

## **ABSTRACT**

This study aims at investigating the impact of using pictures as an effective strategy used in the task of teaching. This study is important for the pupils and teachers too who teach English as a foreign language in middle schools, in order to help them to understand what they learn and acquire more vocabularies to decrease their difficulties to become effective pupils in the task of learning English words, whereas student will listen and take notes without questioning or understanding even though the class is boring.

We hypothesize that if our pupils are taught vocabulary appropriately by using effective teaching techniques, their amount of acquiring English words will be raised. And if the teachers in middle schools succeed in using pictures in teaching vocabulary, pupils will be motivated to learn more vocabularies.

Pupils of first year in middle schools face some major problems with acquiring and understanding the words that they are taught because of their poor stock of vocabulary, and our study aimed to give a solution to this problem. We divided our dissertation into three main chapters: chapter one covers the idea about vocabulary, their definitions, steps of teaching ...etc. and chapter two covers the use of pictures as a strategy to teach vocabulary in an effective way. And the last part of our dissertation which is the field work consists of a questionnaire for the teachers who teach in Khamla Ibrahim middle school and an experiment with both assessment pre-test and the post-test with the analysis of each evaluation.



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**Effectiveness of Using Pictures in Boosting English  
Vocabulary learning**

A case study of first year pupils of Khamla Ibrahim middle

A dissertation submitted as a partial requirement for **Master Degree** in science of languages

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Dedication

I would like to dedicate this work to my parents who brought me up with their love and encouraged to pursue advanced degree

This work is also dedicated to my husband “**monsef**” and my son “**mousslem**”. My life would not be the same without them.

To my second and lovely family whose I'm living with them, to my second Mum Khiera and Dad Ibrahim... thanks for your help

To all my family, my sisters: "Oumaima,Rokaya, Meriem", and bounteous brothers "Zakaria, and Abdallah" for all their love and support

To all Ghazali, Bouaziz and Ghamri families

To my kind supervisor Miss.MEBARKIamina for the great encouragement and support

BouazizNoussaiba

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No one who achieves success could do so without acknowledgement the help of the others.

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Words escaped from me to express how this talent and tactful

women managed to swerve my work in the right direction.

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## List of abbreviations

**LCP:** link control protocol

**Lge:** language

**EFL:** English as a foreign language

**L1:** First language

**L2:** Second language

**%:** Percentage

**ELT:** English languageteaching

**CG:** Control group

**EG:**Experimental group

**Q:** question

**Mn:**Minutes

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# **General Introduction**

## **1. Statement of the problem**

Within the context of English as a foreign language, it is observed that pupils face serious problem in the lack vocabulary and this may be due to the fact of having poor vocabulary teaching in middle schools, so the researcher will investigate this problem by doing certain steps. And this study also, will try to focus on this issue and will attempt to explore an effective strategy which is using pictures as a tool to enhance the pupil's vocabulary level which aimed to help and facilitate the teaching of the English vocabulary in middle schools.

## **2. Aim of the study**

This research is so important for both teachers and pupils who want to develop their level of acquiring more vocabularies through using pictures to decrease the lack of vocabulary in their study. And teachers do not use the same ways and strategies to teach even when dealing with vocabulary, every teacher selects his own way to present the items. Moreover, they can only confine to the traditional ways to teach words. This study aimed to give an effective and practical technique to solve this issue by using pictures in the task of teaching English as a foreign language.

## **3. Research questions**

The present study aim at answering the following questions:

- What are the strategies used to teach vocabularies Algerian middle schools?
- To what extent teachers use pictures to teach vocabulary?
- How are the pictures used to teach vocabulary?

- How can pictures be used to teach vocabulary effectively?

#### **4. Research hypothesis**

The following study is related to the nature of the correlation between pictures as a vocabulary and the use of them in their interaction or skills- **if teachers in middle schools successes in using the appropriate pictures in teaching vocabulary, pupils will be motivated to learn more vocabularies. And if the pupils are taught vocabulary appropriately by effective teaching strategy which is pictures, their amount of acquiring English will raise.**

#### **5. Methodology**

This research will utilize the quantitative method. The data gathering from this research will be retrieved from the questionnaire for the teachers of Khamla Ibrahim middle school as a primary instrument and experiment with two tests for pupils ( pre-test as an evaluation about the level of the whole class and post-test for the whole class to test our experiment accepted or rejected). The information's research from this experiment will be analyzed to answer the research questions for the purpose of this study.

##### **5.1. Population**

To investigate our topic the researcher chooses one class pupils from school of Khamla Ibrahim middle school of Biskra (32 pupils). The researcher dividesthe class into two groups; the first group which is the control group, and the second one which is the experiment group (each group has 16 pupil). We apply the experiment to the experimental group during a period of two months (three sessions for the experiment application, seven sessions for the classroom observation, one session for the application of the pre-test and one session for the post-test)

## 6. Literature review

Some writers in the field of teaching vocabulary define vocabularies as “vocabulary consists of the individual words we understand or know the meaning of them when we hear it spoken” Smail (2009). This is common for the beginner’s readers whose oral vocabulary is often larger than their reading vocabulary. He shows that there are some techniques to teach vocabulary and some suggested activities to develop vocabulary skill which are:

- First, write the definition or use the word in sentences.
- Second, use of realia it is done by bringing real objects to the classroom like post cards, book, pen, schoolbag, and everything that is worth to be brought to the classroom.
- **Third, pictures; this is very effective in the way that it facilitate the process of learning. You can teach them. For example, animals only through showing them pictures of animals.**

Moreover, there are many strategies that can be useful for pupils who want to learn more words. Swan deal with the importance of the vocabulary that we use and learn and how it can be remembered and he introduces some ways to teach it to pupils. And the teachers who want to develop his/her competency in teaching vocabulary he/she must choose the best and effective way to teach it. Harmer (1991) pointed out “teachers should follow some criteria that are essential for selection useful vocabulary frequency, coverage, choice”. So, the aim for this selection is to show some strategies that teacher must follow it to successes with his/her objectives about teaching vocabulary.





## **Introduction**

Aspects of vocabulary acquisition will be presented in this chapter. Schmitt (2000), a specialist in vocabulary acquisition, said that “second language learners are able to acquire thousands of word families” (p.116). Also, he indicates that native learners of English usually have a lot of vocabulary knowledge than non-native learners.

To present such a phenomenon, the teacher needs to discuss certain elements in details such as: vocabulary description, passive and active vocabulary, strategies of teaching vocabulary and vocabulary teaching techniques.

We need certain techniques and strategies to teach and learn vocabulary, and also to enhance our capacities to acquire it. In this chapter, the focus will be on some elements which help us understand more and more this phenomenon. Therefore, Strategies of teaching and learning vocabulary is of an important role in the domain of education. After this, a discussion of the range of vocabulary acquisition will be presented in the last part of this chapter.

### **1. Definition of vocabulary**

All languages have words, and many researchers tried to give an approximate definition to vocabulary in different ways, one of those definitions as follows “the term vocabulary refers to the knowledge of words and their meaning” (Laufer, 1989, p.10). In fact this definition is too limited, since the words have two categories: “oral and printed” forms: oral vocabulary refers to words that used in both skills listening and speaking. Printed vocabulary includes words that are used in both reading and writing. (Ibid.)

Also, Vocabulary has two different types: receptive and productive. Productive vocabulary is the one learned by any one and can be used in communication, i.e. in both skills speaking and writing.

In the other hand, receptive vocabulary can be used in both listening and reading. There are many words that cannot be used accurately even if the speaker is native one, he can either understand them from the context or they may not explain them because the context is unclear.

Coming to the lexis of the language, Lewis (1993) points out that it is the basic of any language. He also thinks that lexis was misunderstood in the language teaching because of the assumption that grammar is the basic of language and the mastery of grammatical system is a prerequisite for effective communication. Another perspective made by Lewis is the key principle for lexical approach. He reported that language consists of grammaticalized lexis, not lexicalized grammar. The last point, but not the least, is that one of the central organizing principles of any meaning – centered syllabus should be Lexis.

Vocabulary can also be defined as the total number of words that someone knows, learns or uses (Oxford dictionary, 2007). Lehrer (2000) define vocabulary as a term which refers to the knowledge of words and their meanings. In another way, Hatch and Brown(1995) consider vocabulary as a list or set of words of a particular language that individual speakers of a language might use.

## **2. Vocabulary Description:**

Vocabulary is studied within two branches: lexicology which is a narrow study of

word classes and lexicography which deals with the broad study of dictionaries. In order to understand well what vocabulary means and in order to use it effectively, these two branches should be discussed in length.

## **2.1.Lexicology:**

Lexicology is a science that study words and this term is related to the linguistic field .It includes the nature and function of the words. Lexicology is concerned with word classes “how they are formed by affixation or compounding” (Thornbury, 2007) word formation and word meaning.

### **2.1.1. Word class:**

This term plays different roles in a context, and this word is a grammatical term that belongs to the same part of speech. There are eight different words classes:

‘nouns,pronouns, verbs, adjectives,adverb, prepositions, conjunctions,determiners.

(Harmer, 2007)

**The Noun:** is a word or group of words that express names such as ‘name of person, place, or an activities ...etc.for example: player, bits, Omar...

**The pronoun:** is the word that can replace a noun or noun phrase. For example:I, them...

**The Verb:** is a word that describes an action or something happened. For example: doing, looking, to read...

**The Adjective:** describes a person or something. For example: old, new, good, bad...

**The Adverb:** is a word that describes very well the verb for example: quickly, slowly...

**The preposition:** is a word used before the nouns for example: for, on, in, by...

**The conjunction:** is a word that link sentences or clauses...for example: and, or, also ...

**The determiner:** is a word qualifies a noun for example: the definite articles like “the”...

### **2.1.2. Word building**

This term can be called “word formation”, as well. These words can be derived and constructed using three forms: affixation, compounding, conversion

#### **a. Affixation:**

Is one of the ways new words are formed from old ones. In this process, the letters that are added to the root like “im-un-irr..” are called prefixes, and the letters that are added to the other side are called suffixes and they are put in the end of the word, i.e. after the base.

#### **b. Compounding:**

According to Thornbury (2007) “compounding is the process of combining of two or more independent words, as in the case of second-hand, paperback, word processor, and so on” (p. 5)

#### **c. Conversion:**

Or “zero affixation”. This form is constructed without changing the word form, i.e. no letters are added to the root of the word. For example: the word “book” when trying to give its noun, the form of the word is kept. For example, “book”: an article is just added = “a book”...

But in another hand, some words have the same base but their pronunciations are different for example: the word “present” as a verb is pronounced with short /i/ = /prIzent/ but in the form of adjective it is pronounced/preznt/. (Ibid)

## **2.2. Lexicography:**

General **Lexicography** focuses on the design, compilation, use and evaluation of general dictionaries i.e. dictionaries that provide a description of language in use. Such a dictionary is usually called a general dictionary or LCP Dictionary.

Specialized lexicography focuses on the design, compilation, use and evaluations of specialized dictionaries, set of linguistics and factual element of one or more specialist subject field, such a dictionary is usually called a specialized dictionary.

In addition to that **Lexicography** is divided into two separate but equally important groups: **Practical Lexicography** and **Theoretical lexicography**.

The first term means: the art or craft of compiling, writing and editing dictionaries. The second term means: the scholarly discipline of analyzing and describing the semantics, syntagmatic and paradigmatic relationships within the lexicon or vocabulary of a language. (Thornbury, 2007)

## **3. The importance of vocabulary**

Vocabulary is a very important aspect of our lives, and without knowing lexis, it would be impossible to communicate or to express our needs without those words that we should know them. (Taylor, 1999) states that “the act of naming objects is essential for the process of constructing the reality. (p.1)

So, this means that the person who does not know names of those things, like objects, events,...etc and all the elements that we need in our life will find it hard to express his feelings , emotions, needs,...etc without them ,and he will not be able to communicate in touch with people and community .

#### **4. Learner's vocabulary mistakes**

In the range of teaching there are many several mistakes that learners do with words. And the most common one is spelling errors or a suffix error for example (people less).

According Thornbury (2007) errors are categorized into two major types: **Form-related** and **meaning related**.(p.29)

The first one which is “form-related errors include mis-selections, misformations, and spelling and pronunciation errors. A mis-selection is when an existing word form is selected that is similar in sound or spelling to the correct form...misformations often result from misapplying word formation rules, for example he persuaded me to have a noice operation (for nose)...”.(Thornbury, 2007.p.29) All those types are frequent in the learner's mistakes.

The second one is meaning-related which founded in the some book this type happened when” words that have similar or related meaning are confused and the wrong choice is made.(Ibid)

#### **5. Passive and Active Vocabulary**

Passive vocabulary is the set of words that learners understand but have not used them yet. In the contrary, active vocabulary is the set of words that learners understand and use

in speaking or writing. The active and passive vocabulary of a learner changes constantly : they start using words , try new meaning , forget words, abandon words that have no use , revise words...etc

Read (2000) noticed that the distinction between productive and receptive vocabulary for teaching purposes. For instance, learners who have English as their L1 or L2 are likely to recognize and understand more words than they actually are used to. However, the words that they do not use are items by which their passive vocabulary exceeds their active vocabulary.

