



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO

ISCED-HUÍLA

DEPARTAMENTO DE LETRAS MODERNAS

SECÇÃO DE INGLÊS

Using Pictures for Vocabulary Enrichment: A Case Study of Grade 7

EFL Pupils at Colégio N° 67 'Mandume', Lubango.

OPÇÃO: Linguística/Inglês

Por: **Laércio Wanandumbo Leal**

Lubango, Julho de 2020



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Trabalho de Fim – de – Curso para Obtenção do Título de Licenciatura em
Ciências da Educação.

OPÇÃO: Linguística/Inglês

Por: **Laércio Wanandumbo Leal**

Tutor: **Joaquim Sapalo Castilho Cacumba, PhD**

Lubango, Julho de 2020

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**DECLARAÇÃO DE
AUTORIA**



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Lubango, 20 de Outubro de 2022

O Autor

Laércio Wanandumbo Leal



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DEDICATION

DEDICATION

To:

- ❖ The supreme God, the Celestial Father, for providing me with the health, SOURCE of inspiration to make this dream (writing this project) Comes true.
- ❖ The light of my eyes, confort of my night, to those who planned the hope in my blood, to those who opened my eyes to the world, to those whose words of encouragement push for tenacity ring in my ears, my beloved parents Idalino Leal (in memory) and Luísa António;
- ❖ My beloved siblings and their husbands and wives;
- ❖ The enlightening candles of my life, my wife Cristina Jamba Gaspar “Tynezia” and my children;
- ❖ My dearest cousin João de Castro for his untiredness support;
- ❖ Those who supported me with their prayers, kindness and efforts;



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Lastly, I do appreciate all the study participants, students and colleagues from Colégio nº 67 “Mandume” – Lubango.

A blue scroll graphic with a white border and rounded corners. The scroll is partially unrolled, with the top and bottom edges curling upwards. The word "ABSTRACT" is written in the center in a bold, white, sans-serif font with a blue outline.

ABSTRACT

ABSTRACT

This study aims to examine the impact of pictures on pupils' vocabulary mastery and enrichment for grade 7 pupils at Colégio N° 67 "Mandume"-Lubango." It has been noticeable that the major part of grade 7 pupils of the school referenced above, face a lot of problems and difficulties in learning English mainly the issue of vocabulary, because of lack of memorization that affects their skills as a result of old (traditional) methods, the difficulties they found in understanding the meaning of words as their first time in experiencing English lessons and as well the teachers' difficulties in implementing appropriate, adequate and integrative techniques and strategies for grade 7 pupils, due to some lack of experience and knowledge regarding techniques on presenting English vocabulary, and as a consequence, they fail to understand the lesson itself what makes their vocabulary learning poor and not desirable to their level. For that reason, a cohort of 40 respondents divided into two groups (pupils and teachers) was chosen to participate. The first group is the class of 35 grade 7 voluntary students with an average age ranging from twelve (12) to eighteen (18) years old and the second group comprises five (5) teachers 2 males and 3 females and their ages range from 30 to 50 years. Two (2) questionnaires, one for teachers and another for students were used as research instruments. The main findings revealed that in greater extent teachers tend mostly to employ one technique (translation) and they are not aware of the many different types of pictures. Furthermore, teachers also confirmed the extreme importance of types of techniques and pictures to help students recall new words easily. Therefore, it was suggested teachers to promote and provide a pleasant atmosphere in the classroom in order to make the lectures attractive and motivating by implementing a wide of variety of exercises with pictures and other techniques.

Key words: Vocabulary, techniques and pictures.



RESUMO

RESUMO

O objectivo deste estudo é examinar o impacto das figuras no domínio e enriquecimento do vocabulário para os alunos do Colegio Nº 67 “Mandume”. Tem se verificado que, a maior parte dos alunos da 7ª classe da escola acima referenciada, enfrentam diversos problemas e dificuldades de aprendizagem da Língua Inglesa no que concerna questões relacionadas com o vocabulário no que tange questões relacionadas com o vocabulário. Tendo em conta, a falta de memorização e retenção que afecta as habilidades de aprendizagem como resultado de métodos arcaicos (tradicional) e também as dificuldades que encontram na percepção do significado das palavras por ser primeira vez que lidam com aulas de Língua Inglesa, e também as dificuldades que os professores encontram na implementação de técnicas e estratégias apropriadas, adequadas e integradas para os alunos, devido alguma falta de experiência ou conhecimento sobre técnicas de ensino do vocabulário, e como consequência os alunos não aprendem e torna o seu vocabulário pobre e indesejável para seu nível. Por esta razão, um grupo de 40 respondentes divididos entre alunos e professores foram escolhidos para participar do inquerito. O primeiro grupo corresponde 35 alunos da 7ª classe com uma idade média entre 12 e 18 anos e o segundo grupo corresponde 5 professores de Língua Inglesa, dos quais 2 masculinos e 3 femininos com idades entre 30 á 50 anos. Dois (2) questionarios foram usados como instrumentos, um para professores e outro para os alunos. As principais descobertas revelaram que os professores tendem a usar apenas um único método (tradução) em detrimento de outros e também desconhecem os diversos tipos de figuras usadas no ensino e aprendizagem da língua. Contudo, os professores confirmaram a extrema importância do uso das diferentes técnicas e os diferentes tipos de figuras para a fácil aprendizagem do vocabulário. Em suma, é sugerido, aos professores, promover e providenciar um clima agradável na sala de aulas de modo a tornar as aulas mais atractivas, divertidas e motivantes, implementando assim uma variedades de exercícios com figuras e outras técnicas similares.

Palavras – Chaves: Vocabulário, técnicas e figuras.



INTRODUCTION

INTRODUCTION

The purpose of this study is to examine the impact of pictures on pupils' vocabulary mastery and enrichment for grade 7 pupils at Colégio N° 67 "Mandume"- Lubango." So far, several experts have investigated on teaching vocabulary through pictures. Authors like Carter and McCarthy (1888), Nation (1990), Arnaud and Bejoint (1992), Coady (1995), Schmitt (1997), Read (1997), (Webster, 1994), (Barlach & Elly, 1980), (Sinclair, 1987), (Wright, 1989), (Zenger, 1982), (Mckenchnie, 1980) just to mention a few of them, were all extremely important to conduct the present study. Therefore, it was found that, for an effective, adequate and appropriate technique to present new vocabulary to grade 7 pupils without waste of time, with low cost and in a funny and lively way, a picture technique is recommended. Taking into consideration, my fifteen (15) years of working experience in teaching this issue, I found it a very complex task. Being so, the study is important for me due to some reasons:

Firstly, the topic is interesting because I teach English to children and I need to improve my teaching skills in English language. Secondly, it is a topic that although is not new but, is too much relevant for our teaching context and reality, so, I can consider as an accomplished mission. Lastly but not the least, my expectation is to create an immense impact in our society and community and at the school where the research was addressed.

Thereupon, during my experience as an English teacher, I have noticed that most teachers at Colégio n°67 "Mandume" tend not to use the appropriate techniques in presenting new words, due to some lack of experience and knowledge regarding techniques on presenting English vocabulary, and as a consequence, they fail to understand the lesson itself what makes their vocabulary learning poor and not desirable to their level. Being so, (Berne & Blachowicz, 2008) claims 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 a word learning".

For this reason, three (3) different questions were set up in order to give answers and reflect on the research objective, such as:

❑ What are the effective techniques used to improve the teaching of vocabulary?

❑ What are the types of pictures that can be used in the teaching learning process?

❑ How do pictures help in enriching pupils' acquisition of vocabulary?

Taking into account, the above mentioned research questions, the research design is descriptive, which is, a study that describes a fact or a problem faced by a group or individual. Consequently, no hypotheses are described for this kind of study. The population sample comprised of 40 participants divided into two groups (35 pupils and 5 teachers), whose anonymity, privacy and confidentiality were guaranteed. In order to collect the expected data, teachers' questionnaire and students' questionnaire were used, as asserted by (Singh, 2007, p. 191) "a great variety of research tools are of many kinds and employs distinctive ways of describing and qualifying the data." Corroborating with (Rima, 2016, p. 4) who states "Questionnaire is a good instrument of collecting a considerable amount of data", whereby, some ethical issues were considered before their implementation. Thus, this research paper has been designed with the following objectives:

❑ To identify the types of pictures that can be used in the teaching learning process.

❑ To demonstrate how pictures help in enriching pupil's acquisition of vocabulary.

❑ To apply appropriate and effective techniques that enable learners learn vocabulary easily and effectively.

This paper has a great significance for grade 7 pupils as well as ELT teachers from Colégio nº 67 "Mandume" Lubango, Huíla – province and Angola in general. It is important to refer to recent investigations by scholars and researchers regarding using pictures for vocabulary enrichment. In addition, teachers may develop professionally and students will learn effectively and it is well-known that over the years, the benefits related to the use of pictures, both by teachers and pupils in the language classroom have been a topic of hot discuss. So, from what we could see, pictures can stimulate and motivate students in language learning and also provide a pleasant atmosphere and

make their lectures attractive, motivating and fun. Therefore, the possible findings of this study will make considerable contributions to students, teachers, future researchers, and policy makers as follow below:

□ So, this study is very significant and relevant to students at Colégio N°67 “Mandume” and students from other schools too, because it is a valuable aid that they can feel encouraged to learn and enrich their vocabulary, in a fun and motivating way, and solve the problem of understanding the meaning of vocabulary. If the teachers use the suitable technique in teaching vocabulary students can enrich the vocabulary they have learned in the communication.

□ For teachers in general and particularly for teachers of Colégio N°67 “Mandume” these findings will contribute in facilitating and motivating the teaching process, if teachers use pictures in the classroom, pupils will be motivated and involved in the lesson, as well as, their vocabulary knowledge will be enhanced and enriched. They also enrich the teacher’s knowledge on the use of various techniques or strategies, so the class will not run into a boring atmosphere and the students will enjoy learning English.

□ For future researchers this finding will be helpful to conduct new studies on using pictures in English language classes. It also will boost developing the researcher’s knowledge and research skills on the development of various techniques to be implemented in learning – teaching process. It can develop the research, based on the results and use them as one of references, to upgrade our academic skills and for further studies and its implementation. So, from this study the researcher will go deeper from where I have stopped.

□ For policymakers the findings can serve as guideline to curriculum designers in employing pictures in English language classes. It also will give a brief knowledge to conduct the similar research in other schools, and from the result of this thesis can be used for starting point to conduct new policies by integrating, adopting and adapting new methods, strategies, materials, that are acting and coherent according to pupils context and the need of students level. So, it will be beneficial in giving contribution to the improvement of the quality of the educational system in the school, community and in the country in general.

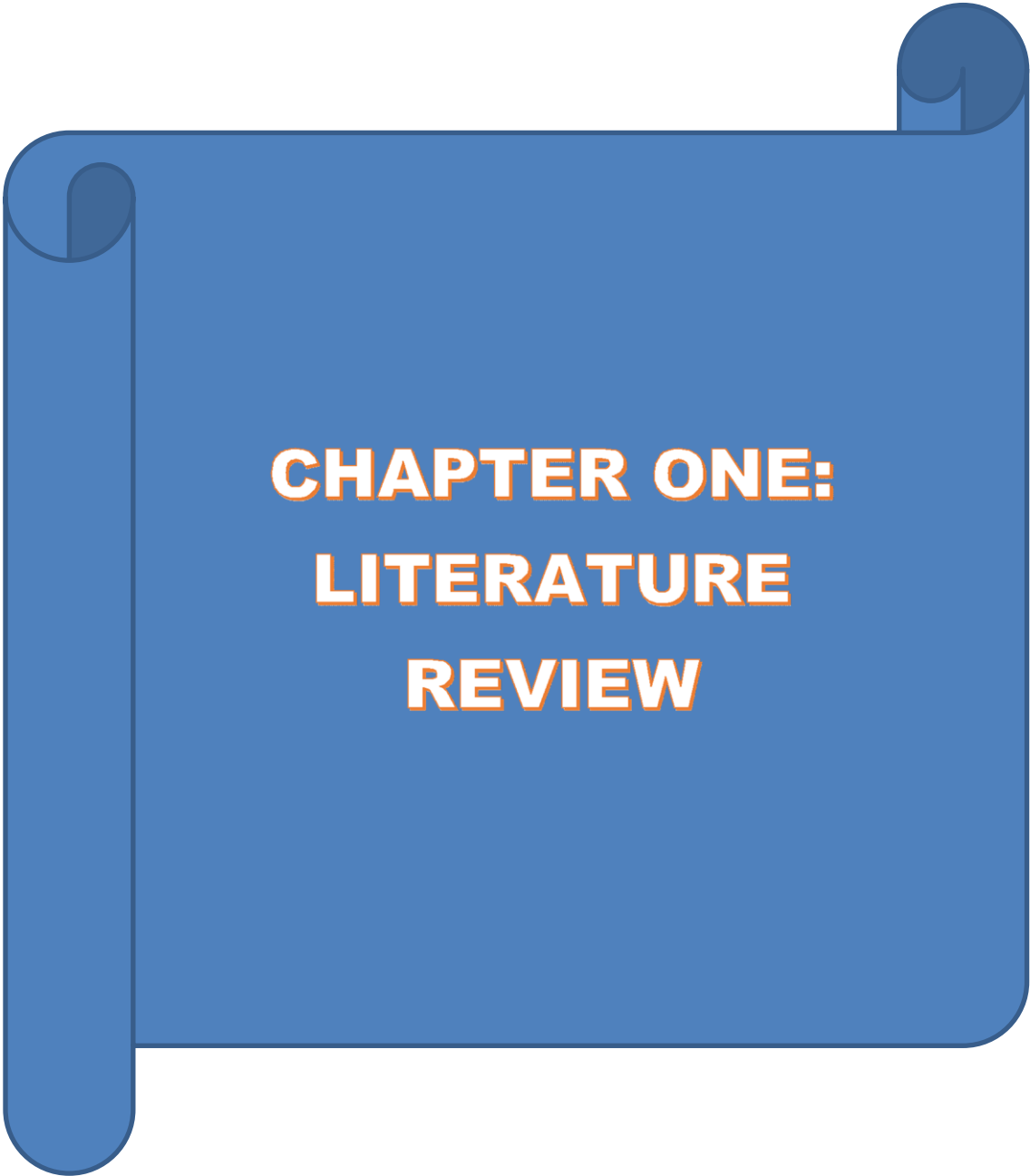
- ❑ For me (as Researcher), this research study will provide me with a lot of tools concerning to types of techniques in teaching vocabulary and how to make good use of types of pictures. Lastly, this findings will equip me with a wide range of techniques to help students learning new vocabulary aid and teachers dealing with them from now on.

Thus, to accomplish the above objectives we have divided this work into three chapters, as follows:

The first chapter comprises the review of significant literature, that is, what experts say with regard to the topic under investigation.

The second chapter is going to deal with the research methodology: first we will describe the research methodology, second we will present the results, third it is also going to focus on ethical issues, and fourth and last it is going to centre on delimitations and limitations of the study.

The third and the last chapter is devoted to the analysis and discussion the most relevant findings of our study obtained from the two first chapters (i.e. the similarities and differences regarding the two chapters under discussion). Now we are going to move on to focus upon the very first chapter that is concerned with Literature Review.



