

The Impact of Using Pictures in Vocabulary Achievement for Fifth Primary Pupils

Wassan Adnan Rasheed

Hala Abid Elah Mohammed

College of Basic Education- University of Mosul

The 1st Scientific Annual Conference for College of Basic Education (23-24/May/2007)

Abstract:

The present research aims at investigating vocabulary for the fifth primary pupils in English.

The population of the study consists of fifth grade female pupils at primary stage in the city of Mosul during the academic year 2005-2006.

The sample of the study has been chosen randomly from among female primary school in the city of Mosul. It consists of (83) subjects. The researchers have chosen the post-test equivalent group an experimental design. Therefore, the first group represents the experimental group (42 pupils) which has been taught by using pictures while the second group represents the control group which has been taught by the traditional method.

After achieving co-equivalence between them, the researchers prepare an achievement test which is a multiple-choice item that consisted of (21) items. After applying the experiment, the tool was applied on both groups. After using T-test, the results showed the superiority of experimental group over the control group in vocabulary achievement in English.

أثر استخدام الصور في تحصيل مفردات اللغة الانكليزية لدى تلميذات الصف الخامس الابتدائي

هالة عبد الاله محمد

وسن عدنان رشيد

جامعة الموصل / كلية التربية الأساسية

ملخص البحث :

يهدف البحث الحالي الى الكشف عن أثر استخدام الصور في تحصيل المفردات لدى تلميذات الصف الخامس الابتدائي في مادة اللغة الانكليزية . تألف مجتمع البحث من تلميذات الصفوف الخامسة في مدرسة العودة الابتدائية واختارت الباحثتان المدرسة بصورة قصدية . شملت عينة البحث (٨٣) تلميذة أختيروا بصورة عشوائية من بين تلاميذ الصف الخامس الابتدائي ووزعت عينة البحث على مجموعتين . أعدت الباحثتان اختبار تحصيلي وهو اختبار الاختيار من المتعدد والمتكون من (٢٠) فقرة ، وبعد تطبيق التجربة تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار التائي كشف عن تفوق المجموعة التجريبية على الضابط في تحصيل مفردات اللغة الانكليزية .

Introduction :

"Language is considered the most effective means of communication among human beings. It is above all, the living record of human civilizations heritage in the present time. Both forms of languages, spoken or written are used as communicative means and transferer of thoughts and knowledge. To be more precise, spoken language is the core of communication process. It is also considered as an active and essential part of teaching/ learning process, i.e. without this tool, teaching would be impossible since the main idea depends on spoken language as the basic tool in translating knowledge and information that the teacher need his pupils to learn" (Younan, 2005: 1).

Language learning is a complex process, in this process, language teachers can't be far away from the technology, which is the application

of scientific knowledge to practical tasks by organizations that involve people and machines (Wright, 1976: 1).

In the ESL classroom, the emphasis is on language used in real communication, students learn through interactive activities that are meaningful to them. Consequently, students focus on the task at hand rather than on the language itself. For example, students learn and practise vocabulary and expression while working with teammates during a project or exchanging feedback with a partner. In such interactive situations, new vocabulary is incorporated into communicative tasks and learned in context (FAQ, 2004, 1).

Learning vocabulary is essential to acquiring a language. In fact vocabulary is included in the related content of both the core and Enriched ESL programs. However, the way we approach vocabulary in the classroom might change. Students themselves can identify words they need to focus on. They also discover the most effective ways for them to acquire, remember and use new vocabulary (Ibid.).

It is quite well known that we learn through our senses and the sense of the sight plays a dominant role in this respect. It is for this reason that both psychologists and educators lay great stress on the extensive use of visual aids in the teaching/ learning process.

Therefore, teachers need technologies relevant to the teaching–learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture teaching organization and finance (Wright, 1976: 1).

Many methods taking educational objectives into consideration have appeared and basic principles of languages (especially during the early stage) is that learning should be enjoyable. For this reason, language teachers have recently inclined more towards the use of colorful pictures,

pleasant sound recording, films and on top of all games and play (Al Hamash, 1982: 1).

The Importance of the Research:

The importance of the research is dedicated by the following points:

1. It is providing the local and Arabic libraries with a humble scientific effort.
2. It is important because the primary stage is regarded an essential stage in educational pyramid or hierarchy.
3. The current study deals, in particular, with the teaching aids which are used in teaching English as a foreign language. It is an attempt to probe the influence of using pictures at the primary stage. In other words, this study is expected to be significant since it tries to identify the most efficient media for teaching English as a foreign language at the primary stage, namely pictures.
4. It presents various methods which are used in teaching English. However, it attempts to find out the best and the most suitable tools used in teaching English.
5. The researchers hopes that the results of this study can be used as a starting point for further investigations regarding the nature and importance of using pictures in teaching English.

