

## The Effect of Using Pictorial Story Style on the Acquisition of New English Vocabulary by Sixth Primary Pupils

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### Abstract:

The current research aims at investigating the effect of using pictorial story style on the acquisition of new English vocabulary by sixth primary pupils during the academic year (2008-2009). The sample of the study consists of (66) female pupils; (33) pupils represent the experimental group which has been taught by using pictorial story style, and (33) pupils represent the control group which has been taught by using the conventional method. The researcher has adopted the pre-and post-tests equivalent groups as an experimental design, and has prepared a new English vocabulary test to verify the hypotheses of the research. Using T-test of two separated groups, the results show statistically significant difference between the experimental group and the control group in favour of the experimental group.

اثر استخدام أسلوب القصة المصورة في اكتساب مفردات جديدة  
في  
اللغة الانكليزية لدى تلميذات الصف السادس الابتدائي

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### ملخص البحث :

يهدف البحث الحالي إلى معرفة اثر استخدام أسلوب القصة المصورة في اكتساب مفردات جديدة في اللغة الانكليزية لدى تلميذات الصف السادس الابتدائي خلال العام الدراسي (٢٠٠٨-٢٠٠٩). تكونت عينة الدراسة من (٦٦) تلميذة (٣٣) تلميذة تمثل المجموعة التجريبية والتي تم تدريسها باستخدام أسلوب القصة المصورة و(٣٣) تلميذة تمثل المجموعة الضابطة التي تم تدريسها باستخدام الطريقة التقليدية. تبنت الباحثة التصميم التجريبي ذا المجموعتين المتكافئتين ذات الاختبار القبلي والبعدي. وقامت الباحثة بإعداد اختبار المفردات الانكليزية الجديدة لاختبار فرضيات البحث. وباستخدام الاختبار التائي لعينتين مستقلتين أظهرت النتائج وجود فروق دالة إحصائية بين المجموعتين التجريبية والضابطة لصالح المجموعة الأولى.

## **1. Introduction:**

The acquisition of large vocabulary is an essential factor in foreign language teaching/learning. It would be impossible to learn a language without vocabulary or words. Studies on foreign language vocabulary acquisition conducted by many researchers find that oral reading constituted a considerable source of vocabulary acquisition.

Koki (1998), for example, stresses that stories offer a tremendous source of language experience for pupils, because they rely so much on words. In the same vein, Wright (2000: 14) states that at an early stage of language acquisition, stories can offer a valuable way of contextualizing and introducing new language vocabulary by making it meaningful and memorable.

Moreover, Ellis and Brewster (2002) affirm that children enjoy listening to stories over and over again. This frequent repetition allow certain language items to be acquired while others are being overtly reinforced. Additionally, Jansone (2004: 1) remarks that stories allow teachers to introduce or revise new vocabulary and sentence structures by exposing pupils to language in varied, memorable and familiar contexts which will enrich their thinking and gradually enter their own speech.

In the spirit of such real and necessary need of using new styles and methods of foreign language teaching, this research investigates the problem of whether or not pictorial story style is important in teaching. It sheds light on the specific effects which this style has on the acquisition of new English vocabulary by pupils at the primary stage, and it helps teachers to learn how to develop and improve their styles of teaching to achieve better results.

## **2. Problem of the Research:**

Being specialized in English language methodology, the researcher notes a heavy reliance on the conventional methods in teaching English in many schools. A great lack of knowledge and interest, on the teacher's part, in adopting new styles in teaching, like pictorial story style, is still there. Although there are a considerable number of stories in schools libraries, they are not considered or used, by teachers, as a serious enrichment source of advantage.

Accordingly, the problem of this research can be stated in the form of the following question:

What is the effect of using pictorial story style on the acquisition of new English vocabulary by sixth primary pupils?

## **3. Importance of the Research:**

The importance of this research is indicated by the following:

- 1- It sheds light on a new style, viz. pictorial story style for the dichotomy of teaching/learning English vocabulary.
- 2- Following (1) above, English language teachers will be familiarized with pictorial story style to improve the teaching methods used and developed by schools constantly.
- 3- The results of the research might be of some advantage for the development of the teaching-learning process, for example, preparing training programs for teachers which introduce them to modern styles in teaching.

## **4. Aims of the Research:**

In addition to the aim of investigating the effect of using pictorial story style on the acquisition of new English vocabulary by sixth primary pupils, the current research aims at the following:

- 1- presenting a clear cut image of the concept of stories and how they are adopted and used in language teaching.
- 2- identifying the advantages of using stories, in general, and pictorial stories, in specific, in language teaching.
- 3- familiarizing the reader with the different types of stories and the bases according to which they are to be chosen as a teaching material.

## **5. Hypotheses:**

The following hypotheses have been posed:

- 1- No statistically significant difference will be found between the mean scores of the experimental group taught by using pictorial story style in the pre-and post-tests in the acquisition of new English vocabulary.
- 2- No statistically significant difference will be found between the mean scores of the control group taught by using the conventional method in the pre- and post-tests in the acquisition of new English vocabulary.
- 3- No statistically significant difference will be found between the mean scores of the experimental group, taught by using the pictorial story style, and the control group, taught by using the conventional method, in the acquisition of new English vocabulary.

## **6. Limits of the Research:**

This research is limited to a sample of sixth primary female pupils in the City of Mosul, during the academic year (2008-2009). The teaching material is also limited to units (11,12,13,14, and 15). Furthermore, only three stories in English, viz. My friend Meshmesha, A Ceremony on the Child's Feast, and How did the Sun Shine? are used in this research. (See Appendix 4)

## **7. Definitions of Basic Terms:**

This section presents the definition of some basic terms repeated throughout this research as follows:

### **7.1 Pictorial story:**

Breitkreuz (1972: 145) defines pictorial story as “ a series of three to nine pictures, normally depicting logical or continuous actions, situations, thoughts, or scenes in the form of sketches or drawings ”.

