Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of English

Section of English

Exploring young learners' perceptions of learning English Language through Images: Case of Elite Private School

Dissertation submitted to the Department of English as a partial fulfilment of the requirement for a Master's degree in Didactics of Foreign Languages

Presented by: **Supervised by:**

Mrs. Chabane Sari Manel   Dr. Wassila BOUKLIKHA GRAIA

Board of Examiners

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Academic Year: 2022-2023

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DEDICATIONS

This work is dedicated

To my lovely parents

They are the symbol of tenderness and love. They sacrifice their lives to make mine happy. I thank them for their encouragement and support which enabled me to achieve my studies and for giving me the chance to develop and improve myself through all my walks of life.

To my sisters

Siham and Amel, thank you for being present in my life, your advice, your participation, and persistence are so helpful.

To my Sons Rayan and Youcef and my Husband

Thank you for being part of my existence and filling my daily life.

Acknowledgements

Abstract

Teaching a foreign language as English involves teachers to find appropriate methods and techniques to transmit information and ideas in a clear and simple way to learners and to make teaching this foreign language more motivating and easier for learners' understanding. The purpose of this work was to explore young learners' perceptions of English language through Images. Images take an important place in our daily life and can be found in a number of fields and variety of ways. The use of images as a tool in teaching/learning process enables to develop several important roles for both teachers and learners. To reach this purpose, a case study research was conducted in Elite private school specialized on teaching foreign language, relying on two research instruments for data collection: a teachers' questionnaire addressed to five EFL teachers from the private school and a classroom observation dealt with in the same school for 06 sessions . Quantitative and qualitative analysis data revealed that the use of images in English language teaching is beneficial in motivating and attracting young learners to achieve a good proficiency level. In conclusion, this work highlights that the use of images in the teaching/learning process allows teachers and learners to explore foreign language acquisition easily.

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EFL : English as a Foreign Language

General Introduction

General Introduction

Nowadays, it is necessary to learn one or more foreign languages to be able to communicate with other people. English as a Foreign Language teaching aims to promote a good communication both in oral and in writing. Teaching/learning process of foreign language claims multiple resources and methods to transfer information to learners in simple and clear way because of their impact on the acquisition and transmission of knowledge, and the development of linguistic competency. Among these resources, a visual and textual support like image is taken into investigation.

The image is ubiquitous in the world of education also in people's daily lives and it makes the teacher a guide and facilitator in the acquisition of knowledge. In addition, the image can be considered as a dominating and motivating way in the learning process, it also helps learners in their comprehension and expressing themselves more thoughtfully, because learning by image allows using a language in its different functions, and encourages the learners to express themselves with pleasure especially the young learners.

Several reasons led teachers to choose the image as a motivating means for the acquisition of the English language. Firstly, the image holds its importance in the fact that it facilitates the learning and allows a better learners' understanding. Furthermore, it facilitates teacher's task for the memorization and perception of the language without using the mother tongue to explain a concept i.e. the teacher avoids referring to the grammar translation method. On the other hand, the image can be attractive by its different colours and shapes, it arouses the spirit and the interest of the learner and leads him to a good proficiency level and language achievement.

This research aims to explore the extent to which theory meets practice in exploring learners' perception of language through images. In other words, this work contributes to perceive the impact of images on the English language learning,

particularly on young learners by setting two goals. First, it aims to investigate the reasons behind learners' achievement and perception of English as a foreign language through images. Secondly, it seeks to explore teachers' use of images in their teaching methods to motivate and attract learners to memorize and gain good achievement in language learning.

Consequently, the research strives to answer the following questions:

1. Are images used by private school teachers attractive and beneficial?

2. What is the impact of using images on young learners' proficiency level and language achievement?

The above mentioned questions led to formulate two hypotheses:

1. Images may be so attractive and beneficial to learn a foreign language as English

2. The use of Images may be attractive, motivating, and helping for memorization, achievement, good mastery, and perception of language.

In fact, the eagerness to reach the previously set objectives drives the researcher to design an exploratory case study research, dealing with young learners in Elite private school in Tlemcen. This case study will collect both of quantitative and qualitative data relying on two research instruments: a teachers' questionnaire, and a classroom observation. The results will be analysed and triangulated on the basis of mixed approach.

