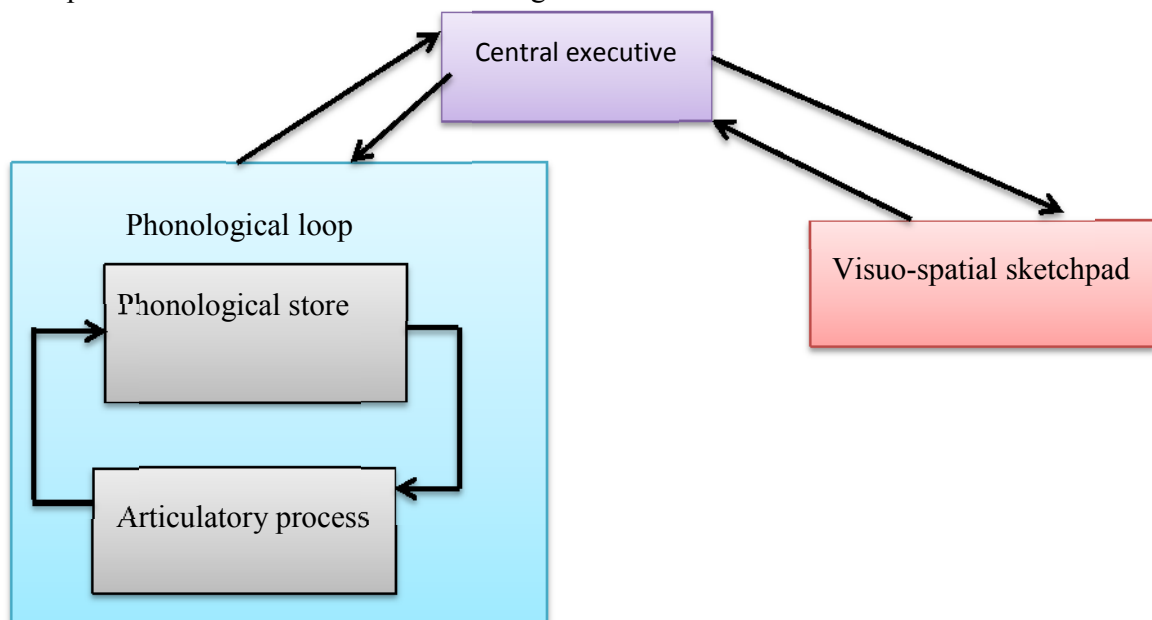
General concept of vocabulary

Figure.02. the process o storing information in the working memory

According to Esther, working memory refers to the brain's ability to hold an amount of information that is available at a certain time as long as we need it. Learners can increase the capacity of holding information by using different strategies, as an example when we take the number 0795332351 this number may be too long to store it, but when we divide it to small chunks the process become easier and the number become 07-95-33-23-51; that later can be stored in short term memory for enough time that help us to rewrite it again. (Richard & Mohs, 2010, p. /)

The term working memory is used according to Alloway to refer to the system responsible for the storing of information for a temporary time and also to manipulate information. He makes it similar to "work space" that is flexible and used to help our cognitive activities. He gave one example which is "mental arithmetic", for example if one gives as two numbers and asks us to calculate the result without using pen or papers, what a learner should do is that first to keep the two numbers in the working memory, then he recall his old information of the multiplications rules to calculate the two numbers to find the right solution. Due to the working memory we are able to do such complex mental activities. (Alloway, July2006, p. /).

The third type is long term memory (LTM). This type is different from both other types because it is the last and the one in which we store all what we really have as knowledge, memories. It is defined as *" the information that is acquired in a source of an experience and that persists that it can be retrieved long after the experience is past*" (Encoding and Retrieval from Long Term Memory, 2006, p. 192).

We can see that LTM is the capacity that helps us to remember what happen to us for example accidents and events even though things that happen in childhood, remembering people, places, and things that face us in our daily life. It is also seen as the capacity that enables humans to remember many things (facts, skills, and things that happened to us. Schmitt maintains that long term memory retains information for use in anything, but immediate future. (2000, p. 131).

Long term memory is seen as *"human capacity to recall information after a period of time (minutes, weeks, years) after the original input"* (Gairns & Redman, 1986, p. 87). Unlike the short term memory, long term memory can held any amount of information that we want because it has a large amount.

LTM is defined by Thornbury as a filling system which has a large capacity and lasts overtime (2002, p. 24). He also claim that long term memory sometimes does not work well; an evidence is that some situations we can have new vocabulary, but we can notice it has been forgotten by the next lesson. Here, the LTM did not work as we want.

For that   he suggested that long term memory has "quickly forgotten" and "never forgotten". So students should be able to move the information and new words that they have from "quickly forgotten" to "never forgotten" which represent the permanent long term memory (Thornbury, 2002, pp. 24-26).

Moving information to the permanent long term memory requires some principles, here are as Thornbury described:

➢ **Repetition**: the suitable ay to memorize new materials is through repetition when it is in the working memory. It is said that a word has a great chance to be memorized if it is met several times during a "space interval" while reading, then students will have a god chance to remember them for a long time.

➢ **Retrieval**: it is considered as another type of repetition. When students retrieve words from memory that would give it more chance to be recall later on. A good example of the activities which requires retrieval is using these new words in written tasks, which would enable students to remember it again when needed.

➢ **Spacing:** it is useful to split memory work over a period of time rather than to mix it all in one single block. When we teach new items it is useful to teach two to three items than

comeback and test them, then move to the next one, this way help students to learn words better because each word will have enough time that make it learned easily.

➢ **Pacing:** learners are different and as a result they have different learning styles. Consequently teachers should give enough time to allow them to do "memory work" such as organizing vocabulary this must be individually.

➢ **Use**: the best way to be sure that words are added to our long term memory is when we put words in use. This is known as "use it or lose it" principle.

➢ **Cognitive depth**: to remember words in a better way , students have to take decisions about words; this means that whenever they come across a word they make a superficial connections , example tight/fight , or a more deep one through referring to speech (weather it is noun, adjective, adverb)

➢ **Personnel organization:** it has been proved that students who read aloud sentences that contain new words, remember, recall better than those who read silently and rehearsal words.

➢ **Imaging:** a successful presentation of new words is by presenting silently a picture that goes with words. Tests have shown that words that are presented like this are more memorable than those who were not presented immediately with picture.

➢ **Mnemonics**: these are some kinds of "tricks" used to recall information (rules) that are stoned in our memory through different visuals and key word techniques.

➢ **Motivation**: to have a strong motivation and not ensure that these words will be remembered later on. There is one main difference is that people with strong motivation will spend more time in repeating words till they will remember them, but studies show that even unmotivated people can remember words.

➢ **Attention/Arousal**: conscious attention is very important to memorize words, a high degree of attention or "arousal" is almost times related with good recall of information and words.

➢ **Affective depth**: affective and cognitive information are stored together and recalled the same way. It is important to make a cognitive decision about the word as we mention

before, it is important also to make an affective judgment for example do students like it, how it looks like, what it represent, how it sounds ? (Thornbury, 2002, pp. 24-26)

5. The Importance of Vocabulary

David Wilkins gives vocabulary a very important place in communicating and he said "*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*" (Thornbury, 2002, p. 13) from this quotation we can resume the importance given to vocabulary because without it our daily life communication will be useless and will not be able to convey our needs and express our felling and ideas.

Dellar and Hocking illustrate what have been said before and state "*if you spend most of your time studying grammar, your English will not improve very much, you will see mot improvement if you learn more words and expressions*" (Thornbury, 2002, p. 13). Through this statement Dellar and Hocking want to give a greater importance to vocabulary than grammar, because according to them if we want to improve our English it is more suitable to spend a lot of time reading books and learning new items and words that would help us to communicate our ideas and thoughts rather than in learning grammar rules; they did not ignore the usefulness of grammar in speech but they claim that if we have the right words and we do not respect the rules our ideas would be understood by contrast if we master rules of grammar very well and we do not have enough vocabulary we may use words that will be miss understood by listener and that will lead to break down of communication.

Ellis confirmed the role of vocabulary at the expense of the role of grammar he sates that it is possible to communicate with imperfect grammar if our vocabulary is correct. Researches suggest that lexical errors does not affect in the meaning as grammatical ones do. (Goodridge, 2010, p. 01).

Grammar is considered as only one part of the language because we can not neglect its role, but the most important thing is that we have to possess a good vocabulary to speak effectively and convey ideas and thoughts.

Words have been played an important role in changing the world and it still has that role. It is considered to be the main tool that helps students in both their studies and in their daily communication. It is also considered to be a good indicator of student's high

level of reading; Pikulski and Templeton mention that in a national reading panel they concluded by saying "the importance of vocabulary knowledge has long been recognized in the development of reading skills." (Pikulski & Templeton, 2004, p. 01) .vocabulary is considered to be an important component of the educational system, because it represents the most useful part that is used in every day life to present what we want. So it is useful to have that background to communicate effectively.

6. Forgetting Words

Generally speaking, we forget and have difficulties in remembering people's name, where we put things, or we can't remember where we put our keys, the question here is why do we forget things?

According to psychologists, there are two answers. The first is more likely to be applied to forgetting in short term memory or as it is known (trace decay theory), the second in the long term memory or as it is called (interference and lack of consolidation.

6.1. The Trace Decay Theory

This theory suggest that the human short term memory can store information for only 15-30 seconds and after that information fades away unless it is rehearsed. This explanation assumes that memories leave a trace in the brain. The trace decay theory gives more focus to time and the limited duration of the short term memory. This theory states that we come to forget because of the automatic decay of fading of the memory trace; according to this theory the events between learning and recall are not important and have no affect on recalling the information stored, what really contribute is the length of time the information has to retrained; the longer the time, the more the memory trace decay and as a result more information are forgotten. (McLeod, 2008).

Another explanation of the trace decay theory was given by Isabell Collet who assumes that human memories leave a chemical trace on their nervous system, but if those memories are not rehearsed, their short term memory can only store information for no more than 30 seconds, after that period the information is forgotten. One assumption related to this theory claim that events

that happen between learning things and retrieval of information do not affect on information recalling, the only factor is time. (Collet, 2012)

As a criticism to this theory, it is said that the trace decay theory could not explain why some people can remember events that happened from a long time with a great clarity, even though they did not thought about theme during that period. If as the trace decay theory claims, then people should not have clear memories about events that happened years before. It has little evidence because it is not possible to recreate a situation where no events intervene without promoting automatic rehearsal. (McLeod, 2008)

6.2. Displacement

Another and more acceptable belief abut short term memory forgetting is that of displacement, according to Atkinson and Schifrin's (1968) model of memory short term memory have certain characteristics one of them is its limited capacity that allows for no more than seven items to be remembered at the same time i.e. that short term memory can hold only small amounts of information and when it is full new information takes the place of the old ones and moves it out. (Collet, 2012) As a result the old information is forgotten in short term memory. It is said also that the old information stored in short term memory is the first to be displayed by new ones, the support for this view come from studies using the "free-recall" method. The study works as follow: participants listen to a list of words during a period of time after that they are asked to recall as many words as they can in any order they like. The findings of this study shows that participants can remember a constant number of words, and the first words are to be memorized in the long term memory because at the time where they are presented, they do not have to compete with other words for the limited capacity of the short term memory, by contrast to words in the middle of the list are in short term memory until they are replaced by words at the end of the list. (McLeod, 2008).

Although displacement theory provide a good account of how to forget as the model of Atkinson and Schifrin of short term memory, but in reality short term memory store is much more complex than proposed in their model.

6.3. Interference Theory

During the 1930-1950 forgetting was mainly referred to interference. At that period it was assumed that memory can be influenced with what we have or learned previously i.e. that the information that we have in long term memory can be changed or combined with other information during encoding it.

Interference theory states that forgetting occurs because our memories influence each other; this can be through two ways:

6.3.1. Proactive Interference (forward)

It occurs when we can not learn new words/ tasks because we had learned it before i.e. that when what we already know interfere with what we want to learn and prohibit us from learning it.

6.3.2. Retroactive Interference (backward)

It occurs when we forget an old learned task as a result of learning new task i.e. the last thing that we learn interfere with earlier learning. In short term memory interference can occur in the form of destructions so that we do not have the chance to process the information properly in the first place example: when someone using loud drill out side the classroom' door.

Despite the fact that interference theory is reliable, there are some problems in explaining forgetting; first, this theory give us a few information about the cognitive process involved in forgetting; second, most of researches in this domain were carried out in laboratory using lists of words, this situation is not frequent in our daily life. As a result we can not generalize from those findings. (McLeod, 2008)

6.4. Retrieval Failure Theory

It is when the information is stored in long term memory, but it can not be retrieved. While we store information we do not only store words, but we also store information about the situation in which we store information, these are known as retrieval cues i.e. that whenever we remember these situations or we come across similar ones, they work as a trigger to help us to recall information stored in the long term memory. These cues can be:

6.4.1. External (context): the environment where we store information, it can be place, smell, sounds, etc.

6.4.2. Internal (state): inside humans, people's physical, emotional state while memorizing words.

It is said that information is more likely to be retrieved from long term memory if the suitable retrieval are presented. Foe example when we receive good news while listening to music, we will be more likely to remember these news whenever we hear that song i.e. that the song works as a retrieval-cue, it was presented when the information was both encoded and retrieved.

Both external and internal cues are stored at the same time the information is stored. Repeating those cues facilitate recalling the information, but retrieval failure occurs when the appropriate cues are not presented, example when we are in a different context i.e. situation, state of mind. (McLeod, 2008)

According to retrieval failure theory, forgetting occurs when information is available in long term memory, but we can not recall it, recalling here refers mainly to retrieval cues i.e. that we can not remember if we do not meet the same retrieval cues. This theory has a considerable evidence to support from out side the laboratory, an example that may be mentioned here is that many people say that they can not remember much about their childhood, but when they return to the house in which they spent their childhood help

them in remembering things i.e. that these places works as trigger to memories to be remembered.

Thornbury claim that humans forget rapidly, but over time it slows down; in short term memory (from one lesson to anther), and in the long term memory (after the hole course). It is said that eighty percent (80%) of what we learn is lost after 24 hours from learning, but through rehearsal they will be stored and recalled easily.

Forgetting can be caused by interference from subsequent learning and by insufficient recycling. Researches shows that giving enough space to words to be recycled, reduced the rate of forgetting; but repeating words is not enough, we have to recycle them in different ways because this help them to achieve better learning. (2002, pp. 26-27) .

