

**Language Learning through Pictorial Materials**

**A Thesis submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by:**

**Bimal Basyal**

**Submitted to:**

**Tribhuvan University**

**Central Department of Education**

**Department of English Education**

**Kirtipur, Kathmandu**

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## DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, and no part of it was submitted earlier for the candidature of research degree to any university.

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## **DEDICATION**

**Dedicated to**

**My parents**

**Who devoted their entire life for my study and made me what I am today.**

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## ABSTRACT

This present research work entitled “Language Learning through Pictorial Materials” is an attempt to find out effectiveness of pictures in language learning and to explore how students learn language through different pictures. Dealing with this topic, I have developed materials, i.e. picture gallery which helps to know how different pictures help in language learning. I have done an action research among the class five students to clarify that children learn better through pictures than other materials. It proves that a picture speaks thousand words. They are curious to learn if we show them different pictures related to the curriculum or particular course and teaching learning activities will be effective and fruitful.

In this research, I have developed a picture gallery based on the content or syllabus of class five and done an action research. I used mixed research as a method for collecting the data. I collected the pictures that can be used to teach the curriculum of class five in English subject and did different experiment over 21 students by using simple random sampling strategies and took test to find out the pictures are really effective to learn and teach or not. From the data collection, I have finalized that pictorial materials are really effective in language learning. Students can learn and understand language immediately and effectively. Although students understand the content, all of the students couldn't get as much as satisfactory marks in second test due to their weakness in vocabulary and grammar but they had improved more than how much they could. In my finding, to reduce vocabulary and grammatical problem, pictorial materials or visual aids should be used from the 0 level. And every course book should have included sufficient pictures to teach and learn language. It helps students make creative and increase proficiency level on language and Students learn language effectively.

This thesis has been organized into five chapters. This first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter deals with the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. The third chapter includes method and procedure of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and analysis and interpretation are

mentioned. The fourth chapter includes analysis and interpretations of the results. Finally, the fifth chapter presents the conclusions and recommendations such as policy related, practiced related and further research related followed by references and appendices of the study.

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## Chapter 1

### Introduction

This study is about how the pictorial materials help to teach and learn English language. The chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

#### Background of the Study

Teaching English as a second language refers to teaching the English language to the students with different first language. Teaching English as a second language or English as a foreign language has become one of the largest educational fields in the world and considered as the most rewarding job. As a teacher, one can get instant pleasure seeing a group of one's students speaking English with each other and fun in class. On the article of *Carney and Levin* on the topic of *pictorial illustrations still improve students' learning from text*. Fang (1996, p.136) suggests that “ the contribution of pictures to the overall development of children's literate behavior seems to be overwhelmingly greater than its potential dangers.”

Teaching English to other language speaker is also a challenging job which needs teacher to be very creative and rigorous. He needs to be updated with knowledge of subject matter and methodologies. He should be constantly searching for materials to assess his teaching and making learners with fun.

Different approaches, methodologies and philosophies have been developed and introduced in language pedagogies. Vision is the most important sense for human and visual sensory input plays an important role in language acquisition by grounding meaning of words and phrases in perception. Similarly in practical application processing multimodal data where text is accompanied by images or videos is increasingly important. Thornbury (2004) claims that visualizing pictures is one of the best ways to present new words or to link an abstract word with some mental image, and this is what happened with the students. They felt it was easy to remember words since they had the images. The more they practiced with them, the more they remembered words.

In this study, I propose a novel model of learning visually grounded representation of language from paired textual and visual input. The model learns language through comprehension and production, by receiving a textual description of a scene and trying to imagine a visual representation of it, while predicting the next word at the same time. Our Nepalese textbook trying to include the pictures but it isn't enough to illustrate the content. Here isn't appropriate access of technology and internet to teach and learn English too. Students and teacher should be depended in the textbook and other materials which are easily found in the local area. So, using the pictures is the easy way to teach and learn language. If the textbook has sufficient pictures, students will be more interesting in learning and achieve the goal what the curriculum wants. Similarly, a pictorial material which is associated with the curriculum that helps to learn language easily and effectively. For example; our primary textbook has included these types of pictures for expressing reason. But it is not sufficient for it. If we demonstrate more than the picture, students can learn more easily and effectively.



### **Statement of the Problem**

A picture speaks thousand words. So, I collected different types of pictorial materials which were really effective to teach English of class five. It could be both primary pictures and secondary pictures. I developed a picture gallery as a material development in order to prove or clarify that a picture speaks thousand words. In other words, children learn better through pictures than other materials. They are curious to learn if we show them different pictures related to the curriculum or particular course.

Mostly, students are not taught by using pictures. Teachers just use lecture methods to teach the students. At present, students seem to face different problems having comprehension of the text in lower level. I see that they do not even get any types of information about the particular text because learners don't get chance to see

the pictures of the text. Observing this fact, I prepared this materials development on language learning through pictorial material for lower level students.

### **Objectives of the Study**

The objectives of the research study were as follows;

- 1.To explore how students learn language through different pictures.
- 2.To analyze the effectiveness of pictures in language learning.

### **Research Questions**

On the premises of the stated objectives, the given research questions were formed to guide this study.

1. How do students learn language through different pictures?
2. Is it really effective to teach English language using the picture?
3. What types of pictures are more effective to teach and learn English?

### **Significance of the Study**

This study is significant to all those who are interested or related in teaching learning field. This study mainly focused on material development for those who have engaged in teaching learning process in standard five. It helps to overcome from the problems which are facing in language teaching learning process. Similarly, it helps to the researcher who is going to research in the area. It may be significant for the curriculum designers, textbook writers and others who have been working in this field because it provides a clear insight about benefits of pictures while teaching English language in class five.

### **Delimitations of the Study**

This study delimited on curriculum of the standard five. For this study, I had collected the data or pictures wherever I found relevant to the curriculum. The pictures managed according to the class five curriculum. I did an actionresearch on class five students of Ramachhap district. From the result of action

research, the pictures have described accordingly how they help to teach or learn English language.

### **Operational Definition of the Key Terms**

**Language:** language is the means of communications where people share their ideas, feeling, knowledge and emotions one person to another.

**Learning:** learning is getting or acquiring the knowledge or idea by study, experience or instruction.

**Pictorial:** related to the visual image or picture.

**Materials:** the materials which are used to make teaching learning activities effective and lively.



## Chapter 2

### Review of the Related Literature and Conceptual Framework

Literature review is the backbone of the study. It provides insight to the researcher and guides to make the research more authentic and objective oriented and gives appropriate shape to the study. This chapter includes the several sub chapters like; review of related theoretical literature, review of empirical literature, implications of the reviewed for the study and conceptual framework of the study.

