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Developing visual recognition in the English language

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Introduction

Every century every period of social life has its own education theories teaching methods and strategies. The problem of how to organize teaching process in a better and more appropriate way has been actual all the time.

For a long time Latvian children have been living in the environment where English was not spoken. The English language came into real life through computer, TV, songs. Therefore, it is very important that today much attention is paid to English language acquisition in our country.

The aim of English language teaching is the mastery of the language in terms of listening, reading, speaking and writing.

To develop all these skills it is necessary to have sufficient vocabulary knowledge.

The main aim of foreign language teaching at school is the development of communicative skills.

When students' vocabulary is well-off they can practice all skills:

1. To express their thought using simple active vocabulary;
2. To add passive vocabulary through flash cards;
3. To read with understanding of basics of the text.

That is why the enrichment of pupils' vocabulary is the main task of English language teacher.

In this work the author has decided to investigate pupils visual perceptivity differences depending upon their level, how using right teaching strategy and visual aids to remember material for a long time .

To explain which methods will have better results to reach the desired level of ability in vocabulary skills and to show the effectiveness of using visual aids teaching vocabulary.

Research object: the process of English language learning in primary school.

Research subject: using visual aids and appropriate methods for teaching vocabulary.

Aim of research: to investigate the use of visual aids for teaching vocabulary in primary school, content and methodology that ensure students' teaching vocabulary.

Basic of research: Riga Waldorf School, primary level

The use of visual aids in primary school promotes making active visual and emotional memory of students learning the English language. Using visual aids during lessons improves and secures knowledge of new vocabulary in active speaking, listening and writing processes.

The tasks of the author's paper are:

1. To research the sources which examine visual aids for teaching vocabulary at primary level;
2. To describe several kinds of visual aids;
3. To examine different techniques for teaching vocabulary and their use at English language lessons;
4. To compare pupils' work results in the process of teaching vocabulary by using visual aids and without them;
5. To persuade teachers in necessity of using visual aids for teaching vocabulary at the English language lessons ,based on experimental data;
6. To chose the most successful way using different kinds of visual aids in teaching vocabulary.

The author thinks that it is very important and interesting for pupils at primary level. Visual aids vary the pace of the lesson, encourage pupils to speak to each other, allow the teacher to talk less, but – to the learners more, make a communicative approach to language, can be used in different levels and for different purposes.

Theoretical part is a review of present day theory, which is necessary for the research work. The author describes methodology chosen for the investigation teaching vocabulary by using it in primary school.

The author describes some kinds of visual aids to present the new poem .

In this part are presented characteristics of young learners and are given different types of pictures.

Practical part deals with observation how to teach vocabulary using visual aids (pictures) at primary level. It describes setting up of the experiment. In the same way it contains data and generalization of results.

TEACHING VOCABULARY USING VISUAL AIDS

1.1 The Principles of Teaching Vocabulary

Jeremy Harmer (12; 23) says that students need to learn what words mean and how they are used. He declares that students have to learn vocabulary, which is appropriate for their level. Jeremy Harmer advises to learn vocabulary in context.

Michael Wallace (17; 27) gives several principles of teaching vocabulary. He says that a teacher has to be clear about the aims, the teacher may have to decide on the quality of the vocabulary to be learnt. He also thinks that as well as the form of the word, the learner must have clear, specific understanding of what it denotes or refers to. Michael Wallace speaks about such principles of teaching and learning vocabulary:

- Aims;
- Quantity;
- Need;
- Frequent exposure and repetition;
- Meaningful presentation;
- Presentation in context;
- Learning vocabulary in the mother and in the target language;
- Referencing procedures in vocabulary learning.

Virginia French Allen (1;12) says that in some classes for beginners, teachers use all three ways to show the meaning of vocabulary words:

1. Pictures;
2. Explanations in the students' own language;
3. Definitions in simple English, using vocabulary that students already know.

Adrian Doff (8; 12) agrees with Jeremy Harmer.

Virginia French Allen and Michael Wallace add that a teacher can show the meanings of the new words visually.

All these statements are accurate and rest on great experience, however, the author thinks that using each individual method depends on the situation, on pupils' psychological types.

1.2 The Characteristics of Young Language Learners

Most of the children want the lessons to be closer to their lives, to their concrete experience. And that is why they like to call objects and learn about things in their own world.

Curtain H.A. (6; 67) in her article says that primary-age children learn through oral language; they are capable of developing good oral skills, pronunciation and intonation when they have a good model.

Teachers of primary students' must give very structured and specific directions and build regular routines and patterns into the daily lesson plan.

Jayne Moon (16; 17) notes "Young children tend to be more enthusiastic, while older children (11 - 12 and older) often become less interested, embarrassed by having to learn language or even hostile because they don't want to seem foolish in front of their friends".

C. Brunfit thinks that teachers must not rely simply on the claim that primary level is the best time to learn languages well. He gives a number of reasons why teaching English at this level is the best.

In author's opinion, the best time of teaching a foreign language is the age of 4 - 6 years. It does not mean that we have to start with ABC, grammar structures etc., but we have to start with teaching elementary vocabulary and communicative skills by using songs and games (pictures, films, visual aids, cartoons).

Jayne Moon (16; 16) considers "The primary level pupils may be too young to feel any need for English. Their attitude is mainly affected by whether they like the teacher, the way English lessons are taught, their parents views and what their friends think about English".