7. Vocabulary Teaching and Vocabulary Learning

Dealing with second language, there are two factors that affect it which are teaching and learning. To be communicative competence in a second language is achieved through ameliorating vocabulary learning and teaching at the same time because they go in parallel. To avoid negative effects while the process of teaching and learning, these two aspects should be discussed and interpreted.

7.1 vocabulary Teaching

Some teachers do not pay attention to teaching vocabulary because they think that it comes a lone, but this wrong because without direction of the teacher to the most useful and effective vocabulary, students will not be miss leaded. (Nation, 1990, p. 01).Additionally, Marika Marttinen assumes that Aalto(1994) points that vocabulary nowadays is neglected totally in language learning/ teaching, despite the fact that vocabulary is considered to be the cornerstone of the communication. (Marika, 2008, p. 17) . Nation claims that we should encourage students to be able to be responsible and to control their learning i.e. Those students know what to learn, how to learn, and this would motivate them to put their knowledge in use, as a result the teacher's actions and language teaching have a great impact on their approaches toward learning. (Nation P. , 2006, p. 498). Here are some principles of teaching/ learning given by Nation:

- The learning sequence should start for high frequency vocabulary should have attention during all the process of teaching learning of vocabulary

"meaning- focused in put", "meaning-focus out put" "language focused learning, " and "fluency development".

- Teachers should focus on guessing strategies (word from context, learning word cards, using word parts and using dictionary, to avoid low frequency vocabulary.
- The learning activities have to be designed to encourage process of vocabulary through retrieval, generative use. (Nation P. , 2006, p. 498).

Cook argues with nation's view on vocabulary learning /teaching and declares that words that are most used by students should be thought first. (Cook, 2001, p. 58).Referring to Nation, indirect vocabulary learning should take huge time in language education while direct vocabulary learning does not. (Nation I. , 1990, p. 03)

7.2 vocabulary Learning

The main aim of language learning is to achieve communicative competency. Vocabulary is considered to be as a necessary part of any language learning/teaching. There is an agreement that vocabulary learning is easy and they do not believe that students have problems with vocabulary learning that enable them to be capable to speak fluently. (Marika, 2008, p. 17).

As humans, we are not able to master vocabulary fully with what they may mean, for example, the Collins Cabluid English Dictionary for advanced learners contains over 110 000 words, phrases and definitions where even native speakers do not know all words of their mother tongue or how to use them appropriately. (Marika, 2008, p. 17). Some times we can say that some people or groups have their own lexical items that others may not understand. We can also notice that there is a difference between vocabulary used for oral communication and that used for written ones.

As Nation said, we should make a distinction between direct and indirect vocabulary learning. In the first one, students are asked to do exercises such as building words, vocabulary games. Otherwise indirect vocabulary learning focus more on the message conveyed.. He also mentions that we can say that there is vocabulary learning if the number of unknown words is low. (Nation I. , 1990, p. 02)

Concerning vocabulary learning, there are different features that affect it, Carter and McCarthy argues that to have effective vocabulary learning is related mainly to both

teachers' understanding and learner's perception of difficult   words; as a result the teachers' role is very important in vocabulary learning. (Carter & McCarthy, 1988, p. 13).

There are a lot of factors that affect learning in general and vocabulary in specific, Nation gives three factors that influence learning vocabulary. The first one is the previous experience of learners and the effect of mother tongue on learning other languages through borrowing and interference from first language (L1), and second language (L2) vocabulary, for that it is difficult to understand words since they may not have the same meaning.

The second factor that leads to difficulties in learning vocabulary of second language is how words are taught/ learned. In fact, spontaneous organization in the learning situation leads to problems while learning. He also assumes that "unteaching" is referred to what was previously explained. As a result teaching can affect on three ways positive, negative, and neutral. We start with positive effect, this leads to more mastering of words; second neutral, here there is no learning i.e. that we have the same knowledge; third, negative, it occurs but gives negative result on the previous knowledge and even what will be taught in the future. (Nation I. , 1990, p. 49). He also claims that making relations with other words can also cause problems in the teaching of new words. (Nation I. , 1990, p. 45).

He carries and said that the more items are similar the more they are to be closely associated with each other as an example he speaks about the two words *long, short* are adjectives , nouns, and they are antonyms, this may leads to problems in learning because students can mixed the meanings of these two words because they are related. (Nation I. , 1990, p. 47)

7.3 Ways to Make Learning/Teaching Vocabulary Effective

Unlike grammar learning which is based on rules, vocabulary learning is a matter of remembering (Thornbury, 2002, p. 13). As a result to have an effective teaching/learning as possible, we have to know how words are remembered in student's minds.

Vocabulary is stored in human's mind in higher and complex system, named" mental lexicon", inside it information in general and specifically words are stored, categorized in different ways according to some features such as meaning, form, collocation, syntactic proprieties, cultural background. As a result when we retrieve words they are looked up

through different ways, these ways considered to be economical in term of time needed to do so. (Thornbury, 2002, p. 13) (Gairns & Redman, 1986, p. 86).

Here we have to know that the teachers also have a great role in the process of learning/teaching vocabulary this role is summarized in helping students to make a good link between the new information conveyed by teacher and his already existing ones in the system (Thornbury, 2002, p. 93). They also have to be able to store information as long as possible.

According to Thornbury, there are several techniques to follow to make vocabulary learning effective as possible.First of all repetition, i.e. "repetition of encounters with words" (Thornbury, 2002, p. 24) an example of repetition is reading. He also deals with the importance of retrieval and use of new words; when practicing learners should make decisions about words. Further more, personalizing in vocabulary practice is proved to be helpful to remember through time i.e. that while presenting new vocabulary it is divided to sequences that are repeated later with extending periods between them this is done gradually for example from one session to another and from week to the other. (Thornbury, 2002, p. 24). Another element is motivation. It is linked closely to attention as Thornbury claim "a very high degree of attention (called arousal) seems to correlate with improved recall" (2002, p. 25), referring to that, we should take into consideration emotional values of words i.e. what does it mean to students and how it affect them. Lastly, Thornbury proposed that we should link between abstract words and some mental images; he also claims that pictures that are drawn by students are the best representative. Far from imaging, there is other mnemonics, such as to make clues from associations with similarly words and its meaning in the other languages.

Dealing with this subject, Gairns and Redman stressed the importance of meaningful activities inside the classroom. They claim that we should analyze tasks in more details so that information is retained in Long Term Memory (LTM). They agree with Thornbury on the positive impact of personalizing, imaging, and retrieval. They also give a good organization of written storage of vocabulary to reinforce retention, in addition to that they mention using "words diagrams" that they see it to be useful for "storage of lexicons" (Gairns & Redman, 1986, p. 96)

General concept of vocabulary

7.4 Techniques in Vocabulary Teaching

Learners come to acquire vocabulary in various ways. While learning, students are exposed to numerous vocabulary during the lesson weather by the teacher, text book or ether materials. (Harmer, 1993, p. 159)

Thornbury suggest that there are "pre-planned lessons stages in which learners are taught pre-selected vocabulary items" (2002, p. 75)

McCarthy states that before presenting new words, pre teaching activities may be helpful "to activate existing knowledge to make the encounter with words more meaningful. (McCarthy, 1992, p. 108). These activities raise student's attention and help them exploring topics with higher details.

Thornbury (2002, p. 76)and McCarthy (1992, p. 110) suggest two possibilities to arrange vocabulary presentation. Teacher provides learners with the meaning of words and then introduces their forms or the opposite. These activities are called "discovery techniques" (Harmer, 1993, p. 160).

To explain meaning of words there are many possibilities. One technique typical for "direct method" as Thornbury specifies "using real objects (called relia) or pictures or mime (2002, p. 78). He also claims that these ways are useful while teaching elementary levels because they lean a lot of concrete objects. Those types of presentations are worked with the use of TPR (Total Physical Response) which is a technique in which teacher gives some commands and students perform them. In TPR "the attention is to replicate the experience of learning one's mother tongue" (Thornbury, 2002, p. 79).

Harmer theorizes that definition, direct translation of words, and sure relations might functions as yet another tool to clarify meaning. (Harmer, 1993, pp. 161-162).

Thornbury also talk about these options as well and he includes the idea of clarifying meaning through examples such "providing an example situation" or "giving several example sentences" (Thornbury, 2002, p. 81). These techniques may be more or less useful in particular situations, level, but the best way would be in many cases to combine them together.

General concept of vocabulary

It is also important to focus on forms, since words are one aspect that influences organization of the mental lexicon. (Thornbury, 2002, p. 84) This can be done through various drilling activities such as songs, chants; they are suitable for drills because they provide rhythm, and element of fun. Thornbury proposes that there should not be a long time between presenting the written form and pronunciation of words.

After students leaned new words, they should have the opportunity to practice their new gain. This can be done through different forms of practice. The first one is mechanical practices used "in form of some kind of repetition" (Thornbury, 2002, p. 93)

Conclusion

Learning help in communicating with others, but to memorize words our memories should store information well without interference of any factor whether from outside world (context) or from inside of the learner; his physical, emotional state). Many ways can be followed to make the learning process easier and comfortable for pupil, those ways are mentioned in this chapter. A better learning of words needs also to be accompanied with pictures to facilitate the task for learners and shorten time to memorize a large number of words that would help in both every day life and educational carrier, because pictures considered to be the most suitable way to learn and teach words of daily life and educational carrier.

General concept of vocabulary

Introduction

Teaching English as a foreign language depends on several parts one of them is vocabulary. To teach vocabulary we use different visuals because they help to facilitate the learning task of pupils. One aid used in teaching is using pictures as a vehicle to help teachers in explaining matters, and as a result students will be able pleased to learn the foreign language .

Hill pointed out that the classroom environment is not the most suitable place for learning languages, as a result teachers tried to find different aids that may improve this situation and make the task of learning languages easier. One of these aids is pictures which help while explaining new words to students because pictures can explain what words can not do in some cases. (Hill, 1990, p. 01)

1. Definition of the Concept Picture

Pictures are considered to be one of the most important and useful visual aids that help in making the task of learning in general and vocabulary specifically easier.it can be used to develop motivation when we produce positive attitudes toward English and reinforce language skills

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

Meanwhile Andrew Wright define picture as not only as an aspect of method, but it is an essential part of the whole experience through its representation of place, object, and people. (Wright, 1989, p. 29)

Another definition was given to picture through Accurate and Reliable Dictionary (ARD). The word picture was defined as followed:

- The art of painting; representation by painting
- A representation of anything (person, place) upon a paper or other surface, produced by means of painting, drawing.

- An image or resemblance, either to the eye, mind through which we bring to mind.
- To draw or paint a resemblance to represent an ideal likeness.
- Graphic art consisting of an artistic composition made by applying paints to a surface.
- A visual representation produced on a surface.
- A clear mental image.
- A graphic or vivid verbal description. (Accurate and Reliable Dictionary, 2004-2010)

Referring to Mariam Webster an Encyclopedia Britannica company, the term picture was defined as:

- A design or representation made by various means such painting, drawing and photography.
- A description so vivid or graphic to suggest a mental image or to give an accurate idea of something.
- A transitory visible image or reproduction.
- To describe graphically in words.
- To form a mental image. (Marriam Webster, 2013)

Unlike Macmillan Dictionary, the term picture was given these definitions:

- Drawing, painting, or photograph
- An image on a television, video, or computer screen.
- An image in your mind.
- A description or idea of what someone or something is like.

(Macmillan Dictionary, 2009-2013)

According to English dictionary, the concept of picture as defined as followed:

- A visual representation of something, such as person, surfaces such in painting.
- A mental image.

25

- A verbal description, especially one that is vivid.

- A situation considered as an observable scene.

- A person or thing that bears a close resemblance to another.

- A person, scene considered as a particular state or quality.

- A beautiful person or scene.

- A complete image on television screen, it comprises two fields:

  - Motion picture (films).

  - Picture of theater. (English Dictionary, 2013)

Meanwhile, Oxford Dictionaries defines picture as:

Noun:

- Drawing, painting:

  - A photograph.

  - A portrait.

  - An image on a television screen

  - A cinema film.

- An impression of something formed from a description.

- Archaic a person or thing resembling another closely.

Verb:

- Describe in a certain way.

- Form a mental image. (Oxford Dictionaries, 2013).

Referring to Free Dictionary by Farlex, the concept picture was defined as followed:

Noun

- A visual representation or printed image on a flat space.

- A visible image on a flat surface or screen.

- A vivid realistic, mental image.

- A person, object, or a scene that contain a state of mind, mood.

- A chief circumstance of an event or time, situation.
- A movie.

Verb

- To make a visible representation of something.
- To form a mental image, to visualize.
- To describe vividly in words. (Free Dictionary by Farlex, 2013)

2. Types of Picture

Using pictures could represent and bring out our ideas. In most times pictures leads to the reality of mind, but this reality that is presented through pictures are depending on types of pictures.

According to Brazyna Szyke cited in Leny, pictures have two main types that are useful while teaching:

a. Pictures of Individual Persons/ Things

This type may be useful while teaching elementary level where we introduce vocabulary items and test them, here we use simple vocabulary accompanied with simple picture targeted to a specific topic, for example car, family are useful for both intermediate and advanced levels of learning.

b. Pictures of Situations

Here both object and person are in interaction, this can be considered to be as a good teaching aid to introduce, review the grammar or structure. (Leny, 2006, p. 21)

According to Ruth Gairns and Stuart Redman, pictures can be categorized in different kinds: wall chart, commercially produced flashcards, hand drawn pictures, there is also illustrations from the course book and supplementary books. (Gairns & Redman, 1986, p. 103).

According to Andrew Wright pictures are categorized to:

c. Pictures of Single Objects

It can talk about things like food, clothes, cars, animals, every day objects, gifts.

d. Pictures of Persons

They are pictures that represent famous persons, pictures of groups of people together, gestures, facial expressions and physical ones, and tell us who those people are, their ideas, and feeling. It includes also pictures of famous people and pictures of people in action.

e. Pictures of Places

It includes places weather inside or abroad; where it is, when the picture was taken, and how we know it.

f. Pictures from History

These are pictures that represent some captures from ancient wars or accidents that help in explaining them. These pictures have one additional quality of using the past tense while explaining.

g. Pictures with lot of Information

There are some pictures that are full of information that are useful. It may represent a scene where people are doing different actions or city scene where buildings and objects are there.

h. Pictures of News

This type gives good identifications of incidents i.e. what happened where, when, and to whom. In most times these pictures are accompanied with articles or captions.

i. Pictures of Fantasies

This type can be seen in old children's books, they generally explain daily activities such as walking, running, sleeping, eating etc.

j. Pictures of Maps and Symbols

This kind of pictures can be found in the road traffic booklets, it talks about what that symbol means, how we know, what e should/ should not do when we see it.

k. Sequence of Pictures

They Are cartoons strips and instructions that may be useful. They may be used to contextualize a story or process of actions. (Wright, 1989, pp. 193-203).