To carry out this case study, the present work is purposefully divided into two interrelated chapters. The first chapter deals with a review of literature on the development of the use of images, definitions, and types. It seeks to draw a clear description of the function of images, objectives, and methods used in EFL class.

The second chapter is concerned with the research design and methodology through a detailed description of data collection procedures and research instruments. Furthermore, the analysis and interpretation of data, followed by a discussion which seeks to answer the research questions by confirming or

disconfirming the research hypotheses, and finally the conclusion in which the research results has been noted.

Chapter I

Literature Review on the Role of Images in EFL Classroom

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1.1. Introduction

Images are considered as a valuable teaching toolsbringing to the eye what others can only imagine. The image and the school have a long-standing relationship and the reflections on the integration of the image in the pedagogical field, are the starting point of the EFL teaching/learning process.

Today, images populate the world; fixed or mobile on paper or on screen; they are everywhere. This is why it is found scattered throughout the body of multiple disciplines that are interested in its introduction, particularly that of pedagogy, where it is postulated that its insertion is foundational for learning. In addition, images provide an opportunity to reflect on the learners' point of view and the evolution of sensations in terms of smell, touch, and listening. They are also useful for restoring thinking from the abstract to the realistic vision. In the other hand, there are a number of tools and sources for obtaining images such as in journals, textbooks, magazines, etc. The possibility of its application in the field of education makes it easier for teachers to connect, attract, waste less time, and effort in the classroom. In this chapter, the researcher will present what is the image, its different stages of development, its functionality, objectives, and methods.

1.2. Visual Literacy

The importance of visual literacy in education is widely acknowledged. It is generally agreed that education needs to develop learners' skills and ability to interpret images and to communicate visually. John Debes invented the concept 'visual literacy' and offered the following definition:

> "Visual Literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, symbols, natural or man-made, that he encounters in his

environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication." (John Debes, 1969)

A more contemporary and perhaps useful definition indicates that, in terms of the visual communication of people in the world, visual literacy is the level of competence achieved i.e. the capability to grasp (read), and to employ (write) images, that are to reflect and learn ending from them.

1.2.1. Development of the Use of Images

The idea of using images to communicate dates back to the use of drawings and engravings on walls in the prehistoric times. In Egyptian society, the image of Pharaoh was a symbol of the union of the people and the cohesion of the society (Carney and Levin, 2002). Image has been greatly developed through the printing press. One of the faculties that man was forced to develop was language as a means of communication, the image was the first communicative tool that man developed and its primary role is communication between individuals of the same social entity.

The use of images in the EFL teaching/learning process dates back to the end of the 19th century with the appearance of Direct Methodology where priority is given to the target language, i.e. teach a language without using the mother tongue. This means that to acquire a new vocabulary, the use of images, mime, and demonstration make the task easier.

The Marchand method is a manual illustrating the direct approach, where the use of images aims to avoid translating for vocabulary explanation. New words are written in bold type; their "explanations" are shown in small vignettes where an image represents the referent for one or more words. Both of target language and grammar item were explored by using images, where the image of a man with the label "a man" was accompanied by the image of a woman with the label "a woman". It is also used to represent objects belonging to the universe of the class (a book, a

notebook, a pen, etc.), through an exclusively oral game of questions/answers (what is it? is it a book?) a corpus of sentences is produced on the model with the other objects represented by the image.

In the early 1960s, the audio-visual methodology which dominated the EFL teaching until the 1970swas built around the integration of image and sound. In the 1990s, the world witnessed the emergence of technology and cultural agitation after the dominance of books over the means of communication. Thanks to the growing power of the image, and the animated image in particular, the latter took its place through the emergence of technology.

