

Teaching English Vocabulary to the Second Language Learners by Relating the Pictures

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Abstract-In the Multiverse of the Universe, English as a connecting language is used to communicate among the diverse languages of various people. As a common language, English connects people from various cultures and helps to develop a better understanding. Teaching English to the students who want to learn the English language is an easy cum difficult task. It is quite easy when the learners are involved or interested to learn. To master a language, one must be enriched in vocabulary. Vocabularies are a set of words which share a common meaning and are used to communicate with others effectively. Different words are used by people to describe a thing which is common to all. To teach vocabulary, Fun Play can be used for the full focus of learners to learn. This article, a kind of a study, explains how the learners can learn vocabulary (longer than four letters) by connecting the visuals shown to them. It is an experiment which shows how effective the fun play among the learners is to study vocabulary easily.

Index Terms: English Language, Teaching, Vocabulary, Fun Play and Connecting the Visuals.

Objectives:

The main objective of this study is to probe the effectiveness of visuals in learning vocabulary.

Hypothesis:

The article is a study of research to expose how visuals are very much helpful to enhance English vocabulary for the learners.

INTRODUCTION

As a foundation of all languages, Vocabulary plays a vital role in learning. Vocabulary refers to the knowledge of words including their meaning, structure, and usage. A powerful vocabulary leads to help in improving four basic skills of communication (i.e.) Listening, Speaking, Reading and Writing. Vocabulary is used as a raw material to have healthy communication. David Wilkins, a famous British

Linguist emphasizes the eminence of vocabulary in his work, *Linguistics in Language Teaching* “Without grammar, very little can be conveyed; Without vocabulary, nothing can be conveyed” (1972). Without vocabulary, learners cannot frame a sentence. Grammatical structure is nothing without vocabulary. To frame a sentence, learners need to improve their skills in vocabulary than grammar. Information can be shared with vocabulary and without the use of grammar, but it cannot be conveyed with the use of grammar and without the vocabulary.

In order to support the verbal and written communication of the learners, it must be crucial in teaching vocabulary. Teaching vocabulary helps the learners to become confident in the meaning of the words and their proper usage in context. Vocabulary is a challenging task of about context and repetition; the complete knowledge of the words the learners are using and using those words several times. Vocabulary teaching is a process which provides learners to improve their vocabulary level with meaningful activities which develop the structure of words in their brain. Vocabulary teaching helps the learners to understand better and improves their reading comprehension.

Visual Learning, the most advanced learning style, is used to stimulate the learners to interpret effectively. In this type of learning, learners prefer to use images to communicate ideas and thoughts. By using visuals, learners can understand words efficiently. This article is based on the fun way of learning vocabulary through connecting the visuals which reflect the sound or spelling of the vocabulary.

METHODOLOGY

The Setting and Participants of the Study:

The main objective of this study is to examine the use of visuals or images in teaching vocabulary to learners. Those who learn English as a Second Language (ESL) are the exclusive participants of this study. Those learners are categorised into three groups. They are as follows;

- School Students
- College Students of Departments other than English
- Workfolk who in need to learn English.

As learning vocabulary needs no limited age to learn, these kinds of participants are chosen carefully for the research study.

The method used in the Study:

For this study, the Experimental Method is used in the research. The experimental method is a scientific method which is used to collect the data for the research. This method has various collections of research designs like surveys, questionnaires, observations, analyses, etc., This method has its own rules and regulations to determine the statistical significance and criteria to define the quality of the research. Generally, the experimental method is used to know the relation between variables and to identify the influence of one variable on another. The variables are two different sectors in which one variable influences the other is called the independent variable and the influenced variable is called the dependent variable. For example, in the research of teaching vocabulary by relating the pictures, the pictures used to identify the vocabulary will be the independent variable and the performance of the learners upon the interpretation of the pictures will be the dependent variable. In this method, the capacity of understanding things that may go wrong leads to quality control issues. In order to prevent those threats, the research must be cleared from threats like instrumentation bias and participant bias - that is to say, the characteristics of the people chosen for the study are the result of the participant bias and in order to deal with this kind of threat, the research needs more people for its study and the instrumentation bias is the instability of the way the data are collected and it can be rectified with careful observations. Participant bias can also be defined as when the participants in the experiment are not really the representation of the population. For example, while selecting the participants for the study of teaching

