Posters in Vocabulary Learning

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Abstract:
An essential element in English as a foreign language (EFL) learning is vocabulary. There is a big emphasis on learning the new words' meaning from the books or inside classrooms. Also, it is a major part of language teaching as well as being fundamental to the learner but there is a big challenge in vocabulary instruction due to the weak confidence by teachers in selecting the suitable practice in teaching vocabulary or they sometimes unable to specify a suitable time for it during the teaching process. The major aim of this study is to investigate the value of posters in vocabulary learning on the 2nd grade students at Halemat Alsaadia High School in Baghdad – Iraq. It hypothesized that there are no statistically significant differences between the experimental and control groups' scores in the post-test. Participants were randomly assigned to two groups out of four groups. Group A which represents the control group are taught without using posters, and group B which represents the experimental group is taught by using posters. The whole number of participated students is 62 students. The control group is (32) , and the experimental group is (30) students. Students were subjected to pre and posttests. The researcher used the T-test for two independent samples to know the equivalent between the experimental and control groups in the pre-test. The researcher used chi-square to find out statistically significant differences between the experimental and control groups' variables of mothers and fathers' academic achievement. The results of the post-test shown that there are differences between the experimental and control groups for the favor of the experimental group. It is concluded that teaching vocabulary by using posters proved to be more useful for the students of Intermediate school than through taught without using posters. This adequacy of using posters is clear on developing both memorizing and written achievement. The present study suggests that English teachers in Iraq need to activate their students' minds and memorization through using posters and recommends that other researchers to research the effectiveness of Facebook and social media in increasing English language vocabulary learning.
Keywords: learning, posters, secondary students, visualized teaching, vocabulary

Introduction
1.1 The Problem of the Study
Learning vocabulary is an essential piece of taking in a dialect. As much as words you know, as much you will have the capacity in comprehending whatever you read and hear; and enrich your capacity to state your needs when talking and writing. The vocabulary can be separated into two gatherings inactive and active vocabulary. Inactive vocabulary includes everyone from words that you comprehend through reading or tune in, yet that don't utilize by you (or can't recall) by your particular written and spoked work. Dynamic one is each one of the words you comprehend, in addition to all words that you can recall yourself.

There are certain challenges concerned with understanding vocabularies such as: ploys, the words idiomatic usage, false cognates and distinction homophones, which can be treated through the dictionary and context.

Nearly most of the students face challenges in vocalizing the words, in writing and spelling them, and the correct use of these words in a grammatical pattern. The distinctive linguistic type of a word known as affectations which was one of the reasons for students' trouble in vocabulary learning (Haryanto, 2007). It is contending so far that taking in syntax cannot be isolated from taking in an outside dialect. In certainly, learning foreign dialect winds up noticeably troublesome since the objective dialect has a distinctive framework from the local dialect. Encourage Haryanto includes that even somebody that takes in a remote dialect, he regularly faces impedance when s/he stratifies his/her first language or first dialect structure to structure of the outside dialect which is not the same as his/her local dialect, what is more, the students discovered troubles in picking the proper significance of the words , for instance now and they for the most part cover the significance of the words, for example, the utilization of do and make, the students likewise still befuddle in utilization the word in light of the unique circumstance. In the end, the students are additionally kept befuddling when they discovered words or articulation that are informal (such as: decide, keep your eye on….).

1.2 significance of the Study
Trying to understand the meaning of words in a foreign language is a big issue in foreign language learning`, Wilkins (1972) write: "if there is no grammar, small portion will be covered, if there is no vocabulary, nothing at all will be covered" (p.111).

The first step to learn a foreign language is vocabulary learning. In order to learn a foreign language, students need first to learn vocabulary before they learn grammatical structures, reading and writing skills.

Harmer (1994) states: "the skeleton of language made up by language structures, and the dynamic organs and flesh made up by vocabulary" (p.153). Therefore, vocabulary is considered as an essential element in the language and all language instructors involve it through teaching different subjects within the four skills: reading, writing, listening and speaking.

Teaching vocabulary can be found at all dexterity levels in language learning from the early start and through language courses, providing many homework activities in vocabulary, and finally providing suitable assessments of vocabulary knowledge.