1.2.2. Definition of Images

It is not easy to find a precise definition that covers the term "Image", because this concept is used in various fields, however, the researcher takes over the presentation of some definitions:

First, Cambridge Dictionary defines it as: A visual image or concept that is created in the mind of a reader or listener based on the words he or she sees or listens to, an illustration is a representation of something or someone looks like. In addition, the World Dictionary of Images describes it as the broadest category of representational objects like painting, sculpture, photography; it is a depiction of a subject or thing in the visual media. Moreover, Encarta dictionary gives several image representations: media image, mental image, literary image, technical image and others. Deeply in the origin of the concept of image, it is stated that the substantive image is a refinement of the form Imagine, Imagène, borrowed from the Latin Imaginem accusative of imago "Image": that which imitates, that which resembles, and by extension anything that is in the realm of representation (Collins English Dictionary)

From a philosophical perspective, Plato gives one of the earliest definitions of an image: "I call image first the shadows, then the reflections seen in water, or on the surface of opaque, polished and shining bodies and all such representations"(Plato,

1949).He described the power of images as something rather threatening.According to Sourieau (1990:60), an image can be a mental representation with content similar to that of perception, but due to a psychic process...it is purely subjective.He referred to representations and accompanying experience of sensory information without a direct external stimulus.

In pedagogy, image is a "visual aid" that promotes understanding and production. According to Martine, the image is the iconic sign which implements a qualitative resemblance between the signifier and the referent. It imitates or repeats a number of qualities of the object: shape, proportion, colour, texture, etc. These examples relate mainly to the visual image (Martine, 2005:33). Additionally, Wrightstates that, "a picture as a tool of visual learning is not just as an aspect of method but through their representation of places, object and people constitute an essential part of the overall experience in learning to which learners are expected to be exposed" (Wright, 1989:3). All definitions stated above are clarified and better exemplified by describing the different types of images.

1.2.3. Types of Images

Multiple sorts and shapes of image exist and following the context of the current investigation, significant ones in teaching are explained below:

1.2.3.1. Drawing

In Oxford Dictionary, a drawing is an image or a diagramcreatedwith pencil, pen, or crayon instead of paint. In the same line of thought, in Cambridge Dictionary it is definedas making the image with a pencil or pen, or a picture created in thisway.According to the Petit Larousse, drawing is "a representation on a surface of the shape of an object, a figure, etc., rather than of their colors"(p, 14). Also, there are several techniques for drawing, the main ones being: metal points, pens, inks, stones and pencils. Nearly the same description is given b major dictionaries.

From a historical point of view, the Egyptians used a conventional system of representation in which the head was represented on the side, but the eyes on the

front. This leads one to deduce that the use of drawings dates back to prehistoric times, giving rise to the creation of codes of representation that have evolved over the centuries from one civilization to another.

Going deeply to the educational context, drawing is an attractive and powerful way for learners to register, test and investigate a language, in English classroom. (Wammes, J.D. Meade, M.E.&Fernandes, M.A., 2015).

1.2.3.2. Comic Book

It was born at the end of the 19th century in the United States. Comics are stories based on a succession of drawn images, usually accompanied by text. In Collins English Dictionary, a comic book is defined as a paper booklet of extended comic strips that contains stories told in pictures. As in Cambridge Dictionary, a comic strip is a magazine or book featuring a series of stories narrated in visual form with a touch of writing. In Oxford Dictionary, it is added that a comic book is … usually for children, that tells stories through pictures.

Stephen Cary, an expert on language learners and writer of Going Graphic advocates that, comic strips offer all pupils authentic possibilities for language learning. In addition, the considerably shorter lines of many comics ensure that they are manageable and useful for language purposes, even for beginners. Comic strips offer learners who are just starting to read and those learning a new language a narrative experience. Images complement the content of the story and provide learners with meaningful background information about the meaning of the words.

Moreover, comics give learners a better grasp on comic books and novels in terms of their artistic and cultural importance through the application of critical analysis methods and key theories. With their unique use of images and text, comics are able to attract readers' interest in a different manner to traditional methods. Accordingly, Moles says that "the comic strip is a system of communication based on the dialectical interplay between a series of drawings reproducing the successive states of an action and summary texts, which comment on this action or reproduce the words of the characters."(cited in: Jacqueline Danset-Léger ,1988:150).

According to Le petit Larousse, it is a "succession of drawings organised in sequences that suggest the unfolding of a story"(p,20). The figurative sequences telling a story are very old (Egyptian stories in pictures). Even though the comic strip was really born at the end of the 19th century in the United States, it combines both visual and verbal language. It began to dominate all types of publications at the early 20th century.

