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**Exploring the Use of Pictures for Teaching English Language in Libyan  
Secondary Schools.**

**By**

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**A dissertation submitted to the Department of English, University of sebha in  
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## **Declaration:**

I hereby declare that this thesis is my own original work, which I have created myself. All the literature I used is properly quoted and it is listed in reference list.

## **DEDICATION**

To my mom whom I love and admire

To my friends and family

To all those who have backed me

To all everyone taught us and Sincerely supported us to

I dedicate this humble work for you

## **Acknowledgment**

First of all, gratitude to Almighty Allah for providing the health and ability to do this work with it his help the research would not be possible. I could never give back for her support to do my bachelor degree I would thank and cannot thank enough to the light of my life my mom I am very grateful to all those who have helped me to complete this research, but particular thanks and gratitude to the supervisor, Kalthoum Elghannai for her support, patience and keen guidance during the research period. A very special thank you is extended to my uncle dr. Hisham Laawena on their attitudes and cooperation and I really appreciate the help abudulsalam masoud.

I would like to wish to address my sincere thanks to teachers that helped a lot through the research work shop miss dada and miss Sara guidance and advise .I owe my deepest respect and gratitude to abdul salam ben salah .

Also, I am indebted and grateful to all secondary schools teachers who responded to the questionnaire. My regards and thanks for their patience and adequate work of the research.

## **Abstract**

The main purpose of this study was to explore the use of visual aids on teaching English as a foreign language at secondary schools in Sebha city. Also, the research e prove the exploration by a questionnaire's responses collected from a sample of 40 teachers was from Sebha. This research focused on exploring the use of pictures by secondary teachers that consisted of 40 teachers in Sebha. Through the research it have been find out that teachers use pictures and visual aids in teaching. It have been proven that majority know and use pictures but when it comes to regularly use it is hardly ever .hence the technique that is mostly used in secondary classrooms it pictures is used to demonstrate by text and most of the techniques is used to teach vocabulary. When it comes to visual aids the teachers know it and most used visual aid is pictures.

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## **Chapter One: Introduction**



## **1.1 Introduction:**

Visual aids are very important in teaching English as a foreign language. Aids which require the involvement of learners' visual senses (senses related to sight or seeing) are called visual aids. It is a biological fact that the eye is not separate from the brain; the eye and the brain are parts of the same organ. So, using visual aids may affect learners in different ways. Visual aids are designed to influence the eyes of learners to enable them to understand what is being shown. In language learning, visual aids are helpful in developing language skills such as speaking and writing as they stimulate learners' sense of sight.

The objective of my research can be illustrated in two basic purposes. First, I'm trying to provide arguments for the relevance of the visual aids in the teaching of a foreign language. In other words, I am trying to give evidence that we cannot teach a target language only through language. It is only the emergence of language and the visual aids related to it that promotes learners capable of interactive communication. Second, I am aiming at studying how the inexpensive available elements in the language classroom can be visually oriented to provide situational context for learning, and accordingly, compare how the Libyan language classroom conceives of visuals. More precisely, I am going to see whether the Libyan classroom is richly equipped with visual aids, and whether it respects the recent techniques in presenting the visual element to the learner or not.

Lastly, being a language learner myself, I see that the use of simple teaching aids such as posters, videos, maps, flash cards, pictures and some diagrams is not that frequent in the Libyan Language classroom. The purpose of using these visual aids is to make student engaged and motivated in class. Visual aids are considered a helpful tool because the teacher is able to convey the message easily to the learners in the classroom. All these parts lead learners to become more interested and more participative and communicative during the learning process.

## **1.2 The reasons and purposes:**

The choice of this topic as a subject for my research project in respect to many reasons and motivations. To begin with, in the area of communication, we have reached the era of visual interaction, we can send and receive messages and communication signals that come with or without language. Consequently, we find ourselves in language teaching urged to benefit from this unfailing repertoire of visuals in the teaching of a target language, especially noting that language itself, as a means of communication, consists of the visual element as an essential operator. Moreover, though the learner uses his/her ears as well as his/her eyes, it is the eye which is the primary channel of learning in general and language learning in particular.

## **1.3 Research Problem:**

Visual teaching aids are certainly important teaching tools that provide chance to learn visually easy for human beings. Unfortunately, it seems that Libyan ESL teachers to be not fully aware of the Potential of using pictures, also the proper use of it in way that is Proficient for teaching English language .Although the use of picture seems to be little inside classroom With the use of the Techniques that resonate the pictures to illustrate the lessons.

There is not much attention is given to visual aids in the Libyan ESL. This causes students to be weak, especially in grammar or vocabulary meaning and usage. Using pictures materials can make learning more effective and easier because they reduce the teacher's effort. They also increase students 'Attention and enrich their motivation. Above all, visual aids especially pictures motivate learners and help students avoid boredom in teaching process

## **1.4 Research question:**

1. What is the rate of the teachers who use pictures in Sebha secondary schools?
2. To what extent secondary schools teachers use pictures inside the classroom and what techniques they implement?

## **1.5 Limitation of the Study:**

The participants of the study were Sebha secondary schools teachers with the concentration on the use of pictures in the classroom.

Key terms: ESL,multimedia,graphic,visuals,image,aid.

Definition ESL: English school learners

## **Chapter Two: Literature Review**

## **2.1 Introduction:**

Education empowers everyone. It is an important facility that shapes the modern world. People need education to be able to insure advance in this competitive world. Education is the process of learning anything that makes us acquire knowledge. in this context, visual aids have an important role in teaching and learning. They are considered useful in different international levels. Visual aids is a term used to cover an extremely flexible range of materials which can be tailored by the teacher to fit the exact requirements of a particular group of learners at a particular time in their development. They comprise any kind of visual classroom input which does not involve moving pictures (c.g. VIDEO)) (Byram, M. (2004) Routledge Encyclopedia of Language Teaching and Learning Routledge).

Visual aids attract the interest of students and help the teachers to explain the concepts easily Visual aids are those instructional aids which are used in the classroom to encourage teaching learning process (Singh 2005). Various teaching aids are used to illustrate things that are difficult to comprehend verbally. When we use visual aids, it is one of the elements that causes the engagement of learners in the lesson because when students see a visual aid or a model; it is considered as a kind of involvement. Also, the uses of visual aids motivate body movement and may strengthen the control. So, visual aids, are mutually beneficial to the learners and teacher.

