

Effects of Av Aids on ESL Learners' Vocabulary Skills: An Investigation

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The main objective of the study was to make effective use of Av. aids to improve vocabulary of the students at secondary level. The population of the current study was the students of grade-9 from Govt. Boys High School Galeywal, Govt. Girls High School Galeywal & The City Foundation School, Galeywal. The study adopted pretest-posttest control group experimental design. Three secondary schools were purposively selected and randomly assigned to experimental and control groups.

The experimental group was exposed to learn vocabulary with the help of Av. aids while the control group was exposed to learn vocabulary through traditional ways. To explain the students who received the independent variable 'pictures' recorded high scores and significantly out-performed than the scores of the control group who had no practice of the Av. aids and practiced vocabulary through traditional method. The effectiveness of the study was also confirmed when the scores of the experimental group pre-test were compared with the scores of its post-test. Data collected was analyzed. There was a significant main effect of treatment on the vocabulary learning of secondary level students. It was concluded that when a teacher creates a learning environment in the classroom by using interesting Av.



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Abstract

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schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media and such facilities may properly be used for developing vocabulary of secondary level students in the subject of English. Curiosity and creativity of the students should be encouraged through the use of Av. aids in group-work and pair-work techniques. The recommendations and findings of this study should be taken into careful consideration and steps should be taken to implement those in our classrooms. If implemented intentionally, it is expected that the state of the teaching and learning of vocabulary skills at secondary level will be improved remarkably.

DEDICATED TO

My loving and most affectionate **Parents** who always guided me very wisely and sincerely and financially supported me. Their words of advice are much more than precious pearls for me. I am really proud of them.

&

My legendary Supervisor: **Sir Safdar Bhatti** who cemented my future with his legacy of great heart and care as a whole.

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Chapter 1

INTRODUCTION

1.1 DEFINITION OF LANGUAGE AND VOCABULARY `

The last few decades have witnessed how fast the world has evolved into a global village thus effectuating the need to deeper and faster communication with others. The call to cross geographical boundaries and break language barriers is increasing more and more each day. It is a well-known fact that English language is one of the fastest growing languages in the world. It is the language of the past, the present and the future and it is critically used in education, economics, medicine, and all other aspects of life. Therefore, there is an enormous global demand for easier learning of this leading language. Previously, the primary purpose of learning and teaching English as a Foreign Language (EFL) was to develop the linguistic competence and master the language structure. In the recent decades of communication advancements, English plays a more crucial role. Therefore, the goal of language teaching has shifted from the mastery of structure to language competency solemnly for the purpose of communication (Alemi et al., 2012). Communication is definitely becoming the ultimate goal of learning any foreign language. Language is the medium by which education is chiefly delivered. It is crucial to various social relationships among learners and therefore, it forms an important part of student' personal, social and emotional development (Delamain and Spring, 2013). Education is the right of every human. State establishes institutes for formal education to improve the abilities of its citizens and after formal education every citizen enables to do better welfare for their country. Formal education accelerates learning process, and learning with concepts make learning effective and long lasting as National Science Curriculum (2000) emphasizes on the understanding and use of fundamental concepts. In modern educational system linguists and curriculum designers prefer constructive

approaches which are used for meaningful learning. In Pakistani educational system unfortunately teachers prefer to use the behavioral approaches for the better academic marks and teachers do not focus on the creativity and conceptual knowledge they just believe in memorization and rote learning, that is why our students of language just memorize the list of vocabulary word without their conceptual, contextual meaning. Adey & Shayer (1994) say that books and methodologies must have a preference and encourage meaningful learning so that the learners can externalize the concepts which they acquire. As the big society of the whole world has shifted into the information age, the focus of education and instruction is also shifting to an entirely new and advanced prospect so as to meet the needs of today's learners and develop the skills necessary for them to succeed in their future careers and in life (Andrews et al., 2010). English has become part and parcel of our culture and its vocabulary is very vast. There is limited time for the teacher to complete the described course. A large number of students in the class are also a big hurdle in learning process. The unknown words used in books make it boring and monotonous. This makes the learner divert his attention from work. That's why the importance of vocabulary cannot be neglected at any stage whether the students are learning speaking, reading or writing skills. They are constantly in touch with vocabulary and vocabulary is important in shaping students' perception. As A.G Jimson says that all languages are spoken and begin with ears. To speak any language, a person must know 100% phonetics, 90% its grammar and 10% vocabulary. So the importance of vocabulary for making teaching and learning process interesting cannot be over looked. Because it is a "stock of words" used in a language.

At this time the use of visual materials i.e. pictures and charts plays a vital role for teaching vocabulary at any level. In fact pictures and charts are the natural source and human beings have been relying on them since their creation. Pictures are the realistic representation of the objects represented and provide the realistic basis for teaching vocabulary. Pahuja (1995) says that

vocabulary is the list of words that plays an important role in teaching learning process. At the same time Majid (2000) suggested that the spirit for learning can be achieved by the use of pictures and charts in teaching vocabulary. Many people have worked in vocabulary development. As mentioned by Burg (1998) in vocabulary building the problem is not, much finding new words, even finding out what they mean, the problem is to remember, then to fix them permanently in the learner's mind. This quality of vocabulary can be achieved only by using visual material in the class room. Majid (2000) argued that different visual materials are used in teaching vocabulary. So the main focus of this study will remain on teaching vocabulary with the help of visual materials.

1.2 RESEARCH BACKGROUND

Human beings need a language to communicate with the people of the world. For this purpose, there is a dire need of a language of international level. Obviously, English has won this status and has become a source of communication among the people of different parts of the world. So it is the most dynamic and crucial aspect of universal human interaction. Recently, AV. aids are being used frequently in the classrooms to make the teaching learning process easy, attractive and interesting. At the same time when trends are changing on daily basis, there are some Govt. institutes which are still following the traditional methods of teaching vocabulary skills. In Pakistani scenario, the situation is alarming. As English is a craze of upcoming and up growing generation. The role of audio-visuals is unavoidable for better learning (Swank, 2011). The students find it easier to study with audio-visuals to make the process of learning meaningful and stress-free education (Ameh, 2012). There is a positive effect of audio and video use on students' participation and motivation. They are the basic characteristics of mastering the language (Seçera, Sahin, & Alci, 2015).

The students at secondary level are aware of English language importance during academic years because it is compulsory from class one and 45 minutes period is allocated daily for its teaching. The competency level of Pakistani pupils in English is very poor. It is a bitter fact that our students consider that English is a difficult language. Actually it is not difficult if it is taught in an easy way. If the interest of the learners is created, it will not be difficult at all.

The unknown words used in books make it boring and monotonous. This makes the learner divert his attention from work. That's why the importance of vocabulary cannot be neglected at any stage whether the students are learning speaking, reading or writing skills. They are constantly in touch with vocabulary and vocabulary is important in shaping students' perception. As A.G Jimson says that all languages are spoken and begin with ears. To speak any language, a person must know 100% phonetics, 90% its grammar and 10% vocabulary. So the importance of vocabulary for making teaching and learning process interesting cannot be over looked. Because it is a "stock of words" used in a language. At this time the use of visual materials i.e. pictures and charts plays a vital role for teaching vocabulary at any level. In fact pictures and charts are the natural source and human beings have been relying on them since their creation. Pictures are the realistic representation of the objects represented and provide the realistic basis for teaching vocabulary. Pahuja (1995) says that vocabulary is the list of words that plays an important role in teaching learning process. At the same time Majid (2000) suggested that the spirit for learning can be achieved by the use of pictures and charts in teaching vocabulary.

Vocabulary is generally the total number of words that exist in a particular language. More specifically, it functions as the foundation without which any language is impossible to exist in this world. Learning a foreign language, especially English as a language of international communication throughout the world, has now become essential to grasp the opportunity to reach information. Learning English vocabulary at an early age is the fundamental step to learn

English. It stands to reason, as stated by (Edward, 1997) in his book that vocabulary is one of the important factors in all language teaching and learners must continually be learning words as they learn structure and as they practice sound system. Hence, English vocabulary is now introduced to learners from an early education. The poor performance of learners in English at secondary level consequently affects other levels of their educational career. So for any learner to be able to comprehend the lesson very well then he needs to be proficient in English language. Lack of confidence, teachers' method of teaching and unfamiliarity with several English vocabularies are some of the factors affecting their proficiency level. This research work aims at complementing the teaching of English by enhancing students' vocabulary skills using pictures at secondary level. Government has apparently understood the importance of learning English. The establishment of 2013 curriculum has made a clue that English can be taught in primary schools, especially the vocabulary. Vocabulary is one of the language aspects that are very important for communicating English. If we have less vocabulary, we will not understand what people say. Vocabulary is needed to improve the four language skills: listening, speaking, reading and writing. Vocabulary is the most important language aspect. Most of the students in secondary schools get much difficulty to learn English, especially vocabulary. As a proof, the researcher has done pre-research in some secondary schools of Galeywal and the results show that the vocabulary achievement of students is low. It is because the students did not know the meaning of questions when they did the tests. It is clear that they have lot of problems in vocabulary. Most of the students are unable to remember English words. In researcher's view, it is caused by many reasons:

First, the students do not have interest in the teaching learning process. At school, the teachers often find that the students are not interested in learning a subject matter. It also happens in learning English because the students do not have knowledge about the correlation between the subject matter and themselves. It becomes the teacher's responsibility to give motivation by

arranging the situation, so the students are aware that there is correlation between the subject matter with their life.

Secondly, the teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any game, so it can make the students bored. As teachers, they must build the interest of students to learn English by using varieties of methods. For example, the teachers should use pictures in teaching learning process because the students like to play.

Finally, the uses of media and method are not appropriate with the situation of students. Media and method are important in English learning process. Media and method help to understand the teacher explanations easily. Usually the teachers' method or media are not appropriate with students' needs. In using method or media, a teacher must have adjustment with the students' likings. The use of media and method are not appropriate with situation or condition of the students.

From the situation above, we came to know that the students just acquire a few vocabularies. This situation is also found in some elementary schools of Galeywal while teaching English. There the teachers do not use media or method to increase the interest and achievement of the students. So the researcher needs to implement a media that can improve the students' interests in learning English. Based on the problems above, the researcher tries to implement Av. aids in teaching English in some secondary schools of Galeywal. The researcher offers pictures as a problem solving in learning English in some elementary schools of Galeywal. Av. aids can improve vocabulary skills. Usually the students are able to remember English words easily if many teachers use pictures. By using Av. aids, the teachers are able to teach English by employing many methods such as cards game, puzzle, role play, etc. So the student can be more interested in learning English. By employing this media, the researcher hopes that the students in some secondary schools of Galeywal can improve their vocabulary.

1.3 STATEMENT OF THE PROBLEM

Despite the well-planned lessons and textbooks, appointment and training of teachers and efforts to improve the examination system, the children fail to acquire the vocabulary of a language other than their mother tongue. Cultural, physical and geographical influences on the vocabulary of a language make it difficult for non-native learners to learn it without illustrations and pictures. Imparting English vocabulary to the young learners through AV. aids is a new idea in educational institutes of Galeywal. Most of the English teachers are unaware of this innovative technique. That's why it seems them difficult to switch over to this new technique of teaching. The students also remain dull in learning vocabulary in traditional classrooms. In our government schools, the majority of the students cannot comprehend the words they have been taught. With this scenario, the researcher decided to conduct a research on **“Effects of Av Aids on ESL Learners’ Vocabulary Skills: An Investigation”**. This study will draw the attention of the teachers to use AV. aids to make their teaching effective, easy and interesting. It will also investigate how the use of AV.aids helps the young learners to overcome their short comings of vocabulary skills in the target language.

1.4 OBJECTIVES OF THE STUDY

The current study was based on the following objectives:

1. To find out the role of AV aids in retaining vocabulary for language by the learners.
2. To find out the factors which effect teaching vocabulary through AV aids.
3. To highlight the role of Av. aids in teaching learning situation to facilitate the ESL learner to use vocabulary in his real life situation more confidently.
4. To find out the methods and techniques which enhance teachers’ expertise while using Av. aids for the vocabulary development of ESL learners.

1.5 RESEARCH QUESTIONS

Using Av. aids is the most effective method to improve students' vocabulary skills. The purpose of this research is to know how the use of Av. aids in the classroom affects students' vocabulary learning. The current study answered the following questions:

1. How does the use of Av. aids improve learners' understanding towards English vocabulary at secondary level?
2. How is the use of Av. aids implemented in the classroom improved learners' memory to recall the newly learnt vocabulary?
3. What are the supports/barriers of using Av. aids to improve learners' understanding towards English vocabulary?
4. How are the Av. aids helpful to provide vocabulary in different ways?

1.6 RESEARCH HYPOTHESIS

Learning vocabulary of English is essential to get command over any subject. In the class room, AV. Aids are useful media to enhance the vocabulary skills of students at secondary level in English subject. In this investigation, the researcher will attempt to give a tentative solution to the problem. The hypothesis could be stated as follows: Vocabulary skills of ESL learners can be improved through AV. aids.

H1. There is no difference between scores of control group and experimental group in pre- test.

H2. There is difference between scores of control and experimental groups in post-test.

1.7 SIGNIFICANCE OF THE STUDY

AV aids are important for improving vocabulary. The positive results of this research can support the English language teachers to apply this media in developing vocabulary of their students and even they can change their methods to make the students motivated and relaxed in teaching learning process. This study can help the students in focusing their attention,

stimulating their interest, giving them real impact, making them aware, modernizing their learning and acquisition. This study is significant to make the teachers familiar to use the pictures for teaching vocabulary and make students' performance better. This study helps the teachers to know how they can teach English vocabulary effectively by using Av. aids. It is also beneficial for the students as they learn a large number of the items through pictures. It also facilitates course designers to include certain activities concerning vocabulary in the prescribed syllabus which provide sufficient grounds to all the experiences of the learners as pictures sensitively and specifically express the real objects. As Av. aids are important for improving vocabulary, so the positive results of this research can support the English teachers to apply this method in developing vocabulary of their students and even they can change their methods to make the students motivated and relaxed in teaching learning process. This study will also help the students in focusing their attention, stimulating their interest, giving them real impact, making them aware, modernizing their learning and acquisition. This work also draws the attention of teachers to use pictures in their teaching.

