Teaching Vocabulary through Pictorial and Verbal Illustrations to the Learners of English at Intermediate Level: An Experimental Study

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Abstract

The aim of the study was to find out the importance of the pictorial and verbal illustrations in teaching English vocabulary at Intermediate level in Pakistan. Most of the researchers recommend that vocabulary can be taught well through pictorial illustration. Some researchers also recommend verbal illustration for teaching vocabulary. In Pakistan, pictures are being used in order to teach vocabulary at primary level. However, there is no use of pictures for teaching vocabulary at higher level i.e. Intermediate level. The present study is premised upon the Hypothesis that Vocabulary of English can be taught effectively through pictorial and verbal illustrations at Intermediate level. In order to examine the hypothesis, an experiment was carried out. In a public college, a class (comprising 50 students) of Intermediate part 1 was taught vocabulary for 8 weeks by the researcher. The class was divided into two groups (25 students per group). The controlled group was taught vocabulary through traditional way that is GTM and experimental group was taught through pictorial and verbal illustrations. Two tests i.e. pre-test and post-test were conducted. The results of tests were analyzed. The findings of the analysis showed that there was no significant difference between the marks in the pre-test and the marks in the post-test of controlled group. However, there was a significant difference between the marks in pre-test and the marks in post-test of experimental group. It concluded that vocabulary can be taught well through pictorial and verbal illustrations at Intermediate level.

Keywords: Vocabulary, illustrations, Grammar Translation Method, intermediate, pictorial, verbal

Introduction

Language has a pivotal role in the life of human beings. There are many languages spoken round the world. However, the case of English as an international language is unique. According to Kara, S. & Kucuk, T. (2023), English is a lingua franca. It is used in every walk of life i.e. Education, Business, Trade, Politics, Science and technology etc. So, English has a significant status among all the languages of the world. It enjoys same place in Pakistan too. Therefore, it is essential to teach it to

students in order to enable them to fulfill the diverse communicative needs within Pakistan and to cope with the challenges of advanced world. So, English is a compulsory subject from primary to tertiary level in Pakistan.

Teaching English language is a highly demanding task in EFL (English as a Foreign Language) context. In teaching language, it is widely accepted that vocabulary is central and more important than grammar. Wilkins (1972) opines that we can convey a message to some extent without grammar but can convey nothing without vocabulary. Richards (1980) and Krashen (1989) as cited in Alqahtani (2015) state many reasons for devoting attention to vocabulary. First of all, a large vocabulary is necessary for being master of language. Second, language learners are aware of this. That's why learners keep dictionaries instead of grammar books with them, and still complain about the issue of insufficient stock of vocabulary. Kara, S. & Kucuk, T. (2023) consider vocabulary as building block which has a direct relation with the other skills of language.

Vocabulary is taught in many ways in different teaching settings. However, in Pakistan, the most common practice is to provide students with meaning in the Urdu language and make them cram it. The results of this practice are far from satisfactory. Although students reproduce meanings of vocabulary, but they are unable to use that vocabulary not only in real life situation but also in their examination. This practice is called Grammar Translation method (GTM). So, GTM teaches everything about the language but not the language itself. For example, when a child starts learning English, if he is taught "an apple" and apple means "سیب" (as the Urdu language is child's mother tongue or first language), he will learn it but whenever he will see the real object, first the word "سیب" will come in his mind and then he will translate it into apple. In this way, he does not learn English language directly or naturally. On the other hand, the child learns his mother tongue in natural way as, in the beginning, he listens names of different objects from his elders and associates them with real objects. With passage of time, he himself, starts calling objects with their names. In the same way, he listens the phrases, sentences and utterances from the people around him and starts to comprehend them. Finally, he becomes able not only to use those phrases and sentences to express himself but also to use new sentences and utterances on set pattern. But English language is not taught in natural or direct way.

