



Sebha University

Faculty of Arts

English Language Department

The Effect Of Using Picture Book In Teaching New Vocabulary At

Property School Level Libya

BY

Safaa Saad Ali Al Mahdi

Supervised by

D. Ebrayek Deen Aljheme

November 2020

ACKNOWLEDGMENTS

In the name of Allah, the most Compassionate, the Most Merciful. All praise is due to Allah for the chance and ability that He gave on me to complete this work . This work might not have been completed without the remarkable help, support, and encouragement from many wonderful people, to whom I am truly thankful. I would like to thank the members of the teaching staff at the English Department; I really appreciate their efforts and their assistance. I would like to thank my supervisor, D. Ebrayek for the patient guidance, aid and advice he has provided And I take great pleasure in to acknowledge all the research participants who participated in my research particularly the student of 5th grad in Aisha Umm_al Mouemeneen school in sebha city/Libya without them I wouldn't be able to complete this research and come up with a remarkable results. Last but not least, my sincere thanks go to my beloved family who give me the mental and the physical support . I would like to take this opportunity to extend my sincerest thanks and appreciation to my family big thanks for my father and mother, because them big support in live for me, and I would like thanks my sisters and brother. Big thanks for my family, they gave me the support and the help throughout my study in Sebha University. I would like thanks for my friend, he gave me support and help in my study.

ABSTRACT

The focus of this study was on using of picture books in teaching new vocabulary in Libyan property school on sebha city. This helps equally the teachers and the students to explore a new technique on teaching and learning new vocabulary of English language. Vocabulary learning is an essential part in foreign language learning as the meaning of new words are often emphasizes whether in books or in classrooms . It is also central to language teaching and is paramount important to language learners.

The study was carried on Aisha Umm_al mouemeneen preparatory school in two different classes of the 5th grads with two different teachers. Each class contains 20 students who consider English as their second language. A classroom observation and pre posttest were applies on the participants and by the end of lesson a survey was filled by teachers. Teachers confirmed that using children's picture books tactic increased the students' skills to learn and use new vocabularies which they found a difficulty on learning and pronounce it before using the picture book technique. Results obtained from this study may have educational implication in the areas of syllabus design and teaching methodology.

TABLE OF CONTENTS

Chapter Numbers	Titles and subtitles of the chapter	Page number
	Acknowledgment	4
	Abstract	
1	Introduction	10
1.1	Overview	10
1.2	Research problem	10
1.3	Research questions	11
1.4	Aims and objectives	11
1.5	Significance of the study	12
1.6	Organization of the study	12
2	Literature review	
2.1	Overview	13
2.2	Definition of vocabulary	13
2.3	Teaching vocabulary	14

2.4	Techniques in Teaching vocabulary	14
2.5	Definition of a picture	15
2.6	Picture books and teaching vocabulary	16
3	Research methodology	18
3.1	Overview	18
3.2	Research method	18
3.3	Participant	18
3.4	Data collection	19
3.5	Observation	19
3.6	Pretest and post test	19
3.7	Interview	20
4	Finding, discussion and conclusions	
4.1	Overview	22
4.2	Analysis of pretest and posttest	22
4.3	Analysis of interview question	25

5	Conclusion	26
5.1	Suggestion	28
5.2	limitation	29
	Reference	30
	Appendix 1	31
	Appendix 2	32
	Appendix 3	33

CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW

Nowadays, the whole world seems to speak English. AS David 2009 asserts, it is the language of travel, tourism, science and technology. It became a universal that covered all aspect of live.

The basic thing to acquire a language is to learn a wide range of vocabularies. As vocabularies plays an important role in language teaching and learning without learners will not be able to develop other skills successfully, since knowledge of vocabulary is the raw material for all thoughts and feeling to be expressed and conveyed through the medium of language. Harmer 199 argues that ‘if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh’. He overemphasizes the importance of acquiring vocabulary and states that very little can be expressed without grammar, while without vocabulary nothing can be conveyed. Vocabulary has become viewed as an important aspect in second language learning, in fact, many believe just as important as the main skills of reading, writing, listening, and speaking.