The Problem to be investigated:

The researchers noticed the total dependence of teaching English for fifth grade primary pupils on the traditional method. This means that there is no use of any kind of visual aids in our primary schools "in spite of literatures and studies referred to the importance of their efficient role in teaching English language as a foreign language" (Younan, 2005: 4). This encourages the researchers to study the effect of using pictures on

the achievement of vocabulary by fifth class primary pupils because it is regarded as the most efficient aid as mentioned above.

The researchers noticed that some pupils in class are particularly shy. They were afraid of making mistakes and reluctant to participate.

The Aim of the Study:

The current study aims at investigating the impact of using pictures in vocabulary achievement for fifth primary pupils in English.

The Hypothesis:

To achieve the objectives of the research, the current research attempts to test this hypothesis: "There is no statistically significant difference in the mean scores between the experimental group taught by using pictures and the control group taught by traditional way in the achievement of vocabulary in English".

Limits of the Research:

The current research is limited to:

1. A sample of fifth primary class (female) pupils in the city center of Mosul, during the second term of the academic year 2005–2006.
2. The teaching material is limited to units (11, 12, 13, 14 and 15) of Book (1) of Rafidian English Course for Iraq.
3. Two styles of teaching namely pictures for the experimental group and traditional method for the control group.

Definitions of Basic Terms:

1. Pictures:

Werff (2003: 1) states that pictures are illustrations that are cut from a magazine, newspapers or other sources. They're mostly photographs, but drawings, maps and other illustrations can be used for certain

activities. Each picture should be at least 13×18cms but preferably about 20×25cms i.e. almost an entire magazine page.

Operative Definition of Pictures:

As a visual aid which is prepared by the researchers and which covers the new vocabulary found in units (11–15) of English Textbook for fifth year primary.

2. Vocabulary:

1. Younan (2005: 10) states that vocabulary is "a lexical unit is considered only as it attaches to the cultural meaning of a speech community regardless of its grammatical functions".
2. Lubbadah's definition (1993: 105) is that vocabulary is "a word or item taken from a book or a paragraph that the teacher will explain or collect in a kind of list, used by the teacher who is teaching a foreign language".
3. Hornby (2000: 1447) states that vocabulary is "a list of words with their meanings especially in a book of foreign language".

Operative Definition of Vocabulary:

Meaningful linguistic units connected with an idea in the pupils mind that can stand alone and can be derived from vocabulary's meaning where viewing a picture of similar meaning.

3. Achievement:

1. Achievement refers to the quality and quantity of students work (Webster, 1973: 10).
2. Good (1973: 7) defines achievement as a knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teaching or by both.
3. Achievement means something done successfully with efforts and skill (Oxford: 1985: 8).

Operative Definition of Achievement:

Achievement is the result of what the pupil learns after learning English, measured by the scores that pupil gets through her answer on the

achievement test which the researchers have made after teaching the material assigned during the time of the experiment.

The Theoretical Survey:

Teaching through pictures has a real place in primary stage English classes. The teacher can supplement the regular textbook with oral and written work by using pictures. Children enjoy pictures, because they provide variety pictures through them the attention of the whole class can be focused on materials to common all of them (Al Hamash and Abdul Rahim, 1982: 158).

Pictures are used in class to help the teacher explain his lesson better and can be considered teaching aids (Ibid: 151).

A picture is not only worth thousand words, but can also be used in a wide variety of language teaching activities. For example, it can be used for teaching vocabulary, practicing grammar and stimulating writing practice. Pictures have an irresistible appeal for the children. They create suspense, motivation and interest, all of which are indispensable to language teaching and learning (Abu-Housh, 1993: 127).

The teacher can prepare a picture file which can be used not only to illustrate the social and cultural aspects of the English-speaking countries, but also to give interesting meaningful practice in the sounds, structures and vocabulary of English by using set of pictures that can be used in TEFL (Al Hamash and Abdul Rahim, 1982: 161).

Picture stories are used in TEFL. A full lesson centering on a picture story can be prepared. Such a lesson provides the pupils with an opportunity to tell the story in their own way by using a series of pictures for example 1. oral presentation, 2. forming dialogue (Ibid: 162).

It is known that, in teaching vocabulary, pictures are more vivid and lucid than words, and so they are much easier to recall than words.

This is so because students understand and retain the meaning of a word better when seeing a picture of the object associated with it.

Teaching grammar is always a tiresome task for EFL teachers, because they use up a lot of energy in introducing and explaining language rules. Through pictures, the EFL teacher can illustrate a new grammar structure. Pictures could be used to supply a context for teaching a variety of structures. For example, a picture of a boy may contain the answer to many questions such as "Is he short?", "Is he fat?" etc.