Susan Halliwell (6: 3) thinks that young children do not come to the language classroom empty-handed. They bring with them already well-established set of instincts, skills and characteristics, which will help them to learn another language. We need to identify those and make the most of them.

1.3 Teaching New Vocabulary

The teacher of English as a second language knows very well how important the vocabulary is.

Some specialists in methodology seem to believe that the meaning of words cannot be adequately taught, so it is better not to try to teach them.

There are several ways of presenting new vocabulary.

Adrian Doff (8; 12) believes that translation of a new word is in itself a useful technique, it is often the simplest and the clearest way of showing what a word means. But if we only give a direct translation, students cannot see how the word is used in English sentence, to show this we need to give an example.

Virginia French Allen (1; 12) says students are encouraged to look at the word while hearing it pronounced, since learners tend to remember a word easily if they see and hear it.

Jeremy Harmer (12;2 161) suggests another way of presenting new vocabulary. Not all vocabularies can be learnt through interaction and discovery techniques. There are many occasions when some forms of presentation and/or explanation are the best way to bring new words into the classroom. For example:

Realia;

Pictures;

Mime, action and gesture;

Contrast;

Enumeration;

Explanation;

Translation;

Another way of presenting vocabulary mind.

Virginia French Allen (1; 33) is generally in a situation where the learner can see what is named by the word to be learnt.

Virginia French Allen (1; 54) says that pictures which show human situations often tend to attract students at the primary level. Students enjoy imagining who the pictured persons might be, where they are, what happened before the pictured moment, what might happen next.

A picture that suggests different situations can be very valuable for students in the language classes, especially in primary school.

To sum up all of these statements, the author thinks that using different aids in teaching vocabulary to students of primary level we have to pay more attention to visual aids (pictures, photos, toys etc.) and actions (mime, gesture etc.).

1.4 The Use of Visual Aids

Pictures for vocabulary teaching come from many sources. In addition to those drawn by students or teacher, there are also attractive sets intended for schools. Pictures, which have been cut out of magazines and newspapers, are also useful. Many inexpensive books for children have attractive pictures which show meanings of basic words.

Julia M. Dobson (7; 69) goes on that pictures for use in conversation sessions may come from books, magazines and newspapers, or they may be ones drawn by teacher or students. They may be photographs, lithographs, color prints, paintings, line drawings or halftones, but whatever they are, they can serve as excellent conversation starters.

Jeremy Harmer (12; 161) adds that pictures can be board drawings, wall pictures and charts, flashcards and magazine pictures.

Julia M. Dobson (7; 67) says that the list of possible uses for visual aids is almost endless.

She suggests the following kinds of visual aids:

1. **Blackboard** ~ for writing words, sentences, dialogues and for drawing.
2. **Bulletin boards** ~ for collecting advertisements, announcements, booklets etc..
3. **Flannel board** ~ the major advantage of a flannel board display is that a teacher can change the items quickly and easily.
4. **Magnet board** ~ teacher can put flat metallic figurines or paper cutouts with a tiny piece of metal attached to the backs on the magnet board surface.
5. **Charts** ~ for stimulating conversation.

6. Flash cards ~ a teacher has to make different sets of flash cards and ask students to put them into a logical sequence and then tell a story.

7. Maps ~ for discussions about English-speaking countries or the native country. For discussions about the distance and travel opportunities between the native country and an English-speaking country.

8. Clocks ~ they are particularly appropriate during the early days of an English course when students are learning how to tell time in English.

9. Calendars ~ teacher can turn the dates on the calendar into a conversation topic by having students circle their birthday and discuss the dates marked as holydays.

10. Cartoons ~ for stimulating conversation.

11. Advertisements ~ for conversations in class.

12. Opaque projector displays ~ especially handy in a large conversation group.

13. Slides ~ they are best used to show students what the life is like in English-speaking countries. Slides dealing with other topics can also be used to generate conversation.

14. Filmstrips ~ these may be:

1. Filmstrips especially designed to teach English to non-native speakers of the language;
2. Filmstrips on the history, geography, literature, social problems, arts etc.;
3. Filmstrips on general topics such as sports, animals etc..

Curtain H. A. (6; 204) mentions the following visual aids:

Realia-

- Magnetic numbers, letters;
- Clocks with movable hands;
- Plastic fruit, vegetable, flowers;
- Sequencing materials;
- Playing cards;
- Toy telephone;
- Picture books and easy readers in the second language;
- English language picture dictionaries;
- Calendars etc..

Use of Picture Visuals-

- Picture files;
- Flash cards etc..

Adrian Doff (8; 82) considers the importance of the following visual aids:

1. Blackboard - teachers and students can use it for drawing pictures, diagrams, maps etc..

2. Real objects – a teacher can bring real items in the class or use those, which are already in the classroom.

3. Flash cards - they can be used for presentation, practice and revision of vocabulary.

4. Charts - can be used for showing more complex visual information.

The author of the paper has studied a lot of sources of literature about the theme and wants to say that the use of visual aids helps pupils to study new vocabulary.

At initial stages pictures help the teacher to convey meaning, but later the same or similar pictures can be used as cues for partner activities or group work so that they become communicative as well as vocabulary aids.

1.5 Different Types of Pictures

Each type of visual aids is dealt with separately so that the teacher can refer back to the appropriate chapter if it is necessary when planning lessons.