Betty Morgan Bowen cited in Nely, gave some types of pictures according to their shapes:

a. Wall Charts

It is a picture with large dimensions (large poster) displayed information for educational and entertainment.

b. Wall Pictures

It is a large representation of scenes or events usually it is used with the whole class.

c. Sequence Picture

It is a sequence of pictures that are in the same context and it functions to tell a story or sequence of events.

d. Flash Cards it encompasses two sub types:

    i. **Word flash cards:** it is a card with words printed below the picture. It helps to demonstrate a target things and it helps the teacher to explain what he wishes easily.

    ii. **Picture flash card:** it is used in most times to present single concepts such an object or action.

e. Work Cards

It includes both visuals and texts, pictures of magazines, drawings, maps, and diagrams. (Leny, 2006, p. 23)

Meanwhile, Noor Azlina Yunus cited in Leny, grouped pictures in four groups:

a. Composite Pictures

They are large single pictures that represent a scene, for example street, hospital where we can see people doing some actions.

b. Pictures of Series

It is a sequence of pictures linked together to form a series of sequences. It works to tell stories, or sequence of events.

c. Individual Pictures

These are single pictures of objects, persons and activities, this type of pictures vary in size from small news paper pictures to larger pictures that are used in advertisement.

d. Specialized Pictures

They may be posters, charts, advertisement, and brochures. They are not designed mainly for teaching but for advertisement. They are used to teach some language-learning skills that are by teachers to help students to inter an imaginative world outside the classroom

3. The Use of Pictures in Teaching

According to Nely there are five roles of pictures:

i. Pictures can motivate the students and make them want to pay attention and wish to take part in.

ii. Pictures contribute to the context in which the language is being used. They bring the outside world to the classroom.

iii. Pictures are described as an objective way to subjectivity.

iv. Pictures can be cues responses to questions or substitution through practice.

v. Pictures can stimulate and give information that can be referred to in conversation, story telling, and discussion.

There are five reasons to use pictures as materials:

- They are useful for presenting new items of vocabulary/ grammar.
- Pictures allow meaningful practice of vocabulary presented by the teacher.
- They can provide stimulus to use the language at production and manipulation stage (speak, write, and read).
- Pictures are helpful when revising from one lesson to the other and also for long term of vocabulary.

- They can be used to supplement text book, picture, and can be used to provide more practice of the exercises that students have done using the text book. (Leny, 2006, pp. 24-25)

According to Carpenter and Olson pictures is considered as a facilitator while reading texts, they gave arguments based on Paivio's (1971-1976) dual-coding theory, this theory claim that pictures are remembered better than words because they are presented by both oral and image code. (Carpenter & Olson, 2011, p. 01).

Meanwhile, referring to JISC Digital Media site pictures are considered to

- Be helpful in enhancing learning, by illustrating concept and provide visual memory cues.
- Be a good practice "to use the collection to encourage and support the use of its images within the teaching/learning process". (JISC Digital Media, 2013)

4. Characteristics of Good Pictures

Pictures used in teaching/learning should be chosen carefully to meet certain criteria to be sure that we are using them effectively.

4.1. Relevance

Pictures should be related directly to the topic. It should also give emphasis, reinforce concepts in a way that words can not do.

4.2. Authority

While using pictures and before that we have to bear in mind an important thing which is the source of pictures used in teaching/learning, we have to make sure that pictures are coming from trusted sources because there is a lot of unknown sources online.

4.3. Copyright

Teachers have to make sure that the images used are copyrighted-cleared for use to not face problems later on. (Jason, 2010, p. /)

5. The Advantages/ Disadvantages of Using Pictures

Abd Gafour assumes that Klasek (1972) claims that pictures have many advantages that are presented as followed:

- Pictures are not expensive, it is considered to be the most familiar medium used while communicating.

The concept of Picture

- They can be used in sequences and can be adjusted to different subjects i.e. that one picture would be used in different lessons to explain different concepts and issues.
- Moreover, they are used to symbolize, record events, explain process, focus on things at the expense of others, and develop critical judgments of students.
- In addition, pictures can be very helpful for students to restate things or understand scenes.
- Additionally, it helps them to understand contexts, teachers' and students' actions. It also relates between students and the visual points.
- He also claims that Sulaeman (1988) reflect that pictures are good representative of things because it helps students to make abstract things to concrete ones. (Yusuf, 2011, p. /) .

According to Leny and referring to Vernon.S.Gerlach, the advantages of using pictures are:

- Pictures are available always and they are not expensive i.e. that we can use them always and represent what we are looking for.
- They can explain different actions and scenes at the same time for example we can present different actions of people within the same picture.
- They help us to undertake subjects that were impossible to talk about in the past for example the imagination of abstract things, fairs, fiction.
- They also help teachers to avoid disconcertion of students concerning some terms.
- Using pictures help in improving critical judgments of students because each one can gives his view about things he saw.
- Pictures are easy to control and easy to use where necessary because students enjoy them. (Leny, 2006, p. 25)

According to Shvoong.com site and referring to Zenger (1991), pictures are considered as a media that helps in teaching English because:

- It enables students to observe scene with more attention to find the different actions represented within it.
- It is easy to use, to find, and it is available all the time (availability).

32

- They are useful within groups and also individuals.
- They are used all the time during the lesson, so students are exposed to it and get used to it and as a result their understanding will be better.
- Using pictures would help the teacher a lot in explaining some issues that seems difficult to understood or even to imagine for example while teaching students animals it seems impossible to bring real animals to classroom so the easiest way is to bring pictures of those animals and explain the task for students, seeing the pictures of animals would help students better in imagining what the teacher said.
- It helps while reading texts because it facilitates understanding of the text. (newnue, 2011, p. /)

As anything in this world that has positive and negative side, pictures also, although they are very helpful, they have some disadvantages, here they are:

- Pictures can not describe movements as films do, so teachers are obliged to use a lot of pictures and explain t a lot of things, this will result in wasting a lot of time and energy of the teacher.
- Due to the technology advancing, students become not interesting in pictures as they were in the past. (newnue, 2011).

According to Jack Richards (the official website o applied linguistics), pictures have some disadvantages which are summarized as followed:

- Good pictures take a lot of time to find or to draw and they should be allocated.
- Pictures used in teaching should be selected carefully because we should not repeat the same picture over and over because this will make student confused and mixed thing up.
- Sometimes they become hard to use , because some teachers do not have the capacity to use them appropriately, and as a result it becomes something that prevent students from understanding at the time it should work the opposite. (Heather, 2012, p. /)

Meanwhile Steve Martin declares that pictures have some disadvantages which are:

- Pictures take a longtime to plan to be successful.
- Students seem to be less interested in pictures because they are doing well with activities based instructions. (Steve, 2010, p. /)

Leny assumes that despite the fact that pictures are very useful in teaching they may have some disadvantages that are summarized as follow:

- Pictures will spoil students' attention and they will not be interested in the lesson as much as in the pictures.
- It costs time to find good pictures. (Leny, 2006, p. 26)

These are considered to be serious problem that should be solved, so teacher should:

- Use pictures that do not attract a lot students' attention to not lose them while explaining.
- Find easy simple one to understand because it does not cost a lot of time to understand.
- Use big pictures enough to avoid misunderstanding the main goal of the issue. (Leny, 2006, p. 26)

6. Ways of Using Pictures in Teaching Vocabulary

Knowing that pictures are very useful in teaching, they are used a lot by teachers to explain the different tasks to pupils. The different kinds of pictures whether they are drawn, taken from books, magazines and newspapers, or photographs can be in form of flash cards, large wall pictures, cues cards, photo graphs or illustration in a text book. Sometimes teachers use "projected computer images, projected slides", and even drawn pictures on the board are used to help teachers while explaining.

Pictures can be used in different ways, Harmer summarized some of them and here they are:

6.1. Drills:

Here flash cards are used with pupils in the form of cue-response drills, teacher hold up a picture and then nominate a pupil to get the response, then he hold up another one and nominate another pupil etc. harmer also carries and said that flashcards are considered to be a useful tool for "drilling" items of grammar, and for practicing vocabulary. (Harmer, 1993, p. 134) .

Teachers have another choice which is to put pupils in groups or pairs and gives them some cards, pupils here have to pick up a picture (card) and form a sentence that is related to the card for example the first pupil picks up a picture of a cake, so s/he has to make a sentence from it such "how much cakes have you bake?" the second pupils picks up another card and formulates a sentence with the form of question as his friend did, e.g. s/he picks up a picture of chocolate and s/he formulates a sentence " how much chocolates have you buy?".

6.2.Games

The main aim here is to make pupils communicate, the activities that may be included here are describing, drawing activities; here one pupil describe a picture and his friends has to draw the picture without seeing the original one, another suggestion is to divide pupils to four groups and name them group A, group B, group C, group D, after that the teacher gives each group a picture that is related to the other pictures of the other groups and that they are from the same story. Then the pupils have enough time to study these pictures, later on the teacher took them and regroup pupils to other groups that contain one member from each group i.e. the first from group A, the second from group B, the third from group C, and the last from group D. then the teacher asks them to order the pictures to understand the story through organizing their ideas about the pictures that they have studied in their first groups. Also, the teacher can use pictures to develop creative writing of pupils, where he/she asks them to write a short story starting from pictures (cards) that are in front of them. Another way is that he/ she may asks them to create a conversation starting from pictures, so pupils have to pick one picture and start the conversation about the content of the picture. (Harmer, 1993, p. 135)

6.3.Understanding

Pictures are used to check pupils understanding of meaning, lets take the word "aero plane" to explain this term to pupils it is easier to show a picture that present this . Another way through which we can check pupils understanding of a piece of writing / listening is to ask pupils to choose the right picture that refers to what the teacher speaks about.

6.4.Ornamentation

The different kinds of pictures are used to make the teaching/ learning process more attractive. It is noticed that in many modern books, as an example, a text will be accompanied with a picture that is not necessary or in a magazine or newspaper, the reason for this according to Jeremy Harmer pictures play the role of an enhancement to pupils that tell them about outside world. According to some teachers, and designers, the use of pictures is considered to be complementary. It is assumed that if we use pictures that are interesting, they will attract the attention of pupils because it will engage them in the lesson.

6.5.Prediction

Pictures help pupils to predict what is coming in the lesson. Pupils will look at the picture and guess what it represents (the different relations that are presented, naming things, peoples) then the teacher whether read a text or they listen to a tape, then the pupils make comparison between what they guess and what the teacher read for them. This task will help them to be able to engage in the lesson and to follow the steps of the lesson completely. (Harmer, 1993, p. 135)

6.6.Discussion

Pictures are good way to straight communication and discussion inside classroom. Within this technique the teacher ask pupils questions such as "what represents this picture?", "how does it make you feel?". They also can help in creative manners, for example   the teacher represent any kind of pictures to pupils then, he asks them to write a short description about that picture, or even to create a conversation that may take place between characters that are presented in that picture, or to use the second activity and take the place of the characters and paly their roles. (Harmer, 1993, p. 136).

According to Sowath Bee's articles, the process of teaching using picture can be through the use of these ways:

6.7. Reading

It is used as a motivation for pupils' .before starting the lesson, the teacher make some kind of warming up by giving them a handout that contains several pictures that are related to the topic of reading and some words that are hard and their meaning. Pupils can work in groups to identify the pictures and understand the meanings of hard words. Doing this will make pupils attractive to the topic and to get involved in this task (reading) , and even listening as well.

One goal is to present pictures that explain words that are unknown to them, and to make sure that pupils know the different characters presented in the story; for example the teacher present a text that deals with the story of "Cinderella", s/he has to select pictures related closely to the topic, then ask pupils to make relations between all pictures.

6.8. Vocabulary Building or Review

Teaching new items is not an easy task, most teachers use translation to L1 to make the terms clear, but this way does not work if pupils are from different linguistic backgrounds, so an easier way is to use pictures that represent the act, for example, if the teacher want to teach pupils about different jobs all what s/he needs to do so to present the picture that represent that job, this will make the task of learning and teaching easier and also it shorten time and energy.

6.9. Speaking and Writing

Pictures are also used to ameliorate the speaking skill of pupils and writing as well. (Werff, 2008, p. /). One way is to group pupils into pairs and gives each pair two pictures that have some differences, the role of pupils here is to determine the differences and speak out them. In these pictures, teacher use pictures to help pupils to speak and make conversation starting from pictures that present an event, and if the teacher want to make this exercise more accurate, he/she may asks pupils to write the conversation and the differences on a piece of paper.

6.10.   Grammar

Concerning teaching grammar and its rules, teacher may present pictures of different places, for example hospital, landscape, police station in which different actions can be done, and ask pupils what they would do if they were in that location, for example teacher present a picture of landscape where a boy is threw dirt :

Teacher: what would you do if you were there?

Pupil01: if I were there, I would not throw dirt in that beautiful place.

Pupil02: if I were there I would advice this boy to throw dirt in its right place.

6.11. All Four Skills

This type of activities is very popular because it involves pupils in the four skills speaking, listening, writing, and reading. The activities that may be included here are divided to the following:

a) **Pre-activities**: this category is done before teacher come to class, here the teacher prepares a text that it matches the abilities of learners. The writer of this article gave an example that may be used here:

"*There's an island in the middle of a lake. In the middle of the island there's a house with a big door and four windows on the ground floor, and six windows on the first floor. There're a lot of big trees to the left of the house. On the lake, to the right of the island, there's a boat with two men in it. One of them is fishing. To the left of the lake there's a hill with a church on the top. It's midday and the sun is in the sky*". (Sowath, 2009)

b) **Listening**

When the teacher gets to the class then he asks pupils to draw a picture according to what they have heard from him.

c) **Speaking**

After the process of listening and drawing the teacher ask a volunteer from pupils to retell the story and if they face any difficulties or unknown words the teacher uses the pictures to clarify things.

d) Listening and Writing

After the teacher retells the story, he refers to the traditional method (dictation method) here pupils listen carefully to the text again and writes down on a sheet of paper what they have grasped. This method is considered to be good way to ameliorate the "bottom up" listening skills.

e) Reading

After pupils have written their texts. The teacher asks them to exchange their papers between each pair. So each pupil tries to find the mistakes of his classmate and correct them.

Conclusion

Through the different experiences, pictures have proved that are one of the best visual aids used to lean/ teach items to pupils because they are used to develop their creativity and imagination, it also help in expressing ideas, picture also are used to help pupils to remember words easily even though they are not able to know the structure of the word, but as soon as they see or remember the picture they are able to remember the word. However, teachers should take into account how to select the relevant picture according to lesson and what the pupils needs. Because this will affect the hole process of learning and teaching with pictures.

