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An investigation about The Effectiveness of Pictures as a Visual Aid in Improving Learners'

Vocabulary

A case study of second year pupils

At 'Berkani Masoud' Middle School in Oum El Bouaghi.

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Dedication

I would like to dedicate my work

To the dearest persons to my heart and pearls of my life MY PARENTS
*"**FOUZIA**" and "**LATTAFI**", the source of happiness and success.*
Thank you for all your encouragement, and above all your love. Thanks
for the care, understanding, tender, support and making me a woman,
May God bless you forever.

*To my sweet sisters and brothers **Selma, Amina, Mohammed** and **Dhia***

*To my future husband **Khireddine** and his family.*

*To all my family members especially **my grandmothers**.*

To all my friends with whom I shared the résidence life with its lights
*and shadows and all girls of Chetma 4 particularly my super friends **Noussa**,*
Fatima, Hayet** and **Naima

*To my close friends whom I shared with them my beautiful moments: **Asma**,*
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To all my teachers.

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Abstract

The present study aims at investigating pupils' attitudes towards improving vocabulary through learning with the use of different types of pictures in the classroom. It also attempts to highlight the importance and the benefits of pictures in EFL classes. The basic hypothesis set out is that middle school pupils' vocabulary getting and using depends on the efficient use of pictures. The method of this research work is descriptive. That is, it aims to describe two variables: the effectiveness of pictures as the independent variable and its role in improving pupils' vocabulary as the dependent variable. The data were gathered through a questionnaire designed to second year middle school in Berkani Masoud, Oum El Bouaghi and the second tool was classroom observation in the same middle school to gather more valid data concerning the use of pictures in learning and memorization of new words in the classroom. The results have shown that pictures are much used by teachers due to their effectiveness and their importance in teaching vocabulary in particular. The findings attest not only the positive effect of using pictures on vocabulary knowledge but also the students' positive attitudes towards interacting with them in general .In addition to that, the use of pictures inside foreign language classes enhance and motivate learners to use and develop learners' vocabulary in appropriate way and make learning process easier for both learners and teachers, because of the effective role in helping learners to learn and entertain.

Key Words: Attitudes **-**Vocabulary getting and using - Using pictures.

List of Abbreviations

EFL: English as a Foreign Language

L1: First Language

SOC: Social

MEM: Memory

COG: Cognitive

MET: Metacognitive

DET: Determination

i.e.: That is

Vs: Versus

O.E.B : Oum El Bouaghi

FLL: Foreign Language Learning

P: Productive

R: Receptive

FCs: Flashcards

Q: Question

T: Teacher

PPs: Pupils

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General Introduction

Introduction

In teaching English language, vocabulary is very essential to be learnt. With a good and appropriate vocabulary, learners know exactly their teacher says during the learning process. As a result, learners can understand the lesson delivered in better way. Beside this, good vocabulary makes possible to the learner to produce and use words and sentences within the classroom and can apply it in their daily live. This can be the reason why most teachers face difficulties in teaching new words or in the lack of teaching with beneficial techniques. As it is known, the teacher is the main controller inside the classroom; so his responsibility can be by his or her creativity in developing materials and techniques for teaching learners. S/he may teach with various types of visual aids specially pictures with their multiple types

1. Statement of the Problem

Vocabulary operates as a platform of any language because of their essential role when communicating. Teaching vocabulary should not only consist of teaching specific words but also it consists of providing learners with appropriate and interesting techniques and strategies in order to increase their getting and using vocabulary knowledge. In fact, this research comes from a personal interest to explore the circumstances in the Algerian context, mainly in my town "Oum El Bouaghi" where I get my first English words. It has been noticed that most pupils of O.E.B middle schools and other ones around our country face problems when learning English, especially in acquiring and memorizing concepts that they face in their curriculum. They forget the memorized vocabulary easily. Consequently, we think that pictures are a visual teaching and enriching vocabulary aid that help pupils not only to be involved in the lecture more actively by saying the words' meaning through looking at them and memorize them after that. For this reason, our attempt is to renew the use of this technique and to prove its effect on getting and using new vocabulary to pupils of middle schools by conducting this research in Berkani Masoud middle school in Oum El Bouaghi and try to confirm or reject the hypothesis.

2. Aim of the Study

Our research aims at investigating the effect of learning new vocabulary to middle school pupils through implementing different types of pictures. First, we focus on whether or not this visual aid has any effect on the pupils' vocabulary getting and using. Second, we intend to see if it has any effect on improving pupils' understanding and memorizing of new words. Thirdly, identify the effectiveness of the use of pictures in learning vocabulary.

3. Research Questions

In order to achieve the above stated aims, the study will be carried out to see answers to the following questions:

1. Does the use of pictures have a positive or a negative effect on teaching and learning new vocabulary to pupils of middle schools?
2. What role can pictures play in the process of vocabulary getting and using?
3. Does teaching on the basis of using graphics improve EFL learner's vocabulary?
4. To what extent do learners have the ability to gain vocabulary through pictures?

These questions are asked to investigate the following hypothesis:

4. Hypothesis

Middle school pupils' vocabulary getting and using depends on the efficient use of pictures.

5. Research Methodology
5.1. Method of investigation

This research aims at describing one of the techniques that a teacher can adopt to facilitate vocabulary understanding and memorization especially the new words. In other words, it seeks to study the relation between using pictures as an effective techniques and vocabulary acquisition.

The descriptive method will be the appropriate research method for our research. It will be done through analyzing a questionnaire delivered to first year learners to obtain their opinion about the research problem, and if, according to them, pictures are significant. The second tool is classroom observation designed to gain more detailed information on learners' reaction toward the use of pictures.

5.2 Research tools

To achieve the mentioned objectives, the necessary data of this research will be gathered using two main research tools:

5.2.1 Questionnaire

Is a tool of gathering data through asking written questions in many forms followed by choices to tick them. It is addressed to first year middle school pupils in order to obtain their opinion about the research problem to see to what extent pictures are useful.

5.2.2 Classroom Observation

It is a tool that enables to describe the learning situation within the class. We chose classroom observation in order to get appropriate information that fit our research. In addition, it provides rich understanding of our topic in teaching. In other words, to gain a vital explanation how pictures are used in EFL classes.

5.3 Population and sampling

5.3.1 Population: the aim of this research is to test the subject of vocabulary learning by using pictures. Pupils of first year middle school are the main focus because they are juniors and pictures work better with young learners, who are organized into six groups.

5.3.2. Sampling: the study deals with one group from first year middle school pupils among the six ones that are enrolled in the academic year 2015/2016. The size of the sample is about 30 pupils. The sample has been chosen because of the following reasons:

- They can be motivated to interact with pictures.
- They are in need to learn vocabulary as much as possible.
- They have the ability to learn new words if they are well presented in the study.
- Pictures work better with young learners.

6. Structure of the Study

Our research will be divided into two main parts. The first part will be a theoretical one and the second will be practical. The theoretical part consists of two main chapters, one

devoted for vocabulary description and vocabulary teaching and learning while the second chapter will include an overview about visual aids and pictures and how they are applied in teaching vocabulary. The second part which is the practical one, it will deal with the collected data from the descriptive method and at the basis of the data that we are going to analyze, we will draw results and conclusion to confirm or reject the hypothesis.

7. Limitation of the study

The main problem was time constraints because additional time would be very helpful for conducting this research on larger sample for both teachers and pupils to get more valid results. In addition to the descriptive method, it would be better to collect data with experimental method because of its correct and exact results. Another problem is that not all types of pictures are available and used in the classroom by English teachers.

Part One: Theoretical Background
Chapter One
Vocabulary Teaching and Learning

Introduction

Doubtless, English is considered as an international language spoken by millions of people all over the world. Thus, it would be impossible to learn second and/ or foreign language without learning its words. Vocabulary gives the learners the opportunity to understand and being understood appropriately in a wide range of situations. It is undeniable that vocabulary plays an integral role in language learning as it help learners to communicate, and control the language.

This section is concerned with defining vocabulary, mentioning its importance, types and aspects. In addition, we are going to mention vocabulary teaching and vocabulary learning with techniques. Finally, we have treated selecting vocabulary.

1. Vocabulary Description

In fact vocabulary is not just single words. Recent studies draw on a clear understanding of both 'vocabulary' and 'word'. In this section, there are a multiple definitions of these concepts according to dictionaries and many scholars; that the speaker or even the writer should know 'vocabulary' and 'the word' in its meaning and form and how it is combined with the other words to form a meaningful sense.

1.1 Definition of Vocabulary

As to give vocabulary much importance, in our dissertation, we will first give definition of the term 'vocabulary' from multiple points of view. Then, we will identify

what we mean by "word" and "vocabulary" in addition to its importance in language learning and teaching.

In order to denote a best understanding of vocabulary; it is preferable to start with the Oxford Advanced Learner's Dictionary in which vocabulary or lexicon is defined as "all the words that a person knows or uses". Simply, vocabulary is what any one from any language says and interacts with.

According to Baxter (1980: 49) ''vocabulary cannot be construed only in terms of an accumulation of items, but also must be seen as including the dynamics of use pedagogically'' Moreover, he concentrated that the word vocabulary is also used in pedagogies not only in terms of words.

For more illustration, Nuttall (1982: 65) argued that "some lexical items consist of more than one word, while there are apparently identical words that turn out to represent more than one lexical item". He meant that, vocabulary or a lexical item can be represented by one or more than one word in addition to some corresponding words that act as lexical items.

Harmer (1993: 53) clearly states, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". That is why we believe that if one desires to master and use language effectively, he/she must have a good background of vocabulary. However, Ur (2000) remarks that one item of vocabulary can consist of more than one word; for example, 'make-up' consists of two words and still expresses one idea.

According to this definition, it is well accepted to label all these items as "lexemes". Schmitt (2000: 2) defined lexeme as "an item that functions as a meaning unit, regardless of the number of words it contains". Then, it is wise to direct vocabulary learning to more specialized areas when learners have mastered the acceptable number of words for general usefulness in English (Nation, 2001).

Richards and Schmidt (2002: 580) give a definition that extends beyond the level of words and which runs as "A set of lexemes, including single words, compound words and idioms". That is to say, the meaning units in a language that the speakers or writers use in daily life can be either just one single word; as it can be a set of words.

According to Tankersley (2003: 52), vocabulary is "The number of words that we understand or can actively use to listen, speak, read or write". He believes that the word vocabulary usually stands for a summary of words or their arrangements that we use in a particular language.

Stahl (2005: 21) believes that vocabulary is the knowledge of words and word meanings, he proposes a clear definition that illustrates vocabulary by saying that "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into world". He emphasized that learners should acquire the knowledge of words and the sense of words which direct them to appropriately understand how these words can be used effectively in the real-world situation.

This implies the fact that vocabulary is a dynamic notion and thus the teachers cannot predict which words are to be taught and learned. However, the students/learners are required to be able to express their meaning in an appropriate manner. A good mastery of vocabulary knowledge is essential for ESL/EFL learners especially for beginners.

In nutshell, we believe that both teachers and learners have to bear in mind that vocabulary knowledge goes hand in hand with the other skills to get and use the English language words effectively; they should make a connection between vocabulary and the other skills of the language so that learners can learn, communicate and memorize the language easily.

1.2 Definition of Word

From what is mentioned above, we note that there is a difference between a word and vocabulary. In this part, the focus will be on 'the word'. A word is a unit of a language that carries a meaning and consists typically of a root and zero or more affixes. Words can be combined to create phrases, clauses and sentences. A word consisting of two or more roots joined together is called a compound (e.g. a classroom, a second-hand) (Wikipedia). In other words, Each word belongs to one or more of eight different word classes: nouns (table), adjectives (small), pronouns (they), verbs (to play), adverbs (here), prepositions (after), conjunctions (while) and determiner (the).

Since vocabulary is defined as the total number of words that someone knows and uses, first what's meant by a word must be known. In order to define what a word is, what

is involved in knowing a word should be realized. In this regard, two different points of view will be discussed: Nation (1990) and Scott Thornbury (2002).

Nation (1990: 31) suggests this list of the different kinds of knowledge that one must master in order to know a word:

- •The meaning (s) of the word.
- •The written form of the word.
- •The spoken form of the word.
- •The semantic form of the word.
- •The register of the word.
- •The cluster of the word.
- •The grammatical properties of the word.
- •The collocations of the word.

As a second idea, Thornbury (2002) confirms that knowing any word involves knowing its form and meaning. He illustrates this point by the example of the word Tangi. When someone hears for the first time this word, he cannot really state that he knows its meaning. Because the form of this word does not really conveys its meaning. So, what Tangi means is sound, but is that sound the noun or the verb. In fact, it may mean both of them. Thus, knowing a word involves knowing its grammatical functions. A Tangi is a different kind of ceremony. Moreover, knowing the meaning of a word does not mean just knowing its dictionary meaning (or meanings); it also involves the meaning of the words commonly associated with it (its collocations). To sum up, word knowledge can be represented in this diagram as for the word Tangi:

	The meaning(s): sound, weep, mourn, lamentation. Has come to mean funeral. also, chimes, birdsong
	The spoken form /tæŋgí/
	The word's derivation: tangi hanga(noun)
	The collocation of the word: e.g. waiata tangi (funeral song);
Tangi	The register of the word –spoken and written; used colloquially to mean funeral; now commonly used in New Zealand English too
	The written form tangi
	The word's frequency: tangi is a high frequency word in Maori, as well as being used in NZ English
	The connotations or associations of the word: tangi has strong associations with traditional Maori culture, evoking the rituals of the marae (community area)

Figure 01: What is involved in knowing the word tangi (Thornbury, 2002: 16).

From what is mentioned above in both points of view, we notice that words in any language should be known from multiple sides because it plays a major role in forming multiple unites of the language.

2. Importance of Vocabulary

Vocabulary seems to be one of the most important parts of language acquisition and learning. Catching of new words is a basic stone for further progression of the language level of learners. Therefore, teachers should develop learner's communicative competence so that they know what to say in multiple situations and know how to react in the acts of any communication.

Interestingly, vocabulary goes hand in hand with pronunciation. Grains and Redman (1986: 50) express that "Careful attention to pronunciation is therefore an essential part of vocabulary teaching if new lexis is to be used effectively, or understood without difficulty, in spoken English". In other words, pronunciation plays a great role and takes an essential part in vocabulary teaching and learning any language.

In the same vein, Lewis (1993: 89) went further to hold that "lexis is the core or the heart of language". This means that, learning a language is not a matter of only

memorizing the rules of that language; but rather developing sufficient vocabulary in order to be able to communicate either by speaking or writing. This communication can be inside the classroom when learners interact with their teacher or with other people.

Pinter (2006: 83) mentioned that ''Vocabulary and grammar are stored together in mental lexicon in typical combinations rather than in isolation''. In other words, there is a great importance of connecting vocabulary and grammar i.e. Vocabulary and grammar should be taught and learned together. This is what Thornbury (2008) confirms when he says that spending life in studying grammar will not lead to a very accurate language, because when using a language, words and expressions are much more needed than grammar when communicating.