They increase the interest of students and teacher to the subject matter (Rautrao, 2012). The same author states that visual senses increase to about 90 percent to all students or human learning. It means other senses have only a 10% contribution to learning. Visual aids help you and lead you to reach your objectives by highlighting to whatever is being said or explained regarding a concept or new phenomenon. Clear adequate pictures level up the student's level of understanding of the material shown, and its use facilitate learning, enhances your sayings, clarify ideas, and create sense of enjoyment. Pictures are international language. so, using of pictures in education process is very necessary because they present the facts in visual information pictures. Also, it is simple to produce and obtain. Visual martials can bring today's world into the language learning environment by serving as a reflection mirror of what exists outside the foreign language or second language classroom.

## **2.2 Visual literacy improves the relevance of visual materials:**

Different scholars of language have tried to define visual literacy. According to Wileman (1993), visual literacy is “the ability to read, interpret, and understand information presented in pictorial or graphic images” (p. 114). Obtaining an ability to recognize something from the eye is visual literacy. According to Horton (1983) visual literacy is "the ability to understand (read) and use (write) images and to think and learn in terms of images i.e., to think visually" (p. 99). In more broad way of comprehending the concept, of the relevance of visual literacy. Visual literacy is not about just seeing neither making visual images. It plays a big role in understanding the process of seeing and sharing the meaning with a bright outlook. Now we are living in an age of technology which makes a huge impact on students in gaining the ability to read and learn. It's not enough anymore. Brooks points out in her book, "visual literacy is an essential modern skill set. It may sometimes appear that the ability to read and understand visual cues provided through text, images and other media trumps over literacy skills" (p. 48). The visual aspect. Is more beneficial than the traditional textual literacy hence Stokes (2002) reviewed a number of studies about the using of visual aids in teaching and learning, and maintained that “using visuals in teaching results in a greater degree of learning” (p. 10). Students need the visual aspect and to be skilled at it in order to create meaning from images, which in turn leads to an improvement in writing proficiency and critical thinking as Burmark (2002) defines it: students have to "learn to see and see to learn". Visual literacy can influence our communication and global understanding through allowing the students to see what is going on or what the word represents to that student, Chanlin's study (1998) suggests that students with different prior knowledge levels respond differently to contrasting presentation forms for achieving learning tasks, and that the effectiveness of visual design in learning is related to the prior knowledge of the students. Animated graphics are not superior to still graphics and may even be distracting to learning if the motions are inconsistent with how students process the visual information.

In addition, Visual literacy can be in shape of pictures, videos, posters, and visual materials.

These tools, from an economic standpoint are convenient. Also, these visual tools are important in designing the right environment that makes learning easy and efficient. So, selecting the right pictures along with the goals of the course and education can cause a good overlap to the content of the course. If we consider visual literacy as a language, then there is a need to know how to communicate using this language, by training students to be aware of visual messages and to have the ability of critical reading or viewing pictures as the language of the messages. Visual literacy is indeed language literacy, and is culturally specific although there are universal symbols or visual images that are globally understood.

## **2.3 Pictures for language education:**

Pictures are a visual language and one of the most obvious and common resources for teaching English as a second language. Pictures used to facilitate learners and can be used in form of flash cards, cue cards, posters, photographs or illustrations. So, using pictures enable students not only master grammar, but communicate in the foreign language as well. "Pictures help individual learners predict information, infer information, deduce them and analyze today's world. Teachers also draw pictures on the board to help explain language work" (Harmer, 1998: 141).

Learners' perception is important. The ability to stimuli meaning can lead sensory acuteness, according to David Sless (1981) in term of concept of the thinking eye. He states that the eye is not biologically separated from the brain. He believes that it is actually part of the same organ; or more accurately the brain is a part of the eye. Cognitive Mapping can occur with language students which allow them to get a greater cognitive mapping and navigating in an environment. Students need to acquire an experienced eye, which will help them in mapping connections with what they learn. Accordingly, the results of this study of Chanlin (1997, 1998) in that effect of visual treatment is more evident in students inexperienced in the subject domain, and that integrating visual and verbal elaboration strategies facilitate mental connections in learning.

Furthermore, Pictures are not only more effortless to recognize and process than words, but also easier to recall and influence better than the traditional text only or verbal discourse only as teaching method. Mayer, Bove, Bryman, Mars, and Tapangco (1996) compare the use of a multimedia summary comprised of a sequence of annotated illustrations depicting the steps in a process, with a 600- word text summary of the process. Also compared were the multimedia summary plus different amounts of text in knowledge retention and transfer. Results suggest that the visual pictures or multimedia summary is more effective than the verbal summary, and that the multimedia summary alone is more effective when it contains a small amount of text rather than a large amount of text. Their conclusions are that students can learn more effectively from a more concise summary, particularly when words and illustrations are presented together.

However, the subjects in this study had a low level of knowledge of the subject; the researchers note that they would not have expected the same result with experienced learners. Also, the learners experience and the method of processing entered knowledge if it is text only or combination of text and graphics (pictures) as McKay (1999) illustrates considering the learners' cognitive styles as well as their experience in the subject matter in a study comparing the use of text-only instructional materials with text-plus graphics instructional materials. Subjects categorized as novice learners with verbal cognitive styles performed best with text plus graphics, while the novice imagery participants did better with the text only material; these findings were contrary to the expected outcomes. However, learners as a whole showed more improvement in test scores when using the textplus-graphic format. Furthermore, novice learners from both learning style categories showed a greater improvement in scores than the experienced learners. The differences in responses by the novice and experienced learners are similar to

reports from other studies (Chanlin, 1998; Mayer et al., 1996). The studies support the argument that graphics (pictures) have greater reach than the regular traditional text teaching.