1.7 DELIMITATIONS OF THE STUDY

There are many ways to teach vocabulary at secondary level. But it is not possible to select all the ways for this research. The researcher's purpose is, "**Effects of Av Aids on ESL Learners' Vocabulary Skills: An Investigation**". So the present study is limited to Grade-9 of Govt. Girls High School Galeywal, Govt. Boys High School Galeywal & The City Foundation School, Galeywal. Only 50 students and 15 teachers will be selected randomly from the selected schools. Only teaching English vocabulary through Av. aids was focused.

Chapter 2

LITERATURE REVIEW

The present study examined to enhance English vocabulary in Pakistani learners and its effects on them. So, in this chapter related literature review will be included. A thoroughly review of related literature is included to present a clear picture which strengthens the topic of this research.

2.1 IMPORTANCE OF ENGLISH LANGUAGE

According to Nicholas, a nation is recognized by language. There are many languages used all over the world. In which the most commonly and internationally spoken language is English. Most of the books are written in English while some are translated into English for better comprehension. It is considered to be world language. It is an international currency. Half of the world scientific literature is written in English. The Cairo Egyptian Gazette said. " English is not the property of capitalist Americans, but of the entire world". i.e British, American, Caribbean, West African, East African, Indian, South-east, Asian etc are the world varieties of English.

"We cannot make our influence without command on English language" (Mathews, 1989).

English is an international language. It is used in the most parts of the world and also such locality, where the land is wide, like India , where various cultures are running together and each culture differs from the other and so is their language, people coming from abroad will not be able to understand the various language. So those who are known to English will deal the situation better. To be able to use English in communication, young learners need to acquire necessary vocabulary items and structures. While doing so, at the beginning stages of language learning, new vocabulary should be presented orally with related pictures, drawing, video etc.

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL

classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.

We cannot convey a single idea without vocabulary. The importance of vocabulary can be shown with the help of this quote, as the British linguist David .A. Wilkins (1972) puts it “Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed”.

So if someone wants to learn a language it is necessary for the learner to learn the vocabulary first. Our students do not get fluency in English language, the dilemma is that in our schools students learn English language with the help of text book and learn new vocabulary as just words and meanings .students memorize these words and their meanings they are able to use these words in the specific sentences. They are not able to use these words.

Teaching and learning English vocabulary at elementary level is to make students fun in learning English. However, there are many problems arise during teaching learning process because English is a foreign language, and the students seldom use it outside class to study or practice it. One of the problems is that the students are less motivated and difficult to understand English. The other problems are the methods or techniques and media used to present the material. They are not suitable with the students’ condition. These problems make the students’ lack of motivation in learning English. This condition makes the class noisy and boring. Therefore, the teacher has to be creative in making the student interested in learning and understand English easily. The teacher needs something different to make students interested in which it can motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices then and shows appreciation for what they are doing. There are many occasions when form of presentation and explanation is the best way to bring new words into the classroom. Teacher can use pictures to teach the students. Pictures can be board

drawings, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual presentation. Picture can be used to explain the meaning of vocabulary items (Jeremy, 1991: 155). So, to motivate students, teachers need something new that can stimulate their curiosity. One technique and media for teaching English vocabulary is by using pictures. It can make students feel happy, not bored, raise motivation and stimulation of learning activities and even carry psychological effects on students in learning the English language. Therefore, teachers are required to have a range of skills that support the teaching. One of these skills is how teachers can use the instructional media.

When a learner learns the vocabulary in an effective way, he will be able to learn all other skills of the language effectively because vocabulary is the back bone of any language. A leading linguist and researcher Paul Nation (2001) notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." When a student learns the vocabulary of a language, he will be able to use the language as native like .As vocabulary is the very basic and integral part of a language so it is reasonable to say that if someone learns the words and their meanings then he will be able to learn the language properly. Lewis (1993) says "Lexis is the core or heart of language (P.89)."

In the case of English the importance of vocabulary is two-fold because English is an international language and the language of science and technology. This is the only way to communicate with the members of any other country. So vocabulary is the most important factor in learning a language. Conceptual study of vocabulary illuminates the minds of the learners and gives solid way to use their ideas according to their own understanding. As Steven Stahl (1985) says vocabulary must be taught in this way that describes the world and surroundings of the learning with real and refine colors. A strong vocabulary program is one that goes beyond the

teaching of individual word meanings. The purpose of a strong vocabulary strand is to provide students with a solid foundation for participating fully in their school experiences. It is the conceptual system that has a pivotal role in our everyday life. The conceptual system is the way through which learners can learn and understand the actual thing it can be a word meaning and their contexts in which these words are used.

In Pakistan English language is considered as foreign language and in many institutes as second language so it is very important for the learners to learn English vocabulary because language and vocabulary are the two sides of a coin. As Rivers and Nunan (1991) say that the acquisition of sufficient vocabulary is crucial for a successful second language use. Many other linguists are of the view that vocabulary is essential for learning a language. Being an international language, English language and its vocabulary have more importance than any other language in education field. So in the present research work, the researcher is going to find out the effects of flashcards on students vocabulary. As the recent study is related to vocabulary and pictures and the researcher did his best for defining the vocabulary with the help of different writer's definitions of vocabulary. Since the focus of this study is on effective vocabulary teaching strategies employed by teachers in the classroom. Stahl (cited in Taylor, 1990) found that vocabulary instruction directly improves comprehension. He points out that, as the difficulty of words in a text increases, understanding of the text decreases; therefore it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts. He also states that we use academic vocabulary to communicate to the world what we know. Individuals who can express themselves precisely with appropriate language are more likely to make a positive impression on their employers, colleagues and clients (Cummins cited in Herrel, 2004). McKeon (cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs,

increases our chances that our needs are fulfilled and enables us to understand the needs of others. Furthermore, vocabulary is positively related to higher-status occupations (Marzano, 2004, as cited in Zwiers, 2008). Language is something we use. Language is a skill subject and the basis of language is practice. English is a foreign language for us but its importance can never be denied. Communication is an art. It is not important what we say, the most important is how we say and how we communicate with people. Teacher has great importance to make his students proficient in English language skills. A teacher can play a significant and positive role in this regard. So he should have command over his subject and possess a great deal of knowledge.

2.2 TEACHING CONDITION OF ENGLISH IN PAKISTAN

It is apparent that the status of English in Pakistan is very important. Pakistan is a country where more than one languages use to communicate in which English and Urdu are languages which are taught as compulsory subjects. But English used its more usefulness as an official language. So, it has much importance. It is the only way through which we can make progress by getting skills in the scientific, technological, agricultural and literary fields. It is the way which opens the door of our ever increasing storehouse of knowledge.

It is true that English language has status in Pakistan as foreign language in general and second language in educational field especially at higher level. In fact English language is a compulsory subject in Pakistani's educational system, so the importance of English is a fact which cannot be denied. As Talat (2002) says English "Had always been used for official work" (p.7). So it is necessary to get proficiency in English language if someone is a business man or working in a government sector. Now a day's business is not limited in its range. Every person can connect foreign countries business men with the help of internet. So there is need of proficient English with clear and conceptual knowledge for making conversation with other countries businessmen.

Proper use and proper concepts about English language are helpful for the success in academic and professional carrier. Because the fact is that in government sector English is an official language and in private sector it is considered as the key of brilliancy and success. So vocabulary is very important for educational and professional proficiency. Researcher in this research uses the frame work of David Ausubel's (1968) theory of assimilation for meaningful learning.

But teaching condition of English in our country is very poor. The traditional English teaching method apply in Pakistani school. Majority of our teachers stress cramming strategy. They do not focus their attention on the importance of enhancing communication skills in their students. Their only aim is to make their students able to pass the examination.

English is taught in our institutions as a compulsory subject. Despite of it Pakistani learners don't know how to speak or write accurate English as they are weak in English.

We can control this issue if we shall take some useful steps at school level to develop language foundation. So, it is an essential to give a suitable atmosphere both for teachers and students. If any nation wants to make development their focus should be on the language in their educational system, or it would be a suicidal struggle towards knowledge (Jones Hawley, 1977).

2.3 THE NATURE OF VOCABULARY

Vocabulary is related to language, if language is family then words are the members of this family, if Language is a building then words are the bricks of this building if language is a tree then words are the roots and leaf of this tree. So we can say that language and vocabulary are intermingled. According to Richard, "vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (2001:4)."

According to Hornby, "vocabulary is total number of words which (with rules for combining them) make up a language (1974: 959)." Webster (1993: 327) said that vocabulary is "A list of group of words and phrases, usually in alphabetical order." From the definitions above, the

writer concludes that vocabulary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings.

According to Oxford advance learners English dictionary (2005) “Vocabulary is the list of words with their meaning especially in a book for learning a foreign language.” Vocabulary plays a vital role in every language learning process and in the same way in teaching English as a foreign language and teaching English as a second language. It is the knowledge of words and their meanings. The knowledge of vocabulary is not only the words and their meanings but it tells the learner how to use the words in a specific society in which the language is belong to. Sometimes a valid and correct word is considered unacceptable if it is out of context here conceptual system of learning vocabulary is effective because it tells how, where use the word. As Steven Stahl (2005,P.95) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world". Vocabulary is wide in its field that's the reason it is more than to dictionary use. At the early years of school vocabulary learning process should be more constructive because vocabulary knowledge is the back bone of reading comprehension. When learner learns the vocabulary in the school years then learner will be able to use the language fluently. And learners will be good in all skills of language. Sufficient knowledge of vocabulary plays vital role in the academic success of the student because vocabulary is something which has same importance in reading comprehension, writing and speaking.

As Becker, 1977; Anderson & Nagy, (1990) say “Vocabulary is crucial for success at school commonly but vocabulary knowledge is most important in reading comprehension”. Vocabulary can be learned through vivid instructions about words meanings, their concepts and specific context in reading comprehension. It is necessary to give vivid instructions while teaching

vocabulary it makes easier learning process clear instructions tell students what the teacher demands to the students and students give positive response. As according to the National Reading Panel (2000) “Clear instructions of vocabulary are very useful”. Students should be taught vocabulary through pictures which are very helpful in solving the meanings of words which have some complexity in their meanings and background. Picture is very effective in learning new words, after knowing the concept of new words students will use new words confidently .There are many ways to teach vocabulary any technique of teaching vocabulary can be used but it makes sure that concepts should be clear about the vocabulary words, because clear concepts will make the use of words easy.

Vocabulary is related to language, if language is family then words are the members of this family, if Language is a building then words are the bricks of this building if language is a tree then words are the roots and leaf of this tree. So we can say that language and vocabulary are intermingled. According to Hornby, vocabulary is total number of words which (with rules for combining them) make up a language (1974: 959). Webster (1993: 327) said that vocabulary is “A list of group of words and phrases, usually in alphabetical order.” From the definitions above, the researcher concludes that vocabulary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings.

Kinds of Vocabulary

Verges (1990) divided vocabulary into two kinds:

- (i) Active vocabulary
- (ii) Passive vocabulary

I. Active Vocabulary

There are some words which are correctly used by language users in their speech and writing. These are common and familiar words (Verges, 1990).

II. Passive Vocabulary

Verges (1990) defines that there are some words which are in print or in speech that seem unfamiliar. The learner has to recognize these words.

Vocabulary teaching needs to be presented in a classroom attractively. Repetition and drills are useful for familiarizing students quickly with a specific structure or formulaic expression (Doff, 1990). Teachers need various aids or suitable media to improve this process. Pictures are one of suitable media in teaching vocabulary. As (Wright, 1989) stated that picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. Furthermore, studies show that foreign words are learned more easily when associated with actual objects or a corresponding picture, or imagery techniques, or translation (Plass, Chun, & Leutner, 1998). It stands to reason that pictures are motivating and draw learners' attention, (Wright, 1990).

Many people have worked in vocabulary development. As mentioned by Burg (1998) in vocabulary building the problem is not, much finding new words, even finding out what they mean, the problem is to remember, then to fix them permanently in the learner's mind. This quality of vocabulary can be achieved only by using visual material in the class room. Majid (2000) argued that different visual materials are used in teaching vocabulary. So the main focus of this study remained on teaching vocabulary with the help of visual materials.

As Beck, I. L., McKeown, M. G., & Kucan, L. (2002) state that to build up learner's vocabulary explicit words directions must be strong, clear and definite instructions are helpful in learning process. To learn the vocabulary effectively it is necessary to learn the meaning of the word with concept in order students will be able to use the word in different ways. Many writers work on concepts but not any single writer have work on this specific topic which the researcher select for this very study. Frame work which is used for this research work is David Ausubel's theory of assimilation for meaningful learning receptive learning (1968). There are two types of concepts,

abstract concept and concrete concepts. So concepts are very important either these are abstract or concrete. Either these concepts are related to the field of language, science, arts or technology the importance of concepts is twofold because concepts clear the whole scenario of a society and country in which they developed. Conceptual knowledge about the language is important for the learner because after learning the concepts learners will be able to use the language as according to their need and connivance.

According to the Nation (2001) concepts of the words allow the learners to get understanding about the variety of contexts, meaning, and reference. Once a learner learns the word with the help of concept then learner will be able to use the word in more than one situation. Because conceptual knowledge gives complete understanding .After learning the conceptual knowledge of word students will be able to learn the word and its meaning for long terms. Conceptual learning is based on the understanding and knowledge that is why this type of learning is more long lasting and effective. Learning which is based on just drill and repetition of the words meanings is not long lasting because students get knowledge not understanding in this type of learning process. According to Stahl (2005) students possibly have to perceive a word more than one time to put it confidently in their long-term memories. This does not mean more repetition or drilling of the word, but considering the word in diverse and numerous contexts. It is clear about vocabulary learning that conceptual knowledge is crucial for the student's language progress. When learners do not have conceptual knowledge about a word which the learner has learnt, in this situation the language learner does not have different exposure about the target word. Then the learner is bound to use the word only in the situation and in the same context in which the learner has learnt the very word. And in this situation the learner has no option to use the word as the learner needed according to the situation. On the other hand if a learner has conceptual

knowledge of the target language's vocabulary then the learner will be able to use the target language's vocabulary in different contexts and in different situations confidently.