Hornby (2000:128) states that story in general is “ a series of events in a book, film/movie, play, etc. ”.

#### **Operational Definition of Pictorial Story**

Pictorial story is a set of pictures forming the events of a story that contains new English vocabulary to be taught for the sixth primary pupils.

### **7.2 Style:**

Grasha (2000: 2) defines style as “ a manner or mode of acting or performing, a distinctive or characteristic manner, or a manner or tone assumed in discourse ”.

Pearsall (1998: 1847) says that style is “ a way of behaving or approaching a situation which is a characteristic favoured by a particular person ”.

#### **Operational Definition of Style**

Style is the procedures used by teachers of English to present pictorial stories for the sixth primary pupils.

### **7.3 Acquisition:**

Richards (2002: 158), cited in Richards and Renandya (2002) says that “ acquisition refers to the processes by which the learner incorporates a new learning item into his or her developing system or interlanguage ”.

Hornby (2000: 11) states that acquisition is “ the act of getting something, especially knowledge ”.

### **Operational Definition of Acquisition**

Acquisition is the process of gaining new English vocabulary by the sixth primary pupils from pictorial stories.

## **7.4 Vocabulary:**

Hornby (2000: 1447) defines vocabulary as “ a list of words with their meanings, especially in a book for learning a foreign language ”.

Hornby (1984: 959) says that vocabulary is “ a total number of words with rules for combining them which make up a language ”.

### **Operational Definition of Vocabulary**

Vocabulary is a set of new English words acquired by sixth primary pupils from pictorial stories.

## **8. Theoretical Background:**

### **8.1 Story in Language Teaching:**

Using stories in the classroom is fun, and such an activity should not be considered trivial and frivolous. Indeed, there is a strong support for using stories in pedagogical theory, and storytelling is considered a cornerstone in the teaching profession. Furthermore, stories should be a central part of the world of teachers of primary stages whether teaching a native or foreign language. In addition, stories should be viewed as an essential part of early language teaching, because they can be stimulating and interesting for learners when listening or reading them. Stories also increase learners’ motivation and desire for learning the English language(Koki, 1998; Wright, 2000; and Jansone, 2004).

## 8.2 Advantages of Using Stories:

Children enjoy listening to stories, because they are familiar with narrative conventions, and can make predictions about what will happen next. For these reasons, among many others, stories are considered an important pivot in the teaching/learning of foreign languages. Kennedy (1975: 300), Ellis and Brewster (2002: 2), Erkaya (2003:1) and Salli-Copur (2007: 5) present the following reasons that lie behind using stories as a teaching device:

- 1- Stories encourage students to use their imagination which lead to empower them to consider new and inventive ideas, and contribute to self-confidence and personal motivation.
- 2- Stories provide opportunities to practise essential points in learning the foreign language such as stress, rhythm, intonation and pronunciation.
- 3- Stories develop different types of intelligence that contribute to language learning, including emotional intelligence.
- 4- Stories enhance students' critical thinking by analysing what they read. Therefore, they start thinking critically when they read stories.
- 5- Stories help students to learn the four skills: listening, speaking, reading and writing more effectively because of the motivational benefit embedded in them.

## 8.3 Types of Stories:

Nassar and Sualha (2000: 94) and Mixon and Temu (2004: 1) point out the following types of stories:

- 1- Folk stories, fairytales, legends, fables, and fictions: the teacher start by using stories from the pupils' culture. They may know the stories in their native language and this will promote pupils' understanding and self-esteem.

- 2- Nursery rhymes: a treasure trove of material can be found in English nursery rhyme books.
- 3- Little stories: these can be longer than rhymes.

## **8.4 Choosing Stories:**

Steinbeck (2002: 2), and Erkaya (2003:6) mention the bases of choosing stories to be adopted in the teaching process as follows:

- 1- Stories should be appropriate to pupils' level of language proficiency and their inclinations.
- 2- Stories should be chosen according to pupils' preferences.
- 3- Stories should be various in themes because this variety will offer different things to many individuals' interest and tastes.
- 4- Stories should not be too detailed, both in terms of the story line and the visuals used.
- 5- Stories should use comprehensible input i.e. the language that is at the right cognitive and linguistic level, so that the output is more structured.

## **9. Review of Related Literature:**

This section presents briefly an account of some of the previous studies that have something to do with the present study.

### **9.1 Isbell et al.'s Study (2004)**

The purpose of this study was to determine how storytelling and story reading influence language development and comprehension of 3-5 year children. The (38) participants, in the (12) week study, attended a lab school located on the East Tennessee State University Campus in Johnson City. Two groups of children heard the same (24) stories. Group (A) heard the stories narrated and group (B) heard the stories read from a book. Participants' pre- and post- responses were elicited by retelling the



story they had heard, whether by narration or reading, and creating a story using a wordless picture book. These responses were transcribed and analyzed using measures of language complexity and story comprehension. Both storytelling and story reading were found to produce positive gains in oral language. Differences between the two groups indicated that young children, who heard the stories narrated, demonstrated improved story comprehension in their retelling, while children in the story reading group improved their language complexity. (Isbell et al., 2004: 157).

## **9.2 Collins's Study (2005)**

Collins's study examined the effect of: (1) storybook reading on vocabulary acquisition of (4-5) year old children and (2) the use of rich explanations of target words during the reading. The sample of the study consisted of (70) preschool-age children.

Subjects in the experimental group heard a pair of stories read three times in three-week period with rich explanations of target vocabulary items. Rich explanations involved the researcher pointing to illustrations, providing a brief definition, using synonyms and gestures, and using the vocabulary item in sentences which were different from that of the book. Subjects in the control group heard a pair of stories read three times in three-week period without explanations of target words. Target vocabulary post-test, based on the model of the Peabody Picture Vocabulary Test-III (1997), were administered to children individually after the third reading of each book.