**CHAPTER ONE:
LITERATURE
REVIEW**

1.0. INTRODUCTION

The current chapter deals with reviewing of the available literature in which the research process is going to be conducted in the field of “Learning and teaching vocabulary through pictures”, but I am firstly going to make a brief and general overview on vocabulary, which is our main concern. English plays a vital role in the global communication, it is considered as one of the most important languages all over the world because, it is used in many fields of life such as: In Politics, Economics, Society, Education, Tourism, Diplomacy, Technology, etc. In order to achieve a successful process of learning English, one must acquire its vocabulary, pronunciation, grammar and the four language skills: *listening, speaking, reading* and *writing*. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Although it has been neglected for long time, researcher have been turning their attention to vocabulary, let’s see for example: Carter and McCarthy (1888), Nation (1990), Arnaud and Bejoint (1992), Coady (1995), Schmitt (1997), Read (1997), just to mention a few of them. 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.

Vocabulary knowledge is essential in learning and teaching a foreign language, it would be impossible to learn any language without its lexis. Additionally, the success of communication is dependent on the accurate vocabulary understanding. (Schmitt, 2000, p. 19) states that “one of the Key elements in Learning of Foreign language is mastering the L2’ vocabulary”. This meets (Wilkins, 1972, p. 111) point of view who stated that “without gammar very little can be conveyed, without vocabulary nothing can be conveyed”. Being so, to make the teaching of vocabulary more active and practical, adequate techniques should be employed. Among several techniques available in the teaching and learning process, I made up my mind to choose pictures technique for being more accessible and easy, cheaper and practical. 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. As the old known English proverb says "a picture is worth a thousand words". Pictures have a major role to play in language classroom. They are an effective resource for the teaching /learning process and contribute in the progression of language skills. Moreover, pictures are precisely used in teaching young learners, since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. Showing pictures to what's being taught is a good way to build student's engagement. It also enriches learners' memories in which they can store vocabulary.

Teaching vocabulary through pictures becomes the task of most teachers to help EFL learners enlarge their vocabulary mastery. So, this chapter is divided into ten main sections. The first section will cast the light on the concepts of vocabulary, the second section deals with types of vocabulary: Receptive (listening and reading) and productive (speaking and writing), thirdly will describe the importance of vocabulary, fourthly, the section will see the techniques in teaching vocabulary, the fifth section highlights the steps in teaching vocabulary, the sixth section, casts the light on the pictures definition, the seventh one deals with types of pictures, eighthly, the section gives a quick flash on the importance of pictures, then in the ninth section, will ride on the criteria of good picture, Tenthly, the section looks at using pictures in teaching vocabulary, the eleventh section, deals with different ways of using pictures as a teaching strategy and lastly, the section shows activities where pictures are used to teach vocabulary. The following section will focus on vocabulary definition.

1.1. CONCEPTS OF VOCABULARY

Nothing but nothing in the world is meaningless; every single word must be described in its essence and discussed deeply. Furthermore, let us provide relevant discriptions of vocabulary which is our main concern in this paper according to some renamed researchers. Learning a language requires knowing its vocabulary. Vocabulary is defined in (Oxford Student´s Dictionary, 2007) "as a total number of words used in particular sphere". In Longman Dictionary (1995), vocabulary is defined as "all the words that someone knows, learns or uses". Moreover, according to (Webster M. , 2003) vocabulary is: 1) "A

list or collection of words and phrases usually alphabetically arranged and explained or defined”; 2) “A sum or stock of words employed by a language, group, individual, or work in a field of knowledge”; 3) “A list or collection of terms or codes available for use. In another words vocabulary is a list of items and phrases generally organized and explained in any subject, register and particular group”. (Ur, 1991) Emphasized, roughly, “as the words we teach in the foreign language” (p. 60). 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.

Another researcher stated that “Vocabulary is a stock of words used by person, class of people, profession, etc” (Barnhart, 2008, p. 697) and in the same way (Linse C. T., 2006) went on stating that “Vocabulary is the collection of words that an individual knows” (p.121). (Thornbury, 1997) Stated that “vocabulary or lexis in English is frequently used interchangeably”. He tends to explain that the items or total stock of words used in language might use in place of each other. Furthermore, Jack et all (2002, p.255) “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. So, as seen above, the different views provided by world linguist experts about vocabulary, it is safe to say and share that vocabulary is the knowledge of words from its essence, that is, knowing words etmologically in quality (meaning) and quantity (number of words known). Regarding to vocabulary our working definition will be focused mainly on this last definition by (Webster 3003) and Jack et all (2002). In the next section we are going to see the types of vocabulary.

1.2. TYPES OF VOCABULARY

As mentioned previously, the present section will focus its attention to the types of vocabulary. Elfreida and Michael (2005) clearly stated that “vocabulary can be presented in different types according to different purposes”. Further (Lehrer, 2000) stated that “the term vocabulary refers to the knowledge of words and their meaning”. Despite the fact that this definition is too limited because, in general, vocabulary is defined as the knowledge of word meaning in different

forms (oral or print) or types (receptive and productive). Oral vocabulary items refer to the words used and recognized in speaking and listening. Whereas the print vocabulary items denote all words recognized in reading and writing. Additionally, word knowledge comes into two kinds: receptive (listening and reading) and productive (speaking and writing). Being so, (Harmer, 1993) distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary. Active vocabulary refers to all words the students have learned and which can be used in communication. Passive vocabulary refers to all words. Let us take a look on the figure below:

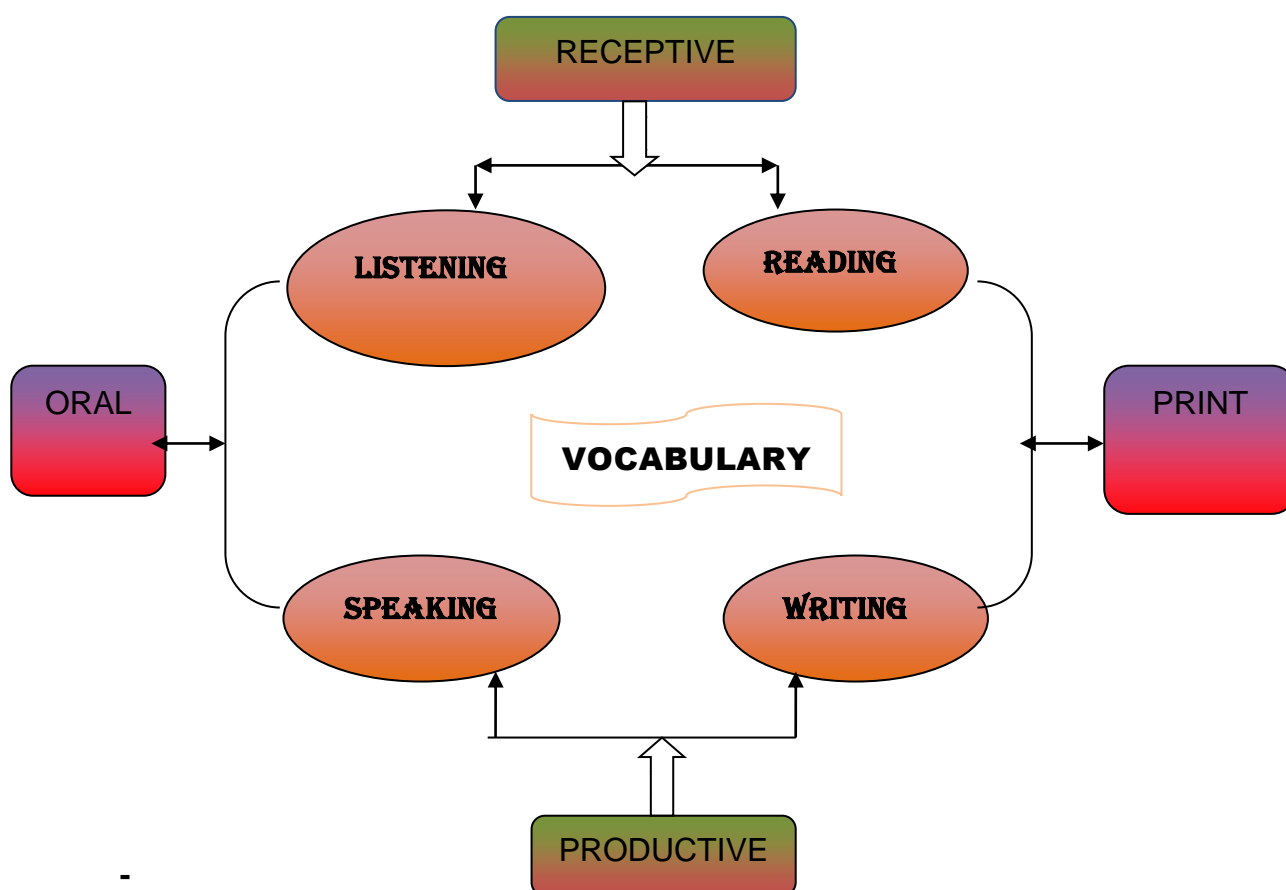


Figure 1: Vocabulary Forms (Pikulsi. J, Templeton, S. 2004, p.2)

As we could see above some viewpoints about types of vocabulary, this subsection deals only about Receptive Vocabulary. According to (Palmer, 1921, p. 118) states that "receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey messages to others". In other words, receptive vocabulary means that language items

which can only be recognized and understood in the context of reading and listening material. In addition, according to Ruth Gains and Stuart Redman (1986), receptive vocabulary can also be called *passive vocabulary* which is understood as words or expressions grasped and understood when reading or listening. In this sense, according to Harmer, we can say that receptive vocabulary has to do with passive vocabulary.

Another type of vocabulary has to do with productive vocabulary that means language items which are generally used and recalled in speech and writing. In addition, according to (Hiebert, 2005) Productive vocabulary is the set of words that an individual can use when writing or speaking.

Moreover, according to Ruth Gains and Stuart Redman (1986), Regarding types of vocabulary (active and passive), this subsection deals with active vocabulary as being words or expressions that learners use in their speaking and writing. It is also called as a productive vocabulary, because of its practical sense. We can conclude that, the most important thing in learning vocabulary is that learners have to know vocabulary as many as possible in order to increase their ability in using the target language. The next section will describe the importance of vocabulary.

1.3. IMPORTANCE OF VOCABULARY

As announced in the previous subsection regarding the importance of vocabulary, it is undoubtedly that, vocabulary knowledge is often viewed as a critical tool for second language learners, because a limited vocabulary in second language impedes successful communication. According to Penny Ur "Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed" (Ur, 1991). Vocabulary is one element of the language; thus, learners need constantly to learn and develop. This is supported by (Wilkins, 1972, p. 111) who stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Vocabulary becomes the basic element to master the four language skills: reading, writing, listening, and speaking. The ability to master the language skills needs adequate vocabulary.

Furthermore, Dellar and Hotcking in (Thornbury, 2002, p. 273) states that "if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words". Basing on this viewpoint, to communicate effectively learners need to know many words and meanings, because they face serious problems to convey and interpret messages with native speakers, therefore knowing words and how to use them are useful rather than grammar rules. "When students travel, they do not carry grammar books, they carry dictionaries" (krashen as cited in Lewis, 1993, p.iii). From the explanation above, we can see that, vocabulary has a significant role in language learning. Being so, (Coady & Huckins, 1997, p. 5) state "vocabulary is central to language and of critical importance to the typical language learner" but (McCarthy, 1990) also goes on about the importance of vocabulary, and states "No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way".

Rivers in Nunan says that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication (Rivers in Nunan, 1991, p. 117). From the opinions above, it can be concluded that vocabulary is very important to achieve the four language skills as already mentioned above (listening, reading, speaking, and writing). To be great english communicator or a good english language speaker, it is needed to know many meaningful words. The next section will focus on techniques in teaching vocabulary.

1.4. TECHNIQUES IN TEACHING VOCABULARY

It is known that every teaching and learning process needs ways, strategies to reach to the bottom of the main scope of a determined study which can also be called by techniques. So, there are several techniques that can be applied in teaching vocabulary. More importantly, teachers have to vary techniques in presenting and explaining the meanings of new vocabulary items to their

learners. Thus, the teacher's intervention is required. (Gains . R & Redman, 1986) Reviewed the most common way in presenting and conveying the meaning of the new vocabulary items. The techniques divided into two groups: visual techniques and verbal techniques. Let us take a deep check at two techniques in the subsections below.

1.4.1. Visual Techniques

Generally, visual techniques constitute two main techniques which are visuals, mime, and gesture.

1.4.1.1. Visuals

Visual techniques include flashcards, photographs, black board drawing, wall charts and realia. In addition these techniques are used for conveying meanings, and they are especially valuable for teaching tangible items of vocabulary for instance, food or furniture, and other areas of vocabulary such as places, professions, and descriptions of people, actions and activities.

1.4.1.2. Mime and Gesture

These techniques are used additionally as another way of conveying meanings. When teaching an item such as " to swerve". A teacher might build a situation to illustrate it in the black board, and then he can use gestures in order to give clear interpretation to the concept.

1.4.2. Verbal techniques

1.4.2.1. Use of illustrative situations (oral or written)

This technique is useful for teaching abstract items. Instructors can use different situations and contexts in order to assist the learners understanding and interpretation of concepts. Further, the use of pictures might help learners to comprehend, acquire, and remember words easily.

1.4.2.2. Use of synonymy and definition

This technique is generally used with the low-level students; teachers can use synonyms to explain the meaning of items. For example: to explain the meaning of "*humorous*", the teacher directly use the synonym "*funny*". Moreover, definition is another important technique in conveying meaning. Accordingly, clearly contextualized illustrations are required to clarify the limits of the item.

1.4.2.3. Contrasts and opposites

As with synonymy, contrasts and opposites are alternative techniques in presenting words and their meanings. Therefore learners can grasp the sense of such items. As instance of, to present the meaning of *"empty"*, is illustrated by contrasting it with *"full"*. Nevertheless, it is necessary to illustrate the contexts in which these items took place.

1.4.2.4. Scales

Once learners have learnt two contrasting or related items, this way can be useful to revise and feed new items. This can be seen in adverb of frequency *"never"*, *"hardly ever"*, *"occasionally"*, *"sometimes"*, *"often"*, and *"always"*, learners need to be aware about the use of appropriate order.

1.4.2.5. Translation

The process of giving the equivalence of words in target language from mother tongue is called Translation. It is considered as an effective way of transmitting meaning and messages. Besides, translation does not consume a lot of time, and it is obviously one way to solve the problems of explaining the difficult word.

1.5. STEPS OF TEACHING VOCABULARY IN EFL CLASSES

As seen in the previous section regarding techniques, this current section deals with some steps of teaching new words in English as Foreign Language (EFL) classes. According to Nation and Newton cited in (Coady & Huckins, 1997, p. 239) the decision about what vocabulary will be selected for teaching is very important, as well as how it will be sequenced. Nevertheless, there are some steps provided in the following subsection:

1.5.1. Selection

A lot of researchers fetched for appropriate and useful vocabulary that contributes to successful learning and acquiring it. They provided lists of the most widely used words in early stages of learning (they estimated 2000 words).