It is advisable to use the picture method in teaching writing whenever there are pupils who lack enough or sufficient competence indispensable for creating an acceptable piece of writing. The use of this method undoubtedly encourages students to express their ideas and thoughts in a more lucid manner which is after all, what good writing is all about. The steps of this method are the following:

1. Teacher distributes the picture sheets to the pupils.
2. Ask pupils about the number of pictures.
3. Ask them to point to some pictures and to tell their content.
4. Discuss orally with the pupils the interrelation-ship between these pictures with the ultimate goal of enabling them to write a composition.
5. Give the meanings of unfamiliar words and write them on the board during the oral discussion.
6. Explain the structures unfamiliar to pupils.
7. Pupils begin writing. (Abu-Housh, 1993: 126–127).

The Advantages of Using Pictures:

1. Pictures give an opportunity for the pupil to express themselves and make it possible to work at various levels of difficulty.

2. The teachers can select the activity suitable for the interests and standards of the class (Al Hamash and Abdul Rahim, 1982: 158).
3. Pictures have an irresistible appeal for the children. They create suspense, motivation and interest all of which are indispensable to language teaching and learning. Their negligence not only makes classes boring, but rather deprives students of the opportunity to utilize their imagination in the process of language learning (Abu Housh, 1993: 127).
4. Pictures are useful in teaching pronunciation through contrastive pairs of sounds. It would help to let the pupils see the meaningful difference between these sounds in pictures.
5. Pictures can be very useful in oral practice. They help the pupils to focus their attention on the point being practised (Al Hamash and Abdul Rahim, 1982: 165–167).

The Purpose of Using Pictures:

The researchers found that there are many reasons to use pictures in class. With pictures we can:

1. teach, practice or review new vocabulary.
2. do guided practice (drill).
3. practice grammatical structures.
4. do writing activities.
5. do semi-guided or free speaking practice such as problem solving activities, role plays, discussions etc. (Wreff, 2003: 1).

Characteristics of a Good Picture:

1. Clarity: a suitable picture must be big (large), colored and clear to be seen by pupils (Al-Jibouri, 1978: 117) (Al-Hamash and Abdul Rahim, 1982: 158) .

2. A good picture must have clear-cut subject matter, not crowded with too many objects and too much detail.
3. It must tell a story, so that the originality of the class can be stimulated.
4. The picture must be suitable to the level of the learners and meet the educational goals (Ibid.).

Preparation:

1. Choosing Pictures:

Paper. The cheapest kind of paper is newsprint, which may be obtained in single sheets or in rolls, often very cheap from local newspapers printers. It is not suitable for any picture that will be used frequently but it is useful for children's friezes or for a series of quick sketches or a flip chart (Coppen, 1970: 59).

Pictures are easier to use without any printed text on them. Pictures with text are used for certain activities. If pictures do include text, the text should be in English (Werff, 203: 1).

2. Collecting the Picture:

Pupils like colored and varied materials. Available sources for picture are glossy magazines, newspapers, and so on. The researchers themselves collected the pictures. Our own selections will probably focus on pictures for discussion and teaching vocabulary (Werff, 2003: 2).

3. Sorting the Pictures:

When we have a stack of pictures, we noticed that some cutouts seem perfect for teaching vocabulary (for example, parts of the body) and other pictures will be appropriate for guessing games. The researchers, then pasted the pictures on letter-size papers, and punched holes in them to keep them in binder. Later the researchers sorted them out by level or grade, by activity or by topic. For example, (faces, parts of body,

adjectives, seasons). Then, they wrote notes on the back of the sheets (Werff, 2003: 2).

The Vocabulary:

Vocabulary is one of the basic aspects of foreign language learning, therefore it is acquired by the learner in the process of learning (Hueneber, 1989: 88). However, Rowley (1977 cited in Mustafa and Shabban, 1999: 27) mentions that "acquisition of vocabulary is one of the most tedious learning tasks confronting the language learner. Hence, the pupil's task is difficult for two main reasons. The first is the large number of words that must be controlled. The second one is that little attention has been paid to the problem of making the pupil's job easier.

Thus, when we study language, vocabulary learning occupies a large part of the work (Lowes, 1981: 37). Vocabulary performs two important functions. First, it plays an important role in making communication possible. This means that the pupil who does not know the meaning of the word, will be unable to participate in conversation. This point is further emphasized by Mohammed (1988: 52) who writes: "The teachers know how communication stops when learners lack the necessary words". The other function of vocabulary is its role in the acquisition process, i.e. without comprehending vocabulary no acquisition will take place (Mahdi, 2000: 75–76).