#### Review of Related Theoretical Literature

This section includes the theoretical review of different skills and aspects of language while using the picture in teaching learning process. To conduct this research and facilitate my study, I reviewed a number of theories which I mentioned below:

##### Language

Language is a means of communication where people share their feelings, emotions, ideas, thought and desires from one person to another and one generation to another. Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sound, gestures, or marks having understood meaning. (*Webster's third new international dictionary (1961)*). Language is a weapon to interact with each other either it is spoken or written form. The use of language makes human life bitter and makes superior creatures in the world. We have ability to communicate with words and sentences that makes us unique than the other creature. Language is a primary human and non-instinct method of communicating ideas, emotion and desire by means of system of voluntarily produced symbols. (*Spair, language, 1921*)

From the above definition, language is voluntary vocal system of human communication where as we use it to share the feeling, desire, emotion and ideas ones to another.

In addition to this, picture is a complete package of language. It reflects the thousand words of language. If we use different word for pictures it may be more worthy and clear for it. In the context of picture's language there is used different types of language which are attractive, informative, short and simple as well as we can use sign language too. For the pictures, we should use short and simple language

referring to what does it reflect. It shows the clear guidelines to the audience or readers about the pictures.

### **Language Skills**

To teach and learn language people should know about the language and skills. According to Harmer (2008,p.265) says: English language has four basic skills: reading writing, speaking and listening. These are often divided into two types. A receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. A productive skill is the term for speaking and writing, skills where student actually have to produce language themselves.

Similarly, the scholars Davies and Pearse(2000,p.74) categorizing language skills and says:

In language teaching, communication is usually divided into four main skills; listening speaking, reading and writing. Listening and reading are receptive skills, and speaking and writing are productive skills. There was a time when the term 'passive' and 'active' were often used in instead of 'receptive' and 'productive'. But it is now generally agreed that effecting listening and reading require as much attention and mental activity as speaking and writing.

From the above discussion, we can conclude that there are four skills in English language teaching and learning. They are listening, speaking, reading and writing. Among this listening and reading are receptive skills and reading and writing are productive skills.

In the case of teaching and learning, teachers should be more careful to teach the different skills.

### **Listening Skill**

“Listening is activity of paying attention to and trying to get meaning from something we hear”(Underwood, 1989; 1). Listening skill is the ability to pay attention to an effectively interpret what other people are saying. Listening is receiving language through the ears. This involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary and grasping his meaning. It doesn't only help us understand what people are saying to us. It also helps us to speak clearly to other people. Saud (2007, p.170) writes; listening or speech comprehension is decoding utterances. It has been said that listening is a passive skill but it is not so. It is an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing. It involves the construction

of message from phonemic material. Listening is the first language skill. People or children learn it in the very beginning of their life. Then speaking comes simultaneously.

In the field of ELT, we use different activities or techniques for teaching listening. Some activities are; the hidden phase, describing the photo, stand up and listening with lyrics etc. Among them describing photos is one of the fun and important activities to teach listening skill. Pairing students together to listen to their partner describe a photograph. Have students sit back to back, and give one student a simple photograph and the other a blank piece of paper. The challenge is for the first student to describe the detail of the photograph, while the second student tries to draw it on their paper. Make sure the photos you choose are simple or small shape.

### **Reading Skill**

Reading refers to the gaining information from the written form. Richard et. al. (1985) defines reading as “perceiving a written text in order to understand its content”. It is a receptive skill. The reader should be physically and mentally prepared to involve in it. So, it is an active skill. It has the third order of presentation. Reading is the cheapest and best way of getting information, increasing one’s professional knowledge and keeps one self-updated with the things happening around him/her. Reading helps the readers to deduce meaning of unfamiliar words from the text. Similarly, the readers recognize what functions and discourse patterns are used. Then the readers can get general pictures of a text by reading it.

In the field of ELT, we can see a lot of strategies are followed to teach reading. Some of them are; planning of the lesson, material production, activities and so on.

In the context of teaching learning process, if the student knows different vocabularies and other aspects he/she is interested in reading which helps to develop reading skill. So, pictorial representation develops the different aspects of language, and it helps to improve reading skill too.

### **Writing Skill**

It is a skill in which we produce a sequence of sentences in a particular order and linked together. So, it is a productive skill and last of four language skills. Writing is the visual representation of speech sound. Writing isn’t a single skill. It is a combination of four different components. They are mechanics, coherence, cohesion and orthographic and Para orthographic text. To write something, people or learner

should make a plan first. Then, collect the necessary thing and arrange it in proper manner. Then, preparing the first draft and revising, editing and producing the final draft. We can use different activities and technique to teach writing skill in ELT classroom. They are picture description, summary, dictation, find and copy, sentence combining etc.

Picture representation is a technique for teaching and learning writing skill. In writing a procedure text, students are able to gain the idea by looking and understanding the picture or series of pictures which are given by the teacher. It can motivate the learners to write and provide opportunity to learn vocabulary too. Pair of pictures or pictures in sequence provide for a variety of guided and free writing exercise. The students can understand easily what is happening in the pictures as they provide materials that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. It helps to motivate the students to give more attention to the lesson. Similarly, it makes easy to the teacher for explaining and integrates the materials and makes the student understand. So, by using the pictures, it is hope that teaching and learning process especially in writing class will be more effective. Therefore, the improvement of students' writing skill can be achieved effectively.

### **Speaking Skill**

Speaking is the production of language sound in audible and meaningful form. It is one of the primary skills out of other skills of language learning. "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context" (Chaney, 1998 p.13). It is productive skill and has second position in its order of presentation. We speak when we want to express our ideas, opinions, desires and friendship. Most of the speaking activities are based on listening. "Speaking is the crucial part of second language learning and teaching. The former focus on giving an interrupted oral presentation and the latter on interacting with other" (Nunan, 1989). "Speaking is based on successful interaction. This process involves both production and interaction" (Khaniya, 2005, p. 133-134). One important purpose of teaching speaking is to make our students learn some of features of spoken English which includes pronunciation, stress, rhythm, intonation, etc. The main elements of speaking skills are vocabulary, pronunciation, comprehension and grammar.

In the context of picture representation, the students are curious to see the pictures and they can easily understand what the pictures tell and try to speak or elaborate it. At that moment, students learn the different form, functions and aspects of language. Their learning will sustain. Similarly, for the teachers, it is easy to teach by using the pictures because pictures illustrate it what it reflects. And student can easily learn. So, pictures or picture representation are the effective way to teach or learn language.

### **Vocabularies**

Vocabulary is an aspect of language which means the words we teach and learn in foreign language. Richard et. al. (1985) defines vocabulary refers to “a set of lexemes, including single words, compound words and idioms”. It means that vocabulary items may be more than single word but it expresses the single idea. It is the most important part of the language. Grammar cannot manipulate the suitable sense unless appropriate use of vocabulary in the language. So, if grammar is the skeleton of the language. Then, it is the organ and flesh of the language.

In the field of ELT, we can use different skills to teach and learn English. Such as: listening skills, speaking skill, reading skill, writing skill, skill of dictionary use etc. Similarly, we can use different strategies to teach vocabulary: meaning, pronunciation, phonic method etc. In addition to we can use different play cards and pictures to teach the vocabulary.