English vocabulary, it is mandatory to choose the English language learners as the participants in the relevant characteristics of the population and make sure the data collection represents the population appropriately. To deal with these kinds of threats, the experimental method has various research designs to counterpart the confounding variables which can influence the quality of the study. One such design is One-Shot Case Study Design which is used in this research. By using this design in the experimental method for the research, the observations are keenly recorded in the study.

The theory focused on the Study:

In order to do the research efficiently, Learner-Centred Approach is used in the study. The learner-centred approach can be defined as one of the teaching methods which focuses learners at the centre of the teacher or instructor. This approach can also be called a Student-Centred Approach in which the students or the learners are fully responsible for their learning while the teacher is responsible for promoting the learning. This kind of approach makes learners active agents who use their own intelligence, memories of past experiences and knowledge of education and their impacts to learn. This approach is an innovative teaching method as it completely neglects the traditional learning approach in which the teacher is an expert and learners as dependent on the teacher to learn. Student-centric learning engages the learners to learn on them by incorporating their skills and interests while the Teacher – Centred Approach is an autonomous flow of instruction and information which results to lose focus on learning. The essence of the learner-centred approach is that the teachers cannot be the bestowers of knowledge instead they are the supporters or the promoters of learning. The learner-centred approach enables lifelong learning and makes the learners be independent in problem-solving. In this study, the participants are allowed to interpret the pictures given to them in order to get the desired vocabulary. As the research is fully focused on the learners, the participants are cheered to learn by providing the gameplay.

Procedure:

As for gameplay, learners are instructed to connect the visuals shown to them to get the vocabulary. It is a

kind of fun way of learning which makes the learners interpret the information effectively. This game stimulates the learners to encode and decode the information and improves their creativity. The participants are asked to click on the link which leads to the google form. The link first collects the personal details of the participants like

- E-mail id for accessing the link
- Name
- Designation such as
 - 1 School Student
 - 2 College Student
 - 3 workfolk

Then there are 10 questions with series of images. The visuals used in the research reflect the sound or pronunciation of the words. The learners are asked to interpret the picture in order to get the desired vocabulary. For example, the vocabulary can be divided according to their syllable and for each syllable, a related picture or visual used to interpret. Hence the participants are asked to connect the information by interpreting the pictures to get the vocabulary.



Here, the first picture represents a 'flower' and the next picture represents the action word, 'send'. By connecting this information from the interpretation of the pictures, one can find the vocabulary, 'fluorescent'. Like that there are 10 more vocabularies are given for the research of the study through pictures and the participants have to find them. At last, the participants are allowed to share their experiences and suggestions as feedback at the end of the form.

Instrument of the Study:

An image quiz is conducted to those learners in online via google forms. The link of the quiz as follows:

<https://forms.gle/pNq6uK2ZnBPrGAS87>

Research Questions:

The main focus of the study is to analyse how visuals are useful in teaching vocabulary?

This study also aims to answer other questions like...

- Whether a new way of teaching?
- Able to interpret the pictorial information?
- Able to get the spelling of the words?
- Will develop critical thinking?
- Will make interest towards learning?

These questions are raised in order to make the research more effective. This research is an experiment upon the new method of teaching among the learners and wants to know whether this method of teaching vocabulary will make the learners to be interested towards learning. And also, the research is much conscious in its way whether the participants are able to get the spelling of the vocabulary by relating the visuals.