The full mastery of vocabulary items demand on the mastery of:

1. pronunciation; 2. spelling; 3. morphological structure and 4. meaning (Al – Hamash and Younis, 1972: 50).

Some Basic Principles for Learning Vocabulary:

There are some basic principles for learning vocabulary. These are:

1. Students have a deeper understanding of the meaning of a word if they see the same word in different contexts.

2. Students need time to acquire new vocabulary: they may have to use a word many times before trying the word in new contexts.
3. Students work toward building a large vocabulary of words they understand without hesitation.
4. Students use context to learn most words that they do not understand frequently, e.g. sky, diving.
5. Students link new words with the ones they already know and group words together, e.g. to talk, to speak, to shout.
6. Students remember words they find meaningful and useful in their learning (FAQ, 2004: 2).

Ways for Showing the Meaning of Vocabulary:

Teachers can use three ways for showing the meaning of vocabulary: 1. Picture; 2. explanation in the pupil's own language and 3. definitions in simple English, using vocabulary that pupils know (Mohammed, 1988: 56).

In presenting the meaning of a word, the following considerations should be taken into account:

1. The use of mother tongue is to be resorted to when other methods fail and it saves time.
2. Definitions of words are useful because they are easy enough to be understood by the learners.
3. Using synonyms and antonyms. But at early stages they should be avoided because they may lead to some difficulties.
4. Words should be presented in context (Ibid: 57–58).

In order to discover the meaning of new words, the students can:

1. Use material resources: texts, posters, word lists, appropriate dictionaries for their levels, computer software, the internet and vocabulary journals.
2. Exploit human resources: asking peers, the teachers and friends.
3. Guess from their knowledge of language convention such as word order agreement and spelling.
4. Guess the meaning from context (Nations, 2005: 3–4).

Literature Review:

1. The study of Al-Numraat (1995) tried to discover the influence of using language games in English curriculum on the achievement of vocabulary by tenth grade pupils in Amman. The sample included (200) male and female pupils. They were divided into two groups. The experimental group was taught by using language games in learning vocabulary while the control group was taught by using BATRA traditional methods. The researcher herself taught both the experimental and control groups. Analysis of variance was used as the statistical tool. The statistical analysis of results showed that there were significant differences in the achievement of those who used language games in learning vocabulary (Ibid: 1–4).
2. The study of Younan (2005) investigated the effect of using two types of visual aids, namely illustrative drawings and transparencies on the acquisition of vocabulary by fifth class primary pupils. The sample of the study consists of (117) subjects and they were divided into three groups, the first group represents the experimental group which has been taught by using illustrative drawings. The second group represents the second experimental group which has been taught by using transparencies and the third group represents the control group which has been taught by using the traditional method. The tool of this

study consists of the achievement test. Some statistical means like Kurder–Richardson (21) formula and Sheveyh test have been used to ensure the reliability and to make comparison for testing the hypotheses of the research. The results of the analysis indicate that there is no significant statistical difference between the first experimental group which was taught by using illustration drawings and second experimental group which was taught by using transparencies. However, there is a significant statistical difference between both of the experimental groups and control group which was taught by using the traditional method where the two experimental groups proved to be better than the control group.

The Experimental Design:

Selecting an appropriate design for a research work is one of the most important decisions that a researcher should make (Van Dalen, 1979: 932). Experimental design is the blue print of the procedures that enables the researcher to test the hypothesis by reaching valid conclusion about relationships between independent and dependent variables (Best, 1981: 68). The researchers adopted the experimental design known as co–equivalent group due to its appropriateness for the aims of the research.

In the current research, the experimental group was taught by using pictures and the control group was taught by the currently used method (the traditional method) as shown in Figure (1) below:

Groups	Independent Variable	Dependent Variable
Experimental	Pictures	Achievement test in English
Control	Currently used method (the traditional method)	

Figure (1): The Experimental Design

The Population:

The population of the present research consisted of fifth primary school female pupils in Nineveh Governorate during the second term of the Academic year 2005–2006 in (14) schools, each school containing (2) classes. The researchers excluded (3) schools for containing only one fifth class. So, the total final number of school was (11) and the number of girls was (1729).

The Sample:

The researchers intentionally selected Al–Awda school for girls for the following reasons:

1. The school administration and English language teacher was ready to cooperate with the researchers in this school.
2. The school adopts the new course, namely, Al–Rafidian English Course for Iraq and because pupils have already studied the unit regarded as the starting point of the research. The total number of the pupils in this school was (109) and after excluding repeaters which were (26) pupils, the number of the pupils became (83) as shown in Table (1).