Generally, when we mention the word "vocabulary" it represents a gist of words of their collections in a specific language. However, we should put in mind, as mentioned by Ur (2000: p.60), that a single item of vocabulary can contain more than a single word. E.g. "Post-office" contains two words but still represents one thought. It can be concluded that the most necessary elements of any language class are teaching vocabulary. One essential reason behind that is the fact that it is a medium, which holds meaning; learning to understand and express the meaning is what counts in learning the language.

For these reasons, newly an increased concentration on vocabulary teaching, partly as a result of "the modern approaches and attitudes towards language teaching", which are much more "word-centered" (Thornbury, 2004:, p.VI).

1.3 Aim of the Study
The major aim of this study is to investigate the value of posters in vocabulary learning on the 2nd grade students at Halemat Alsaadia High School in Baghdad – Iraq.

1.4 Hypothesis:
The present study hypothesized that there are no statistically significant differences between the experimental and control groups' scores in the post-test.

1.5 Limits of the study
This study is limited to:
1- Halemat Alsaadia High School in Baghdad, Iraq.
2- Two groups from the 2nd grade.
3-The textbook's title: "English for Iraq" for 2nd intermediate (both students' book & activities book).
4- The second term from the academic year 2017-2018.

Theoretical Background
2.1 What is Vocabulary Learning
Vocabulary: is defined as "all the accumulation of words known and used by a specific person". To Know a word, however, is not a simple as only having the ability to recognize or use it (Barnhart, 1968). According to Hubbard et.al. (1983), vocabulary can be defined as a powerful carrier of meaning. It is the knowledge of words and their meanings (Diamond & Gutlohn, 2006).

Learning: can be defined as any change in the human act or acts potential and this change can be attributed as a result of the learner's experience and interaction with the world (Driscoll, 2000: 11). It is also can be defined as: "is the process of gaining knowledge and expertise" (Knowles,1984). Learning also means: "A process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning" (Susan et al, 2010). Vocabulary learning: is the process of building blocks of second language acquisition (Restrepo, 2015).

Knowledge of vocabulary is often shown as a ticklish device for second language learners due to a restricted vocabulary in a second language block successful communication. By

emphasizing vocabulary procuration necessity, Schmitt (2000) asserts that "knowledge of lexicons is the core of communicative competency and to the procuration of a second language" p. 55).

2.2 Teaching Vocabulary in General
Recent research indicates that teaching vocabulary might be dangerous in light of the fact that many instructors are unable to select or create the suitable practice in vocabulary teaching and how and when to start in building the frame or the body of an instructional confirmation on word learning (Jennifer & Camille, 2008).

Teaching words is a critical perspective in realizing a dialect as dialects depend upon words (Thornbury, 2002). It is relatively difficult to understand an accent without words; also, communication between individuals relies on words. The two educators and students pull together that assuring of the vocabulary is a central factor in instructing a dialect (Walters, 2004).

A good teacher should prepare himself or herself with different and up and coming procedures. The teacher should be able to shoot the material with a specific end aim to be understood by students and be seized and pleased during the instruction and learning process inside the classroom. The teacher's choice of vocabulary is somehow infected with a specific rate by being limited to the coursebook and supplementary materials they employ. But still the role of, "Teacher to determine on which individual items should be emphasized" (Gairns and Redman, 1992, p.54).

2.3 The Importance of Vocabulary in Language learning
 Teaching vocabulary is an essential territory deserving of exertion and examination. As of late methodologists and linguists assert and prescribe vocabulary teaching as a result of its significance in dialect educating. It is required for communication meaning and in utilizing. The open (listening and reading) and profitable (speaking and writing) skills. "If language structures considered as the skeleton of language, then vocabulary considered as the core organs and the flesh" (Harmer, 1991, p. 153).
 It is not the end when we mention vocabulary and not the last by itself. But well knowledge of it will simplify performance of other skills of listening, speaking, reading and writing so when you're functioning memory is not stacked in dithering in choosing the right spelling, pronunciation and relevant utilization regarding suitable words, you can focus on completely larger amount pats of dialect, for example, utilizing exact framework of the sentence and proper articulations related to the sort of discussion which is going on (Nation, 1994).

