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method in teaching vocabulary items to Iranian EFL students, and it is more suitable than context. Moreover, it was revealed that picture and context are better than the traditional way.

Conclusions

In the preceding section, the obtained data from the performance of the control and two experimental groups was analyzed. Based on the findings, the null hypotheses were rejected. The three groups scored differently in the post tests, and the differences were statistically significant. As the results of the one-way ANOVA for performance on the posttest showed, F ratio (10.5255) exceeded the F critical value (3.09) and it implied that there were significant differences among subjects performances on different methods of teaching vocabulary items. To find where these differences were located, a Scheffe Test was carried out and the results showed that the ture group performed better than the other groups. Therefore, the null hypotheses were rejected. Consequently, by rejecting the null hypotheses, the researchers can claim that pictures are more useful and can play an important role in teaching vocabulary items to Iranian EFL learners.

Pedagogical Implications

As mentioned before, vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. The important role of vocabulary has been emphasized in all different methods in language teaching. ALL

ESL teachers can find a valuable resource in pictures, drawings, posters, photographs, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps. According to Raimes (1983), pictures can help the teachers and students in teaching and learning vocabulary, and other components of language. As a matter of fact pictures can help students to imagine the real object. In short, the concept of picture is the shared experience of many people because of their matching ability which enables them to match the words with pictures. It should be mentioned that pictures as mental representation of mind can better affect learning. Pictures are used in the classrooms as teaching devices and can be found to give practice in most skills and components and in most stages of teaching. Pictures can motivate students and nowadays, motivation is found to be an important factor in learning everything. Moreover, the old techniques of teaching vocabulary may be replaced by pictures. The students as well as teachers may become tired of routine ways of teaching words through repetition and memorization. By using pictures in classroom, teachers and students can get rid of boring classrooms.

Since vocabulary is a very important part of the language, a teacher must equip himself with up-to date techniques and methods of teaching them. So, the results of this research can be valuable for language teachers. Also, it could help those dealing with foreign language teaching, such as syllabus designers, material developers, test makers, and the like.

between group 1 (*picture group*) and group 3 (*control group*), and group 1 and group 2 (*context group*). In other words, group 1 performed better than group 2 and group 3.

Analysis 4

To see how each group performed in its pretest and posttest, **paired t-test** technique was utilized to compare the means of each group in its pretest and posttest performances. The results are presented in Tables 5, 6, and 7.

Table 5
t-test for paired samples of picture groups

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest <i>context</i>	32	.975	.000	25.3125	8.544	1.510
Pretest <i>context</i>				18.3125	7.320	1.294

Paired Differences

Mean	S.D	SE of Mean	t-value	DF	2-tail Sig	t-critical
14.4375	2.940	.520	27.78	31	.000	2.042

95% CI (13.337, 15.498) $p < .05$

As the results in the Table 5 show, the t-value (27.78) exceeds the t-critical (2.042) implying that the *picture* group performed significantly better in the posttest. That is, the treatment had a positive effect on the students in picture group, and their level of vocabulary improved.

Table 6
t-test for paired samples of context groups

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest <i>context</i>	32	.975	.000	25.3125	8.544	1.510
Pretest <i>context</i>				18.3125	7.320	1.294

paired Differences

Mean	SD	SE of Mean	t-value	DF	2-tail Sig	t-critical
7.0000	2.155	.381	18.37	31	.000	2.042

95% CI (6.223, 7.777) $p < .05$

As the results in the Table 6 show, the t-value (18.37) exceeds the t-critical (2.042) implying that the *context* group performed significantly better in the posttest.

Table 7
t-test for paired samples of control groups

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest <i>control</i>	32	.982	.000	23.4688	10.746	1.900
Pretest <i>control</i>				18.8750	8.087	1.430

paired Differences

Mean	SD	SE of Mean	t-value	DF	2-tail Sig	t-critical
4.5938	3.181	.562	8.17	31	.000	2.042

95% CI (3.447, 5.741) $p < .05$

As the results in the Table 7 show, the t-value (8.17) exceeds the t-critical (2.042) implying that the *control* group performed significantly better in the posttest. Therefore, as the results of the above analyses reveal, the hypotheses formulated in this study are rejected. That is, picture seems to be a good

Table 1

One-way ANOVA for performance on the general test

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	2.2424	1.1212	0.296	3.09
Within group	96	3633.9394	37.8535		

P<.05

As the results of the one-way ANOVA show, F ratio (.0296) doesn't exceed the F critical value (3.09) at the .05 level of significance. This implies that there was no significant difference among the three groups and as a result the three groups were almost homogeneous.