According to Tahmasebi, Ghaedrahmat and Haqverdi (2013: 97) ''Vocabulary knowledge is important because it includes all the words we must know to access our background knowledge, express our ideas and communicate as well as possible, and learn about new concepts''. They believed that without words there is no communication and both the speaker and the hearer are speechless until the presence of words.

From what is stated above, vocabulary is very essential in daily interactions to understand what others say and cannot even express their needs and ideas. The important role of vocabulary learning and teaching in second or foreign language learning classroom has been recently recognized by many theorists and researchers in the field and we have mentioned some of them.

3. Types of Vocabulary

We have mentioned so far the different definitions of vocabulary and the word. Our next step is to state the different types of vocabulary. As we were trying to find the best typology of vocabulary, we have founded that specialists have different views in defining and dividing this latter; however, we have chosen the following views that works better with the aim of dissertation

3.1 Receptive Vocabulary vs. Productive Vocabulary

According to Nation (1990: 29), vocabulary can be divided into two types:

3.1.1. Receptive / Passive Vocabulary

Receptive vocabulary is related to the capacity to recognize any spoken word, i.e., in which way it sounds or when it is observed, i.e., what does it seem like? It is considered to

be also an important component of the speaker's mental dictionary. In other literature, receptive vocabulary refers to words we can understand and respond to even if we cannot produce those words. It is also referred to as passive vocabulary, Aeborsold and Field (1977) defines it as the language items that can be recognized and understood in the context of reading or listening. That is to say, it is also viewed as "comprehension" which consists of the words comprehended by the learners when they read and listen.

3.1.2. Productive / Active Vocabulary

Productive vocabulary is connected to the capacity to pronounce, to write and to spell a word, and the ability to use it in a grammatical pattern along with the word that usually organized with it. It also entails not using the word too often if it is typically of a low frequency or to use it in an appropriate context and being able to think of appropriate substitutes for the word if there are any. Nation (1990: 25) claims that "... productive vocabulary needs to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form".

It is also labeled by Aeborsold and Field (1977) as active vocabulary. It refers to items the learner can use correctly in speaking or writing and it is also called productive vocabulary. In fact, it is more difficult to put into practice because the learners are expected to be familiar with how to pronounce it well, and to use the grammar of the target language in correct manner. They are also hoped to be familiar with collocation and realize the connotation meaning of words. Therefore, it is often used in both the speaking and the writing skills.

Hiebert and Kamil's explanation of the passive and active words, alternatively receptive and productive words, supplies a good summary of the two aspects of vocabulary discussed so far:

> Whereas passive vocabulary (receptive) consists of those words that the students may recognize and understand when they see/hear the target word, but which he/she cannot produce or use correctly different contexts, the active vocabulary consists of those words which the student understands, recalls at a will, writes with correct spellings, can pronounce correctly, and use constructively in

speaking and writing. (2005: 3)

In few words, Schmitt (2000) argued that active and passive vocabulary is substitute terms for productive and receptive vocabulary. In other words, receptive vocabulary refers to the words that are recognized when learners read or listen to spoken language. However, productive vocabulary is the one that learners produce in a required situation, i.e. the words that can be called to mind and used in speech or writing. It is generally believed that words are known receptively first then after intentional or incidental learning they become available for productive use. In this regard Al-Dersi (2013) makes a distinction between two types of vocabulary knowledge namely oral and recognize and use in listening and speaking.
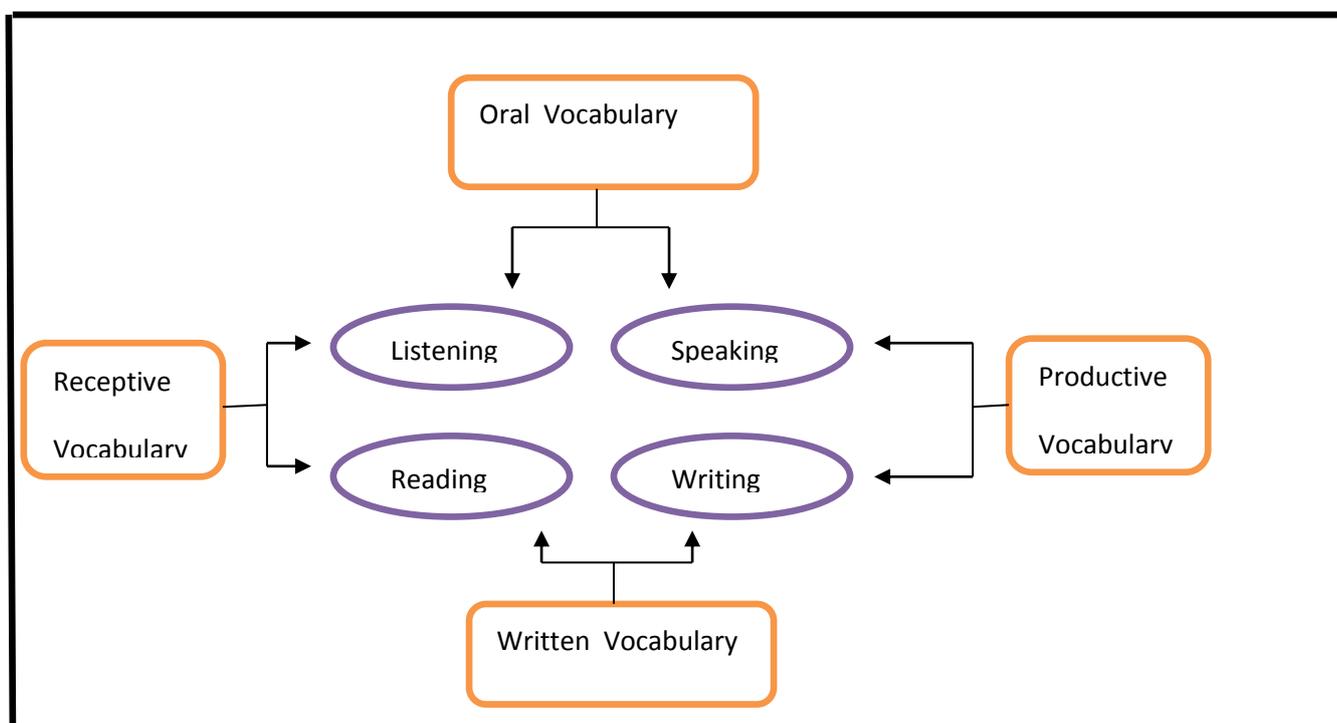
Figure 2: Al Darsi (2013: 74) Types of Vocabulary

4. Aspects of Vocabulary

Vocabulary researchers have established that multiple aspects of word knowledge need to be mastered so that a learner clearly knows a word. However, teachers seem to follow the common sense view that identify learning words with learning meanings, and to mostly

ignore other aspects of word knowledge. So, teachers need to consider three significant aspects of vocabulary that are, form, meaning and use.

According to Nation (2001), the 'form' of a word means its pronunciation (spoken form), 'spelling' (written form) and any word parts that make up this particular item (such as a prefix, root, and suffix). 'Meaning' involves the concept and what items it refers to and the associations that come to mind when people think of a word. 'Use' is the grammatical functions of a word. So, according to Nation (2001), knowing these three aspects of each word contains 18 different types of lexical knowledge, as summarized in the following table

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
		R	What other words does this make us think of?
	associations	P	What other words could we use instead of this one
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
		R	What words or types of words occur with

			this one?
	Collocations	P	What words or types of words must we use with this one?
		R	Where, when, and how often can we use this word?
	Constraints on use (registre, frequency...)	P	Where, when, and how often would we expect to meet this word?

Note: In column 3, R = receptive knowledge, P= productive knowledge
Table 01: Nation (2001: 112). What is involved in knowing a vocabulary item.

4.1 Form

Knowing a word implies knowing its correct form. In speaking, this ensures knowing its interpretation and to be capable to pronounce the word in a correct way. In writing, this includes knowing how to spell and interpret the letters which form the word. More importantly, the knowledge of the lexical forms involves knowing how to connect elements to form other linked lexical items. That is the reason behind learning the rules that enable us to build up several forms of a word. For example, we learn that "speaker, speak and spoken" are all related.

4.2 Meaning

It is difficult for learners to have the precise meaning of words because some of them have more than one meaning. Ur (2000: 61) claimed that "The meaning of a word is primarily what it refers to in the real world, its denotation". In other words, context will help learners to get correct meaning. In addition, the dictionary meaning is also needed when knowing a word because the meaning of a word is not the same in all languages. Nation (1990; George, 1983) stated that when we think of words such as stagger, stalk, prance, stroll, and limp, it is appropriate to think of a cluster of semantic features. All of these words refer to the same basic semantic feature, the action of alternating feet or walking, but they also have different features which are related to what is often called shades of meaning.

4.3 Use

The knowledge of words may require knowing the specific grammatical associations which control its use. That is, we learn different kinds of grammatical properties of words and the grammatical constraints which underlie the use of words. For example, we learn irregular form of past verbs. Therefore, learners who do not understand the grammatical properties of the word vocabulary may produce a sentence like this: She goed to the party, last night.

5. Vocabulary Teaching and Learning

Vocabulary teaching and learning are two important factors in FLL. Through teaching and learning vocabulary, learners' communicative competence will be enhanced. Learners will be able to communicate easily in the TL and they will be able to use the new vocabulary effectively and will be able to understand them without difficulty in the spoken English.

5.1. Historical Background

In the past few decades, language teaching and learning curricula were based on grammar, it was considered that learning foreign language means learning correct grammar and it was the main focus; therefore, grammar rules were blindly translated into mother language as to facilitate maintaining all aspects of the language. Vocabulary, on the other hand, was completely neglected; it was given a little or no attention and interest. Even though vocabulary was taught as list of words to be learned by heart, no consider was given to meaning or function, because what really matters was the number of learned words not their meaning or their function. During the era between the 1940s and 1970s, vocabulary was often the most neglected in a way or another of all aspects of learning a second language for many reasons, Allen (1983: 1). To illustrate more, the focus in the past was just on grammar; but vocabulary was in a way neglected. Teachers used to concentrate more on the number not the meaning.

First, during the period between the 1940s and the 1970s, second language acquisition was heavily relied on learning grammar rules, since the process of learning foreign language only required group of words, and stick them together as to form sentences used in communication or in daily interactions, it was also so important for learners to know how to organize these words in a correct forms. So far, those who were responsible for

preparing general curriculum were emphasizing grammar lessons and give it much importance in every unit rather than vocabulary lessons, Allen (1983: 2). Furthermore, teachers focus more in the way the words are implemented in English sentences. As a result, much emphasis was given on language aspects of the grammatical system.

The second reason behind neglecting teaching vocabulary in the past years, is that some specialists and experts in teaching words in association with their meaning felt that it was better not to involve learners in learning such a complex aspect of language, since it was not a simple and easy matter to teach words before introducing the basic grammar rules. Consequently, they realized that, it is better not to teach much vocabulary during the course of study, Allen (1983: 2). They believed that errors will occur and student will get confused by the large number of words they get exposed for; and this was a main reason for having an ignorant vocabulary.

The third reason, is that word meaning cannot easily taught as grammar or phonology. It is rather learned through experience and practice; not inside classrooms but usually inside laboratory using different visual techniques. As a result, this lack of authentic materials, vocabulary was neglected, Allen (1983: 3). However recently, special concern in teaching/ learning vocabulary began to increase, thus learning a language cannot be reduced to the learning of grammar. In fact, without words nothing can be conveyed, this idea was also defended by many researchers among them McCarthy. He spotlight on the importance of this element, by saying that "no matter how will the student learns grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 cannot happen in any meaningful way", McCarthy (1990: VIII). Moreover, this attention led to the development of new approaches to language teaching.

5.2 Vocabulary Teaching

Vocabulary teaching is one of the important components of any language class. According to Thronbury (2004), there has been an increased focus on teaching vocabulary recently, partly as a result of the development of new approaches to language teaching, which are much more 'word-centered'. Differently stated, scholars and experts change their focus towards vocabulary; and this is due to the appearance of new approaches.

5.2.1 Essential Strategies for Teaching Vocabulary

Vocabulary development is an important issue that should be taken into account when learning any language. Teachers tend to use different techniques and strategies to help learners develop their vocabulary and enhance their language performance. Patrica and Catherine (2011) suggest many strategies for teaching vocabulary, among them vocabulary journal technique, word mapping technique, and graphic morphemic analysis technique.

5.2.1.1 Vocabulary Journal Technique

Vocabulary journal is one useful technique that helps learners explore meaning of words they encounter while reading. Popp (1997: 1) claimed that "these journals are specific type of learning language where students record their ideas and information from content areas in a notebook..." (As cited in Patrica & Catherine, 2011: 110). Learners use vocabulary journal to write down the selected difficult words or words that are used in different contexts from their reading material, and then they connect them to their prior knowledge to produce rich definitions.

5.2.1.2 Word Mapping Technique

Word mapping technique also called semantic mapping, concept mapping, and word cluster (Patrica & Catherine, 2011). It is one of the most significant approaches to teach vocabulary."Word mappings are visual displays of word meanings organized to depict relationships with other words" argued by (Patrica and Catherine, 2011: 94). In this technique, the teacher introduces the word map for his students, then he puts the target words in the centre of the map, then he asks his students to suggest synonyms, antonyms or definitions that have relationship with the target words and put them in other boxes. Learners are allowed to work in groups or individually. Reutzel and Cooter (2008) argue that using word mapping technique with EFL learners offers them ways and opportunities to link their prior knowledge to new concepts and help them categorize information. Furthermore, this strategy helps them explore the relationship between words and have a deeper understanding of their meaning.

5.2.1.3 Graphic Morphemic Analysis

Another useful technique used to teach vocabulary is the graphic morphemic analysis. It is "an approach to word learning that will help readers unlock the meaning of new and challenging words by analyzing the meaningful parts within a word" (Patrica & Catherine,

2011, p. 100). In this strategy students are asked to write down the difficult words they encounter while reading, then break them down into prefixes, suffixes and roots in order to construct meaning from those parts. For example, the word 'inequality' 'in= no' 'equal= the same' 'ity= state of'. i,e. 'inequality= not the same'.

5.3 Vocabulary Learning

Vocabulary learning is an essential part to achieve the process of learning a language. According to Ghazal (2007: 84), Vocabulary learning is one of the major challenges for language learners to face during the process of learning a language. One way to allay the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible. In other words, learning vocabulary becomes successful through applying many learning strategies.

5.3.1 Vocabulary Learning Strategies

The selection of the appropriate strategy depends on a number of variables which are: the proficiency level, L1 and culture of students, students' motivation, and purposes for learning L2 itself. Schmitt (1997) provided many strategies of vocabulary leaning, and these are mentioned in the table below:

Schmitt (1997: 207-208) Vocabulary Learning Strategies.