2.4 Benefits Behind Learning Vocabulary
Vocabulary knowledge was seen as a major tool for students' second accent is when addressed to the fact that a mannered vocabulary in a moment dialect hinders useful communication. Underlining the efficiency of vocabulary possession, it is Schmitt (2000, P:55) consists that "knowledge of lexical is central to communicative competence as well as the acquisition of a second language " (p.55).

Vocabulary learning is a vital objective in proficiency, maybe more vital than is for the most part recognized by analysts and instructors. Well known books regarding the matter have since a long time ago larded the temperance of rich vocabulary e.g., (Funk and Lewis, 1942; Nurnberg and Rosenblum, 1961).

Psychometric investigation recommends that vocabulary is a focal factor in perusing capacity, alongside other specific factors, for example, translating, understanding and rate (Carroll, 1993; Davis, 1944; Rosenshein, 1980).

Vocabulary instruction should aim to connect with the students in currently pondering word implications, with connections among words, and how we can utilize words in various circumstances. This kind of rich, deep instruction is well on the way to impact understanding (Graves, 2006; McKeon and Beck, 2004).

2.5 Posters
A poster is an ancient rarity that depicts visible recognition, such as, a photo or a picture with two-dimensions, which shows comparable appearance to some subject-ordinary a physical question or a man, along these lines giving design for it. In literature, the poster is a "mental picture" which appeals to the senses. It can both be figurative and literal (Chris, 2008:165). Posters can be defined as an instrument that related to use the visual aids inside the classroom to support students' learning. When reviewing the cognitive science found that it fosters the visual show of information as being useful for student learning; specifically, dual coding theory which shows the advantages of both verbal and non-verbal processes for key components of cognition (Clark & Paivio, 1991).

Also, posters supply the learner with the chance to connect the learning through visual representation and textbook reading, lectures, and conventional homework duties. Many students were asked to create posters which can be considered as a significant and useful course project, developing research, or a particular perspective for class activities. Posters have typically been adopted in different courses of study, but still in humanities subjects are considered highly effective teaching techniques (Manarin, 2016).

Poster-making, and all the more especially are making are considered as manage based exercises in which certain basic control sets will undoubtedly low-level psychological procedures. ARROW, a computer-program, models few parts of poster-making conduct through the activity of these tenses, and creates in result, to great degree vast arrangement of exceedingly suggestive "freehand" drawing.

2.6 The Advantages of using Posters in Teaching
According to Latuheru (1988), posters have a few capacities in the teaching and learning process. In the first place, posters can make an interpretation of unique thoughts into more sensible structures. Second, posters are effortlessly acquired, e.g. from textbooks, daily papers, and magazines. Third, posters are usable in various types of scholarly levels. Fourth, posters can spare the instructor's opportunity and vitality. Also, Raimes (1983), posters in succession prepare variety of guided and free written work workout. A photo grouping, such as, a humorous cartoon, gives the topic past the photos in the strip. An arrangement of paralleled photos in a poster form give materials that offer guidance on vocabulary, sentence structure, and association, and after that let the students expound on a new topic.

In the interim, Latuheru (1988) states that there are a few preferences of posters. First, the photo is economical, well-known medium correspondence. Also, the picture can be organized in grouping and can be adjusted to many subjects. Moreover, the poster has an assortment of

employments by the singular student, on notice sheets and on fireboard. Moreover, the poster can aid the aversion of, and adjustment of, misguided judgments. Plus, the poster can intercept word images, record occasion, clarify the process, broaden encounters, draw a correlation, demonstrate differentiate, indicate progression, center considerations, and create a basic judgment.

2.7 The Importance of Using Posters in Teaching
A visual product is justified regardless of a thousand words through which a mind-blowing thought can be based on with only a solitary still poster. Posters make it conceivable to assimilate a lot of information rapidly. Utilizing photos, images, or posters for clarifying complex marvels is one of the showings helps of present-day training framework everywhere throughout the world. As the world is charging step by step so are strategies for guidelines as the cutting-edge educational modules require calculated elaborations. Visual guides tend to emerge the considerations of students as design to give contemplations a solid edge of references, utilizing of the photo is essential for students since they will probably trust discoveries when the discoveries are combined with shaded posters depicting complex circumstances amid learning rather than other illustrative information, for example, complex book content. Poster presentations scores a significantly higher value compared to standard presentations (Lane, 2001).