Betty Morgan Bowen (3; 13) offers different types of pictures and describes their sources.

Wall pictures and wall charts

A wall chart is a large diagram or picture display card. Most wall charts consist of combinations and verbal material. Their aim is to give information on a topic. A

wall picture, on the other hand, is simply a large illustration of a scene or event, or a set of scenes or events.

The criteria for choosing or making good wall pictures and wall charts are: appeal, relevance, recognition, size and clarity.

The way of storing wall pictures and wall charts is to display them on the classroom wall. Even if the charts and pictures do not form a part of the current lesson, students will find that by glancing at them now and again they unconsciously revise language taught earlier using the pictures and charts. The pictures and charts should be changed frequently.

Pictures can be shown one at a time in sequence, focusing attention on each picture in turn and inviting the students to speculate about what happens next. In this way interest and suspense are maintained to the very end of the picture sequence.

Sequence pictures

Sequence pictures are a series of pictures on a single subject. They reveal their story or them, like a strip cartoon, in a connected set of illustrations.

In addition to the criteria for good visuals described, it is worth emphasizing these points:

1. Make titles and captions large enough to read;
2. Pictures should be linked and described orally or in writing;
3. If a book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;
4. The pictures themselves should all be the same size and similarly mounted, in order to make a set.

Flash cards

Word flash cards

Cards on which words have been printed can be held up rapidly, or "flashed", by the teacher before the class. Easy to make, easy to store and carry to the classroom.

A good width for a flash card is 10 cm but the length varies according to the number of letters in the word to be printed on the card.

They can be held up highlight a structure or function. Word flash cards can be used to vary substitution work at the practice stage of the lesson, for elementary reading comprehension exercises and more specifically to practice particular language items.

Picture flash cards

Picture flash cards should be small enough to be handled easily and big enough for the class to see. Flash cards have an accompanying teacher's quite. Homemade cards are quite adequate and can be made to suit a specific teaching aim.

Picture flash cards are most suitable for the representation of a single concept, such as an object or an action. It is the most appropriate to use picture flash cards for the revision and practice of previously taught words, rather than for presentation of new items.

The size of picture flash cards is approximately 15*20 cm with picture from one side only. Picture flash cards can be combined with word flash cards and used in group work by the students and for the work with whole class.

Work cards

Work cards can include visual aids as well as text. Magazine pictures, drawings, maps and diagrams can be important parts of work cards at all levels, used for a variety of purposes.

A. Wright (19; 34) says that work cards are for individual student use or for use by students working in small groups. For any individual and group works activities to be successful:

- a) Firstly - the students should understand what they have to do,
- b) Secondly - language command requirements should be within the capabilities of the students.

Using all of these types of pictures, especially wall pictures and flash cards, in teaching vocabulary actually depends on different circumstances, for instance, the number of students or some specific situations connected with psychological types of young learners.

1.6 Tasks Using Pictures

Using pictures in teaching vocabulary is important and very interesting for students, especially in primary school. Teachers know and can employ different kinds of tasks on the lessons.

Teachers often use *PICTURE DICTATION* in primary school.

This work is very interesting for students, because they like drawing and coloring very much. Their imagination and fantasy are beautiful.

Students use new vocabulary through guessing games in which members of the class are identified by location and by clothing. They like *PICTURE PUZZLES* and *VOCABULARY PICTURE GAMES* very much:

1. Guess a crossword with pictures
2. Do a puzzle, make a picture and say what it is
3. Create domino games using pictures representing current vocabulary
4. Bingo games
5. Action game "Show me"
6. Classroom shopping etc..

These tasks may be organized individually, in pairs, in a group or in whole class.

Teachers can use pictures for *SPEAKING*.

- Pictures are very useful for showing the meanings of verb phrases (is running, is jumping, are playing football, are walking in the park). When native speakers describe what they see in a picture, they are more likely to say "The boy is walking" than "The boy walks".

- Work with photos. "It is Anna. She is 8. She has blue eyes etc."

- Read a text with pictures.

- Make a story about the picture.

It is very good to use sequence pictures and wall pictures. These tasks help students to become better in conversation.

Children in primary school like to enjoy drawing and coloring very much. And one of the tasks can be *PICTURE COLORING TASK*.

They can:

- a) draw a picture and then color this picture,
- b) using coloured pictures, follow the teacher's instructions.

CLASSROOM RESEARCH EXPERIMENT

2.1 METHODOLOGY

The early stages of language learning usually take place in the classroom and thus are shaped by the teacher, who determines the textbook and the method, sets the space and creates the classroom atmosphere.

One cannot speak, understand, read or write in a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language.

There are two general ways in which people learn vocabulary.

Direct approach. In direct vocabulary learning, students focus their attention on learning words in lists or completing various vocabulary exercises. Most learners use this approach to learn frequently used words that are needed for survival skills in the language.

Indirect approach. Direct vocabulary learning becomes impractical simply because there are just too many words to learn. Since a lot of vocabulary is learned through reading and listening, we need to adopt strategies for dealing with unfamiliar words instead of memorizing them. In indirect vocabulary learning, attention will be focused on performing some other language task, such as conveying or trying to understand a spoken or written message. In this process students will most likely begin to learn many new vocabulary items.

Joan Rubin and Irene Thompson describe this issue in their book "How to be a more Successful Language Learner: Toward Learner Autonomy".