In the website (Strictly English TOEFL TUTORS on JUNE 7, 2013):

“the words that you recognize in context when you read or hear them are passive vocabulary .you understand that these words mean , and you can follow what’s being written or said .whether you’ve seen and heard these words a few times.The words in your passive vocabulary are familiar when other people use them,but you yourself don’t use them. The words that a person uses in his speaking and writing are called active vocabulary, they can not only be understood, but they can also call up from memory and used accurately. Most people have a larger passive vocabulary than active vocabulary ones .So, the main goal of learning a new language is to convert as many possible words from passive into active”.

## **6.Steps of learning vocabulary**

According to many researchers teachers must select the vocabulary which Consider as a fundamental one for teaching, and also how those words should be sequenced and how

they will be presented in the classroom. (Coady. And Huckin.1997:239)

### **6.1.Selection:**

Many researchers gather the most useful words that learners can acquire.In addition to that, the importance of words that are used in spoken language is a necessary factor to help student in reading skill.

Frequency words are not the only factor that the researchers focused on it , there is another principal factors, that also help students in their learning such as definition and substitution of words.

(In Coady .J, Huckin.T.1997:239) “the most appropriate learning strategy here is ‘selection attention’ .i.e. the teacher should draw the learners ‘attention’ to the target word and he should ensure that he notices it , the teacher can do this through underlining , bold-facing and circling”.

### **6.2.Sequencing**

There are two main sequences on which teaching vocabulary is based. The first one is levels of vocabulary; the second one is grouping and ordering of words.

The table below is adopted from nation (1990) shows the division of level of vocabulary.

#### **1. Table one : Levels of acquiring vocabulary (Ibid)**



Levels	Number of words	Text coverage%
<b>High frequency words</b>	200	87
<b>Academic vocabulary</b>	800	08
<b>Technical vocabulary</b>	2000	03
<b>Low frequency words</b>	123.200	02
<b>Total</b>	128000	100

(Djafer.S, 2013:14)

There are 2000 high frequent words are used in English and in text coverage, also the academic vocabulary has 800 words and 8% in text coverage are used. Those academic words learners are obliged to learn them.

So, low frequency words are about 123.200 words and 3% on the text coverage, those low frequency words are used in social interaction.

### **6.3. Presentation**

There are many lists of vocabulary that can facilitate the task of teacher or the goal of learners to learn more and more vocabularies.

Different activities and individual learning can enhance the level of learner's vocabularies, but learners have to know how to use certain strategies in their learning. These points done due to the good planning of the teachers who is playing the role of developing effective strategies to help student development.

## **7. explicit versus implicit learning**

According to Celce-Murcia (2001) knowledge can be gained and represented either implicitly or explicitly and both contribute to language learning.

In implicit vocabulary , learning focused on the activities that contains vocabularies and this operation happened when the mind focused consciously .so the target of explicit teaching is “to lead learner’s attention” .whereas the aim of implicit focus on the form which mean “to draw learner’s attention”.

In explicit vocabulary should focus on the activities that have more lexis. Thornbury (2007) he present several key questions of particular points that help teachers in their language teaching .For example, how is our word knowledge organized ?how many words does a learner need to know ?...those points are so important in the field of teaching .

## **8. Classroom sources of words**

There are many different sources that can improve level’s student in the range of learning some of those sources are: lists, course books, teacher, and vocabulary books

### **8.1. Lists**

Vocabulary selection, as defined by Yorkton (1922)is “the process of choosing a small list of appropriate words or items from all possibilities”. However, the selection must be with the level of the learners. (p.189)

Thornbury (2007) also discussed this points he said that “having each words on an

individual card means the sequence can be varied, as a precaution against what is called the serial effect. This occurs when one word on a list triggers recall of the next word, and so on. This is not of use for real life vocabulary use, when words must be recalled independently of the context in which they were learned.

Here are some ways of exploiting word lists in class:

- The teacher reads words from the list in a random order. Learners show they can

Match the sound with the written form by ticking the ones they hear. They can then do this with each other in pairs.

- Learners cover the L1 translation (if they have a bilingual list); the teacher gives translation and learners tick the English equivalents.
- Both the preceding activities can be turned into a form of competition, ask learners each to write down, say, twelve words (from a list of twenty). Read out of twelve Words from the master list in random order, or read out their L1 translations. Alternatively, if the words can be illustrated, show **pictures** of the word. Learners tick off each word as it occur the first learner to have ticked all twelve of their words bingo!
- From a random list of words, ask learners to make connections between words and explain them to their classmates: the more connections the better, no matter how far-fetched...

- Ask learners to make their own list from the words that come up in the lesson and bring their lists to class for the next lesson. At the beginning of the following lesson, pair students up to test each other on their word lists.
- Learners can also make lists of words that have appeared in previous units of the course book, and test each other by, for example, asking *how do you say...in English ?or what' s the English for...?* Or they could prepare gapped sentences to be completed by words from their lists".(p.33.34)Those are techniques to enhance the degree of efficiency at learner's vocabulary.

## 8.2. Coursebooks

There are many different kinds of English as a second Language course books that are designed for students of all levels and ages.

In an article on websiteLansford(2014) said "there's a perennial debate in the ELT profession about the value- or lack thereof-of coursebooks in the classroom. The great scoot Thornbury and many other high thinkers in our field often question loudly the value of coursebooks and argue that classroom would generally be better of without them.

So, when I asked a number of working EFL teachers to complete the sentences 'Coursebooks are...' ".Many teachers answer him with positive opinions, such as: are good sources to follow ...a useful tool that can be adapted depending on your learner's needs...etc. And this tool has advantages and disadvantages teacher should avoid or he can drop on it.

Thornbury (2007) presented in his book a sample about coursebooks which can guided the teacher to achieve his goals about the lesson the table as follows:Adopted from (Hopkins A and potter J, *Look Ahead*, Longman)

Coursebooks are so important and useful if the teacher and learners try to apply the instructions well.

### **8.2.1. Advantages of coursebooks**

From different sides and point's view of some teachers and other specialists, they see Coursebooks as a treatment of lack vocabulary .One of those opinions from the internet TESL Journal (Mingchou, 2010) said that the coursebooks have:

“First,clearly indentified set of achievement objectives which include what the learners are expected to be able to do and what to expect next”. Adapted from Kayapinar(2009). Stated that, coursebooks give hints to what should learners learn from the new lesson and teacher must achieve his objectives from the new lesson with effective ways that help students to get full understand.

“Second ,when the teachers are teaching each unit in the coursebooks, there is a consistency in a topic and genres in the four skills area (listening, speaking , reading, and writing )”.(Ibid)

So, students will take the benefits from each unit ,and they will enhance the level of their listening ,speaking ,reading ,and writing through how teachers give lesson from the coursebooks.

## 8.2.2. Disadvantages

There are several problems and issues appear in each lesson such as repetitive activities, and exercises, uninteresting topics...etc in the coursebooks issues that teacher face it with his/her students ,and textbooks is only as good as the teacher who uses it ,and it's important to remember that a textbook is just one tool ,perhaps as a very important tool, sometimes teachers consider the text books as the only source of teaching ,they don not want to use other aids to develop and change to the better way .So, learners feed up and they will get boredfrom the some way .

In an article from teacher vision by (Frederickes,2005) he said his words in a table below:

Weakness	Student difficulty
<b>The text book is designed as a the sole source of information</b>	Students only see one perception an a concept or issue.
<b>Text book is old or out dated</b>	Information shared with students is not current or relevant.
<b>Text book questions tend to be low level or fact –based.</b>	Student assumes and learning is simply a collection of facts and figures.
<b>Text book does not take student's background knowledge into account.</b>	A teacher does not tailor lessons to the specific attributes and interest of students.
<b>Reading level of the text book is too difficult.</b>	Students cannot read or understand important concepts.
<b>And a text book has all the answer to all</b>	Students tend to see learning as an

**the question.**

accumulation of correct answers.

### **Table2: the weakness and student difficulty**

And there are many and many other issues in text books but those are the important ones.

The same author in the same table and article give solution to each weakness and difficulty that faces student in each situation (Ibid):

#### **Ways of overcoming problems of each weakness (in order)**

**1. Provid student with lots of information sources such as trade books, CD-ROMs, Websites, Encyclopedias, ...etc.**

**2. Use text book sparingly or supplement with other materials.**

**3. Ask higher-level question and provide creative thinking and problems solving activities.**

**4. Discover what students know about a topic prior to teaching .Design the lesson based on that knowledge.**

**5. Use lots of supplemental materials such as library books, Internet, CD-ROMs...etc.**

**6. Involve students in problem –solving activities, higher –level thinking question, and extending activities.**

### **Table3: Ways of overcoming problems of each weakness**

Those are suggestion from the author from his experiences in teaching.

### 8.3. The teachers

The teachers must be highly productive and undervalued source of words, and good teacher have a good way to interact with his/her learners and good way to listen to them very carefully and with patience.

Thornbury (2007) said that “Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes, such as:

Let’s see...

Now then...

Whose turn is it?

Is that clear?

What we’re going to do now is...

Have you finished yet?”(p.48).This is the role of teacher as a source of words involuntarily they will pick some words from teacher’s language. The teacher’s interpersonal language it takes as a source of new items from the conversational step of the lesson, and Thornbury give examples about this idea as follows:

“Did you have a nice weekend?

Oh really?

That’s amazing!



Could you close the window?

Nice tie.

Whoops!

Never mind.

Etc. It is worth drawing learner's attention to this language from time to time".(Ibid)

Another idea that teacher's interaction that help student get more vocabulary, when teacher tell stories or anecdote with his/her' language and his/her own way to telling .this enhance learners to listen with high morale and motivation to listen, and to take more words from it .

#### **8.4. Other students**

In any class of any levels there are students particularly are source of vocabulary , they like to use new words and difficult ones .So, they put new words that teacher can use it to new context or as words added in the classroom dictionary . According to Thornbury (2007) "Learners often pay more attention to what other learners say than they do to either the coursebooks or their teacher. The researcher Assia Slimani who studied secondary school classrooms in Algeria found that, on the whole, the students remembered many more of the words of the words related to the topics that other students had risen in the lesson, than words coming from any other source".(p.49)

In addition to that, teacher can build strong competition between those learners by using a competition for example :

- Teacher organize the class into groups and each fluent student put him in a group with other student , and he/she gives them topics ,such as cooking, sports, travel... And with limited time,and, when they have finished let them discussing their topics .
- Give different topics, for example music and tell the fluent student to discuss it with his/her own language and let the other students listen to their classmate and take notes or word that is difficult to understand with their level to find a definition to those difficult vocabulary , this way to make brainstorming activity happened .

To sum up, if we have such student we should keep them in a high level of motivation to make the all the class motivated.

## **Conclusion**

the aim of teaching vocabulary is not just to teach words and students take those words to put them in classroom dictionary , the aim behind learning vocabulary is to know how to speak ,to read, to listen, to write, those are the elements that learns should take from the field of learning and teaching vocabulary .



## **Introduction**

In teaching context, it is teacher duty to be able to motivate and involve student's skills proficiency in a foreign language, in fact success is shown through the teachers ability to motivate and enhance the level of vocabulary in his/her students competency. One of the several ways to teach words effectively is teaching vocabulary by using pictures as a tool to make good learner with more vocabulary.

In this chapter, we will discuss certain elements that help teachers improving their abilities in teaching words through using pictures as an effective strategy such as, definition of pictures, their types, and pictures as a teaching strategy, teaching vocabulary through pictures.

At the end, teacher will be aware about the benefits of this strategy in the feedback of the learner in the range of teaching vocabulary; will be mentioned as the last point. The advantages of using pictures as a strategy of teaching vocabulary that teacher should practice it in the classroom.

## **2. Definition of pictures**

Pictures as a word in dictionary has different definitions, but in the field of learning many researchers define pictures as a useful strategy that create good comprehension and absorption about the meaning and use of words, as Tang Li Shing (1981: 11) said in his article "the pictures had an irascible appeal for the children, they create suspense and surprises as well as interest, all of which are indispensable in teaching, and learning a foreign language."

However, children interest with new thing that interact with it like when they see pictures they surprised and motivated with it.

According to Collin (2009) pictures based on essential English dictionary is lines and shapes that are draws, painted on a surface that shows a person, thing or scene. While pictures according Karim and Fatimi (1986: 31)” are the visual aids, which can give information more clearly than thing which are expressed by words”, Moreover pictures are kinds of tools to give the reality for the objects that learners learn and it’s a way to simplify the task of learning a foreign language.

Teacher always search about various aids that give the benefits and solve any difficult situation, pictures seems as a one of those aids that teachers needs as Hill (1990:1) pointed that “images of reality into the unnatural world of the language classroom.” So, teacher brings pictures as a fun element to change the atmosphere in class, not just an element of reality that gives more facts not only a factor of surprising student to gain new ideas.

When teacher face difficulties while along discussion, and to illustrate something, he/she should explain with visual arguments as pictures related to the topic that is the way how to solve such problem as Hill (1990) pointed out that pictures used as “stimulus for writing and discussion as an illustration for something being read or talked about, as background to a topic and so on”. Also, images give a clear idea about the background of a topic that teacher will discuss with their pupils. (p.2)

There are many and many reasons for using pictures in language teaching. As Wright (1990) pointed out “pictures are motivating and draw learner’s attention”, learners will pay attention to what teacher explain or discuss through images that help teacher to explain more clearly. (p.2)

Pictures also used as a suitable way for any group of learners independently on age or level, it can be used in various ways and teacher supposed to prepare good and suitable

images from imagination about the discussed topic as Hill (1992) said “what is done is limited, only by the preparation time available, the visuals to hand and the imagination of the individual teacher.” Good preparation gives good comprehension. (p.2)

### 3. Type of pictures

There are several kinds of pictures that we can see in the different sides of teaching vocabulary.