As Beck et al., (2002) it is fine for the vocabulary learners to learn concepts of the target language vocabulary words, pictures offer chance to language learners to use words in various contexts. When students use words in multiple contexts their vocabulary learning process becomes more effective than isolated vocabulary words practice. With the help of above references of the linguists and educationists researcher come to know that vocabulary is not mere a list of words. But in formal educational system it is common to learn the vocabulary words and their meanings without knowing and getting understanding about the background of the word. Especially in Pakistani educational institutes English language learners learn the list of vocabulary words by heart and their work is ended. This practice is not useful in their later period of time as time passes their vocabulary becomes less, and they cannot use English language in their routine life. As language and its vocabulary are related and intermingled. Every language has its specific features which are very important for the language learners especially for the second language learners. No language can be translated exactly, language and its meaning cannot be conveyed with the help of translation because every language has specific things which another language do not have exactly. So for learning the proper knowledge of a language it is necessary for a learner to learn the contextual, conceptual and actual meaning of the target language vocabulary.

According to the National Reading Panel, (2000) "See vocabulary in specific setting given by reliable text instead of words list repetition offers strong vocabulary knowledge". When students learn vocabulary by concept they easily learn the synonyms, conceptual knowledge helps students to use words in different sentences and students use the synonyms easily which

enhances vocabulary knowledge. Students learn vocabulary effectively through concepts, through this way students enable to use words in different contexts when students use words often their vocabulary proves more sustainable and they use words properly in different sentences. Students who have conceptual knowledge of vocabulary words this knowledge enables the learner to understand the given situation and helps to choose the proper language according to the situation. Language is more than just to use, it is to speak proper words at proper place and proper time. Conceptual knowledge tells the learner how to use the proper word at proper place and time. Vocabulary teaching needs to be presented in a classroom attractively. Repetition and drills are useful for familiarizing students quickly with a specific structure or formulaic expression (Doff, 1990). Teachers need various aids or suitable media to improve this process. Pictures are one of suitable media in teaching vocabulary. As (Wright, 1989) stated that picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. Furthermore, studies show that foreign words are learned more easily when associated with actual objects or a corresponding picture, or imagery techniques, or translation (Plass, Chun, & Leutner, 1998). It stands to reason that pictures are motivating and draw learners' attention, (Wright, 1990).

Different words in a specific language have specific context or background in which a language is developed so the contextual meanings are very important. Every society gives its own meanings to the language so when a learner learns a language and its vocabulary it is necessary for the learner to learn the actual meaning and contextual meanings of the words here concepts help the learner to learn the vocabulary effectively. In fact language learning is a long process it does not matter what type of language is going to be learnt. Being an international language, English language is taught in Pakistan as a compulsory subject but in spite of studying English

language within the whole academic period of time our students do not able to speak English language without hesitation.

Fairbanks (1986) says that to learn the vocabulary effectively it is necessary to learn the meanings of the words with concept in order students will be able to use the words in different ways. According to the Nation (2001) the concept of the word allows to realize the diversity of contexts, meaning, and reference. So conceptual knowledge is useful for understanding the various aspects of target language vocabulary, as vocabulary words are not words and their mere translation. Effective vocabulary instruction consists of providing numerous encounters with words and concepts across a variety of contexts. Students should be thought through specific and clear vocabulary instructions. Through the conceptual learning students will be able to learn more concepts because one concept is inter linked to other concept. Harmon, J.M., Hedrick, W.B., & Wood, K.D. (2005) say that therefore learners have need of a comprehensive understanding of content vocabulary, as these words are labels of fundamental concepts. Maintenance of this vocabulary and their meanings is important in order to study more concepts as concepts represent class of objects this is why concepts are important. Because with learning a single concept learner will be able to understand the whole class from which the concept is relate. After learning the words meanings with pictures students will be able to understand the contexts in which the specific word will be used. Students get clarity through concepts in vocabulary learning process. Stahl (1986(p.74) says contextual knowledge as “knowledge of a core concept and how that knowledge is realized in different contexts”. Stahl (1983, 1985) describes that there are three ways to learn a word and in order to truly understand its meaning one of them is the conceptual study of the word.

Vocabulary is very important in pre-school years because if students are better in vocabulary they will be better in reading comprehension and this importance of vocabulary increases as learners enter in higher level. Vocabulary plays important role in speaking skills also. (Graves 2006) says that vocabulary is the main element for the speaking skill and vocabulary is crucial in reading comprehension also and in the primary levels vocabulary is the best interpreter of reading comprehension. Students when learn solid vocabulary in their earlier years of schooling then learners will use this vocabulary confidently because learners make use of this vocabulary in their daily routine life and this vocabulary becomes part of their long term memory. When students learn the word with the help of conceptualization then their mental framework conceive the more solid information about the specific word after this they will be able to know the meaning and use of this word. (Baumann, Kame'enui, & Ash, 2003) say form, meaning and use are the crucial parts of concept. As we all know that vocabulary is something more than just the list of words and their meanings, proper understanding about a word enables the learner to use the word in the relevant situation, according to the context, norms of the society and with the meaning according to the demand of the situation.

It is true to say that meaningful learning is very important and learning is something more than from rote memorization. David Paul Ausabel (2000, p.1) says 'Meaningful reception learning primary involves the acquisition of new meanings from presented learning material' It is reasonable to say that rote learning is not as effective as conceptual learning because when a student learns a meaning of a word without its concept he will not be able to use the synonym of the word .when a student or a learner will learn the concept of the word he will be able to use the very word in different situations. David Paul Ausabel (2000,p.3) says, "Rote learning tasks, of course, are not mastered in a cognitive vacuum". English language and vocabulary is very

important in the perspective of Pakistani educational language system because it is the language of science and technology and the language of official use that is why the importance of English language and vocabulary is twofold in the perspective of Pakistani situation. The importance of English vocabulary is clear and crucial in academic and the official use. According to Malik "It is the language of government, business technology and law in Pakistan (Malik, 1996, p.11).

Classroom environment which is rigid, suppresses student's qualities and creativity and teacher acts as a strict master not a friend or facilitator. This type of classroom environment makes students imitative not creative. Strategies which based on conceptualization are helpful for getting better knowledge and gives confidence to students. Students can realize about difficulties which they face in learning a foreign language. As Jensen, (2000) says that conceptual learning takes place in suitable and helpful teaching learning environment. In the same way Novik & Gowin (1984) say that emotions and feeling are the crucial factors in learning process because every individual have different feelings during an activity and this is important for memory making and recalling of knowledge and this changes the meaning of experience. Students show more interest when they find a chance to use their previous knowledge in new context. Students show more confidence after learning concepts with the help of conceptualization they enable to use the words in new contexts confidently. While during activities students get more understanding and confidence because during activities they interact with one another and with the help of discussion they can clear their confusion or ambiguity about any concept. Meaningful learning enhances confidence of the learner and learner unconsciously feels the worth of this confidence. As Ahmad Bilal Cheema (2013) says that the significance which a learner feels during the meaningful learning this gives confidence to the student to conceive the concepts.

Graves (2006) says that students get little knowledge as the learner come across the word in single context as learner meets the word in different contexts learner learns more and more about this word. Learners feel confidence after knowing about the conceptual meanings of words and this confidence gives depth of learner's thoughts. Learners will be able to learn the words and meanings deeply and can use in multiple situations and contexts and this usage give actual understanding about a language. Vocabulary is crucial for the educational success and it is very useful for reading comprehension, students cannot learn the words and meanings of a second language until learners come to know the most meaning of the text which they want to learn.

According to the National Reading Panel (NRP, 2000) "Readers cannot understand text without knowing what most of the words mean". Native speakers also need to clear the conceptual problems while learning mother tongue then how is it possible that second language learners do not need to clarify the concepts which are related to a target language. So vocabulary, language and concepts are intermingled because every language is based on hundreds of different historical events, this is why every languages has different conceptual problems. In the same way different languages are influenced by different civilizations from which the language belongs to. Vocabulary teacher must know that which words are important in a text, teacher should describe the words which are connecting words and tell the learners that these words have not conceptual meaning but with the help of connecting words we make meaningful sentences. Teacher of a second language must teach words which are more useful for the learners and which can be used in different situations. Beck, McKeown, & Kucan, (2002) say that those words must be considered vocabulary words which can be used in different contexts. Vocabulary words which can be used in different contexts enables language learners to get more understanding about second language. Because knowledge adds each time when language learners use these words in

new situation, in this way vocabulary knowledge and understanding about a language enhances. It is necessary for the language learners and teachers, firstly to know and understand the relevant language problems and must clear the concepts which are related to a specific language in order teachers can teach and learners can learn solid knowledge.

Stahl and Kapinus (2001) say that when learners learn a word, and learn the coherent relationship with other words and definition of a word, learners should also learn how the word can be used in different contexts. For learning the conceptual and logical knowledge of a language active role of students is necessary, in order learners can understand and think about the word and concepts freely. When learners are actively involved in teaching learning process then learner's ability of capturing knowledge increases because when learner's role is active in classroom obviously it means there is positive learning environment and there is no suppression and fare. When teacher creates good atmosphere in a classroom and in a positive way teacher ask about words and their meanings, this positive attitude permits students to show their full strength and energy for understanding new vocabulary words. Ard and Beverly (2004) researched that when teacher raise question or make remark on vocabulary words, this process makes the vocabulary learning more solid and clarify the meaning of new words. Constructivism is a learning theory which describes the nature and basis of knowledge and the procedure of human learning. Constructivism is based on the learning theory which is presented by Jean Piaget is known as genetic epistemology, this theory describes how one concept is helpful in learning a new concept.

2.4 IMPORTANCE OF LEARNING VOCABULARY

Vocabulary learning has often had a pivotal role in native language learning or foreign language learning. It is believed that the number of vocabulary items an author uses in his/her works is the clear indicator of his/her genius; this is why, Shakespeare, who used more than forty thousand different lexical items in his works, besides other factors, is accepted a genius in literature.

One of the reasons why foreign language learners should pay special attention to the learning of vocabulary is that in any language the written form of the language uses much more vocabulary than that of the spoken version. Undoubtedly, books written by scholars exhibit thousands of vocabulary, which will make it difficult for the learner to understand the text. One of the first things waiting for the foreign language learner is to come over the vocabulary hurdles s/he is to encounter in the books. Besides, lexical competence is also of major importance in communicative competence, which is a term which gained popularity with the advent of communicative language learning. Before the eighties teaching vocabulary was not one of the primary goals of the textbooks having structural syllabus. Since mastery of the structures was the primary goal, the textbooks before the eighties contained very limited vocabulary items (Haskell, 1980; Nunan, 1998). During the recent years, however thanks to the myriads of research in EFL, ESL, and language acquisition; teaching of vocabulary has gained importance and “the prominent role of vocabulary knowledge in EFL learning has been increasingly recognized” (Amer, 2002). Although John Haskell (1980) suggested we drop the term teaching vocabulary in favor presenting vocabulary, and present vocabulary in context, he did not elaborate on his idea in detail; he sufficed to advise not to put the words on board by definition, either in the first or the target language and to skip or guess or seldom look up a new word just as the native speakers do. Compared with the sophisticated ideas of our age Haskell’s ideas were really naive. Nowadays, researchers and experts in ELT offer a wide range of techniques and strategies to acquire new vocabulary. The importance of teaching or learning new vocabulary has often been emphasized in the context of reading. F. Özden Ekmekçi (2001) in the introduction to her *Vocabuilder* highlights that the ability of reading comprehension could be improved if students have adequate help with their vocabulary study. It often happens that when learners are reading a

passage they come across several unfamiliar words. Therefore, one of the objectives of second or foreign language teaching becomes the teaching of word formation processes. Actually, despite our concern in teaching vocabulary after the eighties, the studies on vocabulary teaching and vocabulary selection goes as far as to Michael Philip West (1888-1973), who was a pioneer in work on vocabulary selection. As early as in the 1920s West offered two ways of improving reading texts in order to help the children to learn more easily. Firstly, West advocated using common words instead of old-fashioned literary words to make reading easier for children in Bengal, where he was carrying on a project which was written up in a short report titled *Bilingualism (with special reference to Bengal)*. Actually, while carrying on researches on vocabulary teaching, West specified a “Minimum Adequate Vocabulary” for basic courses in English. His second principle, the principle of readability, could be called a lexical distribution principle. According to this principle the overall number of words in a text should be decreased. When too many new words are packed closely together and every sentence contains a new item it becomes very difficult and therefore frustrating for teachers and students to teach and to learn (Howatt, 1984). In 1960 West published a list of 1,200 words which, he thought, was the minimum adequate speech vocabulary. He thought using the words appeared in the list, learners of English could express practically any idea they wanted to (Nunan, 1988). So what happened so that the high status of vocabulary study and vocabulary teaching lost its prominence after West? Decarrico (2001) attributes this status loss of vocabulary to American linguistic theories that were dominant throughout the 1940s, 1950s, and 1960s. According to Decarrico, Charles Fries, who believed that grammar should be the starting point of language learning and learning was a matter of habit formation, caused the decrease in vocabulary study with his influential book *Teaching and Learning English as a Foreign Language*. It is always to be remembered that

the teaching of vocabulary was neglected during the 1950s and 1960s because audio-lingualism, the method of Charles Fries, with its emphasis on grammar and habit formation process, had a dominant influence on methodology.

The need to acquire a large vocabulary affected even grammarians. So much so that unlike the grammar text books of the past, new books focusing on both grammar and vocabulary have gained popularity. Richard Side's and Guy Wellman's (1999) *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, for example, provide ample of vocabulary exercises to the students. Actually in each unit of the book- there are six or seven sections in each unit-two sections are dedicated to vocabulary. The book "focuses on areas of vocabulary that are useful in a wide range of situations, e.g. agreeing and disagreeing, frequency, problems and solutions, starting and ending, etc," (Side and Wellman, 1999). Another vocabulary focus of the book is collocations; since vocabulary knowledge involves not only knowing the meaning of a word but also knowing the words that mostly co-occur with it. The lack of L2 collocational knowledge leads to irregularities, which will immediately mark the learner's speech or writing as deviant or cause others make laugh at the learner. Native speakers, for example, talk about "fading hopes" (disappearing hopes) or "growing fears" (not increasing fears). Yet, still in our age principles like West's are applied to selection and grading of vocabulary items in language teaching. Now, we will continue explaining some of these principles.