Furthermore, they add as a second factor of vocabulary selection the range of words used in spoken language. Nevertheless, their interest do not add just on frequency and range but also they added other factors such as, combination (the ability to combine with other words), definition (the ability to

help define other words), and the substitution which means the ability to replace one word with another. The most appropriate learning strategy here is "selective attention", in other words, the teacher should draw the learners' attention to the target word and he ensures that he notes it. The teacher can do this through underlining, bold-facing and circling (Coady & Huckins, 1997, p. 239).

1.5.2. Sequencing

The second step of teaching vocabulary is sequencing. There are two main sequencing which the teacher should follow: first, is the sequence of levels of vocabulary. Second, is grouping and ordering of words. The ordering means the way in which the word is presented, simply it is concerned with the form and meaning, which one is presented first. The division for the levels for vocabulary is demonstrated in the following table adapted from Nation (1990).

LEVELS	NUMBER OF WORDS	TEXT COVERAGE %
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
Total	128000	100

Table 1.1: Table Levels of Acquiring Vocabulary (Coady & Huckins, 1997, p. 239)

The process of acquiring English vocabulary contains many levels. First, at the very beginning of studies learners have to acquire 2000 high frequent words which its text coverage is 87%, in order to use them in productive skills. Next, if the learners want to carry on their studies, she/he must learn some academic words that arrived to 800 words and text coverage is 8%. Technical vocabulary is listed around 200 words and it is used with specific domain; such as: medicine, law, physics and mathematics. Though, low frequency words cover 2%, this percentage transferred to an approximately number 123 words. They are learnt for the use of English for social purposes. During the lesson, teachers have to be aware about the way of explaining new items. It is better to present unconnected items in meaning and form rather than presenting items that are synonyms or opposites.

1.5.3. Presentation

After selecting and sequencing the items to be taught, the next step to be dealt with is presentation, teachers use vocabulary exercise or individual learning in teaching high frequency vocabulary because, it occurs in few numbers. In contrast, low frequency words are numerous in number. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995, p.240)

Both of teachers and learners are concerned with development strategies, here the teacher's role is to provide the effective development strategies which help to enhance learners' learning. There are different principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly, the realization of these approaches calls for the reflexion and planning from the teacher.

In a direct approach of teaching includes word building for instance crossword puzzles activities, or using pictures in activities, it means that instructors must use explicit activities. While, in an indirect approach to vocabulary teaching, the activities should be implicit, consequently vocabulary learning depends on communicative activities such as: listening stories. The next section will deal with pictures definition.

1.6. CONCEPTS OF PICTURES

As announced above, this current section provides a variety of concepts related to pictures. According to (Wright, 1989, p. 2), "Pictures are not just an aspect of method by through their representation of places, object, and people, they are an essential part of the overall experiences". In other words, learners will have experiences in comprehending a new object, thanks to pictures that facilitate this process, moreover they help them to imagine more efficiently.

Zenger (1982) states that "picture is a flat visual representation of an object, person or view, and its main purpose is to draw attention to or emphasize to a certain thing" (Zenger, 1982, p. 78). Meanwhile, Mckenchnie (1980) defined the word picture in Webster Dictionary as "an image of an object, person, or a scene produce on a flat/surface, especially by painting, drawing,

photography” (Mckenchnie, 1980, p. 1357). Furthermore, a definition was provided about pictures by Accurate and Reliable Dictionary:

- The art of painting or a representation of anything (as a person, a landscape, a building) upon, paper, or other surface, produced by means of painting, drawing, or photography.
- An image or resemblance; a representation, to the eye or to the mind, by its likeness to something else in the mind.
- Graphic art involving of an artistic composition made by applying paints to a surface.
- A visual representation produced on a surfasse or a clear mental image.
- A graphic or vivid verbal description. (Accurate and Reliable Dictionary, 2004-2010).

Macmillan Dictionary gave definitions to the term picture:

- Drawing, painting, or photograph.
- An image on a television, video, or computer screen or an image or idea of what someone or something is like (Mcmillan Dictionary, 2009-2013).

Generally speaking, pictures are considered as a kind of visual instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills. After having read different concepts of several researchers all over the world regarding pictures, I got a general idea of what picture is, so, our working definition will be based mostly on the (Mckenchnie, 1980) in Webster dictionary and (Zenger). The following section is about types of pictures.

1.7. TYPES OF PICTURES

This current section is about types of pictures. According to (Wright, 1989), there are several types of pictures to use, but it is provided twelve of them as follow in the subsectios below:

1.7.1. Checkchart for Picture

Teachers can utilize this type of pictures to exploit thoughts about certain ways of using pictures that they choose. First, when special thoughts appear, in order to keep the pictures, instructors could write it on the back of picture or on an

envelope. Second, when general thoughts appear, they might file the picture in the general subject file.

1.7.2. Picture of Single Objects

Generally, this kind of picture refers to description of particular subject on account of pointing to a unique topic, for instance: talking about food, cars, animals, clothes, gifts and everyday objects.

1.7.3. Pictures of One Person

These types of pictures make the learner guess the individuals' appearances, the social situations of the person, and their thoughts and emotions.

1.7.4. Pictures of Famous People

Teachers portray pictures of famous people to their learners and then they inform them about their identity, character as well as the physical description.

1.7.5. Pictures from History

These pictures are used by teachers to illustrate scenes, customs and objects from the history. The use of past tense form is required in pictures from history.

1.7.6. Pictures with a lot of Information

What is special in this kind of pictures is that they demonstrate the whole information. They may illustrate a lot of people, carry several activities, or it may be a landscape or showing lots of objects, building and others. The form of this type of picture makes them specifically appropriate for particular activities.

1.7.7. Pictures of News

News pictures often functioned to the identification of the incident, the events, the place as well as time, and persons. They are commonly related with captions and articles; it is considered as a good idea to remember the texts by reading for gist.

1.7.8. Fantasy Pictures

This kind of pictures can be removing from old children's books. They generally demonstrate daily activities for instance, eating, sleeping, running, and other activities.

1.7.9. Pictures of Maps and Symbols

Their use occurs in the areas of daily life. For example: in road traffic booklets, holiday brochures, and other areas. In general, it is necessary to take in consideration the meaning and knowledge about the purposes and mission, as well as the function, and the right action concerning these symbols and maps.

1.7.10. Pairs of Pictures

They are beneficial. The form taken is like pair pictures; thus, pairs of pictures are used in matching activities instead of identical one in which learners are enquired to put the differences and similarities between all of them.

1.7.11. Sequence of Pictures

Cartoon strips and instruction of pictures are effective; they are usually found in newspaper as a funny drawing with comment under them. The strips could be used to contextualize a story or describe a process. Teachers can ask questions to assist the learners catch the meaning of the strip. For example: intermediate and advanced student can debate relevance between the drawing and the words as well as the context.

1.7.12. Students and Teachers' Drawing

Teachers could draw pictures to teach vocabulary; learners could do the same to learn new words, some kinds of drawing may have efficiency to reach certain objectives, these alternative pictures provide a direct related source of pictorial material for the activities. Learners and teachers' drawing could reflect their individually and immediacy of special quality. Therefore, the same kinds of pictures are appropriate instead of others mostly for personal experiences.

Betty Morgan Bowen (1973) cited in (Fauziah, 2011, p. 16), gave some types of pictures according to their shapes.

- **Wall Charts:** They portray a phase of a subject, wall charts could be a product of photograph, artist's drawing, symbols, graph, and text.
- **Wall Picture:** Simply, this sort of pictures is a large description of scene or event or set of both, generally it is used with the full class. Wall pictures could take place of something for instance the sky, the sun, the cloud, the sea, and others. They are unreasonable to bring into classroom.

- **Flash Card:** Word flashcard is a card with printed words; they are very effective to the teacher because they illustrate the exact required objectives. Picture flashcards are beneficial in the case of representing single concept, for example: an object or an action.
- **Word Cards:** They involve visual cards such as text magazine picture, drawing, maps, and diagrams. Thus, teachers should be aware about all the sorts of pictures and understand well which picture to be used in the EFL classes. The following section will focus its singular attention to the importance of pictures.

1.8. IMPORTANCE OF PICTURES

As announced in the previous section regarding the importance of pictures in this section, it is without shade of doubt that pictures have a major role to play in language classroom and are extremely important in the teaching of second language or a foreign language to younger learners. They are an effective resource for the teaching - learning process and contribute in the progression of language skills. Moreover, pictures are precisely used in teaching young learners and since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. Showing pictures to what's being taught is a good way to build students' engagement. It also enriches learners' memories in which they can store vocabulary. Furthermore, this aid helps to bring outside world into classroom easily, besides that; it triggers the learner's imagination and creativity.

Additionally, the use of pictures during the lesson delivery can likely sustain the attention, interest of the student and make it enjoyable and the implementation of using pictures on teachers' teaching gives some positive effects, such as follow: Using pictures in explaining the topic attracts the students' curiosity, there is an improvement of students' learning activity during the teaching and learning process, students become more active, especially when teacher is showing pictures, they will become very enthusiastic the scores of the students also increase. According to (Sinclair, 1987) a picture is defined as "a visual representation or image that is painted, drawn, or photographed, and rendered on a flat surface". The importance of a picture is its obvious

visibility to learners. Using pictures can bring benefits to teaching, as they promote learners' interest in acquiring a foreign language. (Byrne, 1980) States that "pictures can stimulate students' discussion and interpretation of the topic". Moreover, students' imaginations can also be inspired (Moore, 1982). For example, it is assumed that visual aids in general, especially pictures and colorful posters, could add attractiveness to the atmosphere of the classroom. Furthermore, (Wright, 1989) argues that "pictures can motivate students to take part in speaking activities". On the other hand, pictures are considered a visual media that provide textual information. Moreover, they can be used to enhance students' participation and create a positive attitude towards English. (Wright, 1989) Goes on to say that "the use of pictures can stimulate and motivate students in language learning". Thus, (Wright, 1989) again states that "the use of pictures provides motivation and the nonverbal stimulus, that make students understand better". (Wright, 1989) Presents a compelling argument in saying that pictures help both teachers and students, since they provide motivation to students when it comes to speaking or writing. They represent a guide for students in spoken and written descriptions. Additionally, (Wright, 1989) also proposes that "they sponsor, stimulate, and provide information for writing and speaking activities without teacher guidance" (op. cit.). (Wright, 1989) Further asserts that "using pictures encourages students to use their imaginations" (ibid). Finally, from what we have noticed above, it can be deduced that pictures, play an important role in pupils' vocabulary enrichment, because they raise motivation, bring the entertainment, and reinforce the learning process by breaking the routine inside the classroom. Likewise, teachers benefit from using pictures in facilitating teaching vocabulary without wasting time as pupils understand the meaning of words, enhance, and enrich their meaningful memorization, and even produce what they have learned. Finally, Wright (1989: 10) states that pictures have several important roles in the class such as:

- Pictures can motivate the students and make him or her want to pay attention and want to take a part and they contribute to the context in which the language is being used. They bring the world into the classroom.
- Pictures can be described an objective way or interpreted or responses to subjectivity.

- Pictures can response to question, or cue substitutions through control practice and they can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Without shade of doubt, (Wright, 1989) statements regarding the importance of pictures are our basement, standpoint and backbone for our research topic and study. The section that follows deals with the criteria of a good picture.

1.9. THE CRITERIA OF A GOOD PICTURE

The previous section dealt with the importance of pictures, where different opinions were highlighted and confirmed the vital importance of this instrument in the teaching / learning process. In this section the focus is on the criteria of a good picture that has to do with visual aids, which are one of the teaching techniques that can be used for presentation, practice and others. For instance pictures which could portray things that cannot be explained by simple words. Therefore, teachers have to use this aid in teaching process, especially when teaching and learning vocabulary. Furthermore, it is necessary for teachers to know a good criterion of good pictures that has been used. According to Wright, there are some criteria for selecting good pictures for the learners, for instance:

- Pictures should be easy to prepare by teacher.
- Pictures should be organized by the teacher.
- Pictures should be interesting, meaningful and authentic to help learners to acquire a language and use it effectively.
- Pictures should have a sufficient amount of language.

From the explanations above, we could notice that the criteria of a good picture have to be seen by all the learners clearly. Furthermore, the selection of picture is required to be suitable with the learner's interest and knowledge also clearly related to the subject that teachers present. After having dealt with criteria of a good picture, let us move on how to use pictures in teaching.

1.10. USING PICTURES IN TEACHING

Having dealt with criteria of good pictures, this section has to do with using pictures in teaching. Teaching new words to EFL classes, particularly to young learners, is not an easy task; teachers have to provide many kinds of

techniques in order to facilitate learning and teaching new vocabulary. Pictures are one technique that can be used to show the learning of the lexical items. They will enable learners to learn, understand and utilize vocabulary in all aspects of their life. (Harmer, 1991, p. 134) States that "teachers have always used pictures or graphics whether drawn, taken from books, newspapers and magazines, or photographs- to facilitate learning". Simply, pictures can be used to explain the meaning of vocabulary items.

In addition, (Phillips, 1993, p. 74) writes, "vocabulary is best learned when the meaning of word (s) is illustrated for example by a picture, an action, or a real object". In other words pictures can be a best mean for presenting of vocabulary. (Harmer, 1991, p. 135) States that, "one of the most appropriate uses for pictures is for the presenting and checking of meaning of the word airplane, for example, is to have a picture of one". This means, the picture is very beneficial in showing and reviewing the meaning of certain words. This is supported by Diane and Freeman (2000 p.29), "teacher who use the Direct Method believe students need to associate meanings and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime: he never translates it into the students' native language". In a nutshell, teachers try to use pictures in teaching vocabulary in order to make the process entertaining and memorable. Besides that, they deepen their understanding of concepts; therefore, the learner's vocabulary mastery will be increased.

Finally, using pictures in teaching vocabulary is emphasized by (Wright, 1989) several important roles in the class such as (p.10):

- Pictures can motivate the students and make him or her want to pay attention and want to take a part.
- Pictures contribute to the context in which the language is being used and they bring the world into the classroom.
- Picture can be described as an objective way or interpreted or responses to subjectivity and they can stimulate and provide information to be referred to in conversation, dicussion, and storytelling.

The following section has to do with ways of using pictures as a teaching strategy.

1.11. WAYS OF USING PICTURES AS A TEACHING STRATEGY

In this section, we are going to see different ways of using pictures as a teaching strategy. Teachers use pictures as a teaching strategy to facilitate learning process. These pictures can be taken from different sources such as internet, books, magazines, and others; they can be in form of flashcards, large wall pictures, cues cards, photographs or illustration in textbook. Pictures can be used in various ways as (Harmer, 2007) mentioned some of them as follow in the subsections:

1.11.1. Drills

This way is used by the teacher with student who has a lower level in learning vocabularies, as well as helping them to understand the topic they deal with. Teachers put learners in pairs and groups in classroom and distribute for them cards which contain certain words, after that pupils are asked to formulate a sentence dependent on the words found in the picture (card).