However, to overcome the demerit of this method, child is also shown the picture of apple or even the real apple. It is a good approach. There is no need to tell the learner that apple means " سیب " in order to teach him the vocabulary item "apple". The best way is to show the real object or the picture of it to the child and to tell him that this is an apple. So, the child will associate the word with object and will be able to use it where the need be. This method is adopted at initial levels in Pakistan. English books which are used at initial or junior levels are good example of this approach. These books contain colorful pictures for those vocabulary items which are supposed to be taught i.e. apple, boat, cat, dog etc. Moreover, some active teachers also bring real objects (which are possible) and sometimes, models of objects within classrooms. So, these real objects, models and even pictures help a lot in teaching and learning vocabulary. It is admitted that a single picture can convey as much as the thousand words. Pictures are visual presentation of persons, things and places. In teaching vocabulary, pictures help a lot and contain great importance. Pictures not only make vocabulary learning process effective but also add color to the classroom. Now-a-days, pictures are frequently used at junior level for teaching vocabulary. However, for some vocabulary items, only pictures are not enough or even pictures are not available. Here, a teacher needs verbal illustration. He has to define and explain words like mime, shrug, rattle, embarrass, perpetually, trifling, shudder etc. It is difficult or impossible to get pictures for such words. So, teachers explain such vocabulary items verbally. For example, a teacher has to raise and lower his shoulders in order to teach the word 'shrug' and has to explain that when we want to tell that we don't know or don't care about something we raise and lower our shoulders in this way is called 'shrug'. Verbal illustration also plays an important role in teaching and learning vocabulary.

It is seen that as a result of researches, pictorial and verbal illustrations are being used in teaching vocabulary at junior level effectively in Pakistan in nearly all educational institutions. But unfortunately, this aspect is still neglected at higher level. As it has been observed that no special attention is given to vocabulary teaching. There is no use of pictures or verbal illustrations at Intermediate level and Degree level. The researcher is concerned with Intermediate classes. At this level, the text books which are used as the syllabus for English subject contain no pictures at all.

There are such vocabulary items included in text books which are very demanding.

Statement Of The Problem

The results of Intermediate classes in English subject show that students do not learn vocabulary well. They not only perform badly in exams but are also not able to use that vocabulary in diverse communicative situations. This situation requires improvement.

Hypothesis

Vocabulary of English can be taught effectively through pictorial and verbal illustrations at Intermediate level.

Objectives Of The Study

The study seeks to find out:

• To make students learn vocabulary well.

• To enable learners to comprehend vocabulary in reading and listening.

• To enable students to use vocabulary accurately in writing and speaking.

• To bring improvement in the result of students in English subject at Intermediate level.

Literature Review

It is a review of some relevant previous studies.

Vocabulary And Its Importance

Lewis (1993) believes, 'lexis is the core or heart of language.' Nation (1994) tells the importance of learning vocabulary by saying that vocabulary is not an end in itself. A good vocabulary helps in performing all the four skills of language: listening, speaking, reading and writing. Miller (1999) as cited in Mukoroli (2011) believes,' Vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.' Cameron (2001) opines that there are many knowledge areas of language and vocabulary is significant area of them. Nation (2001) says that there is great relationship between the knowledge of vocabulary and the use of language. Both are complement to each other. Richards and Renandya (2002) believe that vocabulary was given very little importance in L2 teaching in the past. Now-a-days, great attention has been given to vocabulary and its role in teaching and learning language.

According to Gardener (2009) as cited in Mukoroli (2011), Vocabulary does not mean

the mere meaning of words but the use of words in a situation and the relationship among words as well. Word dive team (2013) agrees that vocabulary which does not include only words but also meanings of words, orthography, pronunciation, context and conjugation, is of great significance in the process of learning a new language.

Schmitt (2000) as cited in Alqahtani (2015) emphasizes that it is significant to have a vast stock of vocabulary to acquire a language and attain competence. sKhafidhoh and Carolina (2019) consider vocabulary one of the most important element in order to get mastery of a language.

Teaching Vocabulary

McCarthy (1992), Gairns and Redman (1992) believe that, in human brain, words are stored in an organized manner and it is not simple. They call it a 'mental lexicon'. Here, words are stored and classified according to their function, form and properties. Harmer (1993) says about incidental learning that students learn the new vocabulary automatically which they find in their lessons or text books etc.

Thornbury (2002) opines that language is mainly based on words. So, words are important and teaching vocabulary is very important. Thornbury (2004) states that there is a lot of development in the approaches and techniques to language teaching and these are much word-centred approaches. Joklova (2009) opines that teaching vocabulary is significant in a language class because learning the meanings of words is main thing in learning a language.