2.8 Using Posters in Vocabulary
Posters meets with the fact that all employed in delivering a comprehensive variety of acquiring vocabulary, as well as in many different parts of outside dialect educating. It was presented by Wright (1990:4-6) that this reality on a case when he applied one arranged poster and outline the possibility of exercising in five very different language areas. The case dissects using posters in showing the structure, vocabulary, function, situation as well as the four skills. Moreover, he called attention to that "potency of posters in so great that only a taste of their full potential can be given" in his book (Ibid:6). In other words, even if posters were used in lessons as the main point, they might be used only as a "motivation for writing and discussion, as a clarification of something being read or talked about, as background to a topic and so on" (Hill, 1990:2).

2.9 Previous Studies
There are researchers who studied using visual materials in teaching such as:
- A study by Al Mamun (2014) searched the benefits of using audio-visual materials for both learners and teachers. An observation and interview methods were used and found out that using both audio-visual materials is useful believing that they were effective for the teaching-learning process. The results of the interview showed that teachers agreed on the importance of such materials as being useful in the classroom in teaching language four skills.
- In Bangladesh, research by Zerin and Khan (2013) investigated the efficiency of activities based on a poster at the primary level. They discovered the positivity and efficiency of making posters part of the class routine. Also, they discovered that language proficiency was improved with the help of posters.

- A study made by Osa and Musser (2004) showed the importance of applying posters in education and they found that by using posters, the learning environment becomes motivating and attracting learners' minds.

Methodology
3.1 Experimental Design
The experimental designs are plans and strategies. The experimental design involves two tests, and they require not to be taken in the request in which they soured well to me and the request for their introduction here. The general design includes which configuration ought to be utilized to ponder point. Informing this design should be the perspective suspicions the scientist conveys to the examination; techniques of request (called strategies); and particular strategies for information accumulation, investigation, and translation. The determination of experimental design is additionally in light of the idea of the research problem or issue being addressed, the researchers' personal experience, and the students for the study (Volt, 1999, p. :93). The experimental design which the researcher followed in this study is the pretest-posttest design to explore the effect of the suggested strategy "posters" on Secondary school students' achievement in vocabulary.

3.2 Population and Sample
3.2.1 Population:
It was known that the population are any group of individuals that have one or more characteristic that will be researched (Fraenkel and Wallen 2008:10). The population of the study is represented by the 2nd- grade students at Halema Alsaadia High school in Baghdad/ Iraq. The population's total number is (120) students distributed in four sections.

3.2.2 The Sample
\The sample is a part of the population that will be researched. The sample of this study is two groups randomly selected from the whole population. The sample consists of 62 students of the second intermediate. These two groups are group A which consists of (32) students and group B which consists of (30) students. The control group is represented by group A and the experimental group is represented by B one respectively as shown in table (1).

Table 1. *Sample of the study*

Sample's groups	Students' number
(A) Control	32
(B) Experimental	30

3.3 Equivalence of the Sample Subjects
3.3.1 Age of Students:

Table 2 shows to the equivalent of the two groups experimental and control group in age variable.

Table 2. *Groups' statistics in Age Variable*

The group	N	Mean	Std. Deviation	Calculated T-value	tabulated T-value	Degree of Freedom	Level of Significance at 0.05
Control	32	1.7159	4.83157				Not significant
Experimental	30	1.7083	11.0123	0.356	1.99	1.98	

The results showed that there are no significant differences between the experimental and control groups which means that the groups are equal in the age variable.

3.3.2 The Parents' Level of Education
3.3.2.1 Mother's Academic Achievement

Table (3) shows that the students in both groups are statistically equivalent in mothers' academic achievement.