EFL learners face a lot of challenges to learn and retain new words, they are complaining about forgetting them soon. Therefore, language Educators and teachers are one of the main sources who can help their learners enrich and increase their lexical items. To do so, they have to search for interesting and useful methods which create an effective interaction in the class. There are numerous techniques and methods that can be used to introduce vocabulary for instance visual aids, mainly pictures. For learners the use of pictures is very useful in the teaching and the learning process because it makes the classroom dynamic and lively, so pupils can be highly motivated and have a lot fun during the lesson, besides that the teacher should establish conditions which make teaching vocabulary possible.

1.2 Research problem

In Libyan preparatory school student face many difficulties with vocabulary learning this is due to different reasons such as the way of teaching the vocabulary plays an important role in learning the vocabulary. According French Allen 1983 if teachers use visual and verbal materials (such as picture book), students learning vocabulary will be better than the time when they use other materials.

1.3 Research question

The following research questions were formulated to guide this study's data collection, description, and analysis:

- 1. What are the ways, methods, and strategies for enhancing vocabulary of EFL learners?**
- 2. Does using picture-book have any significant effect on improving vocabulary level of property school?**
- 3. What challenges or difficulties did Libyan FEL students and their teachers encounter in using children's picture books to learn and teach new vocabulary?**

1.4 Aim and objective of study

This study aimed to investigate the impact of visual techniques (picture book) on vocabulary achievement of Libyan school students in order to improve students' learning vocabulary skills, stimulate interest for second language learners to increase their level of vocabulary, provide an interesting way for learning vocabulary, and make learners more proficient, and encouraged learners for learning new English vocabulary. The main objective of the study is to see whether using picture-book can enhance EFL learner's vocabulary acquisition. Therefore to help educational Libyan curriculum designers to take the issue of using picture-book into consideration more seriously and incorporate into the education programs to make the students not to be frustrated in learning new vocabularies.

1.5 Significance of the study

The result of this research will be significant for both teachers and EFL students for learning English as foreign language. All Teachers in the English language classrooms in Libya education curriculum design may use this to increase the vocabulary and speaking skills of the learners. Teachers use pictures book in the classroom, pupils will be motivated and involved in the lesson, as well as their vocabulary knowledge will be enriched. They are useful for teachers in facilitating the teaching process mostly vocabulary. Koran 1996 points out that the learning of foreign words by using such a trend can be easier and memorable than the words learned in the traditional ways.

1.6 Organization of the study

This study has been organized into five chapters, the first chapter is introduction to the research, and chapter two is about the review of the literature; chapter three is about the methodology used in this study, chapter four is about the data analysis and data discussion, chapter five is conclusion of research.

CHAPTER TWO

LITERATURE REVIEW

2.1 OVERVIEW

Many studies and researches have been conducted on teaching and learning new vocabularies to EFL student in an interesting and simple way. The researcher try to find out the suitable technique which will be suitable for EFL learners who suffer from the lack of vocabulary.

This chapter starts with defining vocabulary, teaching vocabulary to EFL Learners, then mentioning the techniques of teaching vocabularies. Fallowed by defining picture book on teaching.

2.2 Definition of vocabulary:

The basic unit in learning language is a word or vocabulary. Knowing vocabulary has a big influence in learning English. Vocabulary can be defined as ‘ words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)’ (Neumann& Dwyer, 2009, p. 385). Hornby (1995) defines vocabulary as ‘the total number of word in a language; vocabulary is a list of words with their meanings’. While Ur (1998) states: ‘vocabulary can be defined, roughly, as the words we teach in the foreign language.

Hatch and Brown (1995, p. 1) argued that ‘vocabulary refers to a list of words that individual speakers of language might use’. That is , vocabulary may refer to list of words and expressions that language speaker employs in his speaking and reading. From the explanation above, it can be summarized that vocabulary is the total number of words, including meaning and information.