With these approaches in my work on teaching vocabulary, I use **communicative approach**, because the emphasis in communicative activity lies on

the paramount importance it takes to perform the language used. It becomes an instrument of communication rather than an end in itself. In most communicative activities students will use any and all the language they know.

The wider students' vocabulary will be, the more interesting it will be for them to learn English language and they will be able to communicate with other people.

Direct and communicative approaches merge by using pictures during the lessons.

In my work I am using pictures in drawing, blackboard drawing, coloring, repetition, simple describing, answers to questions, demonstration, work with wall charts, flash cards.

Pictures for vocabulary teaching come from many sources. In addition to those drawn by students or by the teacher, there are attractive sets which are intended for schools. Pictures cut out from magazines and newspapers are also useful: many expensive books for children have attractive pictures that show the meanings of basic words.

Often a picture will show a situation or a scene in which there are several different things and persons. It is good for students to see the general scene or picture - to see how its parts are related to the whole. It is also helpful for students in primary school to see a picture of a single object or person as the only focus of attention.

In several techniques mentioned previously, students make pictures. I using pictures made by the students themselves. Such pictures have certain advantages.

1. They cost little or nothing;
2. They are available even in the places where no pictures can be found;
3. They do not require space for storing and filing as pictures from other sources do;
4. Exercises, which require drawing, will give such students a chance to win a prize that may serve as an encouragement to learn more;
5. When someone has drawn a picture of a scene, he knows the *meanings* of the English words that the teacher uses while talking about parts of his scene. The meanings are in his mind before he has given an English word.

Frequently I make use of direct questions. These are first of all organizing questions. "What day is it today? What date is it today? What season do we have now?" And students can show the answers to my questions by using picture's calendars.

2.2 EXPERIMENTS SET-UP

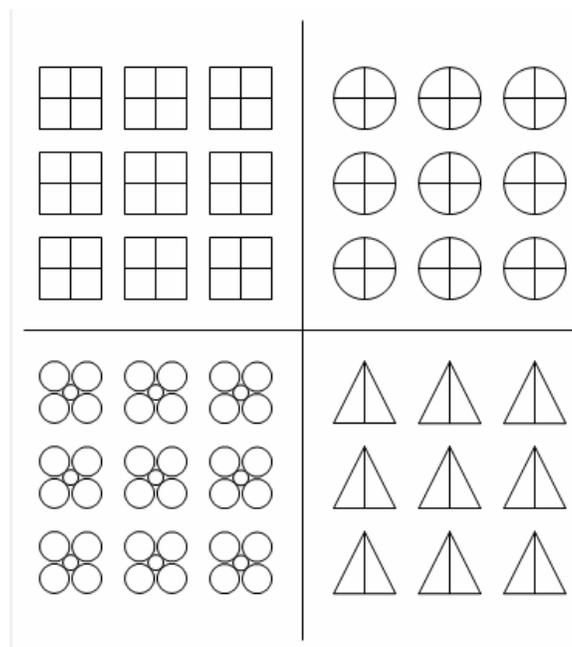
Based on works theoretical part have investigated 5 experiments. The main aim of the 1st experiment was –to investigate pupils visual perceptivity differences depending upon their level. In the 1st experiment was involved 45 learners divided in three groups :

- 1) Primary Level (6-11 y. o.)
- 2) Medium Level(13-15 y.o.)
- 3) Advanced Level(16-18 y.o.)

Procedure of the experiment.

The learners had to fill definite number of figures remembering given pattern. On the pattern paper were 4 types of figures with 9 figures in each .Separate parts of 20 figures was coloured in black .Every student had uncoloured picture of these figures. To make this task learners used memory. The indicator of reality was number of mistakes.

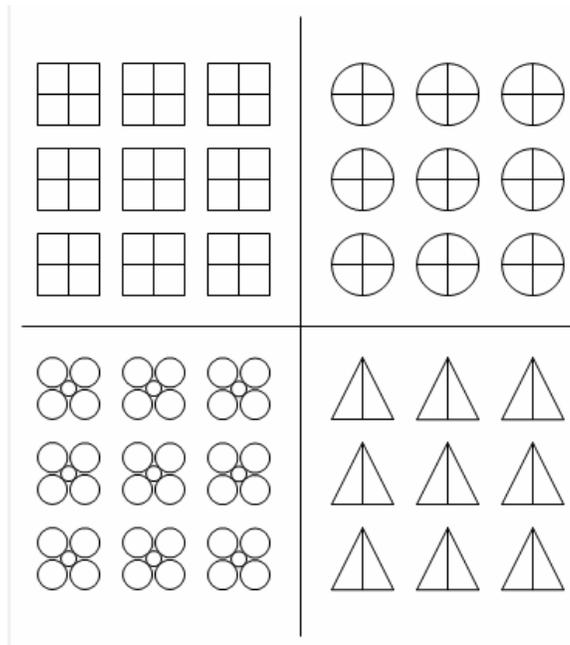
The pattern list of the 1st experiment:



Procedure of the 2nd experiment

The learners had to fill definite number of figures remembering given colour pattern . On the pattern paper were 4 types of figures with 9 figures in each .Separate parts of 20 figures was coloured various colours: squares in blue, circles in yellow, flowers in red, triangles in green. Every student is given uncoloured picture of these figures. To make this task learners used memory. The indicator of reality was number of mistakes.