Table (1): Numbers of Pupils in the Experimental and Control Groups

Group	No. of pupils under the experiment	No. of Repeaters	No. of Pupils
A. Control	41	11	52
B. Experimental	42	15	57
Total number	83	26	109

Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researchers made equivalence depending upon certain

information provided by the pupils or taken from other resources. These includes:

1. Pupils' Age.
2. Pupils' Grades in English.
3. Father's Educational Background.
4. Mother's Educational Background.

1. Pupils' Age:

The researchers used T-test for the two independent samples to find out the differences between the groups in the variable of age measured by months at the beginning of the academic year (2005–2006). No statistically significant difference was found at (0.05) level of significance where the calculated (T) value was (0.122) which was less than the tabulated (T) value which was (1.993) with (81) degrees of freedom as shown in Table (2).

Table (2): T-Test Results of Pupils' Age

Groups	No.	Mean	S.D	T-value		Significance level of 0.05
				T-calculated value	T-tabulated value	
Control	41	130.7805	5.82886	0.122	1.993	No statistically significant difference
Experimental	42	130.6190	6.17608			

2. Pupils' Grades in English:

The researchers extracted mid – year exams grades for each pupil in the two groups. The results of the T-test for the two independent samples indicate that there is no statistically significant differences between the two groups at (0.05) level of significance where the calculated (T) value was (0.226) which is less than the (T) tabulated value which was (1.993) under (81) degrees of freedom. Table (3) shows this.

Table (3): T–Test Results of Pupils' Grades in English

Groups	No.	Mean	S.D	T–value		Significance level of 0.05
				T–calculated value	T–tabulated value	
Control	41	71.7805	20.17983	0.226	1.993	No statistically significant difference
Experimental	42	72.6667	15.29324			

3. Father's Educational Background:

The researchers used (T–test) for two independent samples to measure the level of father's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated (T) value was (0.779) which was less than the tabulated (T) values which was (1.993) under (81) degree of freedom as shown in Table (4).

Table (4): T–Test Results of Father's Educational Background

Groups	No.	Mean	S.D	T–value		Significance level of 0.05
				T–calculated value	T–tabulated value	
Control	41	12.3171	4.05857	0.779	1.993	No statistically significant difference
Experimental	42	12.9762	3.64583			

4. Mother's Educational Background:

The researchers used (T–test) for two independent samples to measure the level of mother's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated (T) value was (0.781) which was less than the tabulated (T) values which was (1.993) under (81) degree of freedom as shown in Table (5).

Table (5): T–Test Results of Mother's Educational Background

Groups	No.	Mean	S.D	T–value		Significance level of 0.05
				T–calculated value	T–tabulated value	
Control	41	9.2927	3.25764	0.781	1.993	No statistically significant difference
Experimental	42	9.9286	4.10468			

Lesson Planning:

The lesson plan for each unit has been prepared in two methods of teaching, i.e. using pictures for the experimental group and the currently used (traditional method) for the control group (see Appendix 1). The two plans have been presented to a group of experts specialized in Education and Methodology. The experts accepted the plans and put forward some instructions that have been considered by the present researchers.

Tools of the Research:

1. Achievement Test:

Because of the lack of ready achievement test in English suitable for the curriculum of fifth primary grade pupils, the researchers conducted an achievement test. The items were designed on the basis of (Multiple-choice-items) because it can more effectively measure many of the simple learning outcomes measured by the short-answer items. Also, it can measure a variety of the more complex outcomes of knowledge, understanding and application (Gronlund, 1981: 78). In order to verify the validity of the test items, regarding their correctness, generalization and achievement and the desired cognitive level, the researchers presented the test in its original design (see Appendix 2) to a number of experts adopting a rate agreement of (80%) for validity of the items.

2. Validity:

It is the degree to which the test actually measure what it is intended to measure (Brown, 1980: 212). In the present research, the researchers have used face validity. Hence, the final test of the researchers was given to a group of experts to check their validity. The experts approved the items of the test and put forward some suggestions to improve them. The total number of the final test items were (20).

3. Reliability:

To find out the reliability of the tool, the researchers applied it on pilot sample consisted of (65) female of fifth primary classes of the same society randomly chosen, on the date of (27-4-2005). The researchers applied Kuder-Richardson's Formula (21) and the reliability was (85%) which is both good and acceptable, thus the test is approved in its final form.

4. The Scoring Scheme:

After conducting the test, a scoring scheme was made as follows:

1. Giving one grade for the correct answer.
2. Giving zero for the wrong and blank answer.
3. Regarding the answers containing more than one as false, they indicate that the pupils do not know the correct answer.
4. The researchers then count the total grade for each pupil by adding the grades of each correct answer.

The Statistical Methods:

1. Two samples T-test of the two tailed type for independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils results in final test was applied (Glass, 1970: 295).