2.3 Teaching Vocabulary

resent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne& Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (thorn bury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words.

Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

2.4 Techniques in teaching vocabulary

There are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then; it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac, 2008). This makes teachers have some reason in employing certain techniques in presented vocabulary. IN presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible(Pinter, 2006).

Techniques of introducing new vocabulary are suggested by Gairn's and Redman (1986: 76) as follows:

a. Visuals

These techniques concern with visual memory. They consist of flashcards, photographs, blackboard drawings, wall charts, relies, mime and gesture. They are employed in expressing words' meaning. These techniques are especially helpful in introducing some certain parts of vocabulary such as: real items, places, professions, descriptions of people, action and activities.

b. Verbal

These include illustrative situations, synonym and definition, contrasts and opposites, scales and examples. These are the most useful for illustrating abstract word.

2.5 Definition of a picture book:

The definition of a picture book most often cited comes from Barbara Bader (1976): A picture book is text, illustrations, total design; an item of manufacture and commercial product; a social, Cultural, historic document; and foremost, an experience for a reader.

Is a multimodal text (Kress, 2003), it is dependent upon pictures and words together to create meaning and it is the interdependence of what the pictures show and the words tell (Lewis 2001 b) that makes a picture book so special-for example, a picture book ‘could not be read over the radio and be understood fully’ (shulevitz, 1985:15). The visual text is essential to the understand of the message: it can clarify, complement, enhance, or even contradict the verbal text (Nikolajeva& Scott, 2006; Nodelman,1988). The relationship between pictures and words has been discussed at length by picture book scholars (e.g. Doonan, 1993; Lewis, 2001 a; Nikolajeva& Scott,2006; nodelman, 1988; Serafini, 2013; sipe, 1998).

2.6 picture books in teaching vocabulary

Picture books also give learners with free space of imagination and creation, allowing them to create multidimensional meaning of the text through the reading process. In addition, they have less words and more space for children's imagination to expand (Chen-shin Wang, 2004). The significance of picture books to children is that to introduce fine literary works and different culture to children. Using picture books as a teaching tool can be one of the interactive methods in teaching EFL learner to learn the vocabulary effectively English.

In EFL contexts, picture books are selected that contain a simple picture-words relationship, with illustrations that synchronize (Ellis & Brewster, 2014) with the text providing a secure, supportive (Linse, 2007), sometimes increasing refrains, and pictures that please the eye but give little extra information.

CHAPTER THREE:

METHODOLOGY

3.1 Overview

In this chapter, we will talk about the research methodology used in this research, the details of the participants who were chosen as a sample of the study, tools and techniques used for collecting the research related data and steps which we followed to collect and analyses the data.

3.2 Research methodology

This study was built on the paradigm of quantitative inquiry because it intended at investigating the effect of using picture books in enhancing vocabulary learning of Sabha preparatory school EFL students.

3.3 Participants

The participants of the study selected from Aisha Umm_almouemeneen preparatory school in the city of Sabha Libya EFL students of the 5th grade from two different classes one class contain 18 students and the other class include 22 students they are mixed class of gender, All the student participant consider English as their second language. Their age range vary between 13 to 14 years old. Two EFL teachers among the participants, one female and the other male were asked to fill up a survey by the end of the lesson.

3.4 Data collection tools and techniques

In the present study, observation, pre, posttest and interview for both teachers and students were used as sources for collecting the research data, and these tools and techniques have been selected because they are easy to follow and to collect data that helps in solving the problem of research.

3.5 Observation

Each classroom was observed by the researchers, the observation lasted a minimum of 45 minutes (the time period which is allotted for each class in Libyan schools) per a class period. During the observation the researcher had a general idea of the teaching technique that the teachers use to teach the new vocabulary. And also helps the researcher to apply his experiment confidently.