### **Pronunciation**

Pronunciation refers to the way of speaking. It is also an integral part of language teaching. In the process of teaching and learning teacher pronounce the words and students follow it. The word uses in speech. It helps students to remember the words soon. Pronunciation teaching is very important to the students because the meaning will also change, if there is slight change in pronunciation. Students can learn pronunciation by using the pictures of organ of speech and so on. There are different aspects of teaching pronunciation of individual sounds, stress, pitch, tone, syllable, intonation, rhythm.

### **Comprehension**

It refers to ability to understand the message of the text or speech. In another word, oral communication requires a subject to respond to speech as well as to initiate it.

Similarly, in the learning process, student can easily comprehend the text by using the pictures. So, pictures are the best technique for comprehension text.

### **Grammar**

Grammar is the backbone of the language which gives the appropriate form to the language what does it mean. Longman Dictionary of contemporary English defines grammar as “(the study and practice of) the rules by which words change their form and are combine into sentences”. This definition says two basic elements: the rules of grammar, and the study and practice of rules. Similarly, Ur, P. (1996) defines grammar as “the way words are put together to make correct sentences”. Grammar is “a description of the structure of a language and the way which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall system of language”. (Richard et.al, 1985).

From the above definition, we can be concluded that grammar is the broad sense. It holds all the level of language, i.e. phonology, morphology, syntax and semantics. It is the description, analysis and formulization of language pattern. To know the language, the learner learns grammatical competence, communicative competence and language proficiency.

In the field of ELT, Grammar teaching is essential. Knowledge of grammar is important to competent user of language. We already told grammar is the backbone of language. It gives suitable shape of the language. So, while teaching a language we needn't forget about grammar teaching. To make effective grammar teaching and learning, we should use appropriate technique in the ELT classroom. We can use different techniques and procedures to teach the grammar. One of the appropriate techniques is picture demonstration where grammar associated pictures are demonstrated. And students are assigned to find out different aspect of grammar.

Then, students learn the grammar accordingly. Similarly, Thornbury (1999, p.15) has given seven arguments regarding why to teach grammar. They are as follows:

**The sentence-machine argument;** According to this argument, grammar works as a kind of sentence making machine for the learners. To put it other way, grammar has limited rules which helps the learners to generate infinite number of new sentences.

**The fine-tuning argument;** The argument says about knowledge of grammar helps learners to express meaning clearly or explicitly. It talks about on grammar's Knowledge is required to increase intelligibility as well as appropriately in the use of language and to avoid ambiguity.

**The fossilization argument;** The argument suggests that the students who do not receive grammar counter the risk of fossilization. That is to say, that the students who don't receive grammar instruction are at the risk of fossilization/ fossilizing their linguistic competence. In the absence of grammatical instruction their linguistic competence stops to develop.

**The advance-organiser argument;** This argument says that grammar instruction might have a delayed effect on the acquisition of language. If we learn formal system of languages from the very beginning, that helps to notice some progress in the use of language for the later acquisition. The teaching of grammar acts as a kind of advanced organizer for later acquisition of the language.

**The discrete-item argument;** According to this argument grammar enables us to cut language into different learnable and teachable units. We can isolate each discrete term from language because of grammar.

**The rule of the argument;** Grammar offers the teacher a structured system that can be taught and learned in methodical steps. Grammar is a system of learnable

rules which can be transformed from those who have the knowledge to the one who do not.

**The learner exceptions argument;** According to this argument grammar is put in language teaching because of learners' expectation to learn grammar. Many learners make their language learning more different and systematic.

### **Techniques for Language Learning**

A technique is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. "All the activities conducted inside the classroom situation in order to accomplish the aims of the lesson plan are as techniques"(Saud, 2007, p. 112). A technique is a particular trick, stratagem used to accomplish an immediate objective. Technique is the classroom activity done by the teachers to achieve or the determined goal of teaching learning activities. Teaching learning activities is the two way process. Teacher and students both are important in this activity. According the role in this activity, the techniques are divided into two types; teacher centred and student centred techniques. In the ELT learning process, teacher may use both techniques in the classroom considering the necessity and importance of it. Mostly, student centred technique is good for successful language learning. In this technique, teacher engages the students themselves in the learning. The teacher takes a role model, mediator, resource person and so on.

English language teacher uses variety of teaching in the classroom. Some of them are as follows;

**Drill;** It is "a technique commonly used in language for practising sounds or sentence patterns in a language based guided repetition or practice"( Richard et.al., 1985). Drill is the repetition of language item or structure in a language class and repeating the student what is heard.



**Simulation;** Simulation is a technique where students try their best to bring the real life situation in the classroom. It is “a group activity which imitates situations. Usually those which are likely to arise in one’s real life professional activities”(Wallace, 1991). In simulation learners are given roles in situation, assigned to solve the problem and given instruction to follow.

**Role play;** It depends upon role play where learners take on the role profiles of specific characters in artistic setting. “... drama-like classroom activities in which students takes the roles of different participants in a situation, and act out what might typically happen in that situation”(Richard et. al, 1985). It is as like the simulation. Harmar (1991) says, “ all role plays are simulations, but not all simulations are role plays”.

**Dramatization;** Dramatization refers to learning language through use the day to day life situation. It is creative activity. It can be effectively used to teach different language n skills and aspect. It helps the meaningful interaction in their target language. “It provides a medium through which students can express their ideas, feeling, emotions, and reaction to impression they receive. It is largely concerned with experience and communication of the participants” (Saud. 2007, p. 124).

**Picture;** Picture is the most powerful teaching aids. Picture speaks more than thousand words. Students can learn more easily through the medium of picture. It is very suitable for the young learners. It may include photographs, drawing, charts, picture flashcard cut out etc. It makes the teaching learning process more practical and alive.

**Pair work;** It is the teaching learning technique where learners involve in learning through working in pairs. In order to reach to set goals the students in pairs

work on the given task. It is a good technique because it immediately increases the amount of student practice. It allows the students to use language, and also increases student co-operation. Formal debates, discussions, and decision making activities are better performed in pairs.

**Group work;** Group work is a learning activity which involves a small group of learners working together. Penny Ur(1996) says in group work, “ students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all”. The group may work on a single task or different parts of large task. Size of group depends on activity but 3 to 6 students in each group are better.

**Demonstration;** Demonstration is a technique that requires something to be displayed in the classroom. The display materials such as maps, graphs, science experiment etc. It shows learners how to do a task using sequential instruction with the end of having performed the task independently.

**Project work;** It is a student centred technique of teaching and learning in which students learn about a subject through the experience of problem solving. Students are assigned certain projects to complete. In order to complete such projects they need to go to the real field. “Project work is a kind of task-based activity which involves an extended amount of independent work, either by an individual student or by a group of student”(Wallace, 1991).

### **Use of Picture in English Language Classroom**

Picture is very effective technique for language teaching. It is really helpful to the both teacher and students to make the activity more realistic and objective oriented. Harmer (2008) says that pictures can be used in the following way in ELT classroom.