According to, Schmitt, N. (2008) when learners have an adequate vocabulary, they have a better chance of expressing their opinions when they are learning a language different from their mother tongue. He is of the view that the mastery of a second language is pending on how many words the individual identifies. Learning vocabulary is vital in any foreign language, adequacy of new words in a foreign language inspire learners to communicate in the target language.

Alqahtani, M. (2015) Moghadam, S. H., Zainal, Z. & Ghaderpour, M. (2012). Weak vocabulary leads to little proficiency skills in foreign language. This is stated in the studies of Amir yousefi, M. (2015) Ghazal, L. (2007) all reported that vocabulary knowledge is essential for second language learners and that lack of vocabulary skills is among the factors affecting students English proficiency skills. Several factors have been identified to be affecting elementary level students' English academic achievements. The interference of the L1 in learning English has greatly affected student's proficiency in the second language. In primary schools, many English teachers communicate in the first language when teaching the target language; this factor has resulted to learners low proficiency skills in English making it difficult for the learners to communicate in the target language. According to Oluwole, D. A. (2008) Umar, T., & Usman, R. (2014): Using mother tongue in the school as the medium of instruction contributes towards learners poor English proficiency skills. To strengthen learners English proficiency skills. Therefore, they suggested the use of the target language as the language of instruction both in the class and after the lesson, with this; both parties (teachers and learners) English proficiency skills will be enhanced and qualified language teachers should be employed in teaching the English language. Limited use of teaching aids when teaching English is another factor influencing student's poor performance in English. This is supported by many studies where it was found out that the poor performance of learners in English is as a result of teachers frequently using textbooks in their lesson always, and when teaching aids are used, they are not adequately provided in the lesson. They emphasized on using teaching aids or improvising teaching aids when teaching English as the solution to learners' little English proficiency skills. Alphonsus, A.A, & Bola, A. (2013) Musa, N.C., Lie, K.Y., & Azman, H.(2012). Additionally, teacher's method of teaching is another factor promoting students' little proficiency skills in English. Studies have shown that the use of the traditional method in teaching English is among the factors hindering students' academic achievement in English. Studies such as,

Adelabu, B., & Matthias, N. (2013) Usman, J., & Mustafa, L. J. (2014) all found the improper method used by teachers to be one of the challenges of effective language teaching.

2.5 ROLE OF AV. AIDS IN VOCABULARY DEVELOPMENT

Visual materials are very important in language teaching learning process. There is variety of visual material, but pictures are a very important source. The use of pictures is a very important source of teaching the vocabulary of a foreign language. The use of pictures has a very vast historical background. In fact, they are a natural source of teaching, and human beings have been relying on them since their creation. Pictures are the realistic representation of the objective being presented. In this way, the use of pictures in teaching of vocabulary provides realistic basis for teaching learning process. The importance of pictures cannot be denied in any field and level of teaching. The use of pictures is very effective in teaching vocabulary of a foreign language. Language is formed on the patterns of geographical, cultural and social phenomena of society, speaking a specific dialect. It is the reflection of their geographical, physical, cultural and social environment. Their ancestors transfer it to generations. Children have a biologically set program for learning any language but not the specific language. Their minds are blank slates at their birth. Their needs are specific to their environment and surroundings. Vocabulary is the representation of the objects in environment. Their surroundings provide background to learn the vocabulary of the language to which they are exposed. The base of this process is original representation of the objects, which are stored in the children's minds as pictures. This pictorial representation makes and provides basis for the further process of learning. A primary reader includes pictures illustrating every new and review word to be read. In countless ways, teachers put pictures to word for them, stimulating and teaching the students in the classrooms. Pictures today are a most important medium of communication than ever before. Magazines, travel brochures, government publications, business and industry reports, newspapers, and audio-visual

centers are rich and easy sources of pictures material. Beginning here are pictures a teacher could easily gather on a single topic. Economy, quality and endless variety are principal advantages of flat pictures obtained from such sources, must of course, be carefully selected. Representation of the native phenomena is very difficult. Realia plays very important role in such circumstances. However, there is need of going outside the classroom or school. Different pictures of the objects are very easy to bring in the classroom. About the practical use and easy portability of pictures in the classroom, Wright (1976) says; “A picture of an object is usually easier to bring into the classroom than the object itself, for example a bus or an elephant”

In these words, he describes clearly that the pictures are an appropriate alternative for the real things. Presentations of different pictures of a single object, in the classroom provide a natural and original perception of the object. In such a way, the use of pictures is very appropriate, useful and effective for teaching of vocabulary.

Addition of pictures in textbooks is a very useful technique but they cannot be added on a large scale and cannot provide variety of examples. Pictures can be collected from different sources, e.g. newspapers, magazines, books and different commercial brochures. They can be prepared easily. Different models of different things are also available. They can be drawn on the blackboard and sheets of papers. They can be used in teaching of different skills through methods. They enhance the effectiveness of different kinds of activities of the teaching process. The element of context of the pictures is very important for teaching. The pictures collected from different sources and used in teaching process can be very helpful in providing the learners with the context of the vocabulary items of the language. They provide the students with the shared knowledge of their past experience of the use of different pictures of real objects. Eliason M.S. & Jenkins, M.S. (1986) explain the contextual and shared knowledge of the students and say;

“Everything you’ve seen and heard, smelled and tasted and touched has helped you know what the world around you is like”

The element of personal experience plays vital role in learning and pictures provide scope for experience learning. When we go to the situation of beginners or of the primary level, and consider the teaching of vocabulary of a foreign language, the involvement and usefulness of pictures becomes necessary and important. It is because, the children are more interested in pictures. They develop a direct conceptual entity of the object presented in their minds. They view it according to their own conceptual angles. In this way, learning becomes development based. There remains little need of verbalism because verbalism causes ineffective learning.

Eliason (1981) lays special interest on the effectiveness of pictures for teaching beginners and says, “Language develops in young children as a result of their ability to form and imagine symbols or words, and also because of their need to communicate with people around them.” In such a way children learn through the use of their senses, e.g. sight and hearing. Their personal experience with different objects presented in pictures plays very effective role. They can relate their experience with the pictures in new context and situation. They proceed from easy to difficult in the process of learning.

The skill of proper selection and arrangement of pictures for teaching vocabulary is integral and necessary component of teaching vocabulary of the lesson. The factors of age, sex and background knowledge of the topic being taught are interrelated with the adaptation of the pictures for teaching vocabulary. The use of pictures follows a sequence and procedure. They must be selected or prepared according to different aspects, e.g. appeal, relevance, recognition, size and clarity. Mueen (1992) stresses these features of the pictures in the form of following point and says; “Before selecting apt teaching aids, the following factors should be considered, in regard to each separate kind of such ends:

- a) **Appeal**- They should capture the interest and imagination of the class members.
- b) **Relevance**- They should be appropriate to the purpose of the lesson.
- c) **Recognition**- They should be within the student's knowledge and cultural understanding.
- d) **Size**- They should be large enough to be seen clearly by all the students.
- e) **Clarity**- They should show relevant detail through strong outlines and contrast in tone and color.”

Proper selection and arrangement of pictures is a necessary feature of progressive teaching and learning process. They must have an order and relevance to the topics, which are interesting for the students. Appropriateness of selection and arrangement of pictures inspires and stimulates the learners for learning. Wright (1976) says about the proper arrangement and use of pictures, “Pictures taken from different sources and juxtaposed can stimulate strong personal reaction.”

The point of juxtaposition is very important. The user must have proper knowledge, efficiency and techniques of the use of the pictures. Such a situation deals with hierarchy, size arrangement, and color of the pictures being presented. The procedure of advancing from easy to difficult and known to unknown is a sequence has prior importance. The factors of age, ability and background knowledge, or context play a vital role. Children learn with their senses and the senses of sight and hearing play a vital role.

The proper selection, planning and use of pictures help the teacher to in teaching different learning skills, e.g. listening, speaking, reading and writing. The four skills of learning or teaching are integrated and not separate. They overlap one another in the process of teaching and learning. We cannot separate them from one another completely. They are inter-related and interconnected. Writing about their linking and integration of the four skills, Lundsteen (1989) says; “Listening, Speaking, Reading and Writing are more like strands in a web than like four peas in the pond. You touch one strand of language experience and the whole thing vibrates and responds.”

They are interdependent and interlinked. One can listen if there is no speaking, in the same way one cannot read if there is no writing. During the process of a lesson teaching, the appropriate picture stimulates the active interest of children. Usually a lesson is taught in four different stages of a lesson teaching. The pictures can be used at any stage of a lesson teaching. The pictures can be used at any stage of teaching vocabulary of the lesson, e.g. preparation, presentation, practice and production. The matter of effectiveness of a picture depends upon the systematic and rhythmic procedure and interlinking of different activities throughout the teaching process of a lesson. Wright (1989) says about the role of teacher in relation to teaching a foreign language, “Many language teachers are as concerned to help their students to develop their ability and to relate to others, as they are to help them to develop their ability to use the foreign language.”

When teaching a lesson, the use of pictures provides the teacher a full opportunity to rely on the application of Direct Method of teaching. The pictures build a direct association of the object being taught and there is little need of providing alternatives by the help of Grammar Translation Method. The teaching learning procedure advances in the target language, e.g. very young children regard the picture of a dog or of a doll as real things. Although their interest may jump quickly to something else for a few moments yet they concentrate on a picture in the same way, as they do for a person or an object. They soon realize that four – footed animals in picture are not all dogs but are as different as the real four footed animals they see at the zoo or on the farm. Within a few short years before they enter school, most children learn to distinguish a sheep from a dog or donkey from a pony. Some children read this difference from a picture without ever seeing an actual sheep or a real donkey. Wright (1976) advocates the association of pictures with the direct method of teaching vocabulary of a foreign language in the words; “Pictures have

always been associated with the Direct Method of teaching foreign language....a picture of an object is usually easier to bring into the classroom than the object itself, for example a bus or an elephant.”

Pictures can be used to teach all kinds of vocabulary items, e.g. nouns, verbs, adjectives, pronouns, prepositions, conjunctions and interjections. There are different kinds of pictures available, e.g. still pictures, motion pictures, pictures showing sentiments and moods, pictures showing contrast and comparison, pictures showing size, weight, height, length, wideness and depth. Pictures can also be used with the help of illustrations. Students can also be involved in the process of preparing pictures of different objects. The pictures prepared by the students through the process of group – work and pair work are used for creativity and stimulating the students for further learning and teaching procedure. Pictures help the students to predict, deduce and infer with the help of their background knowledge of the objects used in the group pictures of singular pictures. Group pictures are very useful for creativity and activity of prediction, deduction and inference. Eliason, M.S. & Jenkins, M.S. (1986) stress on the need of proper use of pictures in the teaching process of vocabulary to the beginners in the words; “We predict, deduce, and infer, not only from what we hear and read but from what we see around us and from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experience and we must help our students to cope with them.”

Many language teachers are as concerned to help their students to develop as people and in their ability to relate to others, as they are to help them to develop their ability to use the foreign language. Language teachers have a role as communication teachers and indeed, as teachers in the broadest sense. It is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. The resources must include pictures. After all verbal language is the only part of the way we usually

get meaning from contexts. Things we see play an enormous part in affecting us and giving us information. We predict, deduce and infer, not only from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experience we must help our students to cope with. Contextual situation of comparison and contrast play a very important role in teaching vocabulary or any other item of a language. The new language is most likely to be understood if it is essential to the context in which it is introduced. The students' thinking is also directed towards a specific meaning if a situation chosen, in which the new language can be contrasted with its opposite. If we want to teach, 'thin' it is helpful to teach 'fat' at the same time, or 'can' and 'can't' at the same time. The qualities are emphasized through contrast. Another way of directing the students' thinking is to show several or even many examples of pictures illustrating the new teaching point. This method may be essential when the meaning of the new item is not apparent is a single example or when it is impossible to give an opposite, which would make the meaning clear. Sometimes it is not possible to have more than one picture to illustrate a concept, which is very much part of or the result of a previous event. One also becomes conscious of the many different aspects of the pictures, which, are 'read' by the people who see them. For the teacher a quick sampling of course materials by a few students will give him a considerable insight into the difficulties they may have in interpreting the pictures in the intended way. Wright (1976) advocates the pictorial presentation of comparisons and contrasts and says, "The students' thinking is also directed towards a specific meaning if a situation is chosen in which the new language can be contrasted with its opposite. If we want to teach 'thin' it is helpful to teach 'fat' at the same time, or 'can' or 'can't' at the same time. The qualities are emphasized."

Literature relating, teaching and learning English Vocabulary shows special importance of the use of audio-visual aids and especially of the pictures. From the review of the related literature, we conclude that to non-native learners of vocabulary of English language, pictures play very important role. They can be used at any level, for any skill, in any subject, at any stage of teaching a lesson and to any age group. While discussing the main features of pictures and having view of the related literature, for the teaching of vocabulary of English Language to the students of primary level, we come to the following points that pictures are easy to prepare and organize. They provide a shared experience for students in class a common base that leads to a variety of language activities. They offer a common vocabulary and common language forms. A picture can be the basis for not just one task but many, ranging from mechanically controlled composition to the writing of original dialogues, letters, reports and essays. Pictures bring the outside world into the classroom in a vividly concrete way. A whole series of connected activities can be generated from one picture because everyone likes to look at pictures; their use in the classroom provides a stimulating focus for students' attention.

Pictures cause interest and motivation in students wanting to take part in activities and bring language to classroom in a sense of context of the language. They provide specific reference point or stimulus for learning and contain information for the reference of conversation and discussion. They vary the pace of the lesson and encourage the learners to lift their eyes from their books, making speech between students more natural. Pictures allow the teacher to talk less and to make the students to talk more, and increase students' participation. They enrich the classroom by bringing in topics from the outside world, which are made real and immediate. Pictures spotlight issues, providing a new dimension of dramatic realism.

Abstract ideas can be classified through visual; they make learning easy and more enjoyable, taking the students away from boredom of the textbook; make a communicative approach to language learning easier and more natural; integrate all the four language skill; are useful at any level and stage of learning vocabulary of English language. Pictures are innovative for both the teacher and the students and they provide variety at all levels of proficiency - from the beginner to the most advanced.