3.6 Pretest and posttest

The researchers choose two classes to implement the strategies (picture-book) the researchers start with introduced their selves but the student didn't understand, so the researchers try to translate to the students. After that they start giving the new vocabulary the students. It was a 12 new vocabulary. After the reading of new vocabulary the researchers ask the students to prepare a white pepper in order to do a vocabulary test. The students are giving 7 min to finish the pretest. After the pretest the researchers reread the vocabulary with use picture book to help the student store the vocabulary in their mind, after that, the researchers start doing the posttest.

3.7 The interview:

The researchers met each teacher individually. The teachers' answers were recorded by 'telephone', then transcript of the answers was written to give a clear idea about the answers. The teachers were given five minutes to answer each question. each interview take 15 min.

CHAPTER FOUR

FINDINGS, DISCUSSION, CONCLUSIONS

4.1 Overview

This chapter sheds light on the major findings of this study, briefly analyzing the findings in “discussion” section.

4.2 Analysis of the pretest and the posttest result:

Table -1

Students	Pretest marks (12)		Posttest marks (12)	
	The mark	The percentage	The mark	The Percentage
Student 1	5	41%	6	50%
Student 2	4	33%	5	41%
Student 3	5	41%	7	58%
Student 4	8	66%	11	91%
Student 5	4	33%	7	58%
Student 6	4	33%	4	33%
Student 7	2	16%	3	25%
Student 8	6	50%	10	85%
Student 9	3	25%	9	75%
Student 10	4	33%	7	58%
Student 11	2	16%	2	16%

As it shows from the results of the students in pretest the highest grade was 66% , whereas in posttest (after the used picture-book) the highest grade is 91% .

Note: Only student have the same grade in both testes .

Table -2

Students	Pretest marks (12)		Posttest marks (12)	
	The mark	The percentage	The mark	The percentage
Student 1	1	8	5	41%
Student 2	4	33	7	58%
Student 3	4	33	10	83%
Student 4	3	25	8	66%
Student 5	1	8	4	33%
Student 6	3	25	4	33%
Student 7	5	41	5	41%
Student 8	4	33	8	66%
Student 9	3	25	5	41%
Student 10	2	16	6	50%
Student 11	6	50	9	75%

Table 2 , Reveals that the result of students answers in pretest was between 8% to 50% , whereas in the students' results ranged from 33% to 83% .

Note: Only student has the same grade in both testes .

Table -3

Students	Pretest marks (12)		Posttest marks (12)	
	The mark	The percentage	The mark	The percentage
Student 1	6	50%	7	58%
Student 2	3	25%	10	83%
Student 3	7	58%	9	75%
Student 4	6	50%	11	91%
Student 5	0	0%	0	0%
Student 6	0	0%	0	0%
Student 7	0	0%	0	0%
Student 8	3	25%	6	50%
Student 9	5	41%	9	75%
Student 10	6	50%	11	91%
Student 11	2	16%	3	25%

Table 3, shows that the average grades for the students' pretest was 58% and three of the students get 0% . while in the posttest the students' highest grade was 91% the highest .

Table -4

Students				
	The mark	The percentage	The mark	The percentage
Student 1	4	33%	9	75%
Student 2	5	41%	10	85%
Student 3	3	25%	12	100%
Student 4	7	58%	11	91%
Student 5	3	25%	4	33%
Student 6	4	33%	8	66%
Student 7	5	41%	8	66%
Student 8	5	41%	7	58%
Student 9	5	41%	7	58%
Student 10	5	41%	7	58%
Student 11	4	33%	12	100%

As it shows from the table the average results of the pretest was between 25% - 58% but in the posttest was between 33% - 100% so the students' marks is increased.

To conclude with, according to the pretest and the posttest data analysis (most of the students' grads raised after using picture- book that is mean the picture book is effect way to teach new vocabulary .

4.3 Analysis of the interview questions:

The teachers' interview:

In this section the researchers try to compare the teacher's answers and analysis them;

Q1- What are the difficulties you face in teaching new vocabulary?