**Drill ;**The best way to drill with pictures is utilizing flash card drills. Teacher holds the flash card until the student gives the correct response. Then, that student nominated the student to answer the following card. Flash cards are usually useful to teach language structure, grammatical item and vocabulary.

**Communicative games;** Pictures are used in to teach the different function of language and communicative activities. These have a game like feel, such as description, drawing activities. In this activity, a student describes the picture given by the teacher and another student draw the same picture without looking. Similarly, by showing the picture students make to write the words about the picture.

**Understanding;** One of the effective uses for picture is to seeking the meaning of something or presenting of meaning. It is the easy way of explaining the meaning, it is better to have a picture than acting of word train.

**Ornamentation;** The use of picture in language learning makes the learning more effective and appealing. The Use of pictures in different book or course book makes the book more attractive. Similarly, it motivates the students to study and enhance the understanding level of learners.

**Prediction;** Picture will help the student to predict what will be there or what will come to the next. By seeing the picture students can guess the meaning of the picture or say what does it says. i.e. what may be the relation shown in the picture ? Are they friend? , are they arguing?

**Discussion;** Picture can stimulate questions such as: what does the picture show? How does it make you feel? What was the artist's/ photographers purpose in designing it that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?

### **English Curriculum of Grade Five**

The curriculum of grade five focuses on four general language skills: reading writing, listening and speaking. Level wise competencies have been devised for this level. These competences relate all four language skills. The national curriculum framework equally prioritizes and included all the skills in this level. Primary education curriculum (2065, p. 154) describes the following objectives of the curriculum of primary level;

- ) To give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation,
- ) To provide them with the opportunities to practice their English in and outside the classroom, so that they can communicate in simple English,
- ) To help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers,
- ) To help the students develop their potentialities in writing so that they can be creative writers, and
- ) To develop a positive attitude towards learning English and build up confidence in using English.

The major focus of this curriculum is on language skill: listening, speaking, reading and writing. By the end of grade 5 children will be able to use English effectively in a limited set of situation. Its main aims at developing a comprehensive communicative competence on the part of learners.

Similarly, the primary education curriculum has equally divided time and weight for the four language skills. All lessons integrate the four skills accordingly the content are included. The primary education curriculum (2065, p. 164) says

the relative guidelines and importance of the different skills of grade five. They are as follow;

	<b>Skill</b>	<b>weight age</b>
(45-minutes period, 5 days a week for roughly 150 days in one academic year)	listening	25%
	speaking	25%
	Reading	25%
	Writing	25%

Similarly, the curriculum talks about on assessment system for standard five. It says possibly four tests can be given (a) simple, familiar conversation (b) response to aural stimulus and an interesting reading/writing test with new material but familiar method, vocabulary and language which tests the pupil's ability to read and understand simple sentences and write neatly and correctly.

### **Action Research**

Action research is a form of research intended to have both action and research simultaneously to solve the classroom's problem and improve the existing situation. In Cohen and Marion's (1985) view, action research is conducted aiming at the improvement of current affair through the process of identifying and solving the problem in a specific context. It is done to identify and solve the problem and it which happens to be side by side along the program being seen.

**Process of action research;** in the action research, there is used different steps. Kurt Lewin was the founder of the word action research. He describes an action research as a cyclic process. In this research, researcher finds the problem. Then, she/he thinks and plans to do research on it. In the second stage, the researcher experiments the different method and technique for solving the problem and observes

the results on it. If the procedure or technique improves the circumstance, it will reflect or follow on it otherwise, the researcher experiments on new technique.

### **Planning**

### **Reflecting**

### **Acting**

### **Observing**

### **Pictorial Materials (Picture Book)**

This research mainly focuses on material development for the primary level's English language learners. So, Picture book refers to the book which will be made by the M. Ed. Fourth semester's students for partial fulfillment of research study and as material to use in language classroom. Its aim is to make it easier for teaching and learning language. This study makes it easy to teach different skills of language, vocabulary and different functions and form of language. It is totally based on producing a picture book for language teaching to the grade five students. The pictures are selected, personally drawn and collected from the internet, newspaper article and real field. Among all ways of looking at language, this research focuses on: language skills, vocabulary and language form and function etc.

Pictures provide including such things as motivating the readers, promoting creativity, and serving as mental scaffolds, fostering aesthetic appreciation, and promoting children's language and literacy. It helps to add a new dimension that goes way beyond the words (Carney and Levin, 2002). Pictorial materials highly facilitate learning and greatly draw learners' attention to the target language. Similarly, The following quotes demonstrate just that: "I just see a picture and I start imagining what the useful vocabulary could be used," and "It's easier to speak because you look at the

picture and it gives you a clear idea of what you have to talk about.”(Lavalle, and Briesmaster, 2017).

Picture book has its own significance in teaching different language skills. It motivates the learners to develop language skills and helps learners to develop their critical thinking and creative writing. In a picture book, the verbal text and pictures are equally important in conveying meaning. Pictures have different signs. It develops visual literacy; ability to read images, and expose to authentic stories and authentic language itself. In addition to, pictures are effective materials having multimodality, visual and verbal texts helpful to understand the subject matter quickly, easily and effectively.

In addition to, pictorial representation is very important in teaching language skills and aspects. Among the four skills, it is effective to teach writing and speaking skill. Students can easily understand the visual literacy or pictures. It attracts the student to learn things. So, students can speak or write what he/she sees in the picture. Accordingly he/she learns the different skill of language. Similarly, it is more effective to teach language aspects. By showing the picture, different types of vocabulary, grammar, comprehension can be taught easily. These types of materials makes the students interested in learning and learning stays in their mind in the eternal phase.

### **Review of Empirical Literature**

A number research studies have been carried out in various field in the ELT. Similarly, the students of T.U. have conducted different research studies in different field or areas. Here, I have reviewed some of the studies conducted in this department considering them as the related literature and also evidence to the study.

Neuapane, (2011) conducted an experimental research entitled “The Effectiveness of Pictures in Teaching English prepositions.” His main objective was to find out the effectiveness of pictures in teaching English prepositions. He conducted his research in Shree BadiMalika Secondary School, Syuna, Kalikot. The sample populations were 30 students of grade seven of Shree BadiMalika Secondary School, Syuna, Kalikot. He used purposive sampling procedure to select the sample population. He divided students into two groups ‘A’ and ‘B’ on the basis of odd and even number according to their pre-test score. He conducted the experiment for 25 days. He taught preposition in experimental group using pictures and controlled group without using them. For collecting data he used pre-test. He administered pre-test and post-test in both groups and analyzed and compared the results of pre-test and post-test of both groups. The major finding was the students taught through picture performed better than the students taught without using pictures, teaching prepositions through pictures are found to be more effective than teaching without using pictures.