Results show that the treatment group (i.e., explanations of new vocabulary) had an effect on significant gains in ESL preschoolers' new vocabulary acquisition from storybook reading (Collins, 2005: 407).

### **9.3 Verdugo and Belmontes' Study (2007)**

This study tested the effect of digital stories on the understanding of spoken English by a group of six-year-old Spanish learners. To achieve this aim, a quasi-experimental design was carried out at six different schools of Primary Education in Madrid (Spain) within 22 weeks during the second semester of the academic year (2005). A pre-post-test design was used to investigate whether digital stories could improve listening comprehension in English as a foreign language. The findings indicate that the experimental group improved their listening comprehension skills and outperformed the control group. These results showed that the digital stories had promoted concentration and enabled children to focus their attention on the oral input received. (Verdugo and Belmonte, 2007: 88-96).

### **9.4 Brown et al.'s Study (2008)**

Brown et al.'s study examined the rate at which English vocabulary was acquired from the 3 input modes: reading, reading-while-listening, and listening to stories. The sample of the study consisted of (35) Japanese students from a medium sized private university in Kyushu, Japan. Three sets of (28) words within four frequency bands were selected. These test were administered to two test types immediately after the reading and listening treatments. Although the results showed that new words could be learned incidentally in all (3) modes, most words were not learned. Item occurring more frequently in the text were more likely to be learned and were more resistant to decay. The data demonstrated that when subjects were tested by unprompted recall, the meaning of only (1) of the (28) items met in either of the reading modes and the meaning of none of the items met in the listening-only mode, would be retained after (3) months (Brown et al., 2008: 136).

## 10. Method:

### 10.1 The Experimental Design:

The experimental design of the pre- and post-test equivalent groups was adopted.

### 10.2 The Participants:

The participants of the present study were female pupils in the sixth primary class at the city center of Mosul during the academic year (2008-2009).

### 10.3 The Sample of the Research:

The sixth primary pupils of Al-Thaqafa school for females was chosen to be the sample of the research. Group (A) was selected as the experimental group, i.e. the group taught by using pictorial story style, while group (B) was the control group, i.e. the group taught by using the conventional method. Each group consisted of (33) pupils.

### 10.4 Equivalence of the Groups:

The researcher has made an equivalence of the groups depending on certain information taken from the available archives in the school. This equivalence included:

#### 10.4.1 Pupils' Age:

Pupils' ages were measured in months. The arithmetic means of their ages, standard deviation, and T-value were computed as shown in table (1):

**Table (1): T-Test Results of Pupils' Age**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	33	140.212	4.926	-0.189	1.998	No statistically significant difference
Control	33	141.151	5.009			

It is clear from table (1) that there was no statistically significant difference between the two groups according to age variable since the absolute value for the calculated-T, viz. (-0.189) was less than the tabulated-T value which is (1.998) at (0.05) level of significance and (64) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

### 10.4.2 Pupils' Achievement in English Language for the Preceding Year:

The arithmetic means of pupils' scores in English language in the preceding year, i.e. the academic year (2007-2008), standard deviation, and T-value were computed as shown in table (2):

**Table (2): T-Test Results of Pupils' Achievement in English Language for the Preceding Year**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	33	76.969	15.147	0.257	1.998	No statistically significant difference
Control	33	73.181	14.283			

Table (2) shows that there was no statistically significant difference between the two groups according to English language achievement for the preceding year since the absolute value for the calculated-T, viz. (0.257) was less than the tabulated-T value which is (1.998) at (0.05) level of significance and (64) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

### 10.4.3 Parents' Educational Attainment:

#### 10.4.3.1 Fathers' Educational Attainment:

The frequency of fathers' educational attainment was computed. On testing the differences in this respect by using Chi-square, the following results were obtained and as shown in table (3):

**Table (3): Chi-square Results of Fathers' Educational Attainment**

Groups	No	Level of Education				Chi-square Value		Significance level at 0.05
		Primary	Secondary	Diploma	Bachelor and High Degree	Calculated	Tabulated	
Experimental	33	5	8	5	15	0.156	7.810	No statistically significant difference
Control	33	6	7	5	15			

It is obvious that there was no statistically significant difference between the two groups in fathers' educational attainment variable since the absolute value of the calculated Chi-square, viz. (0.156) was less than the tabulated Chi-square value which is (7.810) at (0.05) level of significance and (3) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

#### 10.4.3.2 Mothers' Educational Attainment:

The frequency of mothers' educational attainment of the two groups was computed, and the differences between them were tested by using Chi-square. The following results were obtained as shown in table (4):

**Table (4): Chi-square Results of Mothers' Educational Attainment**

Groups	No	Level of Education				Chi-square Value		Significance level at 0.05
		Primary	Secondary	Diploma	Bachelor and High Degree	Calculated	Tabulated	
Experimental	33	9	15	3	6	0.156	7.810	No statistically significant difference
Control	33	10	15	2	6			

Table (4) shows no statistically significant difference between the two groups in mothers' educational attainment variable since the absolute value of the calculated Chi-square, viz. (0.156) was less than the tabulated Chi-square value which is (7.810) at (0.05) level of significance and (3) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

#### 10.4.4 Intelligence:

The researcher used Intelligence Pictorial Test which was prepared by Saleh (1964) modified and applied by Al-Qazaz (1989). The test was non-verbal. It included (60) items or groups of pictures. The arithmetic means of intelligence for the two groups and the standard deviations were computed according to the scores pupils obtained. On testing the differences between the means obtained by using T-test, the results are shown in table (5):

**Table (5): T-Test Results of Intelligence**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	33	38.333	4.912	-0.260	1.998	No statistically significant difference
Control	33	39.696	5.521			

It is obvious that there was no statistically significant difference between the two groups in intelligence variable since the absolute value for the calculated-T, viz. (-0.260) was less than the tabulated-T value which is (1.998) at (0.05) level of significance and (64) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

### 10.4.5 Pretest:

The new English vocabulary test (See Appendix 2) was administered to the two groups for the purpose of equivalence, this test was administered before starting the experiment on the 8<sup>th</sup> of March , 2009. The arithmetic means of this test and the standard deviation were computed by using T-test. The results arrived at are shown in table (6).