Teacher A and B agreed that one of their major problems are time and lack of resources.

Q2- Do you used picture-book in teaching vocabulary?

Both of the teachers try to use picture book in teaching vocabulary.

Q3- What are the way you use to teach vocabulary?

Both of the teachers use the traditional method in teaching English.

The students' interview:

The researcher tries to ask the students some questions after they did the posttest.

Q1- Do you face problem in learning vocabulary? Why?

All the students said that they have problem with keeping and remembering the new vocabulary, as well as the pronunciation of new vocabulary.

Q2- Did you find some change when we use picture-book?

They agreed that these helped them to learn the vocabulary.

Q3- Do you have any comments?

The students asked their teachers to use picture-book in teaching them the new vocabulary.

CHAPTER FIVE:

CONCLUSION

5.1 CONCLUSION:

Vocabulary is one of the important factors in all language teaching learning and the students must continually learn new words as they learn structure and as they practice sound system, but most of the students are not interested and motivated at all. Therefore, the investigators use pictures as one of the strategies in teaching that benefits the students in many ways.

- 1. Pictures help the students to understand the difficult words easily by looking at the pictures.**
- 2. The use of pictures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by singing the song with the picture as key words and without asking another person or looking them up in the dictionary.**
- 3. Pictures are possibly used in teaching pronunciation and structure also.**
- 4. The use of pictures makes the class more active and alive.**
- 5. The use of pictures could attract the student's curiosity in learning new vocabulary.**

5.2 Suggestion:

The followings are suggestion for model of teaching vocabulary by using pictures book for EFL Libyan learned, that there are so many approaching type and method that can be developed by teachers for having a good and enjoyable class situation to reach out the curriculum target.

- 1. The teacher should choose the technique and materials that are appropriate with the students' needs and experiences so the class atmosphere become enjoyable and interesting.**
- 2. The teacher should give short, clear and simple instruction.**
- 3. The teacher should keep in control the students activities.**

The teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games etc.

5.3 Limitations

The investigators faced many obstacles and problems in the process of making the research that were:

- Poor Internet Connection.**
- Research Time was limited.**
- We found difficulties on organizing a lesson because most of the teacher want to give their usual lesson to finish their curriculum.**

REFERENCES

- 1- David, E . (2009). Asserts, it is the language of travel, tourism, science and technology, on speaking skills of students who learn English as foreign language. Unpublished MA Thesis, Ankara.**
- 2- Allen, v. f. (1983) Techniques in Teaching vocabulary. Oxford university press, 200 Madison Ave, New York, NY 10016 (ISBN 0-19-434130-5).**
- 3- Koran, M. (1996). The use of vocabulary learning strategies by EFL learners at three different educational levels (Doctoral dissertation, University Of Essex).**
- 4- Hornby, s. (1995) Vocabulary learning strategies of Saudi EFL majors of different gender, year and proficiency: use and reasons for use (Doctoral dissertation, The University of Essex).**
- 5- Neumann, A. , & Dwyer, S. (2009), P. 385. ‘ Teaching skills: from theory to practice. FeryaL Cubukcu, 25 – 51, Nobel, Ankara.**
- 6- Berne, A. , & Blachowicz, B. A . (2008). Teaching words is a crucial aspect in learning a languages are based on words. Neuropsychology, 40 (10), 1737-1743.**
- 7- Waiters, N. E . V. A. L . (2004).The effect vocabulary picture-book on vocabulary acquisition. Unpublished MA Thesis, Bilkent university, Graduate school of Education, Ankara.**