Likewise, Poudel (2011) carried out the research on Speaking Proficiency of the Secondary Level Students. The objectives of his study were to find out and compare the speaking proficiency of the private and public secondary level students. The six schools were chosen from private and public randomly and conducted the research on students on grade 9 and 10. The sample size of the study was altogether one hundred and twenty students studying in grade nine and ten in six secondary schools of Kathmandu district. The main tools of data collection were the test items; general interviews and picture description to students. The proficiency of speaking had been found out only on the basis of pronunciation, accuracy, fluency, and vocabulary. No students from private school got the grade ‘D’, that is below the average but 3 students of the 60 earned a ‘D’ grade which shows the poor



performance of the public school students in proficiency as compared to school students.

Similarly, Pokharel(2015) carried out research on Use of Pictures in Developing Vocabulary Power to the Fifth Grade Students'. The research carried out action research design. The objectives of the study were to investigate the use of picture to improve fifth grade students' ability in the mastery of vocabulary. Test was used as an instrument or tool of the study. The students' mean score in the pre-test was 61.65 and the students' mean score in the post test was 95.80. This result shows the improvement in student's vocabulary power after the use of pictures. It concluded that use of pictures in ELT improves the students' vocabulary power.

Similarly, Rai (2019) carried out the research on Use of Picture Book in Teaching speaking Skill. The objectives of her study were to find out the effectiveness of picture book in teaching speaking skill and to find out students' willingness to participate in speaking. The populations of this study were the students of secondary level students studying in class nine students of public schools of Kathmandu district. The sample populations of the study were students of class nine of Kuleswor Secondary School. The purposive non-random sampling procedure was used for the completion of the research. She had done action research for the study. She made the picture book to develop speaking and used test, observation, field note as a data collection tools. The major finding of her study was the use of picture book in teaching speaking skill will be fruitful if they are selected and implemented appropriately.

Similarly, Upadhaya (2019) carried out the research on Photonovel: A Participatory Action Research in Students' Writing Skill in Language Learning. The objectives of the study were to explore students' motivation in writing skill using

photographs and to analyze the strategies students employ in writing skill through photographs. He applied a participatory action research design, as this study was based on qualitative research design and it is also a qualitative or naturalistic form of inquiry. The population of his study consisted of all the students from class ten of secondary level of Manamaiju and Samakhushi of Kathmandu district. The sample of his research study was five students of grade Ten, four girls and one boy aged between fifteen to seventeen years old. He used non-random purposive sampling strategy to select to select the students as sample for this study. A series of different photographs were used as the major tools of research. The major findings of this study are the role of picture series in student's motivation, the role of picture series-aided learning strategy in increasing student's participation and outcome of students' writing strategies in development photonovel.

### **Implications of the Review for the Study**

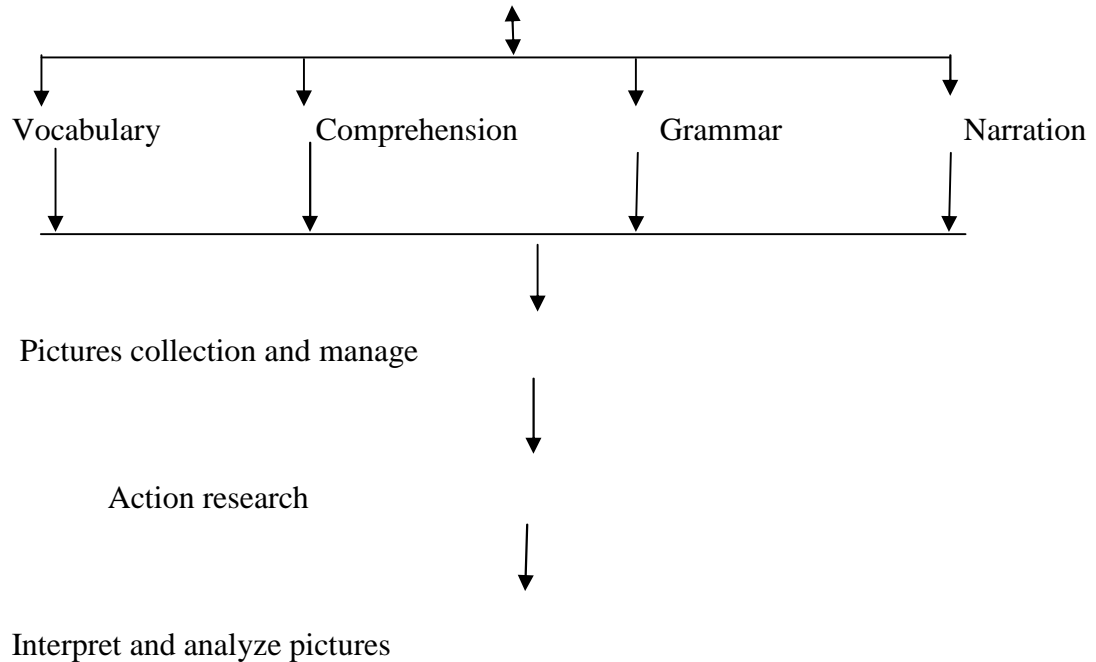
Literature review is the guideline to make the study more systematic, objective oriented and academic. It makes the way to do research and provide essential knowledge for the research study. "Reviewing the literature can be time consuming, daunting and frustrating, but it is also rewarding" Kumar (2009, p.46) . In my research study, I reviewed more than five research related to my topic. The reviewed research was done or conducted under Tribhuvan University center department of English education. They fully supported and provided guideline for my study.

The above reviewed research works of different authors are generally related to the use of pictures in ELT classroom. All of the research works shows effectiveness of picture while teaching the different skills, vocabularies, grammar and so on. Pictorial materials enhance the learning proficiency of the learners. These

researches really help me to choose the methodology, research question and research tools sampling procedures etc and make my research more systematic.

### Conceptual Framework

Language learning through pictorial material



## **Chapter 3**

### **Methods and Procedures of the Study**

Method and procedure are most important factor for the research study. We cannot achieve the specific objectives of the study properly without the appropriate method and procedure. So, we should obtain the appropriate procedure and method for the study. In this chapter, we deal with the procedure and method that we were used to collect and analyze data. It describes the design of the study, population, sample and sampling strategies, research tools, source of data, data collection procedures, data analysis and finally ethical considerations.

#### **Design of the Study**

Before doing the research, the researchers have to arrange a research design. Research design refers to the outline, plan, or strategy specifying the procedure to be used in research. In this research, I chose a curriculum/syllabus of class five, studied this curriculum and developed concept. I decided the materials that are required in this curriculum. I went to the field by carrying camera and captured the photos/pictures relevant to my topic by camera. I searched the photos in newspapers, magazines, etc and cut out them by scissors. I divided the collected pictures according to the chapter and made/developed a complete picture gallery of class 5. I described these pictures accordingly. And I did action research and analysed the result and document too.

To make this research systematic and to get our objective of the research study, I adopted action research as research design. And I adopted mixed research as method.

### **Population, Sample and Sampling Strategy**

My study is related to material development and analyzes how it works in English language learning. So, I made a picture book including more than 300 pictures related to class five English's curriculum which helps to teach and learn English especially for grade five. And did action research among the 21 students of class five. For the action research, I followed the simple random sampling.