The pattern list of the 2nd experiment:



Procedure of the 3rd experiment

The same conditions as to 2nd experiment. The teacher gave instructions for each figure's group including it into describing narration about the dark cloud playing in the sky, the Sun which enjoyed the Earth, flowers waiting of bees and fir-trees which should hide the small rabbit. In this experiment took part only for the learners of primary level.

Procedure of the 4th experiment

The learners were divided into two groups . The 1st group studied the poem without help of any visual aids. The second group students in learning process used visual aids – self drawn pictures..

The poem's text:

Little eyes see pretty things.

A little nose smells what's sweet

Little ears hear pleasant sounds.

A little mouth likes lovely things to eat.

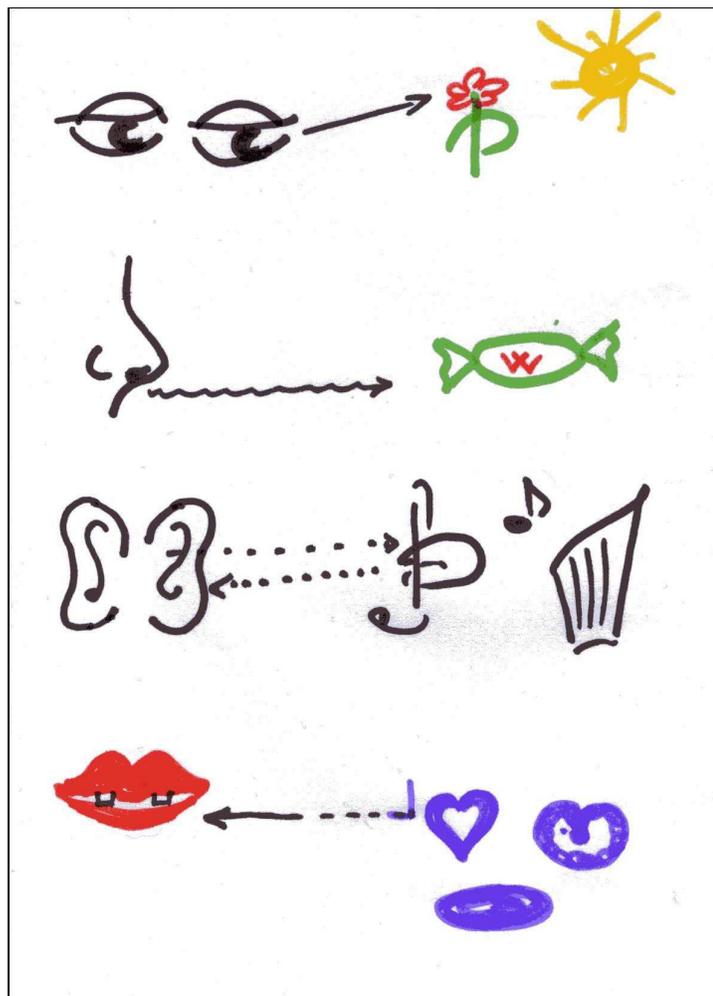
There were picture drawn by one of students to illustrate memorizing process:

Eyes-see;

Nose-smell;

Ears-hear;

Mouth-eat:



2.3 RESULTS AND ANALYSES

The results of the 1st experiment showed so that to remember many even black and white pictures is difficult for small children. Number of errors showed how appropriate age influences the level of mistakes. To compare it was taken 15 learners, 5 of each educational level.

Experiment Nr.1: Investigation of visual perception peculiarities in various age groups of schoolchildren, black and white pattern:

Table 2.3.1

Primary level (6-11 y.o.)					Medium level (13-15 y.o.)					Advanced lev. (16-18 y.o.)				
Nr.					Nr					Nr				
1	4	4	3	5	1	3	3	0	0	1	1	3	5	0
2	5	3	4	4	2	2	4	2	2	2	1	4	3	1
3	4	4	5	3	3	3	4	2	2	3	2	3	4	0
4	4	4	4	4	4	3	4	1	1	4	1	4	3	0
5	4	4	5	3	5	2	5	1	1	5	0	4	3	0
	4.2	3.6	4.6	3.4		2.6	4	3.4	1.2		1.0	4.4	3.6	0.2
Average errors per pupil: 15.8					Average errors per pupil: 11.2					Average err. per pupil: 9.2				

This experiment showed that number of new words must be limited at the lesson.

Experiment Nr.2: Investigation of visual perception peculiarities in various age groups of schoolchildren, coloured pattern.

Table 2.3.2

Primary level (6-11 y.o.)					Medium level (13-15 y.o)					Advanced lev. (16-18 y.o.)				
Nr.					Nr					Nr				
1	5	3	5	4	1	4	3	5	3	1	4	3	6	1
2	4	4	5	4	2	5	4	5	4	2	3	5	6	1
3	5	3	5	3	3	4	4	5	3	3	7	3	2	1
4	4	4	5	4	4	5	4	5	4	4	4	3	6	1
5	5	3	5	4	5	4	4	4	3	5	3	5	5	1
	4.6	3.4	5	3.8		4.4	3.6	4.8	3.4		4.2	3.6	5.2	1.0
Average errors per pupil: 16.8					Average errors per pupil: 16.2					Average err per pupil: 14.0				

The results of the 2nd experiment showed difficulties doing this task. For small children is difficult to remember colour of each shape and order of coloured parts.