The types of pictures differ. They could be colorful, black and white. It is design of in which way it is presented within the context of pictures. Multiple studies consider the color influence. For instance, Kleinman and Dwyer (1999) examine the influences of specific visual skills in facilitating learning. Their findings illustrate that the use of color graphics in instructional modules as opposed to black and white graphics promotes achievement, particularly when learning concepts. Another study by Myatt and Carter (as cited in Heinich et al., 1999) suggests that most learners prefer color visuals to black and white visuals, but that no significant difference in the amount of learning occurs except when color is related to the content to be learned. In addition, the study indicates that young learners prefer simple visuals and older students prefer complex visuals, yet simpler visuals are usually more effective regardless of the age group. Additionally, students do not necessarily learn best from the kinds of pictures they prefer to view. Hence, in the various ways of pictures the study of still graphics used in teaching were investigated by Roshan and Dwyer (1998), who found no significant difference in achievement by students who are exposed to various graphic mapping strategies. However, the time that students were exposed to graphics enhanced instructional treatments affected learning results. Learners who were exposed to self-paced modules performed better than those who were engaged in a structured time frame format. However, the self-paced group required less time to progress through the modules. The study supports that pictures, regardless of their types are effective and can enhance the learning process.

Moreover, teachers can use pictures in a testing or challenging matter. Students learn the ability to speak and listen to other students, because everybody understand pictures differently. These activates "make the foreign language a living and vibrant element" (Wright, 1989, p. 6). Pictures can trigger creativity and they are very beneficial. Wright (1989) states two different categories of using pictures - Challenges and Opportunities. Challenges include a controlled way of using language and chances "provide abroad suggestion, a gentle stimulus and a helping hand" (p. 8).

Learners are free in using language and they can express their ideas and experiences. Hence "stimulating challenges and encouraging opportunities" is the core of the education process (p.9). One of the best ways to teach students vocabulary is big picture flashcards and could be small too they are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make

these often-boring activities more enjoyable, And that is exactly what teachers need when presenting new language – to catch their learners’ full attention, to raise their interest in the presented subject hence enable students to link the meaning of the words with real-world images immediately.

Pictures give help to learners in the exploration of ideas besides motivating them to write (Sesrica & Jismulatif, 2017). Pictures stimulate learners in the process of generating ideas which leads to the construction of sentences. Everyone likes to look at pictures and pictures can provide a stimulating focus on students' attention (Raimes, 1983). Raimes also said with a picture, all students, after close observation of the material, will immediately need that appropriate vocabulary, idiom and sentence structure to discuss what they see. To add pictures in helping students generate ideas to construct sentences using the target language also this could apply as well to speaking and listening by enabling students listen to their voice and other learners voice which make sentence easy to construct. Therefore pictures increase the learner competence by teaching grammar with it if grammar is being presented in just isolated sentences that will not allow learners to see how grammatical structures function in sentences. “By dealing with related units of information rather than isolated bits, more efficient processing becomes possible” (McLaughlin, Rossman, McLeod, 1983, p.138). Imagery based teaching has always been useful for learners by showing the function of the sentence in picture which they see to make them understand it in their mind it beneficial a lot. "Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence" (Hadley,2003, p.152).

Furthermore, another technique of using pictures which is called Lead-in Technique, at the beginning of a new lesson or before presenting new knowledge. “It is a technique used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about to be presented (Arendas, 1998: 240).” It can trigger students' thinking and awaken their desire for knowledge, as being the role of the magnet to draw students into the lesson and help students get a clear idea of what they are going to learn. Also, it cooperates in creation of good classroom atmosphere, helping students establish a positive mental picture-state or attitude of readiness. James M · Cooper (1992) pointed out that the ultimate goal of lead-in is to stimulate the interest of students for learning and their desire to participate in the class activities. With using pictures as lead-in, it will provoke their curiosity and make them interested in the new contents. In addition, if interaction has been



established between the teacher and the student, this will lead students to inductively solve the problems the teacher gives them and construct the internal connections of the knowledge through the guiding of the teacher. G · Roger & S · Walters (1983) stated that the lead-in language should make the communication between teachers and students free and lively. All the above researchers emphasize and highlighted the importance of Lead-in Approach in language teaching.

## **2.4 Types of Learners:**

Looking at the significance of visuals, it is essential to realize that students have a preference of a learning style. The fact that learners learn differently it is have to considered and it is necessary to clarify different types of learners. As Tileston illustrate it (2000), we have to consider three types of learners in order to explore the best teaching practices:

1. Auditory learners: "they remember information best when they hear it and discuss it" (p. 24). For these learners, it is important to incorporate a variety of techniques and a specialized approach. In addition, it is useful to plan activities that incorporate music, and oral activities (p. 26).

2. Visual learners: they need a model or image, which they can see, because "visual information is processed and stored in the occipital lobe at the back of brain" (p. 30). By using visuals, teachers "help them process more efficiently, and provide a connector so that they can retrieve the information more efficiently from long-term memory" (p. 32).

3. Kinesthetic learners: learn best through movement. It is profitable to provide for them the opportunity "to go outside, go on field trip, or role-play" (p. 33) Even as the author points out: "when we stand, we increase the flow of fluids to the brain, and we do learn better" (p. 33). Within the classroom it is best to utilize materials, which are viable for all three sorts of

learners, at that point it makes it where quality learning is possible. For pictures to use on auditory learners the teacher can use pictures to explain to the students verbally or by asking students questions so that auditory and verbal processors can properly take in and understand the information that are being presented with pictures involvement. Second type the visual learners pictures play major role to attract the learner's attention teacher need to make handouts and use presentations. Visual

learners may also need more time to process material, as they observe the visual cues during the lesson in order to acquire the information. Also kinesthetic

learner's pictures could work on them easily by playing that involve pictures for example match the opposite and others games.

Different techniques and methods, which are used are constantly changing. Today, teaching process includes a response to technology, Internet and other technological devices make the

learning curve more imaginative. In short, the learning should regard various approaches, intelligences and the impact of technology in organizing lesson plans.

## **2.5 Conclusion:**

According to the literature, including visual aspects into teaching and learning produces favorable outcomes. Teachers need have abilities in the language of images as well as visual teaching strategies in order to apply visual improvements most effectively; as a result, it is necessary to provide educators with visual materials guidelines. Different strategies are suggested to handle the learning process. So that, teachers should consider that they are responsible to help learners use the most appropriate strategies, and carry on strategies they lack.

They have to create suitable techniques that fit their learners' needs and levels; and try to encourage them to get satisfied results.

## **Chapter Three: Methodology**

### **3.1 Introduction:**

This chapter is concerned with the methodology of the study. The methodology of the present research is based on quantitative data collection method, the data collection and analyses were conducted using appropriate tools and techniques of using Google forms software.