The concept of Picture

Chapter three: research design

Introduction

The aim of the present study is to describe using pictures in learning/ teaching vocabulary in middle school. The use of pictures by pupils is considered to be useful way to memorize words. In this field of research and concerning researches about how to use pictures in learning and teaching vocabulary are not a lot here in Algeria because the use of pictures is neglected by both teachers and learners for this, this study will help more in the most appropriate way in which pictures are used in teaching/learning vocabulary. This chapter speaks about methodology of the research, how the research was conducts through methods, tools. The data was analysed through the use of quantitative and qualitative method in order to find answers to the research questions the following section include a description of the questionnaire design, classroom observation, data collection and provide information on the pupils who participate in the study.

1. Reasons of Using a Case Study

A case study refers to the collection and the presentation of detailed information about specific participants/ small groups. It is used with a form of qualitative research; it focuses on the group or the participants to draw a conclusion about them and only in that specific context. A case study is known as a triangulated research strategy. It is defined as a system that range from individual to groups.

When starting this study, I choose case study as a method for some reasons; it allows me to collect data from different tools i.e. interviews, documents, reviews, and observations.

2. The Case

The present study was conducted at Kara Abdellah Middle School Lioua wilaya de Biskra dayera de Ourlal. It is located in an agricultural town 45km from Biskra. Agriculture dominates the local economy and the majority of population are farmers. The school was established and start to have pupils in 1989 September. Pupils who study there are aged between 14-19-20. English as other matters is taught in an organized plan, but the time allocated for it is considered to be very short

because it is not used outside classroom at all and even inside classroom it is not used as it should be. Consequently, learning English for pupils is just to pass the exams.

The average class size is about 45. Each class is furnished with three to four rows of tables, a black board, each two pupils sit on the same table, between rows there is a space for the teacher to move around the rows. Like other school in Algeria, in this school the text book is prescribed by the ministry of education. The time allocated for the English session is about 180 minutes divided into three sessions of 60 minutes to each one. The main approach used in the educational system in Algeria is the Communicative Competence Approach.

3. Participants

Participants are 14 males and 21 females aged between 15-18 years. They are in the fourth year middle school i.e. that they experienced English for fourth years and this is a good factor that will help me in my research. This case was chosen according to the division of the school because, groups were already made and what I have to do is to choose directly one group to work on which consist of 35 participants.

4. Methodology

This study consists of many elements and the nature of the study is mainly qualitative because it is considered to be helpful and the data collected is natural and from the real world. The data was collected by using questionnaire and classroom observation. I decide to use observation in this research because as Patton claim, observational data considered to be more attractive as they give the researcher the opportunity to gather live data from the classroom. (Patton, 1990, p. 203) . This technique is considered to be useful because it provides more information about the topic. During the classroom observation, I made an observational scheme that is related closely to my topic to help me in observing actions inside the class. I took detailed notes about the important events that

happened during the session, this includes teacher questions, pupils' answers, classroom discussion, and participants.

Despite the effectiveness of using classroom observation, it did not allow me to understand the pupils' views about using pictures in teaching vocabulary. So I also use questionnaire to understand more about their views about that topic. According to Dornyei by administering questionnaire to a large group of participants, we can collect a huge number of information in short period of time (Dornyei, 2003, p. 09).

The questionnaire were written and distributed to pupils in Arabic. The pupils who answer the questionnaire were the same with whom I conduct classroom observation, to make connections between results and to know their attitude toward the topic. I first made some kind of piloting to the questionnaire, and I asked 10 pupils to come in one session when they are free and I distribute to them the questions. I've asked them to answer and if they face any problems in understanding any question to ask me, while checking their answers, I found that they did not find it easy to justify some questions; they also did not understand the meaning of the question seven in the general questions, so I take these remarks in consideration and rewrite the questions with the modifications mentioned before. Then I distribute the questionnaire to my sample.

The questionnaire consists of two main parts; the first part is general questions about age and gender; and the second part consists of two sections general questions, and specific questions.

Closed questions were chosen to be used in the questionnaire since they guide pupils to what they have to do exactly, in my view; pupils often considered answering closed questions easier than open-ended questions because open questions my confuse pupils of what the researcher want exactly to achieve, and another reason is that pupils are not prepared yet to express their ideas fluently. I also use closed questions due to their help to reach the points targeted easily and

directly. Closed questions are structured and formal more than open questions; they are objected to reach one point that the researcher want to examine.

The questionnaire consists of some background questions (age, gender). It also contains two parts general questions that ask general questions about English and learning vocabulary in general, the second part deals with teaching/ learning vocabulary using pictures, its effectiveness, their views about using pictures in learning/ teaching vocabulary.

The first question of the questionnaire (see appendix) deals with the degree to which pupils find the English session enjoyable. This question was chosen to know their perspectives and views toward the English session before starting to deal with teaching/ learning vocabulary.

The second question (see appendix) deals with pupils' preference in the English session. The third question try to see if pupils understand teachers talk, this question tries to know the degree to which pupils are able to get what the teacher is saying concerning vocabulary and what he wants them to know.

The fourth question is considered to be followed to the previous question, and it seeks to see if pupils are able to answer the teachers' question using English. Through the fifth question I have tried to see their views and justifications to the preceded question.

The sixth question deals with understanding texts if they can understand it easily from the first reading or they need more reading to get the idea of the text. The next question (seven) seeks to know if pupils have enough background to speak fluently with their friends and teacher. The eightieth question seeks to know their justifications to the previous question.

The ninth question is about understanding comics and films in English and if they are able to understand it always or only some words in some cases. The tenth question is about the ability to discuss issues in English with classmates. This is concerning the general questions.

The first question in the specific questions (see appendix) is concerned with pupils' views about using pictures in the teaching/ learning process.

The second question seeks to know the degree to which pictures help pupils to understand ne items. The third question concerned with the favourable way to learn new items according to pupils' views.

The fourth question seeks to see pupils' views and if pictures help them in learning a huge number of words. The fifth question tries to know if pupils are able to understand better a text with pictures next to it. The last question (sixth) tries to know pupils' justifications to the previous question.

This is concerning the questionnaire and the different parts that consists it, now we move to classroom observation and explain the procedure of working with it.

Concerning classroom observation I talk with teacher at the fourth level at middle school and I told her my objectives from this study and what I'm going to do. She appreciates it very much and she asks me if she can help with any thing. Due to time limits I only observe five sessions. My observation started on 13-03-2013 and it was with two main objectives, the first is to meet pupils and to take notes about how they are learning and to make idea about what I will put in the scheme of the observation at the same time, the sessions are divided into two sessions where I attend two session where teacher did not use in explaining the lesson and the different difficult items, then I take notes in the observational scheme. The same procedure was followed with the sessions where the teacher uses pictures in explaining lessons and the different difficult items, notes were taken in the observational sheet.

Chapter three: research design

The observational scheme consists of six sections which I try to see if they are presented in the lesson, if the teacher uses them in their right way or they need some improvements.

The first section deals with objectives of the lesson it seeks to see if the objectives of each lesson are resented and known by pupils.

The second section deals with organization of the lesson and its different parts and to see how the teacher organizes the lesson starting from the general overview about the previous lesson until the exercises at the end of the session.

The third section seeks to see how the teacher presents the lesson, if she uses visual aids, pictures, and media in teaching.

The fourth section tries to evaluate the different methodologies used by the teacher concerning techniques used in teaching and methodologies.

The fifth section deals with classroom management, and how the teacher organizes her class and how she deals with pupils.

The last section (sixth) is about the interaction that happens inside the classroom between the teacher and pupils and between pupils those selves.

Conclusion

This chapter tries to summarize the different stage through which data was collected and the procedures that are used to do so. It explores mainly the research tools that are used by the researcher in order to examine the effectiveness of using pictures as a way used by teachers in order to develop their abilities and capacities to be integrated in English as a foreign language.

Chapter three: research design

Introduction

This chapter presents the findings of the questionnaire and classroom observation. The first part is concerned with analyzing the questionnaire which contains two parts general questions and specific questions while the second part is concerned with analyzing classroom observation.

The data collection takes place in 2013, it is consisted of pupils' answers of the questionnaire, and also doing some kind of classroom observation concerning questionnaire, general questions were first analyzed one by one. we concentrate more on the closed question because participants are pupils and they do not have the capacity to give their point of view as it would help me in my work, so we found that closed questions are more useful for me. Concerning the way of analyzing , it is quantitative that are used here, it depends mainly on tables and charts that represents the answers of participants on the effectiveness of using pictures in teaching vocabulary.

In the following section the questionnaire will be analyzed first. Each question will be analyzed and interpreted individually. The first part consists of two questions that are about general background to knowledge about age and sex. Other questions are divided to two sections; general questions related to different ways concerning teaching; the second section concerned with teaching vocabulary through pictures and their reaction toward it .

1. Questions of The Questionnaire
1.1. Part One. General Background

The first part of the questionnaire was designed to reach the aim of this research and which is to know the age and sex of pupils.

We distributed the questionnaire to 35 pupils of second middle school at Kara Abdellah, when receiving the students responses, results were as follow:

1.1.1. Age

The table below summarizes pupils' age.

Table 01. frequency of pupils' age.

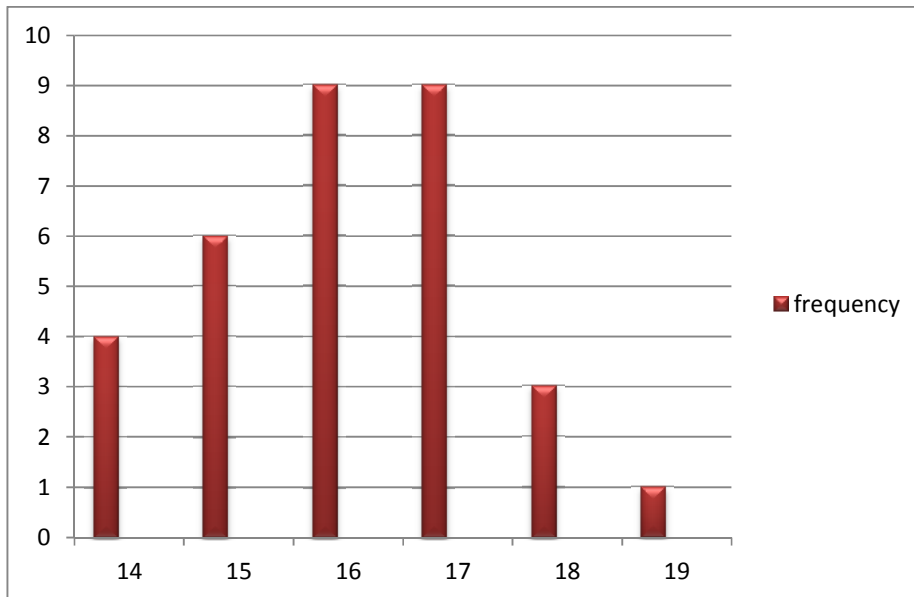| Age	frequency	percent
14	04	11.42%
15	06	17.14%
16	09	25.71%
17	09	25.71%
18	03	08.57%
19	01	02.85%

Figure 03.students' age.

48

Analysis

From the table above and referring to the bar chart that represent the results of the table, we can notice that pupils' age is distributed as follow: 17 years with percent of (25.71%), followed by a low rate of 16 years old with (17.14%), then pupils aged between 14-15 with percentage of (11.42%), and lastly pupils with age between 18-19 with rate between (8.57%) to (2.85%) , this last category represent the minority.

Comment

Our pupils' age is estimated that (42.85%)which represent pupils whose age ranged between(16-17)this category of students are more motivated to learn English because of several factors .First, they are cognitively mature ,i.e. this can help them to memorize more. They are aware of what should be learned. They will know about the selection and graduation of the syllabus. At the same time age can play a great role in hindering the learners to achieve their goals .In our corpus, we have only four participants whose age between 18-19 years old. For those persons, the process of learning English is more difficult because their minds are devoted to other things to do, and they may be boring because they are repeating the year for the second time or third and that may be a reasons that make them do not interesting in studying too much. As we arrive to the end, age can be a pound with two faces .It can be a contributing factor at the same time it can be a hurdling factor in the process of learning a second language.

1.1.2. Sex

The table below and the pie chart reflect pupils' sex.

Table02. frequency of pupils' sex

Sex	Male	Female
Respondent	14	21
Percentage	40.62%	59.37%

49
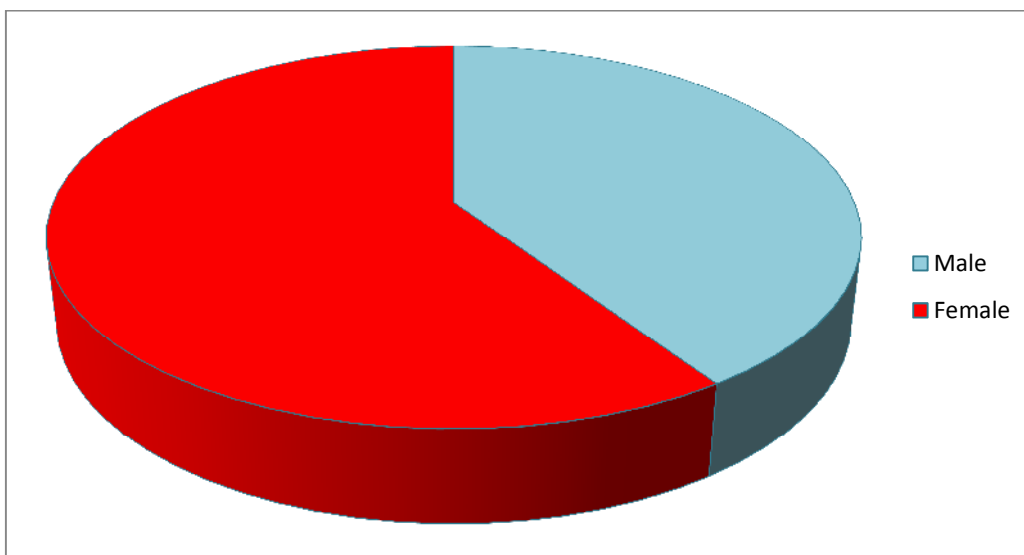
Figure 04.pupils' sex

Analysis

From the table and the chart, we can notice that from the hole number of participants only 14 of them are boys with a rate of (40.62%), whereas the rest of the number 21 were girls with percent of (59.37%). The results show that the majority of participants are girls, and that may refer to many things.