**Table (6): T-Test Results of vocabulary Test**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	33	4.090	1.334	-0.001	1.998	No statistically significant difference
Control	33	4.151	1.373			

It is clear from table (6) that there was no statistically significant difference between the two groups in vocabulary test since the absolute value for the calculated-T, viz. (-0.001) was less than the tabulated-T value (1.998) at (0.05) level of significance and (64) degrees of freedom. This means that the two groups were equivalent in terms of this variable.

## **10.5 The Teacher:**

The researcher decided that the two groups should be taught by their English language teacher, i.e. the researcher did not teach the two groups herself for the following reasons:

- 1- To avoid the effect of changing the teacher on the pupils, and
- 2- To avoid the researcher's bias to a particular method or style.

## **11. Tools of the Research:**

### **11.1 The Teaching Materials Prescribed :**

The researcher decided to choose the stories (My friend Meshmesha, A Ceremony on the Child's Feast, and How did the Sun Shine?) because they are suitable for the pupils' age, level, style, language, and clarity. The stories were modified to be more suitable for the pupils, and submitted to a number of experts specialized in education, methodology and language (See Appendix 3), throughout the questionnaire that was prepared for this purpose.

The researcher modified the stories in the light of the experts' recommendations and opinions. Therefore, the final form of the stories became ready for application (See Appendix 4).

### **11.2 Daily Lesson Plan:**

The researcher designed a lesson plan according to two methods of teaching, viz. pictorial story style for the experimental group and the conventional method for the control group (See Appendix 1). The two plans were submitted to a number of experts (See Appendix 3), to demonstrate their opinions of the appropriateness of plans content. The experts accepted the plans and put forward some instructions that were taken into consideration, and employed in the research.



### **11.3 Vocabulary Test:**

The vocabulary test (See Appendix 2) was designed by the researcher herself consulting the stories themselves and some references in English language testing. The new vocabulary items were identified in the stories and presented to a number of specialists and educational supervisors of the English language to make sure that they are not there in the syllabus.

#### **11.3.1 Difficulty Level:**

Eble (1972: 553) shows that the difficulty level of test items is based on the proportion of examiners in a group who do not answer the test item correctly. When calculating the difficulty factor of each item included in the vocabulary test prepared for the research, it was found that it was between (20% - 73%) which is an accepted range of difficulty level presented by Bloom (1971).

#### **11.3.2 Discrimination Power:**

The discrimination power of an item is indicated by the difference between good and poor pupils in proportion of correctness (Eble, 1972: 376). In the current research, discrimination power was found for the vocabulary test items and it ranged between (30% - 75%), which was in accordance with what Brown (1981: 104) states that each item exceeds or equals (20%) is a good item.

#### **11.3.3 Validity:**

Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores (American Psychological Association, 1985: 9), cited in Gramley (2008: 65).

There are several types of validity, one of them is face validity. Face validity means simply the way the test looks to the examinees, test administration, educators, and the like (Harris, 1969: 21).

The vocabulary test was given to a group of experts (See Appendix 3) to check its validity. Ninety percent of the experts consulted agreed that the test is valid.

### **11.3.4 Reliability:**

Reliability looks at the extent to which the items selected will actually produce the same scores or values when re-tested (Raithel, 2006: 43-4), cited in Gramley (2008: 64).

In the current research, the reliability was computed using Pearson Correlation Coefficient with Spearman-Brown prophecy formula, and it was 84% coefficient.

### **11.3.5 Pre-Practice:**

The new English vocabulary test, designed for this research, was given to (24) sixth primary pupils in Abi-Thar Al-Ghafari School for girls to ensure the clarity of the items of the test and to know the time needed for the test. The items were found to be clear and understood by the pupils.

## **12. The Experiment:**

The experiment started on the 8<sup>th</sup> of March, 2009 with a pretest in new English vocabulary. At first, it was given to the two groups simultaneously. Then, the teacher started teaching English to both groups, following the procedure suggested in each daily plan prepared by the researcher herself, i.e. using pictorial story style with the experimental group and the conventional method with the control group. The experiment lasted seven weeks and ended on the 23<sup>rd</sup> of April, 2009.

On the 27<sup>th</sup> of April 2009, the post-test of the acquisition of new English vocabulary was applied to the two groups.

### 13. The Statistical Means:

The statistical tools used for calculating the results of this experiment were the following:

- 1- One-sample T-test of two tails for correlated samples.
- 2- Two-sample T-test of two tails for independent samples.
- 3- Chi-square to test the difference between the two groups for equivalent pupils' parents educational attainment.
- 4- Pearson formula of correlation to compute the reliability of the test.

### 14. Analysis and Discussion of the Results:

This section deals with the data obtained to present the total scores of the new English vocabulary test. The results can be stated according to the hypotheses as follows:

**14.1** “No statistically significant difference will be found between the mean scores of the development of the experimental group taught by using pictorial story style in the pre- and post-tests in the acquisition of new English vocabulary”.

A statistically significant difference was found in the experimental group at (0.05) level of significance and (32) degrees of freedom, between the pre- and post-test scores and in favour of the post-test of new English vocabulary. Table (7) shows this:

**Table (7): T-Values for Differences between Pre- and Post-test Scores of the Experimental Group in the New English Vocabulary Test**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Pretest	33	4.090	1.334	11.492	2.035	There is a statistically significant difference
Posttest	33	15.181	2.632			

As a result, the first null hypothesis is rejected. This is due to the effectiveness of the pictorial story style in arising pupils' excitement and motivation to the lesson which was different from the lessons in which the conventional method was used in teaching English.