Strategy Group	Strategy
Strategies for the discovery of a new word's meaning	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)

SOC Ask teacher for a synonym, paraphrase, or Ll translation of new word

SOC Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

SOC Study and practice meaning in a group

SOC Interact with native speakers

MEM Connect word to a previous personal experience

MEM Associate the word with its coordinates

MEM Connect the word to its synonyms and antonyms

MEM Use semantic maps

MEM Image word form

MEM Image word's meaning

MEM 'Use Keyword Method

MEM Group words together to study them

MEM Study the spelling of a word

MEM Say new word aloud when studying

MEM Use physical action when learning a word

COG Verbal repetition

COG Written repetition

COG Word lists

COG Put English labels on physical objects

COG Keep a vocabulary notebook

MET Use English - language media (songs, movies, newscasts, etc.)

MET Use spaced word practice (expanding rehearsal)

MET Test oneself with word tests

MET Skip or pass new word

MET Continue to study word over Time

Table 2: *A taxonomy of vocabulary learning strategy*

• The first contains strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (Determination strategies [DET]).

• Social Strategies (SOC) students interact with others to improve their language learning.

• Memory Strategies (MEM) also known as mnemonics students relate the new word with some previous knowledge using some forms of imagery or grouping. Another type of mnemonics is the use of physical action to facilitate the language recall especially with beginners.

• Cognitive Strategies (COG) are similar to the previous one. They include repetition and the use of mechanical means to learn vocabulary.

• Metacognitive Strategies (MET) students develop a conscious overview on their learning process and are capable to make decisions about the best way of learning.

Vocabulary learning strategies could be fruitful if teachers knew how to use them within the objective programmed.

6. Selecting Vocabulary

Every language teacher must decide on what and how much vocabulary to teach. Additionally, he must consider what words to teach first (during early stages of the course) and what vocabulary to leave for later stages. The teachers' choice of vocabulary is affected by the textbook and extra resources used. Allen (1983), McCarthy (1992), and Harmer (1993) Point out to two major points that teachers should take into consideration while deciding on the vocabulary needed for their learners.

6.1 Usefulness

When deciding about what vocabulary to teach, the teacher should take into account the usefulness of words, i.e., what words are frequently used. In most cases, "The words which are most commonly used are the ones we should teach first" (Harmer, 1993, p.154). Moreover, McCarthy (ibid) claimed that it is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be. In addition to this, the teacher should consider the student's needs. Allen (1983) pointed out that it is useful to supply learners with words for 'classroom language' just at the early stages of the course. She carries on that it is essential for the teacher to forecast what words the students need to know for discussion about everyday life, people and things neighboring them.

6.2 Learnability

There are several causes why words might be easy or difficult to learn. Learners will learn better if they encounter new words which do not need much effort to be learned. By definition, learnable words are those words that can be easily understood (Thornbury, 2002, p. 35). Following this further, complex spelling, articulation or connotation (meaning) might be a cause for a word to be hard to memorize. To facilitate for foreign language learners improving their vocabulary knowledge, the teachers have to select for them an easy and an understood vocabulary, so that they can start learning that foreign language with solid vocabulary foundation.

Conclusion

Vocabulary is one of the language system components that is important to be learned. It plays an important role in the four skills. By mastering vocabulary, learners will be able to produce many sentences and express themselves freely. This chapter may have shed some light on the importance of vocabulary as well as of some types and aspects. The second part was about vocabulary teaching and learning and some of their essential strategies.

Chapter Two

Pictures in Teaching Vocabulary

Introduction

Visual aids are important in education system. They are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge. So, there is no doubt that technical devices have greater impact and dynamic informative system simply because they make the interest of learners higher and help the teachers to explain the concepts easily. In this context, pictures are considered to play a central role in order to motivate students to acquire, comprehend, memorize, and interact with the foreign language because they can clearly "see" the language in use by means of significant elements which call their awareness and encourage them to use the language in different ways. Therefore, the present chapter will be a review of visual aids with more specific emphasis on pictures and their importance in FL classes in general and in teaching new vocabulary in particular.

2.1 Visual Aids and Vocabulary Teaching

Previously, teaching a language depended widely on verbal instruction and communication. In contrast, nowadays technological development influences almost our lives. The verbal communication in classrooms still plays an integral role in teaching; however, both learners and teachers today intend to use pictures, videos, televisions, computers and up-to-date technological devices to decrease the amount of constraints of educational verbalism. So, most of what we learn we get through visual medium, and this is why the use of visual materials is very important in teaching English as they commit information to long-term memory. Visual materials help learners to motivate them to speak, to create a context with which their speech will have meaning.

2.1.1 Definition of visual aids

In the Dictionary of English Language and Culture, visual aids refer to "something that people can look at to help them understand, learn, remember, etc. such as a picture, map,

photograph, or film. Visual aids are often used as materials in education" (1998, p. 1490), i.e., they are used in teaching any sort of language.

In addition, a visual aid according to others is any planned or non-planned image that can be categorized into illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likeness, or anything that would help students to see a direct meaning.

Porter and Margaret (1992) assert that using visual materials not only make what you have to say more comprehensive to young learners, they can make it more interesting as well. That is to say, learners become more interested with visuals; which facilitate learning process as well.

Jan Julk (2002) points out that according to multisensory teaching theory, all senses should be involved in teaching/learning process to help students to develop their full potential. He wrote that a person is able to memorize about 15% of what he hears, about 25% of what he sees and about 50% of what he sees and hears at the same time. Generally, he also emphasizes superiority of visual aids over the auditory ones.

Actually, visuals can be pictures, flashcards, posters, charts and any aid that can be seen. Their efficacy is proved by many researchers and scholars.

2.1.2. The Importance of Visual Aids in FL Classrooms

Visual aids have been given a great importance in FL classrooms because they aid both teachers and students in teaching and learning vocabulary. On the one hand, students can memorize new words more easily by both listening to their teachers and seeing visuals. They also get involved in the lesson more actively by guessing the words meaning through the visuals, describing them, asking and answering questions related to the visuals. So, students can communicate in the target language more effectively. Moreover, teachers' message will be presented both aurally and visually.

Some students process knowledge best through hearing it whereas others process it best through seeing it. Hence, when teachers use visual aids with a presentation, they will communicate with both types of students. On the other hand, teachers will be given the opportunity to reduce their talking time of explaining new words via introducing different words directly through different types of visual aids.

In addition, the teacher needs to have a wide range of resources in the classroom for his/her students´ improvement of vocabulary. If teachers use visual aids frequently and

regularly, students will expect to learn the next language topic by using visual aids, because each visual aid is an interesting learning tool.

Facilitating an interesting learning setting can improve students' English abilities and this is a major goal for all teachers. Students can benefit when teachers provide them with opportunities to move beyond their stylistic comfort zone through the use of visual aids.

Visual aids are also useful for 'communication activities' such as describing and discussing pictures between pairs of students or in small groups (Harmer, 2007, 178-9). Students can do these activities before reading related passages.

Apart from the traditional techniques that are still in use in teaching vocabulary and other skills; there are other modern visual aids which were in use the recent years. These aids consist of the picture slides, motion pictures, and colorful and application flashcards. In this respect, using visual aids in classrooms could make students draw attention and concentration to the lesson, arouse their interest or motivation, and create the healthy learning atmosphere during the lesson as well. In addition, through visual aids, students can enjoy the lesson, have fun, discharge stress, and have an open mind to learn and perceive the new knowledge as well as integrate it to the old knowledge.

2.2 The Picture

There is no question that pictures are a good source of teaching materials. Pictures allow the teacher to pre-teach, practice, or review any vocabulary items if the teacher takes some time to think about how to manipulate them, and what the teacher should include in the pictures. Sports, flags of countries, electronic gadgets, buildings and clothes are just some of the many examples of the different types of topics that allow using pictures as a tool for teaching.

2.2.1 Definition of Picture

Using visual aids in general and pictures in particular to teach vocabulary for the learners is one pedagogical issue which attracts the attention of not only educator but also many learners and people concerned. Thus it is worth investigating the several definitions of picture and its role in teaching a language as it might affect learners' motivation and the way they learn.

In Oxford Advanced Learner's Dictionary, "picture is a painting, drawing, sketch especially as a work of art" (p. 871). Differently stated, using pictures can be created in many ways like painting, drawing, sketch, or photography to deliver the object of studies.

A picture, also called an image, is a group of colored points on a flat surface that looks the same as something else. For example, a picture can look the same as an object or a person. Pictures can also be drawings, paintings or photographs. People who make such pictures are called artists, photographers or painters. Pictures are very helpful. Sometimes people say pictures are worth a thousand words (Wikipedia). In nutshell, all people can use pictures to fit their different aims; and it is used in multiple ways in order to become quite beneficial.

Cobuild (1987) defined a picture as "a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface". That is to say, a picture can be in many different visual forms such as having coated images.

The meaning of pictures can motivate a presenting a sequent of event, story, and things like the real life which might be used more effectively to develop or sustain motivation in producing positive attitude toward English and to reach or reinforce language skill. It is also claimed that " pictures are the most suitable for the revision of known language and more recommendation or manipulation word , pictures are not just an aspect of method but through their representation of places, object, and people they are essential part of the overall experience" Andrew, W (1982: 2). Moreover, pictures are widely helpful in the sense that they provide for their users a complete practice.

From the meaning of pictures above, it indicates that the pictures has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences.

2.2.2 Use of Pictures

The use of pictures is an excellent technique to help learners comprehend different techniques of foreign language. The picture has motivated the student; make the subject clearer to understand, and to illustrate the general idea of an object. It can help to develop various other needed skills such as attention to detail, visual discrimination, and extension of concepts.

According to Celce Murica and Hilles (1988: 73) pictures are versatile and useful resources for teaching language aspects. Including picture in the curriculum motivate learners to respond in many ways, such as text book or a sentence written on the board,

cannot. Pictures also can be used in different configurations to enhance learning and practice.

Harmer (1998: 25) also says that most people can remember lessons at school which were   uninvolving and where they 'switched off' from what was being taught them. Frequently, this was because they were bored, because they were not emotionally engaged with what was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged

Scrivener, J (2005: 334) says that "pictures and picture stories are ...very useful ...as material for speaking and listening activities". This means that, pictures can be used as an effective material for teaching activities. We can safely include pictures incorporated in the textbooks as having the similar effect.

Harmer (2007: 178) says that "Pictures can be in the form of ...photographs or illustrations (typically in a textbook) and facilitate learning". Harmer (2007: 52) continuous to emphasize that: "Engagement of this type is one of the vital ingredients for successful learning". By this we may say that pictures are simply applied to get effective learning and teaching process.

"Picture plays an important role as an alternative teaching aid n teaching English language. The teacher gives a picture, and then he or she asks the learner about it .Picture is easy to be found by all people "Through pictures learners can practice to develop their ideas" stated by Liza, F (2011: 14). Additionally, Liza *(ibid)* pointed that the reflection of learners to develop better when they have see more object associated with it. For this reason, the teacher should expose the learner to real life situation, when this is possible, the visual aid can act as useful substitute. As pictures and their images are more visited than words, they are easier to recall than words too.

We may conclude by saying that the use of pictures inside foreign language classes enhance and motivate learners to use and develop learners' vocabulary in appropriate way and make learning process easier for both learners and teachers, because of the effective role in helping learners to learn better not only vocabulary but also grammatical features and structures.

2.2.3 Suggestions for Making and Using Pictures

Thornbury (2002) believes that "The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered"

(p. 25). It means that the memorization of new vocabulary is related strongly with the types of materials and activities implemented in the classroom when using any type of pictures such as when using flashcards. That is to say, many learners loose gradually their interest, awareness and motivation when learning vocabulary during the school year period. In fact, teachers' choice of the techniques implemented during lessons do not appeal to the students' learning style, they are generally bored with the same type of vocabulary tasks and activities. In other words, teachers should create attractive ways for learning process and the following example is one of them.

There are a set of tips that both teachers and learners may follow to succeed in making pictures. Firstly, teachers/learners can buy a pack of index cards; they are blank on one side and have lines on the other. Secondly, it is preferable to draw them in by hand because it can help with reinforcement, though pictures can also be made with software programs and printed (printed pictures). Thirdly, on the blank side, it is important to draw or write very simple things learner wants to memorize or the teacher wants his learners to remember.

The following step is to keep this short and ensure that it is meaningful. This will serve as the trigger (cue) for the memory. Both teachers and learners should be creative and remember that what to put on this side of the card will be the vital element to activate the memory (the learners' memory) about many of the other things you know and understand about the topic. Fourthly, the teacher should flip the card over to the lined side and write a brief and accurate definition or explanation. The teacher also can try to write it in his own words this also helps with reinforcement. Finally, the picture is available and you can benefit from it.

Learners should take into consideration these instructions when making pictures or flashcards. First, they have to keep it short and use abbreviations. Second, they should pursue what works best for them, i.e., what suits their choice like colors, symbols, or acronyms. Finally, it is preferable for students to make their penmanship as clear as possible because they are particular to them.

Pictures and illustrations are very useful in many ways. They are useful for introducing new words and expressions. For example, by using the following illustration, we can introduce a set of vocabulary useful for describing a picture (see picture 01).
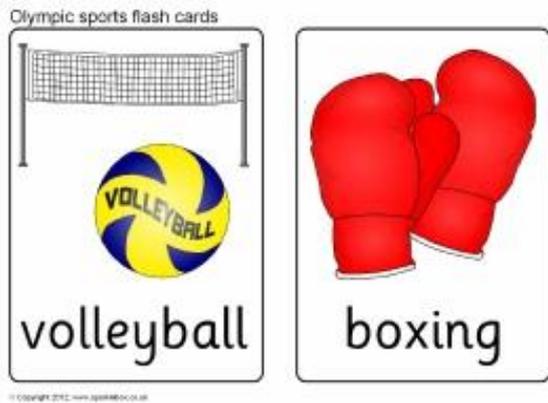
Picture 01: a flashcard picture represents two kinds of sports (from Google image)

With this illustration there is a set of questions that read: 'Look at the ...picture. What do you think the picture represents? Do you like to practice this kind of sports? Name other sports. Thus, learners are first encouraged to think about the picture. The teacher may let them discuss what they see in pairs or small groups. They won't know the answer for sure'; what they are asked to do is to guess freely. They are not required to get the situation right. They are entitled to be 'wrong' in their speculation. It does not matter much if they get the situation wrong; the most important think that they practice their vocabulary in the classroom and with their classmates.

2.2.4 Types of Pictures

The main purpose of teaching is to enhance and hone the visual perception of young learners while teaching any topic; teachers can support their presentation visually with big bright pictures, demonstrations, flashcards, or real objects. However, art programming is only one of the many aspects of learners' education which can benefit extremely from the competent utilization of selected visuals. One appropriate picture can be a catalyst giving rise to the production of thousands of words and a multitude of creative and analytical thoughts. Selecting pictures (photographs, illustrations, paintings) for use with young learners requires just as much care as selecting stories and other parts of text for reading. The content of the picture must be consistent with the age and maturity of the children to get a successful lesson.

According to Bowen, B., M. (1973: 13-31), there are some types of pictures as their shapes:

2.2.4.1 Wall Charts

Wall charts illustrate aspects of a topic. On one chart use may be made of photograph, drawing, symbol, graph and texts. In addition, they are used in different domains such as history, geography and natural sciences. In one hand, a wall chart can serve as a good source for the needed information within the classroom for all the pupils and help them to remember in a very good way and in the other one many teachers use them to teach singular and plurals of nouns and demonstrative pronouns, teach how to describe things through colors and teach the order of alphabets.