Comment

We deduce that the high rate of girls refers to the tendency of literary side, and their capacity to learn foreign languages more than boys. In addition to that, girls are hoping to become future teachers, a task they consider as a perfect and suitable job for women in our country. Also, women nowadays have an active role in all fields of life. On the contrary; boys tend to choose scientific streams.

1.2. Part Two

1.2.1 General Questions

1. **Do you find that the English session is enjoyable?**

The table below represents pupils' responses to the question of if they found the English session enjoyable.

Table3. pupils answers to question one

Responses	frequency	percent
Yes	16	45.71%
No	05	14.28%
Sometimes	13	37.14%
Never	01	2.85%
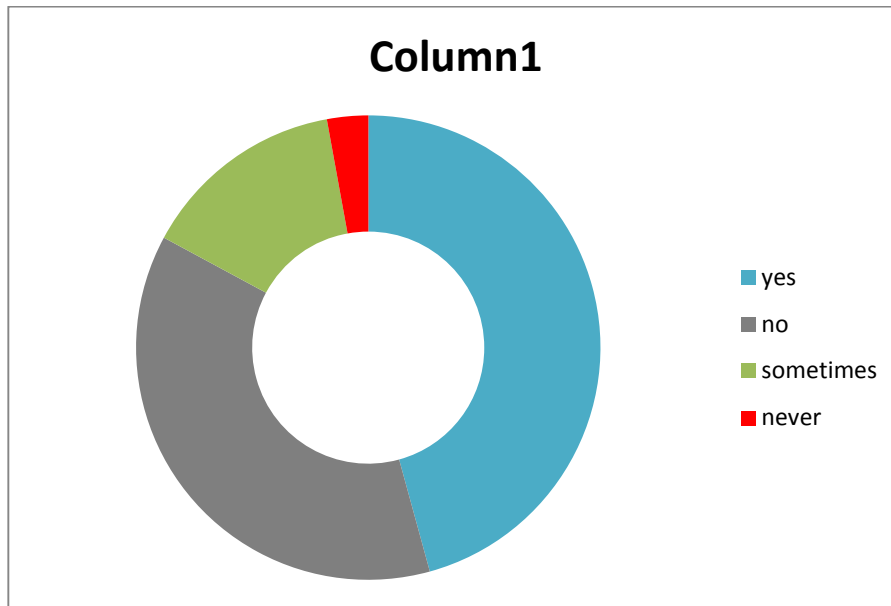
Figure 05. pupils' response to question01

Analysis

The table presented before and the chart represents pupils' answers to the question if they enjoy English session or not. From the table we can see that 15 with rate of (45.71%) say (yes) they enjoy the English session, this is because during it, they feel free to say what they want, and to learn new things each day. Followed by 13 with percent of (37.14%) said that they only sometimes enjoy the English session, this is due to lack of understanding of some words or items, this make them do not enjoy it. Then come 03 with average of (14.28%) said that they do not enjoy the session because they do not understand the teacher when s/he explains the lesson. After that there is only 01 participant with rate of (2.85%) assumes that s/he does not enjoy the English session at all because it makes him boring and do not like English at all.

2. What do you like in it more?

The table below present pupils' responses to the question numbers two

Table 04. pupils 'Reponses to question two

Responses	frequency	Percent
grammar	15	45.71%
speaking	13	37.14%
writing	03	14.28%
reading	01	2.85%
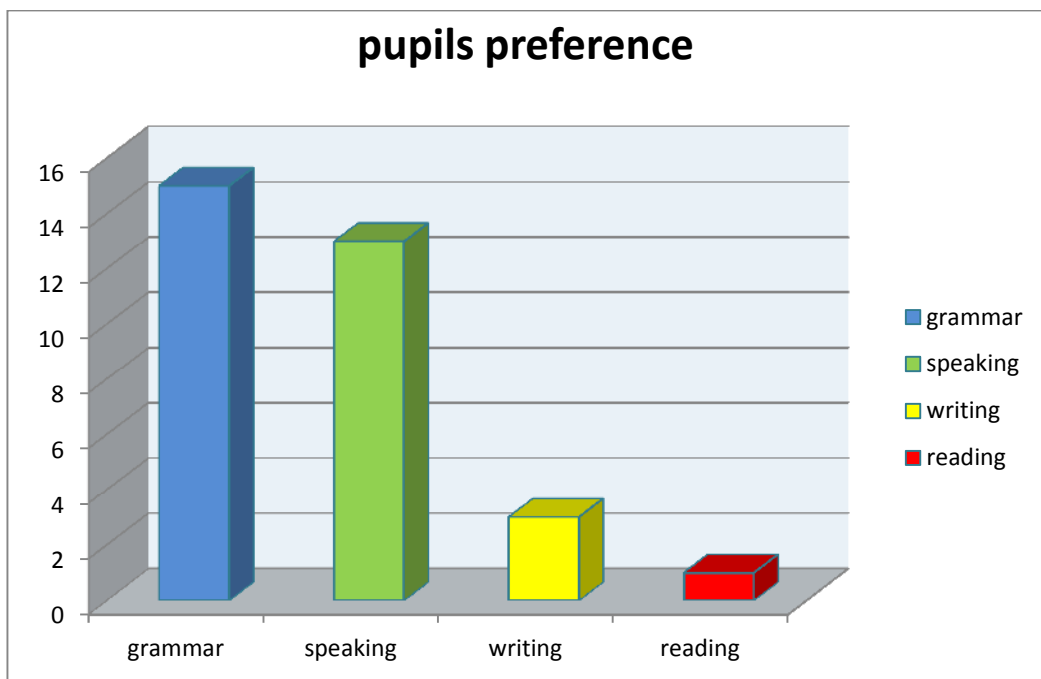
Figure 06. pupils' responses to the question two

Analysis

The table and the chart that follow represent pupils' answers to the question what do pupils like in English session more? The results show that 15 of pupils with (45.71%) say that they prefer grammar because it helps them to know the rules of English because for them to be able to speak, they should know the rules of grammar well, then 13 of them with rate of (37.14%) say that they like to speak most, for them speaking is an important factor in mastering English language, after that 03 participants with percent of (14.28%) assume that they prefer writing because they like producing pieces, finally only one participant with rate of (2.85%) said that s/he likes reading because for them the more you read the more they have background (words/ vocabulary) and this will result in better understanding of English.

3. **Do you find that all what the teacher said is understood?**

   This table show pupils' answers to the question if they find all what the teacher said understood

   Table05. Pupils' answers to the question three

| Responses	frequency	percent
Yes	11	31.42%
No	03	08.57%
Sometimes	18	51.42%
never	03	08.57%
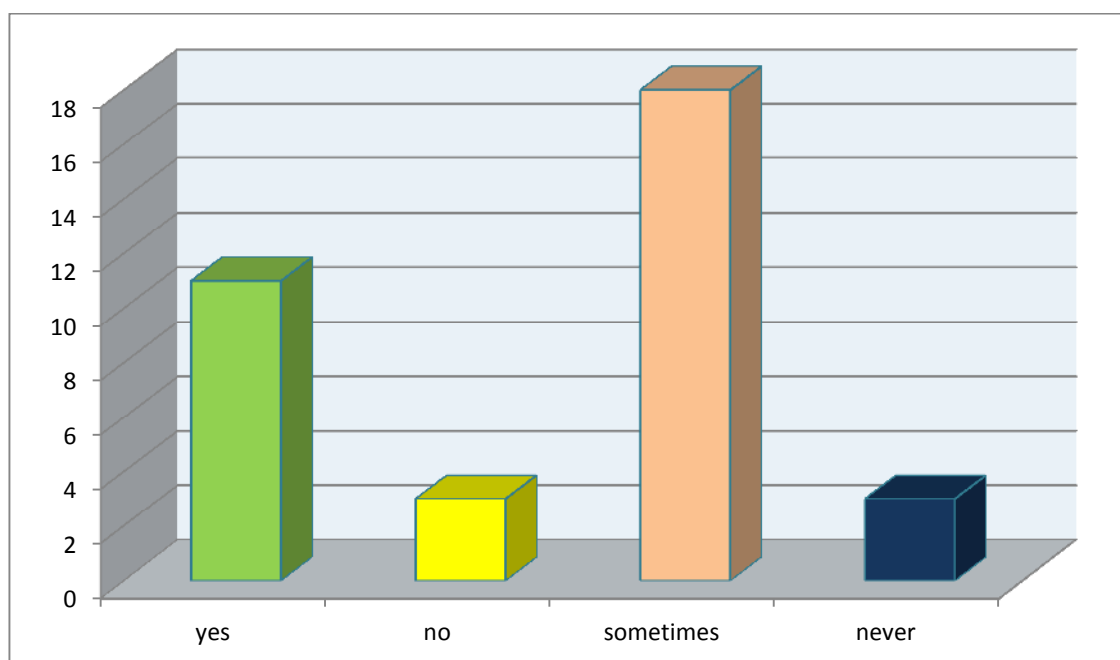
figure07. pupils' answers to question three

Analysis

The table above and the chart that follow represent pupils' answers to the question if they understand all what the teacher said during the classroom. The results were as follow:

18 participant with rate of (51.42%) assume that they can understand what the teacher said, this may refer that the teacher makes his speech easy and these pupils have capacities to understand his speech, followed by 11 of them who said that they can only sometimes understand what the teacher said, this type represent (31.42%), then 03 of them say that do not understand the teacher speech with percent of (8.57%), lastly 03 other participants said that they can never understand the teacher.

Comment

Understanding the teacher is considered to be an important factor to understand the lesson, and as a result if pupils did not understand his speech, they will not be able to respond and their task. As the results show that 06 participants do not understand teacher whether partially or totally and this can refer to many factors for example, teacher language which should be simple, clear, and easy to the extent that pupils will be able to manage it.

55

4. **If you understood the teacher, can you answer with English?**

The table that comes next present pupils answers to the question

Table06. Pupils answers to question three

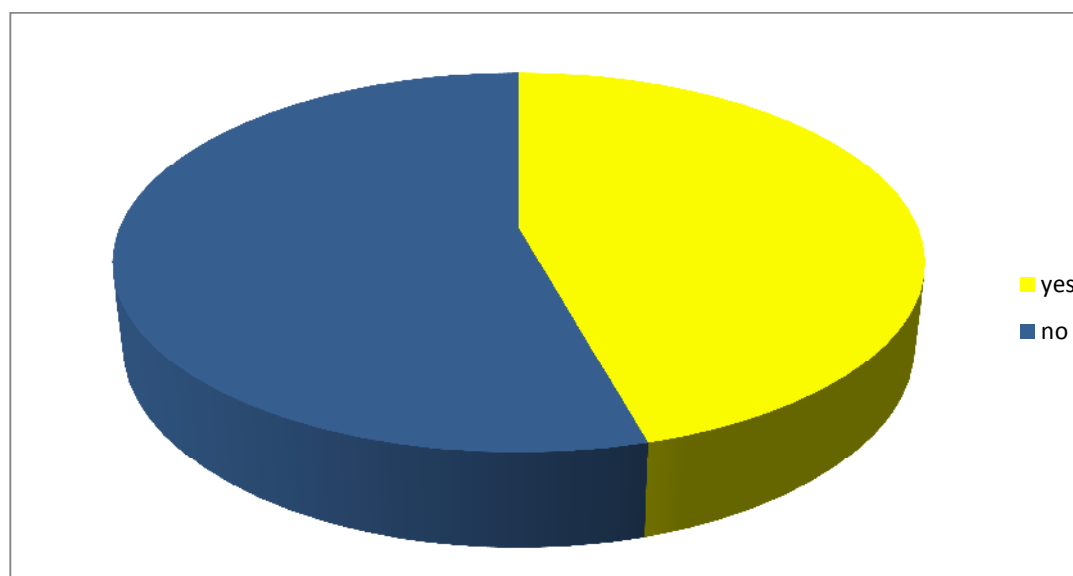| Responses	frequency	Percent
Yes	16	45.71%
No	19	54.28%

figure08. Pupils' answer to the question six

Analysis

The table above and the chart that follow represent the result of the question of being able to answer when they understand teacher speak?

Pupils' answers were as follow:

19 of participants said that they are not able to answer the teacher using English even though they are able to understand this type represent (45.71%), then 16 of them claim that they are able to answer teachers' question using English , this category represent (54.28%)

Comment

Replaying on teacher on English shoves that pupils understand the teacher and also they have a good background that enables them to do so, but the reasons that make then unable the following question

5. **Justification**

 Analysis

   15 of pupils said they can not understand the teacher speak because they do not understand English and that they found it a difficult matter to study , and if they understand they understand only few wards ,this category represent (42.85%)of the table number of participants.

   Followed by 09 participants who claim that they can only understand sometimes what the teacher said because they are not able to manage language will and can understand the vocabulary that teacher uses , this kind represent (25.17%)of participant.

   Then 08 students said that they can answer teacher using English , they claim that they are able to answer easily because they understand the teacher's speak and because it is easy them to learn English and because they have enough background this category represent (22.85%)

   After that (02) participant did not justify their answer although I gave them enough time to answer all the question

6. **If you reading a text did you understood it?**

   Before we start in analyzing we nominate the following:

Understood it directly…………. (1)

After reading it several times…… (2)

Understood only the general idea…… (3)

57

The table below represents the results of pupil's answers

Table07. pupils' answer to the question six

Responses	frequency	Percent
01	00	00%
02	20	57.14%
03	15	42.85%
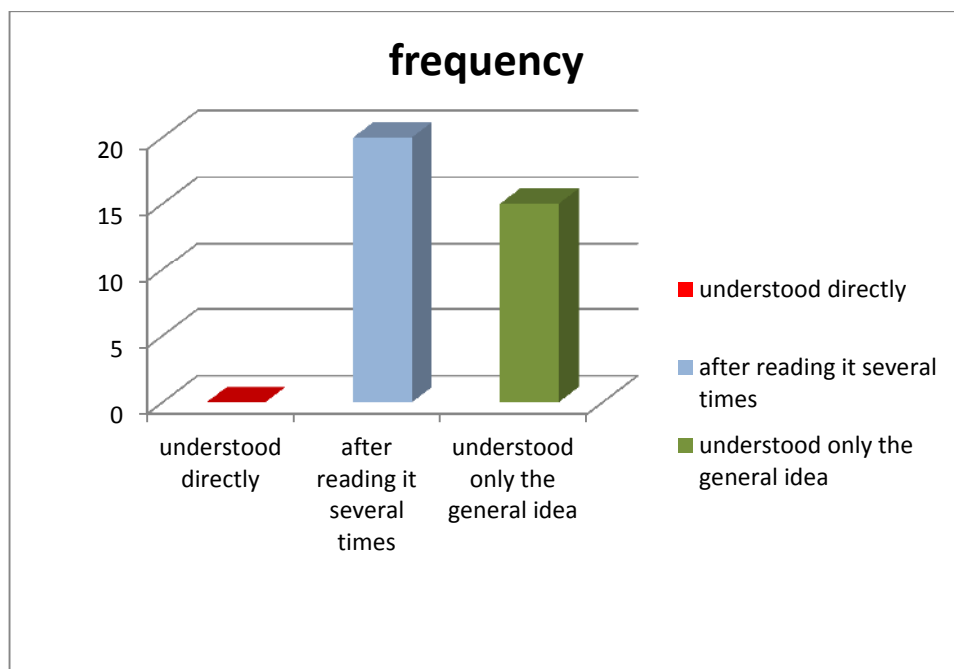
Figure 09. pupils' answers to the question six

Analysis

The table preceded and the chart that follows represents pupils' responses to the question if pupils can understood a text reading it. The results of the question were as follow:

20 of participants with rate of (57.14%) said that when they are reading a text in English they can understand it after reading it several times, this is because they may not understand some words unless they read it several times to get the meaning, then 15 of participants with rate of (42.85%) claim that they can not understand the text word for word, but they can understand the general meaning because they do not have enough background and vocabulary that enable them to understand each word alone, for that they try to get the general idea of that text.