A detail account of the subjects and setting will be provided, the design of the procedure of data collection and analysis.

The researcher decided the questionnaire method for this research, because questionnaires allow collection of both subjective and objective data in a large sample of the study population in order to obtain results that are statistically significant. Questionnaires are written list of questions and are tools for data collection, prepared to collect the information which is needed for related research. Also attention is paid regarding questions wording, because a word or question which have a common meaning to a person may mean something different to others or respondents. It have been used little graphs illustrations in the question where needed.

The questionnaire is divided into two parts. The first parties a detailed account of the subjects and the setting. The second part is detailed questions on the use of visual aids, mainly pictures, in the teaching of English as a second language. The questionnaire includes closed-ended questions that allow the respondent to answer in slots of extra option for open answer .A direct link has been designed and handed out to 40 teachers. They have to respond to a restricted questionnaire.

### **3.2 Participants:**

The population of this study consist of teachers of secondary schools in Sebha with a total of 40 teachers of English from different schools with different experiences. The questionnaire items focuses on teachers' answers on the use of pictures in teaching English as a second language inside classrooms, and the use of visual aids in teaching English.

## **Chapter Four: Data Analysis and Discussion**

## **4.1 Introduction:**

This chapter deals with the analysis of data. The analysis of the questionnaire which has been directed to teachers is manipulated through the statistical software of the program Google Forms in the form of pie charts (a graph that displays the data in a circular format). It is a type of pictorial representation of data that shows the relative sizes of the slices of pie. It requires both categorical and numerical variables for a Pie Chart to work. In this case, the term "pie" represents the whole and the term "slices" represents the parts of the whole. With little use of graphs.

The questionnaire is calculated to measure the use of visuals according to the responses given by the teachers to explore the use of visual aids and pictures. The method of the questionnaire is close-ended multiple choice questions.

The method is divided into two parts. The first part is detailed information of the participants while keeping their identity anonymous. The second part is direct focus on the use of visual aids and pictures inside secondary schools in Sebha .

## 4.2 Part 1 of the questionnaire:

### 4.2.1 Figure 1.1 Qualifications of the Respondents:

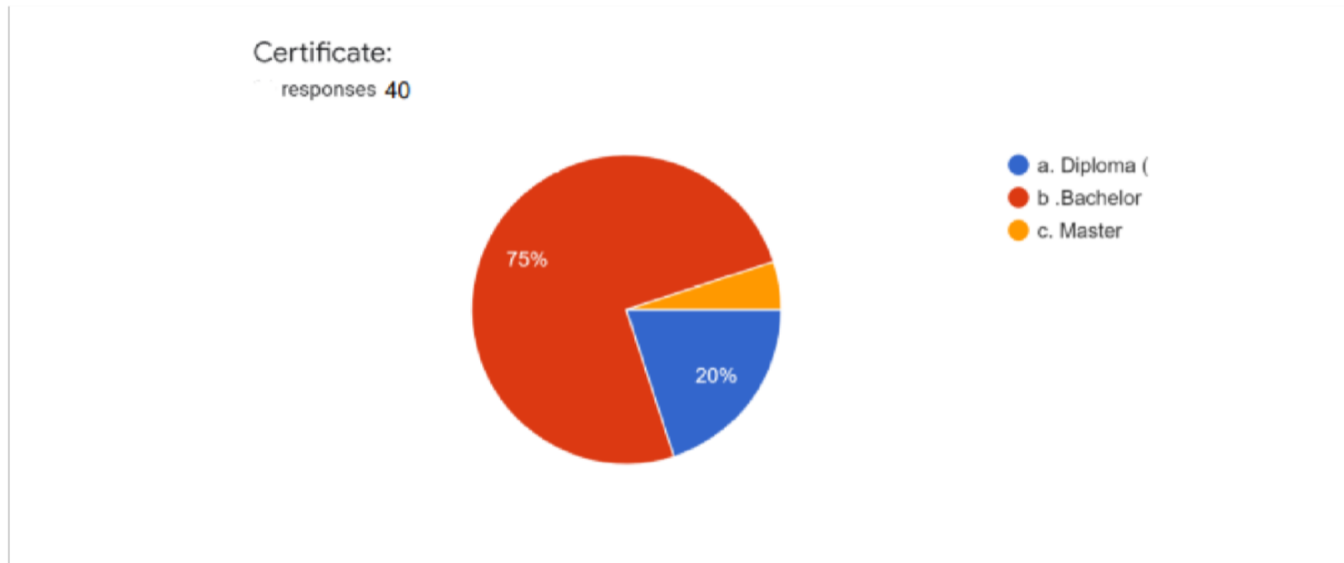


Figure 1.1

4.2.1 Figure 1.1 shows that 40 respondent teachers, the great number of the respondents (75%) are bachelor degree holders whereas are (5%) M.A. holders and diploma holders are (20%).

