

**The Role of Motivation in Learning English as a Foreign
Language for Libyan learners.**

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**Exploring the role of visual aids in teaching vocabulary to
Libyan primary schoole students**

Department of English

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To the faculty of Sebha University:

the members of the committee appointed to examine the B.A final project of Asma Abdalsalam Alshaer, Fatima Amer Sahel, Khadija Amer Sahel find it satisfactory and recommend that it be accepted .

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We must take our last steps in the university life from a pause and go back to the years we spent in the university with our distinguished professors who have given us so much, thus making great efforts in building the generation of tomorrow to send the nation back...

Before we go, we offer our deepest thanks, gratitude, appreciation and love to those who have carried the most sacred message in life...

To those who have paved the way for us through knowledge and knowledge to those who taught us letters of gold and words of light to all our illustrious professors ...

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ABSTRACT

Different researches proved that visuals clarify and enhance students' learning, and that this information is recognized and remembered by them for longer durations than verbal information alone.

Using visual aids to teach English vocabulary in primary classroom is considered to be the instruments which increase sensibility, improve concentration, help to develop understanding and memorizing abilities, and give a rise to enjoyment and relaxation in learning.

In this study I aim to investigate the importance of visual aids in education, specifically in relation to foreign language vocabulary teaching to sixth grade primary. We spot the light on the role of using visual aids in presenting new vocabulary items to second language primary students.

I assume that the sixth grade students who are taught new vocabulary items by the use of visual aids will understand and memorize these items faster than students who are taught without using the visual aids.

Thus, I concluded that the greatest benefit from the use of visual aids in language classrooms is that it creates a good atmosphere that helps the student develop a positive attitude toward language learning, and the government should justify the use of these aids in teaching language skills in our primary schools, as well as offer textbooks and materials that focus on teaching English subjects through visual aids facilities.

CHAPTER ONE

Introduction

According to Hatch and Brown vocabulary is a list of words that speak of language use. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.

While teaching vocabulary several aids of teaching should be used by teachers in order to facilitate the subject for their students and help them to understand, memorize and realize what is provided to them very clearly and correctly.

1.1 Statement of problem:-

Primary students at some Sabha schools face difficulties in understanding and memorizing vocabulary because of the absence of some teaching aids that should be used in English classes.

1.2 Research question:-

To what extent do teachers use visual aids in English classrooms with their learners in primary level?

How do teachers use visual aids to teach new vocabulary?

1.3 Aim of research:-

The aim of the study spotlights on the use of visual aids as one of the techniques used in English classrooms to facilitate understanding of vocabulary at primary school.

Teaching vocabulary by using visual aids will attract student attention to the present in the class, enhance and facilitate comprehension of language, increase student motivation and help them to memorize the new vocabulary.

Teaching vocabulary by using visual aids provides more meaningful words for the student. All these factors lead the student to become more participative and communicative members of the class group.

CHAPTER TWO

Literature review

(Krashen,1982) says that in order to progress in a foreign language, learners need to be able understanding what they are hearing and reading that is , the input must be comprehensible in order for it to be useful and meaningful to the learner and help with acquisition.

Visual aids can be a helpful tool in the language classroom as Mannan (2005) points out they ‘help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid’ (p.108).

These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998).

Kemp and Dayton (1985) claim that visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting.

Early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) seem to agree with the idea that the memory for picture-word combination is superior to memory for words alone or pictures alone (Petterson, 2004). More recent researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004).

More recent researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004).

Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2004). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang(2003) agrees with these

benefits and adds others such as promoting creativity, serving as mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2002).

Studies carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it's a great help for students, given that they can understand 30% more than without the visual support. Following this path, Canning-Wilson (2000) researches suggest that visuals can be used to enhance the meaning of the message conveyed by the speakers thanks to the paralinguistic cues.

Another important thing to note is that visuals may help in order to build mental models, and communicate relationships among content objects in a more efficient way than can words alone (Clark and Lyons, 2004). According to Canning-Wilson (1997) the importance of the visual aids is highlighted when focusing on the way language is processed.

2.1 Using pictures

Carney and Levin (2002) reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones.

The beneficial effects of the visuals and the reasons why pictures facilitate comprehension and learning are explained by Levin and Mayer. They proposed some principles called the seven "C". According to their words pictures make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent and codable.

A research by Herron, Hanley and Cole (1995) indicates that listening comprehension is significantly facilitated by visual support in the form of descriptive pictures and visual organizers thanks to the richness of the context provided (as cited in Canning-Wilson 2000).

Graphic images also help students to create relations amongst the words, 'bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated' (Canning-Wilson 2001, p.56). Canning also points that the picture can help the student to work with more abstract thoughts and organizing skills through the use of logical structure.

It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction. Clark and Lyons (2004) assert that this improvement is the result of dual-encoding. These authors agree with Carney and Levin's idea of the principle of conciseness that visuals provide in comparison with the texts: 'If the visuals used depict relationships they can help building cause-and-effect mental models which support deeper learning' (Clark and Lyons, 2004, chapter 1.2).

2.2 Using videos

Videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities' (Stoller, 1993)

As Tomalin (1991) observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

A study by Canning-Wilson (2000) notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening. For Canning what is more

important is that video provides visual stimuli that can help students generate predictions and speculations activating their background schemata.

A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students' needs and interests (Shrosbree 2008).