Picture 02: Wall Chart represents alphabets (from Google image)

2.2.4.2 Wall Picture

Wall picture is simply a big illustration of scene or events. It is usually to be used with the whole class to be seen by all pupils whatever their sitting shape.

Wall pictures, which details large enough for the entire class to see, may be used in place of things such as animals, the sea, trees, and the sky, which are impossible to bring into the classroom or they may be a dangerous things for the young learners; here the teacher can only use this type of pictures to make learners learn and know new or even common things in a funny way and make them leave the situation .For example, this wall picture or others can be used to fit more goals. For instance, teach kids vegetable vocabulary and how to go shopping for veggies, teach students about the things that we eat and express want and teach learners different means of transport and talk about going around.

Picture 03: Wall Picture represents a sea. (From Google image)

2.2.4.3 Flashcards

Flashcards are widely important in teaching resources especially for ESL and FL teaching. They can be used in any lesson and at any level of teaching. In fact, flashcards are crucial for the primary levels because at these stages, learners are engaged in

developing their vocabulary. So, this enriching teaching aid is beneficial for teaching vocabulary in a many ways like: games which need a high concentricity, identifying words to prospecting vocabulary, nouns, pictures, adjectives, singular and plurals and verbs. In addition, FCs are also very helpful for sequencing activities, pair work and group work. In other writings, this tool is also useful for teaching grammar as well.

2.2.4.3.1 Word Flashcard

A word flashcard is a card with pictured or written words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wants to inform his learners. Word Flashcards are not too complex and facilitate learning teaching process; and they avoid many details which are not necessary or unrelated to the lesson because they can directly determine the aim of the teacher.

When the teacher uses such types of flashcards he can create several activities within the class or designing homework .For example, choose any topic from the following flashcards you want to talk about and write a short paragraph about it .This instruction can be understood easily by learners.

Word Flashcard

Example : WATER.
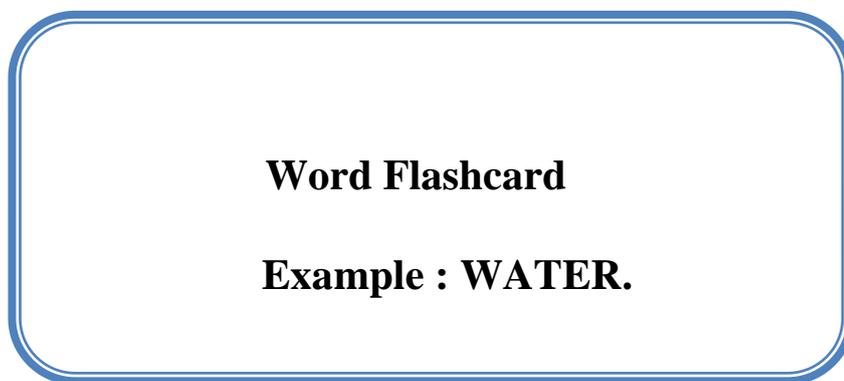
Picture 04: Word Flashcard represents a word WATER.

2.2.4.3.2 Picture Flashcard

They are useful for the representation of a single concept, such as an object, action or even animals. Picture flashcards can be small or big and contain one or more concept. From using those kinds of pictures the teacher can achieve several aims of his lectures such as: pronunciation differences between long and short vowels, teach words and expressions

related to classroom, and teach students how to tell the time and also how to talk about daily routines and teach learners names of fruits and how to express likes. This choices work with learners needs because they love bright colors and engaging pictures, so many teachers try to use them to make learning more interesting and exciting. The following example represents colorized fruits and their names in a table attract learners and encourage them to memorize new vocabulary and use them either within the class or outside the class.

Picture 05: Picture Flashcard represents fruits (from Google image)**.**

2.2.4.4 Work Cards

When it comes to using picture stories in class, the key point is to avoid limiting to typical class activities and writing exercises. Learners need as much spoken English practice as they can get.

This type includes visual as well as text magazine pictures, drawing, maps; this latter, can be a paramount vital part to work with all levels, used for variety of purposes. The content of work card pictures is beneficial in lectures of culture, geography and history. In other words, we should adopt a concept of pictures that is quite like a concept of reading.

Picture 06: Work Card represents a map (From Google image)

As it has been stated above, pictures with all types (including ones in electronic form) are absolutely an essential tool. They are visually stimulating; they can be used in endless possible ways for various types of activities with all levels especially with young learners (middle schools). They allow flexible modification for any teacher and according to any learner type. So, developing personalized pictures with all their types is one of the most effective ways to enrich one's teaching experience. Learners can also use their creative power to design their own pictures especially in middle school classes.

2.2.5 Methods to Use Pictures in the Classroom

Pictures are essential when it comes to engage students who are learning a new language especially for beginners. They can be beneficial study aids during lessons, and they act as useful prompts to help students when they are learning vocabulary.

According to Andrew, W (1989) there is two main kinds of picture practice mentioned: mechanical practice and communicative practice. To begin with, it is necessary for readers to differentiate these two types when using pictures.

2.2.5.1 Mechanical practice

Pictures can help to reduce preparation time. Sets of pictures can be re-used, especially if the teacher laminates them, and can be used at any level in classes especially for young learners.

In mechanical practice the teacher wants students to concentrate primarily on imitating the sound of the language and less concerned with meaning. In any case, the teacher usually knows exactly what the student want to express.

2.2.5.1.1 Repetition

One way to make sure that learners understand is to repeat what the teacher has just taught over and over again throughout the same class. Repetition is an important key in learning. In this activity, the teacher points at the picture and ask learners to repeat for many times so that they develop both listening and speaking skills. So, the picture helps both the learner and the teacher; after all, the visuals are being used as tools of learning, a tool for teaching pupils to see, and a tool for assisting pupils to develop all skills.

Using these methods inside the classroom wisely, educators can provide refreshed, powerful, and meaningful teaching and learning opportunities for both themselves and their learners.

2.2.5.1.2 Recombination

Recombination can include questions and answers. Pictures motivate and cue responses non-verbally. He generally provides a sentence pattern to guide learners. The teacher can use a composite picture to ask variety of questions about it, usually concentrating on a teaching point.

For example: (fill the gap)

        1- Mary has a ……… A/ a cat

                          B / a bag

                          C/ a book

        2 - Who bring the pet to Mary?

        3- Does Mary like the cat?

        4-What about her sister?

Picture 07: a Cat (from Google image)

2.2.5.1.3 Pronunciation

One of the beauties of using pictures is for pronunciation work is that it directly addresses learners' problem. Pronunciation work can be kept simple and employ exercises using pictures which are both accessible and enjoyable for them, whatever their level. Pictures can be used to illustrate certain sounds and can be stuck on cards and the sound can be given under it .i.e. the aim is clear for both learners and they can practice the activity easily in funny way allowing to them learning new vocabulary at the same time.

2.2.2.5.2 Communicative Practice

In communicative practice the students make use of the patterns chosen by teacher, but they and the teacher give the value of meaning to what they are saying. The teacher does not know exactly what the students want to say.

2.2.5.2.1 Describing

In most of the activities, the student is challenged to describe something so well that another student can identify it by pointing, drawing, commenting. The teacher may give two different pictures and students can identify the similarities and differences between the two different images. Another example when the teacher gives a picture to his students and ask them to describe it without putting limits for them either orally or in a written form so that to develop their writing skills.

This picture may be taken as an example (see picture 08).
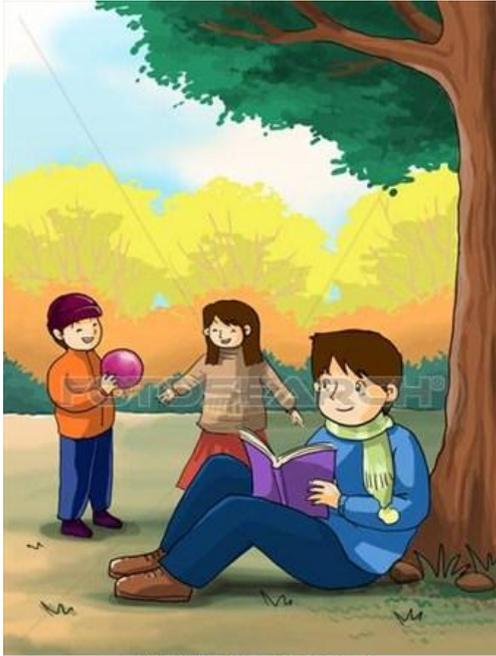
Picture 08: Children in the Garden. (From Google image)

2.2.5.2.2 Identifying

In this type of activity, the student is challenged to identify and name the picture or part of a picture which is difficult to recognize identifies different names images that has been slightly altered. It is essential to recognize the differences in a student's visual skill set before the teacher starts teaching meaningful pictures with real objects. Eventually, the student may be ready to identify more abstract pictures. This can lead to practice with the academic vocabulary needed; and students could generate sentences and even paragraphs about the given pictures.

2.2.5.2.3 Matching

Matching pictures, though incredibly simple as a resource idea, has proved to be an extremely valuable teaching resource for both oral and written communication and this enhance vocabulary getting.

In these activities, students are challenged to find a relationship between two bits of information. For example, to spot the difference: Students must spot out the differences between two pictures and find the way to describe and speak it out (see picture 09).
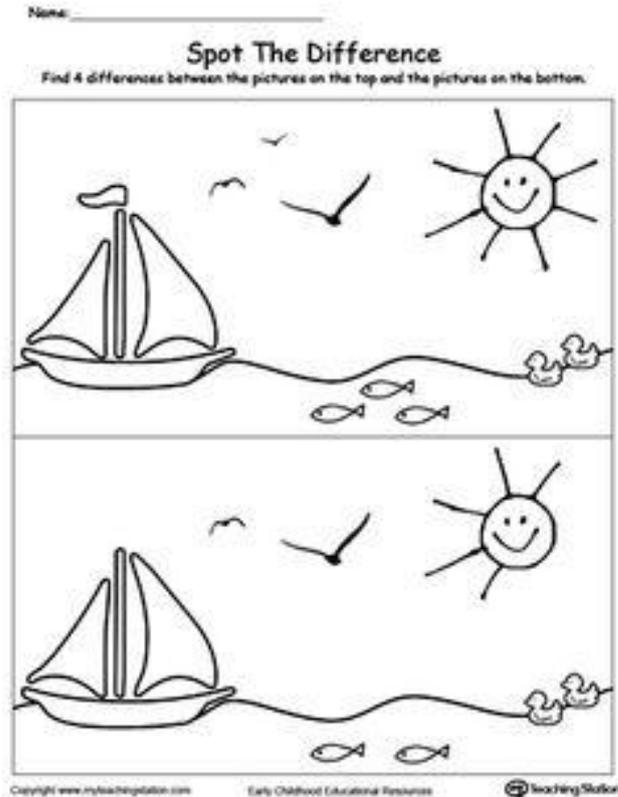
Picture 09: Spot the Difference. (From Google image)

2.2.5.2.4 Grouping

Grouping pictures is an activity given by the teacher to his learners; in which they are given a number of pictures and asked to arrange them in groups. Like to give them a list of food and then they arrange it into groups. Grouping let you move all shapes or objects at the same time as though they were a single shape or object. The teacher may also change the characters of the entire picture in a group at one time, by adding pictures. The teacher can select an item within a group and apply an attribute without ungrouping the shapes, or he can create groups within groups to help learners build complex graphics.

2.2.5.2.5 Sequencing

The learners can be challenged to put various bits of information into a sequence; and this may be objective if the teacher well prepared the activity. Sequencing pictures is conceder to be a helpful, funny and great tool for teaching in the classroom. Sequencing is

one of many skills that contribute to learners' ability to comprehend what they read. It refers to the identification of the components of different pictures.
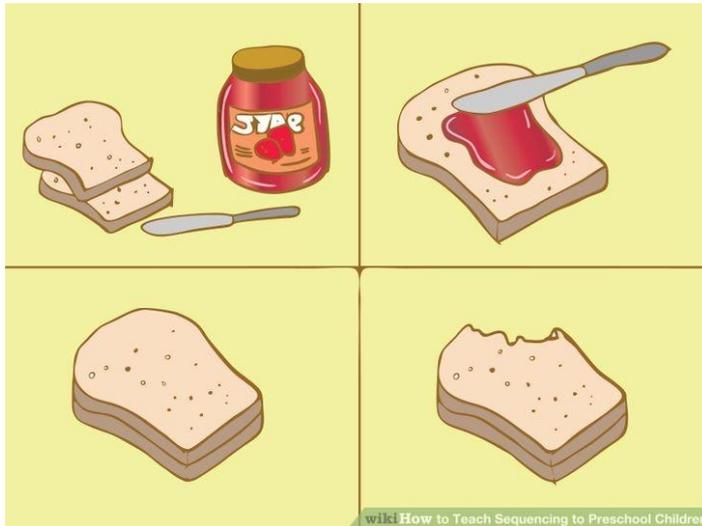
Picture 10: Sequencing the picture (From Google image).

2.2.5.2.6 Ordering

In this activity, learners are asked to place a number of pictures in order of quality. Their judgment of the qualities of the pictures can be objective or subjective. For example, to give learners separate pictures of multiple things and they order them according to their size.
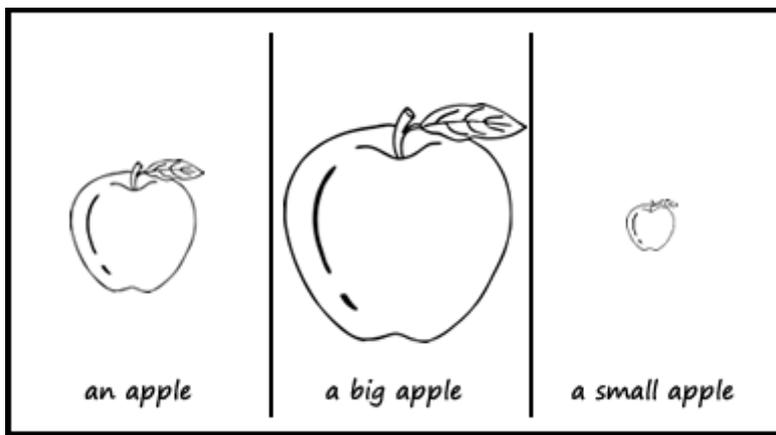
Picture 10: Different sizes of an apple (from Google image)

2.2.6 Characteristics of a Good Picture

Learners like colorful and varied materials this is why the teacher should have the ability to convey the good picture to his learners in order to have an easier teaching learning

process because. According to Andrew, W (1989), there are some criteria for selecting good picture for learners, such as:

1. The aid must be easy to prepare and organize by the teacher.

2. The aid must be interesting for students.

3. The aid must be excellent point of view and sufficient amount of language.

4. The aid must fit the best principles of education.

Keddie, J. (2009: 5) state that: "images speak to us". They give rise to outburst of emotion, thought, and curiosity. They bring back memories and remind us of experiences we have had. Images refresh the parts of the brain that words alone fail to reach". This importance leads the teacher to better choose the quality of pictures.