Comment

From the analysis we can come to the result that all pupils face problems while reading and this problem is due to lack of knowledge and vocabulary in specific

7. **Can you say that you have good background that enables you to speak English?**

   This table gives an idea about pupils' responses to this question

   Table08. pupils' responses to the question seven

Responses	frequency	Percent
Yes	06	17.14%
No	07	20%
Sometimes	20	57.14%
never	02	5.71%
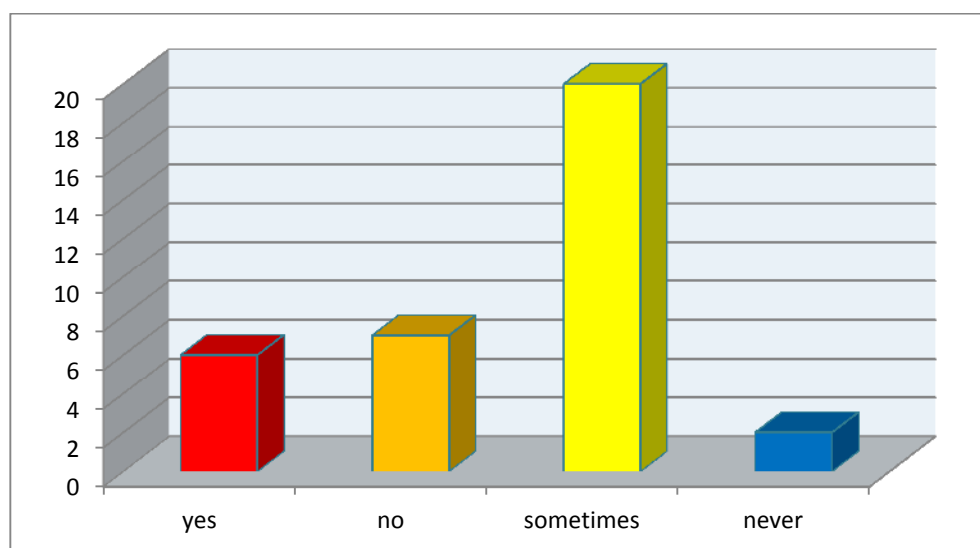
Figure 10. pupils' answers to question seven

Analysis

The table and the chart that comes next represent pupils' answers to the question if pupils think that they have good background that enables them to speak English, their answers were as follow:

20 of the participants who represent (57.14%) said that they only sometimes feel that they have enough background that enables them to speak English, followed by 07 participants who present (20%) claim that they do not have enough background to speak well, after that 06 of them with rate of (17.14ù) think that they have good background that help them to speak well because they read a lot and listen to music, followed by 02 participants who assume that they can not speak English because they have no background, this type represent (05.71%).

Comment

Being able to speak English refer mainly to having a good background, but from the previous analysis we can see that only 17.14% of the hole can speak fluently and this is a small number comparing with the total number of participants, for this this problem should be solved as soon as possible.

8. Justification

20 of the participants said that they can only sometime speak English because they do not have good background, basic that helps them, but they have only few words that they use reputedly to express ideas and opinions, in some cases, and in others not. After that 09 participants said that they can not speak fluently because they do not have a good background that help them to do so, this may be due to lack of reading or lack of listening because this two skills are the main ways to get information to be stored and then used appropriately. Then only 06 participants said that can speak English well and fluently because in their view they have this as a result of reading, listening, or even watching English programs.

9. When you watch a film or comics, do you understand what is said without referring to translation?

The table below present pupils' answers to the question numbers nine.

Table09. pupils' answers to the question nine

Responses	frequency	Percent
Always	01	2.85%
Sometimes	06	17.14%
Some words	04	11.42%
never	24	68.57%
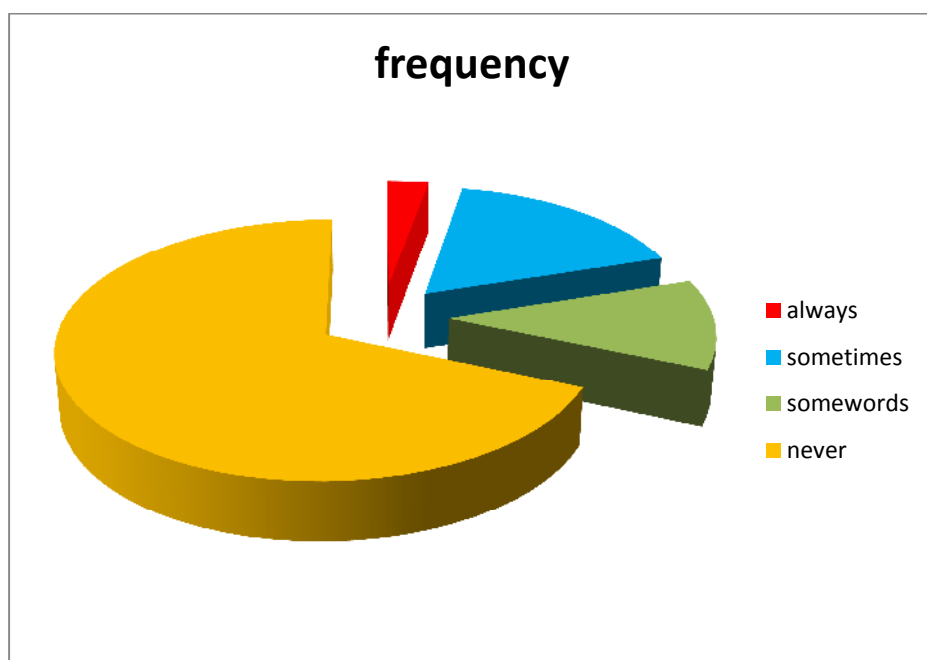
Figure11. Pupils' answers to the question nine

Analysis

The table above and the chart that follows present pupils' answers to the question nine if pupils understand what is said while watching films without referring translation, their answers were as follow:

The majority of pupils 24 with rate of (68.57%) said that they cannot understand English films or comics without referring to the translation because it is hard to catch all the words that they are hearing due to language which is not the same one that they are learning, followed by 06 participants with percentage of (17.14%) who claim that they can only sometimes catch some words from English films and comics because the language used is American and it is hard to understand, then 04 pupils with rate of (11.42%) assume that they can only understand some words from the hole film because they are speaking so fast and pupils are not able to understand words because some words are strange for them and can not guess their meaning even they consult dictionaries, as a result of the American accent ,lastly one participant who represent (2.85%) said that s/he is able to understand films and comics easily and this is because s/he gets used to the American accent from infancy.

1.2.2. Specific Questions

1. How do you see the use of pictures in teaching?

Before we start to calculate the results, we nominate the following:

-positive…………..(1)

-Negative…………..(2)

-I don't know………(3)

-No difference……...(4)

The results were as they are presented in the table:

Table10. pupils answer to question01 in specific questions

Responses	frequency	Percent
01	26	74.28%
02	02	5.71%
03	05	14.28%
04	02	5.71%
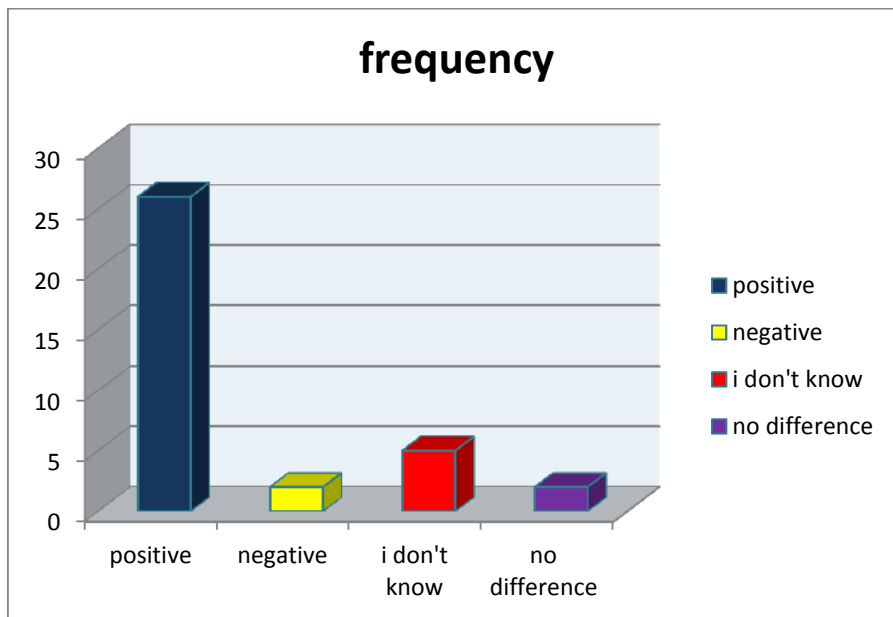
figure12.pupils answer to question01 in specific questions

Analysis

The table above and the chart that come next to it present pupils responses to the first question in the specific question, their answers were as follow:

The majority of participants 26 participants with rate of (74.28%) claim that using pictures in teaching is totally positive one because pictures facilitate the task of understanding lessons, and change some atmosphere, followed by 05 participants with rate of (14.28%) assume that they do not know whether using pictures in teaching is effective or not because they did not taught using this way before, for this they can not give their ideas, then 02 participants with rate of (5.71%) said that using pictures in teaching is negative because pictures can shift the attention of pupils to pictures more then to what have to act like, and as a result they reduce the understanding of pupils, lastly 02 of them with percent of (5.71%) said that the use of pictures in teaching makes no difference in teaching.

2. Do pictures help you to understand new items?

The table below represents the result of the question

Table11. pupils' answer to the first question from specific questions

Responses	frequency	Percent
Yes	13	37.14%
Somehow	09	25.71%
A lot of	05	14.28%
Sometimes	04	11.42%
never	04	11.42%
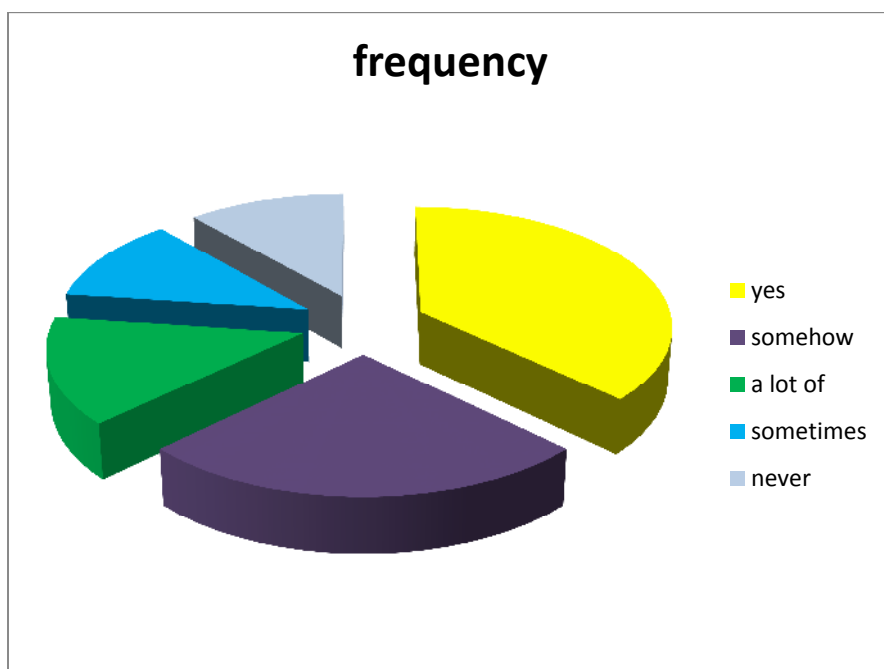
figure13.pupils' answer to the first question from specific questions

Analysis

The table above and the chart pie that comes next present pupils' responses to the question do pictures help pupils to understand new items, their answers were as follow: 13 of the participants with rate of (37.14%) said that pictures help them to

understand new items because pictures can show what words means without even speaking in some cases, then 09 participants with rate of (25.71%) said that pictures help them sometimes to understand new items because in some cases pictures can not reflect the real meaning of the words that teacher want his pupils to get , after that 05 of them with rate of (14.28%) assume that pictures help them a lot in understanding items, they claim that pictures are a good, 04 participants with percentage of (11.42%) claim that pictures did not help them to understand new items.

Comment

Through the analysis we can see that pupils answers' range from totally helpful with 18 pupils to disagreement. Using pictures help pupils to understand new items because it facilitates the task for both the learners and the teacher.