Hobbs (2006) has described some wrong outcomes of particular uses of the video in language classroom. Most teachers seem to use the video as a reward or to control students' behavior. One of the major concerns of language teachers is the limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective (as cited in Snelson and Perkins 2008

As Stoller (1993) points out, video can introduce or provide different issues of a thematic unit in progress or a different closure to one, but to maximize its effect, teachers should integrate pre-viewing, viewing and post-viewing activities into the lesson plan. These activities are proposed to encourage the use of the language and develop several other language skills. The purpose of the pre-viewing activities should be focus on the comprehension of the video and the idea of enhancing the thematic unit. With the viewing activities, the teachers should help students to focus on important features, and avoid passive attitude that students usually take when watching a video. The post-viewing activities, the use of new knowledge should be stimulated (Stoller, 1993).

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents some steps namely Method, Instrument, participant and data collection procedure.

3.2 Methods

The method used in this study is a qualitative. An experimental study is used in which a pre-test and post test are used to examine Libyan students at primary level.

3.3 Instrument

Two instruments are used in this study to reach to its result objectively

A – Test: a pre-test and post test are used to examine the role of visual aids in teaching vocabulary at primary school.

B – Interview : An interview is also used in this study with the teachers who are specialized in teaching primary students in order to know their opinion regarding teaching English and if they are interested in it. And whether they use any teaching aids in their teaching particularly visual aids. And if there are any difficulties face them in using these aids to facilitate their lessons.

3.4 Participants

The participant of the study consisted of a 6th grade primary students at a school called Al.Gurdabiyah at Al.Gurdah area in Sebha City. There were two groups of students, 6 males and 6 females in each group.

3.5 Data collection procedure

After taking the permission from the school administration to start our experimental research, data collection procedure will be applied through some steps followed in the class. Started with teaching the students the supposed topic by the ordinary way and then worksheets will be given to the students to test their understanding to the topic, this test will be considered as a pre-test of the research. After that the students will be taught the same topic supported by visual aids to facilitate it for them and at the end they will be given the same worksheets to check their understanding after they are taught with visual aids supporting.

CHAPTER FOUR



DATA ANALYSIS

4.1-Overview

This chapter will talk about how the experimental study was applied in the classroom, in addition to explanation about topic and how the tests are conducted.

4.2-Analysis of the Experimental Study

We started the class by explaining to students that I had to conduct a study related to my final graduation project We explained to them about my research and they showed their interest. After this presentation. Then We told them that first they had to answer the question with what they knew. Also, I told them not to be worried if they didn't know the words because after the experiment we would work on them together. We gave them the worksheets and the students took twenty minutes working on it. They worked in silence and they did not ask anything.

The researcher will make a pre-test to the samples before starting the program. Certain topics will be taught to the students as a class lesson by the ordinary way.

The researcher will analyze the materials and identify the lacking in skills to be included later in the suggested program, which will be provided in a prepared lesson by the researcher.

The researcher will divide the samples into two groups, (A and B), and the researcher program will be taught to one of the two groups only.

A post-test will be made by the researcher to both groups (A and B). And by analyzing the samples' answer sheets and comparing between the two groups, the researcher will see the effect of the suggested program which will show differences between the two groups.

4.3 The Results

A – Students are taught by the ordinary way

No.	Name	Pre	Post
1	Waad Faraj Abdussalam	7	7
2	Belgasem Assenusi	5	6
3	Ammar Taher Abdussalam	5	7
4	Muad Mohammad Easa	7	9
5	Eslam Mohammad Othman	7	8
6	Arwa Easa Saeed	6	7
7	Ebtehal Mohammad Othman	4	7
8	Ranya Muftah Mohammad	7	8
9	Fatima Hussain Dessuqi	6	6
10	Fatima Eed Abdussalam	8	9
11	Mohammad Abdurrahman	8	9

This list included the students' names with their marks in the pre-test when they are taught with the ordinary way and before applying our program. The result shows that most marks are quite low and that the ordinary way has no effect on students' ability to understand, pronounce and recognize the vocabulary accurately.

B – Students are taught by the researcher program:

No.	Name	Pre	Post
1	Tahe Ahmad Mohammad	7	9
2	Abdussalam Ali Abdullah	8	10
3	Suad Mokhtar	5	8
4	Fatima Abdussalam	6	9
5	Areej Ahmad	6	10
6	Mohammad Khalid	5	10
7	Aisha Ebraheem	8	8
8	Radwan Mohammad	6	9
9	Mohammad Ebraheem	8	10
10	Marwa Ali	6	9
11	Narjes Ramadan	7	9

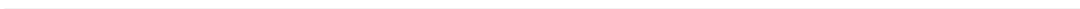
And by having a look at the above list of the student's marks in the pre-test and post-test after they are taught with the researcher program applying the visual aids we can notice clearly that their marks are rather high in the post-test and their ability to understand, pronounce and recognize the vocabulary is different. Additionally the students were relaxed, motivated and excited.

In comparing both results, we can see the results which we obtained in the test after working with the visual aids compared with results which

we obtained before, we can notice the difference between the results before using visual aids and the results after using them.

The results are not similar although the students could identify some common words in the pre-test which they are taught through the researcher program. However, when they worked the post-test after they are taught by using visual aids, the students show more correct answers in relating the words with their pictures, in addition good pronunciation and memorization.

CHAPTER FIVE



CONCLUSION

5.1-Conclusion

We concluded that most students like learning vocabulary more when they are presented through visual aids which make them easier for understanding. Also it is clearly found that visual aids should be considered as appropriate learning strategy which help in learning new vocabulary perfectly. And if the students are taught through visual aids, they will be able to understand and remember the words better.

We also observed that the students were motivated by using the visual aids in the classroom, and they are aware that through the visual aids they can improve their pronunciation of the language vocabulary. In addition, the students have fun when they were taught with visual aids facilities as they help them to recognize and

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