**14.2** “No statistically significant difference will be found between the mean scores of the control group taught by using the conventional method in pre- and post-tests in the acquisition of new English vocabulary”.

The mean scores of pre- and post-tests of new English vocabulary for control group were calculated and tested. The results are presented in table (8):

**Table (8): T-Values for Differences between Pretest and Posttest Scores of the Control Group in the New English Vocabulary Test**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Pretest	33	4.151	1.373	0.401	2.035	There is no statistically significant difference
Posttest	33	4.333	1.472			

The results indicate that there was no statistically significant differences between pre- and post-tests of the control group in the new English vocabulary. This is so because the calculated-T value, viz. (0.401) was less than that of the tabulated-T which is (2.035).

As a result, the second null hypothesis is confirmed. This result seems logical due to the lack of opportunity to acquire new vocabulary and being limited to the vocabulary presented via the normal way of teaching the curriculum. Thus, this result enhances the effectiveness of

pictorial story style in enabling and arising pupils’ enthusiasm to acquire new vocabulary items.

**14.3** “No statistically significant difference will be found between the mean scores of the experimental group, taught by using the pictorial story style, and the control group, taught by using the conventional method, in the acquisition of new English vocabulary”. The mean scores of the new English test for the two groups were calculated and tested. Table (9) presents this:

**Table (9): T-Test Results of the Post-test of the New English Vocabulary Test for the Experimental and Control Groups**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	33	15.181	2.632	5.088	1.998	There is a statistically significant difference
Control	33	4.333	1.472			

It is obvious from table (9) that there was a statistically significant difference between the two groups in favour of the experimental group. This can be attributed to the fact that the calculated-T value, viz. (5.088) was larger than the tabulated-T value which is (1.998). Hence, the null hypothesis is rejected.

This rejection is due to the nature of the vocabulary item acquired which comes as a result of pupils’ desire to cope successfully with new styles of language learning, viz. pictorial story style. This style provided them with the opportunity to read and listen to new vocabulary and as a result acquire them.

## **15. Conclusions:**

In the light of the results obtained, the following conclusions can be drawn:

- 1- Pictorial story style has favourable effects on the pupils' acquisition of new English vocabulary.
- 2- The use of pictorial story style in teaching English motivates pupils to learn and develops positive attitudes towards the English language lesson.
- 3- Stories can provide the opportunity to know the culture of the foreign language being learned or taught.
- 4- There must be specific criteria according to which stories should be chosen for teaching a foreign language.

## **16. Recommendations:**

The researcher highly recommends the following:

- 1- The establishment of training courses for teachers of English in relation to pictorial story style and its importance in teaching at the primary stage.
- 2- The syllabus of preparing primary teachers at the College of Basic Education should include specialized courses of pictorial story style with a focus on the practical aspects and application of it.
- 3- Taking care of school libraries and provide them with a series of stories in English which is appropriate to pupils' needs and interest. In addition to encouraging pupils to borrow and read these stories with the help of the teacher who may take an advantage out of them.

## 17. Suggestions:

According to the findings of the current research, the researcher suggests the following:

- 1- Conducting a similar study the sample of which formed out of male pupils at the primary stage as well as at the intermediate one.
- 2- Conducting an experimental study about the effect of using other teaching styles on the acquisition of new English vocabulary.

## References

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## APPENDIX (1)

### A Daily Lesson Plan / The Experimental Group

Day and Date: / /2009

Material: English

Class: 6<sup>th</sup> Primary stage

Subject: My Friend Meshmesha

- General Aim: Enable the pupil to acquire new vocabulary.
- Behavioural Objectives: Enable the pupils to:
  - 1- identify the characters of the story,
  - 2- understand the theme of the story,
  - 3- pronounce new vocabulary, and
  - 4- write new vocabulary.
- Teaching Aids: 1- Board 2- Coloured chalk

Presentation of the Lesson:

- 1- Introduction: Preparing the pupils for the pictorial story ( My Friend Meshmesha) to attract their attention and arise their interest.
- 2- Writing the title of the story on the board: the teacher writes the title of the pictorial story on the board with coloured chalk clearly.
- 3- Presenting the pictorial story to the pupils: the teacher explains the story by using the pupils` native language to create excitement and attract their attention.
- 4- Making pupils meditate the pictorial story: the teacher asks the pupils to meditate the pictorial story, then the following steps are required:
  - a- Reading aloud: teacher reads the pictorial story aloud and carefully while the pupils follow the reading which repeated twice.
  - b- Choral repetition: After finishing the above step, the teacher reads the story and the pupils repeat after her three times.

- c- Individual repetition: the teacher asks the pupils to read after her individually three times.
- d- Silent reading: the teacher asks the pupils to read the story silently.
- e- The new vocabulary items and their meaning; the teacher writes the new vocabularies on the board clearly by using coloured chalk, and then explains the meaning of each word using the native language. These words are: ( alarm, well- mannered, hurt, puff, tongue, nail, scratch, endears, slides, tickles, swing, slide, rings, wool, bewares).
- f- Generalising the reading: the teacher generalizes the reading on other pupils who did not read the story whether their reading is good or not.
- Lesson Summary:
  - 1- The subject of our story today is ( My Friend Meshmesha).
  - 2- We recall some words that we have learned earlier like: ( cat, tail, milk, fish, friend).
  - 3- We identified new words like: ( alarm, nail, swing,.....etc.).
- Homework: the teacher asks the pupils to write the new vocabulary in their copybooks, and each word is to be written (10) times. Moreover, they are asked to read the story carefully to enable them to read it in the next lesson.

## A Daily Lesson Plan / The Control Group

Day and Date: / /2009

Material: English

Class: 6<sup>th</sup> Primary stage

Unit: Eleven

- Language Functions: Adverb of frequency.
- Structures: always, usually, sometimes, never.
- General objectives: Enable the pupil to express daily routines or regular habits.
- Behavioural Objectives: Enable the pupils to:
  - 1- identify the meaning of adverbs of frequency,
  - 2- numerate adverbs of frequency,
  - 3- know when and how they are used,
  - 4- distinguish between early and late, and
  - 5- differentiate the meaning of the words absent and present.