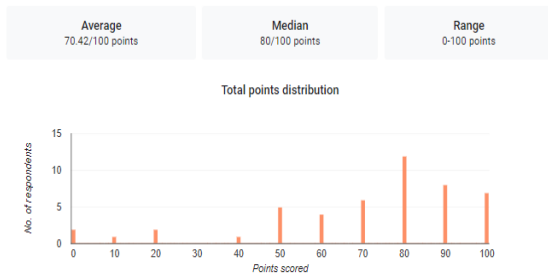
FINDINGS

Experimental method is used for the research of this study. As this research is fully focused on learners, 'Learner - Centred Teaching' is applied that is to say allowing learners to learn by interpret the pictures which may considered as a great technique of finding a solution. To this research, Image Quiz can be used as a tool which helps the learners to actively participate. The image quiz comprises of ten questions and each questions hold ten points. Before each question visuals will be shown. The participants are asked to interpret the pictures to get the answer. In order to make the learners to think critically and logically to find the answers with the help of picture clues, new methods or new techniques of teaching must be used. As this research believes in the importance of active vocabulary in English and its characteristics and effects, the research used pictures as its strategy to improve learner's active vocabulary level.

The objective of the study is to check whether the pictures are helpful to the learners to enhance their vocabulary. By analysing the scores, the participants get, their level of vocabulary can be calculated. From the analysis of the data collected in this research, it is proved that the visuals are very much helpful to learners to enhance their vocabulary. The marks and percentage are shown with the help of charts and tables which implies the level of learners.

Sl. No	Participants	Number	Minimum Marks	Maximum Marks	Mean
1.	School Students	16	0	90	71.25
2.	College	16	0	100	71.87

	Students				
3.	Workfolk	16	10	90	68.12



As a result of this analysis, the following aspects are found out. The visuals used to the research help to improve the learner's self-confidence and they can easily find the vocabulary. These visuals not only help the learners to enhance their vocabulary but also make them to think critically and logically. This research selected the participants of different categories and evaluated the learners through the quiz. The learners found difficult to arrange the words in a correct sequence because of they are unaware of the rules of the quiz, which may unknown for few learners. Among the participants, 56.25% of participants are able to score 80 and above 80 out of 100 in the quiz which shows the positive result of this research. While collecting the data, the research finds the critical thinking of the participants. That is to say the participants decode the pictures and get multiple answers. Though the answers are wrong, it is appreciated that this research is a kind of an impulse or spark to make the learners to think creatively. Further the research collects feedback from the participants at the end of the quiz. The study results successfully both from the data analysis and from the positive feedback given by the participants. From their feedback the research finds that this method of teaching vocabulary by connecting the visuals is a new way of learning vocabulary which keeps the learners more interest towards it and makes them to think logically.

Developing vocabulary is completely based on the interest of learners. The learners find out the words by relating the pictures. Learning by doing, an awesome technique in teaching process. Thus, the research recommends the above-mentioned teaching as a strategy to be followed as a part of the English curriculum to ESL learners.

DISSCUSSION AND CONCLUSION

Language is nothing but a complex intercourse between the user of the language and the language itself. Cook, a famous literary figure who said that vocabularies are related to each other and they are remembered in terms of maintain their true value as treasure. This study is a kind of a research which aims to highlight the significance of learning vocabulary which is a key part in the learning of second language. Vocabulary learning is directly connected with skills like listening, speaking, reading and writing. The research is an attempt to teach vocabulary through relating the pictures as an innovative technique that ESL teachers can use in their teaching. The knowledge of vocabulary in ESL learners directly affects the use and competence of the language. This research indicates that visuals help the learners to retrieve and remember information much better from ordinary learning. Scientifically, human brain is an image processor rather than a word processor. This is because the much of the sensory cortex in the brain is devoted to vision. Therefore, the brain easily processes images rather than words. The learners can understand the images easier and more comprehensible in learning vocabulary. Hence using visuals to ESL learners for learning vocabulary is effective and is advisable to use in teaching.

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