In nutshell, the characteristics of a good picture should be clear and big enough to see, and to choose or select a picture is needed to be appropriated with the knowledge of students and related to the topic to be discussed.

Conclusion

In short, all types of pictures have proven that they are indelible resource of vocabulary teaching materials. Not only they can be free resources, but they can be taken from virtually anywhere. However, teachers should take into account how to select their pictures. The use of pictures can be effective in promoting students' interest and motivation in speaking activities in English class and these activities using pictures will create an exciting learning environment where students will be motivated to engage in speaking activities in English class. In addition, pictures can also be used to improve other skills. In more specific terms, using flashcards may fulfill a number of objectives mainly the teaching of new vocabulary.

Part Two: The Field Work

Chapter Three

Introduction

This chapter is the practical part of our study. It is about the explanation of the method used in this research. To carry out this study, we have selected the descriptive method. It is descriptive since it aims at describing the correlation between the two variables: learners' vocabulary improvement as the independent variable and the effectiveness of pictures as a visual aid as the dependent variable.

We have chosen both questionnaire and classroom observation that aim at gathering data about the learners' attitudes concerning the use of pictures in the classroom. These tools have many advantages, as we know they allow us to collect large amount of data easily in short period of time i.e. they are time constraint. At the end of this chapter, we will consider the results obtained from both tools to evaluate the validity of the research hypothesis.

3.1 Research Setting and Research Participants

Our population is composed of 198 first year middle school pupils in Barkani Masoud middle school in Oum El-Bouaghi, for the academic year 2015/2016. Since it is quite hard to study the whole population, a sample of thirty pupils (N = 30) is chosen, which represents (16.66%) of the population, i.e. one class from six classes was selected to represent the whole population. Pupils are asked to express freely their attitudes and perceptions towards vocabulary knowledge, using pictures, and the relationship between the two in a questionnaire and as a second tool; we chose classroom observation to describe how the English session is carried out.

We have chosen the middle school to accomplish our study, because pupils are still beginners and they need the use pictures to enhance their vocabulary. Furthermore, we have selected first-year and not second year pupils because they are assumed to be juniors. This will spot light on the problems that juniors encounter while learning.

3.2 The Questionnaire

A questionnaire is a tool for collecting information about a particular issue of interest. The purpose of our questionnaire is to gather data from beginners not to test them this is why we present it in two languages English and Arabic; so that they can answer freely. The target population of this study is first year secondary school pupils at Berkani Masoud in O.E.B, for the academic year 2016. We have chosen first year secondary school pupils because they are the ones who can identify the effectiveness of pictures in enhancing new vocabulary as beginners.

3.2.1 Description of the Questionnaire

The students' questionnaire is composed of nineteen (19) multiple-choice and open-ended questions which are divided into four sections as follows:

Section One: Background Information (Q1-Q6)

The first part is about the pupils' background information. It is composed of six questions. In Q1, pupils are asked whether they like English language or not. Next, in Q3, they are asked whether they use English outside the classroom or not. Then, Q5 seeks to know their progress in English. In each question, pupils are asked to justify their answers and each one is conceded to be a question (Q2, Q4, and Q6).

Section Two: English Vocabulary (Q7→ Q11)

This section includes five questions seeking to assess pupils' vocabulary. In Q7, pupils are asked what they like most in English language with giving justification in Q8. Next, in Q9, they are asked to describe their level in English vocabulary by ticking the appropriate option; pupils are given three options: high, moderate, and low. In Q10, they are asked about the source of their vocabulary whether it is from their teacher, classmates, reading, internet, pictures or dictionaries. The last question in this section is Q11 in which we ask pupils which way they like better to memorize their vocabulary. They have also five options namely: songs, games, repetition, and use words in context or using pictures.

Section Three: Using Pictures (Q12→Q18)

This section includes six questions seeking information about pupils 'opinions of using pictures in the classroom the first question in this section in Q12 in which we ask pupils whether they are interested by pictures or not. In Q13, pupils are asked about their point of view concerning the use of pictures in teaching; this question followed by four options: useful, amusing, boring or no difference. Next, in Q14, they are asked if they used pictures in their English sessions. Moreover, in Q15, they are asked about their feeling if their teacher does not use pictures; weather they feel comfortable, they feel anxious or they do not care, of course by stating their justification in Q 16. In Q17, pupils are asked if they acquire new words when they learn with pictures or not. Finally, Q18 gives pupils options to see to what extent the picture help them to improve new words is a lot, not really, a little or never.

Section Four: Further Suggestions

The last section in the questionnaire is about further suggestions that pupils can give in improving their vocabulary through the use of pictures. Pupils are summoned to add new ideas or comments concerning this study in Q19.

3.2.2 Questionnaire Results' Analysis and Discussion

Section One: Background Information

Question 01

Do you like learning English?

a) Yes

b) No

Option	Number	Percentage
Yes	25	83.33 %
No	5	16.66 %
Total	30	99.99 %

Table 3: Pupils Attitudes towards Learning English.
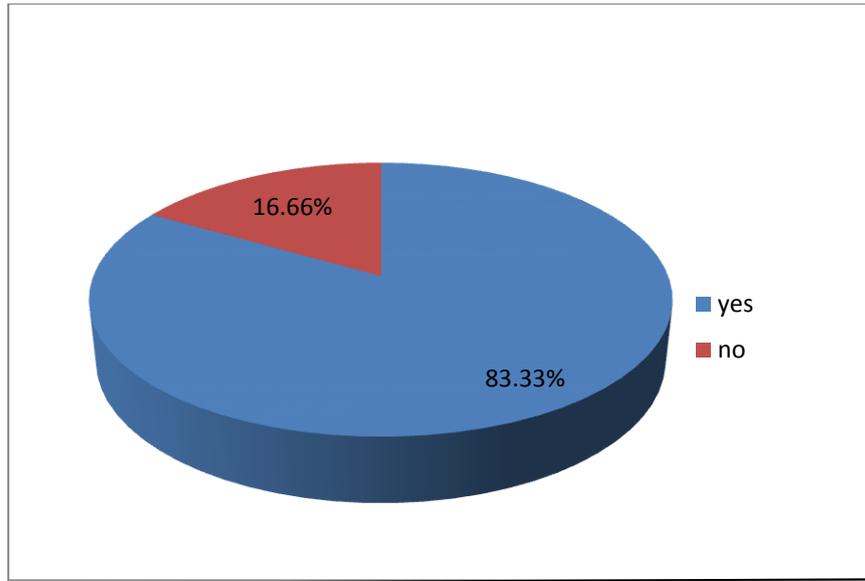
Figure 3: Pupils Attitudes towards Learning English

In this question, pupils are asked whether they like English language or not. Most of the pupils, i.e., (83.33 %) said that they like this language; this may confirm that the majority are motivated towards learning English language and only (16.66%) said the opposite. Maybe this result is due to the luck of motivation or luck of interest.

Question 02

Justify your answer

Pupils who like English language gave many reasons. The majority of the ones who said yes (23.33 %) like English, because it is easier than French language and they can grasp its rules easily. Others (23.33%) said that English is international language and used in all domains especially in technology. (16.66%) of the pupils said that they like the language, because of the pronunciation and the topics deal with in the English session. (13.33%) said that it is beneficial in the future, whereas (6.66%) of the participants did not give any justification. On the other hand, (10%) of pupils who do not like learning English assumed that they do not understand it. (3.33%) which represents just one pupil of the whole sample said that he feels ashamed when he talks in English. (3.33%) did not justify.

Question 03

Do you speak English outside the classroom?

a) Yes

b) No

Options	Numbers	Percentage
Yes	11	36.66%
No	19	63.33%
Total	30	100 %

Table 4: Pupils' Use of English Outside the Classroom.
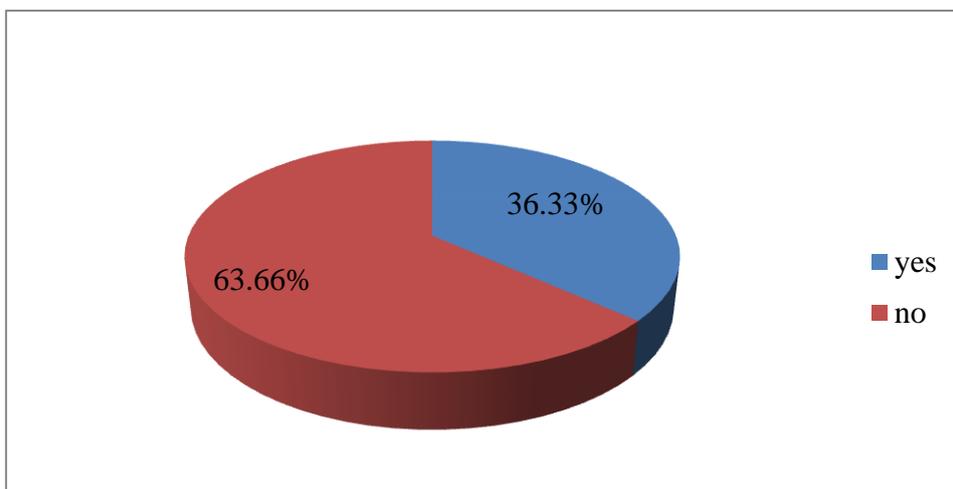
Figure 4: Pupils' use of English outside the classroom.

This question aims to investigate pupils' use of English outside the classroom. Over the half (63.33%) said: "no" whereas (33.66%) said: "yes".

It seems from the results that most of the pupils do not speak English on their free time and this is due to the lack of words and structure, and their first year they know about the English language. In addition, pupils do not have specific persons to chat with at home.

Question 04

Justify your answer

Most of the pupils (36.66%) who does not practice the English language outside the class argued that they do not use it because they fail to express themselves and they have the ideas but they do not have enough words even they like the language because they are beginners. Others (26.66%) do not use it, because most of their classmates or friends do not speak the language; and if they speak it is unorganized. However, for those who use it outside the class and they represent (13.33%) argued that they want to be English teachers in the future this is why they have to master the language in early time; while (16.66%)

find with whom they use the language either with parents, brothers, or classmates . Two pupils did not give any justification.

Question 05

Do you see that your English is developing?

a) Yes

b) No

Options	Number	Percentage
Yes	27	90%
No	3	10%
Total	30	99.99%

Table 5: Pupils' Development in English.
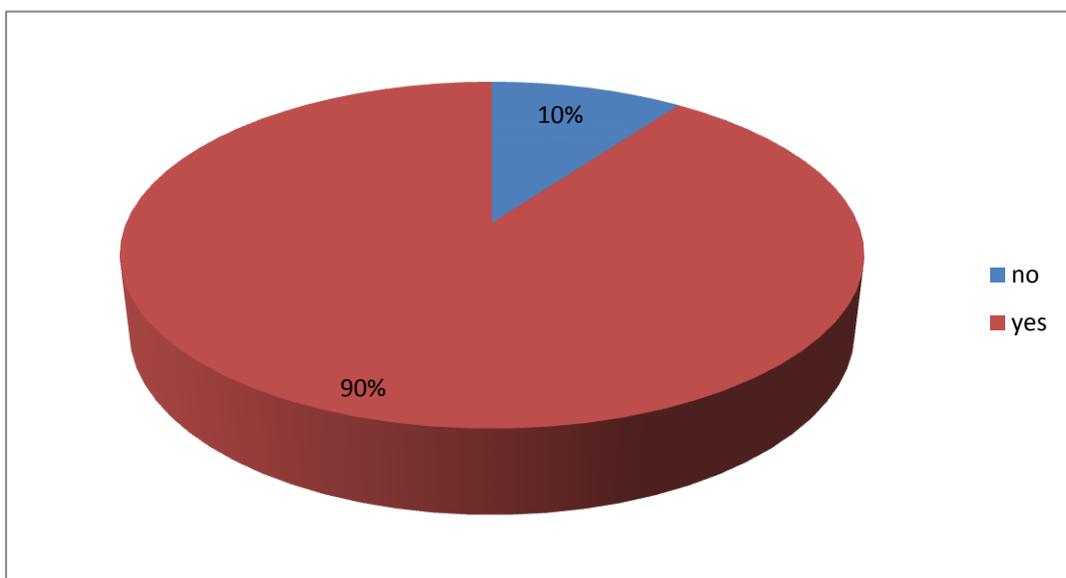
Figure 5: Pupils' Development of English

The goal behind asking this question is to see pupils 'development in English. Most of the pupils (90%) claimed that they have achieved an acceptable level in English while others (10%) said that they have undeveloped English.

These results may explain the efforts given by the teacher from one side; and from the other side, pupils react with the teacher and also they like the language as they state before.

Question 06

Justify your answer

As it is noticed from the results, most of the pupils (90%) got some development in the language because of their teacher and their desire to know about the language. (56.66%) stated that they get some progress, because now they can understand their teacher better than the beginning of the year because they learnt many new words, and they can answer the exercises in a correct way. Others (16.33%) claimed that this is due to the good marks they get. In addition, (13.33%) argued that they have who help them and they understand better in the classroom. Finally, one pupil (3.66%) did not give any justification.

For the rest of pupils who did not get any progress in English (3.33%) of them, they said that the constant change of two teachers is the reason behind their low level. (6.66%) argued that they did not improve their English because they dislike it and find it difficult.

Section Two: English Vocabulary

Question 07

What do you like most in English language?
-Vocabulary
-Grammar
-Both

Options	Number	Percentage
Grammar	5	16.66%
Vocabulary	9	30%
Both	16	53.33%
Total	30	99.99%

Table 6: What Pupils like Most in English.
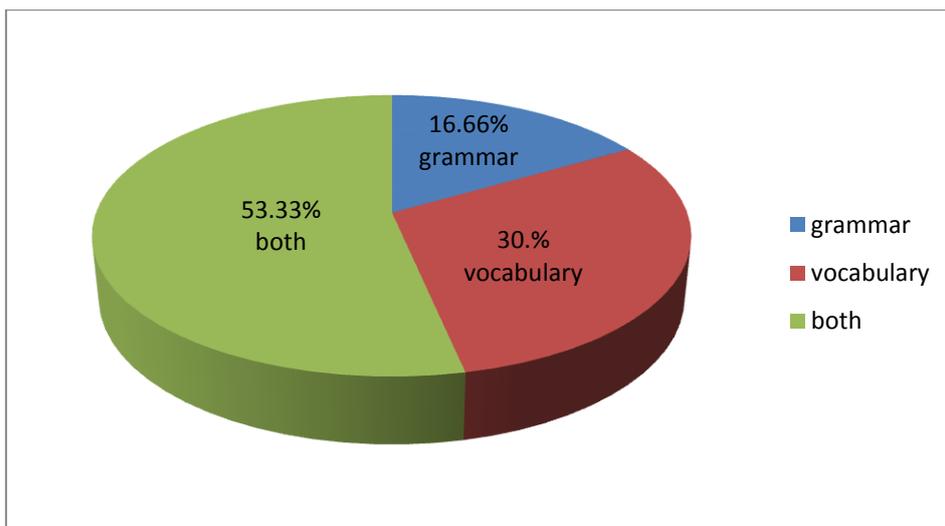
Figure 6: What Pupils like Most in English.