1.11.2. Communication (games)

Certainly, pictures are functional for different communication tasks, particularly where they are included with a game, like describing, drawing activities. The learner describes a picture, and his mates attempt to design the picture without seeing the basic one. Another optional proposal is to organize the class into four groups, for instance, group A, group B, group C and group D, then the teacher supplies each group with different pictures that displayed a separated series of a story, after that the teacher gives his/her students enough time to look and debate their pictures, later on the instructor collect the pictures from them and reform new groups with previous members, it means that he takes one from each group, after that he asks them to share the data and organize them in order to understand the story. Likewise, the pictures have an effective use in creative writing of pupils, teachers ask them to create story based on a certain number of pictures (at least 3 pictures). Furthermore, he could enquire

them to produce a conversation on specific pictures; therefore, they have to choose one card and start to build a dialogue on it (Harmer, 2007, p. 135).

1.11.3. Understanding

Another purpose of using pictures is to present and check the meaning. For example, to explain the item "aeroplane", teachers can show the pupils its picture. Additionally, teachers can check pupils' understanding of a piece of writing or listening by asking them to select the appropriate pictures that have a relation with the topic.

1.11.4. Ornamentation

The various types of pictures are utilized to create a sense of pleasant teaching and learning process. It is observed in many modern course books, such as, reading text that will be followed by a photograph is not necessary as well as magazines and newspaper articles. The purpose for this is obviously that pictures ameliorate the text; pictures give a sufficient knowledge about outside world. (Harmer, 2007, p. 135) Proposes that idea, "some teachers and materials designers object to this use of pictures because they consider it gratuitous. But it should be remembered that if the pictures are interesting, they will appeal to at least some members of the class strongly".

1.11.5. Prediction

Teachers can use pictures to give hints about what is coming in the lesson, so the learners could guess what is shown in pictures. After that, the pupils will listen or read a text and make the comparison between their prediction and the reading text. This strategy is very practical in helping pupils engagement.

1.11.6. Discussion

The application of pictures inside the classroom can support the interaction between the learners and teacher that will create a successful communication and discussion among each other. As (Harmer, 2007, p. 136) said that "pictures can stimulate questions such as": What is showing? How does it make you feel? What was the photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?" Another use for pictures is

to make pupils creative in the verbal communication. The teacher could show any type of pictures to his/her learners and have pupils take turns saying descriptive thing about it, or to produce a conversation that may replace the characters that are shown in the pictures or perform what is represented in pictures in particular role play activity.

1.12. ACTIVITIES WHERE PICTURES ARE USED TO TEACH VOCABULARY

After having seen the ways of using pictures as a teaching strategy, in this current section, will focus its attention on some examples of activities where pictures are used to teach vocabulary. English teachers can design activities using pictures in teaching in order to achieve and develop learners' vocabulary mastery. When the instructor shows the picture to his/her pupils they will try to guess the word or the object that the picture represented, after that they can remember it and use it in their productive skills. Gray (2001) proposed a series of activities for young learners (see Appendix 4).

Taking into account all aspect dealt regarding vocabulary and pictures, we can conclude thar pictures are necessary technique in teaching English language vocabulary to EFL classes, because they help teachers in explaining the lessons and introducing new vocabulary, as well as, the pupils can understand and memorize easier the new items (words). Moreover, the use of pictures could make the teaching and learning process more entertaining and beneficial, because they stimulate pupils to participate and engage with the language activities such as drawing, matching the word with its picture, writing the missing words, etc.



**CHAPTER TWO:
RESEARCH
METHODOLOGY**

2.0. INTRODUCTION

Taking into account the main purpose of this study which has to do with, to examine the impact of pictures on pupils' vocabulary mastery and enrichment for grade 7 pupils at Colégio N° 67 "Mandume", the former chapter has highlighted about the literature review on teaching/learning vocabulary through the use of pictures, where several issues were given attention such as: the Concepts of vocabulary and pictures, types of vocabulary and pictures, the importance of vocabulary and pictures, the techniques in teaching vocabulary, steps in teaching vocabulary, the criteria of good picture, using pictures in teaching vocabulary, different ways of using pictures as a teaching strategy and activities where pictures are used to teach vocabulary. Apart from many concerns discussed in the previous chapter, we could realize that pupils face problems of memorization and understanding of new words because of traditional method and the lack of implementation of new, appropriate, adequate, and integrative techniques and strategies.

Nevertheless, the main aim of this chapter (two) is to describe the research methodology we have used to conduct this study which has to do with the practical part of this research work, and it is divided into two main sections. The first appertains to methodology and the second section presents the results obtained from the study. So, let's move to next section which is about methodology.

2.1. Methodology

As announced before, this section refers to the methodology, the term refers to *"the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them"* Richards & Schmidt (2010, p. 341). In addition, Research methodology has been used to refer to a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically (Kothari, 2004, p. 8) Furthermore, in Lancaster, (2005, p. 78) defines methodology as "the general category of research approach being used in a research consultancy study and which relates particularly to the approach to data collection". For this reason, this kind of research design was crucial to provide important information about the purpose

of the study which was already mentioned above. Accordingly, we have employed descriptive method to present data and to provide answers to the following questions:

(1) What are the effective techniques used to improve the teaching of vocabulary? (2) What are the types of pictures that can be used in the teaching learning process? (3) How do pictures help in enriching pupils' acquisition of vocabulary? As an outcome of the study purpose, and the research questions, the research instruments used was (*i.e.*, *teacher questionnaire and a student questionnaire*) that were adapted from some relevant, credible, and current research articles on the issue being discussed, specifically, (Rima, 2016). This section presents data through three subsections. Firstly, describes the participants, it then details the period of the study and finally provides some brief descriptions of the research methods (descriptive) and teacher's questionnaires of Colégio N° 67 "Mandume" and pupils' questionnaire. Thus, the following subsection is about participants.

2.1.1. Participants

To answer the questions above, we are going to place our attention on participants. According to Richards & Schmidt (2010, p. 430) define participant as a "*person [...] whose presence may have an influence on what is said and how it is said.*" Additionally, Population is defined by Richards and Schmidt (2010, p. 443), as "any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken".

So, the initial cohort of 40 respondents divided into two groups (pupils and teachers). The first group is the class of 35 grade 7 voluntary students from *Diurno and nocturno* in a Secondary School of (I Cycle) (Colégio N° 67 "Mandume – Lubango) with an average age of twelve (12) to eighteen (18) years old, representing the whole population of the students, and they were chosen randomly in the following way: 15 pupils of the morning shift, 10 of the afternoon shift and 10 of evening shift, In which their first language is Portuguese and study English as Foreign Language for the first time. The second group comprises 5 teachers of English at Secondary School of (Colégio n° 67 "Mandume"), located approximately 3 km away from the Regional

Hospital surroundings of Dr. A. A. Neto, Lubango Municipality – Huila Province. It is one of the many public secondary schools of (I Cycle) in Lubango. Five (5) existing teachers were chosen to participate. The five teachers we worked with are 2 males and 3 females and their ages range vary from 30 to 50 years. They have been teaching English for more than ten years; and most of them were trained at (*Instituto Superior das Ciências da Educação*) (ISCED). One of the teachers got a licenciatura degree in ELT (i.e., English Language Teaching) at ISCED and three of them were trained at Escola Formação de professores (EFP) Middle Course (curso médio) in ELT (i.e., English Language Teaching) and got licenciatura degree in other areas (Philosophy and Psychology) at ISCED. And the last one has got only Middle Course (Curso Médio) in ELT (i.e., English Language Teaching) at EFP (Escola de Formação de Professores). Despite all that, they have an acceptable experience in teaching English at lower levels mainly those studying English for the first time. Let us now focus our attention on period of study.

2.1.2. Period of study

This current research study was planned and mapped out in March 2018, with the end to obtain my "*Licenciatura*" degree which has unquestionably been a must after four years of extremely demanding and challenging task on the one hand, but highly surprising and gratifying training at ISCED-Huíla, on the other hand. Firstly, before the implementation of the final version of the research instruments, a pilot study was conducted in order, to solve possible problems and clarify doubts concerning the research instruments. Dörnyei (2007: 75) defines pilot study by, comparing between a research study and a theatre performance this way: "*a research study ... needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context*". He adds that "*always pilot your research instruments and procedures before launching your project*". And in the same way, Ross accomplishes the two main purposes of a pilot study as follows:

To assess whether a questionnaire has been designed in a manner that will elicit the required information from the respondents. This process allows weaknesses in the questionnaire to be detected so that they can be removed before the final form is prepared. Typical weaknesses that are found in questionnaires include: ambiguities in the phrasing of questions; excessive

complexity in the language that has been used; Inappropriate response categories for some questions; and some questions are redundant. ... Typical weaknesses that are found in tests include: some items have either no correct answer or more than one correct answer; some distractors in multiple choice items are not functioning; some items measure abilities different from the ability measured by other items; and some items contain internal 'tricks' that result in high ability students performing worse than low ability students. (Ross, 2005, pp. 20,21).

For that reason, (4) students and (1) teacher participated in the pilot study. Significant feedback was given regarding teacher and student questionnaire, yet, it was found obvious that some questions had to be rewritten and others had to be left out due to our purpose. Moreover, after considering all the relevant and irrelevant aspects from the research instruments, so, this pilot study aspired to check how far and to what extent, the items that is, questions and instructions were easy, clear, and coherent to be interpreted and understood by the participants. They have given a great contribution and their responses have helped to change some difficult words, avoid repetition, redundancy, and misinterpretation. After all these, the final and original version was ready and printed to participants. After making all the necessary changes identified, the questionnaires were finally applied and administered in the end of May (2021) and beginning of June for both teachers and pupils. Accordingly, in the subsequent subsection we will illustrate the issues of research method.

2.1.3. Methods

After having looked at the period of the study, now we are going to talk about the research methods we used to compile important and pertinent information for our study, according to (Singh, 2007, p. 191) "a great variety of research tools are of many kinds and employs distinctive ways of describing and qualifying the data." Additionally, (Kothari, 2004, p. 95) states that the need about choosing a research tool depends on the types of data needed, i.e., primary, and secondary, which "differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation." So, this research study is mainly built on the descriptive method as an appropriate way for investigating the topic. These methods deal with quantitative one (i.e., related to questionnaires) and

qualitative one (i.e., connected with the analysis of the findings). Being so, we used descriptive method as referred previously, and for this study, data were collected through questionnaires as the main instruments used. However, the perspective is to make use of both qualitative and quantitative data. So, in this study, to collect data, questionnaires were designed and adapted for both participants (teachers and students) according to the context. According to (Rima, 2016, p. 4) “Questionnaire is good instrument of collecting a considerable amount of data”. A total number of 40 questionnaires were given out to the participants; five (5) questionnaires were given out to teachers, and were completely responded and returned, and thirty – five (35) questionnaires were distributed to students and responded and returned. In this sense, we considered them to be our sample population (100%) for the study. In the next subsection, we are going to focus on teacher’s questionnaire.

2.1.4. Teacher questionnaire

As far as teacher questionnaire is concerned, the aim of this sub-section is to describe how this research instrument (the teacher questionnaire) was designed and the procedures taken until its accomplishment. It is the teacher questionnaire (see *Appendix 1*) was administered to five (5) teachers from “*Colégio Nº 67 - Mandume*”. In the same line of thought, questionnaires were adopted due to its enormous advantages and consistency in terms of data collection. Now, we are going to focus on design of the teacher’s questionnaire.

2.1.4.1. Design of the teacher questionnaire

As mentioned above, it was pertinent to design the questionnaires (see *appendix 1*), directed to collect relevant and reliable data from teachers. In fact, the pilot study undergone before the full study played a vital role throughout its structure, content and so forth. Thus, during the process of teacher’s questionnaire design, the irrelevant and problematic aspect encountered had to be changed as some proponents (teachers) recommended. As a result, the changes and suggestions made are detailed below as result of the experience (piloting) phase as presented thereafter.

2.1.4.2. Description of teacher questionnaire

As emphasized above, the teacher questionnaire suffered some changes in terms content and questions order. That's to say that some aspects had been reformulated. It is needless to say; the first version of teacher questionnaire comprised a total of twenty – one (21) questions (open-ended and close-ended, multichoice and comments) divided into three main sections. However, after rephrased and changed the questionnaires, the questions which seemed or found to be similar, out of date and context were excluded, then remained only thirteen (13) questions in the final version divided into four (4) main sections such as:

The section A: Teachers 'Personal Information (Q1 – Q4): this section consists of four (4) main questions which seek information about the teachers' gender, age, levels (professional qualifications) and experience in teaching.

The section B: Techniques used in Teaching Vocabulary (Q5 – Q7)
This section contains three (3) questions, and the aims of this section to get the teachers' view about introducing new words in each lesson and the techniques used in presenting them. The last two questions attempt to elicit teachers' views on the steps and the importance of vocabulary in teaching English.

Section (C): Types of Pictures used in Teaching Vocabulary (Q8 – Q11)
This section contains four (4) questions. This current section deals with the types of pictures and their level of appropriateness and importance, ways of using the types of pictures and the frequency usage.

Section (D): Pictures 'help in enriching pupil's acquisition of Vocabulary (Q12 – Q13): this last section contains two (2) questions. This current question deals with the level of agreement regarding pictures' help in pupils' acquisition of new words and advantages of using Pictures in teaching vocabulary.

2.1.4.3. Procedures

After gone through the process of designing the teacher questionnaire, in this section we are concentrating our attention to the procedures used to gather data for this study. In view of the positive and welcomed comments and changes regarding teacher questionnaire, the final version was administered to five (5) teachers of Colégio N° 67 "Mandume". The research tool had a brief

introduction in which the foremost aim of the study was spelled out, as well as the guarantee of the confidentiality and privacy of the respondents' answers. The questionnaire was supposed to be returned in a week's time. However, considering the PANDEMIC context and the changing of the academic year questionnaires were given back only a month later.

2.1.5. Students questionnaire

As far as this issue is concerned, this research instrument (students 'questionnaire) sought to collect participants' (i.e., students) beliefs and opinions on the use of pictures for vocabulary enrichment. Similarly, as it is in the teacher questionnaire, here, privacy, confidentiality and anonymity were also assured and guaranteed to students. Nevertheless, it was found crucial to design the student's questionnaire as outlined in the proceeding subsection.

2.1.5.1. Design of Student questionnaire

As previously seen above, the student questionnaire (*see Appendix 2*) sought to collect students' opinions and perception on learning vocabulary through pictures. The design process obeyed two phases, a pilot study was found to be necessary before the main study, in this respect, only 4 students were randomly selected from the target participants to anticipate the possible bias and misunderstanding when applying the final version of questionnaire. Accordingly, the pilot phase showed that some adjustments had to be made in the student questionnaire for its quality. It is also important to emphasize that, the student questionnaire was translated into Portuguese (*see Appendix 3*) to allow respondents' understanding as well as to get reliable and consistent information considering their low level of English as major part of them learn English language for the first time. The total number of questions in the first questionnaire (pilot one) comprised fifteen (15) (yes, no) questions, multiple choices, and open-ended questions. So, the final version comprised with only nine (9) questions divided into four (4) main sections. Questionnaires were given out to a sample of Thirty – five (35) grade seven (7) pupils at Colégio Nº 67 “Mandume” school in Lubango; the learners answered the questionnaires in Portuguese inside classroom. Now let's look on description of pupil's questionnaire.