- Teaching Aids: 1- Board 2- Coloured chalk

Steps	Time	Activities
Review	5	Quick review of the material presented in the previous lesson.
Presentation	10	Presentation of the material in exercise 11.1 by <ol style="list-style-type: none"> <li>a- explaining the meaning of the adverbs mentioned above through suitable context.</li> <li>b- reading the material.</li> <li>c- then, comes the presentation of the two words (early and late) and (absent and present).</li> </ol>
Practice	15	<ol style="list-style-type: none"> <li>a- individual repetition.</li> <li>b- work in pairs.</li> <li>c- choral repetition.</li> <li>d- pupils practice in groups.</li> </ol>
production	10	Pupils do exercise 11.1  Homework: 11.12 from pupil's work book

**APPENDIX (2)**

**The New English Vocabulary Test**

Q/ Choose the correct word out of the following:

	Items	Fit	Unfit	Note
1-	Meshmesha does not _____ the fish. a- watch                      b- drink                      c- hurt			
2-	The alarm clock _____ . a- rings                      b- jumps                      c- plays			
3-	Meshmesha cleans herself by her _____ . a- leg                      b- tongue                      c- hand			
4-	Meshmesha has _____ . a- nails                      b- hair                      c- hat			
5-	Meshmesha _____ dogs. a- bewares                      b- loves                      c- hates			
6-	Meshmesha rides the _____ with me. a- desk                      b- swing                      c- chair			
7-	Meshmesha slides the _____ . a- bicycle                      b- car                      c- slide			
8-	The yellow colour put some _____ around the ball. a- lines                      b- strokes                      c- circles			
9-	The sun _____ mountains and houses. a- lit                      b- rose                      c- set			
10-	Tameem _____ the brown ball. a- accepted                      b- loved                      c- refused			
11-	The red flower has _____ . a- hands                      b- leaves                      c- tail			
12-	The flower said " I'm _____ " . a- thirsty                      b- happy                      c- hungry			
13-	Tameem _____ the paintings on wall. a- sent                      b- posted                      c- carried			
14-	A boy carrying a _____ and watering the flower. a- glass                      b- cup                      c- sprinkler			
15-	Salma wished to _____ all the children. a- hug                      b- greet                      c- kiss			
16-	We have a _____ on the child's day. a- picnic                      b- ceremony                      c- holiday			
17-	The colors made balloons, flowers and _____ . a- balls                      b- gifts                      c- books			
18-	Children clothes were ornamented with _____ . a- colors                      b- flowers                      c- beads			
19-	Some of the children are wearing trousers and others are wearing _____ . a- shirts                      b- cloaks                      c- dresses			