2. The reliability of the final test was estimated by using Kuder–Richardson's Formula (21) (Ferguson, 1981: 322).

Presentation and Discussion of Results:

To verify the null hypothesis of the research, the researchers found out the mean scores, and standard deviation for both groups in their achievement in English and applied T–test for two independent samples as shown in Table (6).

Table (6): Results of T–Test for both Groups on the Achievement Test In English

Groups	No.	Mean	S.D	T–value		Significance level of 0.05
				T–calculated value	T–tabulated value	
Control	41	17.365	2.43676	2.151	1.993	There is a statistically significant difference in favor of the experimental group
Experimental	42	18.2619	1.14890			

It is clear from Table (6) that the calculated (T) value is (2.151) which is higher than the tabulated (T) value which is (1.993) at (0.05) level of significance under (81) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups in favour of the experimental group. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

These results may be due to that pictures are educational apparatus enable the pupils to react with environment, to learn, to develop his/her personality and his behavior such an appropriate also activates the mental abilities of pupils and their ability to create.

Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1. The possibility of using pictures to teach English to primary stage.
2. The use of pictures increase the achievement of fifth primary pupils in English.
3. Using pictures makes English lessons easy to understand.

Recommendations:

The researchers would like to put forward the following recommendations:

1. It is necessary for English language teachers to use pictures.
2. The preparation and Training units in the Directorate of Education should train teachers of English to use pictures.
3. New curriculums are recommended for English Department of the College of Basic Education that include using pictures.

Suggestions:

The researchers do not claim to have said the final word on pictures. Therefore, the following suggested can be recommended for further studies:

1. The efficiency of using pictures in developing creative thinking for fifth primary pupils and their trends towards English.
2. A comparison study between pictures and other new kinds of educational techniques.

References:

1. Abu-Housh, Uwayyed (1993). "Teaching EFL Through Pictures" in **Teacher's Message (Risalat Al-Muallim)**, vol. 34, pp. 126–127.
2. Al-Hamash, Khalil and Younis, Hamdi (1972). **Principles and Techniques of Teaching English as a Second Language**. 6th ed. Baghdad: Al-Rasheed Printing.
3. Al-Hamash, Khalil and Rahim, Samir (1982). **Teaching English as a Foreign Language**. 4th ed. Baghdad, Middle East Printing Press.
4. Al-Jibori, Najat (1978). "Pictures in Teaching a Foreign Language" in **IDELTI Journal**, No. 10, pp. 117–118.
5. Al-Nymraat, Mutea'a M (1995). **The Influence of Using Language Games Curricula on the Achievement of Vocabulary of Tenth Year Pupils in Amman, Jordan** (Unpublished M.A. Thesis) Amman: University of Jordan.
6. Best, John W. (1981). **Research in Education**. 4th ed., United States of America: Englewood Cliffs, Prentice.
7. Brown, H. Douglas (1980). **Principles of Language Learning and Teaching**. New Jersey, Prentice C. Hill Englewood Cliffs.
8. Coppen, W.R. Lee Helen (1970). **Simple Audio-Visual Aids to Foreign-Language Teaching**. 2nd ed. Great Britain, Oxford University Press.
9. FAQ (2004). Frequently Asked Questions about Vocabulary and Functional Language. **Journal of Education**, 3(1), 197–200.
10. Ferguson, George A. (1981). **Statistical Analysis in Psychological and Education**. McGill University, McGraw-Hill International Book Company, 5th ed.
11. Glass, Gene V. and Jullian Stanley (1970). **Statistical Methods in Education and Psychology**. USA: Prentice-Hall, Inc.
12. Good, Carter, V. (1973). **Dictionary of Education**. 3rd ed., USA, McGraw-Hill, Inc.

13. Hornby, A.S (2000). **Oxford Advanced Learners Dictionary**. 6th ed. China.
14. Hueneber, Th. (1969). **How to Teach Foreign Language Effectively**. 2nd ed., New York: Oxford University Press.
15. Labbadeh, Hani (1993). **Al-Nibras English–Arabic Dictionary**. Amman–Jordan: Rose el–Yousif New Press.
16. Lowes, Rick and Target, Francesca (1981). **Helping Students to Learn: A Guide to Learning Autonomy**. 1st ed., Spain: Palgraphic.
17. Mahdi, Fawzi Abid (2000). "Learning and Teaching Vocabulary with Reference to Reading Texts" **Adab Al–Mustansiriya**, No.35, pp.75–76.
18. Mohammad, Mohammad Fawzi M. Al–Tayyar, Niran Hashim and El–Shayib, Mhamood Mohammad (1988). **A Practical Course in ELT Methodology for Student Teachers**. 1st ed. Baghdad: Ministry of Education Printing Press.
19. Mustafa, Bushra and Shaban, Layla (1999). "An Assessment of Vocabulary at University Level" **Adab Al–Mustansiriya**, No. 33, p. 27.
20. Nation, Pau (2005). "Teaching Vocabulary" **Asian EFL Journal: English Language Teaching and Research Articles** (Internet).
21. Oxford, R.L. (199). **Language Learning Strategies What Every Teacher should Know**. Boston: Heinle and Heinle.
22. Van Dalen, Deibold, B. (1979). **Understanding Educational Research: An Introduction**. USA: McGraw–Hill, Inc.
23. Webster, S. (1973). **New Collegiate Dictionary**. USA: G and C. Merrian Company.
24. Werff, Joep van der (2003). "Using Pictures from Magazines" **The Internet TESL Journal**, vol. IX (9), No. 7, July, pp. 1–2.
25. Wright, A. (1976). **Visual Material for Language Teacher**. Essex, Longman Wilson.
26. Younan, Rana Fawzi (2005). **The Effect of Using Two Types of Visual Aids on the Acquisition of Vocabulary by Fifth Class Primary School Pupils**. (Unpublished M.A. Thesis) Amman: University of Jordan.