- 8- Takac, A . (2008) Vocabulary: Needed if more children are to read well. *Reading psychology*, 24 (3-4), 323-335.
- 9- Pinter, R . (2006) Is there a core vocabulary? Some implications for language teaching . *Applied linguistics*, 8 (2), 178-193.
- 10- Kress, A. (2003) Research on EFL vocabulary multimodal text it is dependent upon pictures and words to gather to create meaning, 3,23.
- 11- Ellis, P. D. , & Brewster, A . J (2014) The role of study habits in foreign language courses. *Assessment an evaluation in higher education*, 27 (5), 463-473.
- 12- Linse, A . D (2007) coming to vocabulary with language learner strategies: surveying the experts. *Language learner strategies*, 30, 29-45.
- 13- Hatch, E . , & Brown, C . (1995). *Vocabulary semantics, and language Education*. Cambridge University Press, 40 west 20th street, New York NY 10011-4211 (hard back: is BN- 0- 521- 47409- 4; paperback : ISBN- 0-521-47942-8.
- 14- Lewis, I. S. (2001). *Learning vocabulary another language*. Ernst Klett sprachen.
- 15- Nikolajeva, N . , & Scott, D. (2006) Vocabulary picture book: Theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133- 143.
- 16- Shulevitz, C. (2002). *Vocabulary picture book: Implementation and out comes Journal*, 56 (4), 380- 388.

APPENDCIES 1

The Interview Questions for both teachers and students.

Q1- What are the difficulties you face in teaching new vocabulary?

Q2- Do you used picture-book in teaching vocabulary?

Q3- What are the way you use to teach vocabulary?

Q4- Do you face problem in learning vocabulary? Why?

Q5- Did you find some of change when we use picture-book?

Q6-Do you have any comments?

APPENDECIES 2

The pretest and post question to the first class.

Q1- Write the meaning of the following vocabulary

Body :

1. Arms

2. Hand

3. Foot

4. Feet

5. Head

6. Hair

7. Leg

Face:

1. Eye

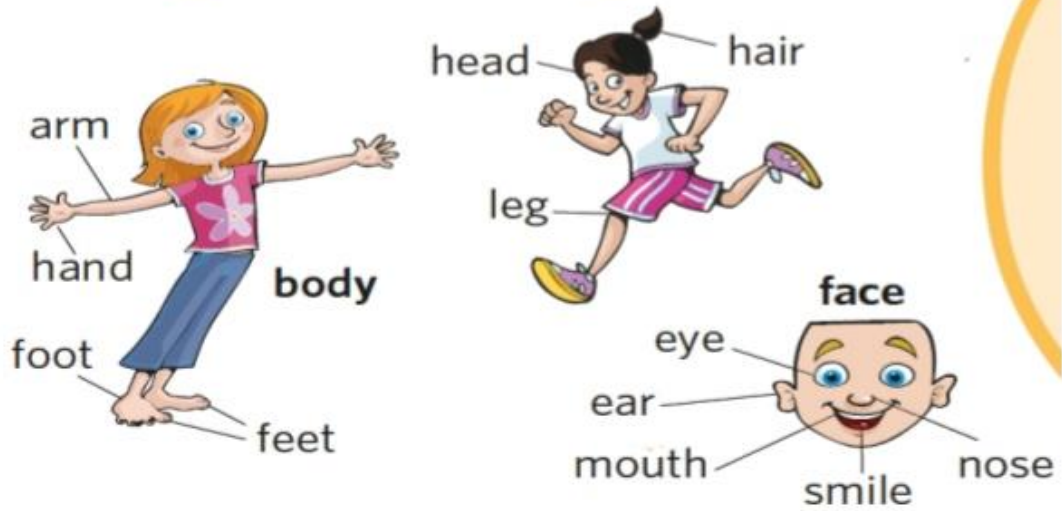
2. Ear

3. Mouth

4. Nose

My body

[Click here to enlarge the image]



APPENDCIES 3

Pre and pos test used in the second class

1. Frog

2. Cow

3. Chicken

4. Horse

5. Bird

6. Tiger

7. Goat

8. Sheep

9. Mouse

10. Monkey

11. Duck

12. lizard

At the zoo



cow



chicken



frog



tiger



bird



horse



mouse / mice



sheep



monkey



lizard



goat



duck