

USING PICTURES IN TEACHING VOCABULARY TO YOUNG LEARNERS.

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Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Teaching vocabulary is an essential part of language learning that helps students build their linguistic skills and comprehension.

Teaching vocabulary to young learners involves introducing new words and concepts in ways that are age-appropriate, engaging, and fun. The goal is not only to expand their lexicon but also to develop their understanding and ability to use these words effectively in communication.

According to Cameron, "Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word". Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. Listening plays a great role in teaching and learning English. It helps to master the language [5]

Prince stated that there are several factors influencing the maturity of children. These factors include their culture, environment (city or rural), and parents. Also, their development should be taken into consideration. Some children develop very fast, and others might need more time. [4;478].

Hatch and Brown linguists mentioned that learning words can help children to get older. These two authors describe five "essential steps" in vocabulary learning based on their research into learners' strategies. For them, learners in the first place need to have sources for encountering new words, then they must get a clear image, whether visual or auditory or both, for the forms of the new words. Once the sources and the images are set up, they must learn the meaning of the words. This will allow them to make a strong memory connection between the forms and the meanings of the words and finally they will be able to use the words [2;15].

Using pictures are very important in teaching vocabulary to young learners. Pictures has a crucial role in teaching in order to visualise the words in presenting vocabulary.

Hill pointed out, "the standard classroom" is usually not a very suitable environment for learning languages. That is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring "images of reality into the unnatural world of the language classroom." Pictures bring not only images of reality, but can also function as a fun element in the class. [3;48] Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Wright demonstrated this fact on an example, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. [3;56]

However, pictures have their limitations too. For example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract ones such as 'opinion' or 'impact'. Therefore, in some cases, other tools are used to demonstrate the meaning, or alternatively pictures might be supplemented by other tools. There are many reasons for using pictures in language teaching. As Wright pointed out, they are motivating and draw learners' attention. Furthermore, Wright refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus. [5;81]

Teachers use pictures as a teaching strategy in order to facilitate learning process. These pictures can be taken from different sources such as internet, books, magazines and others; they

can be in form of flash cards, large wall pictures, cues cards, photographs or illustration in textbook.

According to Wright, there are several types of pictures to use in teaching vocabulary.

Picture of Single Objects. Generally this kind of picture refers to description of particular subject on account of pointing to a unique topic, for instance: talking about food, cars, animals, clothes, gifts and everyday objects.

Pictures of One Person. These types of picture make the learner guess the individuals' appearances, the social situations of the person, and also their thoughts and emotions.

Pictures of Famous People. Teachers portray pictures of famous people to their learners and then they inform them about their identity, character as well as the physical description.

Fantasy Pictures. This kind of pictures can be removing from old children's books. They generally demonstrate daily activities, for instance, eating, sleeping, running, and other activities.

Pictures of Maps and Symbols. Their use occurred in the areas of daily life. For example: in road traffic booklets, holiday brochures, and other areas.

In general, it is necessary to take in consideration the meaning and knowledge about the purposes and mission, as well as the function, and the right action concerning these symbols and maps.

Student and Teachers' Drawing. Teachers could draw pictures to teach vocabulary; learners could do the same to learn new words, some kinds of drawing may have efficiency to reach certain objectives, these alternative pictures provide a direct related source of pictorial material for the activities. Learners and teachers' drawing could reflect their individually and immediacy of special quality. Therefore the same kinds of pictures are appropriate instead of others mostly for personal experiences.

Betty Morgan Bowen mentioned the following types of pictures according to their shapes.

Wall Charts portray a phase of a subject, wall charts could be a product of photograph, artist's drawing, symbols, graph and text.

Wall Picture is a large description of scene or event or set of both, generally it is used with the full class. Wall pictures could take place of something for instance the sky, the sun, the cloud, the sea, and others. They are unreasonable to bring into classroom.

Flash Card is a card with printed words; they are very effective to the teacher, because they illustrate the exact required objectives. Picture flashcards are beneficial in the case of representing single concept, for example: an object or an action.

Word Cards involve visual cards such as text magazine picture, drawing, maps, and diagrams. Thus, teachers should be aware about all the sorts of pictures and understand well which picture to be used in the EFL classes.

To sum up, pictures are considered as a kind of visual instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills.

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