A glance at Figure 6, we notice that students are, in the majority, aware of the significance of both vocabulary and grammar in learning English. Only (30%) of the students selected vocabulary whereas (16.66%) of them emphasized grammar over other choices.

These results can be due to different reasons and the following question will give a good explanation.

Question 08

Justify your answer

Many learners who choose vocabulary (13.33%) state that they need words to express their ideas. Others (16.66%) added that knowing vocabulary allows to them to speak freely whenever and wherever they want i.e. learners stated that they need vocabulary to speak and write. Most of students who preferred grammar (10%) claimed that it helps them to have ordered and organized words and sentences. Two pupils did not justify. The big part of proportion of the sample (53.33%) declared that both vocabulary and grammar are important in learning a language; this means that they are two faces of the same coin. Without grammar, there will be no vocabulary and without vocabulary, there will be no clear language.

Question 09

How do you find your level of vocabulary in English?

Good

Moderate

Low

Options	Number	Percentage
Good	15	50%
Moderate	9	30%
Low	6	20%
Total	30	100%

Table 7: Pupils' level of English Vocabulary.
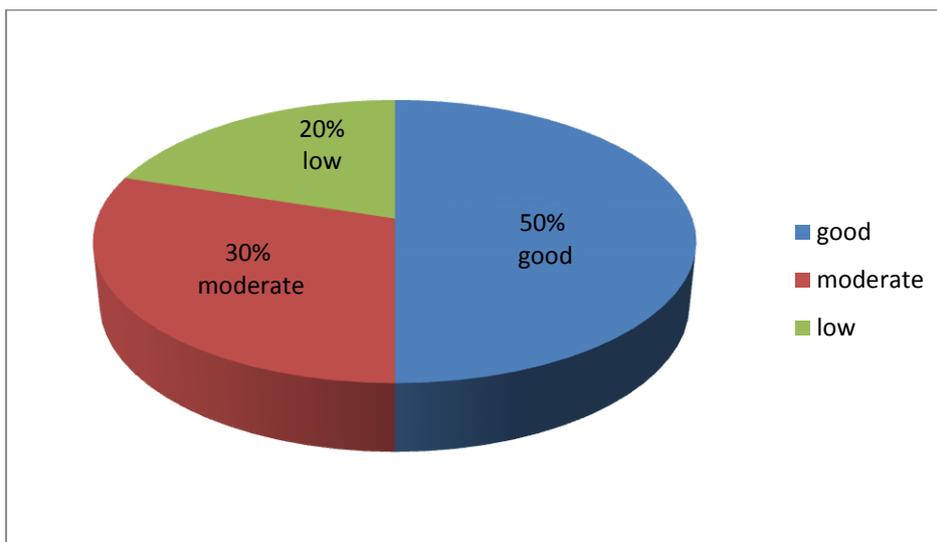
Table 7: Pupils' Level of English Vocabulary.

The aim behind this question is to know if learners are able to determine their English vocabulary level or not. Half of the sample (50%) asserts that their English vocabulary is good. An approximate percentage (30%) that of those who said that their English vocabulary is moderate. While (20%) said they have got a low level.

It seems from the results that after few months of studying English in the middle school the majority of pupils have reached an acceptable level in English because of their desire to learn the language and they are up-date with their curriculum. For those who have a

moderate level, they already knew words and sentences and this is not sufficient for them. Pupils who claimed that they own a low level, they fail to improve their vocabulary because of the way they learn the language or they find it too difficult.

Question 10

In your opinion, what is the most important source to acquire English vocabulary?

-Teacher

-Classmates

-Internet

-Pictures

-Use dictionary

Options	Number	Percentage
Teacher	12	40%
Classmates	1	3.33%
Internet	6	20%
Pictures	9	30%
Use dictionary	2	6.66%
Total	30	99.99%

Table 8: Pupils' Source of English Vocabulary.
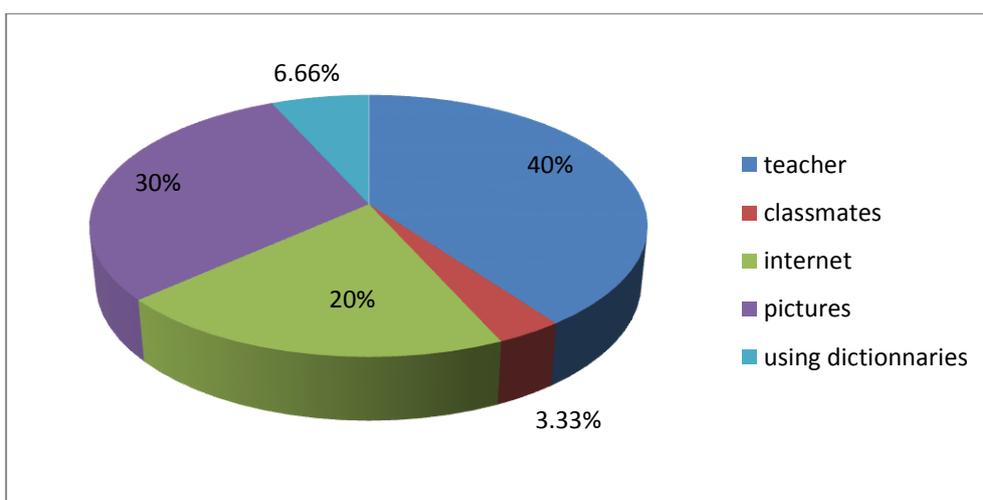
Figure 8: Pupils' Source of English Vocabulary.

The purpose of this question is to recognize from where learners have the bulk of their vocabulary. The plurality of the pupils (40%) got their current vocabulary from their teachers because the teacher is the main important source of providing learners with the language. (30%) acquire it through the use of pictures or when a word is followed by a picture, this proves the efficacy of using pictures while teaching as a good visual aid for providing with the needed information. (20%) of the sample got it from the internet; this proves the modernization and informatics of the learners and their use of technology when learning. (6.66%) which represents tow pupils got their English vocabulary from dictionaries because they are appropriate source of words for them, this part of the sample uses reading to develop the language and they see dictionaries as a great source for any word meaning. The lowest rate i.e. one pupil (3.33%) is that of those who got their vocabulary from their classmates and this explains the close relation between them and the good level of the classmate.

Question 11

Which way do you like to memorize vocabulary?

-Songs

-Games

-Repetition

-Use it in context

-Using pictures

Options	Number	Percentage
Songs	2	6.66%
Games	3	10%
Repetition	7	23.33%
Use it in context	5	16.66%
Using pictures	13	43.33%
Total	30	99.99%

Table 9: Pupils' Ways of Memorizing New Vocabulary.
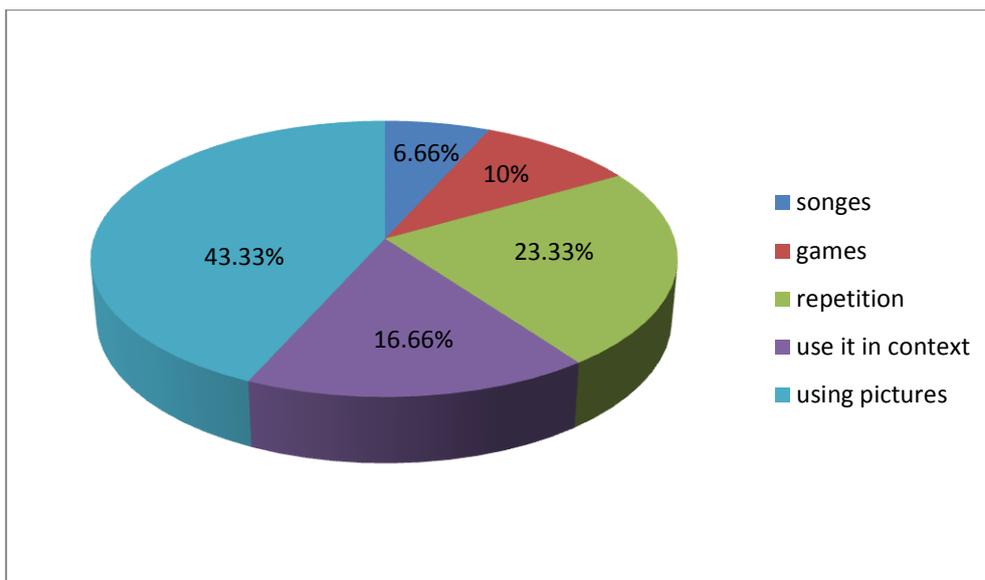
Figure 9: Pupils' Ways of Memorizing New Vocabulary.

Asking this question helps to know the way pupils use to memorize any new and unfamiliar word. It seems from the results that most of them (43.33%) depend on pictures with different types like wall charts or flashcards either within the classroom or outside it; pictures are beneficial in memorizing because the human brain communicates directly with the explanation of the word. (23.33%) of the pupils rely on repetition of their teachers; the caption of the teacher in the classroom shorten the way for learners to memorize new words. (16.66%) are those who prefer the use of words in context in order to get easy memorization because the context is suitable place for words .i.e. it gives a clear meaning. Finally, (16.66%) of the pupils try to understand the words using different types of games and listen to simple and clear songs in English, because they are funny and easy ways to enjoy and learn.

Section Three: Using Pictures (Q12→Q18)

Question 12

Does a picture interest you?

-Very much

-Much

-A little

-Not at all

Options	Number	Percentage
Very much	21	70%
Not really	6	20%
A little	2	6.66%
Not at all	1	3.33%
Total	30	99.99%

Table 10 pupils' interest in pictures
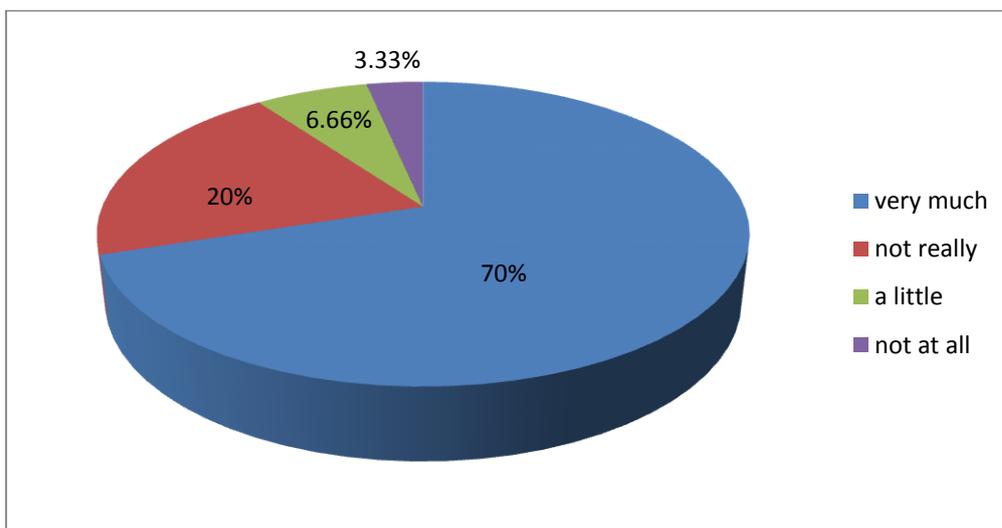
Figure 10 pupils' interest in pictures

As shown in Figure 10, over the half of the respondents (70%) are interested in learning with pictures. The second option not really interested represents (20%). Whereas there are (6, 66%) who have little interest concerning pictures, and there are also (3.33%) who are not at all interested.

These findings demonstrate that the majority of students are aware of the importance of pictures and they are useful for them. Those who have little or no interest can be due to the difficulty of the language, the complexity of words and lack of vocabulary knowledge, or they feel that using pictures waste of time.

Question 13

What do you think of using pictures in teaching?

-Useful

-Amusing

-Boring

-No difference

Option	Number	Percentage
Useful	22	73.33%
Amusing	5	16.66%
Boring	0	00%
No difference	3	10%
Total	30	99.99%

Table 11: Pupils' Views about the Use of Pictures in Teaching.
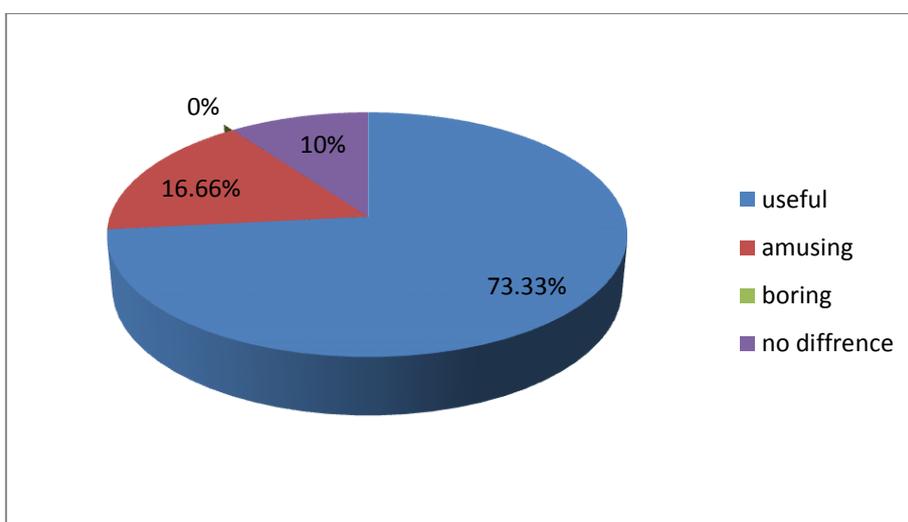
Table 11: Pupils' Views about the Use of Pictures in Teaching.

This question aims to see pupils' views about the activities done with pictures. The majority of pupils (73.33%) find the activities very useful in teaching English. (16.66%) find them amusing. (10%) said that there is no difference whether pictures are used or not. Finally no one of the learners consider it boring.

The findings show that the majority of the sample wants to use pictures because of their efficacy and usefulness and they help them to achieve their goals to improve

vocabulary. For those who see that there is no difference; they are not interested to improve their vocabulary or they prefer other methods to be used to acquire new words.

Question 14

Have you ever used pictures in English session before?