Mackey (1971) he lists some types of pictures as follows:

- a. **Thematic pictures:** this kind of pictures used as a way to illustrate a topic or a text.
- b. **Mnemonic pictures:** Mnemonic pictures are those designed to remind the learner of certain words or sentences.
- c. **Semantics pictures:** this type used as a way to get a specific meaning across and to get a full understand about which are supposed to explained word.

Finochioro and Bonomo (1973) they see picture in three ways:

- a. **Pictures of individual objects,** there are single pictures of objects or persons, such as pictures vary in size can be seen.
- b. A series of pictures (six to ten) on the chart as a number of related composite pictures linked to form a series or sequence. (Cited in Khoridi .2009: 15)

So, pictures are the most appropriate way to communicate with teacher-students classroom interaction in the use of teaching vocabulary.

### 4. Pictures in teaching vocabulary

Teachers have always used pictures to facilitate the task of learning .pictures can be in several forms and types such as Flashcards, Drawing, Wall-pictures and posters, semantics

maps...etc. and there are different definition to each type we will take the most appropriate one .

## **4.1. Pictures flashcards**

Hill (1990) defines flashcards as “Smallish cards which we can hold up for our student to see” and he classified pictures in three categories related to their size.

- “Large (20x30 cm): useful for whole-class
- Medium(10x15cm): useful for group-work
- Small (5x5cm): useful for games and other group-work activities.”(p.5)

Hill (2009:17) decided to classified flashcards in to two groups he said “the first group covers big flashcards about (15x20cm) on larger, typically used by the teacher for whole-class such as presenting new languages controlled. Practice or as prompts for speaking activities” .This type given for whole –class as a way to present exercises through it.

The second type according to Hill division (2009:17) he stated out that “the second group then covers “small pictures flashcards” smaller then about (15x20cm), usually used by students for working individually or for games and activities in pairs or groups”.So, those are types of flashcards that are used in classroom activities.

Flashcards have types too, big pictures flashcards, word flashcards, small pictures flashcards.

### **4.1.1. Big pictures flashcards**

This tool is very helpful in presenting of new items, since it gives new way and draw learner’s attention in to good level, and also it makes activities and lessons more enjoyable to learn .and that is exactly what any teacher do when he/she want to enhance and success about teaching

in effective strategy the foreign language, and to raise the interest of their students. In the same way Flashcards as any other forms of pictures enable students to get clear ideas, and to pick the exact meaning of any words with real-world images.

Bachelor's thesis (2009:19) he pointed out that "Wright and Haleem (1996) presented a several activities that might be modified for this purpose, such as 'Flashing pictures', where the teacher just flashes the words quickly and students guess or describe what they saw"(cited in Bachelor's thesis.2009:19) this way is so helpful to concentrate and learn how to describe things that are already seen before in the way how to speak and discuss.

#### **4.1.2. Word Flashcards**

Word Flashcards are perhaps in the same importance of the big Flashcards but they are not actually pictures, also they can be used in a similar way as pictures Flashcards, they will enrich the lesson with more clear explanation and we can link with the two tools as Wright (1990:59) pointed out word "word Flashcards are most typically used in teaching reading and writing".

#### **4.1.3. Small pictures Flashcards**

In different forms of using this kind of tool we find this means applying in a specific range with communicative activities in pairs or small groups of students, that's a great way to develop vocabulary. However, this tool has types which are one side cards, both sides cards, and sets of pairs or sets of cards connected such as in their meaning.

This way of use vocabulary this is a small picture card offer for both teacher abilities to apply a several number of activities and different exercises such as matching activities.



Another application of this cards is when teacher ask their learner to answer a question such as looking at this pictures and guessing the meaning of it and write the answer in the other side .this is an effective way to build strong background of how using words.

## **4.2. Drawing**

Drawing is a suitable kind of images that simplifies the task of learning vocabulary with the newest methods. Drawing can possibly substitute other forms of pictures .In addition to that some teachers they are not proficient in drawing images but they found a way to pass the information through this tool.

Wright (1990:203) pointed out that drawing “provide an immediately available source of pictorial material for the activities, students and teachers drawings also have a special quality, which lies in their immediacy and their individuality.” And this method of drawing can be divided in two categories, drawing in the board and drawing as an activity of students.

### **4.2.1. Drawing in the board**

The board is the most effective piece of teaching any language whether it is with traditional chalk-dust or the white board, and this means provide a motivation for the whole-class.

Wright and Haleem (1996:5) pointed out that “texts and pictures can grow in front of the class”. This factor gives the teacher’s option how to present or explain any information about words in meaningful way.

They also suggested an inspiring idea by mixing the use of drawing on the board linked it with flashcards as a combination between them. Bachelor’s example simplified this idea with an example (2009:21) “teacher draw’s a scene and supplements it with individual pictures of people, animals or things, the authors presented this technique for teaching structure”.

This is a wonderful way for presenting and practicing vocabulary with easy and cheap way that teacher use to gain more time and learner's attention to difficult word.

#### **4.2.2. Drawing as an activity**

Students generally love drawing, and there are many activities that are popular and different especially for the young and beginner learners. Pupils relax with this method sometimes and teacher can did it to calm and organize the atmosphere of the classroom, in another hand teacher can did this activity to give some fun to the lesson and make it meaningful with more enjoyable ideas .Scott and Yeterberg (1993:24) said about this strategy that's "is particularly useful for actions, since drawing people doing thing things is quite difficult for most of us".

Drawing as a student's activity has many purposes, learners can express themselves through the scene, of drawing, and even before teacher gives the full meaning of any words learner's have in their mind meaning of some words before the explanation of their teacher.Allen (1983: 28) support this idea she pointed out that "when someone has drawn a pictures of a scene, he knows the meaning of English words that the teacher will use while talking about parts of his/her scene. The meaning is in his mind before he is given the English words".

In addition to that, one of the many results to do this activity is to make pupils more confidence and strong when they draw by themselves when student's activity drawing happened they express themselves in their activity of drawing. Wright (1990:203) sated out that "Drawing is suitable as illustration for personal expressions." And even if they feel no motivated this tool will be as a way to enhance the student's morality.

#### **4.2.1. Wall-pictures, Posters and Complied pictures**

One of the other valuable visual materials is wall-pictures that are used in classroom language. Teacher use this way to give more explanation about new vocabularies specially the foreign language and for to acquire a lots of words. This kind of source of knowledge can take as a good way to present new language and practice it in several activities.

Wright and Haleem (1996: 45-48) given a special characteristics of this source as way to illustrate some scene in a complex pictures, that containing a lots of details and objects. And they are big enough to be in different ways, and teacher can repeat this scene in different position to illustrate the idea. These sources of scene are suitable to present new items and teacher should put those images in the context of lessons.

“Many words and various structures might be demonstrated by these complex pictures and subsequently many opportunities for controlled practice are given. They listed several types of activities and games, such as “Hide and seek” or “true/false game” and so on”.

Bachelor (2009, 23)

There is another result from using this source of element which is the spirit of the competition that pupils will have in wherever teacher used. This tool and the benefits too of wall-pictures is to give the chance to the student to speak and discuss many objects related to the lesson, either the remembering element is so good for the impact of pupils from the enjoyable and benefits side.

A compiled picture comes in various ways especially in form of worksheets. Pupils' benefits from this source as activities to enhance the level of their written task in individual work and in speaking activities in pair work. These occur in the way of handouts but in the

form of pictures and text, which are used in both individual or pair work. So, there is an effective activity that can apply in this type of pictures as the idea of Bachelor (2009: 23) he gives an activity in this type as follows:

- Teacher gives each picture with different missing details which can lead to information –gap type for pair work.
- Or each single picture might be described or used for an objects-naming activity.

At the end in order to reach the goal of teaching vocabulary in effective way with good result and feedback, teacher should give such activities with compiled pictures and to give them opportunities to speak and express their ideas for to enhance their level of oral communication too.

### **4.2.3. Semantics maps**

Semantics maps, are called also word diagrams, this tool is used as a visual and they are much related to pictures and they are so beneficial for to gain more lexis through it. As Gairns and Redman (1992) pointed out that by using semantic maps, learners will store much lexis that already learned. “Semantics maps are extremely valuable, and can provide a useful framework for the learners to understand and semantics boundaries”. (p.31)

Semantics maps are useful to reinforce their mental lexicon by establishing strong memory of meaning vocabulary and wherever they need words learners called them. Also, semantics map can use these maps in organized activities to illustrate some difficult words with full presentation of vocabularies in a particular topic. Learners can take this technique as a way to use it in brainstorming exercises. McCarthy (1992: 97) gives lists of other uses of semantics maps such as:

- Gap-filling activities.
- Speaking activities for group-work.
- As reference device.
- Recording device in the vocabulary notebook.

And those techniques are very beneficial they reach the aim of remembering vaster when learner needs to call them.

To sum up, there are various types used in learning and teaching vocabulary they help them to practice and organize their vocabulary in beneficial way of learning and the teacher can benefit from this type of teaching tools to motivate, illustrate and help students to remember words better in an enjoyable way to change the atmosphere and routine of the other teaching methods.

## **5. Ways of using pictures as a teaching strategy**

Good teacher is the one who cares about the feedback of his/her students Whether the way is to use graphics, drawing or taken pictures from other sources as the books, the internet...etc. The aim behind this is to facilitate the lessons and gain good level in vocabulary learning.

And this pictures can be used in several ways, as Harmer (2006) pointed out Examples had shown the effective ways of using pictures such as, Drills, Communication games, Understanding, ornamentation, prediction, discussion.

### **5.1. Drills**

This way can teacher use it to make a full understanding of the topic especially with

students who have a lower-level in learning vocabulary. Teacher put them in pairs or groups to get good result from the activities that done in the classroom. Harmer (2006: 135) give a sample of using pictures as drills he pointed out that “Sometimes teachers put students in pairs or groups and give them some cue cards so that when a student’s pick up the top cue cards in a pile he or she has to say a sentence that the card suggest that’s one of the uses pictures as drills”.

## **5.2. Communication games**

There are many several communication activities that teacher use in this type of pictures as a way to enhance describing scenes. Harmer (2006:135) gives a sample that supports this idea and gives more explanation about such way of activities “we can divide a class into four groups (A, B, C, and D) and give each group different pictures that shows a separate stage in a story. New groups members have each-one from group A , one from group B, one from group C, and one from D, by sharing the information they saw in their pictures, they have to work out what the story the pictures together are telling”.

This is very useful techniques to do in classroom activities. And there is another way that teacher can do to make a creative student with good style of writing by giving them activity telling them to draw pictures that can tell the whole class a story with small conversation

## **5.3. Understanding**

One of the suitable uses of pictures is to present and check the meaning and one learner face a difficult or strange words, it is easy to make this difficulty disappear. In addition to that teacher can check his/her learner’s understanding by choosing any pictures of such difficulty and ask them to select which word is exactly correct, this way will help them in reading and listening task.

## **5.4. Ornamentation**

To make lesson more attractive the teacher may select pictures in a good form to understand that's why text books have such pictures to enhance the text and to give a beautiful image in the head of learners to store many new vocabulary, that technique motivate the learners to engage many students to know more.

Harmer (2006: 135) suggests idea which is as follows: "Some teachers and materials designers object to this use of pictures because they consider it gratuitous, but it should be remembered that if the picture are interesting they will appeal to it at least some members of the class strongly".

## **5.5. Prediction**

In the way of preparing students to get new lessons teachers can use pictures to give hints about the next course. Then learners can predict what they can see and what the next step of the curriculum is and guess what those predictions are. This strategy is very powerful and useful of engaging students in the next task.

## **5.6. Discussion**

Pictures can be used as a tool to give the opportunity to lead learners to speak and discuss in a form of different questions. Harmer (2006: 136) said that "pictures can stimulate questions such as: what is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Why? Why not?."

Pictures also, can be used to make pupils creative in the verbal communication, whatever the type of the pictures is, the discussion help students to create a good level in describing and

talking about different topics this idea can be applied in a form of activity students can describe some scenes in a way of story or in particular role-play activity. And ask them to answer question as if they were the characters in a famous painting.

At the end, the most important thing for pictures they should be clear understood and big enough for the whole class, and to make sure that everyone see any extra information or more explanation in pictures.

## **6. Advantages of using pictures**

Pictures are the most appropriate way to communicate within teacher –student’s classroom in learning a language because they can give a clear explanation about what teacher want to discuss or teach as what Mackey mentioned (1971: 245) “pictures could be most easily impressed upon the mind, giving the most real and lasting impressions”.

- **So,** student will be impressed with teaching through pictures because it facilitate and make vocabulary easy to learn and absorb.