Appendix 1

A Model Daily Lesson Plan for the Control Group by (RECI)

Subject: English

Class: fifth year primary (Group A)

Textbook: Rafidain English Course for Iraq (RECI) Book I

Topic: Unit Fourteen (My Body)

Time Allotted: 40 minutes

The Behavioral Objectives:

The pupil will be able to:

1. Know the meaning of the word (body)? (in Arabic)
2. Identify and name the parts of his head, face ... etc.
3. Write the words (face, hair, eye, nose, mouth, tooth, teeth and ear) correctly.
4. Count the parts of the body by pointing to each of them.

Teaching Aids:

1. textbook.
2. chalkboard

The Lesson Procedures:

a. Introduction:

The (teacher) starts by relating the topic to the previous ones. Then, the teacher says to his pupils that the topic in this lesson is (My Body).

b. Presentation:

The (teacher) explains the meaning of the topic, names of the parts of the body. He says the parts of the head, face by pointing to each part. The teacher points to his eye and says "This is my eye" and points to his with mouth and says "This is my mouth" and the same is done the other parts of the head. Finally, the teacher reads words like (hair, nose, tooth, ear) and asks his pupils to repeat after him.

c. Summary:

The (teacher) summarizes the important aspects of the lesson, namely knowing the meaning of the word (body), and the name of the parts of the body.

Evaluation:

The (teacher) asks the following questions to assess the pupils' comprehension.

1. What is the meaning of the word (body)? (in Arabic)
2. How many nose do you have?
3. What's this? (ear)
4. What's this? (leg)

Homework:

The (teacher) asks pupils to do exercise (14.16), (14.17) in their work books and write the sentences in manual I, Lesson (45).

A MODEL DAILY LESSON PLAN FOR THE EXPERIMENTAL GROUP BY USING PICTURES

Subject: English

Class: Fifth year primary (Group B)

Textbook: Rafidian English Course for Iraq (RECI) Book 1

Topic: Unit Fourteen (My Body)

Time Allotted: (40) minutes

The Behavioral Objectives:

The pupil will be able to:

1. Know the meaning of the word (body) (in Arabic)
2. Identify and name the parts of his head, face, ...etc.
3. Write the words (face, hair, eye, nose, mouth, tooth, teeth, and ear) correctly.
4. Count the part of the body by pointing to each of them.

Teaching Aids:

1. Pictures representing the (body).
2. Color chalk.
3. Board.

The Lesson Procedures:

a. Introduction:

The (teacher) starts by relating the topic to the previous ones. Then, the teacher says to this pupils that the topic in this lesson is (My Body).

b. Presentation:

The (teacher) begins to present the pictures.

The Procedures:

1. The teacher shows pictures of the parts of the body with the words clearly written beneath, he says the words, while pointing to the pictures.

2. The teachers gives out pictures of the parts of the body and he separates pieces of paper with the words on which children must match. This can be done in groups of two or three.
3. The teacher asks his pupils to draw a person (themselves or may be you!) and label the body with the words they have learnt. They may know some other parts of the body that they can add – I may have to help with spelling.
4. A great game to practice is the vocabulary–divide the class into teams ideally nine members in each team. Choose a confident and outgoing pupils from each team to stand or sit in front of the class and be THE BODY. Then each member of the team gets a sticker with a word of a part of the body written on it. Each team stands behind a line away from the front of the class. Each team member has to run to the front, and the teacher puts the sticker on the appropriate part of THE BODY. It is a race and the first team to correct the label of their BODY is the winner. If the children know other parts of the body. Then the teacher can use these words–it can get very funny if they know the word "bottom".
5. The teacher makes a picture dictation, e.g. The teacher says: this is a monster. He has two heads and four eyes ... etc. The pupils have to draw the monster according to the teacher's description. The teacher ensures that he uses only vocabulary the pupils have come a cross before this can include numbers, colors, sizes and shapes. e.g. The monster have four, small, blue, ears.

c. Summary:

The (teacher) summarizes the important aspects of the lesson, namely knowing the meaning of the word (body), the name of the parts of the body.