The same experiment were repeated after 24 hours, and results can be seen in following table:

Table 2.3.3

Primary level (6-11 y.o.)				
Nr.				
1	5	5	5	4
2	5	4	6	4
3	5	5	5	3
4	5	4	6	4
5	5	3	5	4
	5	4.2	5.2	3.8
Average errors per pupil: 18.2				

The results of 2nd part of the experiment evidently showed that without systematization skills after 24 hours young learners just tried to guess coloured parts of figures. Therefore error level were so high.

It means that in primary school too much coloured pictures only destroy learning process.

Experiment Nr.3: Investigation of visual perception peculiarities in various age groups of schoolchildren, coloured pattern with memorizing strategy.

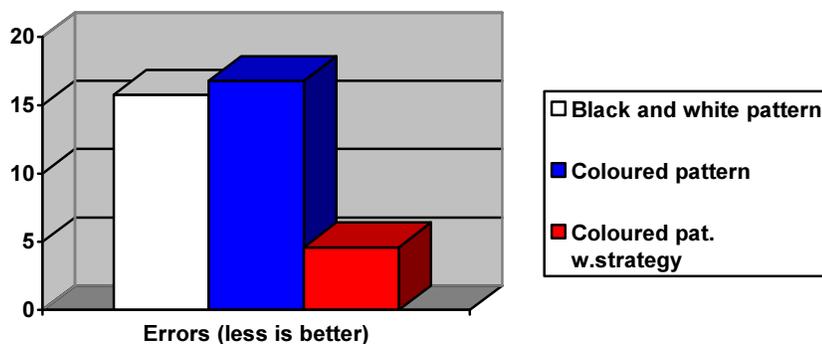
Table 2.3.4

Primary level (6-11 y.o.)				
Nr.				
1	0	2	4	0
2	0	3	2	0
3	0	4	2	0
4	1	0	2	1
5	1	1	0	0
	0.4	2.0	2.0	0.2
Average errors per pupil: 4.6				

The results of the 3rd experiment shows that after using memorizing strategy young learners reached good results.

(4.6 errors per pupil) Results after 24 hours showed that only systematization strategy gives normal quality memorize. Operative memory works 3 hours, but imaginative memory can worked years. It means activation of right and left part of brains using colours sounds, precise memorizing strategy is possible to work with huge brain computer system. The most important skill there is imagination system. Lot of up to date educational methods are based on imagination. One of them is prof. Bronnikov's educational system.

Conclusion to Exp.1-3: In the graph we compare results for primary age group, using different patterns, and with memorizing strategy. Here we can see the improvement that can be made, using proper memorizing strategy.



Graph 2.3.1

Summarizing all the data from the experiment I want to say that using pictures while teaching English is necessary because:

- Pupils' interest raises;
- Children like to work with pictures;
- Pictures help pupils to learn new words;
- Highly effective learning process.

It is possible to use pictures every lesson. Pupils differ in their abilities. However, the drawings made by more talented pupils are not always very good and they differ from other pupils' paintings. Pupils of primary school are very open, they like what they do, especially when they see that they have positive results. That is why they like it when either their teacher or classmates appreciate their work. It is some kind of a stimulus for them. In this case they try to work better.

The use of visual aids is one of the ways to make lessons interesting and unlike any other lessons. Children work using visual aids with pleasure and their answers confirm this.

Experiment Nr.4: First group of children, who tried to remember 4 lines poem without using visual aids.

Table 2.3.5

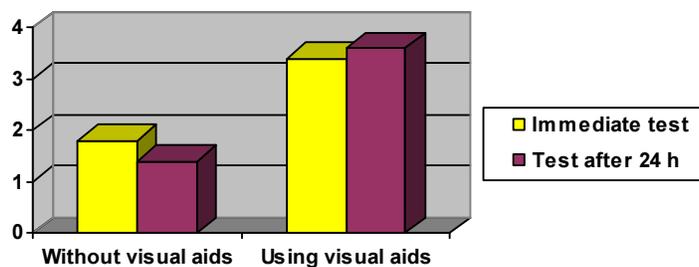
Primary level, immediate test					Primary level, test after 24 hours				
Nr.	Eye	Nose	Ear	Mouth	Nr	Eye	Nose	Ear	Mouth
1	OK	-	-	OK	1	OK	-	-	-
2	-	OK	OK	-	2	OK	OK	-	-
3	-	-	OK	-	3	OK	-	-	-
4	OK	-	-	OK	4	OK	-	-	-
5	-	OK	OK	-	5	OK	OK	-	-
Average correct lines per pupil: 1.8					Average correct lines per pupil: 1.4				

Experiment Nr.5: First group of children, who tried to remember 4 lines poem using visual aids.

Table 2.3.6

Primary level, immediate test					Primary level, test after 24 hours				
Nr.	Eye	Nose	Ear	Mouth	Nr	Eye	Nose	Ear	Mouth
1	OK	OK	OK	-	1	OK	OK	OK	OK
2	OK	OK	OK	OK	2	OK	OK	OK	OK
3	OK	OK	-	OK	3	OK	OK	OK	-
4	OK	OK	OK	OK	4	OK	OK	OK	OK
5	OK	OK	OK	-	5	OK	OK	OK	-
Average correct lines per pupil: 3.4					Average correct lines per pupil: 3.6				

Conclusion to Exp. 4 and 5: Usage of visual aids with proper associations greatly improves memorizing possibilities – see graph (bigger is better).