### **Data Collection Tools and Techniques**

Data collection tools are the most important things to gain the relevant data. So, I used appropriate tools for data collection. In my thesis study, I used different tools for my data collection. Such as: mobile, camera, newspaper, magazine, scissor. I captured the photo by the camera, cut out the pictures from the newspaper, magazine by scissor and take out the pictures from the internet by mobile phone. After collecting the pictures, I experimented the pictures among the students of class five by doing action research.

### **Source of Data**

The research study used both primary and secondary source of data.

#### **Primary source of data**

The data or picture collected from the real field. i.e. pictures taken from what I see. And data were taken from action research.

#### **Secondary source of data**

As a secondary data, I took out the photo from different magazine or internet. Similarly, the books and article of different scholar were useful to analyze the pictures.

### **Data Collection Procedures**

I followed the following steps to collect the data.

- a) At first, I took the English curriculum of grade 5 and studied it.
- b) After getting content from the curriculum, I went to the field to capture the photo by taking my mobile and camera.
- c) I took a photo wherever I found relevant to my topic. Similarly, I took out the photos from the magazine and internet.
- d) I took different tests among the students for collecting the data to do action research

### **Data Analysis and Interpretation**

While analyzing the data, I managed the pictures according to the topic or content of curriculum and interpret them accordingly. Then, I did action research over the students of class five and I analyzed pictures how they can play effective role in English teaching learning process.

### **Ethical Considerations**

Research study is the difficult and challenging job. It is systematic, objective oriented and rigorous process. The researcher should be familiar with what is going to research on, what is the methodology, procedure, tools and technique of the study?, how to make research systematic? And what is allowed in the research? Researcher should be aware about ethical things. The researcher or research study should consider in mind not to harm others who will provide the information data and engage in the study. Similarly, the research study has to avoid the plagiarism.

In my research study, I obtained approval from the committee of Department of English Education at Tribhuvan University for the ethical consideration. Then, it approved the study with who engaged and concern in my study.

## **Chapter 4**

### **Analysis of the Data and Interpretations of Results**

Analysis and interpretations of the data is the core part of the research study. In this chapter, I have collected the data by doing different activities associated with my topic and analyzed the data how much the activities are effective and interpreted the result as much as possible.

#### **Analysis of the Data and Interpretations of the Results**

Before doing this, I have collected different photographs of painting, drawing, and other pictures which are related to the class five's English curriculum. Then, I have done action research over the class by implementing the pictures for unit one. I have taken a test after completing the action to find out the effectiveness of pictures for teaching and learning English. Then I have interpreted the data and result.

In this chapter, I have tabulated, analyzed, interpreted and compare the data in the following order.

- ) Holistic analysis of pre-test and post test.
- ) Analysis and interpretation of the data obtained through test result.
- ) Comparative analysis of the data obtained through test result.

#### **Holistic analysis of pre-test and post test**

This section includes holistic analysis the obtained marks of pre-test and post test. Which clarify the students' ability and learning progresses of using pictures. For the data, I have taken an out of 20 from the first and second unit. Their obtained marks or percentages are showed here.



Tests	No. of students	Average percentage	Differences
Pre test	21	26.46	25.06
Post test	21	51.52	

The above table has indicated that students have obtained 26.46 in the first test and similarly, it has increased in the second test. The average obtained percentage of second or post test is 51.52. So, the percent has increased by 25.06 from first test to second test. From the data, we can easily say that pictures are really effective and progressive to teach the language.

### **Analysis and Interpretation of data obtained through test result**

For this research, data were collected through the test. There were made the questions of different aspect of language such as; grammar, comprehension, vocabulary and narration. It contained four test. One was pre-test which was taken after teaching the language without showing pictures. The two test were taken while teaching in the classroom to check their progress on learning. The next test was post test which was taken after teaching the language by using the pictorial materials. In the every test, questions were in parallel form. The items of the questions were different. It had been asked fill in the blanks, multiple choice questions, and short questions and so on. All items of questions were prepared to measure the different aspects and skills of language which mainly helped for achieving the goal of the research. After taking the test, all of the papers were collected and checked them properly and assigned to them. Then, obtained marks were tabulated and average marks were presented. Then, I converted the marks into the percentage.

The average (mean) marks is calculated by using the formula.

$$\bar{X} = \frac{\sum fx}{N}$$

Where

$\bar{X}$  = Mean

F = Frequency of occurrence

= Sum of

X = score of distribution

N = Number of score

The formula used for calculating the percentage was

$$\text{Percent} = \frac{\text{Obtained marks}}{\text{Full marks}} \times 100$$

### **Analysis and Interpretation of Pre-test**

For the action research, I prepared a different test item for written exam to find the effectiveness of the pictures while teaching the English language. This test was taken in twenty marks where the different test items were included to measure the aspects and skill of the language. Pre-test consisted the different test item like question-answer, true false, and fill in the blanks and match the following. Teacher took the pre-exam after teaching the students by using regular classroom teaching method and technique. The students obtained marks in pretest are shown below;

S.N	Marks obtained(x)	No. of students(f)	fx	Percentage
1	17	1	17	85
2	16	1	16	80
3	15	1	15	75
4	10	1	10	50
5	9	3	27	45
6	4	5	20	20
7	3	5	15	15

8	2	2	4	10
9	1	2	2	5
		N=21	fx=126	

Average score= 6

Average percentage= 26.46%

Analyzing the above table, we can say that the highest secured marks is 17 and 1 is the lowest obtained marks which are secured by two students. 3 students got the good marks, 4 students brought a average marks and others were secured low marks in the exam. The average obtained mark is 6 and average percentage is 26.46. 7 students have been passed among the 21 students. So, the total passed percentage is 33.33.

From the above discussion, we can easily say that the result is not satisfactory. So, teacher needs to take action for it.

### **Analysis and Interpretation of First Progressive Test**

S.N,	Obtained Marks (x)	No. of students (f)	Fx	Percentage
A1	18	1	18	90
2	17	2	34	85
3	16	3	48	80
4	11	1	11	55
5	10	2	20	50
6	7	5	35	35
7	5	2	10	30
8	4	3	12	20
9	2	2	4	10
		f=N=21	fx=192	

ng a pre test, I started to teach the students by doing an experiment. At First, I collected the pictures for teaching different aspects of language which have been included in unit one and two of class five English. Then, I went to the class by taking the pictures and started to teach by showing the pictures which is related with the topic. While teaching the item, I attached the related pictures on the white board and taught it by showing them. For example, to teach the singular and plural verb I showed the pictures of singular and plural things and people and made them clear on it. I taught different aspects included in the units more than two week.

For the first progressive test, I made the questions from the unit one and two. The test items were different with the equal weigh as in the pre-test like questions-answer, vocabulary, matches the given. The test had been taken in 20 full marks.

Average score = 9.14

Average percentage= 45.71

Analyzing the above table, we can say that the highest marks that students obtained 18 where 2 students obtained 2 marks as a lowest marks. 11 students obtained more than 50% . Similarly, 7 students obtained below the pass marks. The average score of this test is 9.14 and average percentage of this test is 45.71.