Table 3. *Equivalence of Mothers' Academic Level of Education*

Groups	Primary / Seconda ry	Interm ediate/ Diplom a	Bachelor/ Postgrad uate	Tota l	The Value of Chi-square		
					Calculat ed	Tabulate d	Level at 0.05
Control: count Expected count	9 8.3	12 12.9	11 10.8	32 32.0	0.273	5.99	Not significan t
Experimental: count Expected count	7 7.7	13 12.1	10 10.2	30 30.0			
Total: count Expected count	16 16.0	25 25.0	21 21.0	62 62.0			

The researcher used chi-square to find out statistically significant differences between the experimental and control groups in the variable of mothers' academic achievement. By comparing the calculated value of chi-square which was (0.723), with the tabulated value which was (5.99) at degree of freedom (2), the calculated value is smaller than the tabulated one, it means that there are not statistically significant differences between the experimental and control groups in mothers' academic level of achievement.

3.3.2.2 Father's Academic Achievement

Table 4 shows that the students in both groups are statistically equivalent in fathers' academic achievement.

Table 4. *Equivalence of Fathers' Academic Level of Education*

Groups	Primary	Secondary/ Preparatory	Diploma	Bachelor/ Postgraduate	Total	The Value of Chi-square		
						Calculated	Tabulated	Level at 0.05
Control: count Expected count	6 5.7	6 7.2	5 5.7	15 13.4	32 32.0	1.019 7.81		Not significant
Experimental : count Expected count	5 5.3	8 6.8	6 5.3	11 12.6	30 30.0			
Total: count Expected count	11 11.0	14 14.0	11 11.0	26 26.0	62 62.0			

The researcher used chi-square to find out statistically significant differences between the experimental and control groups in the variable of fathers' academic achievement. When comparing the calculated value of chi-square which was (1.019) with the tabulated value which was (7.81) at a degree of freedom (2), the calculated value is smaller than the tabulated one, it means that there are not statistically significant differences between the experimental and control groups in fathers' academic level of achievement.

3.4 Instrument

The instruments were used for collecting the data in this study are pre-test and post-test. A pretest is given to the students at the early time of the researcher's teaching period which started at the second term of the academic year 2017-2018 in the class at the first meeting with the students on 18th, February 2018 after Spring holiday. This test was used for measuring the students' abilities and their achievement in English lesson and vocabulary items in specific, see appendix (A).

The researcher used the T-test for two independent samples to know the equivalent between the experimental and control groups in the pre-test. The mean value of the control group was (8.37) at standard deviation (3.05). While the mean value of the experimental group was (7.70) at standard deviation (3.10). The calculated T-value was (0.862) which is smaller than the tabulated value (1.98) at the degree of freedom (60), and the level of significance (0.05) that means both groups are equal in the pre-test performance as shown in table (5).

Table 5. *Equivalence of the control and experimental groups in the pre-test*

The groups	N	Mean	Std. Deviation	Calculated	Tabulated	Level of Significance at 0.05
control	32	8.3750	3.05593			Not significant
Experimental	30	7.7000	3.10894	0.862	1.98	

The researcher taught both the control and experimental groups. She taught the control group according to the traditional teaching method without using posters in vocabulary items while she used different types of posters in teaching different vocabulary items included in their textbook such as: "encyclopedia, atlas, Internet café, radio, screen, the meaning of active and passive, using pictures to tell a story, recycling, self-care, adjectives like: (kind, loved, tough, strong, respected, amazing, brave, cared for, understood, special, important, intelligent), drink more water, and time management, and many other vocabularies related to their lessons", by using posters. At the end time of the experiment which was on the 1st of May, 2018, the researcher applied the post test on both groups in order to test the effeciency of using posters in teaching vocabulary items and to measure the progress of students' English coverage of vocabulary.

3.4.1 Test Validity
Bergman (1981, p.150) defined validity as "the extent to which it measures what it is designed to measure". The test has been exposed to a jury to check if it is suitable. The jury includes specialists in teaching methods, they give their judgment whether the items are representative or not and all of them showed their agreement on the instrument items.

3.4.2 Test Reliability
Reliability as applied to education measurements, defined as the level of internal consistency of the measuring device over time. If the research different between the control and experimental group on a variable measured by a test, it means that the user of posters is useful. The researcher used Cronbach's alpha to discover correlation among test items which showed correlation value (0.80) and it is a good rate for reliability.