Teaching Vocabulary Through Pictures

Gairns and Redman (1986) consider the use of real objects very appropriate for teaching concrete vocabulary to beginners. Rice and Woodsmall (1988) discuss in their writings and researches that learners learn new vocabulary quickly when it is presented through multimedia.

Significance of Using Pictures in Teaching

Hill (1990) believes that language learning does not require a standard classroom. So the language teachers always are in search of AV aids. Among these aids, pictures are considered very valuable. As the pictures can bring the image of a real thing or situation in the class.

According to Hill (1990), a picture can be used as a stimulus for learners to write or discuss. It can be a description or illustration of any reading material or discussion.

Hussain & khan (2022) state that picture is beneficial and very economical visual aid. They are of the view that a picture saves us from a detailed explanation of anything.

Wright (1990) describes the importance of pictures by giving an example that only one picture can be used for teaching different areas of language i.e. structure, vocabulary, functions, situations and all four skills. He says that simple drawings can also be used for teaching vocabulary. Bowen (1994) opines that the process of learning is very difficult. In the complex process of learning a foreign language, visual aids are of great help. Visual aids particularly pictures stimulate the learning.

Advantages of Using Visual Aids in the Classroom

Bowen (1994) lists some of the advantages of using visual aids in the classroom.

i) They maintain the pace of lesson.

ii) Visual aids particularly pictures give the opportunity to learners to lift their eyes from their books which makes learning process more natural.

iii) They make it possible for students to talk into the classroom.

iv) Pictures make the topics and lessons real. Moreover, pictures clarify the facts i.e. speed, size, distance, mass, depth, weight, color, time etc which are forgotten if taught without pictures.

v) Learners find the lesson enjoyable and interesting when visual aids are being used.

The Selection and Use of Pictures

Bowen also guides the language teachers how to choose and use the pictures. He lists those factors which must be kept in mind by teachers while choosing pictures.

i) The picture should be attractive which should create interest among learners.

ii) It should be relevant to the lesson. It should be useful for the purpose of lesson.

iii) The size of the pictures should be large enough for the class that all students can see it clearly.

iv) The contents of pictures should be clear avoiding ambiguity.

Wright (1996) opines that wall pictures are big enough to use for the whole class. They are always available in the classroom. So, wall pictures can be used again and again.

Techniques for Learning Vocabulary

Thornbury (2004) opines that learning vocabulary is very important. He tells some important techniques for learning vocabulary effectively which he lists after

summarizing a study into memory (and long term remembering).

Repetition

According to Thornbury, first technique is repetition. The repetition of new words helps in learning them. Same words should be exposed in different ways.

Motivation

Students' attention and interest should be aroused for good results. Wright cited in Khafidhoh and Carolina (2019) also opines that pictures develop interest and motivation.

Pictures

Final technique is to show pictures for new words. It is the best technique to teach new words.

Takač (2008) believes that realia, visual aids and demonstration are very helpful in teaching vocabulary. Joklova (2009) carries out a study on 'Using pictures in teaching vocabulary.' The objective of the research was to show how pictures can be used in language classes in various sssways and how are they effective in remembering a word. The study concludes that teaching becomes effective by using pictures as well as other aids. Zambla, Cano and Roldan (2009) emphasize that the pictorial code is a more direct means of communication than the verbal code. Wang and Christ (2009) opine that hearing new vocabulary in DVDs and multimedia presentations also support young children's vocabulary learning. The conclusion of the study is that vocabulary can be taught well by means of different strategies. Multimedia presentation is one of important strategies. Alqahtani (2015) believes that pictures are the best source of making the meaning of new words clear. There is a wide range of vocabulary which can be taught well with the help of pictures. Experts agree (busyteacher.org, 2017) that visual elements work excellently for teaching vocabulary particularly concrete noun. They also suggest that teachers should try to bring real objects whenever it is possible for them. However, when it is not possible, pictures are the best substitute of real objects.

Teaching Vocabulary Through Verbal Illustration

According to Allen (1983), if language teachers use visual as well as verbal materials, students will learn vocabulary easily and fast.