Pictures help in another side student to gain more attention to the meaning of each foreign word. According to Raja .Nasr pictures help “to reduce the necessity of using translation at the same time” cited in (Ibid). In some cases when students cannot understand such word teacher translate this word to the mother tongue to make this word clear to absorb, but pictures reduce this unuseful way of teaching by showing the picture of this difficult word as a way to escape from translating to the L1 vocabulary.

In addition to that, the use of pictures has a wonderful way to make the lesson and words too enjoyable and in a fun way. Such use makes the words interesting to know as stated by Rijavec (1991: 50) “pictures can be employed to enrich the context, add consequently more



interesting, giving additional information, creating an atmosphere and stimulating the imagination”.

- **So**, using pictures make vocabulary interesting and enjoyable to learn.

In another point, using pictures reduce the long explanation of the teacher. He /she can exploit time with other thing and maintaining a strong and high level of interest as Szky (1981: 46) her opinion about using pictures as follows: “the advantages of using pictures are indisputable. They add variety providing a change of pace important in maintaining a high level of interest. To give a clear concept of what a word or structure may mean, they are much simpler and more vivid than a long explanation would be”.

- **So**, using picture maintaining a high level of interest about vocabulary and avoid using the long explanation of the difficult way and short the time with efforts.

To sum up, the use of pictures is very necessary and very important to learn vocabulary since they can facilitate and make the meaning clear and memorable, give the fun and enjoyable learning with feeling of interest to this strategy.

## **CONCLUSION**

As a conclusion of this section, almost all researchers in the field of learning agree from the real result from using pictures as a tool of teaching vocabulary especially for the young learners it is so beneficial to apply it with smart application from the good teacher.

In fact, pictures are so suitable for learning words with effective and interest strategy that

enhance the level of pupils to gain more vocabularies, one more fact that pictures increase the absorption of lessons through many activities including using of scenes. When students feel they are in good mode and with free mentality to learn with enjoyable and relax way of learning, their feedback will develop and increase.

## **Introduction**

In teaching context, it is teacher duty to be able to motivate and involve student's skills proficiency in a foreign language, in fact success is shown through the teachers ability to motivate and enhance the level of vocabulary in his/her students competency. One of the several ways to teach words effectively is teaching vocabulary by using pictures as a tool to make good learner with more vocabularies.

In this chapter, we will discuss certain elements that help teachers improving their abilities in teaching word through using pictures as an effective strategy such as, definition of pictures, types of them, pictures as a teaching strategy, teaching vocabulary through pictures, and those are the essential element that will speak about in the second chapter.

At the end, teacher will be aware about the benefits of this strategy in the feedback of the learner in the range of teaching vocabulary, we have last point which is the advantages of using pictures as a strategy of teaching vocabulary that teacher should practice it in the classroom.

## **2. Definition of pictures**

Pictures as a word in dictionary has different definitions, but in the field of learning many researchers define pictures as a useful strategy that create good comprehension and absorption about the meaning and use of words, as Tang Li Shing (1981: 11) said in his article "the pictures had an irascible appeal for the children, they create suspense and surprises as well as interest, all of which are indispensable in teaching, and learning a foreign language."

However, children interest with new thing that interact with it like when they see pictures they surprised and motivated with it.

According to Collin (2009, 590) he said that pictures based on essential English dictionary is lines and shapes that are draws, painted on a surface that shows a person, thing or scene. While pictures according to Mariana Karim and Fatimi Ahmed (1986: 31)” are the visual aids, which can give information more clearly than thing which are expressed by words”, Moreover pictures are kinds of tools to give the reality for the objects that learners learn and it’s a way to simplify the task of learning a foreign language.

Teacher always search about various aids that give the benefits and solve any difficult situation, pictures seems as a one of those aids that teachers needs as Hill (1990:1) pointed that “images of reality into the unnatural world of the language classroom.” So, teacher brings pictures as a fun element to change the atmosphere in class, not just an element of reality that gives more facts not only a factor of surprising student to gain new ideas.

When teacher face a difficulties while along discussion, and to illustrate something, he/she should explain with visual arguments as a pictures related to the topic that is the way how to solve such problem as Hill (1990:2) pointed out that pictures used as “stimulus for writing and discussion as an illustration for something being read or talked about, as background to a topic and so on”. Also, images give a clear idea about the background of a topic that teacher will discuss with their pupils.

There are many and many reasons for using pictures in language teaching. As Wright (1990:2) pointed out “pictures are motivating and draw learner’s attention”, learners will pay attention to what teacher explain or discuss through images that help teacher to explain more clearly.

Pictures also used as a suitable way for any group of learners independently on age or level, it can be used in various ways and teacher supposed to prepare good and suitable images from imagination about the discussed topic as Hill (1992:2) said “what is done is limited, only by the preparation time available, the visuals to hand and the imagination of the individual teacher.” Good preparation gives good comprehension.

### 3. Type of pictures

There are several kinds of pictures that we can see them in the different sides in teaching vocabulary.

- According to Mackey (1971: 245-246) he lists some types of pictures as follows:
  - a. **Thematic pictures:** this kind of pictures used as a way to illustrate a topic or a text.
  - b. **Mnemonic pictures:** Mnemonic pictures are those designed to remind the learner of certain words or sentences.
  - c. **Semantics pictures:** this type used as a way to get a specific meaning across and to get a full understand about which are supposed to explained word.
- According to Finochioro and Bonomo (1973: 164) they see picture in three ways:
  - a. **Pictures of individual objects,** there are single pictures of objects or persons, such as pictures vary in size can be seen.
  - b. A series of pictures (six to ten) on the chart as a number of related composite pictures linked to form a series or sequence. Cited in Khoridi (2009: 15)

So, pictures are the most appropriate way to communicate with teacher-students classroom interaction in the use of teaching vocabulary.

## **4. Pictures in teaching vocabulary**

Teachers have always used pictures to facilitate the task of learning .pictures can be in several forms and types such as Flashcards, Drawing, Wall-pictures and posters, semantics maps...etc. and there are different definition to each type we will take the most appropriate one .

### **4.1. Pictures flashcards**

According to Harmer (2006:134) he defines flashcards as “Smallish cards which we can hold up for our student to see” and Hill (1990) classified pictures in three categories related to their size.

- “Large (20x30 cm): useful for whole-class
- Medium(10x15cm): useful for group-work
- Small (5x5cm): useful for games and other group-work activities.”Hill(1990:5)

Hill tries to give classification and in Bachelor’s thesis (2009:17) he decided to classified flashcards according to deviation of Hill’s in to two groups he said “the first group covers big flashcards about (15x20cm) on larger , typically used by the teacher for whole-class such as presenting new languages controlled. Practice or as prompts for speaking activities” .This type given for whole –class as a way to present exercises through it.

The second type according to Hill division from Bachelor’s classification (2009:17) he stated out that “the second group then covers “small pictures flashcards” smaller then about

(15x20cm) , usually used by students for working individually or for games and activities in pairs or groups”.So, those are types of flashcards that used in classroom activities.

Flashcards have types too, big pictures flashcards, word flashcards, small pictures flashcards.

#### **4.1.1. Big pictures flashcards**

This tool is very helpful in presenting of new items, since it gives new way and draw learner’s attention in to good level, and also it makes activities and lessons more enjoyable to learn .and that is exactly what any teacher do when he/she want to enhance and success about teaching in effective strategy the foreign language, and to raise the interest of their students. In the same way Flashcards as any other forms of pictures enable students to get clear ideas, and to pick the exact meaning of any words with real-world images.

Bachelor’s thesis (2009:19) he pointed out that “Wright and Haleem (1996) presented a several activities that might be modified for this purpose, such as ‘Flashing pictures’, where the teacher just flashes the words quickly and students guess or describe what they saw” this ways is so helpful to concentrate and learn how to describe things that already seen before in the way how to speak and discuss.

#### **4.1.2. Word Flashcards**

Word Flashcards are perhaps in the same importance of the big Flashcards but they are not actually pictures, also they can be used in a similar way as pictures Flashcards, they will

enrich the lesson with more clear explanation and we can link with the two tools as Wright (1990:59) pointed out word“word Flashcards are most typically used in teaching reading and writing”.

### **4.1.3. Small pictures Flashcards**

In different forms of using this kind of tool we find this means applying in a specific range with communicative activities in pairs or small groups of students, that’s a great way to develop vocabulary. However, this tool has types which are one side cards, both sides cards, and sets of pairs or sets of cards connected such as in their meaning.

This way of use vocabulary this is a small picture card offer for both teacher abilities to apply a several number of activities and different exercises such as matching activities.

Another application of this cards is when teacher ask their learner to answer a question such as looking at this pictures and guessing the meaning of it and write the answer in the other side .this is an effective way to build strong background of how using words.

## **4.2. Drawing**

Drawing is a suitable kind of images that simplifying the task of learning vocabulary with the newest methods. Drawing can possibly substitute other forms of pictures .In addition to that some teachers they are not proficient in drawing images but they found a way to pass the information through this tool.

Wright (1990:203) pointed out that drawing “provide an immediately available source of pictorial material for the activities, students and teachers drawings also have a special quality,



which lies in their immediacy and their individuality.” And this method of drawing can be divided into two categories, drawing in the board and drawing as an activity of students.

#### **4.2.1. Drawing in the board**

The board is the most effective piece of teaching any language whether it is with traditional chalk-dust or the white board, and this means provide a motivation for the whole-class grouping. Wright and Haleem (1996:5) pointed out that “texts and pictures can grow in front of the class”. This factor gives the teacher’s option how to present or explain any information about words in a meaningful way.

Wright and Haleem (1996) suggested an inspiring idea by mixing the using of drawing on the board linked it with flashcards as a combination between them. Bachelor’s example simplified this idea with an example (2009:21) “teacher draw’s a scene and supplements it with individual pictures of people, animals or things, the authors presented this technique for teaching structure”.

This is a wonderful tool for presenting and practicing vocabulary with an easy and simple way that teachers use to gain more time and learner’s attention to difficult words. Maybe the other tool does not realize the goal of understanding many words.

#### **4.2.2. Drawing as a Student’s activity**

Students generally love drawing, and there are many activities that are popular and different especially for the young and beginner learners. Pupils relax with this method

sometimes and teacher can do it to calming and organize the atmosphere of the classroom, in another hand teacher can did this activity to give some fun to the lesson and made it meaningful with more enjoyable ideas .Scott and Yeterberg (1993:24) said about this strategy That's "is particularly useful for actions, since drawing people doing thing things is quite difficult for most of us".

Drawing as a student's activity has many purposes, learners can express themselves through the scene, of drawing, and even before teacher gives the full meaning of any words learner's have in their mind meaning of some words before the explanation of their teacher.

Allen (1983: 28) support this idea she pointed out that "when someone has drawn a pictures of a scene, he knows the meaning of English words that the teacher will use while talking about parts of his/her scene. The meaning is in his mind before he is given the English words".

In addition to that, one of the many results to do this activity is to make pupils more confidence and strong when they draw by themselves when student's activity drawing happened they express themselves in their activity of drawing. Wright (1990:203) sated out that "Drawing is suitable as illustration for personal expressions." And even if they feel no motivated this tool will be as a way to enhance the student's morality.

#### **4.2.1. Wall-pictures and Posters, Complied pictures**

One of the other valuable visual materials is wall-pictures that used in classroom

language .Teacher use this way to give more comprehend explanation about new vocabularies

specially the foreign language and for to acquire a lots of words. This kind of source of knowledge can take as a good way to present new language and practice it in several activities.

Wright and Haleem (1996: 45) given a special characteristics of this source as a way to illustrate some scene of complex pictures that containing a lots of details and objects and they are big enough to be in different ways and can repeat this scene in several position to illustrate the idea. This source of scene is one of the suitable to present new items and teacher put those images in to the context that will discuss.

Wright and Haleem (1996: 45-48) given a special characteristics of this source as way to illustrate some scene in a complex pictures, that containing a lots of details and objects. And they are big enough to be in different ways, and teacher can repeat this scene in different position to illustrate the idea. These sources of scene are suitable to present new items and teacher should put those images in the context of lessons.

“Many words and various structures might be demonstrated by these complex pictures and subsequently many opportunities for controlled practice are given. They listed several types of activities and games, such as “Hide and seek” or “true/false game” and so on”.

Bachelor (2009, 23)

There is another result from using this source of element which is the spirit of the competition that pupils will have in wherever teacher used. This tool and the benefits too of wall-pictures is to give the chance to the student to speak and discuss many objects related to

the lesson, either the remembering element is so good for the impact of pupils from the enjoyable and benefits side.

A compiled picture comes in various ways especially in form of worksheets. Pupils' benefits from this source as activities to enhance the level of their written task in individual work and in speaking activities in pair work. These occur in the way of handouts but in the form of pictures and text, which are used in both individual or pair work. So, there is an effective activity that can apply in this type of pictures as the idea of Bachelor (2009: 23) he gives an activity in this type as follows:

- Teacher gives each picture with different missing details which can lead to information –gap type for pair work.
- Or each single picture might be described or used for an objects-naming activity.

At the end in order to reach the goal of teaching vocabulary in effective way with good result and feedback, teacher should give such activities with compiled pictures and to give them opportunities to speak and express their ideas for to enhance their level of oral communication too.