### 4.2.2 Figure 1.2 Years of experience of the respondents:

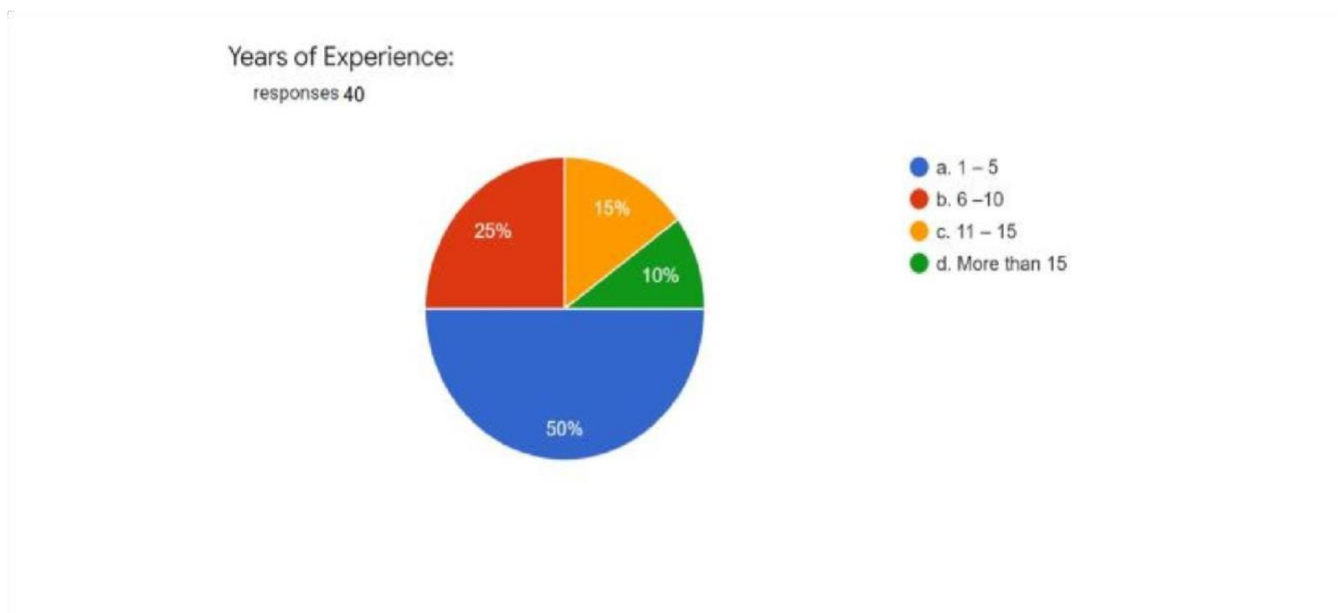


Figure 1.2 Shows that 40 respondent teachers years of experience it have been observed that (50%) of the participants are 1-5 years' experience, (25%) was 6-10 years also (15%) of the teacher years of experience is 11-15 and (10%) of them are more than 15 years of experience.

### 4.3 Part two of the questionnaire:

#### 4.3.1 Figure 2.1 question number 1. Do you know visual aids for teaching language?

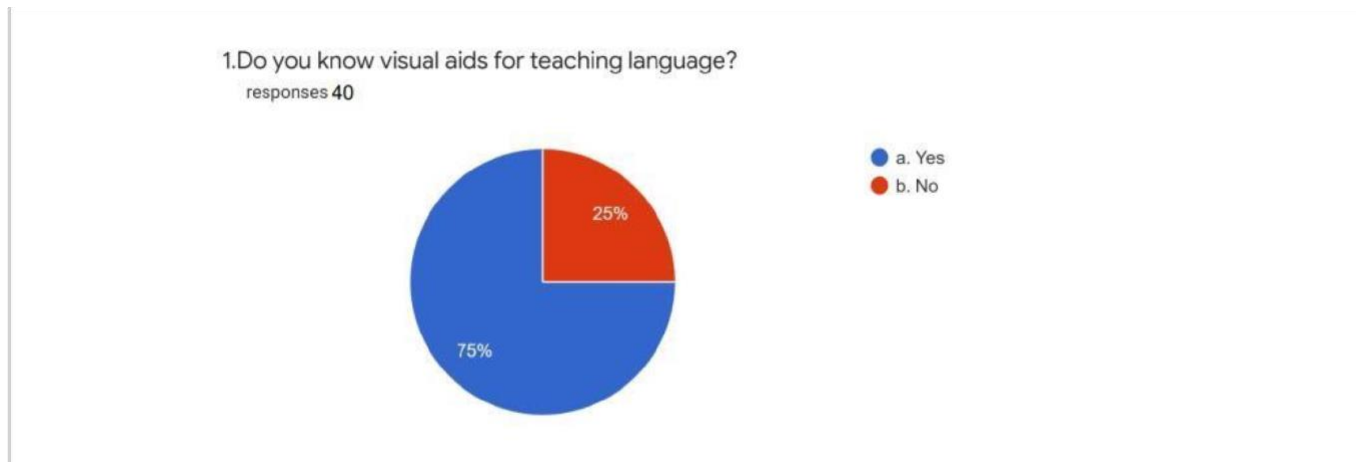


Figure 1.

The figure shows that majority of the respondents about (75%) know visual aids whereas only (25%) respondents don't know visual aids .