Results' Analysis, Conclusion, Suggestions and Recommendations

4.1 Analysis of Results Related to the Aim of the study and Verification of the Null Hypothesis
The researcher used the T-test for two independent samples to discover the statistical differences between the experimental and control groups in the post-test. The control group mean value was (8.0) at standard deviation (2.07) while the experimental group mean value was (10.33) at standard deviation (3.36). The calculated T-value was (3.306) which is bigger than the tabulated T-value (1.98) at (60) degree of freedom and level of significant (0.05). Therefore, there are significant differences in favor of the experimental group with the highest mean value (10.33) which means that using posters in vocabulary was an effective strategy for improving students' coverage of English vocabulary, as shown in table (6).

Table 6. *T-Test for Measuring Statistical Differences between the Control and Experimental Groups in the Post-test*

The groups	N	Mean	Std. Deviation	Calculated	Tabulated	Level of Significance at 0.05
Control	32	8.0000	2.07908			
Experimental	30	10.3333	3.36650	3.306	1.98	significant

4.2 Conclusion

Considering what has been discussed in this research, the researcher draws a conclusion about the value of posters in vocabulary learning on 2nd intermediate grade students at Halemat Alsaadia High School in Baghdad – Iraq. It is concluded that teaching vocabulary using posters proved to be more useful for the students of secondary school than through taught without using posters. This adequacy of using posters is clear on developing both memorizing and written achievement of students. Several points in the value of posters in vocabulary learning can be concluded as follows:

A-The lessons that use posters can be more enjoyable.
B- Posters make students memorize faster.
C- Posters increase vocabulary retention in secondary schools.
D- Posters can create learning situations that motivate active participation and self-esteem.

4.3 Suggestions and Recommendations

The present study suggests that English teachers in Iraq need to activate their students' minds and memorization through using posters and other visual instruments that motivate learning environment and engage the learner with the learning process with enjoyable strategies and techniques in teaching and try to get rid of all traditional, passive teaching procedures. This study recommends that other researchers to research the effectiveness of Facebook and social media in increasing English language vocabulary learning.

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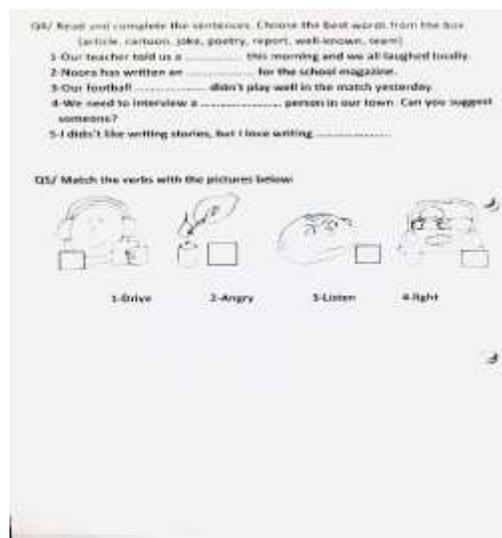
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Appendices

Appendix A Pre-Test – Post Test Forms

final

Post test

Q1/A/ Draw lines connecting the pairs of opposites:

A	B
first	female
cheap	child
male	last
adult	expensive

B/ Which of the prefix in column (A) can combine with column which of the words in column (B)? Write out the complete words.

A	B
over	Human
trans	National
super	flow
dis	form
inter	infert

Q2/ Underline odd one out.
1-Car, Bus, House, Bicycle.
2-University, College, School, Hotel.
3-Horse, Cat, Ant, Dog.
4-Businesswoman, Doctor, Editor, Clerk.

Q3/1/ For each the following words, write a sentence that makes its meaning clear.
1-Wealth   2-Laughter   3-Decision   4-Brilliant

2/ Write word that mean the same.
True = Correct
Depressed =
Cautious =

Q4/ Read and complete the sentences. Choose the best words from the box.
[article, cartoon, joke, poetry, report, well-known, team]
1-Our teacher told us a .... this morning and we all laughed loudly.
2-Rasha has written an .... for the school magazine.
3-Our football .... didn't play well in the match yesterday.
4-We need to interview a .... person in our town. Can you suggest someone?
5-I didn't like writing stories, but I love writing ....

Q5/ Match the verbs with the pictures below:

1-Drive   2-Angry   3-Listen   4-Fight