### **4.2.3. Semantics maps**

Semantics maps, it is called word diagrams, this tool used as a visual and they are much related to pictures and they are so beneficial for to gain more lexis through it. As Gairns and Redman (1992: 31) pointed out that by using semantic maps, learners will store much lexis

that already learned. “Semantics maps are extremely valuable, and can provide a useful framework for the learners to understand and semantics boundaries”.

Semantics maps are useful to reinforce their mental lexicon by establish strong memory of meaning vocabulary and wherever they need words learners called them. Also, semantics map can use these maps in organized activities to illustrate some difficult words with full presentation of vocabularies in a particular topic. Learners can take this technique as a way to use it in brainstorming exercises. McCarthy (1992: 97) gives lists of other uses of semantics maps such as:

- Gap-filling activities.
- Speaking activities for group-work.
- As reference device.
- Recording device in the vocabulary notebook.

And those techniques are very beneficial they reach the aim of remembering vaster when learner needs to call them.

To sum up, there are various type used in learning and teaching vocabulary they help them to practice and organize their vocabulary in beneficial way of learning and teacher can benefit from this type of teaching tools to motivate, illustrate and helping students to remembering words better and in enjoyable way to change the atmosphere and routine of the other teaching methods.

## **5. Ways of using pictures as a teaching strategy**

Good teacher always who is the one who cares about the feedback of his/her students

Whether the way is to use graphics, drawing or taken pictures from other sources as the books, the internet...etc. The aim behind this, is to facilitate the lessons and gain good level in vocabulary learning.

And this pictures can used in several ways, as Harmer (2006:134-136) pointed out

Examples had shown the effective ways of using pictures such as, Drills, Communication games, Understanding, ornamentation, prediction, discussion.

### **5.1. Drills**

This way can teacher use it to make a full understanding of the topic especially with students those who have a lower-level in learning vocabularies. Teacher put them in pairs or groups to get good result from the activities that done in the classroom. Harmer (2006: 135) give a sample of using pictures as drills he pointed out that “Sometimes teachers put students in pairs or groups and give them some cue cards so that when a student’s pick up the top cue cards in a pile he or she has to stay a sentence that the card suggest that’s one of the uses pictures as drills”.

### **5.2. Communication games**

There are many several communication activities that teacher use in this type of pictures as a way to enhance describing scenes. Harmer (2006:135) gives a sample that supports this

idea and gives more explanation about such way of activities “we can divide a class into four groups (A, B, C, and D) and give each group different pictures that shows a separate stage in a story. New groups members have each-one from group A , one from group B, one from group C, and one from D, by sharing the information they saw in their pictures, they have to work out what the story the pictures together are telling”.

This is very useful techniques to do in classroom activities. And there is another way that teacher can do to make a creative student with good style of writing through given them activity telling them to draw pictures that can tell the whole class a story with small conversation

### **5.3. Understanding**

One of the suitable uses of scene is to presenting and checking of meaning and one learner face a difficult or strange words, it is easy to make this difficulty disappear. In addition to that teacher can check his/her learner’s understanding by choosing any pictures of such difficulty and ask them to select which word is exactly correct, this way will help them in reading and listening task.

### **5.4. Ornamentation**

To make lesson more attractive there is a various kind to applying this idea one of this ideas, is to select pictures in a good form to understand that’s why text books have such pictures to enhance the text and to give a beautiful image in the head of learners to store many new vocabulary, that technique motivate the learners to engage many students to know more.

Harmer (2006: 135) suggests idea which is as follows: “Some teachers and materials designers object to this use of pictures because they consider it gratuitous, But it should be remembered that if the picture are interesting they will appeal to it at least some members of the class strongly”.

### **5.5. Prediction**

In the way of preparing students to getting new lessons teachers can use pictures to give hints about the next course. Than learners can predict what they can see and what the next step of the curriculum is and guess what those predictions are. This strategy is very powerful and useful of engaging students in the next task.

### **5.6. Discussion**

Pictures can apply as a tool to give the opportunity to lead learner to speak and discuss in a form of different questions. Harmer (2006: 136) said that “pictures can stimulate questions such as: *what is it showing? How does it make you feel? What was the artist’s/photographer’s purpose in designing It in that way? Why? Why not?.*”

Pictures also, can used to make pupils creative in the verbal communication, wherever the types pictures is, the discussion help student to create a good level in describing and talking about different topics this idea can applied in a form of activity students can describe some scenes in a way of story or in particular role-play activity. And ask them to answer question as if they were the characters in a famous painting.



At the end, the most important thing for pictures they should be clear understood and big enough for the whole class, and to make sure that everyone see any extra information or more explanation in pictures.

## **6. Advantages of using pictures**

Pictures are the most appropriate way to communicate with teacher –student’s classroom in learning a language because they can give a clear explanation about what teacher want to discuss or learnt as what Mackey mentioned (1971: 245) “pictures could be most easily impressed upon the mind, giving the most real and lasting impressions”.

- **So**, student will be impressed with teaching through pictures because it facilitate and make vocabularies easy to learn and absorb.

Pictures help in another side student to gain more attention to the meaning of each foreign word. According to Raja .Nasr pictures help “to reduce the necessity of using translation at the same time” cited in (Ibid). In some cases when students cannot understand such word teacher translate this word to the mother tongue to make this word clear to absorb, but pictures reduce this unuseful way of teaching by showing the picture of this difficult word as a way to escape from translating to the L1 vocabulary.

In addition to that, the use of pictures has a wonderful way to make the lesson and words too enjoyable and in a fun way. This factor makes the words interests to know as stated by Rijavec (1991: 50) “pictures can be employed to enrich the context, add consequently more

interesting, giving additional information, creating an atmosphere and stimulating the imagination”.

- **So**, using pictures make vocabulary interesting and enjoyable to learn.

In another point, using pictures reduce the long explanation of the teacher. He /she can exploit time with other thing and maintaining a strong and high level of interest as Szky (1981: 46) her opinion about using pictures as follows: “the advantages of using pictures are indisputable. They add variety providing a change of pace important in maintaining a high level of interest. To give a clear concept of what a word or structure may mean, they are much simpler and more vivid than a long explanation would be”.

- **So**, using picture maintaining a high level of interest about vocabulary and avoid using the long explanation of the difficult way and short the time with efforts.

To sum up, the use of pictures is very necessary and very important to learn vocabulary since they can facilitate and make the meaning clear and memorable, give the fun and enjoyable learning with feeling of interest to this strategy.

## **CONCLUSION**

As a conclusion of this section, almost all researchers in the field of learning agree from the real result from using pictures as a tool of teaching vocabulary especially for the young learners it is so beneficial to apply it with smart application from the good teacher.

In fact, pictures are so suitable for learning words with effective and interest strategy that enhance the level of pupils to gain more vocabularies, one more fact that pictures increase the absorption of lessons through many activities including using of scenes. When students feel they are in good mode and with free mentality to learn with enjoyable and relax way of learning, their feedback will develop and increase.

## **Chapter three: Field Work**

### **Introduction**

This chapter presents the experimental study which has been conducted at Khamla Ibrahim Middle School. A detailed description of the experimental indicates its aims, population, data gathering tools and content. There is also description of both evaluations; the pre-test and the post-test.

### **1. Aims of the Experiment**

As it is pointed out in the research proposal, the aim behind this experiment is to improve the student's competency about vocabularies by using the effective strategy of teaching vocabulary which is using pictures. Since vocabulary is taught to first year pupils at Khamla Ibrahim Middle School. We have chosen two groups to be the sample population in the experimental study, the groups have been collocated randomly; one to the experimental group and the other to the control group. While first-year Middle school students have been taught different types and methods of teaching vocabulary in the whole year, the same pre-test has been used with both groups. However, the experiment group only will be taught how to gain more vocabulary with easy way to acquire and learning those words with effective way of teaching by using pictures to boost the level of acquire new vocabularies in the English course.

### **2. Population**

The sample population as mentioned above, consists of two groups of first year pupils at Khamla Ibrahim Middle School of Biskra, one group is randomly selected as the experimental

group (16 pupils) and the other one as the control group (16 pupils). They represent the whole population of first-year with three classes and each class has 32 students whose mother tongue is Arabic and they study English as a foreign language.

### **3. Teacher's Questionnaire**

Some teachers are more concerned with the implementation of using pictures as an activity or a tool to teach: especially those who teach English with more attractive and effective strategies. Various type of pictures can apply through many different ways can be useful to enhance student's vocabulary.

#### **3.1. Teacher's Sample Population**

Three questionnaires were submitted directly to all teachers (three teachers of Khamla Ibrahim middle school –Biskra) and they were all collected back after a week. They are aged between 34 and 46 years old.

#### **3.2. Description of the Teacher's Questionnaire**

The teacher's questionnaire seeks to collect data about teaching vocabulary, assessing learner's vocabulary acquisition and teacher integration of using pictures as one of the teaching materials.

The questionnaire consists of nineteen close-ended and multiple choice questions divided into three sections as follows:

##### **Section one: Q1~Q4 Teacher's Experience + Background about Teacher**

This section consists of four questions. It aimed at collecting information about the teacher's qualification and teaching experience and what levels they teach.

## **Section two: Q5~Q13 Teaching Vocabulary**

It considers with several ways that teacher use to explain and present new words. Also, teacher's evaluation of their pupil's vocabulary learning is investigated.

## **Section three: Q14~Q19 Using Pictures as a Strategy of Education**

This is the essential element of our investigation; it research whether teachers implement the pictures in teaching vocabulary in classroom and how learners motivated with this strategy, and respond to their use, the most important points is give us a general idea about this plan in teaching English vocabulary in middle school.

### **Part One**

#### **Analysis of the Teacher's Questionnaire**

##### **Section One:**

##### **A-Background Information about Teachers**

###### **Q1 Gender:**

Options	Number	Percentage
<b>Male</b>	0	0%
<b>Female</b>	3	100%
<b>Total</b>	3	100%

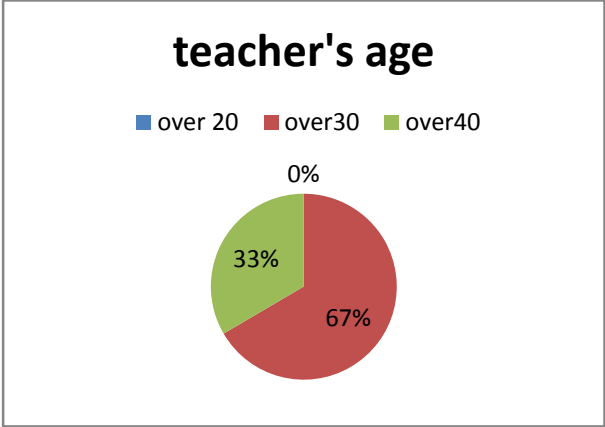
**Table 4: Teacher's background**

The researcher asked this question to know about teacher’s gender. The information derived from the table above indicates that teachers who presented in the study are females. This means that the population of the study is the same gender and they have approximately the similar manner in teaching English. This may be due to the fact that women are more interested in teaching languages than men who generally tend to specialized in other field. Furthermore, teaching is appearing to be the most suitable job for women in Algeria.

**Q2: Age**

Option	Number	Percentage
Over 20	0	0%
Over 30	2	66.66%
Over 40	1	33.33%
Total	3	100%

**Table 4: teacher’s age**



**Figure 1: teacher’s age**

The table and the design indicate that most teachers are over 30 years old; they are 2 representing 66% this means that those two teachers have experienced teaching and they pay attention to the pupils’ difficulties and mistakes. And 1 teacher is over 40 years representing

33%. Which means that she may be tired, bored, fed up from teaching and the repetition of the lessons and consequently, she may be pay little interest to give effective and new more strategies to teach vocabularies but with all of those populations we cannot neglect the long years and the enough experience she got.

## **B- The Experience in Teaching**

### **Q3: How long have you been teaching English in middle school?**

Option (years)	Number of teacher	Percentage
1~10	0	0%
10~20	2	66.33%
20~30	1	33.33%
Total	3	100%

**Table 5: teacher's experience**

The table above shows to us that 2 teachers 66% of the population of our study have more than 10 years and less than 20 years of teaching English. And the superior experience is than 10 years. So, this information implies that the majority of our populations are experienced teachers. Whereas, 1 teacher representing 33% have an experience more than 20 years up to 30 years and the longest experience is more than 22 years.

### **Q4: what levels have you been teaching during your career?**



Option (levels)	Number of teacher	Percentage
1 <sup>st</sup> +2 <sup>nd</sup>	0	0%
1 <sup>st</sup> + 2 <sup>nd</sup> + 3 <sup>rd</sup>	0	0%
1 <sup>st</sup> +2 <sup>nd</sup> +3 <sup>rd</sup> + 4 <sup>th</sup>	3	100%
Total	3	100%

**Table 6: levels that teachers have taught**

Three teachers have taught all levels (1Ms, 2Ms, 3Ms and 4Ms), which means our population is more experienced in teaching the fourth levels in middle school and concerning our case study 1<sup>st</sup> year, all teachers have taught this level but the researcher chose the teacher who cooperated with the research more and gave him enough time to do his experiment.

## Section two:

### Teaching Vocabulary

#### Q5: do you present new words in every lesson?

Option	Number of teachers	Percentage
<b>a. Yes</b>	3	100%
<b>b. No</b>	0	0%

**Table7: teachers who present new words every day.**

All the three teachers 100% state that they present daily new vocabularies. This idea gives us a result that most of teachers give a big importance to new words, and vocabulary in generally, especially to the first year pupils of middle school program.