2.1.5.2. Description of student questionnaire

As announced above, the pupils' questionnaire suffered some changes in terms of content and questions order. The questionnaire contained fifteen (15) questions, but regarding the pilot phase, it reduced to nine (9) questions divided between (yes, no) questions, multiple choices, and open-ended questions. Student questionnaire is divided into four (4) parts which are:

Section 1: Personal and general Information (Q1 – Q3): it consists of three (3) questions which seek information about gender, age, their desire, and motivation to learn foreign language such as English, French, or both.

Section 2: Techniques used in teaching vocabulary (Q4 – Q5): this consist of two (2) questions and the aim of this section is to elicit pupils' views about the importance of vocabulary and techniques used by teachers in teaching vocabulary (Q4 and Q5).

Section 3: Types of Pictures for vocabulary enrichment (Q6 – Q7): this section contains two (2) questions, and the aim of them are to check pupils' point of views about the frequency of using pictures in the classroom and the types of pictures mostly used by teachers.

Section 4: Pictures' help in enriching pupils' vocabulary (Q8 – Q9): this section contains two (2) questions, and the aim of them are to get to know pupils' opinion about the level of importance of using pictures in the classroom and how pictures really help in enriching pupils 'vocabulary.

2.1.5.3. Procedures

After having presented the process of designing the pupils' Questionnaire, let us focus on the procedures employed to collect data for this study. Consequently, after making the minimal changes on the pupils' Questionnaire, the final version of this instrument was administered to Thirty – Five (35) students of grade seven (7) from “Colégio N° 67 – Mandume”. It mainly contained (yes, no) questions, multiple choices and open – ended questions as already mentioned above. The confidentiality and anonymity were promised, since the respondents' names were not required; accordingly, the accompanying section explaining its purpose. As (Punch, 2006, p. 56) put it, “*A researcher's ethical responsibilities include the overarching principle; of*

academic integrity and honesty, and respect for other people.” So being, we shall now turn our attention to the description of each question. (See Appendix II). Thus, in the section that follows, the main results obtained through above research instruments are going to be presented.

2.2. RESULTS

The previous section has highlighted on the research methodology and on the procedures that were applied for the treatment of the questionnaires. Now in this section we are going to concentrate on presenting the actual discoveries from the research instruments (i.e., Teacher Questionnaire and Student questionnaire *see appendix 1 and 2*) employed to conduct this study.

Thus, we are going to start from presenting the outcomes obtained from the teacher questionnaire and results from the student questionnaire. As a matter of fact, the results are administered in quantitative and qualitative descriptions by means of statistical representations (i.e., graphs “figures” and tables). So, we are now going to deal with the Colégio N° 67 “Mandume” Teacher and students Questionnaire in the following subsection.

2.2.1. Respondents Background information

The purpose of this section aims at reporting the obtained results from research instrument (i.e., teacher questionnaire). The first part of the questionnaire was designed to collect information about the respondents’ background information (i.e., teacher background information), specifically: gender, age range and the years they have been teaching English language. Here, in this section we are going to look at the questionnaire distribution where a sample was given out to five (5) teachers from Colégio N° 67 “Mandume”. They were two (2) male teachers and three (3) female teachers. As already mentioned previously, a total of 5 questionnaires (i.e., 100%) were given out, and happily replied by teachers and returned.

With regard the Section one: *Personal Information (Teachers and Students)*. Referencing to teachers’ personal information in terms of gender, the respondents are distributed as follow: Just over half the sample (60%) was female (3 female teachers) and two male teachers corresponding an average of 40%. Regarding teachers’ age, a minority of participant (20%) corresponds to

one teacher with an average age between 31 and 35 years, (40%) corresponds to two teachers with an average age between 36 and 40 years old, (20%) are between 41 and 45 years, and one teacher (20%) more than 46 years old. Consequently, it shows the experiences variation in teaching. In general, despite of their age difference, their contribution was of great importance for the purpose of the study.

Regarding to teachers' professional qualification, 4 teachers have licenciatura degree, in which, only one in ELT at (ISCED), the other three, they also have licenciatura degree but in different areas of study (Philosophy and Psychology) at ISCED. Lastly just one teacher has got high school degree (13^a Classe) from EFP (Escola de Formação de Professores) in ELT. Being so, despite of their professional qualification variation in terms of level, they are all capable to lead with lower English level as all of them have good English background.

Concerning to teachers' teaching experience we could be asserted that, 3 teachers corresponding the average (60%) of participants have been teaching English for more than 10 years and other 2 teachers which corresponds (40%) of participants have been teaching for 15 years. To reiterate, that's to say that, they are experienced teachers, despite of some teaching constraints, they have a satisfactory ELT background, since most of them have been trained in ELT course at ISCED-HUILA and EFP (Escola de Formação de Professores).

Concerning to students' personal information, broadly speaking, thirty – five (35) students of grade 7, from Colégio Nº 67 “Mandume” were responsive to take part in the study and respond the questionnaires (see *Appendix 2: Student Questionnaire*). The learners answered the questionnaires that was translated into Portuguese and distributed inside classroom. The selection of first year learners that is, grade 7 relies on the fact that they deal with English language for the first time, consequently their desire to learn English vocabulary more than the other components. So, in terms of gender, we noticed that the majority part of pupils are boys, 20 (57, 1%), whereas the rest are females 15 (42,9%). These data vary from class to class. The main aim of this question is to show the gender representation. In relation to pupils' age distribution, we could verify that, most part of students (18) aged 13-15 years old corresponding

(51,4%), and 40% goes to students aged (16-18), and only (8,6%) represents the minor part of students age (10-12). This age variation does not influence on the results of the inquiry but shows how heterogeneous students are represented.

In relation to pupils' language preference, 14 learners (40%) prefer to learn English language because of the widespread of English as a global language. However, almost two-thirds of the participants (60%) surveyed, like to study both English and French. This is due to the equal importance given for them to get good marks and because most of the cartoons and games nowadays are produced in French and mainly in English language.

2.2.2. The techniques used to teach of vocabulary

The current subsection presents the results of teachers and pupils' answers of the research question number one: What techniques do you use to teach new vocabulary and how often?

2.2.2.1 Teacher questionnaire

The table 2.1. Below shows the different techniques used by teachers in presenting new vocabulary.

TECHNIQUES	1		2		3		4		5	
	N/0	%	N/0	%	N/0	%	N/0	%	N/0	%
Translations	0	0%	1	20%	0	0%	4	80%	0	0%
Pictures	1	20%	1	20%	1	20%	2	40%	0	0%
Synonyms	0	0%	3	60%	0	0%	1	20%	1	20%
Mime and gestures	0	0%	0	0%	2	40%	2	40%	1	20%
Contrasts and opposite	3	60%	2	40%	0	0%	0	0%	0	0%
Use of illustrative situations	0	0%	3	60%	1	20%	1	20%	0	0%

Table 2.1.: Techniques used in presenting new vocabulary.

As it can be seen from the table above, it shows that teachers use different techniques in their teaching process. According to the results gotten from the table in reference, the majority part of teachers (4) representing (80%) usually

present new vocabulary via translations in their sessions and only one teacher (20%) rarely uses. Regarding pictures which our focus is, (40%) of teachers (2) usually use this technique to present new vocabulary, one teacher (20%) never uses and another (20%) rarely use. In relation to, mime and gestures, two teachers (40%) usually use this technique, two teachers (40%) sometimes use it and (20%) use it frequently. Concerning, Contrast and opposite, (60%) of teachers (3) never use this technique and only (40%) rarely use it. And the last technique, use of illustrative situations, three teachers (60%) rarely use this technique, one teacher (20%) sometimes use it and another (20%) usually use it. As a result of this, we could see that most of the teachers most often use translations than other techniques. And they show difficulties in dealing with pictures (our focus) as a technique to present new lexical items. Yet, in relation to techniques used to teach new vocabulary. Moreover, teachers' answer to question 5 (see appendix 1). Which steps do you use to teach new vocabulary?

In response to this question, the overall response of respondents (100%) to this question was poor, for, they use only one step which is presentation instead of three. We could notice that, teachers are not aware of the steps for presenting new words, so, for a good lesson about vocabulary, teachers are supposed to use all 3 steps (selecting, sequencing and presentation) to make the sessions complete and productive.

To sum up, teachers also give their opinions regarding the importance of vocabulary (see appendix I, question 6). According to teacher's response It is clear that the majority of teachers (4) corresponding (80%) have given extreme importance to vocabulary in teaching English, while only one teacher with the rate of (20%) give a moderate importance to vocabulary.

2.2.2.2 Student questionnaire

The table 2.2. Illustrates the results on the students' answers on the techniques used by teachers to teach new vocabulary.

TECHNIQUES	1		2		3		4		5	
	N/	%	N/	%	N/	%	N/	%	N/	%
Translations	0	0%	0	0%	6	17,2%	20	57,1%	9	25,7%
Pictures	9	25,7%	7	20%	15	42,6%	3	8,6%	1	2,9%
Synonyms	18	51,4%	8	22,9%	5	14,3%	0	0%	4	11%
Mime and gestures	5	14,3%	5	14,3%	22	62,9%	0	0%	3	8,6%
Contrasts and opposite	35	100%	0	0%	0	0%	0	0%	0	0%
Use of illustrative situations	35	100%	0	0%	0	0%	0	0%	0	0%

Table 2.2.: Frequency use of techniques used in presenting new vocabulary.

As it can be observed in the table above and according to pupils' response, teachers are more focused on translations than other techniques excepting mime and gestures. As shown previously, 6 pupils (17,3%) reported that, their teachers sometimes present new vocabulary through translation, 20 pupils (57,2%) usually present new words through translations and 9 pupils corresponding to (25,7%) always present vocabulary through translation in their sessions and 20% rarely use. Regarding pictures which our focus is, 25,7% of pupils reports that their teacher never use this technique, 20% of pupils confirmed that their teachers rarely use pictures technique. But, 42,6% of learners, assumed to use occasionally this technique to present new vocabulary, whereas 8,6% and 2,9% usually and always have used this technique respectively. Regarding, mime and gestures, majority part of students with a rate of (62,9%) reported that their teachers sometimes use this technique, Concerning, Contrast and opposite and use of illustrative situations, 35 pupils that correspond (100%) reported that their teachers never use these

two techniques in the class. From the results shown above, we could notice that pictures technique has not been used frequently by teachers in the classroom.

In addition to the techniques mentioned above, do you agree that vocabulary is important in learning English language? In response to this question, a great majority of students (21) corresponding (60%) strongly agree with the importance of vocabulary in teaching English, while 12 students with the rate of (34,3%) agree with the importance of vocabulary in learning English language. *Whereas* 2 students with average of (5,7%) neither agree nor disagree meaning that they are Skeptical about the importance of vocabulary in learning vocabulary. In summary, taking into account the results showed in the students' response, it is clear that learning new words plays a crucial role in learning English. The following subsection is about types of pictures.

2.2.3. Types of pictures used in the teaching and learning process

The present subsection presents the results of teachers and pupils' answers of the research question number two: Which of these types of pictures below is more appropriate to pupils' vocabulary acquisition skills?

2.2.3.1. Teacher questionnaire

Table 2.3. demonstrates teachers' responses on the amount use of types of pictures. As Table 2.3. illustrates, among 12 different types of pictures, almost all teachers (4) with a rate of (80%) use the picture of a single object almost every time. Another familiar type of picture use almost every time by (40%) of teachers is the check chart pictures whereas, other (2) teachers with the same rate (40%) never use this type. Teachers also report to be familiar about the picture of one person with an average of (40%) using it occasionally and another (40%) use almost every time. Concerning, other types of pictures namely: Sequence pictures, Pictures of maps, fantasy pictures, pictures from history, pictures of news have low percentages rates of usage because teachers never use them and some are almost never used. This means that, teachers do not know all the types of pictures and their use.

Table 2.3. outlines teachers' views about ways of using pictures to teach new vocabulary.

WAYS OF USING PICTURES	N/o	%
Drills	1	20%
Communication games	2	40%
Understanding	4	80%
Ornamentation	0	0%
Prediction	3	60%
Discussion	2	40%

Table 2.4: Teachers' views about ways of using pictures to teach new vocabulary.

As it can be observed, by far the largest percentage (80%) prefer using pictures for understanding, and lowest percentages corresponding (20%) use pictures for drills whereas, (60%) of teachers uses pictures for prediction to let pupils predict the new topic or word. Other teachers (40%) also use pictures to arouse discussion. Despite, teachers' opinions on the ways of using pictures, we can conclude that, the way pictures are used depend very much on the type of class and topic to be taught.

All teachers (5) corresponding (100%) give extreme importance to pictures in teaching English. Emphasizing that this technique is considered as a determining factor to help students get straight to the point to new words, avoiding the use of L1, making a comparison between pictures, topic and its suitability, which raises the attention of the learners and it helps the teacher in explaining the lesson easily.

Graph 2.1 below presents teachers' answers regarding the frequency in using pictures in the classroom.

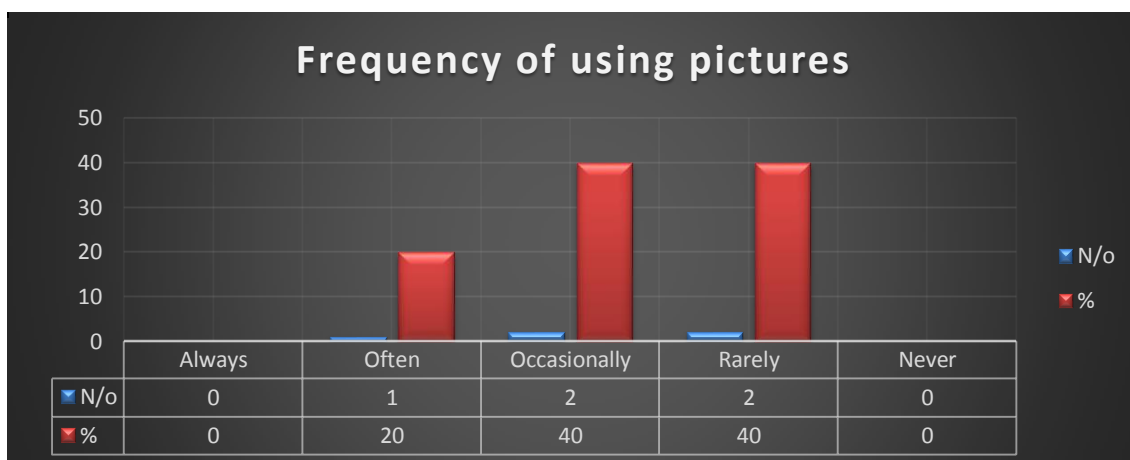


Figure 2.1: Teachers' Frequency in using pictures in the classroom.

As illustrated by the figure above, two (2) teachers corresponding (40%) rarely use pictures in the classroom, whereas (40%) of them (teachers) occasionally use pictures and only one teacher corresponding (20%) often uses pictures in the classroom. As result of this outcome, explains clearly that teachers do not use pictures as an effective technique.

2.2.3.2. Student questionnaire

The table 2.5. (see Appendix 6) demonstrates students’ responses on the amount use of types of pictures. As it can be seen, the table above illustrates that, students affirm that most of their teachers almost every time use Pictures of one object (74,20%), Picture of a famous person (60%) and occasionally use picture of a single person (71,4%). 7 students corresponding to (20%) affirmed that their teachers occasionally used check chart pictures. whereas, Concerning, other types of pictures namely: Sequence pictures, Pictures of maps and symbols, fantasy pictures, pictures from history, pictures of news, pair pictures, pictures with lot of information statistical data show clearly that teachers never or almost never use them.

