

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

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