**Q6: do the learners ask about the meaning of difficult words?**

Option	Number of teachers	Percentage
<b>always</b>	3	100%
<b>Often</b>	0	0%
<b>Sometimes</b>	0	0%
<b>Rarely</b>	0	0%

**Table 8: pupils who ask about meaning of word**

Pupils ask their teacher always about the meaning of different words that face them in different lessons this means that they are interest of new items are presenting during the course. This is a good way to create a critical thinking about knowing new things.

**Q7: the moment that you present new words, you focus more on**

Option	Number of teacher	Percentage
<b>The form</b>	0	0%
<b>The meaning</b>	1	33.33%
<b>The use</b>	2	66.66%

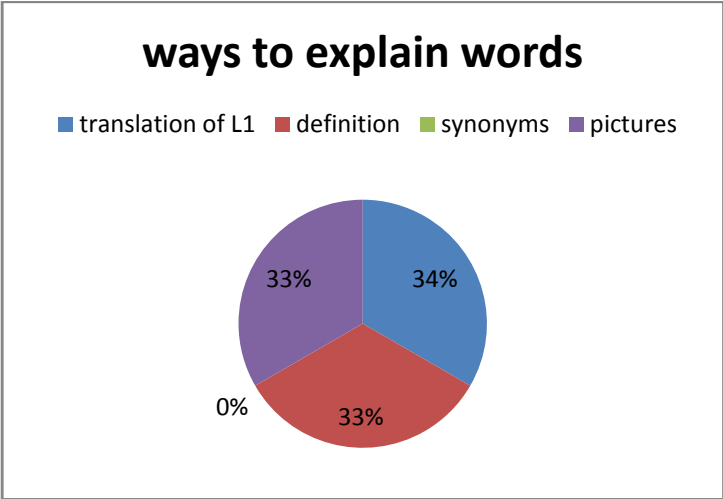
**Table 9: the teacher's interest when present new words**

One of the teacher 33.33% focus on the meaning of the words. That's means that this teacher see benefits of knowing words is to know what they mean first before the other side of the interest about different words. And two teachers 66.66% they focus more on the use of words i.e. those two teachers saw the application of words in the use of them.

**Q8: when you teach difficult words to your pupils. Do you use:**

Options	Number of teachers	Percentage
<b>Translation to L1</b>	1	33.33%
<b>Definition</b>	1	33.33%
<b>Synonyms</b>	0	0%
<b>Pictures</b>	1	33.33%

**Table 10: different ways to explain words**



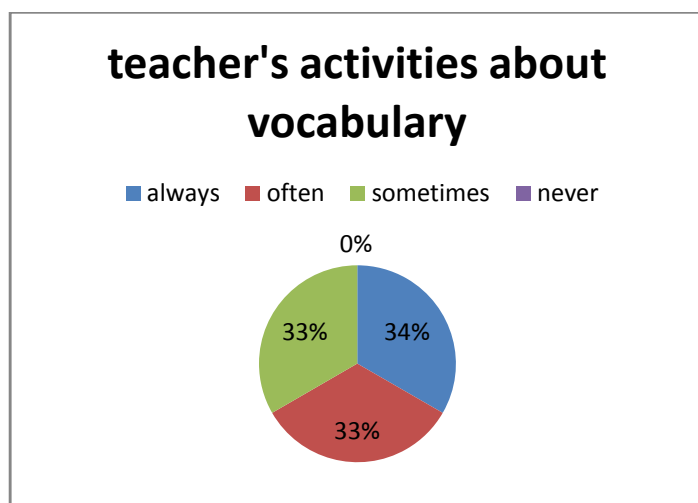
**Figure 2: different ways to explain words**

(33.33%) of teachers use translation to L1 words that are difficult to understand. Teachers try to explain those words in form of translation to the Arabic language. Also, (33.33%) of teacher used definition as a means to clarify non-understand words, the last teacher used pictures as a way to help pupils understand such difficulties.

**Q9: do you give your pupils exercises to apply them about vocabulary?**

Option	Number of teacher	Percentage
Always	1	33.33%
Often	1	33.33%
Sometimes	1	33.33%
Never	0	0%
Total	3	100%

**Table 11: teacher’s activities about vocabulary**



**Figure3: teacher’s activities about vocabulary**

From the answers of teachers we noticed that first teacher (33.33%) declares that she always do activities about vocabulary to pupils. While, the other teacher (33.33%) states that she often used activities in vocabulary with the pupils. The third teacher declares that she do sometimes practices about words. And that result show to us the importance of practicing new words since none of the teachers chooses “never” as an option.

**Q10: what kind of practices do you give to your pupils as homework about vocabulary? Please, explain.**

Teachers	Answers
1	Ask them to give 4 or 5 words and put them in several sentences.
2	Ask them to put some different words that I gave in examples.
3	Ask them to make definition of words that they are interested in.

**Table 12: answers of teachers about what they give to their pupils as activities in vocabulary**

All the teachers approximately have the same way to give pupils activities in vocabulary. They request them to apply and put different words in context. And use definition of words that they are interested in. this activities may help them to recall some words they have and put them in speaking or writing form.

**Q11: in your opinion task of “teaching new words”, what does it mean to you?**

Teachers	Answers
Teacher 1	Very helpful way to gain more words.
Teacher2	An important task that help pupils to create a good level in speaking and writing performance.
Teachers3	One of the way to improve pupils speaking and writing skills

**Table 13: Teachers opinion about the task of teaching new words.**

The general views of teachers agree that this task is an essential task in teaching English as a foreign language. And teachers (2.3) give an important to this task as a way to enhance writing and speaking skill of their pupil’s abilities.

**Q12: do you check your pupil’s vocabulary learning?**

Options	Number of teachers	Percentage
<b>Yes</b>	3	100%
<b>No</b>	0	0%
<b>Total</b>	3	100%

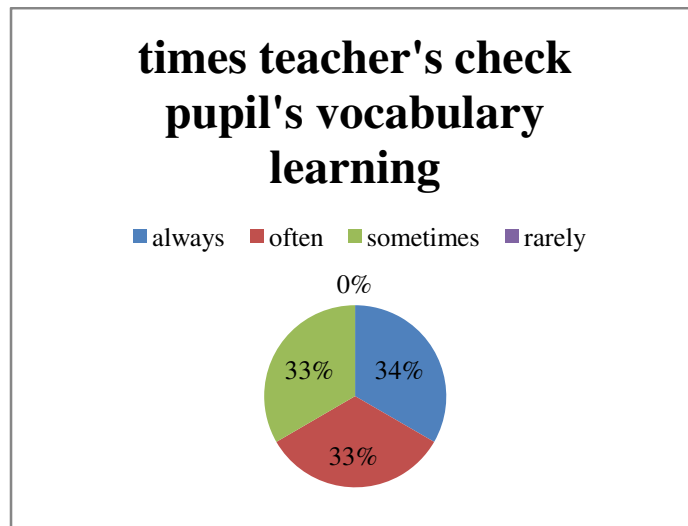
**Table 14: teachers who check pupil’s vocabulary**

All the teachers agree that check pupil’s vocabulary must be happened during the teaching task. And they give importance to this element as a good reason to help student discover new words.

**Q12: if yes, how often do you use this way?**

Option	Number of teachers	Percentage
Always	1	33.33%
Often	1	33.33%
Sometimes	1	33.33%
Rarely	0	0%

**Table14: times teachers check the pupil’s vocabulary learning**



**Figure 4: times teachers check their pupil’s vocabulary learning**

One of the teachers answer this question by the word “always”, she checks her pupils vocabulary in the angle of the importance of given daily words to the pupils in the classroom as a way to raise the level of their mastery of words. The second teacher (33.33%) she chooses to answer by often, and the last one, she say sometimes may be because of the lack of time or other consideration during the task of teaching.

**Q13: do you have other suggestions about other ways in teaching vocabulary?**

Option	Suggestions
Teacher1	No answer
Teacher2	No answer
Teacher 3	Games in the end of the lesson as a conclusion of what we have done. And sometimes some songs in the end of lesson to an easy way to learn more vocabularies

**Table 15: teacher’s suggestions about other ways to teach vocabulary**

Two teachers doesn't answer the question and the one who answered she said that games are so helpful to learn more words and some songs related the topic that pupils learn this is her strategy to the pupils who want to acquire and gain more vocabularies .

**Section three:**

**Using Pictures as a Strategy of Education**

**Q14: do you use pictures during the lesson as a way to explain difficult things?**

Option	Number of teachers	Percentage
Yes	1	33.33%
No	2	66.66%
Total	3	100%

**Table 16: teachers who use pictures in classroom**

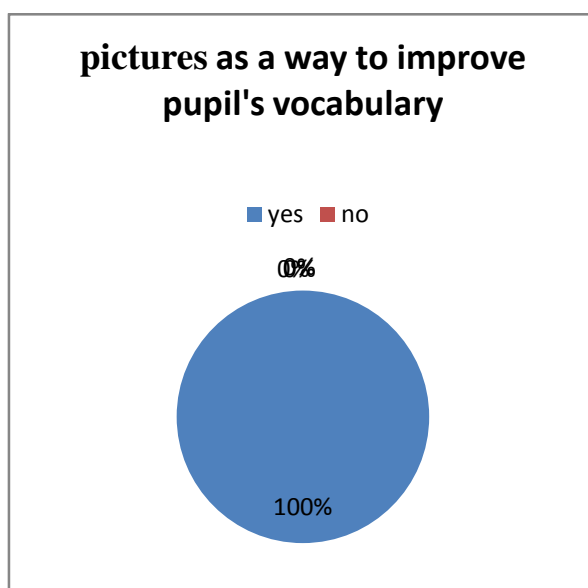
One teacher 33.33% implements pictures in classroom as a helpful way to explain some difficult words in English vocabulary. But the other two teachers 66.66% said that they didn't use pictures as a way to teach vocabulary. This means that there are many reasons to neglect this strategy.

**Q15: do you think that the use of pictures will improve pupil's vocabulary knowledge?**



Option	Number of teachers	Percentage
Yes	3	100%
No	0	0%
Total	100%	100%

**Table N17: Pictures as a way to improve pupil’s vocabulary knowledge**



**Figure 5: pictures as a way to improve pupil’s vocabulary**

All the teachers agree that pictures are so helpful to improve pupil’s vocabulary. There are two teachers (66.66%) doesn’t work with pictures for certain reasons but they have the same opinion that scenes are so importance to enhance the pupil’s levels this encourage our study to gain good result at the end if our research, because our teachers are experienced ones and their opinions are so important about the strategy that the researcher focused on. 0% of our population said no this is a good side in our investigation.

**Q16: do you consider teaching vocabulary through pictures as:**

Option	Number of teachers	Percentage
An enjoyable strategy	0	0%
Teachable strategy	0	0%
Both	3	100%
a waste of time	0	0%

**Table 18: teacher's perceptions about pictures as a strategy of teaching**

The three teachers agree that pictures are more helpful in the field of teaching, but sometimes teacher use pictures in the angle of entertaining activity to change the atmosphere of the classroom and give some ways to motivate pupils with such exercise. This agreement gives us an idea about the significance of using the pictures.

**Q17: How many times do you use pictures in the same lesson?**

Option	Number of teachers	Percentage
Once	1	100%
Twice	0	0%
More	0	0%

**Table 19: how many times teachers use pictures during the same lesson**

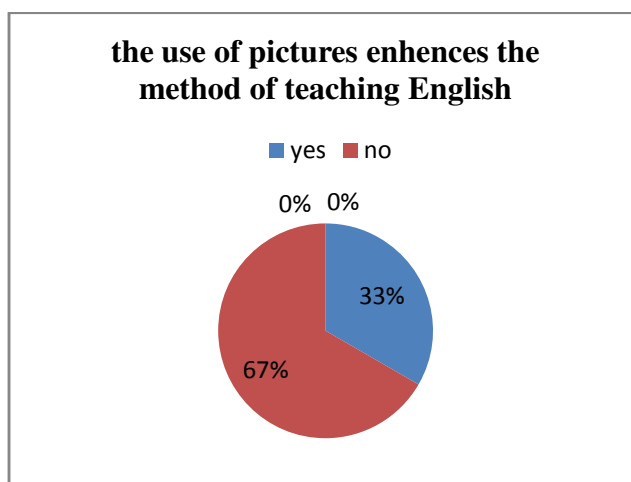
Since there is one teacher who implements this strategy, she is the only one who answered this question. She said that she used picture one time in the lesson as a procedure to raise the

level of her pupils and the other two teachers doesn't answer because they are not applying the use of pictures in the lesson.

**Q18: do you think that the use of pictures enhances the method of teaching of English?**

Options	Number of teachers	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

**Table 20: the use of pictures enhances the method of teaching English**



**Figure 6: the use of picture enhances the method of teaching English**

From the table and the design above it is demonstrated that the majority of teachers see the use of scenes as a way to enhance the method of their teaching English may be they saw the use of pictures motivating and developing pupils skills. So, teacher who use the pictures

answer with yes it enhance the task of teaching vocabulary and the two other that doesn't use this strategy they believe that this method enhancing the way of teaching this foreign language .