### APPENDIX (3)

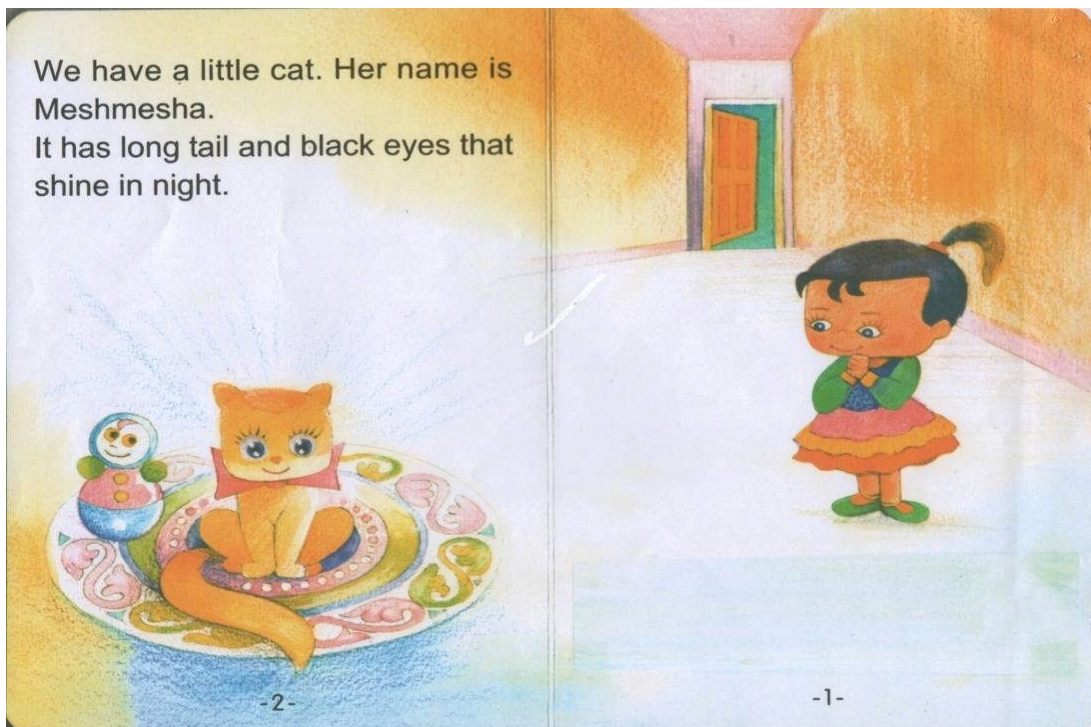
#### Panel of Experts

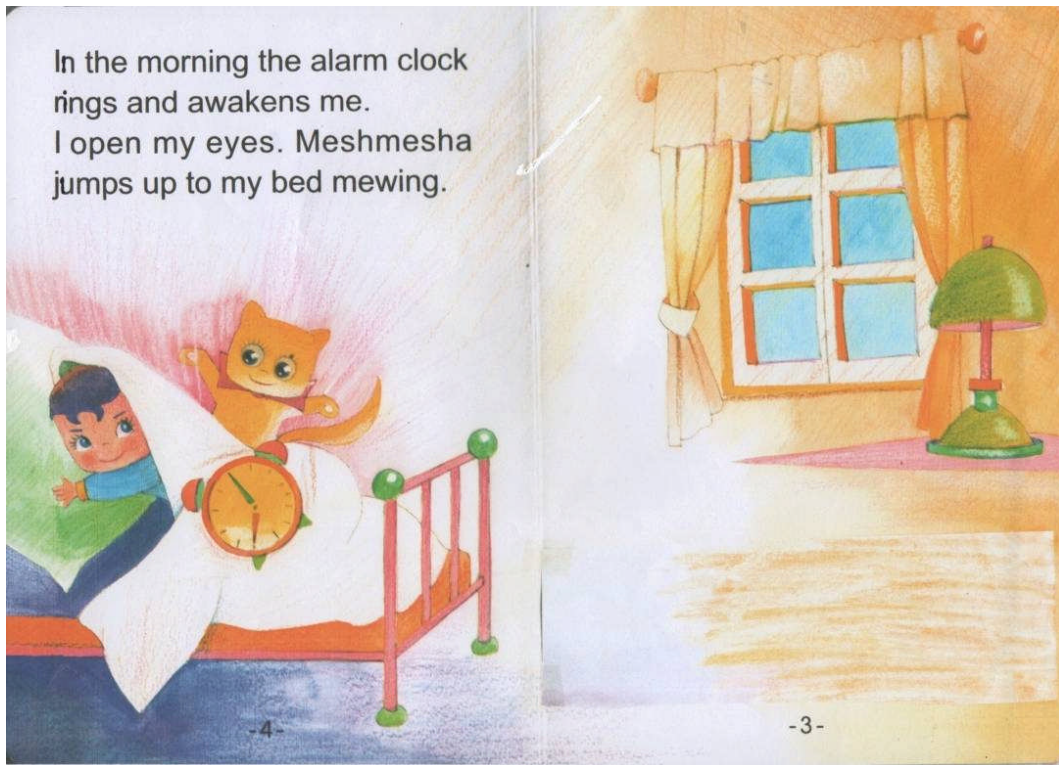
No.	Name	Academic Status	Specialization
1	Dr. Fadhil K. Ibrahim	Prof.	Methodology
2	Dr. Wayees J. Ibrahim	Asst. Prof.	Language & Linguistics
3	Dr. Ansam I. Ismaeel	Asst. Prof.	Applied Linguistics
4	Dr. Esam A. Abdulraheem	Asst. Prof.	Applied Linguistics
5	Dr. Thabit M. Khuther	Asst. Prof.	Educational Psychology
6	Dr. Ahlam A. Dau'ed	Asst. Prof.	Methodology
7	Mrs. Shatha A. Al-Azawy	Educational Supervisor	English Language
8	Mrs. Wafa' B. Al-Kattan	Teacher	English Language
9	Miss. Zahraa A. Al-Nooh	Teacher	English Language

#### APPENDIX (4)

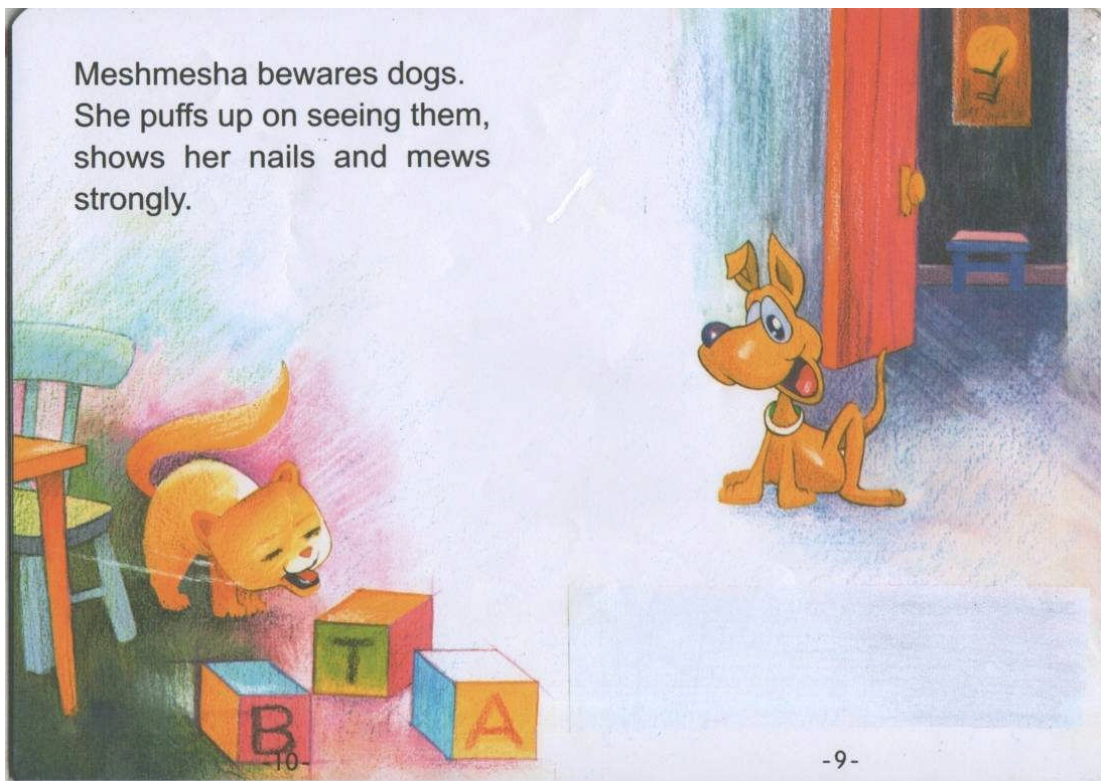
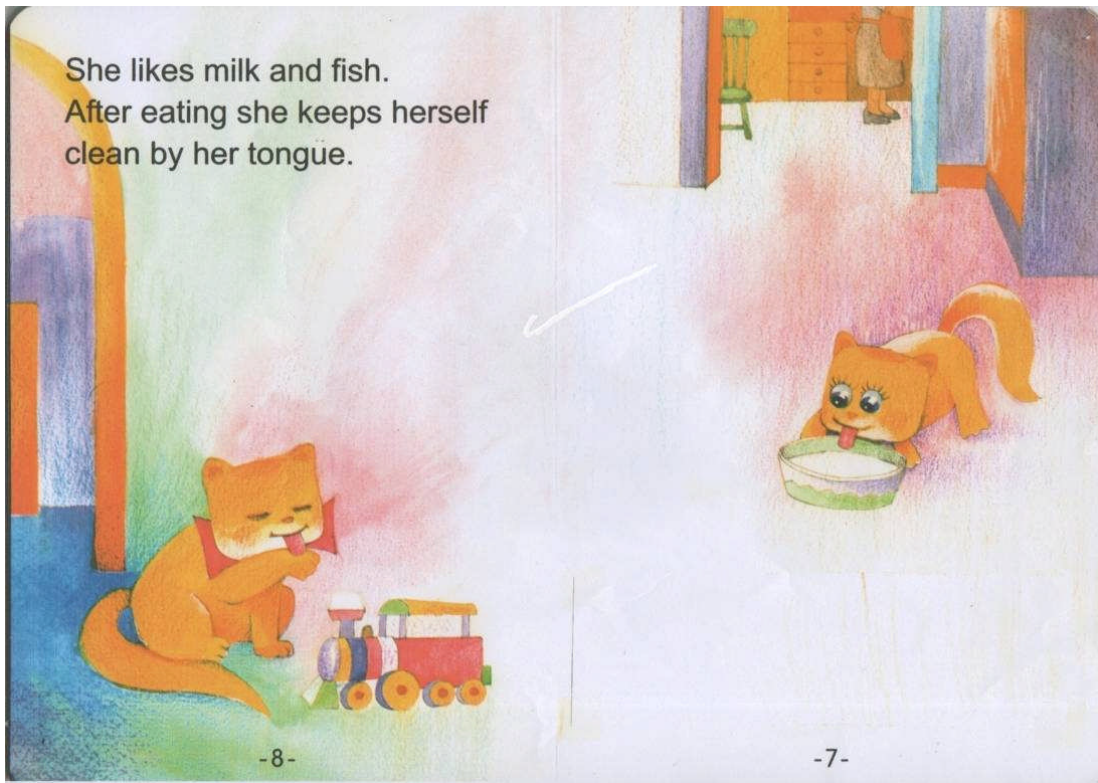
#### Stories Used in the Experiment

