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INVESTIGATING TEACHERS ATTITUDES TOWARDS USING VISUAL AIDS IN DEVELOPING VOCABULARY

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Abstract

Vocabulary is one element in English learning, particularly at low level of communicating meanings. This study aims to identify and classify teachers attitudes towards Using visual Aids on developing vocabulary. The study is restricted to The teachers (females) of the primary schools in Missan during the academic year 2015-2016. The sample of this study includes 35 fourth and fifth year teachers 'primary schools of the English language in Misan Governorate. A questionnaire, has been constructed to be the main instrument used. According to the findings of this study, the researcher considered the weighted mean 50% and 68% as an item that gain low positive attitude from teachers. Consequently, three items were gaining high attitude from teachers.

Keywords

Vocabulary, Visual Aids, Techniques

1. Introduction

1.1 The Problem of the Study and its Significance

One of the prominent problems is that those EFL learners do not know how to learn vocabulary in an effective way. The other problem lies in the fact that techniques used in teaching might be inadequate to such an extent that they may be attributed to their ineffectiveness of motivating students to learn vocabulary as they should be in learning a foreign language. Since vocabulary is a sizable component in the learning process, learners across proficiency levels will encounter situations where they can understand only part of the written text or a sentence due to the fact that they do not know all the words. Encountering some unknown words might not hinder the overall understanding of the text, but if too many words or the most essential ones are unknown, then comprehension will lag.

Additionally, this research intends to provide an investigating and understanding of EFL teachers' and learners' attitudes toward using Visual Aids in Misan governorate.

1.2 Aims

1. To identify and classify teachers Attitudes towards Using Visual Aids on Developing Vocabulary

1.3 Values

- 1 This study can be useful and helpful as a practical guide for teachers of English. It presents a more creative device in teaching vocabulary by putting emphasis on context clues.
- 2 It can aid developing English teaching in Iraq as far as vocabulary is concerned.
- 3 It can help the learners to become more independent and build up confidence in themselves.

1.4 Limits

This study is limited to

1. The teachers (females) of the primary schools in Missan during the academic year 2015-2016.

1.5 Definitions of Basic Terms

1.1.5 Vocabulary

Crystal (1985: 386) defines vocabulary as 'It refers to words (simple or otherwise) that the pupils learn at a particular stage.'

2. Theoretical Background

2.1 Vocabulary Learning

Vocabulary is one of the basic aspects of foreign language learning. It is acquired by the learner in the process of learning and it must be considered the most important, because without a stock of words, it is impossible to use language in practice (Belyayer, 1963: 144). However, constant exposure to written words through the use of teaching aids, the use of demonstration and the use of ideas proportionate to the age of the learner and his/her level of recognition are of great use in increasing his/her stock of

Vocabulary and in helping him/her to retain a good amount of what is learnt AL-Hamash, and Younis, (1985: 15)

Huebener (1969: 88-89).States that the learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meanings, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition. The more numerous the associations, the larger the retention and the easier the recall. Since the size of one's vocabulary is basic to all facilities in speaking and reading, the aim should be to secure permanent retention and automatic response. This is best attained through drills. Furthermore, better practice may be given in interesting forms

Like games, dialogues, dramatization and songs.

2.2 Techniques of Visual Aids

There are many techniques of Visual Aids such as:

1. Pictures regard to be able to illustrate very large objects, which are not easily brought into the classroom
2. Realia is one of the most efficient ways of teaching and learning vocabulary.
- 3 .Mime and gesture consider an extremely effective way of introducing a new word since it resembles the total Physical Response method in teaching (Harmer, 2001).

3. Procedures

3.1 Population and Sample

The population of this study comprises the teachers of English at the primary stage in General Directorate of Education in Misan Governorate. The total number of teachers in this Directorate have been 400 English teachers. The choice is intentional (in the selection of Directorate of Education in Misan and random (in selecting a representative number of 35 teachers from the Center of Alamara. The sample of this study includes 35 teachers, fourth and fifth year teachers 'primary schools of the English language in Misan Governorate.

3.2 Instruments

A questionnaire has been constructed to be the main instrument used.