Graph 2.3.2

PRACTICAL ADVICES OF TEACHING LANGUAGES

3.1 How to teach easy and permanent way of remembering words

Experiments have proved that only usage of maximum sensory ways at once to receive information, the storage of it will be permanent (to anchor new words in the pupils' minds in a multi-sensory way (visually, auditory and kinesthetically)).

How to do it?

1. Pronounce the word and show the picture to the pupils one after the other.
2. Show quickly flash cards with written words on them.
3. Point at the words one after the other again and pronounce carefully.
4. Pupils close their eyes and listen teachers pronouncing, all the pictures on the blackboard again.
5. Ask pupils to repeat each word after the teacher with their closed eyes(vary the voice: whisper, shout, talk in a pitch and get pupils to talk in the same way.
6. After opening eyes pupils ask them to guess the words what the teacher said by reading the teachers' lips.
7. Ask learners to close their eyes and then remove one word card from the board ask, what's missing?
8. Remove all the word cards from the board, ask learners to remember the words.
9. Write numbers opposite each word, and ask pupils to close their eyes and tell the number of the word .

3.2 Practical ways of using pictures in teaching

To make lessons more compelling for students, I use pictures and their combinations to illustrate particular phrases and words, for example:

- 1) To activate speaking skills, stick 6 pictures of people on the board. Join them with lines which show how they feel about each other, which is shown in these pictures:



Hai Tang



Peter



Sybilla



Jean



Grisha



Sun Ming

Likes

Doesn't like

Quite likes

Using questions, teacher can check how children understand this task, for example:

Who likes Peter ?

Does Grisha like Sybilla ?

Do Hai Tang and Sun Ming like Jean ?

Are they relatives ?

Etc..

2) Follow teachers instructions, to draw parts of the body. The children draw on the board or in the note books. For example:

”Today we will draw a monster. He has three legs, two arms with six fingers, two horns, a smiling mouth, just one eye,... etc.”.

Some of result pictures are shown here:



3) Follow instructions, to practice vocabulary using colored pencils. Draw some objects on a sheet of paper uncolored. Make one copy for each pupil. Circle, colored, cross the different of others.

4) Guess, who is saying that?

This activity gives an opportunity for discussing.

Try to figure out who is saying what, looking at following picture:



1 2 3 4 5 6 7

Example phrases:

“I have just collected these coconuts” 1

“Try to use a straw”

“I will never try this!”

“That’s amazing!”

“Oh, how sharp knife he has!”

5) Cut small piece(s) from large picture. Ask questions about cut piece, and students try to guess what is show on the original picture. After that show the whole picture. For example (look at following pictures):

What he or she is doing?

Is he/she sleeping?

Is it he or she?

Part of the picture:



Original picture:



6) Flaps of paper can be hidden (hinged) over a picture so that the teacher can show small bits of the picture Pupils try to guess what the whole picture looks like. Students describe what they are seeing on this small piece of picture and try to guess what is next to this piece. If they guess something on picture, teacher open corresponding part of picture.

Part of the picture:



Original picture:



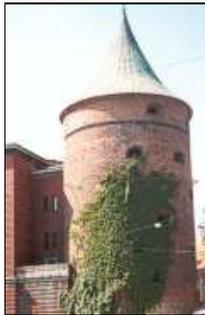
6) Shapes and design what shapes do you like the best and the least. Then choose which shapes can be used as decorative symbols for: a) courier company, b) seafood shop, c) products of nature, etc. (look at the symbols):



The goal of exercise is to understand pictorial symbols. Pupils tries to imagine what the sign represents and explain their point of view .

7) Exercise of asking and telling the way to particular object in city. For example, the part of city map is shown, as well as several pictures of objects found on map. Pupils are asked questions like:

- Please show me the way from Opera house to Melngalvju house ?
- Where are this monument/house/church etc. located ?
- What buildings and famous places are near president castle?
- How to get to Central market?
- Etc..



8) Golden fish. A boy (or someone in a classroom) catches fish and talk about his/her dreams: a castle, a sports car etc.. For example (look at the pictures):

- I wish to have a castle
- I want to participate in school's basketball team
- Etc..



10. The game Magic box. Students should guess what is inside the Magic box.
They ask different questions, and teacher just answers yes or no. For example
(look at the picture for inspiration):

Have you got a ... ?

Is/ Are there ...?

Is there an apple in the box ...?



11. A picture is out of focus. The pupils work in pairs, one of them has focused picture, another has corresponding unfocused picture. The one with unfocused picture asks questions about it, and other answers yes or no.

Unfocused picture:



Focused picture:



12. Take a look at this abstract drawing. Imagine what you can see? Several questions can be asked about this picture, for example (look at the drawing):

What do you see?

How do you feel?

How you can title this picture?

Explain your choice.

Etc..

Any abstract drawing or picture without real and concrete things can be used, for example this Pollock drawing.