#### 4.3.2 Figure 2.2 question number 2. How many visual aids you know?

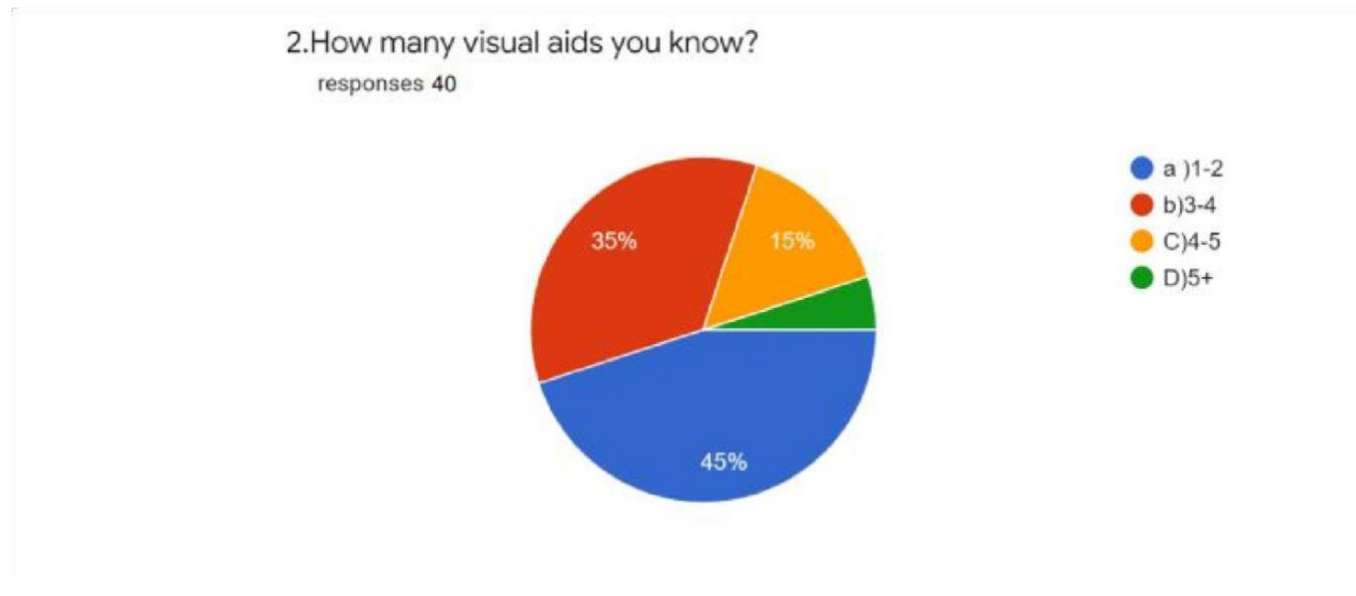
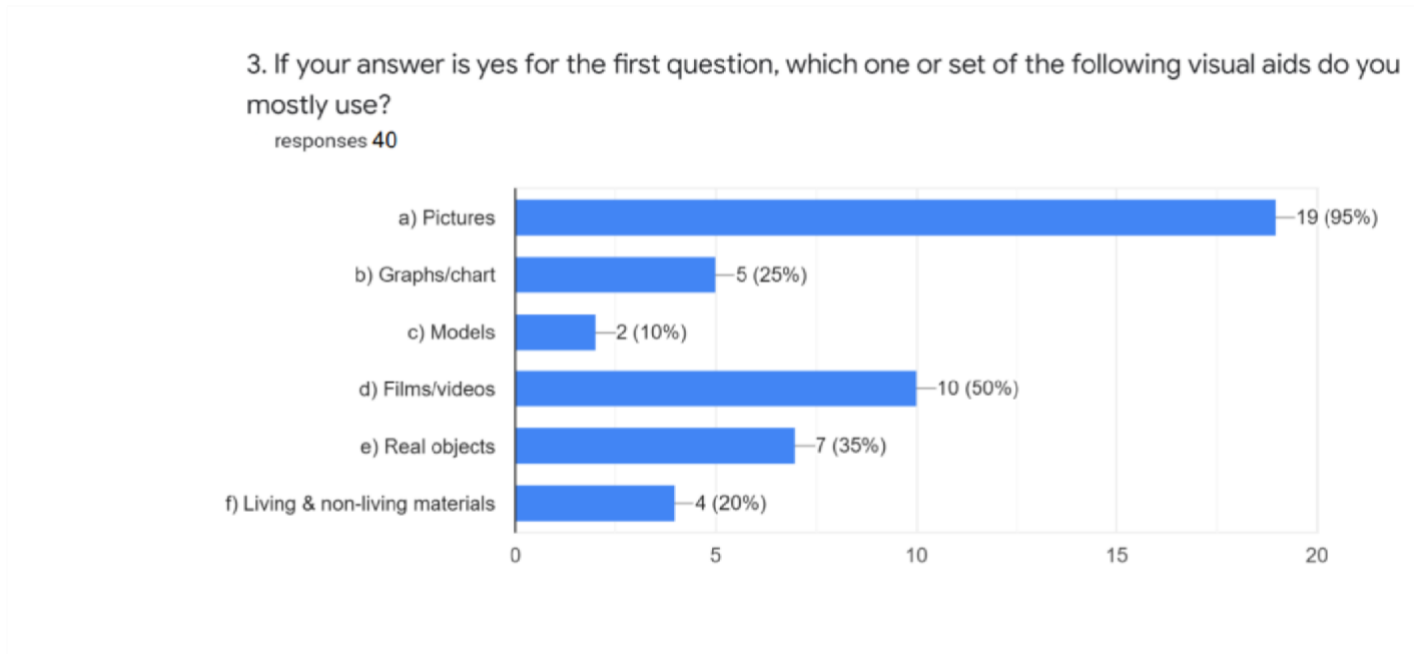


Figure 2.2



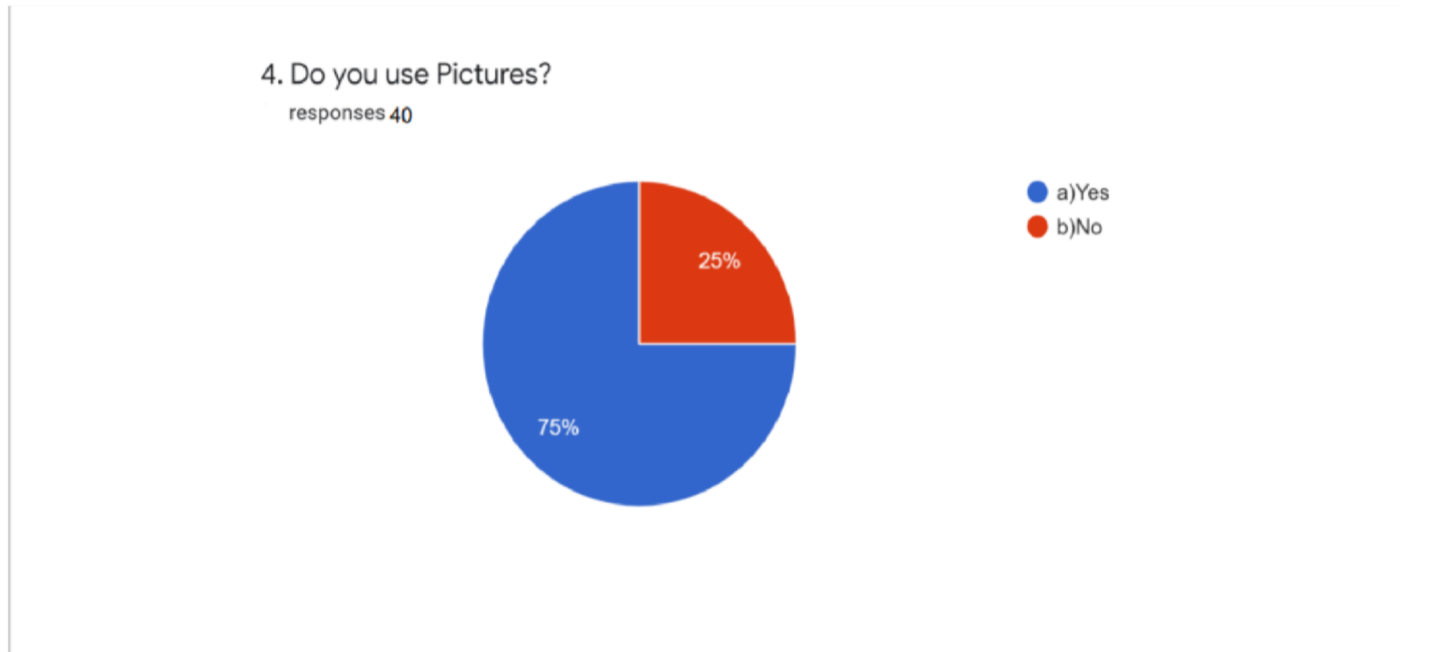
In the figure 2.3 shows that (45%) of the respondent know a) 1-2 visual aid whereas (35%) of respondent know b) 3-4 visual aids, (15%) of the participant know c)4-5 of the visual aids and (5%) of the participants know d)5+ of visual aids .