-Yes

 -No

Options	Number	Percentage
Yes	30	100%
-No	00	00%
Total	30	100%

Table 12 Pupils' use of pictures in the classroom.
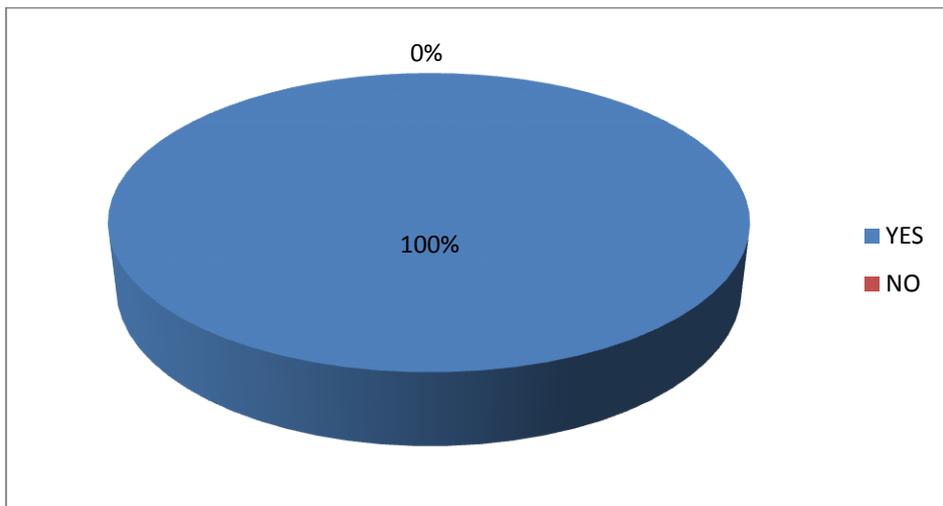
Figure 12: Pupils' Use of Pictures in the Classroom.

The question is designed to know whether pupils have ever used pictures in their English sessions before. All the pupils (100%) said that they have used pictures before.

This result shows that the teacher gives a great importance to visual aids, especially pictures and they help him in a good way while teaching especially vocabulary.

Question 15

How do you feel when your teacher does not use pictures in the classroom?

-I feel comfortable

-I feel anxious

-I do not care

Option	Number	Percentage
I feel confortable	24	80%
I feel anxious	1	3.33%
I don't care	5	16.66%
Total	30	99.99%

Table 13: Pupils' Feeling When their Teacher Does Not Work with Pictures.
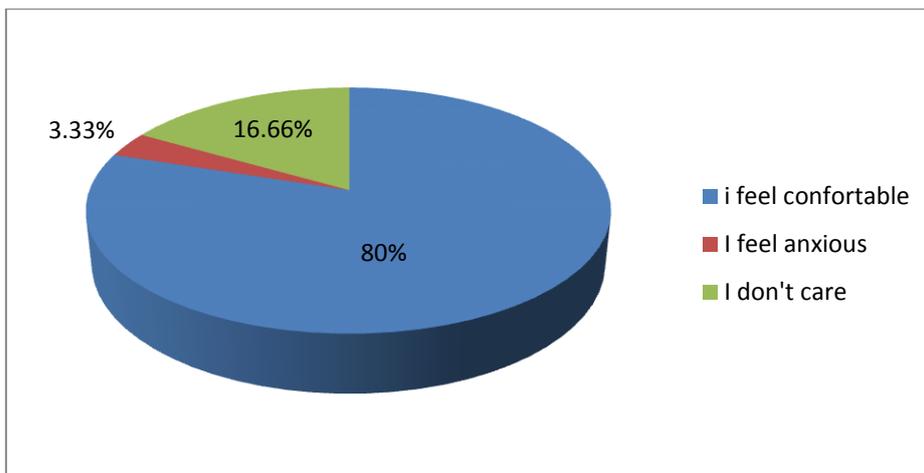
Table 13: Pupils' Feeling When their Teacher Does Not Work with Pictures.

Question 15 was designed to see pupils' feeling when their English teacher does not work with pictures. Most of the pupils (80%) feel comfortable when their teacher utilize pictures. (16.66%) do not care whether their teacher practice with them or not, whereas only one pupil (3.33%) feels anxious.

Question 16

Justify your answer

For those who feel comfortable, (30%) of the sample said that they have fun in the session and it passes in a good manner i.e. not boring at all. Six pupils (20%) claimed that

they hate writing too much; they said that pictures are suitable and beneficial break for them. Others (16.66) who feel comfortable, they asserted that using pictures allow to them to understand easily more in very short time. The rest of learners (13.33) claim that no pictures means no explanation. The one pupil (3.33) who feels anxious said that the only method which he likes better is the use of Arabic. For those who do not care, three learners that represent (10%) of the sample, claimed that sometimes the lesson does not need any picture the good explanation of the teacher is sufficient. Others (6.66) i.e. tow pupils do not provide us with any justification.

From all this, most of pupils relax more with pictures and they really help them to entertain, learn and understand better in brief time. In the other hand, the very few pupils who do not care due to their lack of understanding either the teacher use them or not.

Question 17

Do you acquire new words when you learn with pictures?

-Yes

-No

Options	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table 14: Pupils 'Acquisition of New Words Using Pictures.
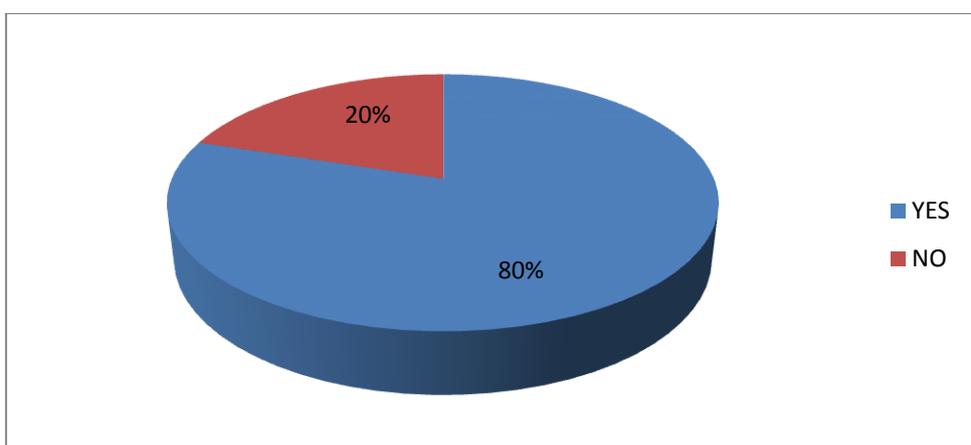
Figure 14: Pupils 'Acquisition of New Words Using Pictures

The goal of this question is to ensure whether the participants acquire new English words when they learn with pictures or not. The overwhelming majority (80%) said: "yes", while only (20%) said: "no".

The results show that despite the fact that pupils depend on their L1 but the majority depends on pictures because they are appropriate and good method to use with learning, memorizing and using vocabulary.

Question 18

To what extent the pictures help you to improve new words?

-A lot

-Not really

-A little

-Never

Option	Number	Percentage
A lot	23	76.66%
Not really	4	13.33%
A little	3	10%
Never	0	00%
Total	30	99.99%

Table 15: Pupils' Degree of Word Acquisition When Using Pictures
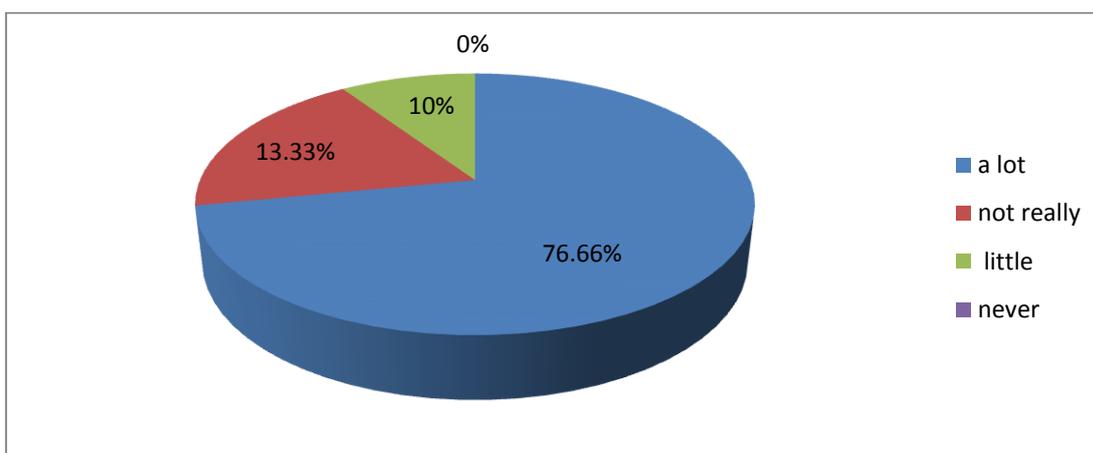
Table 15: Pupils' Degree of Word Acquisition When Using Pictures

The aim behind this question is to elicit the degree of pupils' improvement in English through utilizing images. Most of the answers (70%) went to the first option which is 'a lot'. Followed by (20%) for those who said that pictures 'not really' help them to improve new English words. (10%) is the rate of those who chose the third option, which is 'little', in contrast, no one (0%) said: "never".

The high degree of vocabulary improvement chosen by learners ensures that pictures aid learners in perfect way and they prefer them whenever they learn English words. For the rest few learners, they need other methods or they find English language hard.

Section Four: Further Suggestions

Question 19

Please add ideas or comments you feel important to the discussion of the use of pictures in improving vocabulary.

Among the 30 pupils who took part in answering the questionnaire, only 12 of them answered the final question. Their comments run around the necessity of explanation of the teacher followed by multiple types of pictures. This is a good reason about their consciousness on the importance of visual aids in getting and using vocabulary. Taking into account their proposals, they seem to focus on the importance of vocabulary knowledge and how it should be given a great part of attention. In addition, they suggested that teachers should give more interest to utilize graphics whenever is needed. Their suggestions confirm the efficacy of using pictures from both sides: learners and teachers in learning/teaching process.

3.3 Classroom observation

In this section, we will draw general comments about how an English session is presented and to describe the role of both teacher and learners in the classroom focusing on pictures and pupils' vocabulary, working with classroom observation. The main goal of this report is to remark whether pictures are used and if so in which manner. We will also discuss and analyze the behavior teacher and of first-year pupils of middle school in C.E.M Berkani Masoud in O.E.B during one session.

3.3.1 Overview of classroom observation

In order to conduct reliable data that work with our research we assist one session observing the teacher while she provides her learners with good sources of vocabulary i.e. pictures. The technique used in this method is Artifacts .i.e. to inform about the session under the study. The following table contains the essential information of the method that we work with.

School: Berkani Masoud O.E.B	Level: first year
Observed Teacher: Mrs. Badiss	File: 5
Time: 1 hour (1 session)	Sequence: 2
Visual aids: pictures	Lesson 1: comparative form

Table 16 An overview of classroom observation.

3.3.2 Description of English Session

The objective of the lesson is to have learners will be able to compare adjectives.

Section one: Prepare to Teaching

The teacher entered the class and greeted her learners, she asked someone to write the date on the board and the other ones to write it on their copybooks. The aim is to make pupils feel that it's high time for the English session. After that, T showed a picture to PPs and asked: what is it? What's there on it? – PPs answered loudly all together 'it is a cat'. The following represented picture in which there is a tiger, T asked the same previous questions and PPs answered correctly but others answer in French language \tigʁ\, and others in Arabic (namir). Then, T directly gave the feedback and corrected the PPs' pronunciation /ˈtaɪgə/. Last but not least in this section, T asked them to repeat the correct pronunciation of the word after being said by her and they did so.

Picture 11: Tiger

Picture 12: A Cat

Section two: While Lesson

After warming up section, T presented the lesson and clearly informed PPs about the objective of it which is to be able to compare different adjectives. Then, T wrote on the board the previous words and asked them -which animal is bigger the cat or the tiger? When asking this question, T used gestures in order PPs understand easily and again they answered all together in the same time loudly 'the tiger'. After the right answer of PPs, T

wrote on the board the full sentence in a correct way (the tiger is bigger than the cat) with giving the rule of comparatives for short adjectives using the red color with big circles on important items (adjective + er + than + adjective).

In fact, pictures are essential part in English session; when T came back to them and showed other two pictures representing 'Mkam Shahid' and the other one 'Eiffel Tower' with the same questions always: what does the picture represents? What's there on it? They answered rapidly on the first picture and for the second one they hesitated unless two PPs sitting in the front they answered correctly. T asked PPs to compare between the two card pictures and they did that by using the adjective 'taller'. Following this answer, T gave them the assessment and made them bear in mind that 'tall' and 'small' are adjectives used for people; whereas, in the given case it's better to use 'high' and 'low'. What is more, T asked someone to write the full sentence correctly on the board. After that, T gave PPs a limited time to write on their copybooks.

The following step is practice. T wrote on the board the first task in which there are some words (expensive, dangerous, strong, small, and hot) and asked PPs to form coherent sentences using the written words to compare between towns, animals and people with giving them a clear example (gold is more expensive than silver) in addition to the second part of the rule of comparatives (more + adjective + than) and explain it mentioning the difference between the first rule and the second one. During this section, PPs in each time asks T the meaning of words and T answered her PPs by using different techniques even the use of Arabic language inside the class is not forbidden from both sides especially from PPs side.

Picture 13: Makam Shahid.
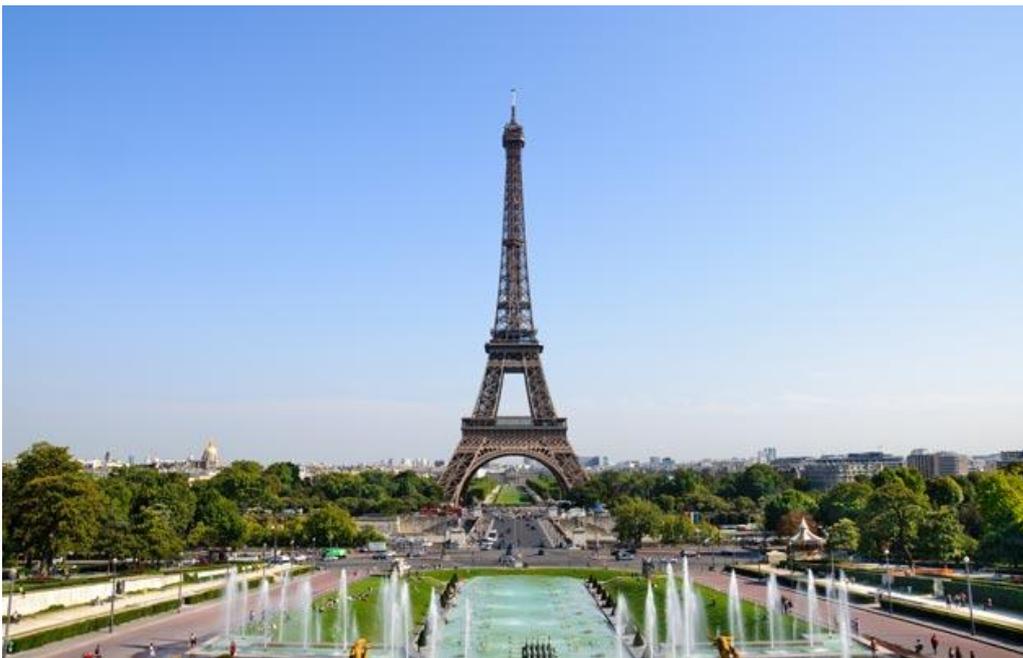
Picture 14: Eifel Tower.

Section Three: The Post Lesson

This section is designed for PPs to produce after presenting the lesson by T and practice with some lexis in order to fit the objective of the lesson. In this productive stage, learners are guided by T to answer the second task written on their books (page 146) with providing PPs with a clear answered example.