Analysis 2

A one-way ANOVA was used to find how the control and two experimental groups performed in the pretest and whether they were homogeneous or not. To do so, their grades in the pretest of vocabulary was used. The results are presented in Table 2.

Table 2

One-way ANOVA for performance on the pretest

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	5.2500	2.6250	0.398	3.09
Within group	93	6129.2500	65.9059		

P<.05

As the results of the one-way ANOVA show, F ratio (.0398) doesn't exceed the F critical value (3.09) at the .05 level of significance. This implies that there was no significant difference among the control and two experimental groups and as a result the three groups were almost the same.

Analysis 3

Another one-way ANOVA was conducted to see how the control and two experimental groups performed in the posttest and whether the differences among their means were significant. The results are presented in Table 3.

Table 3

One-way ANOVA for performance on the posttest

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	1681.8958	840.949	10.5255	3.09
Within group	93	7430.3438	79.8962		

P<.05

As the results of the one-way ANOVA in the table 3 show, F ratio (10.5255) exceeds the F critical value (3.09) implying that there was a significant difference among subjects performances on different methods of teaching vocabulary items. To find where this difference is located, a Scheffe Test was carried out, and the results are presented in

Table 4

Scheffe Test with significant level.05 for performance on the posttest

G	G	G
r	r	r
p	p	p
3	2	1

Mean

23.4688

25.3125

33.1250

Method

Group 3 (control)

Group 2 (context)

Group 1 (picture)

(*) Indicates significant differences among the groups.

Table 4 shows that these differences lay

pilot study on a smaller group. 10 items were discarded and some changed. The reliability of the test was calculated to be 0.94.

To make the test valid, the researchers made a correlation between the students grades on their final exam of the preceding semester and their grades on the researchers test in the pilot study. The correlation was 0.8116. The ninety-item multiple-choice test was split into two equal halves based on odd and even numbers. One part was considered as the pretest, and the other one as the posttest. The aim of the posttest was to reveal the efficacy of the treatments provided to the experimental groups during the semester.

Procedure

First, the general test was administered to 160 subjects. The time given was one hour and the correct answer to each item received one point. There was no penalty for false responses. After taking the exam, each subject was rendered a grade based on his performance on the test. Out of 160 students, 99 students whose grades were between one standard deviation above and below the mean were selected, and divided randomly into three groups. The homogeneity of the groups was confirmed through statistical technique of one-way ANOVA. Three subjects were discarded later because of the problems they had. Then, the vocabulary pretest was administered to the three groups. The time given for this test was forty five minutes, and the students were asked to answer the forty five-item vocabulary test. The correct answer to each item received one

point, and there was no penalty for false responses.

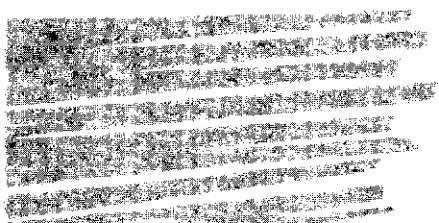
The whole research project took place in one semester and the students were taught ten units of the book "New Generation". During the semester, the new words of each unit were presented to the students through two methods of contextualization and pictures. In one of the experimental classes (contextualization group) the words were used in some model sentences, and by means of contextual cues the students inferred what the meaning of each word was. In the other experimental class (picture group), some pictures were prepared in which the new words were presented through them. The third class (control group), did not receive these types of treatment, but the new words were presented through definitions and synonyms. At the end of the semester vocabulary development of the students in all three groups were tested using the posttest. On the basis of these tests the efficacy of the two methods of vocabulary teaching were determined.

Results

In order to find appropriate answers to the research questions of the study, several statistical procedures were utilized and the results are presented in the following section.

Analysis 1

A one-way ANOVA was utilized to find whether the three selected groups were almost homogeneous. To do so, their grades in the general test were used. The results are presented in Table 1.



teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or even years of English, many of the words most needed have never been learned. Especially in countries where English is not the main language of communication, many teachers want more help with vocabulary instruction than they used to receive.

This study presents contextualization and picture methods in order to find one of the most effective techniques of vocabulary teaching. In the former, the new words are taught in the context using contextual clues and the students infer the meaning of words from the context. In the latter, the new words are taught through pictures, and board drawings.