**4.3.3 Figure 2.3 the question number 3.If your answer is yes for the first question, which one or set of the following visual aids do you mostly use?**



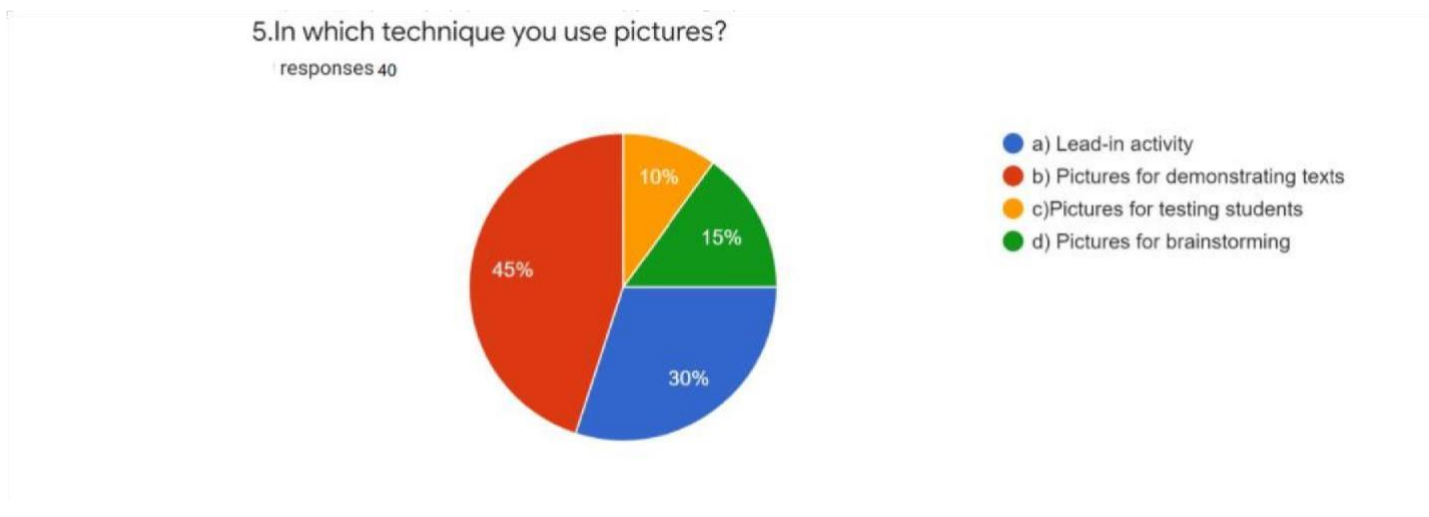
In the graph figure above ,It have been shown that (95%) majority of the respondents mostly use pictures inside the classroom and half of them (50%) use films/videos .Also real objects are being use by (35%) of the respondent, (25%) use graphs/charts, (20%) use models and small percentage of (10%) use models.

#### 4.3.4 Figure 2.4 the question number 4. Do you use Pictures?



In the figure 2.5 shown that (75%) of the participants use pictures and only (25%) do not use pictures inside the classroom.

#### 4.3.5 Figure 2.5 the question number 5. In which technique you use pictures?

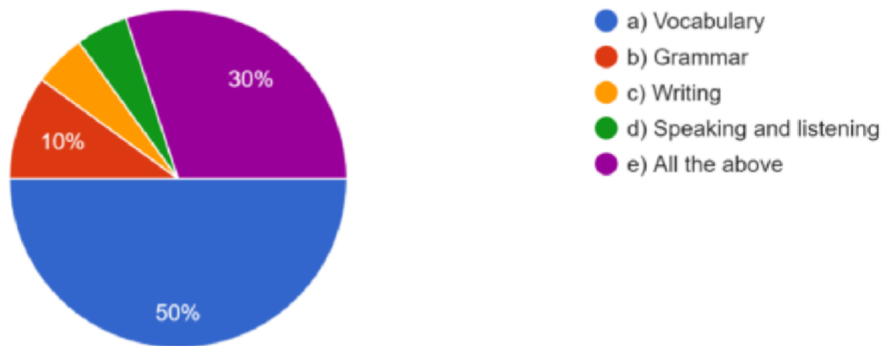


In the figure 2.6 shows the techniques that mostly used in the classroom is b) Pictures for demonstrating texts used by (45%) of the respondents, the second highest percentage is a) lead-in

activity about (30%) of the respondent use .the third technique that the respondents use is d) Pictures for brainstorming (15%) use it .The last techniques least use is (10%) is c) Pictures for Testing for students.

#### 4.3.6 Figure 2.6 the question number 6. When you use the technique, you use it to teach in the class what:

6. When you use the technique, you use it to teach in the class what:  
20 responses

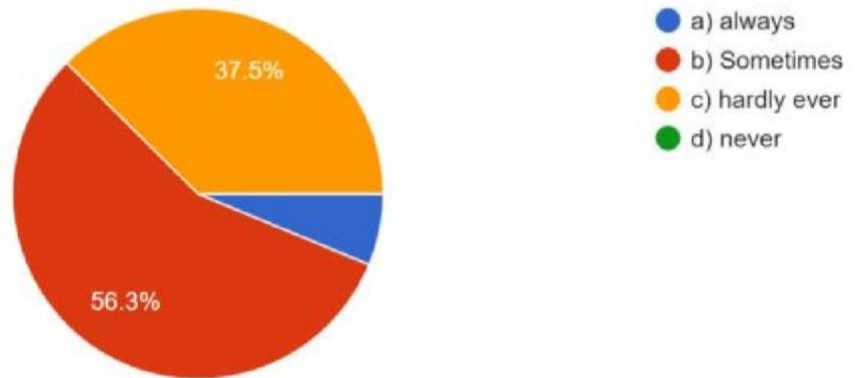


In the above figure shows the techniques that the respondents use to teach subjects with pictures about majority of (50%) of the participants use it to teach a) vocabulary also (30%) of respondents use it to teach e) (All the above subjects), (10%) of the respondents use it to teach b) grammar, in addition the lowest percentage is the two subjects usage about (5%) of the respondents use it to teach c) writing and (5%) of the respondents use it to on speaking and listening.