Example: Tokyo is more populated than Madrid.

Task 2 Page 146

-Siberia	-Sahara	- Cold
-Mount Everest	- Hoggar	- High
-The Nile	-The Shelf	- Long
-Tokyo	-Madrid	- Populated
-Skikda	-Ouargla	- Wet
-Saida	-Annaba	- Dry

Next, PPs answer the task and they share their examples by raising their hands. Most of times they answer in correct manner; when one pupil gives wrong answer T asks their classmates to correct him or the teacher did so. Finally, T asked PPs to copy the task down after being corrected on their copybooks.

At the end, in the last fifteen minutes T informed PPs that they are going to give sentences from their own in which there is a comparison in a pair work.

3.3.3 General comments

After being assisted in the classroom and noticing the use of pictures by the teacher and the reaction of her pupils, we will mention general comments on the session particularly the use of pictures which is the aim of our research.

At the first sight, learners seemed excited to start the lesson because the classroom seems safe, and learning is equally accessible to all of them because the teacher clearly chooses methods, and materials which are pictures that work with the objective of her lesson and are appropriate to her learners. In addition to that, the lesson has a clearly defined structure, time management is appropriate and the choice of all of the pictures is suitable to pupils and their level because they can be successful study aids during lessons, and also they can act as useful prompts to help learners when they are practicing with vocabulary.

We notice that the teacher did not repeat the explanation too much thanks to pictures they are not just a tool to give the learner the chance to reflect on what they can see, but it also represents the opportunity to develop other senses. This is a useful exercise for teachers who are preparing their pupils for getting and using of vocabulary and this is due to the teacher organization and management of pupils' tasks so that most of them are engaged.

One additional thing is that the teacher's questions are formulated clearly with gestures when it's needed and are used to assess understanding during the lesson. For the pair work, is somehow organized and most learners are productively engaged in learning while supervised by the teacher. And about teacher-learner interactions, they are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age of the learners. Learners exhibit respect for the teacher. Learners' interactions are always polite and respectful. Finally, the objective of teacher's lesson is achieved because at the end pupils are able to produce sentences in which they compare two things.

3.3.4 Further suggestions

After giving those comments there are some suggestions that are useful to apply by the teacher in the classroom when using pictures in teaching.

The teacher focuses on just one type of pictures which is card picture; it is preferable to use many types especially the lesson requires so. For example, using maps in the second task (page 146) is effective and good for pupils to make them engaged more. Second remark is that in pair work, it is workable to present one picture or two pictures and let learners compare between them together. Another remark is that vocabulary memorization depends a lot on writing; this is why it is useful if the teacher use picture dictation. In picture dictation, the teacher can pick an image and, without showing it to her pupils, she describes it and let them use their vocabulary in writing and in the same time they can learn from their mistakes. It can also be a partner activity where half of the class is given one picture and the other half a different one. Learners with different pictures are made partners and stand up a book or folder between them. One student describes her picture while the other draws. When it's complete and the student is given feedback, the roles can be reversed. Learners can also be asked to write sentences comparing the pictures.

3.3.5 Pedagogical Implications

The goal behind this research was to investigate both teachers' and pupils' attitudes towards improving vocabulary through using images. The results of the study could be used to promote the use of pictures in EFL classes. They may be used for more vocabulary improvement as long as participants in both classroom observation and the questionnaire show positive attitudes and reactions when using this technique..

The findings of this study show that there is an enhancement concerning learning vocabulary throughout using pictures. This entails that pictures are important for teaching and learning because pictures provide a chance for pupils to learn vocabulary in pleasurable and amusing ways. In addition to that, they are attractive way in learning foreign language easily better than traditional teaching methods that often make the pupils feel themselves in a dilemma. Pictures have been shown to have advantages in mastering English language and to develop a large amount of vocabulary through multiple ways. Also, it is considered as a facilitator for learning, and a support for both unexperienced and experienced teachers. Therefore, the role of pictures in enlarging pupils' vocabulary knowledge cannot be denied.

Conclusion

To sum up, based on the obtained results of the pupils' questionnaire and classroom observation, it appears that both teachers and pupils show positive attitudes towards the use of pictures in enhancing vocabulary knowledge. It can also be concluded that there are positive changes that may occur when teachers depend on pictures as a visual aid. That is to say, the findings of this study can well help teachers and learners to recognize the importance and the benefits of different types of pictures. Moreover, working with images does not only make learners active and engaged in classroom activities, but also helps them to memorize new lexis in a funny way.

General Conclusion

We have conducted the present research to prove the effectiveness of pictures as a visual aid in improving learners' vocabulary, and to address the main research questions. Whether the use of pictures has a positive or a negative effect on teaching new vocabulary, what role can pictures play in the process of vocabulary learning and to what extent do learners have the ability to gain vocabulary through pictures. On the basis of these questions, we hypothesized that middle school pupils' getting and using vocabulary depends on the efficient use of pictures.

Our dissertation is divided into two main parts. The first part is a theoretical background and the second one is practical part. The theoretical background composed of two main chapters which they represent the two variables of the research, one deals with vocabulary in which we treated vocabulary description with illustrating the definition of both 'word' and 'vocabulary', types of vocabulary that work better with the aim of this work, aspects of vocabulary. After that, we dealt with vocabulary teaching and learning and their essential strategies. Finally, we have treated in which basis we select vocabulary to be thought and learnt. Whereas, the second chapter includes an overview about visual aids and pictures and how they are applied in teaching vocabulary with mentioning all types of pictures and the good criteria of a picture.

The second part is the field work, it deals with the collected data gathered from the descriptive method in which we have chosen to achieve the mentioned objectives both questionnaire and classroom observation. They aim at gathering data about the learners' attitudes concerning the use of pictures in the classroom. These tools have many advantages, as it is known they allow us to collect large amount of data easily in short period of time to test the hypothesis and to confirm the relation between the two variables in this research: the vocabulary improvement as the independent variable and the use of pictures as the dependent variable.

The study deals with one group from first year middle school pupils among six groups that are enrolled in the academic year 2015/2016 at Berkani Masoud middle school in O.E.B. The size of the sample is about 30 pupils. The sample has been chosen because they are in need to learn vocabulary as much as possible and they can be motivated to interact with pictures which they work better with young learners. In addition, young learners have the ability to learn new words if they are well presented.

At the end of the last chapter, we will consider the results obtained from the questionnaire to evaluate the validity of the research hypothesis. The findings of the research confirmed that pupils' getting and using vocabulary is the foundation for using different types of pictures and the results of our research tools showed that both students and teachers are aware enough that pictures have a great impact and they improve vocabulary knowledge in a way or another . In addition, learners have a positive attitude towards the use of them in the classroom.

I n nutshell, the findings of this work show also that there is an improvement concerning learning vocabulary by using images. This confirms that images are important for teaching and learning because they provide a chance for pupils to learn vocabulary in funny and attractive ways. In addition to that, they are useful way in learning foreign language easily better than traditional teaching methods. Pictures have been shown to have positives in mastering English language and to acquire a large amount of words.

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Appendices

Appendix one

Pupils' Questionnaire

Dear pupils,

    This questionnaire is a part of a research work carried out in the framework of a Master degree. It aims at investigating your attitudes towards improving vocabulary through using pictures.

    Dear pupils, I would be very grateful if you can answer all my questions. Please tick (√) in the appropriate box (es) and make full statements when needed.

استبيان التلاميذ

عزيزي التلميذ...

هذه الاستمارة هي جزء من البحث الذي يجرى حاليا في إطار نيل درجة الماستر .ويهدف إلى التحقيق في موقفكم أنتم التلاميذ من تحسين اكتساب المفردات عن طريق استعمال الصور.

عزيزي التلميذ سأكون ممتنة للغاية إذا استطعت أن تجيب على كل الأسئلة .يرجى وضع علامة (√) في الخانة المناسبة(الخانات) ، والإدلاء ببيانات كاملة عند الحاجة.

<table>
<tr><td>MOUMENI NOUHA</td><td>مومني نهى</td></tr>
<tr><td>MASTER RESEARCH</td><td>طالبة سنة ثانية ماستر</td></tr>
<tr><td>FACULTY OF LETTER AND</td><td>كلية الآداب و اللغات</td></tr>
<tr><td>FOREIGN LANGUAGES</td><td>شعبة الانجليزية</td></tr>
<tr><td>UNIVERCITY MOHAMED KHIDER</td><td>جامعة محمد خيضر</td></tr>
<tr><td>BISKRA</td><td>بسكرة</td></tr>
<tr><td>2016</td><td>2016</td></tr>
</table>

Section 1 : Background Information الجزء 1 معلومات عامة

1-Do you like English language? هل تحب اللغة الانجليزية

-Yes ☐ نعم

-No ☐ لا

2-Justify your answer علل إجابتك

....

....

3-Do you speak English outside the classroom? هل تتحدث اللغة الانجليزية خارج القسم

- Yes ☐ نعم

-No ☐ لا

4-Justify your answer علل إجابتك

....

....

5-Do you see that your English is developing ? هل ترى أن لغتك الانجليزية في تطور

-Yes ☐ نعم

-No ☐ لا

6-Justify your answer علل إجابتك

....

....

Section 2 : English Vocabulary الجزء 2 مفردات اللغةالانجليزية

7-What do you like most in English language ماذا تحب أكثر في اللغة الانجليزية

Vocabulary ☐ المفردات

Grammar ☐ القواعد

both ☐ الاثنان معا

8- -Justify your answer علل إجابتك

....

....

9- How do you find your level of vocabulary in English كيف تجد مستوى رصيدك اللغوي في الانجليزية

–Good ☐ جيد

-Moderate ☐ متوسط

-Low ☐ ضعيف

10- In your opinion, what is the most important source to acquire English vocabulary?

في رأيك ما هو المصدر المهم لكسب مفردات اللغة الانجليزية

-Teacher ☐ المعلم

-Classmates ☐ الزملاء

-Internet ☐ الانترنت

-Pictures ☐ الصور

-Use dictionary ☐ القاموس

11-which way do you like to memorize vocabulary? ما هي الطريقة التي تعجبك أكثر في حفظ المفردات

-Songs ☐ الأغاني

-Games ☐ الألعاب

-Repetition ☐ الإعادة

-Use it in context ☐ استعمالها في السياق

-Using pictures ☐ استعمال الصور

Section 3: Using Pictures **جزء 3 استعمال الصور**

12-Does pictures interest you? هل تهمك الصور

-Very much ☐ كثيرا جدا

-Not really ☐ نوعا ما

-A little ☐ قليلا

-Not at all ☐ على الإطلاق

13-What do you think of using pictures in teaching? ماذا تعتقد في استعمال الصور في التعليم

-Useful ☐ مفيدة

-Amusing ☐ مسلية

-Boring ☐ مملة

-No difference ☐ لا فرق

14- Have you ever used pictures in English session before?

هل استعملتم من قبل الصور في اللغة الانجليزية ؟

-Yes	☐	نعم
-No	☐	لا

15-How do you feel when your teacher does not use pictures in the classroom ?

ما شعورك عندما لا يستعمل المعلم الصور داخل القسم؟

-I feel comfortable	☐	اشعر بالراحة
-I feel anxious	☐	اشعر بالقلق
-I do not care	☐	لا أهتم

16- Justify your answer

علل إجابتك

....

....

17-Do you acquire new words when you learn with pictures?

هل تكتسب مفردات جديدة عندما تدرس بالصور؟

-Yes	☐	نعم
-No	☐	لا

18-To what extent the pictures help you to improve new words ?

إلى أي مدى تساعدك الصور على اكتساب كلمات جديدة؟

-A lot	☐	كثيرا
-Not really	☐	نوعا ما
-A little	☐	قليلا
-Never	☐	أبدا

Section 4: Further suggestions   **الجزء5 اقتراحات أخرى**

Please add ideas or comments you feel important to the discussion of the use of pictures in improving vocabulary.

ما هي الأفكار و التعليقات التي تراها مهمة في موضوع استخدام الصور لإثراء المفردات اللغوية

………………………………………………………………………………………………

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Appendix Two LESSON PLAN

Lesson Details:

Topic = Environment Level = 1st year File = 05 Sequence = 02	Language introduced comparative Form (adj + er + Than) (more + adj + than)

Lesson Material	Flashcards, pictures / WB
Lesson objective	Learners will be able to compare using adjs

T. steps	Lesson Procedures	Time
Warm-up	T greets PPs aim = To make PPs feel it's high time for the English session	3 min to 5 min
Presentation	T presents 2 pictures of 2 animals and ask them to compare between them	7 min to 10 min
Activity one	T shows 2 pictures and ask them to compare between them again and gives the rule. - Task 01 = T asks PPs to compare people, animals and Towers using (Expensive, dangerous, strong, small and hot) - give them Example.	15 min

Task 2 Page 146 : Compare

Siberia	Sahara	cold	15 min
Mont Everest	The hoggar	high	
The Nile	The Shelf	Long	
Tokyo	Madrid	populated	
Skikda	Annaba	dry	

eg: Tokyo is more Populated Than Madrid

-Task PPs to form stc from their own (comparison) in pair work	15 min

Appendix three page 146 from first year English book

b. Look at the map. Ask and answer.

e.g. - *What's the weather like in London today?*
- *It's rainy.*

London • Moscow

Paris

Rome

Rabat • Algiers

Sydney

c. Quiz. Test your knowledge and compare.

e.g. *Algeria is larger than France.*

The Mediterranean Sea	The Red sea	large
Siberia	Sahara	cold
Mount Everest	The Hoggar	high
The Nile	The Chlef	long
In Salah	Beni Saf	hot
Saïda	Annaba	dry
Skikda	Ouargla	wet
Tokyo	Madrid	populated

الملخص

تهدف هذه الدراسة إلى التحقيق في مواقف التلاميذ نحو تحسين المفردات من خلال التعلم باستخدام أنواع مختلفة من الصور في الفصول الدراسية.كما تم تسليط الضوء على أهمية وفوائد الصور في فصول اللغة الإنجليزية في البحث.

اعتمدت هذه الدراسة على فرضية أساسية و هي أن استخدام تلاميذ المدارس المتوسطة للمفردات و الحصول عليها يعتمد على كفاءة استخدام الصور.

كما اعتمدت هذه الدراسة على الطريقة الوصفية بمعنى استعمال الصور كمتغير مستقل ودوره في تحسين مفردات التلاميذ كمتغير تابع .تم جمع المعلومات التي تهدف إلى وصف متغيرين لبيانات من استبيانات صممت لتلاميذ السنة أولى متوسط من متوسطة بركاني مسعود بولاية أم البواقي و كذلك ملاحظة الدرس في القسم في نفس المتوسطة. لقد استعملت الصور من طرف المعلمين لأهميتها و فعالياتها في تعليم المفردات. النتائج لم تظهر فقط الأثير الايجابي لدى استعمال الصور بل حتى رد فعل التلاميذ الايجابي عند استعمالها.

الكلمات المفتاحية : الحصول على المفردات واستعمالها – استعمال الصور ومواقف التلاميذ .

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