The chart 2.3 describes students’ response on the teachers’ frequency in using pictures in the classroom.

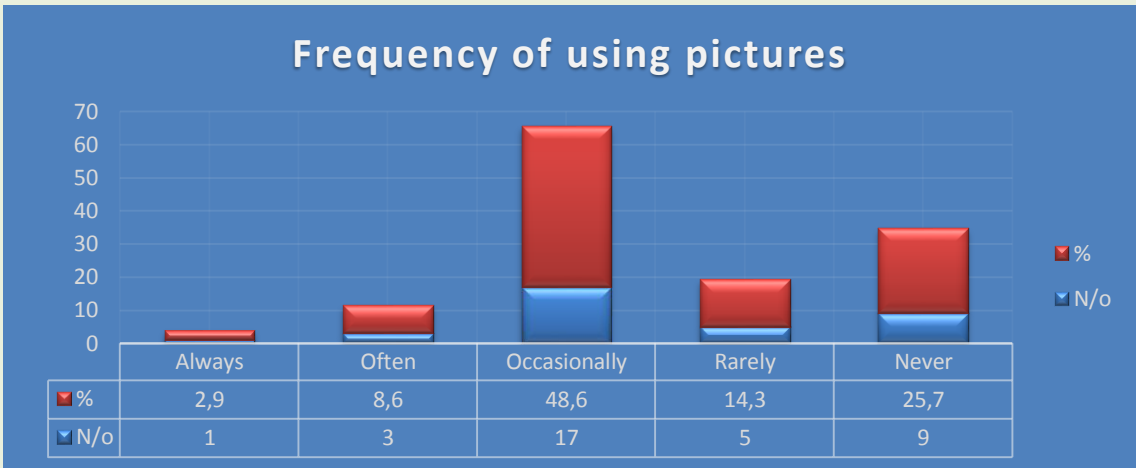


Figure 2.3.: Frequency in using pictures in the classroom.

As it can be verified by the figure above, 9 pupils corresponding (25,7%) reported that their teachers never use pictures, and 5 students (14,3%) affirmed that their teachers rarely use pictures in the classroom, whereas (48,6%) of them (pupils) revealed their teachers sometimes use pictures.

And (8,6%) of pupils urged that their teachers often use pictures and at last only one pupil corresponding (2,9%) his/her teacher always uses pictures in the classroom. also reflects, that teachers still have difficulties in utilizing pictures during the lessons.

2.2.4. Pictures help in enriching pupils' vocabulary

The current subsection expresses the results of teachers and pupils' answers of the research question number four: *Do you agree that pictures help your pupils learn new words (vocabulary) successfully?*

2.2.4.1. Teacher questionnaire

The table 2.4. Illustrates the teachers' opinion about pictures' help in learning new vocabulary.

LEVEL OF AGREEMENT	N/O	%
Strongly Disagree	0	0%
Disagree	0	0%
Neither agree or disagree	0	0%
Agree	4	80%
Strongly agree	1	20%

Table 2.6.: Teachers' opinions about pictures' help in the learning process.

As the table above views that, four (4) teachers rating (80%), agree that pictures really help students acquire new words and only one (1) teacher corresponding (20%) strongly agrees. That is to say that, pictures are helpful tools in enhancing pupils' vocabulary knowledge because they contribute to building up large store of words and help pupils to recall them, also their use, aid teachers to have an interesting class since learners are interested in watching at the pictures which is attractive and enjoyable.

Teachers also gave their opinions regarding some advantages of using pictures in teaching vocabulary according to their experience. So, there are some elements highlighted by them as follow below:

- Pictures make the learning and teaching process easier and helpful for both the teacher and the learner.
- Pictures avoid translation from L1 (Portuguese) to English.

- They are, motivating, stimulating, illustrative, very clear and easy.
- They are also available, cheap and enjoyable.

So, the following section, we will cast our attention on the results of the pupils' questionnaire.

2.2.4.2. Pupil Questionnaire

Table 2.7. Below reveals students' opinions about pictures' help in enriching pupils' acquisition of vocabulary.

Option	Level of agreement regarding pictures' help				
	Disagree	Neither agree or disagreed	Somewhat agree	Agree	Strongly agree
Respondent	0	3	1	21	10
Percentage	0%	8,6%	2,9%	60%	28,6%

Table 2.7.: Pictures' help in enriching pupils' acquisition of vocabulary.

As it can be observed on the previous table, 21 pupils corresponding (60%) demonstrates that most of the pupils agree that pictures help them to learn new vocabulary successfully. And 10 pupils with a rate of (28,6%) strongly agree that pictures are helpful tools for raising curiosity to new words. But 4 pupils (8,6%), do not think that pictures influence learning new vocabulary with success. However, taking into account the data shown on the table, we are sure to say that pictures are important techniques for learning new vocabulary and teachers are called to cope with them to turn the teaching and learning lively and dynamic.

Graph 2.3 below, outlines students' point of view regarding the importance of pictures in learning new vocabulary.

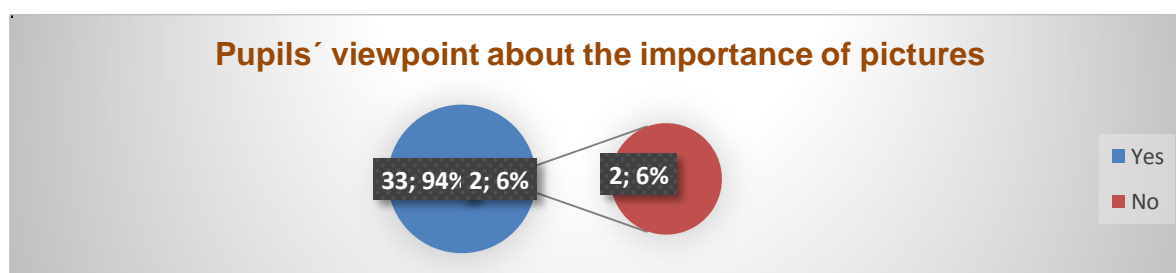


Figure 2.4: pupils' viewpoints about the importance of pictures in learning new vocabulary.

As it can be observed the graph above, that almost all pupils (94%) advocate positively that pictures are really important in learning new vocabulary. Whereas only two pupils representing (6%) are doubtful about the importance of pictures. In summary, this second section was concerned with the presentation of the results obtained from the research instrument (teacher and students' questionnaire) in which we have found that: the participants have experienced many problems regarding learning new words (vocabulary).

2.3. ETHICAL ISSUES

The last section we have dealt with the presentation of the results obtained from the research instruments (teacher questionnaire and student questionnaire), and the present section is devoted to the Ethical Issues,

The word ethics is derived from the Greek word "ethos" meaning a person's character, nature, or disposition. Ethics is a branch of philosophy which is concerned with thinking about morality, integrity, and the distinction between right and wrong Tavakoli, (2012, p.198). According to Jupp (2006, p. 96) the term Ethical is referred to a field of moral philosophy, dealing with the standards by which behavior should be regulated. In terms of the ethical issues faced by social experts, most learned societies and relevant professional personnel publish codes of ethics which provide rules, standards, or guidance on what is and is not acceptable acts. In Addition, Ethical Issues are guidelines or sets of principles for good professional practice, which serve to advise and steer researchers as they conduct their work. (Tavakoli, 2016, p. 198) And (Cacumba, 2014, pp. 118-119) goes on stating that "There is always a need for research to be conducted in a principled way that does not disadvantage or harm the participants".

So, according to (Punch K. F., 2006) the research is going to be grounded on the principles stated bellow:

- Principle of Informed consent: it means that participants will be notified about the procedures and risks implicated in research and may give their consent to partake.

- Principle of Confidentiality and anonymity: Nearly all research assures confidentiality, meaning that identifying information will not be made available to anyone who will not directly aboard in the study.
- Principle of Non-balefulness: it means that the research will not provoke psychological injury or awkwardness to participants or to the public in general.
- Principle of Voluntary Participation: people cannot be forced to partake in the research.
- Principle of proprietorship of data and conclusion: after collection and analysis of data, the researcher is going to be the owner of the data and the conclusions, excepting to the tutor who is also going to have access to the data collection and analysis. Thus, the research is going to be spread in a thesis.
- Principle of honesty and trust: there will be a good relationship between the research and the people, which is going to be studied. Furthermore, there will be a relationship of happiness and kindness between the researcher and participants.
- Principle of intervention and advocacy: if there is harmful, illegal, or wrongful behavior during the research, there won't be to act aggressively and arrogantly. Instead, problem will be solved in a kind and peaceful way.
- Principle of conflict of interest: regarding questions of power and reliance, along with benefit and trust, are involved in some research situations, and need to be handled with care.

Summing up, in this section we have concentrated all our attention to the Ethical Issues, which are guidelines or sets of principles for good professional practice. The following section will focus its special courtesy to the limitations and delimitations of the present study.

2.4. LIMITATIONS AND DELIMITATION OF THE STUDY

The prior section has drawn its attention to the ethical issues. The current section deals with limitations and delimitations of the present study. As already mentioned, this study seems to be somehow difficult in terms of understanding of the aspects involved, whereby there was no escape to deal with some

limitations and glitches. Therefore, throughout all the stages of this research paper we have encountered many limitations:

A number of important limitations need to be considered. The first limitation is that, this research study was limited to students with the sample of Thirty-five (35) and five (5) teachers representing the whole population of Colégio Nº 67 “Mandume”. We recognize that it is not representative at all, however this is due to the shortage of time and the pandemic context.

The second limitation I faced concerns the use of pictures in teaching vocabulary, and it does not concern all the aspects of language. Thirdly, I particularly faced numerous problems in designing the teacher and student questionnaires, interpreting, and presenting data.

And lastly, financial privations to support all the expenses (i.e., internet and computer damages, etc.) beside with family problems, lack of power (electricity) at home and other constraints.

But I think that some aspects related to the topic may have not been debated in depth, due to my lack of knowledge and experience on the issue. Finally, I humbly admit that even after being trained on Academic Writing Skills, Applied Linguistics and Research Methodology, I had many problems with citations and reference to sources. However, despite all these limitations, it was possible to finish the study.

With regard to the delimitations, the discoveries of this research will make a considerable contribution to different groups and may also serve as an influence for more investigation on the same topic, but then, it has been delimited to our research purpose which is “to examine the impact of pictures on pupils’ vocabulary mastery and enrichment for grade 7 pupils”. In other words, this study is confined to teachers and students from the previous cited institution which is our focus. Although generalizations can be done to some other contexts, however, all the findings are from participants of this singular organization and confined only to the research context whereby this study was commenced.



**CHAPTER THREE:
ANALYSIS AND
DISCUSSION**

3.0. INTRODUCTION

Taking into consideration to the main purpose of this study which has to do with, to examine the impact of pictures on pupils' vocabulary mastery and enrichment for grade 7 pupils at Colégio N° 67 "Mandume", the former chapter has highlighted about the research methodology, where two main section were given attention such as: Firstly, Methodology (participants, period of study, methods and design, description and procedures of teacher and students questionnaire) and secondly the result obtained from the research instruments (teacher and students questionnaires).

Nevertheless, this current chapter (three) aims to analyze, discuss the results of the discoveries acquired in the previous chapter, conducted through the research methodology employed for the present study. Therefore, to reach this goal, two research instruments were adapted and adopted, namely, teacher questionnaire and student questionnaire. It was concluded that, regarding techniques, among six main techniques highlighted during this research project, teachers tend to frequently use mostly only one which is translation than other techniques. On the other hand, teachers rarely use pictures which our focus is. Concerning to type of pictures, we could conclude that, teachers are not too much aware about different types of pictures and their usage.

As said before, the current chapter aims to analyze and discuss the data collected and presented throughout the research methodology. More specifically, what was discovered in this study comparing to what experts defend regarding the research topic which was discussed in the literature review, in an attempt to find their opinions on the techniques and types of pictures used for vocabulary enrichment. In other words, the current chapter will put the previous two findings together, i.e., our findings with the experts' findings mentioned on the literature review, the similarities and differences between them will be highlighted. That is, what experts expel and respondents defend will be presented.

So, the following chapter is divided into three main sections. The first appertains to the techniques used to teach vocabulary, the second section has to do with types of pictures used in the teaching and learning process and the third and last one analyzes and discusses pictures' help in enriching pupils' vocabulary. Being so, let us start with the first research question.

3.1. THE TECHNIQUES USED TO TEACH OF VOCABULARY

The first research question on this study, aims on suggesting some useful techniques that teachers can apply to teach vocabulary. To analyze our findings with the experts on the field mentioned in the present work, we have referred to the findings of some authors (Gains . R & Redman, Working with Words: Guide to Teaching and Learning Vocabulary., 1986). The current subsection presents the results of teachers and pupils' answers of the research question number one: What techniques do you use to teach new vocabulary and how often?

3.1.1. Teacher questionnaire

Under this section, we are going to analyze and discuss the results gathered and provided by teachers' questionnaires (see appendix one and Table 2.1), it was found that a majority of teachers corresponding to (4) representing (80%) usually present new vocabulary via translations. Regarding pictures, (40%) of teachers (2) usually use this technique to present new vocabulary. Nevertheless, concerning to other types of techniques such as mime and gestures, Contrast and opposite, use of illustrative situations, synonyms and others, teachers rarely use them. Thus, to make the teaching more effective and practical, teachers are called and invited to use all techniques as many time as possible, this finding corroborates with the ideas in chapter one, section 1.3 with (Gains . R & Redman, Working with Words: Guide to Teaching and Learning Vocabulary., 1986). Suggested that, there are several techniques that can be applied in teaching vocabulary. More importantly, teachers have to vary different techniques in presenting and explaining the meanings of new vocabulary items to their learners. As a result of this, we could see that most of the teachers most often use translations than other techniques as already said above, and they show difficulties in dealing with other techniques particularly pictures (our focus) as a technique to present new lexical items. Yet, in relation to techniques used to teach new vocabulary. Moreover, teachers' answer to question 5 (see appendix 1) which steps do you use to present new vocabulary?

In response to this question, the overall response of respondents (100%) to this question was negative, for, they use only one step which is presentation instead of three existing steps. We could notice that, teachers are not aware of the steps for presenting new words, so, for a good lesson about vocabulary, teachers are supposed to use all 3 steps (selecting, sequencing and presentation) to make the

sessions complete and productive as emphasized in section 1.4 by researchers, Nation and Newton cited in (Coady & Huckins, 1997, p. 239) by asserting that “the decision about what vocabulary will be selected for teaching is very important, as well as how it will be sequenced”.

To sum up, teachers also give their opinions regarding the importance of vocabulary (see appendix 1, question 6). According to teacher’s response It is clear that the majority of teachers (4) corresponding (80%) have given extreme importance to vocabulary in teaching English, while only one teacher with the rate of (20%) give a moderate importance to vocabulary. Thus, Prior studies that have noted the importance of vocabulary, are consistent with those of (Coady & Huckins, 1997, p. 5) who found that “vocabulary is central to language and of critical importance to the typical language learner”. So, this coming subsection, will analyses and discuss the students’ questionnaires’ answers on the research question one.