A resourceful English language teacher with an eclectic approach is desirable in English as a foreign language classroom. An eclectic approach is characterized as a pluralistic approach to language teaching because it involves the use of a variety of language learning activities. Rivers (1981) advocated an eclectic approach in which teachers draw upon techniques from a variety of methodologies. According to Carlos Yorio (1987) an eclectic view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. Language teachers use a variety of teaching aids to make classroom activities interesting and interactive. Teaching aids are important in the teaching-learning process. According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways.

Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher say that technology should assist the teacher in creating a collaborative learning environment. Capper (2003) points out that many teachers who have access to the technology will not use it because they do not have technical knowledge and are satisfied with their current approach to teaching. He says that these teachers either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology. An effective integration of teaching aids and methodology elevates the learning

environment. Koç (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Developments in technology gave scope for innovative practices in the classroom. Technical advances in the production of audio-visual aids for classroom use have been remarkable. Technological developments had a positive impact on language learning environment. Educational reforms for improving English language skills initiated by the Ministry of Higher Education elevated the classroom learning environment. Most of the classrooms were equipped with world class technological teaching aids for making classroom teaching-learning process interesting and resourceful. The availability of fine equipment and simple operational modes made it easier for the teachers to use these aids in the classroom. Electronic gadgets like Smartboards, LCD projectors and Digital Labs empowered teachers to make the teaching-learning process interactive and interesting. The English curriculum at undergraduate level also recommends the use of audio-visual aids for effective classroom instruction. Activities related to listening and speaking skills require audio-visual aids. It is the responsibility of the teacher to use audio-visual aids to make the teaching-learning process effective.

Ranasinghe and Leisher (2009) points out that technology can never replace the human mind, but it can help expand it. They opine that teaching students how to use technology as a tool help their learning. Effective use of these technological aids depends on teacher motivation, interest, and availability of resources, technical knowledge and students' response towards these audio-visual aids. According to Gilakjani (2011), the difficulties faced by EFL learners in classrooms are lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners' first language on English. Most of the EFL teachers are aware that native speakers' accent, rhythm and intonation used in the audio

materials pose a difficulty to the undergraduate students. In this context it is important to have an awareness of students' approach towards audio-visual aids and resources. An understanding of students' views on these teaching aids gives scope for necessary modifications in the classroom teaching-learning process for effective audio-visual enrichment. Since audio-visual resources are designed and introduced to improve the language proficiency of the students, an understanding of how these resources are effective in classroom learning environment would be beneficial while designing and integrating audio-visual resources with EFL textbooks.

2.6 IMPACT OF TECHNICAL AND NON-TECHNICAL AIDS IN ESL CLASSROOM

ESL textbooks used with technological and methodological developments are often viewed as an inspiration and motivation in classroom instruction. A close examination of these resources unfolds many issues in ESL teaching and learning contexts. A beginning level course in English as a foreign language gives importance to the specific skills of listening, speaking, reading and writing. These language specific skills are interlinked with sub-skills like note taking, note making, paragraph writing and conversational skills. A macro view of these language skills indicates that ESL teacher need to be less laborious in the classroom. According to Kerr (1996), integrating technology into classroom practice requires a shift in both teaching style and the teacher's vision of what classroom life is all about. He points out that teachers who have the expertise in technology and are enthusiastic about using it confront obstacles like overly packed curricula and crowded classrooms. Audio-visual aids are different types of tools that appeal to the sense of learning and vision and are used in classrooms for presentation of abstract information. However, a language teacher in an ESL classroom experience challenging situations with the communicational activities given in the prescribed ESL textbooks. A study conducted by Park and Bae Son (2009) investigated factors affecting English as a Foreign Language

teachers use of technological aids in the classroom in Korea. Findings of this study suggest that the quality of education does not depend on the use of technologies but depends exclusively on the quality of teachers. According to Park and Bae Son, the teachers who participated in this study are of the view that their positive attitude and continues attempt to introduce innovative technologies and teaching materials to the class enhances effective language learning instruction. This study reports that it is time-consuming for teachers to search for appropriate on-line ESL materials and integrate with textbooks to meet the levels and needs of students.

Findings of the study suggest that technical aids have a significant role in ESL classroom. A study conducted by Maniruzzaman and Rahman (2008) on the use of audio aids in the ESL class at the tertiary level in Bangladesh suggest that lack of teacher training, insufficiency of audio equipment and material, and the indifference of administration hamper the use of audio aids in the ESL class. They are of the opinion that a foreign language learner may feel uninterested or disappointed with ESL course materials when they find it unfamiliar, difficult, problematic, mechanical and unattractive. Classroom environment should stimulate creativity; develop positive interests, attitudes and values for effective learning. Tasks and activities should be aimed to build essential skills such as independent study and capacity to think and judge for oneself. According to Lam (2000), teachers' personal beliefs of the advantages of using technology for language teaching influence teachers' decision regarding technology use.

Jadal (2011) conducted a study on effectiveness of the audio- visual aids in teaching and learning of English at primary Level in Z.P Primary Schools of Solapur District, India. Findings of the study suggest that many English teachers were found unable to use audio-visual equipment and materials. These teachers were not fully aware of the various projected aids to be used in the classroom. A study conducted by Morris (2011) on using technology in the ESL classroom in

Saudi Arabia indicate that anxiety levels of students increase when they are asked to put away their computers and hand-in their cell phones. Morris says that students feel disconnected and focus more on the return of these important devices than they do on their language. He opines that computers, cellular phones, 4th generation smart phones, information search engines, and social networking sites are being used and accessed by more than half of the world's population. Morris points out that the world has changed with these new technologies and so must EFL teachers and the ESL classroom. Keene (2006) says that information from video materials require processing different modes of communication which include a visual, verbal, sounds and subtitles. He is of the view that these kinds of materials can be used in a multi-skills lesson to enhance learner interaction through productive and receptive skills. A study conducted by Park and Bae Son (2009) in the ESL classroom in Korea indicate that teachers have positive and favorable attitudes toward the use of the computers. According to the findings of the study, teachers in ESL classroom consider computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts.

However, constraints reported by the study relate to external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks. Dias (1999) argue that to make technology integral to their teaching, language teachers and their administrators must understand common barriers to technology integration and be prepared for the changes caused by technology integration. According to Dias, a fundamental challenge for ESL teachers is using technology to create innovative learning opportunities for students.

Language activities and tasks for language learning in the prescribed ESL textbooks can be a source of inspiration or frustration to the beginners of English. ESL teaching and learning

becomes monotonous when the language teachers are compelled to rely on the textbooks as the only source of language input. According to Bude Su (2009), the instructional methods, classroom activities, the content delivery formats, the role of teachers and students need some level of modification when technology becomes an integral part in the classroom. Since prescribed textbooks are considered to be very important in language learning, an overview of the standard and informal procedures reveals the problems, success and failures in ESL teaching-learning contexts at the undergraduate level. The modernization of classroom teaching aids gave scope for teachers to go beyond chalk and talk method. LCD monitors, Smart Boards and interactive software programs are commonly used in ESL classrooms. Current trends in classroom instruction forced educational institutions to make changes in the recruitment of teaching staff. In addition to the specific educational qualification, language teachers with computer knowledge are preferred by the government and non-governmental educational sectors.

2.7 SELECTION AND GRADATION OF VOCABULARY

Although it is suggested that the thought of a close correspondence between frequency and learnability is a naive idea, the main criterion in selection and grading of vocabulary is the frequency of lexical items in corpora derived from native speakers (Nunan, 1998).

White (1989) and Richards (2001) offered some criteria to be followed before going on teaching vocabulary. Yet, although agreeing with Nunan, Richards (2001) does not believe in that frequency of a word means its usefulness because the most frequent words appearing in one type of writing (e.g. poem, essay, journal, scientific articles, etc.) will not be the same as those occurring in fiction. He argued that the experts working on the selection of vocabulary prepared their word lists through empirical means starting with word frequency lists. Some of the principles of vocabulary selection offered by White (1989) and Richards (2001) are as follows:

a) Frequency: The total number of occurrences of an item in a given corpus of language. Some of the earliest approaches to vocabulary selection involved counting large collection of texts to determine the frequency with which words occurred. Lists such as West's mentioned above are based on frequency counts and it is assumed that the most effective way of building a functional vocabulary is teaching the learners the words that they are most likely to encounter (Nunan, 1998).

b) Coverage: Words that cover or include the meaning of other words may also be useful. If there are two more possible words of similar frequency, the one which covers the greatest number of uses is preferable. It is this principle which is behind Ogden and Richard's *Basic English*.

c) Range: A third criterion is also complementary to that of frequency. Words found in a large number of texts within a given corpus have high range. In order to ensure that the frequency of occurrence of words in a corpus corresponds to their relative importance for language learners, the texts or language samples chosen as the basis for corpus must be relevant to the needs of target learner. For example, the most frequent word occurring in samples of sports writing will not be the same as those occurring in fiction.

d) Availability (disponibilitate): This term refers to the readiness with which a word is remembered and used by native speakers. For example *geography* calls to mind *river, mountain, map, scale, plain*.

e) Defining Power: Some words could be selected because they are useful in defining other words, even though they are not among the most frequent words in the language. For example, *container* might be useful because it can help define *bucket, jar, and carton*.

f) Learnability: Five factors are taken into account when considering the learnability of a word:

1. Similarity of the L2 word to its L1 equivalent, e.g. French *classe* and English *class* or Turkish *yogurt* and English *yoghurt*.

2. Demonstrability (teach ability) of a word: in general, concrete terms are easier to demonstrate (and easier to understand) than abstract ones. For instance, a concrete noun like *car* is easier to learn than abstract ones. In a course taught following the Direct Method or a method such as Total Physical Response, concrete vocabulary is taught early on because it can easily be illustrated through pictures or by demonstration.
3. Brevity: short words are easier to learn than long ones.
4. Regularity of form: a new verb with a regular past tense will be easier to learn than a new verb with an irregular form.
5. The learning load represented by a new word: some items will be easy to learn because one or more components are known already, e.g. *handbag*. If both elements are already known the effort required to learn the new word will be low.
6. Opportunism: some things are available within the immediate situation or are felt by the teacher to be useful to the students. Opportunist items include such pieces of classroom vocabulary such as *blackboard, pen, book, paper, cassette recorder, video, etc.*
7. Centers of interest: these can range over a wide variety of areas, including such categories as transport, food, clothing, work, leisure, traveling and entertainment.

2.8 VOCABULARY TEACHING TECHNIQUES

In this section we will focus on some vocabulary teaching techniques recommended and applied by the experts. In this and the following sections, having surveyed a large literature on teaching and learning vocabulary we have tried to exhibit major methods and techniques. We, however, could not have included all the techniques found in the literature, so our list is far from being complete due to deliberate negligence of some minor techniques. The techniques to be analyzed fall under two different categories: a) explicit teaching techniques and b) implicit teaching techniques. Before carrying on with the techniques we should remind our audience what the

criterion of knowing a vocabulary item is. According to J. Channel, learning a new language means the result of acquisition of vocabulary development; if the learner can identify the meaning of a new vocabulary item in and out of context, if it can be used without hesitation appropriately, or if the learners have both productive and receptive control of the new item, only then the new vocabulary item is acquired (Nunan, 1998). We, however, should remind our audience that even though there are a number of techniques advised by either the experts or amateurs, there is no empirical evidence to prove the possible relationship between explicit vocabulary teaching and improvement in the lexical quality. Second, while the role of systematic vocabulary instruction has been emphasized by the experts, what systematic vocabulary instruction means has not been clearly defined. Various teaching techniques, such as the key word technique, listening, repeating aloud of new words, mnemonics, learning stems and affixes, and semantic fields, have been proposed in isolation, without clear indication of how these techniques may be used (Lee, 2003).

a) Explicit Teaching Techniques

William Grabe and Fredricka L. Stoller (2001) provide a list of explicit learning techniques in their article. These techniques are:

- Analysis of word parts (prefix, root, suffix)
- Associations (other words which would give clues of the meaning of the unknown word)
- Cognate awareness (telling students some other words having the same etymology of the unknown word)
- Dictionary activities
- Discussion of word meanings
- Flashcard

- Games
- Illustrations, drawings, realia
- Matching meaning and collocations
- Mnemonic devices
- Parts of speech tables (noun, verb, adjective, etc)
- Semantic mapping and semantic grids
- Synonyms and antonyms
- Word family exercises

In fact some of the techniques found (especially synonyms and antonyms, definitions, associations, dictionary activities) in the list have often been used in many of the grammar and reading books. Yet with the increased interest in teaching and learning of vocabulary books focused only teaching vocabulary have appeared in the market. *Vocabuilder* by Ekmekçi is a good example, which with its focus on vocabulary provides us some of the new techniques. Ekmekçi (2001), focusing primarily on the prefixes and suffixes, supplies a number of vocabulary exercises using the word family exercises, parts of speech tables, semantic mapping and semantic grids techniques. The study of prefixes and suffixes is also recommended by William Pittnam (2003).

According to Pittnam 50% of the vocabulary in English are the words formed with the combinations of prefixes or suffixes. And this is why Ekmekçi, as she herself stated in the introduction of her *Vocabuilder*, put the emphasis on the use of prefixes and suffixes. Pittnam, in order to support his claim that the half of the vocabulary in English is words formed with the combinations of prefixes and suffixes, highlighting the global aspect of English language argues: English vocabulary is enormous and grows steadily with technological and cultural assimilations.

The vast majority of the new words introduced, and a great percentage of the words used to express abstract ideas, are complex words that are made up of simple word parts (prefixes, roots, and suffixes) that have their own definitions and, when familiar to the student of English, can be understood in context without an exact definition.

In order to employ semantic mapping technique, you could arrange the words into a diagram with the key word at the top and related words as branches linked to the key word and to each other. This technique can be practiced either with individuals or with a group.

b) Implicit Teaching (Learning)

Implicit (incidental) learning was the technique of the communicative approach of the 1970s and 1980s. Students were advised to recognize clues to word meanings in context and to use monolingual dictionaries rather than bilingual dictionaries and textbooks aimed to develop the ability of inferring word from the context (Decarrico, 2001).