**Q19: would you list below some difficulties you face while using pictures in teaching vocabulary?**

Number of teachers	Suggestions
1	No answer
2	No answer
3	No difficulties, it's an easy task and good way to help and motivate the pupils to understand better and love learning English

**Table 21: difficulties that face the teacher when he/she use the pictures**

The two teachers who doesn't use pictures in classroom they didn't answer the question. And the other one she indicate that she didn't face difficulties while she use them, but she saw the implement of pictures in a good manner of motivating and enhancing the level of their understand and this way make pupils more lover to learn English vocabulary.

**Conclusion about teacher's questionnaire**

In concluding way, the analysis and interpretations of the teacher's questionnaire show that the teaching vocabulary has a big role in teaching English at Khamla Ibrahim middle school. And concerning the second section which discussed questions about "teaching vocabulary" the result, was so important because the majority of teacher's give a huge importance to the implements of English words in their lessons. In addition to that, answers of teachers affirm

that they explain new words that face pupils during the lesson by using translation, definitions, pictures to explain more and they check whether the pupils understand or not. The application of pictures comes in the third sections, all the teachers agree that pictures enhance and develop the method and the level of the pupils during the task of teaching English.

## **Part two**

### **Data and interpretation of the experiment**

#### **Introduction**

Our experimental study has focused on the use of pictures as a strategy to teach English vocabulary as an effective way to enhance pupil's vocabulary. Here is the analysis and the interpretation of data driven from my attendances (in the teacher's lessons that I'm going to implement my experiment in her sessions), pre-test and post-test.

#### **1. Classroom Observation**

As mentioned earlier, our investigation was spread over two months. This required an attendance for to observe the way how teacher introduces vocabulary to the pupils and take notes about the manner of presenting her lessons. The researcher present for seven sessions from March until April, five session with the teacher that the researcher will implement the strategy with her, and two sessions with another teacher to compare which one is the best to apply the experiment with him, the third teacher refused to give her session because she was late in the continuo's lessons. Researcher tries concluding what they saw for seven sessions.

##### **1.1. Summary of the lesson plan of the teacher**

She was an experience teacher for more than 10 years, and the researcher chooses this teacher because she was so helpful to my study, I attend seven sessions. Each session teacher give the same way how she presents the lesson, she begins with salutation and next she let someone to

write the day. After all she writes the lesson in the board with color for the target elements that she wants to rich it. And after all I do my experiment in two sessions (two hours).

### 1.1.1. Sample of one of the teacher's lessons

---

**The date:** She asks someone to write the day in every session

**File:2**

**Sequence: 3**

**Function:** making suggestions/acceptations

**Lge form:-** Would you like to..?

- How about V+ ing...?
- Shall we+ ....?

**1<sup>st</sup> step:**

- She asks their pupil's to look at the pictures (p.72) and asks the questions:  
Do these people enjoy their time?  
Do you want to do something like them?

**2<sup>nd</sup> step:**

- She explains each question and how she wants the answer.
- She let them for about five minutes for trying to answer the question.

**3<sup>rd</sup> step:**

- She let every students answer with different ways and she correct the answers one by one in the board.

**4<sup>th</sup> step:**

- In the end of the explanation, she let them writing the lesson

### **5<sup>th</sup> step:**

- She asked everyone to write a short paragraph about asking their classmates to join to them for a walk or to go swimming ...etc (that's kind of homework in order to apply the discussed points of the lessons)

### **6<sup>th</sup> step:**

- In every end of sessions she sing a song related to the topic or any other educational subject (like the song of the alphabets or the time...etc) with beautiful voice she has.
- Or do any games or entertaining activity about the lesson for example: One of the games that she gives:

R E M E B E R

R...

E...

M...

E...

B...

E...

R...

## **2. Pre-test**

This evaluation consist one activity done by the research, this exercise corrected by my supervisor, and given to 32 pupils divided into two groups each group has 16 pupils. The pre-test activity has ten words, pupils asked to answer them by filling the gaps of each missing letters. Each word has 2 points out of twenty. This activity aimed to give a general overview about the pupil's level for to know how the other evaluations will be done.

## **2.1. The control group**

### **First year (1Ms2)**

**Table 22: pre-test scores of the CG**

<b>N°</b>	<b>Pupil's scores</b>
<b>1</b>	6/20
<b>2</b>	4/20
<b>3</b>	8/20
<b>4</b>	10/20
<b>5</b>	14/20
<b>6</b>	2/20
<b>7</b>	0/20
<b>8</b>	12/20
<b>9</b>	2/20
<b>10</b>	4/20
<b>11</b>	12/20
<b>12</b>	8/20
<b>13</b>	4/20

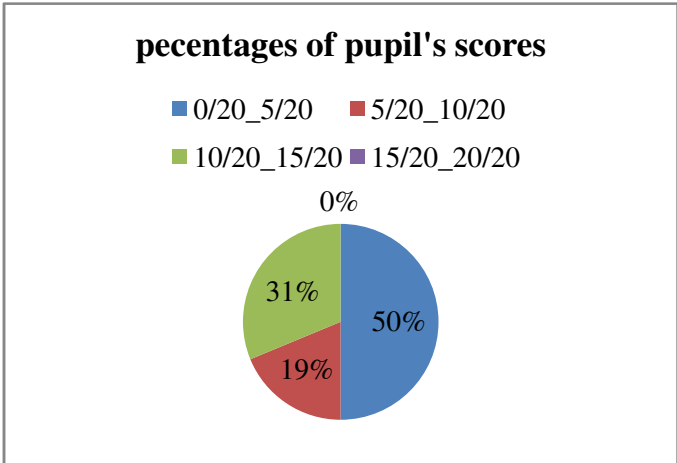


<b>14</b>	2/20	
<b>15</b>	12/20	
<b>16</b>	2/20	
<b>General overage</b>	<b>6.37/20</b>	<b>39.81%</b>

**2.1.1. The pre-test's Percentage of CG scores**

Options	Pupil's number	Percentage
<b>0/20~5/20</b>	8	50%
<b>5/20~10/20</b>	3	18.75%
<b>10/20~15/20</b>	5	31.25%
<b>15/20~20/20</b>	0	0%
<b>Total</b>	16	100%

**Table 23: percentages of CG scores**



## Figure 7: percentages of pupil's scores

### 2.1.1. A. Discussion about the Pre-Test Scores of the CG

Evaluating pupil's performance in the pre-test indicated that the level of the Control group was low because of several reasons. Some of them they didn't know how they answer and others they misunderstand the activity, but there are few pupils did the exercise with some correct answers. The general overage of them was 6.37/20

### 2.2. The Experimental Group

First year (1Ms2)

Table 24: pre-test of the EG

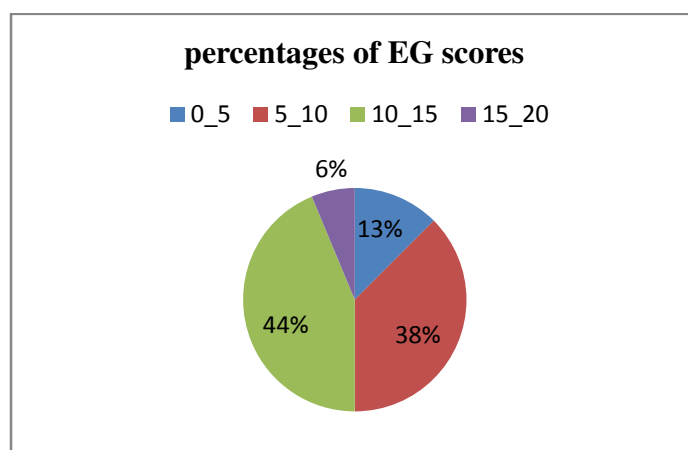
N°	Pupil's scores
1	8/20
2	6/20
3	10/20
4	12/20
5	2/20
6	8/20

<b>7</b>	10/20	
<b>8</b>	14/20	
<b>9</b>	0/20	
<b>10</b>	10/20	
<b>11</b>	6/20	
<b>12</b>	16/20	
<b>13</b>	12/20	
<b>14</b>	10/20	
<b>15</b>	6/20	
<b>16</b>	6/20	
<b>General Overage</b>	<b>8.5/20</b>	<b>53.15%</b>

### 2.2.1. Percentages of EG scores

Options	Pupil's number	Percentage
0~5/20	2	12.5%
5~10/20	6	37.5%
10~15/20	7	43.75%
15~20/20	1	6.25%
<b>Total</b>	<b>16</b>	<b>100%</b>

**Table 25: percentages' of EG scores**



**Figure 8: percentages of EG scores**

### **2.2.1. A. Discussion about the Scores of the EG**

Evaluating pupils of the experimental group in the pre-test indicated that the level of this group was low. They have 8.5/20 for the general overage of the entire group (16 pupils). The first category (0\_5 points) is 8 pupils, the second category (5\_10) is 3 pupils, and the third category (10\_15) is 5 pupils, and the last one (15-20) is one pupil.

## **3. The Experiment Procedures**

The experiment consist several steps, they are summarized as follows:

- The researcher choose to apply the experiment with one group which is the experimental group (16 pupils), for two hours of applying the strategy of using pictures.
- This strategy applying in form of images of different words choosing randomly, they are 10 words “not so difficult to know”.
- The researcher do the lesson as usually done form the essentially teacher.

- The researcher sticks the pictures on the board, and each word said orally from the researcher.
- Each pupil repeats each word of the pictures which are sticking in the board.
- After two hours pupils know the meaning of each word through their pictures and they know each one of them.
- At the end of the session, I thank the pupils for being acceptable for my experiment.

#### **4. The Post-Test**

This evaluation consist one activity for both groups the EG and the CG done by the researcher and some help from the chair teacher to gain more time. In The next day from the experiment session the activity done and it take 35 mn; pupils did the activity with more sensibility to give the help for the researcher. The exercise has ten words similar to the words that already taken in the treatment session they answer them and take 2 points for each correct word.

#### **4.1. The Control group**

**First year (1Ms2)**

**Table 26: the post-test scores of the CG**

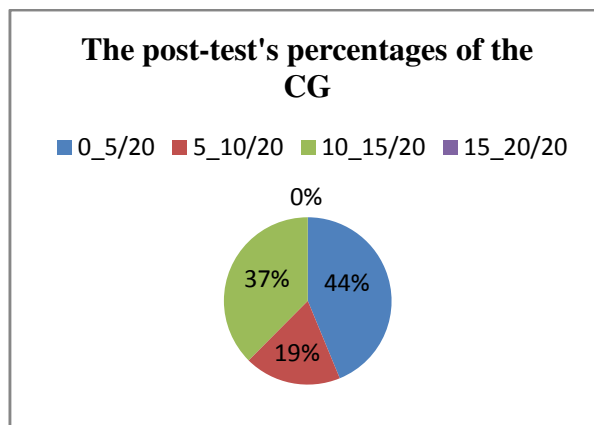
<b>N°</b>	<b>Pupil's scores</b>
<b>1</b>	4/20
<b>2</b>	6/20
<b>3</b>	10/20

<b>4</b>	6/20	
<b>5</b>	12/20	
<b>6</b>	4/20	
<b>7</b>	2/20	
<b>8</b>	12/20	
<b>9</b>	4/20	
<b>10</b>	2/20	
<b>11</b>	12/20	
<b>12</b>	10/20	
<b>13</b>	2/20	
<b>14</b>	2/20	
<b>15</b>	10/20	
<b>16</b>	6/20	
<b>Total Overage</b>	<b>6.5/20</b>	<b>40.62%</b>

#### 4.1.1. The post-test percentages of the CG scores

Option	Pupil's number	Percentages
<b>0~5/20</b>	7	43.75%
<b>5~10/20</b>	3	18.75%
<b>10~15/20</b>	6	37.5%
<b>15~20/20</b>	0	0%
<b>Total</b>	16	100%

**Table 27: percentages of the control group**



**Figure 9: the post-test percentages of the CG**

#### **4.1.1. A. Summary of findings “post-test scores of the CG”**

The evaluation of the pupil’s post-test indicated that the level of the control group is still low. Because they didn’t take the treatment of our study, they have 40.62% as a general average of all the scores of the pupils. The activity was so difficult for them to correct it.