3.3 Classifying and storing a picture collection

When using pictures in teaching languages, several hundred of illustrations can be gathered to illustrate necessary notions and words. Therefore need for some classification of pictures arises. Here is given example of classification system for photographs and illustrations (look at the Table 3.3.1):

Table 3.3.1

<p>A THE ALPHABET</p> <p>1 Sound system</p> <p>2 Pronoucation rules</p>	<p>B NUMBERS</p> <p>1 Ordinar</p> <p>2 Cardinal</p>
<p>C COLOURS</p> <p>1 Base</p> <p>2 Tones</p>	<p>D CLOCK</p> <p>1 Time</p>
<p>E CALENDAR</p> <p>1 Month</p> <p>2 Days</p> <p>3 Seasons</p> <p>4 Weather</p> <p>5 Temperature</p> <p>6 Prominent dates, celebrations</p>	<p>F DAILY ROUTINES</p>
<p>G FAMILY</p> <p>1 Members</p> <p>2 Family tree</p>	<p>H THE CLASSROOM</p> <p>1 Actions</p>
<p>I DESCRIBING PEOPLE AND THINGS</p> <p>1 Shape</p> <p>2 Emotions</p>	
<p>J ACTIVITIES</p> <p>1 Indoor</p> <p>2 Outdoor</p> <p>3 Unusual</p>	<p>K ANIMALS</p> <p>1 Domestic</p> <p>2 Wild</p> <p>3 Birds</p>

	<p>4 Fish</p> <p>5 Reptiles</p> <p>7 Pets</p> <p>6 Insects</p>
<p>L CLOTHING</p> <p>1 Men's</p> <p>2 Women's</p> <p>3 Children's</p> <p>4 Different pictures ,comparisons</p> <p>5 Shopping</p> <p>6 Jewelry and accessories</p>	<p>M DISASTERS</p> <p>1 Natural</p> <p>2 Man-made</p>
<p>N FLOWERS</p> <p>1 Wild</p> <p>2 Cultivated</p>	<p>O Foods</p> <p>1 Fruits</p> <p>2 Vegetables</p> <p>3 Miscellaneous</p> <p>4 Ocasions for eating and drinking</p> <p>5 Recipes</p> <p>6 Pictures for comparison</p> <p>7 Diet and fitness</p> <p>8 Caffe and restaurant</p> <p>9 Units of measure</p>
<p>P HOMES and BUILDINGS</p> <p>1 Homes</p> <p>2 Buildings</p> <p>3 Rooms</p> <p>4 Furniture</p> <p>5 Electric appliances</p>	<p>Q INDUSTRY</p> <p>1 Large</p> <p>2 Small</p>
<p>R MUSIC</p> <p>1 Instruments</p> <p>2 Music- making</p> <p>3 Styles</p>	<p>S NATIONALITIES</p> <p>1 People</p> <p>2 Languages</p> <p>3 National costumes</p>

	<p>4 Traditions</p> <p>5 Songs and anthems</p> <p>6 Countries and capitals, maps, directions</p> <p>7 Popular places</p> <p>8 Countryside</p> <p>9 Waters</p> <p>10 Space, planets</p>
<p>T PROFESSIONS</p> <p>1 Trades</p> <p>2 Professions</p>	<p>U SPORTS</p> <p>1 Outdoor</p> <p>2 Indoor</p> <p>3 Olympic games</p> <p>4 Famous sportsmen photos</p>
<p>W TRANSPORT</p> <p>1 Cars</p> <p>2 Motorbikes</p> <p>3 Ships</p> <p>4 Trains</p> <p>5 Planes</p>	<p>X ENTERTAINMENT</p> <p>1 Cinemas</p> <p>2 Theater</p> <p>3 Museums</p> <p>4 Travelling</p> <p>5 Zoo</p> <p>6 Concerts</p> <p>7 Different</p>
<p>Y MEDICAL TREATMENT</p> <p>1 Body</p> <p>2 Diseases</p> <p>3 Visiting the doctor</p> <p>4 Medical equipment</p>	<p>Z MONEY</p> <p>1 Name</p> <p>2 Value</p> <p>3 Written as</p>

Conclusion

This work can be used as a handbook for language teachers making their lessons' plan .Practical exercises are an excellent part of this work .It's proven that people are of visual , auditory and kinesthetic perception .Visual perception is involved while watching drawings and kinesthetic perception is involved while producing them. So the biggest part of population would like to use them .The summary of the benefits of using drawings in the language classroom are:

- 1) They vary the pace of the lesson.
- 2) They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another.
- 3) They allow the teacher to talk less, by diminishing the importance of the verbal stimuli provided by the teacher's voice, and allow the students to task more. This visual rather than verbal approach results in less teacher talking time and more student participation.
- 4) A student with a creative imagination will often find he learns a new language easily and enjoyably trough the use of pictures while he finds it difficult to learn just from a textbook and dictionary.
- 5) They make a communicative approach to language learning easier and more natural.
- 6) They help to teach not speaking only ,but listening ,reading, and writing and allow the teacher to integrate these skills constructively.
- 7) They inspire imaginativeness in both the teacher and students. Comments, guesses, interpretations and arguments turn newly practiced phrases into a lively give-and -take [3.2].
- 8) The pictures can be used in different levels.

The pictures motivate the students to want to speak create a context within which his response will have meaning and provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can cue answers to questions, substitutions and sentence completions. The pictures guide either spoken and written descriptions or narrations or dialogues and promote discussion and to provide reference.

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 - d. www.google.lv 12.03.2003 21:00; 03.08.2004 23:30;
 - e. several portrait pictures were kindly provided by Einars Bindemanis.