Like content based instruction which “does not clearly distinguish form and function in teaching language but makes the new language available in the contexts of its functions and meanings,” (Krahnke, 1987: 68), when using implicit learning technique the learners are not required to do vocabulary exercises or other explicit learning techniques. They just read as much as possible so that they are exposed to a word many times. Decarrico (2001) diagnoses lack of exposure as the common problem facing language learners and she advises students to keep on extensive reading, which is sometimes referred to as a “book flood” approach, in which reading is done consistently over a period of time. The justification of learning new vocabulary items through extensive reading is that “we have not been explicitly taught the majority of the words that we know” and “beyond a certain level of proficiency in a second language, vocabulary learning is more likely to be mainly implicit (incidental),” (Decarrico, 2001: 289).

2.9 VOCABULARY LEARNING TECHNIQUES

a) Guessing meaning from the context

Most of the books aimed to teach or help learn vocabulary try to enable the learners to recognize clues to guessing the meaning of the word from the context. Forming the habit of “educated guessing”, as Ekmekçi (2001) called it; will certainly help students with their vocabulary problems. Decarrico (2001) explains the basic steps of the educated guessing as follows:

1. Deciding the part of the speech of the unknown word, that is, if it is a noun, verb, adverb, adjective, preposition, etc.
2. Examining the context of the clause or the sentence in which employs the word and then recognizing the other words accompanying the unknown words.
3. Looking for the transition signals within and between the paragraphs so that the meaning of the clause or the sentence containing the unknown word might become clearer. If there is no clear signal punctuations may be helpful.
4. Finally, if you have not still found any clear signal conducive to guess the meaning of the word, break the word into prefix, root, and suffix. Breaking the word into affixes and stem should be your last strategy since using affixes and roots may mislead you if you neglect to take the context into consideration.

b) Mnemonic Techniques

Mnemonic is described as something that you use to help you remember a name, a word, a rule, etc. in dictionaries. Since mnemonics aid the integration of new material into existing cognitive structures, they are useful for learners. There are various different techniques used to teach mnemonics. We have adapted the list of mnemonic techniques provided by Irene Thompson (2003):

1. The Linguistic Mnemonics

1.1 The Peg Technique: This technique allows unrelated items, such as words in a word list, to be recalled by linking them with a set of memorized “pegs” or “hooks”. Learners associate words

to be memorized with these “pegs” to form composite images. The peg or the hook is the word which is acquired by the learner. It has the least impossibility to be forgotten because of its high frequency in everyday texts and the sound foundation it has in the memory of the learner. A newly met word is associated in some aspects with another word which has already been acquired by the learner so that the fossilization of the newly met word is minimized.

1.2 The Key Word Technique: This technique involves the establishment of an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar. For instance, the German word Ei “egg” can be learned by first establishing an acoustic link with the English word eye and then conjuring up an interactive image of an egg with an eye in the middle of it.

2. Spatial Mnemonics

2.1 The Loci Technique: This is an ancient technique. To use this technique one imagines a familiar location, such as a room. Then one mentally places the first item to be remembered in the first location, the second item in the second location, and so forth. To recall the items, one takes an imaginary walk along the landmarks in the room and retrieves the items that were “put” there.

2.2 Spatial Grouping: Spatial grouping entails rearranging words on a page to form different kinds of geometric figure such as triangles, squares, columns, and so on.

2.3 Finger Technique: You simply associate each item to be learned with a finger.

3. Visual Mnemonics

3.1 Pictures: Pictures are paired with words you need to learn. Studies have shown that this is an effective and efficient way to memorize vocabulary.

3.2 Visualization: Instead of using real pictures, visualize a word you need to remember. This is much more effective than merely repeating the word.

4. Physical Mnemonics: Physically enacting the information in a word or a sentence results in better recall than simple repetition. Some foreign language teaching techniques are based on physical reenactment, e.g. Total Physical Response and the Silent Way.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1 Research Design

The study was designed according to the experimental approach. Two groups of the students were assigned as the participants of the study: an experimental group and a control group. The purpose of this research was to study “**Effects of Av Aids on ESL Learners’ Vocabulary Skills: An Investigation**”. This research was conducted at Govt. Boys High School Galeywal, Govt. Girls High School Galeywal & The City Foundation School, Galeywal. In order to check the effectiveness of the relevant variable, the most suitable research form is experimental research which is the part of quantitative research. For this study, the researcher has chosen “Randomized control group pre-test post-test design”. As all the conditions are same for the control and experimental groups, with the exception that the experimental group is exposed to a treatment while control group is not.

	Time 1		Time 2	
Experimental Group	R	O	X	O
Control Group	R	O		O

Where,

O = Observations

X = Exposure to independent variable or treatment

R = Random assignment each group

For the observation purpose, pre-test and post-test were taken. At the same time, a questionnaire was also prepared for the teachers to collect information about the development of vocabulary through Av. aids for secondary level students learning English.

3.2 RESEARCH TOOLS

3.2.1: Questionnaire for teachers working at elementary level.

3.2.2: Pre-test and Post-test for checking the progress of experimental and control groups.

3.2.3: Lesson Plans

3.2.1 Questionnaire (Annex A)

Questionnaire was used as a tool in this research for the teachers, working at secondary level. It consisted of 10 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think Av. aids necessary in the classroom for improving vocabulary skills of the secondary level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

3.2.2 Pre-Test and Post-Test

In order to compare the control and experimental groups, the researcher made pre-test (Appendix B) and gave it to both control and experimental groups. Soon after the treatment of experimental group was over, the researcher made post-test (Appendix C) and gave it to the participants of both groups. The purpose of this test was to measure the achievement of the students' constituting the sample. The reliability and validity was checked by making the test accordingly. The researcher made these both tests with the help of his supervisor after a thorough review of the techniques of test construction and related material. Both the pre-test and post-test were almost parallel with same difficulty level. These tests were based on the selected English book of

Grade-9. Concept mapping through Av. aids was used in teaching the subjects of the experimental group while traditional method was used with the control group subjects and were intended to measure the learning outcomes.

3.2.3 Lesson Plans

The researcher used lesson plans in order to remind that Av. aids should be used during the observation. In these lesson plans, the researcher could find each picture as well as the estimated time, so the researcher could manage the time well. These lesson plans found really helpful because they consisted of the objectives of the study as well as the material and rubric to score the student.

3.3 POPULATION OF THE STUDY

The population of the study consisted of all the secondary level teachers and students of Govt. Boys High School Galeywal, Govt. Girls High School Galeywal & The City Foundation School, Galeywal. The population of the study was (150) students and (30) teachers who were randomly selected in the scheme of research.

3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (15) teachers and (50) students distributed into two groups: The experimental group which consisted of (25) students and the control group which consisted of (25) students. The groups were randomly chosen from a purposive sample from Govt. Boys High School Galeywal, Govt. Girls High School Galeywal & The City Foundation School, Galeywal.

Chapter 4

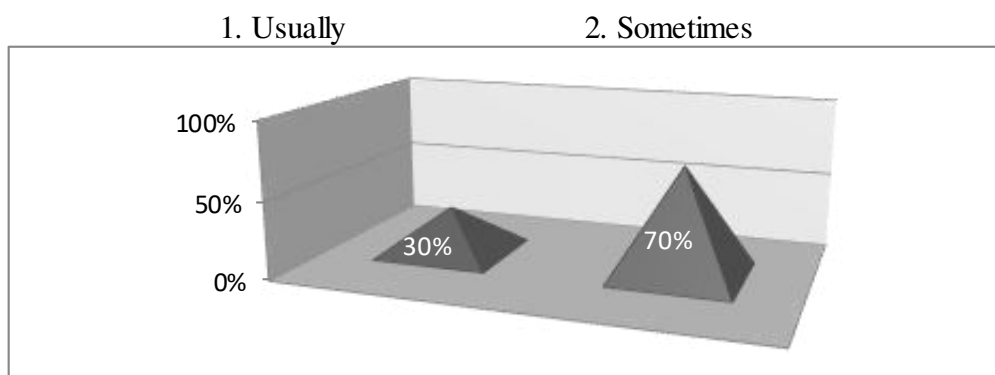
RESULTS AND DATA ANALYSIS

This chapter shows the results of researcher's investigation which were obtained after classroom observation. As the researcher already has discussed that this study, experimental in nature, was conducted to investigate the difference occurred in developing vocabulary through a traditional way and Av. aids. After data collection, the researcher analyzed the data by applying the software of SPSS. Students' results of pre and post tests were analyzed by SPSS while teachers' questionnaires were analyzed statistically.

4.1 ANALYSIS OF QUESTIONNAIRE FOR TEACHERS

The researcher gave the questionnaires to 15 teachers and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected teachers personally. The teachers of secondary level were chosen and the schools were Govt. Boys High School Galeywal, Govt. Girls High School Galeywal & The City Foundation School, Galeywal.

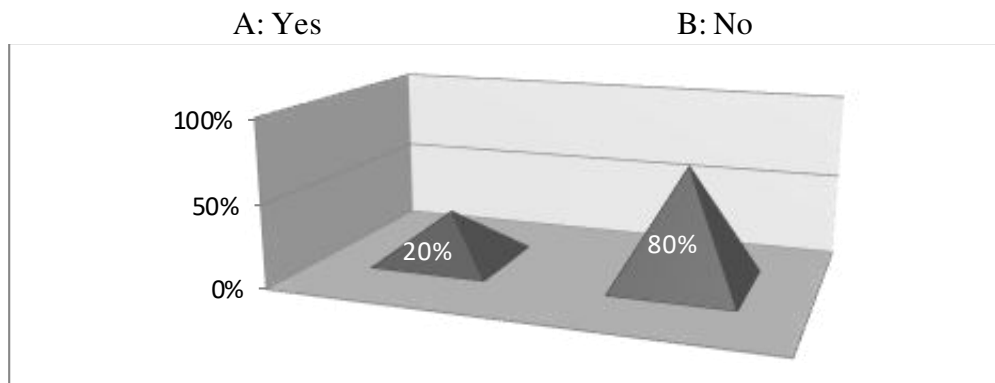
Q#1: Do you use Av. aids to teach vocabulary in the classroom?



Percentage of given options:
1. Usually 70% 2. Sometimes 30%

As it is clear that 70% teachers used Av. aids usually and 25% teachers use these sometimes. Av. aids, if carefully implemented, are important and compulsory for any language classroom. Av. aids keep the students active and also motivate them to learn. It directly enhances their vocabulary.

Q#2: Do you think that Av. aids have a positive impact on learning process?

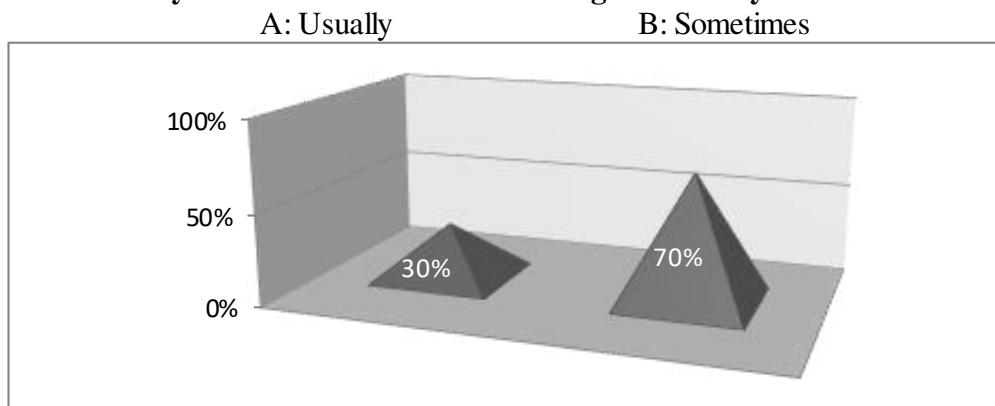


Percentage of given options:

1. Yes 80% 2. No 20%

Here, we can see that only 20% teachers think that Av. aids don't have positive impact on learning process but 80% are strongly agreed that they improve their learning and have positive results.

Q#3: How often do you use Av. aids when teaching vocabulary?

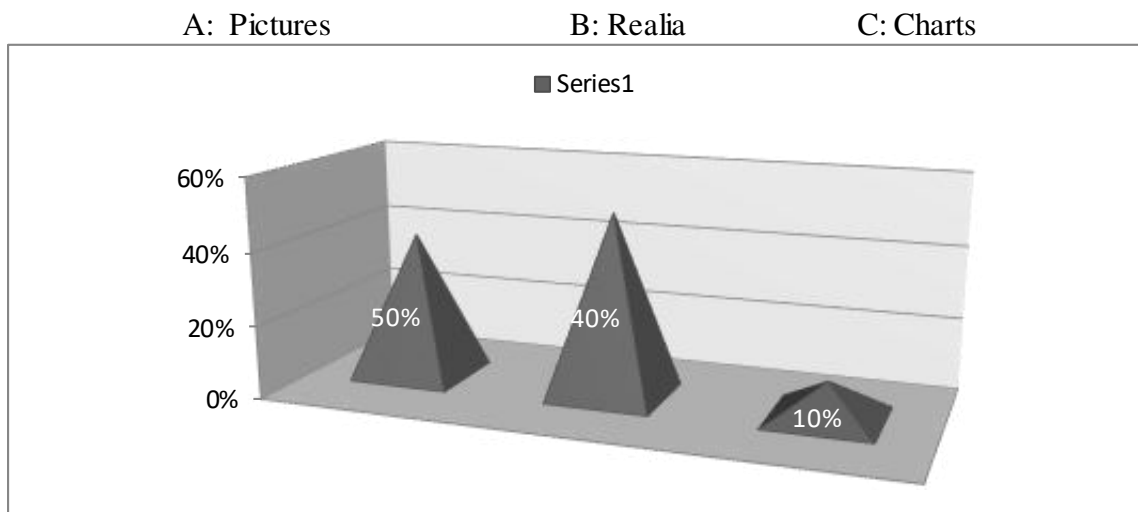


Percentage of given options:

1. Usually 30% 2. Sometimes 70%

The above chart shows that 70% teachers used Av. aids sometimes while 30% usually used this media during their lecture. The reason is untrained and incompetent English teachers. It is also a big hindrance in teaching learning process at secondary level.