Definition of Verbal Illustration

Nation (1990) believes that teachers should teach meanings of new words to students not only by means of pictures but also by means of verbal explanation. He defines verbal description as logical description. It is actually using new words of the target language and translating them into another language (language from which learners are familiar).

Significance of Verbal Illustration

McCarty (1992) opines that pictures have their own limitations. For teaching the meaning of all words, even pictures are not enough. Moreover, there are words containing such concepts which cannot be conveyed with pictures. Teachers have to use some other tool.

Thornbury (2004) describes the importance of verbal illustration by saying that it is difficult to explain meaning of some words, particularly the abstract ones such as opinion or impact, through pictures. Here, teachers have to use verbal illustration.

Jemima (2013) emphasizes that the use of audio aids have great advantages in teaching the English language. It does not only help learners of English but teachers can also improve their English with the help of aural aids.

Bagheri (2015) opines that vocabulary achievement is essential in learning a new language. He emphasizes that visual and verbal techniques should be used by teachers for teaching vocabulary so that learners can learn vocabulary well.

Verbal Technique

Bagheri (2015) describes some of verbal techniques for teaching vocabulary.

Definition and Illustrative Sentences In this technique, the new word is defined by using other words in the same language. Such sentences are used which tell the use and context of new word.

Synonyms and Antonyms It is a very common and effective verbal technique used for teaching new words. Teachers provide learners with synonyms and antonyms of the target word. In this way, learners learn meaning of the word easily.

Scales In it, related words are presented in scale. It includes the combination of both verbal and visual techniques.

Explanation The new word is explained by the teacher. The teacher explains the

word by using same language and by giving details.

Translation

The teacher translates the word into another language with which learner is familiar. However, this technique is not very encouraged by the linguists, if it is used as the single technique for teaching vocabulary. However, it is good when combined with other techniques.

Researcher's Voice

After having a look at the relevant literature review, it is clear that a lot of researches and studies have been conducted on the use of pictures and verbal illustration in teaching English language and its vocabulary. Now, what is needed more, is as follows:

• Both illustrations i.e. verbal and pictorial are required for teaching the same vocabulary item in order to make the teaching process effective as the national reading panel (2000) concludes that there is no single research based method for teaching vocabulary. So, the panel recommends the use of a variety of methods of vocabulary instruction.

• Most of the researches on teaching vocabulary through illustration recommend to use pictures and verbal illustration in order to teach vocabulary to beginners of EFL but it is also needed at higher level i.e. intermediate level.

• There are also some researches which have been conducted to evaluate the effectiveness of illustrations at higher level. However, there is not much work done in this regard in Pakistani context. Pictures and verbal illustrations are used at junior level and new techniques to use illustrations effectively are also being discovered in Pakistan but there is not much attention given to the use of pictorial and verbal illustrations for teaching English vocabulary at intermediate level. The present study will prove useful in this regard.

Methodology

It presents the research methodology which was adopted in order to test the hypothesis and to achieve the objectives.

Research Design

It was an experimental study. So, the design of this research was experimental.

Variables

The study premised upon the following hypothesis:

'Vocabulary of English can be taught effectively through pictorial and verbal illustrations at Intermediate level.'

There were two variables. Moreover, there were also some intervening variables in the study which were controlled.

Independent Variable 'Pictorial and verbal illustrations' were independent variable.

Dependent Variable 'The teaching of English vocabulary' was dependent variable.

The intervening variables were the time limit and the temperature.

Population

The population of this study comprised the students of Intermediate class (part 1) of Aspire Group of colleges, Vehari (Girls campus).

Sample And Sampling Techniques

Sample of this study was a general section of Intermediate class (part 1) of the college. In order to make the sample authentic and reliable, it was made sure that it represents all kinds of the students of intermediate class (part1) of the college as the section contained students of mixed abilities. In this regard, their results in previous tests were analyzed. The sample consisted of 50 students.

Division Of Sample Into Groups

The sample of population which consisted of 50 students was divided into two groups. It was made sure that both the groups consist of students of equal ability.

Experimental Group The 25 students were included in the experimental group. This was the group which was taught vocabulary through pictorial and verbal illustrations.