3.2.1 Construction of the Questionnaire

In order to gain information about the teachers' attitudes towards using visual aids on Developing Vocabulary, a questionnaire has been constructed drawing on the following sources: _ Related literature: They are books, journals, the information found in the teacher's guide, and articles related to the problem of the research.

3.2.1.1 Face Validity of the Questionnaire

An instrument is considered to have face validity in the case that its items are well accepted by other testers, moderators, teachers (Hughes, 1989 : 22). In order to ensure the face validity of the questionnaire, its first version has been exposed to a number of specialists in the fields of linguistics and methodology of teaching EFL as shown in table (1) below:

Table 1: *The Academic Ranks, Names, and Locations of the Jury Member*

N	Academic Rank	Name	College
1	Prof. (Ph. D in ELT)	Alaa. Hussan	College of Education, University of Basra
2	Asst. Prof. (Ph.D in ELT)	Shiame' Al-Bakri	College of Education, University of Baghdad.
3	Asst. Prof. (Ph.D in ELT)	Salam Hameed	College of Education, University of Baghdad
4	Asst. Prof. (M.A. In ELT)	Alaa Ismail Chalooob	College of Education, University of Anbar

5	Asst. Prof.(M.A. In ELT)	Sadoon Salih	College for Basic Education, University of Misan
6	Instr. (Ph.D. in ELT)	Liqa Habeeb	College of Education, University o f Dyala
7	Instr.(M.A. in ELT)	Najim Abdulah	College of Education, University of Misan
8	Instr.(M.A. in Linguistics)	Iqbal S. Disher	College of Basic Education, University of Misan

The experts have been requested to judge whether the components of the questionnaire are suitable or not.

In the light of the experts' views some items have been added and others have been omitted. However, the final form of the students' questionnaire consists of 20 items(See Table 2).

3.2.1.2 Pilot Administration of the Questionnaire

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of 20 primary school teachers who are taken from the primary school for girls in Missan .

3.2.1.3 Reliability of the Questionnaire

Reliability refers to how consistent evaluation results are from one measurement to another (Grolund, 1976 : 102).

However, the questionnaire has been read ministered to the same pilot sample after two weeks. The statistical manipulation of the data has been obtained from the two administrations. By using Pearson Correlation Coefficient formula the result yields 0.86, whereas, by using Alpha Cronbach Formula the result yields 0.87.1

3.2.1.4 Scoring Scheme of the Questionnaire

Accurate scoring procedures should be adopted in order to get proper results to ensure objectivity and reliability (Harrocks&Schannover, 1968:76). The questionnaire is intended to be answered according to a three point scale (Strongly agree, agree, Not sure, disagree). The marks are assigned as follows: agree3, Not sure 2,Strongly agree disagree1 (See Table 2)

4. Results, Conclusions, Recommendations

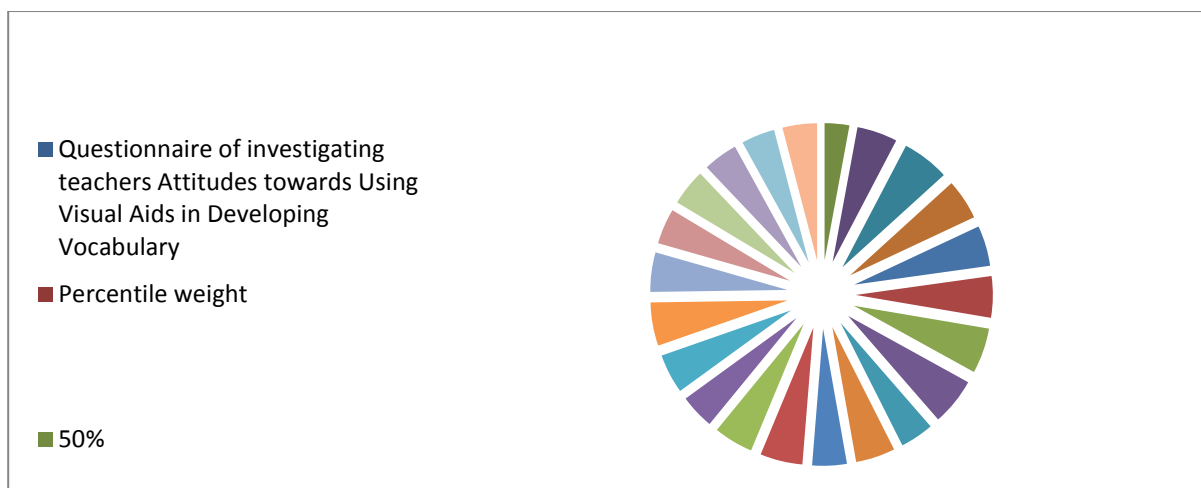
4.1 Results Related to the Aim of the study