3.1.2. Student questionnaire

Regarding the students’ result, gathered from the student questionnaire (see Appendix 2 and 5, table 2.2) 57,2% of teachers usually present new topics via Translation. Regarding pictures, 25,7% of pupils report that their teacher never use this technique, 20% of pupils confirmed that their teachers rarely use pictures technique. Whereas 8,6% and 2,9% usually and always have used this technique respectively. Regarding, mime and gestures, the majority part of students with a rate of (62,9%) reported that their teachers sometimes use this technique, Concerning, Contrast and opposite, and the use of illustrative situations, 35 pupils that correspond (100%) reported that their teachers never use these two techniques in the class. In fact, it is noticeable that translation is the most used technique apart from other.

In addition to the techniques mentioned above, another question in this research question is: do you agree that vocabulary is important in learning English language? In response to this question, a great majority of students (21) corresponding (60%) strongly agree with the importance of vocabulary in teaching English, while 12 students with the rate of (34,3%) agree with the importance of vocabulary in learning English language. Whereas 2 students with average of (5,7%) neither agree or disagree. In summary, taking into account the results showed in the students’ response, it is clear that learning new words plays a crucial role in learning English and this finding seems to be in accordance with (*Thornbury, 2004, p. 273*),

(Coady & Huckins, 1997, p. 5) (McCarthy, 1990) (Ur, 1991) (Wilkins, 1972, p. 111) already posed in literature review (see Chapter one, section 1.2.3.) That is, to say that vocabulary is very important to achieve the four language skills as already mentioned above (listening, reading, speaking and writing). In the following section, we are now going to analyze and discuss the findings from the teacher questionnaire regarding types of pictures.

3.2. TYPES OF PICTURES USED IN THE TEACHING AND LEARNING PROCESS

As already stated above, the present section will focus its singular attention on the results of teachers and pupils' answers of the research question number two: Which of these types of pictures below is more appropriate to pupils' vocabulary acquisition skills? To analyze our findings with the experts on the field mentioned in the present work, we have referred to the findings of some authors (Sinclair, 1987) (Byrne, 1980) (Moore, 1982) (Wright, 1989) (Harmer, 1991, p. 134) (Phillips, 1993, p. 74) the discoveries reveal that there are many different types of pictures to use in the learning and teaching process.

Consequently, the two instruments used in the present study were useful to answer this question. Thus, the results will be analyzed and discussed, firstly, from the data collected through the teacher questionnaire, and lastly, the ones gathered through the pupil questionnaire with as much detail as possible, we are going to start with the teacher questionnaire.

3.2.1. Teacher questionnaire

The most interesting finding on this study, as it can be illustrated in Appendix 1 (i.e., teacher's questionnaire the table 2.3.) is that among 12 different types of pictures, almost all teachers (4) with a rate of (80%) use the picture of a single object almost every time. Another familiar type of picture sometimes used is the picture of one person with an average of (40%) using it occasionally and another (40%) use almost every time. Concerning, other types of pictures namely: check chart pictures, Sequence pictures, Pictures of maps, fantasy pictures, pictures from history, pictures of news have low percentages rates of usage because teachers never use them. This means that, teachers do not know all the types of pictures and their use.

Furthermore, another question related to the types of pictures is, which ways do you use pictures to teach new vocabulary? (See appendix 1)

Surprisingly, As (it) is illustrated by the Graph 2.2, regarding the teachers' Questionnaire findings, it was found that, a majority of students (80%) prefer using pictures for understanding, and the lowest percentages corresponding (20%) use pictures for drills whereas, (60%) of teachers use pictures for prediction. Other teachers (40%) also use pictures to arouse discussion.

In addition to types of pictures, another question related to research question two is, to what extent using pictures in teaching vocabulary is important? Starting with the findings from this study Appendix 1, Question 6), it is showed that all teachers (5) corresponding (100%) give extreme importance to pictures in teaching English. This result may be explained by the fact that, this technique is considered as a determining factor to help students get straight to the point to new words, avoiding the use of L1, bring the outside world into class, which raise the attention of the learners and it helps the teacher in explaining the lesson easily.

Considering Graph 2.1. (see Appendix 1), regarding teachers' opinions about how often they use pictures in the classroom, the findings of this study show that (40%) rarely use pictures in the classroom, whereas (40%) of them (teachers) occasionally use pictures and only one teacher corresponding (20%) often uses pictures in the classroom. A possible explanation for this finding might be that, this outcome explains clearly that teachers do not use pictures as an effective technique. It is now time to focus our attention to the data collected through the student questionnaire.

3.2.2. Student questionnaire

Concerning to the students' result, gathered from the students' questionnaire (see Appendix 2, table 2.5), show that (74,20%) of teachers almost every time use Pictures of one object and (60%) of teachers occasionally use Picture of a famous person. whereas, Concerning to, other types of pictures namely: Sequence pictures, check chart pictures, Pictures of maps and symbols, fantasy pictures, pictures from history, pictures of news, pair pictures, pictures with lot of information teachers never use them. Contrary to our expectations, this study did not find a significant difference between those findings from teachers' questionnaire. From study shown we can conclude that there are similarities between the attitudes expressed by (Wright,

1989). Regarding the need for teachers to use and master great number of types of pictures.

Accordingly, from the information assumed by the respondents on the research question of this study, we have found from Graph 2.5 that 9 pupils corresponding (25,7%) reported that their teachers never use pictures, and 5 students (14,3%) affirmed that their teachers rarely use pictures in the classroom, whereas (48,6%) of them (pupils) revealed their teachers sometimes use pictures. And (8,6%) of pupils urged that their teachers often use pictures in the classroom. This data also accords with our earlier results from teachers' questionnaire, which showed that teachers still have difficulties in utilizing different types of pictures during the lessons. And, we are now able to say that; these findings contribute with greater extent in responding the research question being discussed. We are now going to analyze and discuss the findings from the research question number four.

3.3. PICTURES' HELP IN ENRICHING PUPILS' VOCABULARY

The current section analyses and discusses the results of teachers and pupils' answers of the research question number four: *Do you agree that pictures help your pupils learn new words (vocabulary) successfully?* Now, let us analyze and discuss the following subsection about teachers' questionnaire findings.

3.3.1. Teacher questionnaire

Regarding the teacher result, gathered from the teacher questionnaire (see *Appendix 1, table 2.4*), four (4) teachers rating (80%), agree that pictures really help students acquire new words and whereas only one (1) teacher corresponding (20%) strongly agrees. It is encouraging to compare this outcome with that by (Harmer, 1991, p. 134), and (Phillips, 1993, p. 74) who found that "vocabulary is best learned when the meaning of word(s) is illustrated for example by a picture, an action, or a real object". That is to say that pictures are helpful tools in enhancing pupils' vocabulary knowledge.

Concerning Table 2.5 on the advantages of using pictures in teaching vocabulary, all teachers (100%) responded positively by giving their humble responses and opinions, regarding some advantages of using pictures in teaching vocabulary according to their experience. This finding is in agreement with (Thornbury, 2004) findings which showed "that pictures provide common experience

for the entire group. Pictures avoid translation from L1 (Portuguese) to English, They are, motivating, stimulating, illustrative, very clear and easy, they are also available, cheap and enjoyable and easily manipulated” (see section one subsection 1.2.3.) . So, the following section, we will cast our attention on analyses of the results of the pupils’ questionnaire regarding question four of the research question.

3.3.2. Pupil questionnaire

Regarding the students result, gathered from the students’ questionnaire (see Appendix 2, Table 2.7. Twenty (21) pupils corresponding (60%) of the findings agree that pictures help them to learn new vocabulary successfully, and 10 pupils with a rate of (28,6%) strongly agree that pictures are helpful tools. But only 4 pupils (8,6%), neither agree or disagree. However, this result may be explained by the fact that teachers and students are not too much aware of this technique as already stated previously in the teachers’ findings.

This subsection analyses and discusses findings about students’ point of view regarding the importance of pictures in learning new vocabulary (*see appendix 2, graph 2.3*). (94%) advocate positively that pictures are really important in learning new vocabulary. Whereas only two pupils representing (6%) are doubtful about the importance of pictures.

Similarly, the results of the present study, go with the results of the research studies previously undertaken by researchers, which were crucial to compare to what was found during the process of our own research. For instance, the first study was conducted by Rima (2016) on the Use of Pictures in Teaching Vocabulary in EFL Middle School Classes in Barika – Algeria. The instrument used was teacher and students’ questionnaires. In the study conducted the expert suggests a wide range of pictures exercises and activities enabling them to improve vocabulary knowledge in a funny and enjoying way with low cost. And secondly, another study was conducted by Nurhidayah (2017) Teaching vocabulary through pictures at the fourth grade students of SDN 1 RAJABASA RAYA – INDONESIA. The instruments used were pretest for a group one and a posttest for the same group. According to the findings achieved by the researcher, she suggests the use of pictures as an alternative technique.

Briefly, this chapter has dealt with two main sections. Firstly, it analyzed and discussed the results from both Teacher Questionnaire and the Student

Questionnaire. That is, both experts' ideas and current research study results were put together to be analyzed and discussed in order to check their relationship. As far as the implications concerning picture techniques for vocabulary enrichment, English language teachers should be conscious of different techniques as well as pictures to turn lessons simpler, stimulating and enjoyable.

In short, from the undertaken analysis and discussions, it was concluded that, students face problems of acquiring and retaining new words. Secondly, it was found that both teachers and pupils are not aware of the different types of techniques and types of pictures. As far as the strategies that can be used to help students learn easily and retain new vocabulary, it was found that teachers are called to apply appropriate and integrative techniques (pictures).

Thus, we can conclude that, with regard to our research questions and research objectives, there is a close relationship between the Chapters 1 and 2, for, and we have made an attempt to find possible responses to queries. In the light of these findings, we draw some general conclusions as well as their counterparts, that is, the recommendations underlined from of this research.

After having analyzed and discussed the similarities and differences of the two chapters (i.e., Chapters One and Two), now, let us focus on the main conclusions and recommendations of the following whole page



**CONCLUSIONS AND
RECOMMENDATIONS**

To conclude, this study aimed to examine the impact of pictures on pupils' vocabulary mastery and enrichment for grade 7 pupils at Colégio Nº 67 "Mandume". It is important to infer that in our daily practice, teaching English as foreign language has been considered as a challenging task. As a matter of fact, teachers, lectures and other have been facing problems while attempting in employing certain techniques to present new vocabulary to young learners. For this reason, researchers have been acknowledged that techniques in vocabulary teaching may be considered as one of the fundamental tool in learning English as a foreign language.

Nevertheless, and from what was conducted and collected throughout the research and the consulted scholars, we have concluded that:

- ❑ In the light of data obtained from teachers and pupils' questionnaire and taking into consideration our literature review, it was found out that there are some different types of techniques to be applied in teaching vocabulary. (See chapter one, section 1.3). But, it is surprising by the fact that teachers are not familiar with types of techniques and steps in teaching vocabulary.
- ❑ Secondly, we could conclude that, among several techniques, the use of pictures is another effective suggestive techniques that helps learners memorizing new words easily, for, they raise motivation, bring entertainment and reinforce the learning process by breaking the routine facilitating teaching vocabulary without wasting time (see chapter one, section 1.5 and 1.7).
- ❑ Thirdly, regarding our discoveries presented in chapter two, the following conclusions can be drawn from the present study is that the majority part of teachers most often use translation as a unique technique to present new word (see chapter 2, section 2.2.2). In the same line of thought, students corroborated with findings from teachers' questionnaire emphasizing that their teachers also use translations apart from other techniques.
- ❑ Fourthly, one of the most significant findings to emerge from this study is that, teachers and students do not know the types of pictures and their

usage. The result can be clearly shown on the (chapter 2, section 2, 2, 2 and 2.2.3 on teachers and pupils' questionnaire result).

- ❑ Lastly, concerning to pictures' help in enriching pupils' vocabulary the results of this investigation show that pictures and the ways of using them are important for teaching new words and they are advantageous for the process of teaching and learning vocabulary.

Thereupon, and considering the conclusions, it can be recommended that:

- ❑ These findings suggest several courses of action for all teachers, mainly teachers at Colégio nº 67, the need to create a relaxing classroom environment where pupils can develop their lexical knowledge through the implementation of picture technique (See appendix 1).
- ❑ Future research should therefore concentrate on the investigation of teaching vocabulary through pictures to promote pupils' recognition about the importance of vocabulary in the communication (See section 1.7 and appendix 1).
- ❑ Institutions, teachers and students are encouraged to be aware of the types of pictures and their importance for teaching and learning process (See appendix 5).
- ❑ There is, therefore, a definite need for teachers to teach vocabulary within context and use the appropriate techniques and steps to reach the process of presenting new words.
- ❑ Teachers should provide a pleasant atmosphere in order to make the lectures attractive and motivating by implementing a wide of variety of exercises with pictures. For, pictures are powerful techniques which can be used in teaching and learning vocabulary (See appendix 4),
- ❑ Teachers, researchers and experts are encouraged to make a cross-national study in the ELT regarding several techniques mainly pictures and the ways of using them since pictures as an alternative media in order to help students in developing and improving their vocabulary mastery (See section 1.10 and appendix 1).



APPENDICES

APPENDIX ONE: TEACHER QUESTIONNAIRE



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DEPARTAMENTO DE LÍNGUAS E CIÊNCIAS HUMANAS
SECÇÃO DE INGLÊS**

_____ // _____
APPENDIX 1: TEACHER QUESTIONNAIRE

Dear Teacher,

Having finished the 4th year of ELT course at ISCED-HUILA, it is urged to get a *Licenciatura* Degree. This survey questionnaire aims to investigate your perceptions and attitudes towards the use of pictures for vocabulary enrichment. Your assistance in completing this questionnaire is deeply valorized. All information you provide here will be treated in the strictest confidence. Thank you for your time disposal!

Yours Sincerely,

Laércio Wanandumbo Leal

Section A: Teacher's Personal Information.

1. Gender. Please tick (✓) your choice.
 - a) Male _____
 - b) Female _____
2. Age. Please tick (✓) your choice.
 - a) 25-30 years old _____
 - b) 31-35 years old _____
 - c) 36-40 years old _____
 - d) 41-45 years old _____
 - e) More than 46 years old _____
3. What are your degree or professional qualifications? Please tick (✓) your choice.
 - a) High school degree _____

- b) Bachelor's Degree _____
- c) Licenciatura Degree _____
- d) Other (specify) _____

4. How long have you been teaching English? Please tick (✓) your choice.

- a) 0-5 years _____
- b) 5-10 years _____
- c) 10-15 years _____
- d) 15-20 years _____
- e) More than 20 years _____

Section B: Techniques used to teach vocabulary.

5. What techniques do you use to present new vocabulary? Tick (✓) your choice to the appropriate column. 1 - N = Never ; 2 - R = Rarely; 3 - S = Sometimes; 4 - U = Usually; 5 - A = Always;

TECHNIQUES	1	2	3	4	5
Translations					
Pictures					
Synonyms					
Mime and gestures					
Contrasts and opposites					
Use of illustrative situations.					

6. Which steps do you use to teach new vocabulary? Please tick (✓) your option to the appropriate column.

STEPS OF TEACHING VOCABULARY	TICK YOUR ANSWER
Selection	
Sequencing	
Presentation	

7. Do you think that vocabulary is important for English vocabulary enrichment?

Tick (✓) your choice.

