

THE IMPACT OF USING PICTURE BOOK IN TEACHIN NEW VOCABULARY AT
PREPORTY SCHOOL LEVEL IN LIBYA

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A final project submitted in partial fulfillment of the requirements for the degree of bachelor
in English language with a focus on TESL

SEBHA UNIVERSITY

Department of English

August 2017

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To the Faculty of Sabha University:

The members of the Committee appointed to examine the B.A. Final project of ENAS ALSONOUSII IBRAHIM & WARD A MARIE ABULJWAD find it satisfactory and recommend that it be accepted.

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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 us 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. We would like to thank the members of the teaching staff at the **English Department**; we really appreciate their efforts and their assistance. We would like to thank our supervisor, **MRS.AREEJ ALI**, for the patient guidance, aid and advice she has provided And we 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 **Sabha city/Libya** without them we wouldn't be able to complete this research and come up with a remarkable results. Last but not the least, our sincere thanks go to our beloved family who give us the mental and the physical support .I Enas almageri would like to take this opportunity to extend my sincerest thanks and appreciation to my family who lived abroad Sabha especially for my Dad **Alsonoussi Almageri** who is the reason for teaching English since my childhood stage I am really proud of being his daughter. As well to my husband's family which I consider my second family they gave me the support and the help throughout my study in Sabha university and I am really grateful for them for taking care of my beloved daughter **Esra** while I am at university. Saving the most important for last, I wish to give my heartfelt thanks to my husband, **Alzarooq Salem**, whose unconditional love, patience, and continual support of my academic endeavors over the past 3 years and being patient and kind until coming to the end of my graduation.

THE IMPACT OF USING PICTURE BOOKS IN TEACHING NEW VOCABULARY AT
PREPARATORY SCHOOL LEVEL IN LIBYA

ABSTRACT

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DEPARTMENT OF ENGLISH

AUGUST, 2017

The focus of this study was on using of Picture books in teaching new vocabulary in Libyan preparatory school on Sabha 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 emphasized 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 grade** with two different teachers. Each class contains **20 students** who consider English as their second language. A classroom observation and pre posttest were applied on the participants and by the end of the lesson a survey was filled by the 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 implications in the areas of syllabus design and teaching methodology.

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**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 language 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 feelings 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 the 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 EFL students and their teachers encounter in using children's picture books to learn and teach new vocabularies?

1.4 Aim and objective of the 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. Koren 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 the 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 .followed by defining picture book which the technique used to teach the vocabularly and the use of picturebook 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 words 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

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times don't 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 (Thornbury, 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 (Takač, 2008). This makes teachers have some reasons in employing certain techniques in presenting 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 Gairns and Redman (1986: 76) as follows:

a. Visuals

These techniques concern with visual memory. They consist of flashcards, photographs, blackboard drawings, wall charts, relia, 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

2.4 Definition of a picturebook:

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 2001b) that makes a picturebook so special – for example, a picturebook ‘could not be read over the radio and be understood fully’ (Shulevitz, 1985:15). The visual

text is essential to the understanding 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 picturebook scholars (e.g. Doonan, 1993; Lewis, 2001a; Nikolajeva & Scott, 2006; Nodelman, 1988; Serafini, 2013; Sipe, 1998).

2.5 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 ELT contexts, picture books are selected that contain a simple picture-word relationship, with illustrations that synchronize (Ellis & Brewster, 2014) with the text providing a secure, supportive learning context. These picture books are often concept books that contain predictable and repetitive (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_al Mouemeneen** preparatory schools 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 to14 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.

3.4Data collection tools and techniques

In the present study, observations, pre ,posttest and interview for both teachers and studants 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 vocabularies. 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 to the students. It was a 12 new vocabulary. After the reading of the 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, DISCUSSIONS, 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 results:

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%
Student4	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 one 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%
Student4	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 results of students answers in pretest was between 8% to 50%, whereas in the posttest the students' results ranged from 33% to 83%.

Note:

Only one 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%
Student4	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	Pretest marks (12)		Posttest marks (12)	
	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%
Student4	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 analys 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 the 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 .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 pictures 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.

5.1 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.
4. The teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games etc.

5.2 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.

APPENDICES 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?

APPENDCIES 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

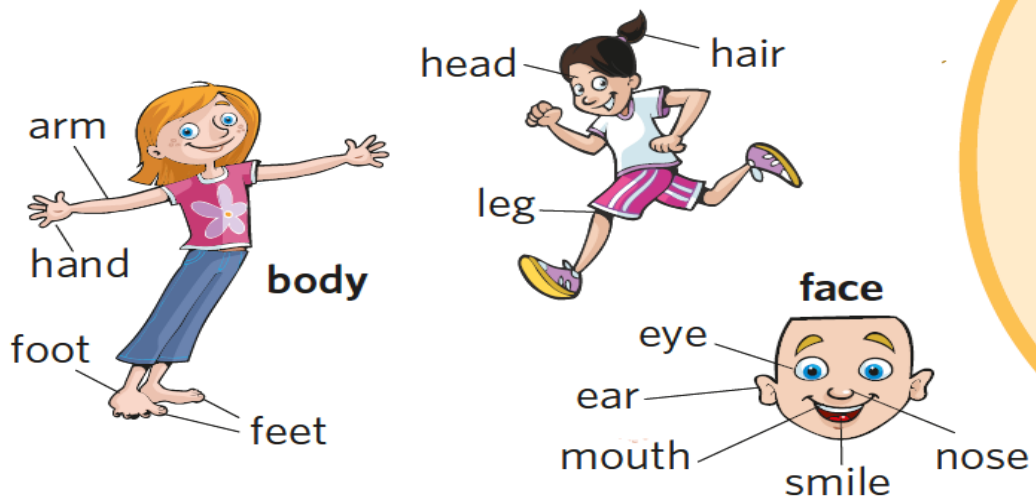
Face

1. Eye
2. Ear
3. Mouth

4. nose

Fit one full page to window

My body

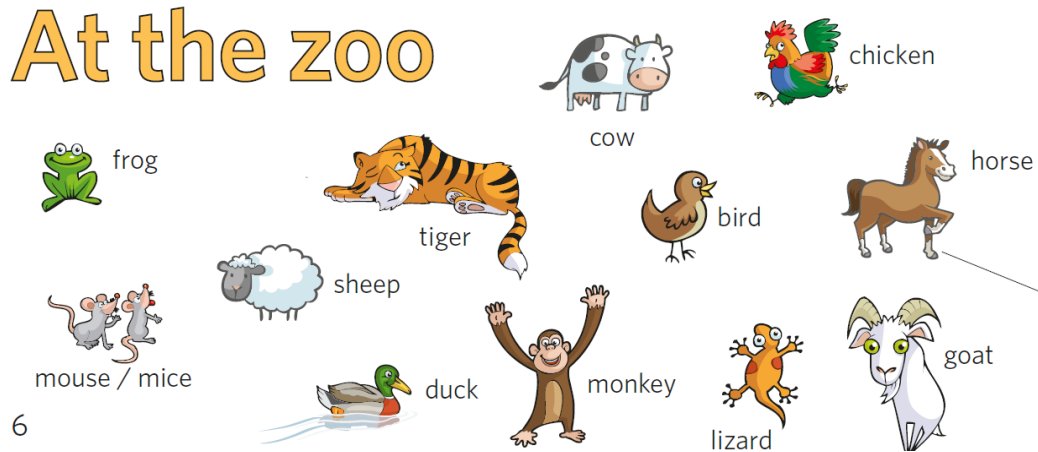


APPENDICES 3

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





The Book the investigators used to apply their research