**4.3.7 Figure 2.7 the question number 7. How often do you use pictures inside the classroom?**

7.How often do you use pictures inside the classroom?

16 responses



The figure 2.7 shows that majority of the respondents about (56.3%) of them use pictures b)sometimes in the secondary schools classrooms where as (37.5%) of participants use it c)hardly ever and (6.3%) use it a)always of the respondents and the never option scored 0.0% .

#### **4.4 Discussion:**

The main purpose of the research is to explore the use of pictures in teaching English as second language at secondary schools in Sebha. The research also aims at examining the validity of the assumptions of the study depending on a questionnaire's responses collected from a sample of 40 teachers from random Secondary schools in the city of Sebha.

The results of the questionnaire have answered the research questions. The first question was "what is the rate of the teachers that use pictures in Sebha secondary schools?" So, through the findings, it has been shown that 75% of the secondary schools teachers use them in the classroom, and 25% of them do not. However, it has shown that they either sometimes or hardly ever use them according to question 4.3.5 of the questionnaire. This illustrates the problematic part in the use of pictures since it has to be used orderly to benefit all types of learners. The second research question has also been answered by the questionnaire, which was "to what extent secondary schools teachers use pictures inside the classroom and techniques they implement?" It has been proven that teachers use pictures with certain strategy, which is to demonstrate texts or use pictures through lead-in activity. This means that when secondary schools teachers use pictures, they most likely use this methods or technique to attract students' attention to the lesson or demonstrate it, and they seldom use it to brainstorm or test students according to 4.3.5 . Hence, the main skill the secondary school teachers target with pictures is vocabulary. Unexpectedly, results have revealed that a low percentage of teachers use pictures to teach grammar, speaking, listening and writing, which is another problem that need be considered because it is important to use them to teach these skills easily and make students learn profficiently in the education facility.

In general, visual aids is the umbrella of pictures. That's why the questionnaire has included questions on it. The questionnaire also has discovered that quarter of the secondary school teachers do not know visual aids while the rest of them have knowledge about visual aids. additionally, the majority of teachers know only one or two of the visual aids and it has been proven that the large percentage of the teachers use pictures inside the classroom that show the easy accessibility of it and convince for the teachers .The other visual aids the teacher have recourse to are films/videos , real objects, graphs/charts, and living /non-living things that what seems accessible to secondary school teachers.

## **Chapter Five: Conclusion**

## 5.1 Conclusion

This research focuses on exploring the use of pictures by secondary teachers in Sebha. Through the research the consecration was to find out if the teachers use pictures and to what extent they use them in teaching. It has been proven that the majority know and use pictures, but when it comes to use regularly, it is hardly ever so. Hence, the technique that is mostly used in secondary classrooms are pictures. They are used to illustrate text and most of the techniques are used to teach vocabulary. When it comes to visual aids, teacher know them.

The findings may serve as guidelines for teachers when implementing visual aids in teaching as they want their students to fully concentrate on the lesson, be aware of the expectations and needs in literature teaching. When the teachers know how to grab students' attention, they can provide a friendly and interesting atmosphere for the students to learn,

In addition to this, their use will energize the learners to learn by tuning in and composing what the instructors tells, says and gives within the classroom, but they will discover their possess activity to examine what they learn to progress in their learning and understanding of the lesson . Moreover, the usage of visual aids helps in teaching language skills in less time. As a result, the instructors will have more adequate time to form enjoyable classroom exercises and conduct an effective educating and learning handle.

## **5.2 Recommendations and Suggestions:**

Within the light of the results, the research has concluded with the following recommendations and suggestions for further studies:

1. Conduct another studies on all parts of Libya to improve the relevance of visual aids
2. The research encourages further studies to shed light on the effect of visual aids and importance on language systems such as writing, grammar, reading and others language skills
3. Examine if the Libyan class is well-equipped and cops with the new technology, which can be a stimulus to the learner's motivation.



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## Appendix.

### The Teachers Questionnaire

#### Dear teacher,

In this study, the researcher would like to know the use of visual aids specially, Pictures on teaching English as a foreign language at secondary schools. The researcher would be grateful if you could help by completing this questionnaire.

1. . Please, put a tick (√) in the place provided for the answer which you choose:

2.Certificate:

2. a. Diploma ( )

3. b. Bachelor ( )

4. c. Master ( ) Years of Experience:

a. 1 – 5 ( )

b. 6 –10 ( )

c. 11 – 15 ( )

d. More than 15 ( )

**2. Please, put a tick (√) in the place provided for the answer which you choose:**

1.Do you know visual aids?

a. Yes ( )            b. No ( )

2, How many visual aids you know?

A. 1-2 ( )

B. 3-4 ( )

C. 4-5 ( )

D. 5+ ( )

3. If your answer is yes for the first question, Which one or set of the following visual aids do you mostly use? a) Pictures ( )

b) Graphs/charts ( )

c) Models ( )

d) Films/videos ( )

e) Real objects ( )

f) Living & non-living materials ( ) Other .....

4. Do you use Pictures?

A. Yes ( )

B. No ( )

5. In which technique do you use pictures?

- A. Lead-in activity ( )
- B. Talking With the text approach ( )
- C. Testing students' approach ( )
- D. Talk about the pictures ( )

6. When you use the technique, you use it to teach in the class what:

- A. Vocabulary
- B. Grammar
- C. Writing
- D. Speaking and listening
- E. All the above

7. How often do you use pictures inside the classroom?

- a) always
- b) Sometimes
- c) hardly ever
- d) never

**Google questionnaire form link :**

[https://docs.google.com/forms/d/e/1FAIpQLSc7I\\_3GyL8dBpihxhEyHnC5tNjzeqkHMH7UTynfObSPo4wzA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSc7I_3GyL8dBpihxhEyHnC5tNjzeqkHMH7UTynfObSPo4wzA/viewform?usp=sf_link)