3. **Which way do you find it suitable in learning new items?**

Before we start to analyze, we symbolize the answers:

-using songs……………………(1)

-drills…………………………(2)

-using it while speaking……….(3)

-educational games……………(4)

-using pictures…………………(5)

After calculating results, answers were as they are presented in the following table and chart that comes next:

Table 12. pupils' answers to the second question

| Responses	frequency	percent
01	10	28.57%
02	13	37.14%
03	02	05.71%
04	03	08.57%
05	09	25.71%

66
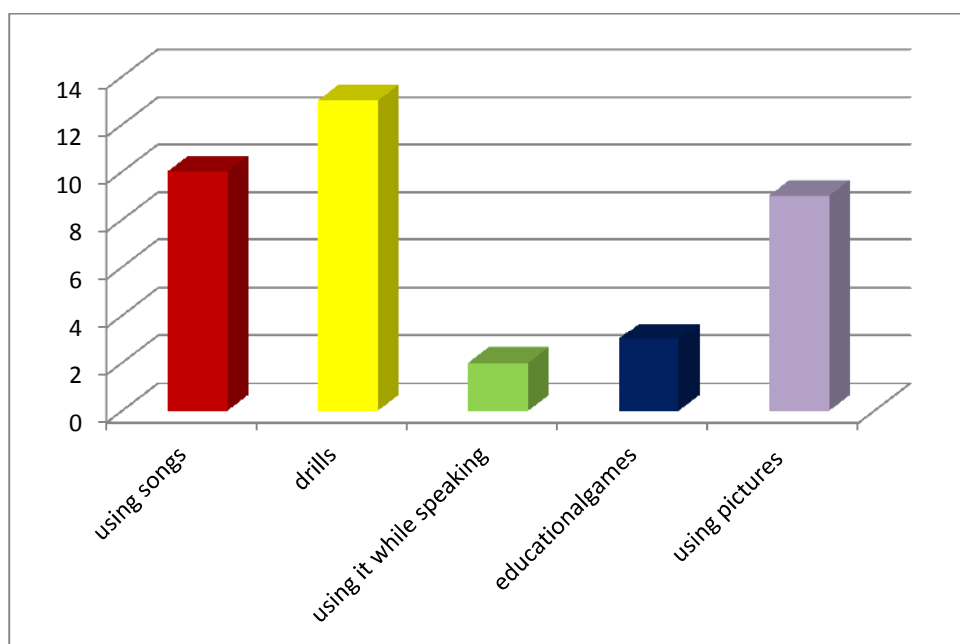
figure14. Pupils answer to the second question

Analysis

The table and the chart represent pupils' responses to the question of their best way in teaching new items, the results were as follow:

13 of responses were about learning new words through drills, this category represent (37.14%), 10 pupils said that they join between learning and fun. This category present (28.57%), 09 participants with rate of (5.71%) claim that pictures are the best way to learn new items because it improve pupils imagination and sense of creativity, then 03of them said that they prefer to learn new words in educational games, for them educational games are the suitable way to learn new items because it comprises fun, movements and at the same time education, this category represent (8.57%), lastly 02 participants with arte of (5.71%) assume that they prefer to use new words while speaking because it helps them to put these words in wok and this will help in memorizing them.

Comment

Through the responses of pupils' we can come to the result that pupils have their different ways that they see it the best way to learn new items of vocabulary, but from the chart we can notice that participants are divided between songs, drills ,and pictures.

4. **Do you think that using pictures in teaching vocabulary help to memorize a huge number of words?**

We symbolize the following to make the calculating process easier:

- Yes a lot…………………(1)
- Not always………………(2)
- Never, no difference …….(3)

Then we count responses, results were as follow:

Table 13. pupils' answer to the third question

Responses	frequency	percent
01	20	57.14%
02	14	40%
03	01	2.85%
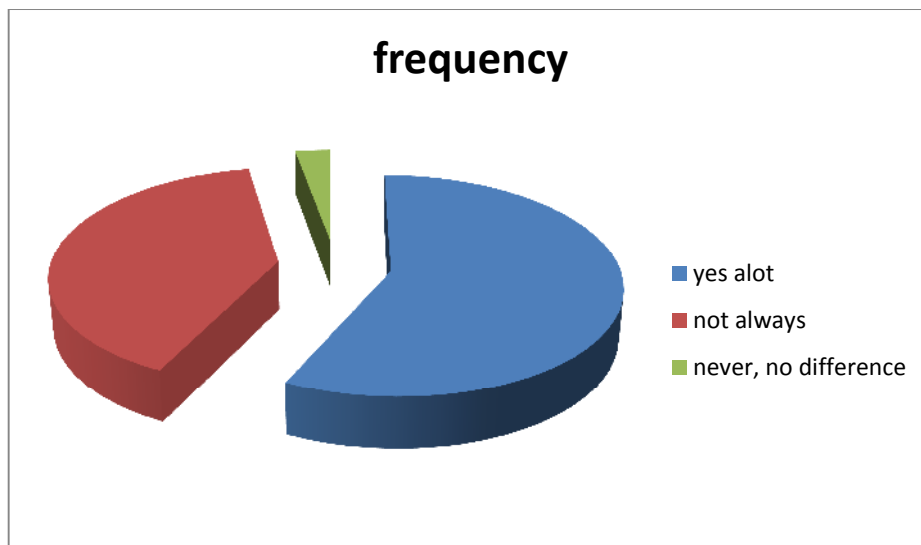
figure 15.pupils answer to the third question

Analysis

The table above and the chart that follows represent pupils' answers to the question if they see that the use of pictures help in memorizing a huge number of words. Their responses differ and were as follow:

20 participants with rate of (57.14%) claim that pictures help a lot in memorizing a huge number of words because it facilitate the task and they can remember picture more than speech, 14 of them with rate of (40%) said that pictures does sometimes help them to memorize a lot of items, but in other situation it does not work. only one participant who represent (2.85%) assume that s/he find pictures do not make any difference in memorizing items, because for them it is not important how to memorize rather to be motivated to do so.

Comment

Through the responses of pupils to this question we can see that their responses were positive toward using pictures in learning/ teaching because as the responses show, it helps them to memorize a huge number of words and this with 57.14%, this percent refer to more than the half of the participants.

5. **When you find a text accompanied with picture, does it help in understanding the text better?**

The results of pupils' answers are presented in following table and next in the chart

Table 14. pupils' answer to the fifth question

| Responses	frequency	Percent
Yes	19	54.28%
No	05	14.28%
Sometimes	11	31.42%
never	00	/

69
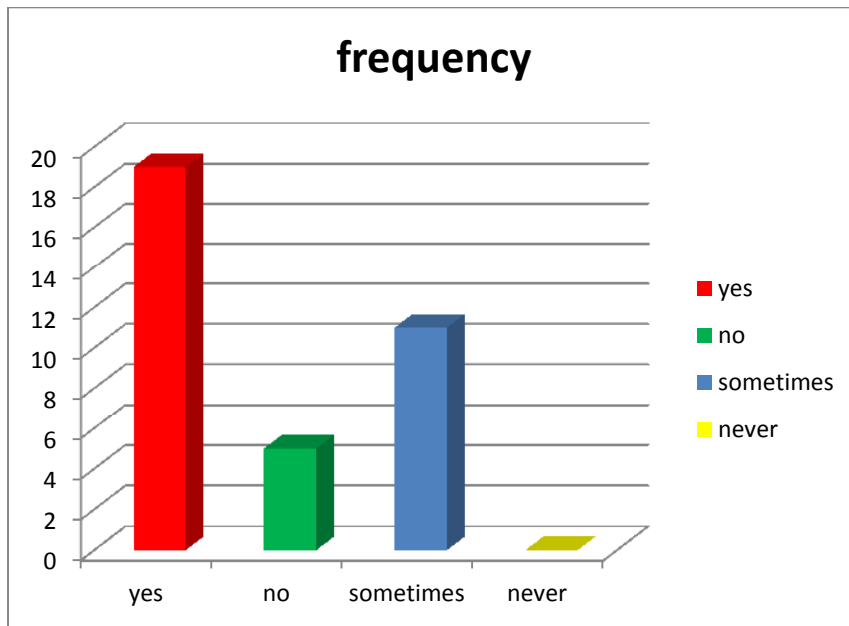
figure16. pupils' answer to the fifth question

Analysis

The table above and the chart that comes after present pupils answers to the question if pictures help in understanding texts when it is next to it, results were as follow:

19 participants were with using pictures with texts because for them it is very helpful in understanding the task, and sometimes understanding what the picture means is the half of understanding the text, this type represent (52.28%) of the hole number,11 of them assume that it helps sometimes in understanding the text, but in some cases the pictures does not help a lot, this category represent (31.42%), then 05 participants with rate of (11.42%) said that pictures does not help them to understand what the text is about because they may use pictures that does not reflect the real content of the text as in the journals and magazines.

Comment

Through the question and the responses of pupils, we can come to the result that the majority of them see that when pictures are putting with texts, it help a lot in understanding it because it can tell us the general idea about what the text is talking, and this will lead to understanding of the text, even if they do not understand the hole text word by word.

6. **Justification**

21 of the participants said that pictures help them and justify their answer by saying that they are not obliged to read the hole text several times to get it and even though there is strange words they can manage the general meaning of the text through the picture accompanied with it, they also assume that pictures reduce time and energy of them because do not have to read it a lot, 07 said that they can not understand what the picture can refer to and in some cases they can not make a relation between the pictures and the text next to it and even if they understood the picture they can not explain it, 07 of participants did not justify their answers, and I don't know the reason although I gave them enough time to answer the questions.

2. **Analysis of classroom observation**

As it was mentioned before in the previous chapter classroom observation consists of four sessions divided to two sessions the teacher teach without using pictures, and the two other sessions were with using pictures , to see pupils' response to the use of pictures and their understanding.

The analysis will include a scheme were I take notes in it, and then I will try to analyze them with pupils and teachers responses.

2.1. The Analysis of the Two First Sessions

The table below presents the results of the observation of the two first lessons, but before we start to analyze we should know what numbers refer to:

(1) ………………………….Not observed

(2) ………………………….Need more emphasis

(3) …………………………....observed

Observable events/ characteristics	The first session			The second session		
01. Objectives of the lesson	1	2	3	1	2	3
• The teacher set the objectives of each lesson and present it on the table to pupils	*			*		
• The teacher made clear what would happen in the class		*			*	
02.organization						
• The teacher presented an overview of the lesson.		*				
• Teacher presented the lesson in a logical sequence.		*				*
• S/he begins the class at the scheduled time.		*				*
• S/he review previous lessons and make connections between it and the current one.		*				*
• Content of the lesson is presented clearly.		*				*
03.presentation						

72

			*		*
• She/he speaks clearly with no Distracting		*			*
• She uses the right materials when needed		*		*	
• s/he encourage questions and discussion	*			*	
• s/he explains information, terms, concepts with using visuals				*	*
• s/he writes key terms			*	*	
4. methodology					
• the teacher uses different techniques in the lecture	*	*		*	
• s/he use pictures in explaining items to pupils (clarify the types)					
• the instructor used appropriate methods to accomplish the lesson's goals and adjectives	*			*	
5. classroom management					
• s/he took attendance			*		* *
• s/he begins and ends the lesson on time			*		
• s/he engaged pupils in the learning process			*		*
6.interection between pupils and teacher					
• the teacher asked questions to allow pupils to respond and communicate		*			*
• pupils are comfortable to ask questions to the teacher when they did not understand anything	*			*	
• they feels free to give their	*			*	

comments and points of views during the lesson					
• teacher accept pupils' answers even they are wrong and to carry on	*				*
• S/he encourages them gives their comments freely.		*			*
		*			

In the first two sessions, the teacher present two lessons of grammar; the first was about modals, and the second was about past simple and past continuous. The teacher begins the lesson by greeting pupils saying "good morning pupils how are you today?" this is because the teacher want to break the ice as it is said in the educational environment; after that she writes down the date on the blackboard, she took attendance, then she asks pupils about the previous lesson "who can tell me what we have seen in the previous lesson?" this question is a warm up question to prepare pupils to the new lesson.

She starts the two lessons by writing two examples and said "who can read these two examples?" After they read them she start to introduce the lesson and explaining with the use of gestures and translation in some cases where pupils could not understood the lesson the teacher write it and translate it for them. After she feels that they have understood, she tests what they understood through exercises. She gives them sentences in the first lesson where nouns are repeated then he asks them to replace them by the appropriate relative pronoun, and in the second session she gives them sentences with verbs between brackets and she asks them to conjugate them in their right tense whether in past simple or past continuous; another exercise is through listening, she reads a text and asks them to sort out relative pronouns and verbs, then she check their answers. At the end of the lesson the teacher repeat the rule of the lesson to help pupils more in memorizing it, later she conclude the lesson saying" good bye pupils"

2. 2. The Analysis of The Two Last Sessions

Observable events/ characteristics	The third session			The fourth session		
02. Objectives of the lesson	1	2	3	1	2	3
• The teacher set the objectives of each lesson and present it on the table to pupils	*			*		
• The teacher made clear what would happen in the class		*			*	
02.organization						
• The teacher presented an overview of the lesson.		*				
• Teacher presented the lesson in a logical sequence.			*			*
• S/he begins the class at the scheduled time.			*			*
• S/he review previous lessons and make connections between it and the current one.			*			*
• Content of the lesson is presented clearly.			*			*
03.presentation						
• She/he speaks clearly with no Distracting			*			*
• She uses the right materials when needed			*			*
• s/he encourage questions and discussion		*			*	
• s/he explains information, terms,			*	*		*

concepts with using visuals • s/he writes key terms			*			*
4. methodology						
• the teacher uses different techniques in the lecture			*			*
• s/he use pictures in explaining items to pupils (clarify the types)			*			*
• the instructor used appropriate methods to accomplish the lesson's goals and adjectives			*			*
5. classroom management						
• s/he took attendance			*			* *
• s/he begins and ends the lesson on time			*			
• s/he engaged pupils in the learning process			*			*
6.interection between pupils and teacher						
• the teacher asked questions to allow pupils to respond and communicate		*	*		*	*
• pupils are comfortable to ask questions to the teacher when they did not understand anything	*			*		
• they feels free to give their comments and points of views during the lesson	*			*		
• teacher accept pupils' answers even they are wrong and to carry on		*			*	
• s/he encourages them gives their comments freely .		*			*	

The teacher start the lesson by saying "good morning pupils, how are you today?" this is in order to warm up the class. Then she asks them to give a summary of the previous lesson and make a clear connection between them. Then she begins to present the lesson by writing examples on the table and said" who can read then?" then she uses pictures in the two lessons to give more illustration about examples, and asks " do you know what is this?" (In this case she point to the picture on the board), this way is used to make pupils memorize and pronounce well. After that, she explains bit by bit about the topic of each session, she asks them to drill words that they find difficult with the use of pictures for more illustration.

After the teacher feels that pupils understood the lesson, she tests their understanding through exercises. The teacher gives them sentences were comparative of adjectives needs to be then she asks them to make it suitable, or in the second session she gives them sentences and asks them to make relative pronouns when it is needed; she also uses listening skill to help pupils to understand, she reads some sentences and pupils have to imagine the situation and relate them to pictures in front of them, here she devote pupils to small groups of 07 pupils, this means that there is five groups, then she gives each group pictures related to the sentences. After that she begins to read sentences that are not ordered, pupils have to re-order pictures and sentences to get a story that is coherent, and write them on a sheet. After time is up, she asks one representative from each group to tell their story and their organization of pictures.