- a) Not at all important _____.
- b) Slightly important _____.
- c) Neutral _____.
- d) Moderately important _____.
- e) Extremely Important _____.

Section C: Types of Pictures in Teaching Vocabulary

8. The table below shows the types of pictures. Which of these below is more appropriate to pupils' vocabulary acquisition skills? Tick (✓) the appropriate column. 1 - Inappropriate; 2 - Slightly Inappropriate; 3 - Neutral; 4 - Appropriate; 5 - Extremely Appropriate.

Type of Pictures	1	2	3	4	5
1. Checkchart Pictures.					
2. Picture of a Single Object.					
3. Picture of a famous Person					
4. Pictures with a lot information					

5. Picture of news.					
6. Pictures from history.					
7. Picture of one person					
8. Pair pictures					
9. Fantasy pictures.					
10. Pictures of maps and symbols.					
11. Sequence of pictures.					
12. Students and teachers' Drawings.					

9. Which ways do use pictures to teach new words (vocabulary)? Please tick (✓) your Choice.

- a) Drills _____
- b) Communication Games _____
- c) Understanding _____
- d) Ornamentation _____
- e) Prediction _____
- f) Discussion _____

10. To what extent using pictures in teaching vocabulary is important? (✓) your option.

LEVEL OF IMPORTANCE	1	2	3		4
Not at all important					
Slightly important					
Neutral					
Moderately important					
Extremely important					

11. How often do you use pictures in the class?? Please tick (✓) your answer.

- a) Never _____
- b) Rarely _____
- c) Occasionally _____
- d) Often _____
- e) Always _____

Section D: Pictures 'help in enriching pupil's acquisition of Vocabulary

12. Do you agree that pictures help your pupils learn new words (vocabulary) successfully?

LEVEL OF AGREEMENT	1	2	3	4	5
Strongly disagree					
Disagree					
Neither agree or disagree					
Agree					

Strongly Agree					
----------------	--	--	--	--	--

13. What are the advantages of using pictures in teaching vocabulary? Give your opinion.

-----:

Adaptado de Rima, B. (2016).

THANKS SO MUCH FOR YOUR ACTIVE COLLABORATION!!!

APPENDIX TWO: STUDENT QUESTIONNAIRE



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_____ // _____

APPENDIX 2: STUDENT'S QUESTIONNAIRE

Dear Student,

You are kindly invited to fill in this questionnaire as a part of my *Licenciatura* Degree. This survey questionnaire aims to investigate your perceptions and attitudes towards the use of pictures for vocabulary enrichment. We would be very grateful if you could answer the following questions which will be very helpful for the research project. Note that your assistance in completing this questionnaire is highly valorized. All information you provide here will be treated in the strictest confidence. Thank you so much for the time availability.

Yours Sincerely,

Laércio Wanandumbo Leal

Section 1: Personal and general information

1. Gender. Please tick (✓) your choice.
 - a) Male _____
 - b) Female _____
2. Age. Tick (✓) your choice.
 - a) 10 -12 _____
 - b) 13-15 _____
 - c) 16-18 _____
3. Do you like to learn foreign languages? Please tick (✓) your answer.

a) Yes _____

b) No _____

4. Which foreign language do you prefer to study? Please tick (✓) your answer.

a) English _____

b) French _____

c) Both _____

Section 2: Techniques used in teaching Vocabulary.

5. Do you agree that vocabulary is important in learning English language? Please tick (✓) your answer.

Option	Please tick (✓) your answer.
Strongly Disagree	
Disagree	
Neither agree or disagree	
Agree	
Strongly Agree	

6. What are the techniques that your teacher uses in teaching vocabulary? Please tick (✓) your answer according to the appropriate column. 1 - Never ; 2 -Rarely; 3 - Sometimes; 4 – Often; 5 – Always;

TECHNIQUES	1	2	3	4	5
Translations					
Pictures					
Synonyms					
Mime and gestures					
Contrasts and opposites					
Use of illustrative situations.					

Section 3: Types of Pictures in Vocabulary enrichment

7. How often does your teacher use pictures in the classroom? Please tick (✓) your answer.

a) Never _____

b) Rarely _____

c) Sometimes _____

d) Often _____

e) Always _____

8. The table below shows the types of pictures. Which of the pictures does your teacher use? Tick (✓) the appropriate column. 1 - Inappropriate = In; 2 - Slightly Inappropriate = SI; 3 - Neutral =N; 4 - Appropriate = Ap; 5 - Extremely Appropriate= EA.

Type of Pictures	In	SI	N	Ap	EA
1. Checkchart Pictures.	1	2	3	4	5
2. Picture of a Single Object.	1	2	3	4	5
3. Picture of a famous Person	1	2	3	4	5
4. Pictures with a lot information	1	2	3	4	5

5. Picture of news.	1	2	3	4	5
6. Pictures from history.	1	2	3	4	5
7. Fantasy pictures.	1	2	3	4	5
8. Picture of one person					
9. Pair pictures					
10. Pictures of maps and symbols.5	1	2	3	4	5
11. Sequence of pictures.	1	2	3	4	5
12. Students and teachers' Drawings.	1	2	3	4	5

Section D: Pictures 'help in enriching pupil's acquisition of

9. Do you agree that pictures help you to learn new vocabulary successfully? Tick your answer in the correct option.

Option	Tick (✓) your answer
Disagree	
Neither agree or disagree	
Somewhat agree	

Agree	
Strongly agree	

10. Do you think that pictures are important for learning new words? Tick (✓) your choice.

a) Yes _____

b) No _____

Adaptado de Rima, B. (2016).

THANKS SO MUCH FOR YOUR COLLABORATION

APPENDIX THREE: STUDENT QUESTIONNAIRE “PORTUGUVERSION”



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SECÇÃO DE INGLÊS**

_____ // _____

STUDENT QUESTIONNAIRE “PORTUGUESE VERSION”

Caro estudante,
Por favor, responda as seguintes questões de forma mais clara possível. Este questionário tem como objectivo colher as suas opiniões a respeito da importância do uso de figuras na sala de aulas, sobretudo nas aulas de Língua Inglesa. Garantimos que toda a informação que vai dar será tratada com maior sigilo possível (i.e. ninguém saberá o seu nome). Portanto, a sua participação neste trabalho será muito valorizada. Muito Obrigado.
Laércio Wanandumbo Leal

Parte 1: Informação Pessoal e geral

1. Género. Coloque um tick (✓) à sua resposta.

a) Masculino _____

b) Feminino _____

2. Idade. Coloque um tick (✓) à sua resposta.

a) 10 -12 _____

b) 13-15 _____

c) 16-18 _____

3. Gostas de aprender Línguas? Por favor, coloque um tick (✓) à sua resposta.

a) Sim _____

b) Não _____

4. Qual destas línguas preferes aprender? Por favor, coloque tick (✓) à sua resposta.

a) Inglês _____

b) Francês _____

c) Ambas _____

Section 2: Técnicas usadas para o ensino da Língua inglesa.

5. Concordas que o vocabulário é importante na aprendizagem da língua Inglesa? Por favor, coloque tick (✓) à sua resposta.

Opção	Coloque tick (✓) à sua resposta
Discordo completamente	
Discordo	
Nem concordo e nem disconcordo	
Concordo	
Concordo completamente	

6. Quais são as técnicas que o seu professor usa para ensinar novas palavras (vocabulário)? Por favor, coloque tick (✓) à sua resposta, de acordo a coluna apropriada. 1 - NU = Nunca Usa; 2 - QN = Quase Nunca; 3 - DE = De vez em Quando; 4 - QS = Quase sempre; 5 - UF = Usa Frequentemente;

TECHNIQUES	1	2	3	4	5
Tradução					
Figuras					
Sinónimo					
Sinais e gestos					
Contrastes & opostos					
Uso de situações ilustrativas.					

Section 3: Tipos de figuras usadas no ensino e aprendizagem da língua inglesa.

7. . Com quê frequência o teu professor usa figuras na sala de aulas? Por favor, coloque tick (✓) à sua resposta

- a) Nunca _____
- b) Raramente _____
- c) De vez em quando _____
- d) Muitas vezes _____
- e) sempre

8. A tabela abaixo mostra alguns tipos de figuras. Qual das figuras o teu professor usa na sala de aulas? Coloque um Tick (✓) na coluna apropriada. 1 - Inapropriada; 2 - ligeiramente Inapropriada; 3 - Neutro =; 4 - Apropriado; 5 - Extremamente Apropriado.

Type of Pictures	1	2	3	4	5
1. Cartazes de figuras					
2. Figura de apenas um objecto.					
3. Figura de uma pessoa famosa					
4. Figuras com muita informação					

5. Figuras de notícias					
6. Figuras históricas					
7. Figuras de fantasias.					
8. Figura com uma só pessoa					
9. Par de figuras					
10. Figuras de mapas e símbolos					
11. Figuras com sequências					
12. Desenhos de professores e alunos.					

Section D: Ajuda do uso das figuras no enriquecimento do vocabulário

9. Concordas que as figuras ajudam aprender novas palavras com sucesso? Por favor, coloque tick (✓) na opção correcta.

Discordo	
Nem concordo e nem discordo	
Concordo de alguma forma	

Concordo	
Concordo completamente	

10. Achas que as figuras são importantes para aprendizagem de novas palavras?

a) Sim _____

b) Não _____

Adaptado de Rima, B. (2016).

MUITO OBRIGADO PELA TUA COLABORAÇÃO!

**APPENDIX FOUR: ACTIVITIES WHERE PICTURES ARE USED TO TEACH
VOCABULARY**

THE BASICS: NUMBERS 4 10 5 8 9

A Complete the countdown!



ten

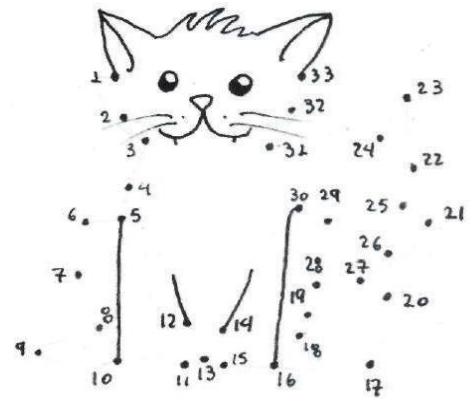
eight

five

two

Go!

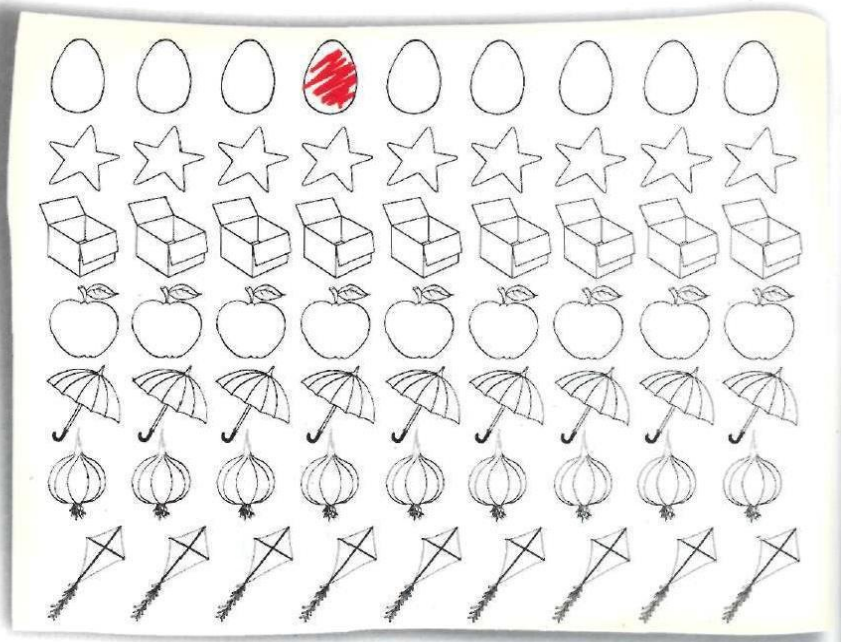
B Join the dots. What is it?



It's a _____!

C Count and colour

- the fourth egg
- the eighth star
- the fifth box
- the seventh apple
- the third umbrella
- the first onion
- the sixth kite



**APPENDIX FIVE: TYPES OF PICTURES FREQUENTLY USED BY
TEACHERS TO TEACH VOCABULARY.**

Type of Pictures	1		2		3		4		5	
	N/O	%	N/O	%	N/O	%	N/O	%	N/O	%
1. Check chart Pictures.	2	40%	1	20%	0	0%	2	40%	0	0%
2. Picture of a Single Object.	0	0%	1	20%	0	0%	4	80%	0	0%
3. Picture of a famous Person	0	0%	0	0%	3	60%	2	40%	0	0%
4. Pictures with a lot information	2	40%	2	40%	1	20%	0	0%	0	0%
5. Picture of news.	20	40%	2	40%	1	20%	0	0%	0	0%
6. Pictures from history.	2	40%	2	40%	1	20%	0	0%	0	0%
7. Picture of	0	0%	1	20%	2	40%	2	40%	0	0%

one person				%						
8. Pair pictures	4	80 %	0	0%	1	20%	0	0%	0	0%
9. Fantasy pictures.	5	10 0%	0	0%	0	0%	0	0%	0	%
10. Pictures of maps and symbols.	4	80 %	0	0%	1	20%	0	0%	0	0%
11. Sequence of pictures.	2	40 %	0	0%	2	40%	1	20%		
12. Students and teachers' Drawings.	0	0%	0	0%	1	20%	3	60%	1	20%

Table 2.3.: Types of pictures used to teach vocabulary.

APPENDIX SIX: TYPES OF PICTURES USED PUPILS TO LEARN ENGLISH.

Type of Pictures	1		2		3		4		5	
	N/O	%	N/O	%	N/O	%	N/O	%	N/O	%
1. Checkchart Pictures.	16	45,7%	4	11,4%	7	20%	7	20%	1	2,9%
2. Picture of a Single Object.	1	2,9%	2	5,7%	5	14,3%	24	74,2%	1	2,9%
3. Picture of a famous Person	6	17,1%	1	2,9%	2	5,7%	21	60%	5	14,3%
4. Pictures with a lot information	22	62,9%	4	11,4%	1	2,9%	5	14,3%	3	8,6%
5. Picture of news.	30	85,7%	3	8,6%	1	2,9%	1	2,9%	0	0%
6. Pictures from history.	30	85,7%	2	5,7%	0	0%	2	5,7%	1	2,9%
7. Picture of one person	8	22,9%	1	2,9%	25	71,4%	1	2,9%	0	0%
8. Pair pictures	29	82,9%	6	17,1%	0	0%	0	0%	0	0%
9. Fantasy pictures.	0	0%	0	0%	0	0%	0	0%	0	0%
10. Pictures of maps and symbols.	34	97,1%	0	0%	1	2,9%	0	0%	0	0%
11. Sequence of pictures.	35	100%	0	0%	0	0%	0	0%	0	0%
12. Students and teachers' Drawings.	25	71,4%	4	11,4%	3	8,6%	3	8,6%	0	0%

Table 2.5: Types of pictures used in teaching and learning English.



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