Q#4: Which learning material do you use to improve vocabulary of the students?



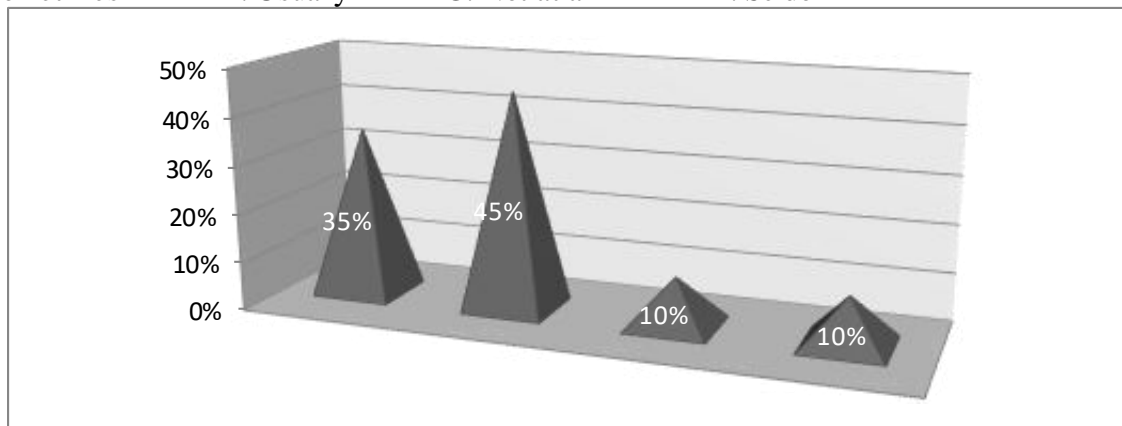
Percentage of given options:

1. Pictures 50% 2. Realia 10% 3. Charts 40%

For the practice of vocabulary in the classroom, 50% teachers used pictures, 40% charts and 10% realia while teaching English. This material helped them in making the concepts clear and aroused learner’s interest during the lectures.

Q#5: Do you implement pictures technique for teaching new words?

A: Sometimes B: Usually C: Not at all D: Seldom

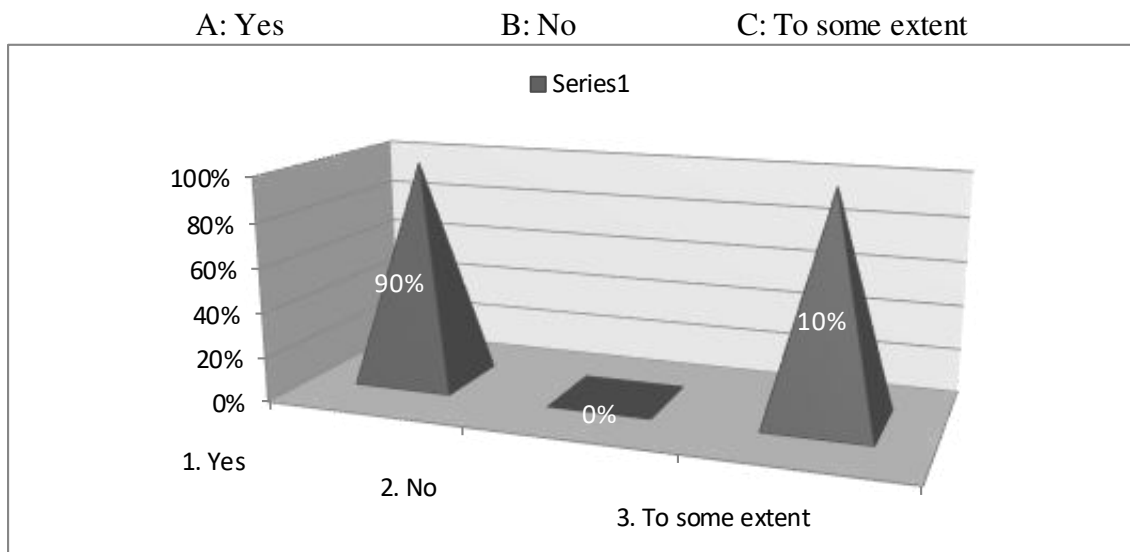


Percentage of given options:

1. Sometimes 35% 2. Usually 45% 3. Not at all 10% 4. Seldom 10%

As the pie chart shows that 35% teachers used pictures sometimes with students. While 45% teachers usually used this media with the learners because it gave them chances to learn vocabulary. Only 10% teachers seldom used this technique while 10% not at all.

Q#6: Do you think that Av. aids can help the students to learn vocabulary in a playful way?

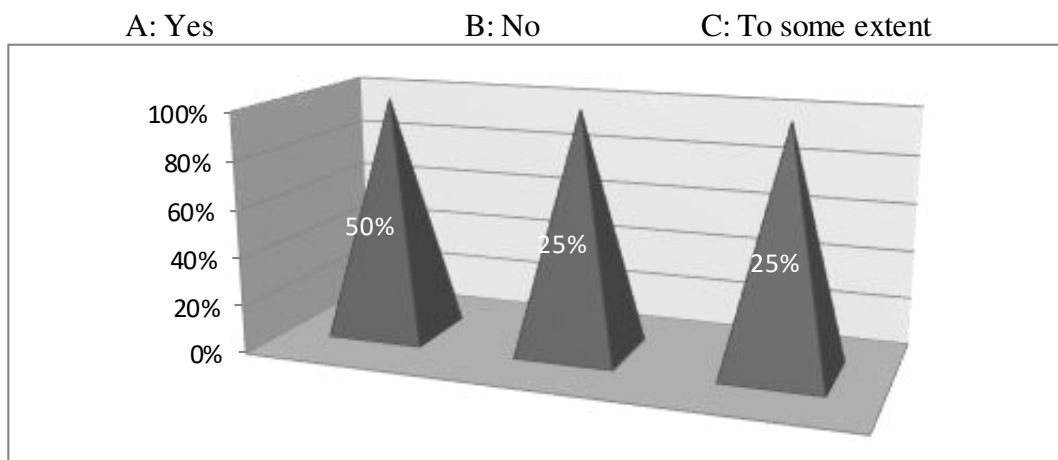


Percentage of given options:

1. Yes 90% 2. No 0% 3. To some extent 10%

Mostly teachers are of the opinion that pictures are extremely helpful to enable students to learn vocabulary in a playful manner. Only 10% teachers are of the opinion that they are helpful to some extent.

Q#7: Teaching vocabulary through Av. aids makes learning everlasting.



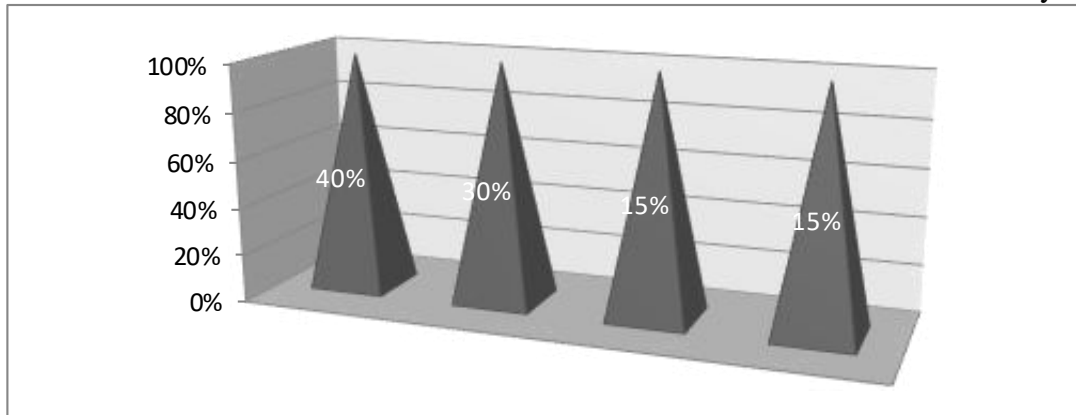
Percentage of the given options:

1. Yes 50% 2. No 25% 3. To some extent 25%

As the chart shows that 50% teachers gave positive response about the statement while 25% were undecided. A picture really has everlasting impact on the minds of the learners.

Q# 8: How would you compare pictures with other materials that you use?

A: Excellent B: Good C: Fair D: Satisfactory



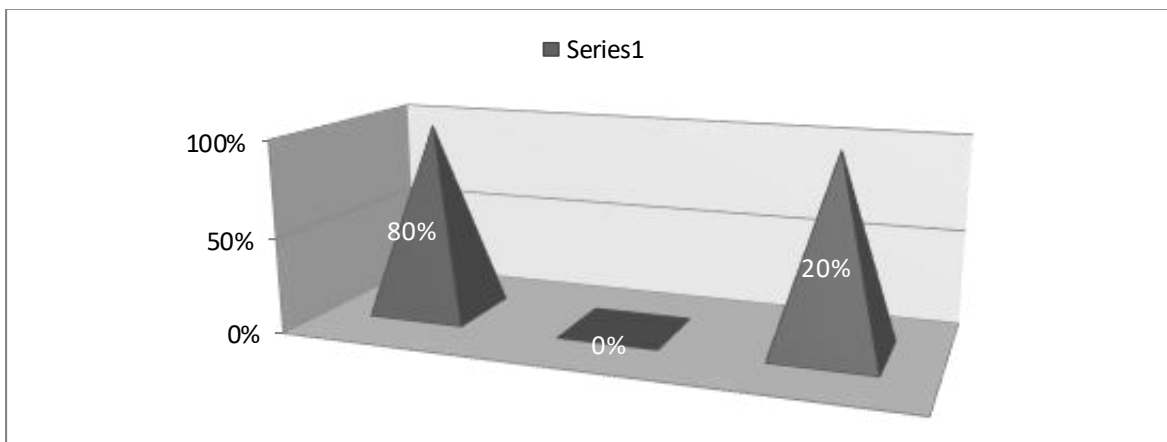
Percentage of the given options:

1. Excellent 40% 2. Good 30% 3. Fair 15% 4. Satisfactory

70% teachers thought pictures excellent source as they helped the students to learn vocabulary accurately. They practiced it in the classroom voluntarily and happily. While 30% took it fair.

Q# 9 I always use Av. aids in my class.

1. Yes 2. No 3. To some extent

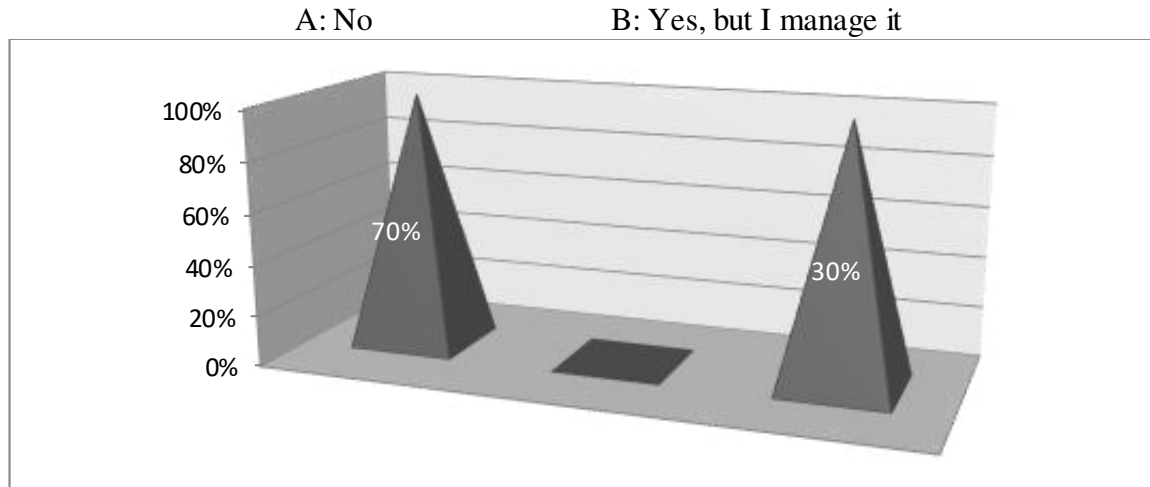


Percentage of given options:

1. Yes 80% 2. No 0% 3. To some extent 20%

As the above chart shows that most of the teachers used Av. aids up to 80% while 20% were undecided. The main problem in the teaching of vocabulary is that students remain passive and inactive.

Q# 10: Do you find any difficulty in implementing Av. aids in the classroom?



Percentage of given options:

1. No 70% 2. Yes, but I manage it 30%

According to the above chart, up to 70% teachers argued that they didn't find any difficulty in implementing pictures in the classroom while 30% teachers said that they manage this problem by themselves to utilize this media in the classroom.

4.2 ANALYSIS OF PRE-TEST AND POST-TEST FOR STUDENTS

Raw scores were obtained from pre-test and post- test. For the manipulation of data, the means, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both experimental and control groups on the variable of pre-test and post test scores were tested at 0.05 level by applying paired t-test. SPSS (Statistical Package for Social Sciences) was used for the analysis of the experimental and control groups pre-test and post-tests scores.

These terms were used as:

Control group= Pre-test score of control group

Experimental group= Pre-test score of Experimental group

PT Control group= Post-test score of control group

PT Experimental Gr = Post- test score of experimental group

Statistics				
	Control Group	Experimental Group	PT Control Group	PT Experimental Group
Valid	25	25	25	25
Missing	0	0	0	0
Mean	24.48	24.24	30.96	37.88
Std. Error of Mean	1.715	1.705	1.795	1.504
Std. Deviation	8.574	8.526	8.974	7.518
Variance	73.510	72.690	80.540	56.527
Range	35	34	35	32
Minimum	9	8	12	17
Maximum	44	42	47	49

Table 1 & 2:

Significance of difference between the mean scores of experimental and control groups in pre -test.