Research Questions

Regarding the above-mentioned points, the following research questions were put forward:

Is picture more effective than contextualization of teaching vocabulary items to Iranian EFL students?

Is picture more effective than traditional way of teaching vocabulary items to Iranian EFL students?

Is contextualization more effective than traditional way of teaching vocabulary items to Iranian EFL students?

Null Hypotheses

Ho I: Picture is not more effective than contextualization of teaching vocabulary items to Iranian EFL students.

Ho II: Picture is not more effective than

traditional way of teaching vocabulary items to Iranian EFL students.

Ho III: Contextualization is not more effective than traditional way of teaching vocabulary items to Iranian EFL students.

Research Methods and Procedure

Subjects

The subjects of this study were 96 elementary male students studying English at Simin Language Institute. They were randomly divided into three groups and by utilizing the statistical technique of one-way ANOVA, their close homogeneity was confirmed. Then, these three groups were randomly assigned to two experimental groups and one control group, each consisting of 32 students. The two experimental groups received different treatments including teaching vocabulary items through contextualization and pictures. The control group received traditional treatment. That is, the vocabulary items were taught through definitions and synonyms.

Instrumentation

The instrumentation used in this study included a general test of language proficiency, a pretest, and a posttest. The general test was a standard and validated test based on the book "New Generation" which is used at the institute. The aim of this test was to divide the students into three almost homogeneous groups. The pretest was a vocabulary test prepared by the researcher in the way described below: 100 vocabulary items were selected from the students textbook. The researcher made a one hundred-item multiple-choice test and did a

Third, some specialists were afraid that being exposed to too many words might lead the students to make mistakes in sentence construction. However, any experienced teacher knows that even when students have more or less mastered the English grammar, they still face masses of unknown words as they continue to study.

A number of research studies recently conducted have dealt with lexical problems of language learners. Scholars have shown that lexical problems frequently interfere with communication; in other words, communication breaks down when people do not use the right words. Therefore, there is an increased interest in vocabulary as a component of every language. Vocabulary is viewed as a significant component of standardized language tests; and attention is being given by methodologists and program planners to the most effective ways to promote the command of vocabulary among learners (Bowen, 1985).

There are various techniques and devices for teaching of vocabulary in methodology textbooks. Weatherford (1990) stated that there are a variety of classroom techniques for second language vocabulary learning. The techniques include rote rehearsal; the use of visual aids; role-playing; vocabulary learning in a specific cultural context; vocabulary learning through art activities; the root-word approach; mnemonic techniques, such as the key word approach; use of the notion of semantic fields to illustrate conceptual relationships between words; two types of vocabulary learning through music (simple

song, and the suggestopedia method); physical activities, as in Total physical Response instruction; study of cognates and direct borrowing; study of loan translations; use of soap-opera style drama tapes in the language laboratory; analogies; computer-assisted instruction through drills and games; and synonyms.

Moreover, research has shown that more modalities are involved in association, the more readily items will become available in various situations. Items should therefore be presented in association with visual representations (pictures, objects), aurally, and in association with activities of all kinds. Hence, there is a great need for research into the vocabulary teaching methods to guide us toward the most effective one.

Although vocabulary has been the subject of many studies, few researches have revealed the effective techniques of vocabulary teaching. So it is of prime importance to attempt to find the most effective technique of vocabulary teaching. All experienced language teachers confirm the important role of words and know that the lack of them leads to feeling of insecurity; on the other hand, the teachers' attitude toward teaching vocabulary and the classroom techniques varies enormously. Different techniques are used by teachers. Some teachers believe before teaching vocabulary to their students, they should have been taught the grammar of the foreign language. Therefore, they give little or no attention to vocabulary. Allen (1983) states that in many English language classes, even where