Controlled Group It also consisted of 25 students. This group was also taught vocabulary but with no special technique. It was taught in traditional way i.e. GTM with which they had already been taught.

The Paradigm For Data Collection

The study in hand followed the paradigm of the quantitative research for data collection.

Research Instruments: Type, Development, Validation, Pilot Testing

Research instruments were tests: Pre-test and post-test. Pre-test was conducted before teaching and post-test was conducted after teaching. They were developed with great

care. Tests were valid and authentic. Before using in experiment, they were showed to some of L2 teachers for pilot testing

Means For The Analysis Of Data

The means of 'SPSS software' and 'SPSS independent sample T Test' were used for the analysis of data in this study.

SPSS Independent Samples T Test

SPSS Independent Samples T Test is a procedure for testing whether the means in two populations on one metric variable are equal. The two populations are identified in the sample by dichotomous variable.

Procedure

The aim of the study was to test the effectiveness of pictorial and verbal illustrations in teaching of English vocabulary. In order to achieve the aim through experiment, the researcher gave lessons to the sample of the study. 24 lessons were planned for the experimental group and 24 lessons were planned for controlled group. The lessons were given within 8 weeks i.e. 3 lessons per week. The time period for every lesson was 40 minutes.

Weeks	Experimental Group	Controlled Group
1	On the first day of the week, the researcher introduced himself (not as a researcher but as a teacher) and also got a brief introduction from the students. There was a little discussion about vocabulary. Students were asked to prepare for a test tomorrow. It was the test of vocabulary (of textbook named Book 1 for Intermediate part 1) they had learnt in the previous month.	On the first day of the week, the researcher introduced himself (not as a researcher but as a teacher) and also got a brief introduction from the students. There was a little discussion about vocabulary. Students were asked to prepare for a test tomorrow. It will be the test of vocabulary (of textbook named Book 1 for Intermediate part 1) they have learnt in the previous month.
	On second day, a test was conducted. Test contained 40	On second day, a test was conducted. Test was the same for

marks and time allowed for it, was 40 minutes (see appendix no. 1). From the third day, students were taught vocabulary. The first page of lesson no. 1 (book 1) was done. The teacher made students read the lesson. The teacher helped in pronunciation particularly for the words which were new for students. Then, teacher showed a picture (or drew picture on board) for the target word and explained the word by using no other language but English. Then, he distributed hand outs containing the newly learned words. He asked students to write synonym, antonym and class of the word in given space. After it, teacher told the correct synonyms, antonym and class. In the end, the teacher made them write sentences in pair and finally, they were assigned homework to answer the question and make sentences of the target vocabulary individually.

both groups.

From the third day, students were taught vocabulary. This group was taught the same lesson and vocabulary which was taught to experimental group. However, the method for teaching vocabulary was traditional i.e. GTM which is commonly used. The teacher will read the lesson aloud and then made some of students to read aloud. After this, the teacher translated the text, he made students to underline the target vocabulary items and he wrote their meaning in Urdu language on the board. He made the students to write words and meanings on their notebooks. The students were assigned to learn the meanings of words by heart at home. No pictures were shown at all.

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On the first day of second week, page 2 and 3 of lesson no. 1 were read and vocabulary was taught from those two pages. On second day, page 4,5 and 6 were taught. On third day, lesson two was

On the first day of second week, page 2 and 3 of lesson no. 1 were read, and vocabulary was taught from those two pages. On second day, page 4,5 and 6 were taught. On third day, lesson two was

	started.	started.
3	In the third week, vocabulary of remaining lesson 2 and vocabulary of lesson 3 was done.	In the third week, vocabulary of remaining lesson 2 and vocabulary of lesson 3 was done.
4	In this week, students were taught vocabulary of lesson no. 4. Again, pictures and verbal illustrations were used.	In this week, students were taught vocabulary of lesson no. 4 but with the same traditional method.
5	In this week, students were taught vocabulary of lesson no. 5.	In this week, students were taught vocabulary of lesson no. 5.
6	In this week, students were taught vocabulary of lesson no. 6.	In this week, students were taught vocabulary of lesson no. 6.
7	In this week, students were taught vocabulary of lesson no. 7.	In this week, students were taught vocabulary of lesson no. 6.
8	On first two days of this week, students were taught vocabulary of lesson no. 8. On the last day, a post-test was held. The test contained 40 marks and the time allowed for it was 40 minutes. The test followed the pattern of pre-test.	On first two days of this week, students were taught vocabulary of lesson no. 8. The students were asked to prepare for the test of vocabulary they learnt during these weeks. On the last day of the week, a post-test was held. The test of both groups was the same.