### **Analysis and Interpretation of Second Progressive Test**

Before taking the first progressive test, I taught the students by showing the pictures and described them accordingly. But after taking the first progressive test, I did an another experiment on teaching and learning activities.

In this experiment, I chose the topic and went to classroom with the clear understanding of the item. Then, I asked the students about to the topic to make them curious and I paste the pictures on the whiteboard and asked them about the pictures

and encouraged to get the main idea of the test. At last, I spoke something about the topic and pictures. i.e. for teaching the story an old man and his son, I asked the students about jail and old man. After their response, I pasted the pictures synchronizing to the story and asked the student about the pictures; who are they and what they are doing? After that, I illustrated the pictures relating to the item. Here, I had mainly become a facilitator and guider. I taught the different aspects of language in the same about two week.

For the second progressive test, I prepared the test items to measure the vocabulary, grammar, comprehension and narration from the unit one and two. The questions were the parallel item and weigh to the first progressive test. This test also belonged to 20 marks from the first and second unit of class five English's curriculum.

S.N	Obtained Marks(x)	No. of students (f)	Fx	Percentage
1	19	1	19	95
2	18	2	36	90
3	17	3	51	85
4	13	1	13	65
5	11	2	22	55
6	7	5	35	35
7	6	2	12	30
8	5	3	15	25
9	3	2	6	15
		f=N=21	fx=209	

Average score = 9.95

Average percentage= 49.76

Analyzing the above table, students have obtained 19 as a highest score and 3 as a lowest score. 9 students have obtained more than fifty percent marks. Similarly, 7 students have obtained below the pass marks.

### **Analysis and Interpretation of Post Test**

Previous tests were different but test items were same. Every test had taken after using the different teaching technique. Among the all, I got the second technique is the best way to teaching and learning English language where pictures were demonstrated and made the students speak about it. So, I repeated the technique here and prepared a post test.

For the test, I had prepared the test item parallel to the previous test from unit one and two of class five's English which belongs to 20 marks. This test tries to measures the effectiveness of pictures in English language classroom.

S.N,	Obtained Marks (x)	No. of students (f)	Fx	Percentage
1	19	1	19	95
2	18	3	54	90
3	17	1	17	85
4	14	2	28	70
5	11	2	22	55
6	8	5	40	40
7	6	1	6	30
8	5	5	25	25
9	4	1	4	20
		f=N=21	fx=215	

Average score =10.24

Average percentage= 51.2

Analyzing the given table, we can say that the highest obtained mark is 19 which was secured by a student. Similarly, the lowest mark is 4. Passed students were 14 in this exam.

7 students brought good marks, 7 other students' secured average marks and other remained students did not secure satisfactory marks. The average obtained score of this exam is 10.24 and average obtained percentage is 51.2%. Similarly, 66.67% students have been passed and 33.33% students have been obtained the good marks in the exam.

From the above discussion, we came to say that the result is good.

### **Comparative Analysis of Data Obtained Through Test Result**

Here, the result of the all tests have been included where the data of pre-test, first progressive, second progressive and post-test have been compared and analyzed with each other.

### **Comparative Analysis of the Pre-test and First progressive test**

The score of the pre-test and first progressive test have been shown in the given table and and compare and contrast with each other.

Tests	No. of students	Average marks	Average obtained percentage	Differences
Pre test	21	6	26.46	19.26
First progressive	21	9.14	45.71	

From the above table, we can easily finalize that it has improved in first progressive test than pre-test. In the pre-test, the average obtained marks of first progress was 6 but it has increased in first progressive test, and they obtained 9.14. On the basis of average obtained marks, we can easily say that the average obtained percent have been improved by 19.26%.

### **Comparative Analysis of the First Progressive Test and Second Progressive Test**

In this session, I have included the data of first progressive test and the second progressive test where data have been shown in table and compare, analyzed and interpreted the data of two tests.

Tests	No. of students	Average marks	Average obtained percentage	Differences
First progressive	21	9.14	45.71	4.5
Second progressive	21	9.95	49.76	

The average obtained score and percentages have been increased in the second progressive test than first progressive test. In the first progressive test, students obtained average marks was 9.14 which secured 45.71 average obtained percentage. But the average obtained percentage have been increased by 4.5 in the second progressive test than first progressive test and it became 9.95 average marks and 49.76 average percentage. So that we can easily generalized that the learning has been improved in second progressive test than first progressive test.

### **Comparative Analysis of the Pre-test and Post-test**



In this session, I have included the comparison of pre-test and post-test and done comparative analysis of the result. The secured average marks are presented in the following table in a comparative way.

Tests	No. of students	Average marks	Average obtained percentage	Differences
Pre test	21	6	26.46	25.06
Post test	21	10.24	51.52	

From the table, we can easily see that there have been a lot of improvements in post-test than pre-test. In the first or pre-test, students got the 6 average marks which secured 26.46%. Similarly, the second test or post-test has got 10.24 average marks which reached on 51.52%. While comparing the pre-test and post test, students secured 4.24 more average marks in second test in addition to the different percentage of first test and second test was 25.06.

From the above discussion, we have been concluded that there have been improvements in the second test than pre test.

### **Finding and Discussion**

In this section, I have included the activities that I did for data collection in summary and finding of the research study.

This research study was planned to know the effectiveness of pictures in language learning. I have heard that the students are very weak in English. So, I chose the topic and started to study on it. At first I chose 21 students of grade five of Shree Chandeshwari Secondary School, Ramechhap and I started to research on them. At first I taught them in a simple way and took an exam to measure their learning ability. The result was not satisfactory. So, I had collected the different

pictures related to the syllabus and started to teach them. I have faced a lot of difficulty while teaching the language. Most of the students were very poor in reading and writing of the language. Students didn't have proper vocabulary and grammar to speak and write the language. Similarly, most of the students didn't have any fundamental knowledge of English language. By showing the pictures, they could understand the content but they couldn't speak or write what they understood. Some of the students were replied immediately but some of the students were novice. It made me create problem to investigate them. In my one month's period they have increased the vocabulary and grammatical knowledge through the pictures. No one can get or learn anything immediately. There is a process of getting or learning. This research shows that if the students get chance to learn language through pictures or visual aids from the nursery level, they can learn language effectively.

After collecting the data, both the test showed the statistical results of students' ability and improvement in language. In the pre test, students got the low marks and most of the students were failed in the exam. Then, the second test reflected the students' progressiveness in learning English through the usages of pictures. Students were taught without using specific method or techniques in first test where students secured 6 average marks which occupies on 26.46% of full marks. Similarly, students had improved their knowledge in English and got more than 50% average marks in post test.

From the above data and discussion, we have finalized that pictorial materials are really effective in language learning. Students can learn and understand language immediately and effectively. In the above data, although they understood the content all of the students couldn't get as much as satisfactory marks in second test due to

their weakness in vocabulary and grammar but they had improved more than how much they could. In my finding, to reduce vocabulary and grammatical problem, pictorial materials or visual aids should be used from the 0 level. And every course books should have included sufficient pictures to teach and learn language. It helps students make creative and increase proficiency level on language and Students learn language effectively.