By the end of the lesson, she asks pupils " who can give me a summary of what we have seen today?" After getting the feedback, she closes the session by thanking pupils for their attention.

2.3. Results of Research

Through the classroom observation during a hole month and half, I think that the use of pictures have attracted pupils attention, motivation in learning because during the two first sessions where pictures were not used pupils were not interested as in the last two sessions where we use pictures to explain lessons, and pupils who were not interested were those who do not like English at all.

Conclusion

This chapter give the analysis of both questionnaire and classroom observation which was conducted on the fourth grade at the Kara abedalh middle school, through the results of the research, we can notice that the use of pictures during the classroom have helped pupils a lot in memorizing items and word easily. Pictures help pupils to learn new words and remember them easily, the results also show that the interaction between pupils and teacher developed after the use of picture because it adds an atmosphere where pupils can be active and do what thy want. Due to its importance as the results show, it is advised that pictures should be used in the teaching process.

General Conclusion

Vocabulary is considered to be one of the important factors in language teaching/ learning, for this pupils have to learn new words always. in addition to this teachers should not only choose different strategies to convey meaning such as pictures, but even more, to help them to develop their different systems of organizing words to make the process of learning and retrieval speed and easier. Results shows that picture is a good way to memorize items because it simplify the task for both teacher and pupils and eliminate the distance between them, and this leads to good learning and good teaching. During classroom observation and without the use of picture, the lesson was just from one side, i.e. that teacher deliver the lesson and pupils just listen and do not interact with him, this will not help them to learn perfectly. In the other hand, while using pictures in teaching, pupils were motivated because it is new thing for them used in the class, this obviously will lead to good understanding and as a result to good learning. it is also noticed that pupils' level increase while using pictures, each lesson pupils were able to answer and memorize words easily and also to remember them also.

Through the research, we can come to the following conclusions:

- Pictures can help pupils to understand different words easily by looking at pictures.
- Through this research, we can see that the use of pictures during the lesson make the lesson more enjoyable and interesting because they can memorize words for example by singing a song with pictures by looking to pictures they will know the words of the song and understand them without refereeing to dictionaries .
- Using pictures during the teaching/ learning process make the classroom more active and alive place. We can also notice through the results of the research that pictures attract the attention of pupils in learning new words. Despite the good atmosphere it is necessary to make some limitation to our study. The first limitation is devoted to the scope of the study. The case of this study involves only one class on which I apply classroom observation and questionnaire at Kara Abdellah middle school. For this, the

79

results could differ if conducted in another school. Therefore, no generalizations can be drawn from the study, and findings could not be representative to the whole population of the school. Also there is some difficulties that face us while doing this research; the short time devoted to this word did not allow us to work easily because we were pressed n working and doing the practical side of the work. Also another problem was in the references, concrete books were not available a lot so there are some books that we borrow from internet as pdf form.

Pedagogical Implications

From the research, the following suggestions are made for the model of teaching vocabulary by using pictures for middle school pupils:

- Since the study was carried out on a small group of pupils (35) with period of nearly one month and half, it could been better if further researchers had been done on a large number of participants for longer time.

- Pictures are good techniques that can be used in teaching/ learning vocabulary.

- Teachers should give short, clear, and simple instructions.

- Language should be presented in an enjoyable and relaxed way; this could be done through the use of pictures, songs, games.

- Teacher should be creative, and active to find various methods to teach the middle school pupils.

- To get a better result about the Algerian middle schools and pupils' views regarding the use of pictures in teaching vocabulary. There is a need for a multiple-case study, that should be conducted in different schools located in different geographical areas.

References

1. Books

Carter, R. (1998). *Vocabulary:Applied Linguistic Prespective.* London: Rontledge.

Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching.* New York: Longmen.

Cook, V. (2001). *second language learning and language teaching.* Oxford: Oxford University Press.

Harmer, J. (1993). *The Practice of English LanguageTeaching.* UK: Longman Group UK Limited.

Gairns, R., & Redman, S. (1986). *Working with Words: a Guide to Teaching and Learning Vocabulary.* Cambridge: Cambridge University Press.

McCarthy, M. (1992). *Vocabulary.* Oxford: Macmillan Publishers Llimited.

Nation, I. (1990). *teaching and learning vocabulary.* New York: Newbury House.

Nunan, D. (2011). Teaching Vocabulary. In D. Nunan, *Teaching English to Young Learners.* Anaheim: Anaheim University Press.

Schmitt, N. (2000). *Vocabulary in Language Teaching.* Cambridge. United Kingdom: Cambridge Language Education.

Thronbury, S. (2002). *How to Teach Vocabulary.* Longman, England: Pearson education limited.

2. Electronic sources

Accurate and Reliable Dictionary. (2004-2010). Retrieved 03 20, 2013, from http://ardictionary.com/Picture/5916

Collet, I. (2012, 01 26). *Why we forget.* Retrieved 03 10, 2013, from Brainscape: http://blog.brainscape.com/2012/01/why-we-forget/

English Dictionary. (2013). Retrieved 03 22, 2013, from http://www.collinsdictionary.com/dictionary/english/picture

Free Dictionary by Farlex. (2013). Retrieved 03 22, 2013, from http://www.thefreedictionary.com/pictures

Heather. (2012, 06 30). *Advantages and disadvantages of using instructional materials in teaching ESL.* Retrieved 03 22, 2013, from richards' Jack the official website of

applied linguistics: http://www.professorjackrichards.com/advantages-and-disadvantages-of-using-instructional-materials-in-teaching-esl/

Jason. (2010, 12 07). *Global Grid for Learning.* Retrieved 04 02, 2013, from Using Images in Teaching: http://www.globalgridforlearning.com/using-images-in-teaching-a-quick-guide

JISC Digital Media. (2013). Retrieved 04 02, 2013, from Using Images in Learning,Teaching and Research Materials: http://www.jiscdigitalmedia.ac.uk/guide/using-images-in-learning-teaching-and-research-materials

Macmillan Dictionary. (2009-2013). Retrieved 03 22, 2013, from http://www.macmillandictionary.com/dictionary/british/picture

Marriam Webster. (2013). Retrieved 03 22, 2013, from http://www.merriam-webster.com/dictionary/picture

McLeod, S. (2008). *forgetting.* Retrieved 03 10, 2013, from simplypsychology: http://www.simplypsychology.org/forgetting.html

Newnue. (2011, 01 20). *The Advantages and Disadvantages of Using Picture as a Media in Englis.* Retrieved 03 22, 2013, from Shvoong.com: http://www.shvoong.com/writing-and-speaking/branded-content/2103882-advantages-disadvantages-using-picture-media/

Oxford Dictionaries. (2013). Retrieved 03 22, 2013, from http://oxforddictionaries.com/definition/english/picture

Richard, C., & Mohs, p. (2010). *how stuuf works.* Retrieved february 28, 2013, from http://science.howstuffworks.com/life/inside-the-mind/human-brain/human-memory2.htm

Sinclair, J. (2013). *Collins cobluid english language dictionary*. Retrieved 01 20, 2013, from http://www.collinsdictionary.com/dictionary/english/vocabulary?showCookiePolicy=true

Sowath, B. (2009, 07 wednesday 22). *Warming up with Pictures (using pictures in ESL classroom.* Retrieved 03 17, 2013, from Blogger.com: http://usingpictures.blogspot.com/

Steve, M. (2010, 05 14). *Advantages and disadvantages of activity based instruction .* Retrieved 03 23, 2013, from Helium: http://www.helium.com/items/1832972-activity-based-instruction-in-todays-classroom

Yusuf, A. G. (2011, 04 monday). *The Advantage of Using Pictures in Teaching Genre: Narrative, Recount, Procedure,Descriptive, and Report Text.* Retrieved 03 20, 2013, from Narrative Text : all about narrative text : http://2teachnarrative.blogspot.com/2011/04/advantage-of-using-pictures-in-teaching.html

3. Articles and Magazines

Aeborsold, J. A., & Lee Field, M. (1977). *From Reader to Reading Teacher.* New York: Cambridge University.

Alloway, T. P. (July2006). *How Does Working Mmemory Works in Classroom.* New York: University of Durham,Susan E,Gathercole University of York. Educational Research and Reviews.

Carpenter, S., & Olson, M. (2011). Are Pictures Good for Leaning New Vocabulary in a Foreign Language?Only if you think they are not. *Journal of Expermental Psychology:learning,memory,and cognition*, 01.

Encoding and Retrieval from Long Term Memory. Tech Book/GTS (2006, 03 26).

Goodridge, V. (2010). Memory:Mnemonics and the lexicon. *IH Barcelona annual conference*, (p. 01). Barcelona.

Hill, D. (1990). *Visual Impact:creative language learning through pictures.* Longman: Group UK Limited.

Htach, E. B. (1995). *Vocabulary,semantics and language education.* cambridge: Cambridge University Press.

J, S. (1989). *Collins cobluid english language dictionary.* London: collins.

Laufer, P., & l Bogaards, B. (2004). *Language Learning and Language Teaching.Vocabulary in Second Language.* Philadelphia.USA: John Benjamins Publishing Corporation Amesterdam.The Netherlands John Benjamins north America.

Mckenchnie, J. (1980). *Webster New Twentieth Century Dictionary.* Cambridge: William Collin Publisher.

Nation, P. (2006). *Language Education: vocabulary in the encyclopedia of labguage and linguistics. 2nd edition.* Oxford: Elsevier LTD.

Pikulski, J. J., & Templeton, S. (2004). *Teaching and Developing Vocabulary:key to Long-Term Reading Success.* Litho, USA: Houghton Mifflin Company.

Werff, J. (2008, 01 11). *Using Pictures from Magazines.* Retrieved 03 10, 2013

Wright, A. (1989). *Pictures for Language Learning.* Cambridge Handbook for Language Teachers: USA Cambridge University press

4. Memoires

Leny. (2006). *Teaching Vocabulary Through Pictures ti Kindergarten Students.* Jakarta: Islamic University.

Marika, M. (2008). *Vocabualry Learning Strateegies Used by Upper Secondary School Student's Studying English as Second Llanguage.* University of Jyvaskyla.

Nilawati, S. C. (2009). *The Effectiveness of Teaching Vocabualary by Using Puppet at Elementery School Students.* Indonisia: SEMARANG STATE UNIVERSITY.

.

استطلاع

عزيزي التلميذ(ة),

نحن بصدد إجراء دراسة على تأثير استعمال الصور في تدريس المفردات. هذه الدراسة تخص التلاميذ تحديدا .من أجل تحقيق فعالية هذه الطريقة ومعرفة ما إذا كان يتم استخدامه في التدريس في المؤسسات التربوية ,نحن بحاجة .لمساعدتكم في ملء هذا الاستبيان.

الاســـــــــــئــــلــــة:

/المعلومات العامة:

-السن: ☐

-الجنس : انثى ☐   ذكر ☐

الاسئلة العامة:

1-هل تجد ان مادة الانجليزية ممتعة

- نعم ☐   -لا ☐   -احيانا ☐   -ابدا ☐

2-ماذا تحب فيها اكثر

-Reading ☐   - writing ☐   - grammar ☐   -speaking ☐

3-هل تجد ان كل ما يقوله الاستاذ مفهوم

-نعم ☐   -لا ☐   -احيانا ☐   -ابدا ☐

4-اذا فهمت الاستاذ هل تستطيع الاجابة باستعمال الانجليزية ـنعم ☐

-لا ☐

5-علل السبب؟

....

....

....

6-اذا كنت تقرأ نص هل تستطيع : *ان تفهمه مباشرة   ☐

*بعد ان تقرؤوا عدة مرات   ☐

-تستطيع فقط فهم المعنى العام *   ☐

7-هل تستطيع ان تقول ان لديك قاعدة تكفيك لان تتكلم بشكل مفهوم؟

نعم ☐   لا ☐   احيانا ☐   ابدا ☐

8-علل السبب؟

....

....

....

9-عندما تشاهد فلما أو رسوما بالانجليزية.هل تفهم ما يقال دون النظر الى الترجمة؟

دائما ☐   احيانا ☐   بعض الكلمات فقط ☐   ابدا ☐

10-هل لديك القدرة ان تتحاور مع اصدقائك بالانجليزية؟

نعم ☐   لا ☐   احيانا ☐   ابدا ☐

الاسئلة الخاصة:

1-كيف ترى استعمال الصور في التدريس؟

ايجابي ☐   سلبي ☐   لا اعرف ☐   لا فرق ☐

2-هل ساعدتك الصور على فهم مصطلحات جديدة؟

نعم ☐   قليلا ☐   كثيرا ☐   احيانا ☐   ابدا ☐

3-ما هي الطريقة التي تعجبك اكثر في حفظ المفردات

*استعمال الاغاني   ☐

*الاعادة المستمرة   ☐

*استعمالها في نسق الكلام   ☐

*الالعاب التربوية   ☐

*استعمال الصور   ☐

4-هل تحس ان استعمال الصور في تدريس المفردات ساعدك على حفظ عدد اكبر من الكلمات؟

نعم ساعدني جدا ☐   ليس دائما ☐   ابدا لا يوجد فرق ☐

5-عند وجود صورة بمحاذات نص انت بصدد دراسته, هل تساعدك الصورة على فهم النص بطريقة أفضل؟

نعم ☐   لا ☐   احيانا ☐   ابدا ☐
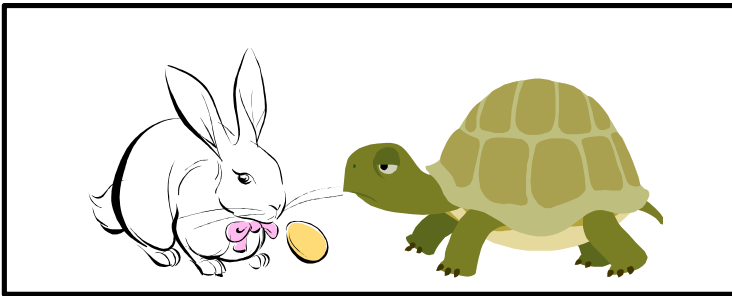
6-علل السبب؟

....

....

....

....

Appendix C

<u>Exercise:</u> **make the comparaison between the following items** ?

The rabbit is……………(fast) than turtle.

Summer is………….(hot) season of all.

The red house is………………..(big) than the white house.

Cars are……(fast) than bike.

Mathematic is…………(difficult) subject of all.

Anna is………….(good) pupil of all.