In order to achieve the first aim to identify and classify effectiveness of using games in the English language classroom, the descriptive statistics of the participants' performance on post-test were calculated and shown in table (2) and graphic (1)

Table 2: *Questionnaire of investigating teachers Attitudes towards Using Visual Aids in Developing Vocabulary*

Items	Always	Often	Sometimes	Rarely	Never	Weighted mean	Percentile weight
1- flashcards are colorful tools	25	2	4	4	0	2.5	50%
2-wall poster can accommodate different learning styles	4	2	15	5	4	4.1	82%
3-Television is a good tool for the development of teachers and students' imagination	6	7	8	7	7	4.8	96%
4-Authentic printed materials are attractive Tools				5	4	4.1	82%
5- Oxford picture dictionary can be adapted to a wide range of subjects and ages	5	4	5	15	4	4.1	82%
6-Using Really increases student engagement	9	4	13	7	2	4.2	84%
7- using graphics make more eager to pay Attention and participate more in the classroom	5	8	10	8	4	4.6	92%
8-Mime and gesture help point out an important feature of the lesson	6	7	8	7	7	4.8	96%
9-picture books support teachers white special Needs to be able to frequently review and Annotate lesson	11	6	9	8	1	3.4	68%
10-using objects make the teacher move freely Throughout the classroom to more closely Observe each student behavior	14	4	6	7	4	4.0	80%
11-student enjoy teacher when the teacher Uses pictures	15	8	10	2	0	3.5	70%
12-students like receiving instruction when the teacher uses postcards	8	8	7	9	3	4.3	86%
13- student concentrate better in class when Gestures are used	12	3	9	11	0	4.0	80%
14- student knows that using videos give them opportunities to learn many new things	13	5	6	7	4	3.5	70%
15-Student believe that the more often teacher uses the first word dictionary the more they will enjoy school	9	6	13	6	1	4.0	80%

16-Student think that it is important for them learn how to use posters	8	10	7	2	8	4.4	88%
17-Student feel comfortable using wall picture	12	6	6	9	2	4.0	80%
18-Student enjoy a lesson with Using word flash cards	16	6	3	7	3	3.6	72%
19- students will be able to get good information If they learn how to use flashcards	11	5	14	5	0	3.7	74%
20- Student can learn many things when they Teacher uses the word cards	11	11	7	6	0	3.5	70%
21-Using chalkboard makes teachers nervous	8	10	10	3	4	3.4	68%
22- Student can learn many things when they Teacher uses the word cards	11	11	7	6	0	3.5	70%



Graphic 1: *Questionnaire of Investigating Teachers Attitudes towards Using Visual Aids in Developing Vocabulary*

4.2 Conclusion

According to the findings of this study, the researcher considered the weighted mean 50% as an item that gain low positive attitude from teachers. Consequently, Three items were gaining high attitude from teachers. Conclusion remarks can be clearly pointed out as follows:

1- 1. Item number (3) which refer to (*Television is a good tool for the development of teachers and students' imagination*) from teacher gains *the high attitudes*. It got a weighted mean 96%

2. Item number (1) which refer to (*flashcards are colorful tools.*) from teacher gains the law attitudes. It got a weighted mean 50%

3. It seems logical, therefore, to draw a conclusion which stresses the beneficial effect of training the students in the skill of finding visual-Aids that will enable them to understand without having to look up the unknown word in the dictionary or counseling the teacher.

4.3 Recommendations:

The following recommendations are suggested:

- 1- Teachers should make students with a vocabulary rich environment to promote the incidental learning of vocabulary.
- 2- A special emphasis should be given to vocabulary as one important aspect of foreign language learning.

4.4 Suggestions for further Studies

1. A study suggests to emphasize the strategies the learners apply and the useful cue words and phrases they can find in the passage that help them in the process of inferring the meaning.

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