## Chapter 5

### Conclusions and Recommendations

In this chapter, I have included conclusion of the research study and recommendations on the basis of finding.

#### **Conclusion of the Study**

After analyzing and interpreting the data result, we can conclude the following points

- ) Regular daily used methods and techniques are not sufficient for language teaching. Before the pre-test, there had been used old or traditional method and techniques for language learning which did not provide effective result on teaching learning process. New techniques and method should bring in language teaching and learning process.
- ) The data reflects that learning language have been increased by 25.6% while using the pictures. So, demonstrating picture is an effective way for teaching and learning language. While demonstrating the pictures students can learn language easily and effectively. That makes the students more creative and increase confidence and proficiency level of students on language. So the pictures are effective medium for language learning.

From the above point, we can finalize that student can learn easily through the pictures. So, we have to use pictures for teaching English language in primary level's classroom and encourage to get gist themselves that makes the student easy to learn language. Similarly, it helps to the teacher to clarify the content to the student and make the teaching learning activity effective and fruitful. In addition to the learning will be sustain.

### **Recommendations**

The following recommendations have been prescribed for pedagogical implication on the basis of previous discussion and finding.

#### **Policy Related**

- ) Curriculum development center should develop the curriculum by concerning the techniques which are used in classroom.
- ) The syllabus designers and textbook writers should include the sufficient pictures in textbook.
- ) The government should organize the different training, workshop and seminar to the teacher for their professional development and provide knowledge how to use teaching materials and how to conduct different technique in the language classroom.
- ) Teacher should use inductive method or student center method while teaching.

#### **Practice Related**

- ) Teacher should be versatile; he/she needs to do everything for teaching learning. So, teacher should collect the different materials and experiment them in every time to know how they can learn effectively and easily.
- ) Demonstrating picture or showing relia is an easy teaching technique for the remote area's teacher. Teacher should use the appropriate techniques and materials which are available in their locality. This helps to promote the language learning.
- ) Most of the language content can be taught in primary level through the pictures which helps to increase proficiency level of the student on language. So, using pictures in inductive way is the effective way to teaching and learning English language.

) The teachers who teach on primary level especially in grade five that can make the same types of picture book and teach language effectively.

) While demonstrating the pictures, teacher should make the students active and ask the different questions about the pictures and teacher should become a facilitator in language classroom.

### **Future Research Related**

The finding of the research are only limited on the twenty one students of class five in government school of Ramechhap district. Therefore, this finding cannot generalize on the every primary school of Nepal. It can be taken as a secondary data for the further studies. The following recommendations can be said for further researchers.

) This study may help to develop an idea to researcher who wants to study in this field.

) This research will be a valuable secondary source for the researcher.

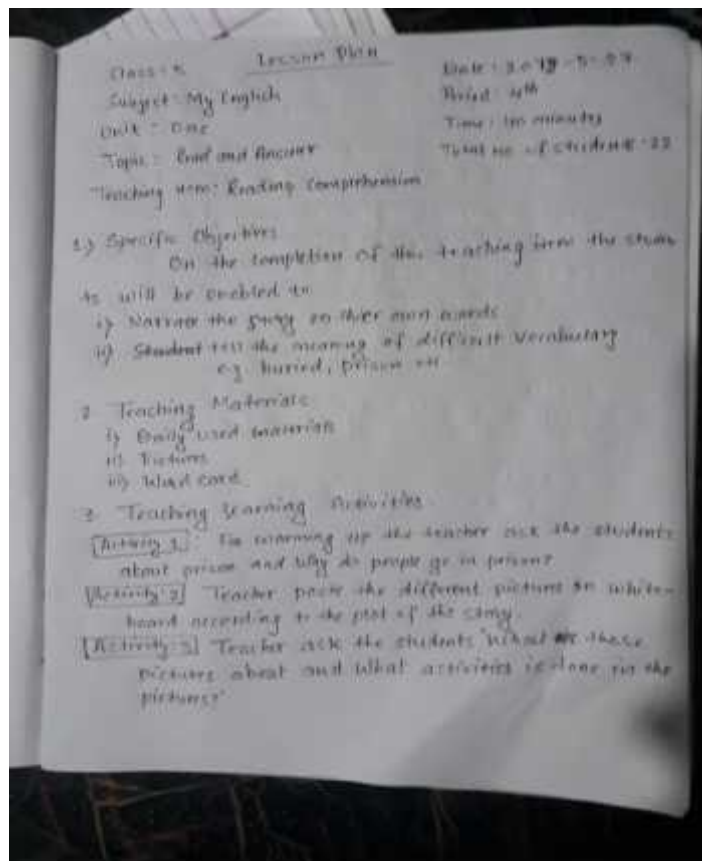
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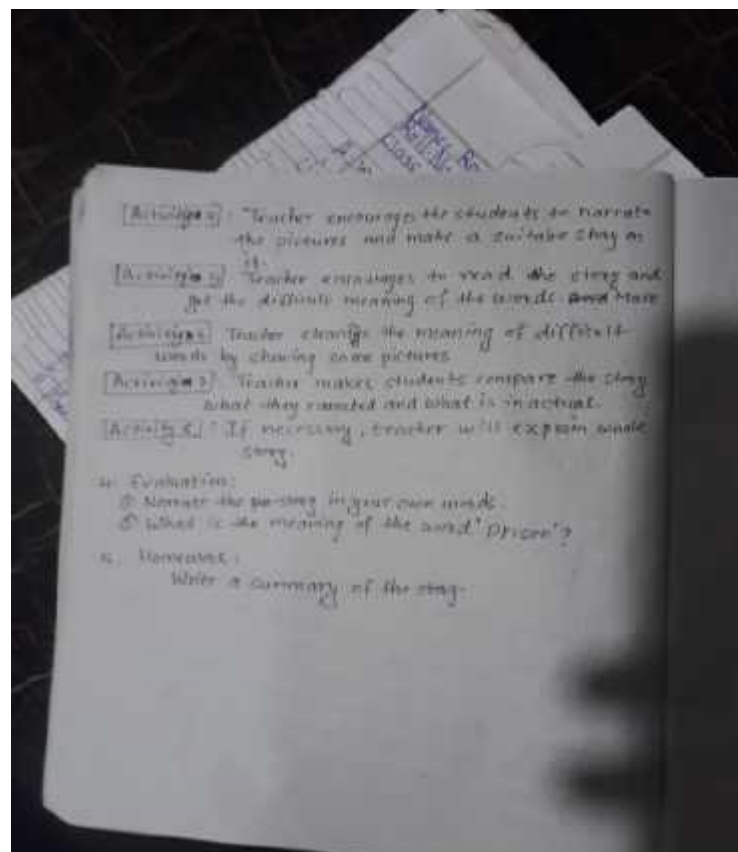
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## APPENDIX - I



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**APPENDIX-II**