Abstract

This research was conducted to investigate the effectiveness of teaching vocabulary items through pictures and contextualization to elementary Iranian EFL students. The subjects were divided into three groups each consisting of 32 male learners within the age range of 12-15. The subjects were assigned to three almost homogeneous groups, based on their scores on a general test which had been standardized and validated before. All the students came from the same linguistic background and the teacher and teaching materials were the same for the three groups. The experimental groups received different treatments. In one class vocabulary items were presented through pictures, and in the other class they were used in contexts and model sentences. In the third class, control group, the new words were presented through definitions and synonyms. The treatment of the study took 10 sessions. Before starting the treatment, the researcher prepared two similar tests for the pretest and posttest. Each of them consisted of 45 multiple choice items of vocabulary. They enjoyed the criteria of validity and reliability. At the first session, the pretest was administered to determine if there was any significant difference between the three groups. By utilizing one - way ANOVA technique, it was revealed that the three groups were almost homogeneous. At the end of the term, the posttest was administered. Then, the statistical techniques of one - way ANOVA and t-test were utilized to analyze the collected data. Analysis of the results in the posttest revealed

significant differences between picture group and context group, on the one hand, and between these groups and the control group, on the other hand. The results showed that though both picture and context enhanced vocabulary development of the learners, picture seemed to be better than context. That is, picture group outperformed the other two groups significantly. Hence, it was concluded that the contribution of pictures in teaching vocabulary items to Iranian EFL students led to a higher level of vocabulary improvement.

Key Words: vocabulary, context, learning, picture, techniques

Introduction

Vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary speakers cannot convey meaning and communicate with each other in a particular language.

During the period of 1940- 1970 vocabulary was neglected in teacher-preparation programs. As Allen (1983) mentioned, this was due to three crucial reasons. First, many felt that one must know how the words work together in English sentences; therefore, grammar should be emphasized more than vocabulary. Second, some methodologists believed that the meanings of words could not be adequately taught. So, it was better to avoid teaching them.

Teaching Vocabulary Items Through Contextualization and Picture to Elementary EFL Students

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چکیده

پیش‌آزمون از دانش‌آموزان گرفته شد. با استفاده از روش آماری one-way ANOVA، مشخص شد که سه گروه همگن هستند. در انتهای ترم، تست پس‌آزمون از دانش‌آموزان گرفته شد. سپس، برای تجزیه و تحلیل اطلاعات از روش‌های آماری one-way ANOVA و t-test استفاده شد. بررسی نتایج پس‌آزمون مشخص کرد که اختلافات معنی‌داری از یک سو بین گروه تصویری و گروه متنی، و از سوی دیگر بین این گروه‌ها و گروه شاهد وجود دارد. نتایج نشان داد که گرچه تصویر و متن هر دو باعث افزایش میزان واژگان دانش‌آموزان شدند، ولی به نظر می‌رسد که تصویر بهتر از متن عمل کرده است؛ بدین معنی که گروه تصویری به طور قابل ملاحظه‌ای بهتر از دو گروه دیگر بودند. بنابراین، نهایتاً این نتیجه به دست آمد که در آموزش واژگان به دانش‌آموزان ایرانی، تصاویر نقش عمده‌ای داشته و باعث افزایش سطح دانش واژگانی دانش‌آموزان شده است.

لغات کلیدی: واژگان، محتوا، یادگیری و تصویر، فنون تدریس.

این تحقیق جهت بررسی میزان تأثیر آموزش واژگان از طریق تصویر و متن به دانش‌آموزان ایرانی که در سطح مبتدی هستند، انجام شده است. دانش‌آموزان به سه گروه تقسیم شدند که هر گروه شامل ۳۲ دانش‌آموز پسر در دوره سنی ۱۲ تا ۱۵ سال بودند. دانش‌آموزان بر اساس نمراتشان در یک تست استاندارد عمومی زبان، به سه گروه تقریباً همگن طبقه‌بندی شدند. همه دانش‌آموزان یک پیشینه زبانی مشابه داشتند و معلم و مطالب آموزشی برای هر سه گروه یکسان بود. گروه‌های آزمایشی آموزش‌های متفاوتی دریافت کردند. در یک کلاس واژگان از طریق تصویر و در کلاس دیگر از طریق متن و در گروه سوم، گروه شاهد، از طریق تعریف و لغات مترادف آموزش داده شد. مدت دوره آموزش ۱۰ جلسه بود: پیش از شروع دوره آموزش، دو تست مشابه به عنوان پیش‌آزمون (pretest) و پس‌آزمون (posttest) تهیه شد. هر یک از آن‌ها شامل ۴۵ سؤال چهار گزینه‌ای لغت بود. آن‌ها از درجه اعتبار و قابلیت اطمینان لازم برخوردار بودند. در جلسه اول جهت تعیین این‌که: «آیا اختلاف معنی‌داری بین سه گروه وجود دارد یا خیر؟» تست