The pre-tests and post-tests were marked by the teacher (the researcher). Obtained marks of the students were put in the mark sheets. This data was analyzed.

Data Collection and Data Analysis

This section presents the data of the study and analysis

Data Collection

Two tests were held i.e. pre-test and post-test in order to collect data of the study. Both groups attempted these tests. Tests were marked very carefully by the researcher. It was observed that the students of experimental group achieved higher marks in post-test than marks in pre-test. But the students of controlled group showed no significant

difference.

Data Analysis

After the collection of data, now it is to be analyzed. It will be analyzed through SPSS Independent Samples T Test. Two variations will be analyzed.

i) the variation between the marks in pre-test and the marks in post-test of the experimental group

ii) the variation between the marks in pre-test and the marks in post-test of controlled group

The Analysis of the Pre-Test and the Post-Test of Experimental Group

H_0 : There is no difference between the marks in pre-test and the marks in post-test of experimental group.

H_1 : There is a difference between the marks in pre-test and the marks in post-test of experimental group.

t-Test: Paired Two Sample for Means

	Post-Test	Pre-Test
Mean	23.44	11.8
Variance	75.00666667	48.41666667
Observations	25	25
Pearson correlation	0.620341231	
Hypothesized Mean Difference	0	
Df	24	
t Stat	8.343567966	
P(T < =t) one-tail	7.43691E-09	
t Critical one-tail	1.71088208	
P(T < =t) two-tail	1.48738E-08	
T Critical two-tail	2.063898562	

Conclusion: For the analysis of paired observations, t test for paired observations is used.

As the value of t-stat is 8.34 which is greater than the table value of t-stat (2.063898562), so H_0 is rejected and it is concluded that there is significant difference between the marks in pre-test and the marks in post-test of the experimental group.

The Analysis of the Pre-Test and the Post-Test of Controlled Group

H_0 **:** There is no difference between the marks in pre-test and the marks in post-test of controlled group.

H_1 **:** There is a difference between the marks in pre-test and the marks in post-test of controlled group.

t-Test: Paired Two Sample for Means

	Post-Test	Pre-Test
Mean	12.6	12.36
Variance	49.08333333	45.74
Observations	25	25
Pearson correlation	0.980150335	
Hypothesized Mean Difference	0	
Df	24	
t Stat	0.86154979	
P(T<=t) one-tail	0.198730905	
t Critical one-tail	1.710882067	
P(T<=t) two-tail	0.39746181	
T Critical two-tail	2.063898547	

Conclusion: For the analysis of paired observations, t test for paired observations is used.

As the value of t-stat is 0.86154979 which is less than the table value of t-stat (2.063898547), so H_0 is accepted and it is concluded that there is no significant difference between the marks in pre-test and the marks in post-test of the controlled group.

Findings of the Analysis

The analysis of the marks in pre-test and the marks in post-test of the controlled group shows that there is no significant difference between the results of pre-test and the results of post-test as the mean of the marks in the pre-test is 12.36 and the mean of the marks in the post-test is 12.6. The controlled group was taught vocabulary through traditional method that is GTM. It is clear that teaching vocabulary through GTM brought no significant improvement in the results of controlled group in the post-test.

So, the teaching of vocabulary through GTM was not effective.

The analysis of the marks in pre-test and the marks in post-test of the experimental group shows that there is a significant difference between the results of pre-test and the results of post-test as the mean of the marks in the pre-test is 11.8 and the mean of the marks in the post-test is 23.44. The experimental group was taught vocabulary through pictorial and verbal illustrations. It is clear that teaching vocabulary (dependent variable) through pictorial and verbal illustrations (independent variable) brought a great improvement in the results of experimental group in the post-test. This improvement in the results of students shows that the independent variable (pictorial and verbal illustrations) had a great effect on the dependent variable (teaching English vocabulary). This improvement is a proof that the students learnt vocabulary well with the help of pictures and verbal illustrations. Hence, the hypothesis of the study **'Vocabulary of English can be taught effectively through pictorial and verbal illustrations at Intermediate level'** is accepted.