Evaluation:

The (teacher) ask the following questions to assess the pupils' comprehension.




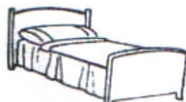

1. What is the meaning of the word (body)? (in Arabic)
2. How many nose do you have?
3. What's this? (ear)
4. What's this? (leg)



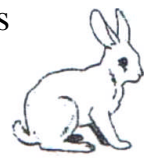



Homework:

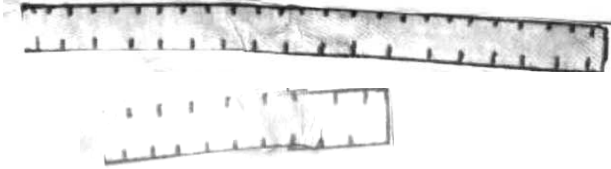

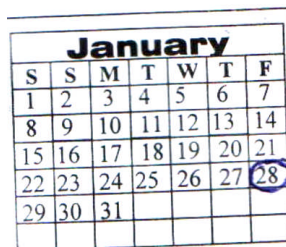


The (teacher) asks pupils to do exercise (14.16), (14.17) in their workbooks and write the sentences is manual I, Lesson (45).



Appendix (2)

Write the number and the item and the letter of the suitable words for the following sentences

Item	Fit	Unfit	Note
<p>1. This car is in the _____</p> <p>(a. town, b. street, c. house)</p> 			
<p>2. There are four _____ in the basket</p> <p>(a. flowers, b. oranges, c. apples)</p> 			
<p>3. This is a _____</p> <p>(a. ruler, b. pen, c. key)</p> 			
<p>4. I am going to my _____</p> <p>(a. room, b. bed, c. table)</p> 			
<p>5. Summer is very _____ in Iraq</p> <p>(a. hot, b. cold, c. nice)</p>			
<p>6. The _____ rises in the east.</p> <p>(a. moon, b. star, c. sun)</p> 			

Item	Fit	Unfit	Note
<p>7. The _____ like dolma. (a. boys, b. children, c. girls)</p> 			
<p>8. I have two _____. (a. food, b. foot, c. feet)</p> 			
<p>9. This rabbit has _____ ears (a. small, b. long, c. short)</p> 			
<p>10. April is the _____ month. (a. fourth, b. fifth, c. sixth)</p>			
<p>11. There are three _____ in the Iraqi flag (a. glasses, b. eggs, c. stars)</p> 			
<p>12. The red signal in traffic light means _____ (a. go, b. wait, c. stop).</p> 			
<p>13. Toto needs _____ in this picture. (a. shoulders, b. hands, c. arms)</p> 			
<p>14. Seventy _____ ten is eighty. (a. minus, b. plus, c. divided by)</p>			

Item	Fit	Unfit	Note
<p>15. My ruler is tall, her ruler is _____</p> <p>(a. small, b. long, c. short)</p> 			
<p>16. The color of this banana is _____</p> <p>(a. red, b. yellow, c. white)</p> 			
<p>17. Today is Friday, it is _____ of January (a. twenty eighth, b. twenty eight, c. twenty)</p> 			
<p>18. The colors of the Iraqi flag is _____ (a. red and white, b. green and black, c. respectively, white, black, green)</p> 			
<p>19. Mosul is in the _____ of Iraq. (a. West, b. North, c. East)</p> 			

Item	Fit	Unfit	Note
<p>20. _____ is the capital of Iraq. (a. Baghdad, b. Basrah, c. Mosul)</p> 			
<p>21. Mary is tall and _____ with long hair and small eyes. (a. thin, b. fat, c. big)</p> 			

**Name of the Juries of the Research Tool
and Experimental Requirements**

Name	Academic Status
1. Fadhil Khalil Ibrahim	Prof./ Methodology/ College of Basic Education/ University of Mosul
2. Wayis Jallod Ibrahim	Asst. Prof./ Methodology/ College of Basic Education/ University of Mosul
3. Mohammed Hamza Kan'an	Asst. Prof./ Applied Linguistics/ College of Basic Education/ University of Mosul
4. Jajan Jumaa	Asst. Prof./ Psychology/ College of Basic Education/ University of Mosul
5. Ahlam Adeeb	Asst. Prof./ Methodology/ College of Basic Education/ University of Mosul