Note: due to space limitation, the researcher presented here only one of the stories used in the experimental part of the research.

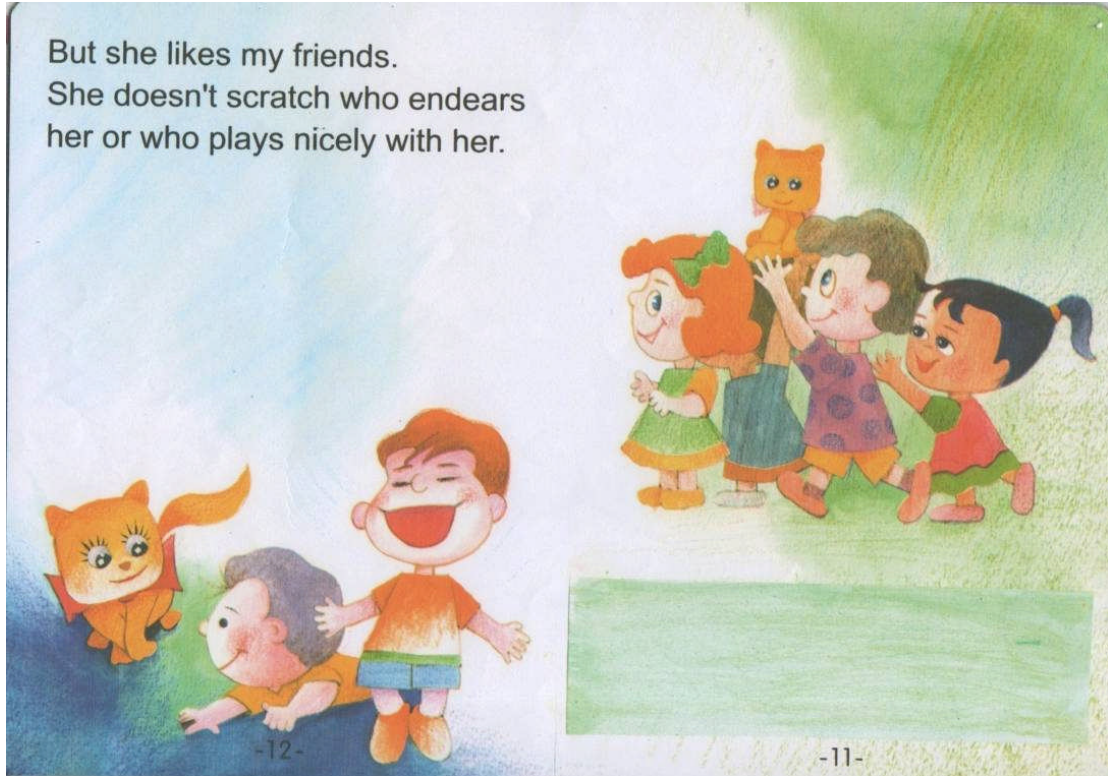








But she likes my friends.  
She doesn't scratch who endears  
her or who plays nicely with her.



Meshmesha likes having fun, she  
likes watching cartoons with me.  
She tickles my grandmas' ball  
of wool.