Participants' Response

The participants included in the controlled group did not show a very positive response. They took no interest in the classes and were not motivated to learn. On the other hand, the participants included in experimental group showed a very positive response. They took a great interest in the classes.

Conclusion

The purpose of the study was to find out the significance of pictorial and verbal illustrations in teaching vocabulary of English. In order to find out this, firstly the importance of vocabulary was discussed. Secondly, the work of other researchers on the similar topics was also mentioned. Then, an experiment was undertaken in order to achieve the goal of the study. The results of experiment were analyzed. After the analysis, it has been found that the use of pictorial and verbal illustrations is of great importance in teaching English vocabulary. The result of controlled group in pre-test was not satisfactory. The average marks were 12.36 out of 40. But the students did not learn vocabulary well even after the teaching of vocabulary for 8 weeks. Their average marks in the post-test are 12.6 out of 40 which is again not satisfactory. The reason was the methodology which was used for teaching. On the other hand, the result of experimental group in pre-test was also not satisfactory. The average marks

were 11.8 out of 40. However, the experimental group improved a lot after the teaching of vocabulary for the 8 weeks. Their average marks in the post-test are 23.44 out of 40 which are satisfactory. The marks in the post-test show that the students of experimental group made a significant improvement. They learnt vocabulary well from the teaching of vocabulary. The reason is the methodology which was adopted to teach vocabulary.

So, the use of pictures and verbal illustrations is helpful in learning English vocabulary at Intermediate level. The use of these illustrations not only creates the interest of learners towards the lessons but also motivates them towards learning. They enjoy their lessons as they find it easy to learn due to visual and verbal aid. They not only learn fast but also learn everlasting. This learning helps learners not only in the exams but also in diverse communicative situations (encoding and decoding). Their results of exams are improved and they are also confident in day to day communication.

The use of pictorial and verbal illustrations is also very helpful for the teacher too in teaching English vocabulary. The teachers are at ease while using these illustrations. Pictures say everything for a vocabulary item, so they save the energy and time of teachers.

Findings of the Study

The findings of the study are as under:

i) The vocabulary is one of the most important components of the language.

ii) Teaching L2 vocabulary is a highly important and demanding task.

iii) Pictorial and verbal illustrations play a vital role in teaching English vocabulary.

iv) Learners of all levels particularly of Intermediate level can obtain very good marks in the exams if they are taught English vocabulary through pictorial and verbal illustrations.

v) Teaching vocabulary through illustrations improve the communicative skills of the learners.

vi) Pictorial and verbal illustrations help teachers to teach vocabulary effectively and with ease.

Recommendations

The following recommendations are made in the light of the results and findings of

the study.

i) The education policies and the syllabus of the English subject at Intermediate level should be designed in this way that it can allow the teachers to give more time and attention to the vocabulary of the English language in their classes.

ii) Such textbooks should be set as contain pictures for the important vocabulary items in it. Moreover, these books should contain such activities with which the learners learn all the aspects of vocabulary such as its synonym, its antonym, word class, its contextual meaning, its literal meaning and, the most important, its use.

iii) The English teacher at Intermediate level must use pictorial and verbal illustrations in order to make their teaching of vocabulary effective and in order to enable their students not only to show good result in the exams but also to communicate in the English language. The teachers of the English language need to be very active and concerned in this regard. If pictures are available in the text book, they should exploit them wisely. If pictures are not available in the text book, teachers should collect them from different resources i.e. newspapers, magazines, posters, advertisements, pamphlets, other books and internet. He can also use photographs. Moreover, he can also draw on the board.

Here, some people may criticize that the use of pictures is expensive and time consuming. But the fact is the other way round, pictures are quite cheap or even free with the easy and free access to internet. They are not time consuming at all because the teacher can teach vocabulary fast with the help of pictures. If the verbal illustration is also added with the presentation of pictures for teaching vocabulary items, the teacher and learner both are at ease in teaching and learning.

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