#### **4.2. The experimental group**

**First year (1Ms2)**

**Table 28: the post-test scores of the EG**

<b>N°</b>	<b>Pupil’s scores</b>
<b>1</b>	14/20
<b>2</b>	8/20
<b>3</b>	14/20
<b>4</b>	16/20
<b>5</b>	8/20

<b>6</b>	12/20	
<b>7</b>	14/20	
<b>8</b>	18/20	
<b>9</b>	12/20	
<b>10</b>	14/20	
<b>11</b>	8/20	
<b>12</b>	18/20	
<b>13</b>	14/20	
<b>14</b>	12/20	
<b>15</b>	12/20	
<b>16</b>	10/20	
<b>General coverage</b>	<b>12.75/20</b>	<b>79.68%</b>

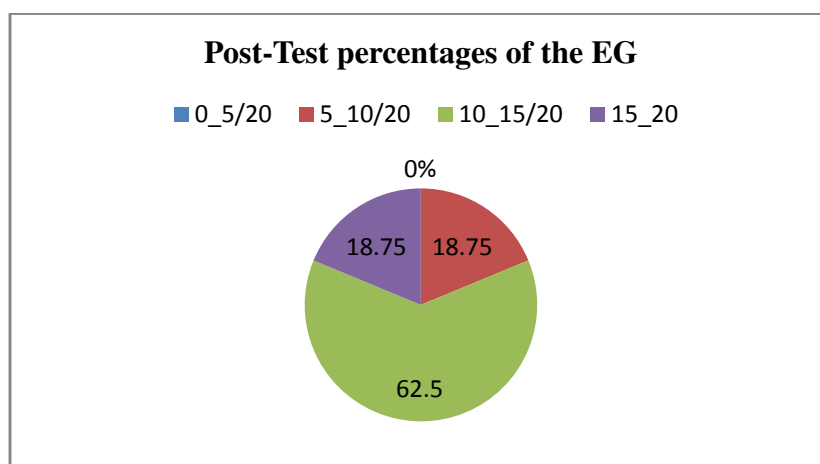
#### 4.2.1. Post-test percentages of the EG

Options	Pupil's number	Percentage
0~5/20	0	0%
5~10/20	3	18.75
10~15/20	10	62.5%
15~20/20	3	18.75%



Total	16	100%
-------	----	------

**Table 29: the post-test percentages of the**



**Figure 7: post-test scores of the EG**

## 5. General findings

The scores show to us that the experimental group clearly made advanced progress over the control group because they taught by our effective strategy which consist using pictures as a way to enhance pupil's level in acquiring new vocabularies. This result clarify to us that teacher who apply this technique will achieve a big advance in his/her career with the success of the pupils in both side; to love acquiring new vocabularies and to gain more words and develop them in the four skills that they learnt.

**Table 30: general findings scores**

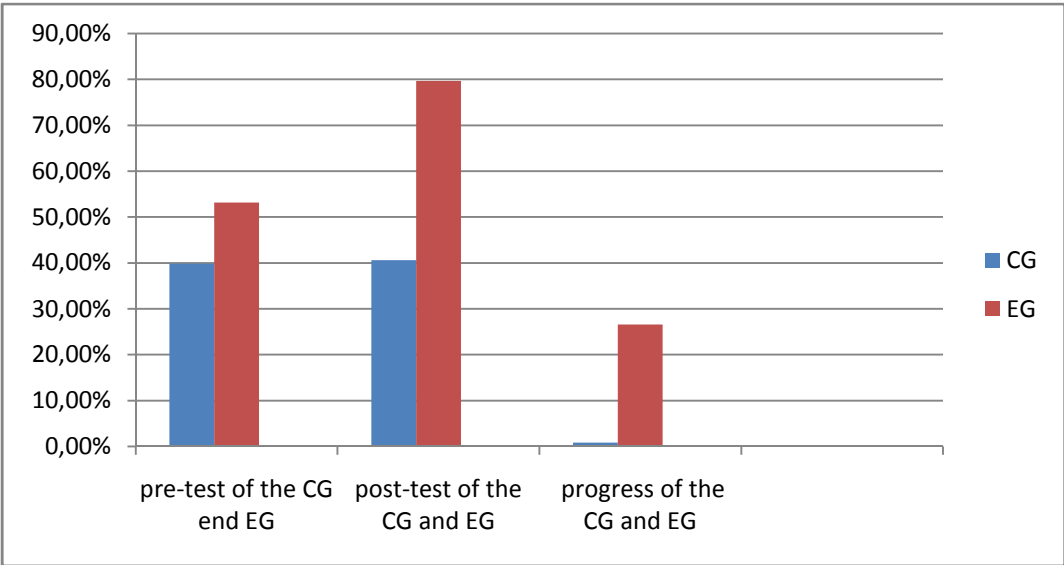
Groups	Pre-test	Post-test
The CG	<b>39.81%</b>	<b>40.62%</b>
The EG	<b>53.15%</b>	<b>79.68%</b>

**Table 31: progress scores of both groups**

Groups	Pre-test	Post-test	Progress
CG	6.37/20	6.5/20	0.13/20
EG	8.5/20	12.75/20	4.25/20

**6. The Comparison between the Pre-Test and the Post-Test of both Groups**

This graphs show to us the difference between the result of the pre-test and the post-test of both groups, and the progress that they have in both assessment. The experimental group benefit from the experiment that they taught and the progress appear while doing the post-test, the scores increased one by one and the overage of the scores of the EG between 0-5 point out of twenty will disappeared until 0%, whereas the scores of the same group in the first test which is the “pre-test” they got 12.75%, while in the post-test they got 79.68% as a general overage of the whole population of the EG this means that our **Hypothesis** is accepted with this result and this study fulfill the aim behind it .



**Figure**

**9: Generalfindings results of all the assessments**

## **Conclusion**

This study supposed to give the reader a result about using pictures as an effective tool of teaching vocabulary . It has experimentally demonstrated that a group of pupils who was taught by using pictures as a mean to teach vocabulary performed markedly better than other group that was not taught by using this tool. However, that's the fact that the experiment group performed better than the control group, this result due to several reasons, one of them is the visual appearance of the vocabulary in form of scenes, and the psychology of the experimental group was change to a good way, pupils are more motivated, more interested to the given topics and to know or to learn more words with this technique.

There is a big gap in the progress over twomonths; in addition to that the pre-test shows the similarity of the control group and the experimental group level. This means that the progress achieved by the EG is not accidentally but due to a logical reasons that make this result real to achieved.

## **General conclusion**

This study was conducted to evaluate the use of pictures in the teaching and learning of English language in classrooms, and to examine its motivational impact on teaching pupils. The investigation was carried out at Khamla Ibrahim middle school Biskra. It aimed at whether confirming or rejecting the hypothesis that the pictures will have a significance impact on teaching and learning of English. The analysis was by two groups; mainly first year pupils at Khamla Ibrahim middle school at Biskra city for the academic year 2014/2015 using pre-test, post-test and the experiment for the pupils and questionnaire for the teachers.

The finding revealed the positive opinions of both sides of the population about the usefulness of using pictures as a teaching tool. Results have shown how positive and advantageous were those equipments to the teacher and to the progress of the pupils in learning English.

Our research has led us to conclude that teachers should teach by not only say things but how to say them. Our research has also led us assert the significance of pictures in the language classroom and the positive impact of using it on pupil's achievement in English lessons. It offers a relaxing and enjoyable atmosphere, enhance language activities and make pupils love learns words in every session.

People's Democratic Republic of Algeria

Ministry Of Higher Education and Scientific Research

Mohamed Khieder University of Biskra

Faculty of Arabic Ige Arts and Literature

Department of Foreign Languages

Section of English



## **Effectiveness of Using Pictures in Boosting English Vocabulary learning**

A case study of First Year Pupils of Khamla Ibrahim middle school of  
Biskra

A dissertation submitted as a partial requirement for **MADEGREE** in  
science of languages

**Submitted by Supervised by**

BOUAZINoussaibaMrs.Mebarki AminaZohra

2014/2015

## **Dedication**

*I would like to dedicate this work to my parents who brought me up with their love and encouraged to pursue advanced degree*

*This work is also dedicated to my husband “**monsef**” and my son “**mousslem**”. My life would not be the same without them.*

*To my second and lovely family whose I'm living with them, to my second Mum Khiera and Dad Ibrahim... thanks for your help*

*To all my family, my sisters: “Oumaima, Rokaya, Meriem”, and bounteous brothers “Zakaria, and Abdallah” for all their love and support*

*To all Ghazali, Bouaziz and Ghamri families*

*To my kind supervisor Miss.MEBARKIamina for the great encouragement and support*

*BouazizNoussaiba*

## **AKNOWLEDGEMENTS**

TO ALLAH be the glory, for great things he has done, to give me health and prosperity to finish this work.

No one who achieves success could do so without acknowledgement the help of the others.

My supervisor, Miss. MEBARKI Amina was kind with me. Words escaped from me to express how this talent and tactful women managed to swerve my work in the right direction. THANK YOU MISS

Thank you to all my credible teachers Madame Rabhi, Madame Hassina and especially Mr. Bachar Ahmed.

I express my gratitude to Madame WADI nafisa who allowed me to teach her class for a whole two months during the experiment phase in Khamla Ibrahim middle school.

## **ABSTRACT**

This study aims at investigating the impact of using pictures as an effective strategy used in the task of teaching. This study is important for the pupils and teachers too who teach English as a foreign language in middle schools, in order to help them to understand what they learn and acquire more vocabularies to decrease their difficulties to become effective pupils in the task of learning English words, whereas student will listen and take notes without questioning or understanding even though the class is boring.

We hypothesize that if our pupils are taught vocabulary appropriately by using effective teaching techniques, their amount of acquiring English words will be raised. And if the teachers in middle schools succeed in using pictures in teaching vocabulary, pupils will be motivated to learn more vocabularies.

Pupils of first year in middle schools face some major problems with acquiring and understanding the words that they are taught because of their poor stock of vocabulary, and our study aimed to give a solution to this problem. We divided our dissertation into three main chapters: chapter one covers the idea about vocabulary, their definitions, steps of teaching ...etc. and chapter two covers the use of pictures as a strategy to teach vocabulary in an effective way. And the last part of our dissertation which is the field work consists of a questionnaire for the teachers who teach in Khamla Ibrahim middle school and an experiment with both assessment pre-test and the post-test with the analysis of each evaluation.





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## **List of abbreviations**

**LCP:** link control protocol

**Lge:** language

**EFL:** English as a foreign language

**L1:** First language

**L2:** Second language

**%:** Percentage

**ELT:** English languageteaching

**CG :** Control group

**EG :** Experimental group

**Q:** question

**Mn:** Minutes

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## RÉSUMÉ

Cette étude vise à étudier l'impact de l'utilisation des images comme une stratégie efficace utilisée dans la tâche de l'enseignement. Cette étude est importante pour les élèves et les enseignants aussi qui enseignent l'anglais comme une langue étrangère dans les écoles secondaires, afin de les aider à comprendre ce qu'ils apprennent et acquièrent plus de vocabulaires pour diminuer leurs difficultés à devenir élèves efficaces dans la tâche d'apprendre des mots anglais, alors étudiant écouter fin prendre des notes sans se demander ou de compréhension, même si la classe est ennuyeux.

Nous supposons donc que si nos élèves apprennent le vocabulaire de manière appropriée en utilisant des techniques d'enseignement efficaces, leur montant de l'acquisition mot anglais sera soulevé. Et si les enseignants dans la réussite des écoles milieu dans l'utilisation des images dans l'enseignement du vocabulaire, les élèves seront motivés à apprendre plusieurs vocabulaires.

Les élèves de première année dans les collèges font face à des problèmes majeurs avec acquérir et comprendre les mots qui leur sont enseignées en raison de leur mauvaise bilan de vocabulaire, et notre étude visait à donner une solution à ce problème. Nous avons divisé notre thèse en trois grands chapitres: chapitre un couvre l'idée à propos de vocabulaire, leurs définitions, des étapes de l'enseignement ... etc. et le chapitre deux porte sur l'utilisation d'images comme une stratégie pour enseigner le vocabulaire de manière efficace. Et la dernière partie de notre mémoire qui est le travail sur le terrain se compose d'un questionnaire pour les professeurs qui enseignent dans Khamla Ibrahim collège et une expérience à la fois l'évaluation pré-test et post-test avec l'analyse de chaque évaluation.



## الملخص

وتهدف هذه الدراسة إلى التعرف على أثر استخدام الصور كاستراتيجية فعالة تستخدم في مهمة التدريس. هذه الدراسة مهمة للتلاميذ والمعلمين أيضا الذين يدرسون اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة للتلاميذ، وذلك لمساعدتهم على فهم ما تعلموا وما اكتسبوا من المفردات لتقليل الصعوبات ليصبح التلاميذ مهتمهم فعالة في تعلم الكلمات الإنجليزية، في حين أن الطالب يستمتع في نهاية الدرس ويدوين الملاحظات دون استجاب أو فهم على الرغم من أن الدرس ممل دون تغيير نمط الدراسة.

فرضية دراستنا تهدف الي أنه إذا يدرس التلاميذ مفردات بشكل مناسب عن طريق استخدام تقنيات التدريس الفعال، وكمية كبيرة من التحصيل على كلمات الإنجليزية وأثارها. وإذا كان المعلمون في المدارس المتوسطة نجحوا في استخدام الصور في المفردات التدريس، فإن التلاميذ سيكون لديهم الدافع لتعلم المزيد من المفردات.

تلاميذ السنة الأولى في المدارس المتوسطة تواجه بعض المشاكل الرئيسية مع اكتساب وفهم الكلمات التي يتم تدريسها بسبب فقرهم للمفردات، ودراسنا تهدف لإعطاء حل لهذه المشكلة. قسمنا الاطروحة لدينا إلى ثلاثة فصول رئيسية: الفصل الأول يتناول فكرة عن المفردات والتعاريفها، وخطوات التدريس ... إلخ. والفصل الثاني يتناول استخدام الصور كاستراتيجية لتدريس المفردات بطريقة فعالة. والجزء الأخير من أطروحة لدينا والتي هي العمل الميداني يتكون الاستبيان للمعلمين الذين يقومون بالتدريس في حملة إبراهيم المتوسطة التي اجريت فيها التجربة مع كل من تقييم ما قبل الاختبار وبعد الاختبار مع تحليل كل تقييم.