Table 1

Paired Samples Statistics

	Mean	N	S.D	Std. Error Mean
Pair 1 Control Group	24.48	25	8.574	1.715
Experimental Group	24.24	25	8.526	1.705

Table 2

Paired Samples Test

	Paired Differences					t	df	Sig. (2 -tailed)
	Mean	Std. Deviation	Std Error Mean	95 % Confidence Interval of the Difference				
				Lower	Upper			
Control group Experimental group	.240	.523	.105	.024	.456	2.295	24	.031

Table 3 & 4:
Significance of difference between the mean scores of experimental and control groups in
Post-tests

Table 3
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 2 PT Control group	30.96	25	8.974	1.795
PT Experimental Gr	37.88	25	7.518	1.504

Table 4
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
PT Control group PT Experimental group	-6.920	2.216	.443	-7.835	-6.005	-15.615	24	0.000

4.3 DISCUSSION AND RESULTS

Prior to the beginning of the study, 50 students were randomly selected and divided into control and experimental groups, pre-tests and post-tests were conducted to check whether there was any effect of Av. aids on experimental group. Examination of the means, standard deviation and t test is mentioned here.

Means, Standard Deviation and T tests for Control and Experimental Groups			
Groups	Control Group	Experimental Group	t
Pre- Test Means	24.48	24.24	2.295
SD	8.574	8.526	
Post- Test Means	30.96	37.88	
SD	8.974	7.518	-15.6

Df = 24

Table value of df = 2.064

As t value of pre-test is greater than degree of freedom table value $2.064 < 2.295$, so we will reject this hypothesis that “there is no difference between control group and

experimental group scores in pre- test.” In post-test t value is less than df table value $2.064 > -15.6$. So we will accept this hypothesis “there is difference between scores of control and experimental groups in post-test.”

So from the results, it is obvious to accept the general hypothesis that “Av. aids can enhance secondary level students’ performance in learning vocabulary.”

4.4 ANALYSIS AND FEEDBACK OF LESSON PLANS

Twelve lesson plans were made to check that Av. aids can bring remarkable change in developing students’ vocabulary. The main focus was to check whether students show better performance during their class when they are given proper exposure. All the lessons plans were full of colorful pictures and motivational activities. The researcher did an experiment on experimental group while teaching these lesson plans and was able to prove that students showed good results in learning vocabulary when they were taught through Av. aids.

Chapter 5

FINDINGS, CONCLUSIONS & RECOMMENDATIONS

This chapter discusses the findings of the study and presents the conclusion, recommendations and some suggestions for further research.

5.1 FINDINGS

After completing the analysis of data, the researcher found the following information:

- Av. aids play a very prominent and important role in teaching vocabulary at elementary level.
- Teachers were not equipped with sufficient language proficiency and were unable to use pictures on the basis of direct association of vocabulary with their geographical and cultural backgrounds.
- Students were eager to learn English words but they were hindered because of fluency, accuracy and shyness.
- Teachers were not professionally trained to teach language skills.
- They had not enough sources to enrich their teaching methodology and the training programs.
- The use of modern techniques was not applied in teaching vocabulary of English language and a little degree of the desired results was achieved through the application of physical punishment.
- Without the use of Av. aids in teaching vocabulary of English language, children's creativity and curiosity is curbed and rote learning is encouraged.
- The traditional Grammar Translation Method is used for teaching English which is very demanding for the students.
- Blackboard and chalk are the only A. V. aids available to the teachers.
- Their concept of teaching is teacher centered not pupil centered.

- Use of pictures is ignored even in teacher training programs.
- Teachers have no specific aims or objectives in teaching lessons and the teaching and learning process goes in a random way.
- The teaching learning atmosphere is discouraging instead of encouraging.
- Students needed repetition of the words at various points to become more accurate.
- Teachers' strategies were weak and the outspoken students remained more active during the experiment. This shows that using Av. aids reinforce acquisition of vocabulary.
- Apart from teaching English language skills, pictures can be used to teach vocabulary as well.
- Av. aids promote acquisition of vocabulary skillfully.

5.2 CONCLUSIONS

Words are one of the indispensable parts in foreign language learning because every single unit in a language consists of words. In the process of acquiring a foreign language one should acquire a number of words. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 cannot take place in any meaningful way. And yet vocabulary seems to be least systematized of all the aspects of learning of a foreign language. In the history of English Language Teaching, teaching of grammar has dominated the language courses but we should not forget that it is possible to communicate without the knowledge of grammar but it becomes unthinkable to do it without the cognizance of vocabulary. The teachers of a foreign language are inevitably engaged in teaching vocabulary. Syllabuses and textbooks mostly state their goals in terms of skills, topics, etc. but teachers are still trying to get their students acquainted with vocabulary. This is because they must enable the students to function accurately, appropriately and fluently in situations they will find themselves in. One of the tools that permits students to do this is the ability to recognize and produce a wide range of vocabulary items. In order to make

students more aware and interested in vocabulary development, teachers should a) try out different vocabulary teaching techniques b) extend the range of activities and games made use of in vocabulary teaching and c) show special care in the preparation and presentation of the lessons so that vocabulary learning does not seem ambiguous. As this study was about **“Effects of Av Aids on ESL Learners’ Vocabulary Skills: An Investigation”**. Based on the results of this research, the researcher concluded that the implementation of Av. aids can improve students’ vocabulary at secondary level. The students focused on the material that was given by the researcher. They enjoyed more to study English. The students also began to understand the vocabulary explained by the researcher. During the entire research work, it was made sure that more or less all the students took active part and remained involved during all the activities. This study provides more evidence that the implementation of pictures can improve not only students’ vocabulary skills but also students’ activeness in the process of teaching and learning. The improvement of students’ vocabulary skills and students’ activeness were indicated by the results of the study. It was caused by the existence of visual technique provided in the form of pictures. It is in line with Gairns’ statement (1991) that the use of visual media (e.g. pictures) can be extensively used for conveying meaning and particularly useful for teaching concrete items of vocabulary. Jeremy (1991: 155) said that there are many occasions when form of presentation and explanation are the best ways to bring new words into the classroom. Teacher may use pictures to teach vocabulary to the students. Pictures can be on board drawings, wall charts, flashcards, magazines and any other non-technical visual presentation. Pictures can be used to explain the meaning of vocabulary items. So, to motivate students, teachers need something new that can stimulate their curiosity. Av. aids are excellent teaching media which are effective to guide students in learning, especially in vocabulary skills. The purpose of this study was to train

the right brain's ability to be able to remember the pictures and words, so that the vocabulary can be trained from an early age. The basis of this method is to see how the students memorize the association between images and vocabulary. So that when students see vocabulary in future, students can remember and pronounce. Moreover, pictures are effective in reinforcing acquisition of language skills' development which are letter recognition, vocabulary acquisition and picture reading. So it is evident that:

- Av. aids played an important role to enable the students to grasp vocabulary.
- Av. aids created interest in the students and they were eager to learn new words.
- Colorful pictures helped in maintaining the interest and active participation of students in the classroom.
- Av. aids improved students' fluency, accuracy and vocabulary as well.
- The students remained motivated during the activities inside the classroom.
- Majority of the secondary level teachers do not use Av. aids during their lessons.
- The use of learning resources in the teaching of vocabulary is a vital component in enhancing capability and understanding in a lesson.
- As revealed by the data, the lessons in which Av. aids were provided, the learners showed not only interest but also increased performance in learning vocabulary.

5.3 RECOMMENDATIONS AND SUGGESTIONS

Based on the investigation and findings of this study, the researcher makes following suggestions and recommendations for better implementation of pictures:

- The teachers should have grasp over their subject. They should be qualified & well-trained. They should be able to organize different activities inside the classroom.
- They should be able to write, design and choose such pictures which are more useful and give ample practice to the students to cope with the daily life vocabulary.

- The students should be allowed to practice in pairs to incorporate new words and phrases with interactive conversation.
- Teachers can develop students' vocabulary through Av. aids by giving them an exposure for the new phrases and vocabulary they might encounter.
- Teachers should also work on sounds for correct pronunciation.
- Simple sentence structures can effectively be taught by using pictures technique. The students will learn the grammatical rules unconsciously but correctly.
- The school administration should encourage teachers to use all types of pictures to enhance the acquisition of vocabulary skills.
- Teachers should also be encouraged to enhance their teaching skills as well.
- Secondary level teachers should make their lessons child-centered rather than teacher centered. This will result in more interaction between children and Av. aids to reinforce acquisition of vocabulary skills.
- Community based resources should be encouraged and the use of Av. aids should be given priority.
- Grammar Translation Method must not be relied upon too much.
- Teachers should be trained and motivated to select and tackle Av. aids in teaching English vocabulary.
- The lessons should be based on functional language.
- There must be a systematic progression in lessons e. g. from easy to difficult.
- The classroom environment should be pupil centered.
- Curiosity and creativity of the students should be encouraged through use of Av. aids in group-work and pair-work techniques.

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Appendix- A Questionnaire for Teachers

Effects of Av Aids on ESL Learners' Vocabulary Skills: An Investigation

Respected Teacher,

It is to be submitted that I am doing M.A TEFL in Department of English Language Applied Linguistics, Allama Iqbal Open University, Islamabad. I am conducting research under the title **“Effects of Av Aids on ESL Learners' Vocabulary Skills: An Investigation”**.

In this regard, your co-operation is required in furnishing the required information, observation and ideas on various issues related to my research in the form of Questionnaire.

I would be very thankful to you for sparing your valuable time in completing the questionnaire with honesty and integrity. Your information, attitude and answers will be kept confidential and will be used in rationale way to complete this study.

Thanking you in anticipation and kind regards.

Sadia Kanwal

Roll No. BN-535509

Deptt. of English Language & Applied Linguistics,
Allama Iqbal Open University, Islamabad.

Name: _____

Gender:

Female	Male
--------	------

Name of School: _____ Age: _____

Please tick the box that indicates your opinion for each statement below:

Q.1 Do you use Av. aids to teach vocabulary in the classroom?

<input type="checkbox"/>	Usually	<input type="checkbox"/>	Sometimes
--------------------------	---------	--------------------------	-----------

Q.2 Do you think that Av. aids have a positive impact on learning process?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--------------------------	-----	--------------------------	----

Q.3 How often do you use Av. aids when teaching vocabulary?

<input type="checkbox"/>	Usually	<input type="checkbox"/>	Some times
--------------------------	---------	--------------------------	------------

Q.4 Which learning material do you use to improve vocabulary of the students?

<input type="checkbox"/>	Pictures	<input type="checkbox"/>	Realia	<input type="checkbox"/>	Charts
--------------------------	----------	--------------------------	--------	--------------------------	--------

Q.5 Do you implement pictures technique for teaching new words?

<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Usually	<input type="checkbox"/>	Not at all	<input type="checkbox"/>	Seldom
--------------------------	-----------	--------------------------	---------	--------------------------	------------	--------------------------	--------

Q.6 Do you think that Av. aids can help the students to learn vocabulary in a playful way?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	To some extent
--------------------------	-----	--------------------------	----	--------------------------	----------------

Q.7 Teaching vocabulary through Av. aids makes learning everlasting.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	To some extent
--------------------------	-----	--------------------------	----	--------------------------	----------------

Q.8 How would you compare pictures with other materials that you use?

<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Good	<input type="checkbox"/>	Fair	<input type="checkbox"/>	Satisfactory
--------------------------	-----------	--------------------------	------	--------------------------	------	--------------------------	--------------

Q.9 I always use pictures in my class.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	To some extent
--------------------------	-----	--------------------------	----	--------------------------	----------------

Q.10 Do you find any difficulty in implementing pictures technique in the classroom?

<input type="checkbox"/>	No	<input type="checkbox"/>	Yes, but I manage it
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Appendix-B

Pre-Test

Name of Student:

Roll No.

Name of School:

Grade:

Gender:

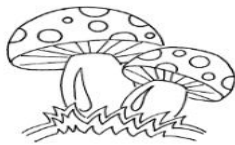
Group:

Q.1 Identify the objects and write their names in the blank spaces. (10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.2 Label the pictures with words accordingly. (10)



(i)..... (ii).....(iii).....(iv).....(v).....

Q.3 Look at the picture below and answer the questions: (10)



(i)What is this picture about?

(ii)What are the people doing?

(iii)Count the things in the picture.

(iv)Make a list of the things in the picture.

(v)Have you ever been in such market?

Appendix –C

Post-Test

Name of Student:

Roll No.

Name of School:

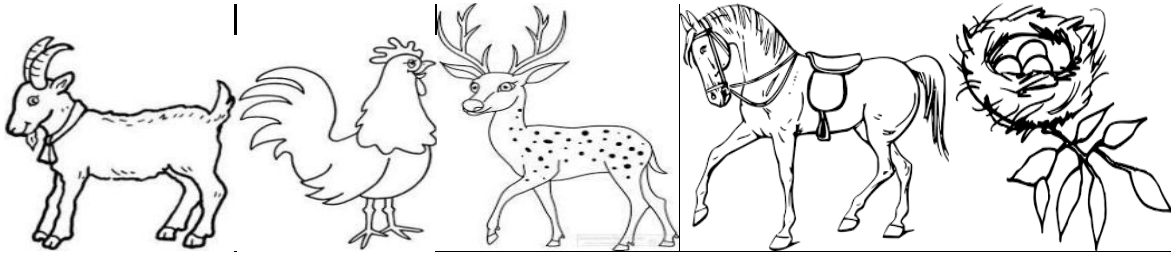
Grade:

Gender:

Group:

Q.1 Write the names of the pictures given below:

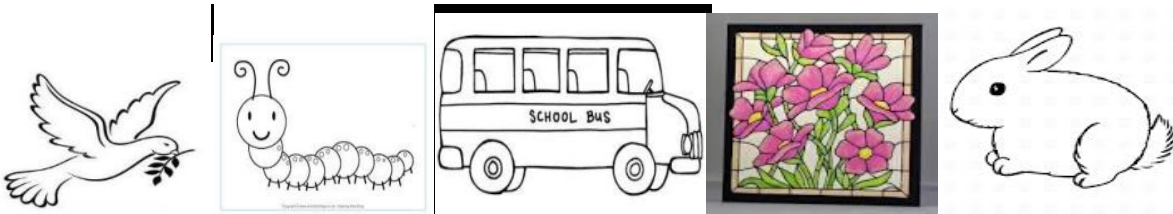
(10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.2 Make sentences with the help of pictures:

(10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.3 Look at the picture below and answer the questions:

(10)



(i) What is this picture about?

(ii) What are the people doing?

(iii) Count the things in the picture.

(iv) Make a list of the things in the picture.

(v) Have you ever been in such market?