Linguistically speaking, comics provide a way of paraphrasing, analysing, interpreting and comparing, in the traditional textual explanatory style. Semiologists have referred to it as a "verbo-iconic" or "scripto-visual" or "iconic-dialectic" narrative.

1.2.3.3. Photographs

Photographs are defined in Cambridge Dictionary as the image of a person, object or view produced with a camera and film and in Collins English Dictionary, an image is an object, person, scene, etc. in print or digital form that a camera registers on light-sensitive media, usually abbreviated to "photo". Finally, in the Petit Larousse: "it is a technique for fixing the image of objects on a surface made sensitive to light by chemical processes" (Larousse, 1999 : 208).

John Herschel coined the term photography, whose Greek origin can be divided into two parts: the prefix "photo", which refers to light and clarity, and the suffix "graphia", which refers to painting, drawing and writing. The term "photography" appeared in society around the 1890s. In fact, photography appeared in the 19th century; it was invented by NicéphoreNièce, who originally wanted to faithfully reproduce reality. The reference to photography more pressing or more appealing then was the fact that popular photography gave this abstract idea a somewhat more concrete shape by connecting it to a practice(MULLER, CH.,2012). Photography is a portrait project that wanted to create some kind of visual content (B&H photo and video,1973).

Higher educational, individual and team practitioners within the setting, focus on young people's voice, mental health, ethnicity and school growth, will be explored through photography as part of the educational enquiry.

1.2.4. Functions of Images

The linguistic communication process focuses on what to be produced and it is explored in Jakobson's theory, exceeding the combination of the input and the output acquired by the message. Six existing functions are necessary for communication establishment are settled by Jakobson. Depending on visual transmission, a differentiation must be made among each function to be viewed. These functions inform on the language sender's objective.

1.2.4.1. Referential

According to Jakobson, the referential function considered as the essentialone, is to conveyinformation to the public. It is the language using in objectively way to transmit the message.Referential function represents the relationship between the image and the object to which it refers, its purpose is to inform by using images to illustrate a text or a story. An image requires a lot of information, such as description of object, situation or mental state, to be informed to the readers against the images through the caption. In other words, the captions have function to convey information by describing the object, situation or mental state of the images.

Jakobson is not talking about the interpretation of pictures in his text, but in trying to expand his theory about the linguistic functions. To cover also this, he said:"I need to emphasize that a picture is never just at picture of something out there "in reality", it is not just a repeating re-presentation. A picture is always also at the same time a presentation for someone made by someone - and this can be seen in the picture (within the frame, so to speak)".

1.2.4.2. Expressive

Expressive also called emotive, this function allows one to interpret the subject's emotions, feelings, desires and moods. The emotive function offers direct information about the sender's tone. It focuses on the addressee. On the other hand, the focus is on the objectives expressed by the recipient. In the case of an image, it is its creator (illustrator, painter, photographer) who is taken into consideration as well as his need to produce.

Jakobson sees that, for the researcher, searching for the emotive function involves looking for elements or aspects of a media item that, as symptoms, show something of the sender's characteristics, attitude and norms. All these characteristics of the implied sender are revealed not only by what is conveyed in words or images, they are also indicated by style and setting, mood and modulation.

1.2.4.3. Metalinguistic

Metalinguistic, named the meta-communicative function, is explained by the term "meta" which is essentially self-awareness. The metalinguistic function therefore consists of talking about the language itself - its characteristics, the meaning of words, and the clarification of ambiguities and the description of deliberate wordplay. The metalinguistic function can also be used in translation whenever foreign words have a particular meaning or are used for special purposes.

It is interested in the analysis of the code used. When it comes to Images, we cannot speak of a metalinguistic function. The very word "metalinguistic" confirms this. It is a pleonasm that necessarily refers to language, the language that is not found in the Image.

1.2.4.4. Conative

It is opposed to the emotional function, centered on the person who receives the message, who sees the image. Its purpose is to appeal to him or her and to obtain his or her approval. The word "conative" comes from the Latin "conatio" (attempt and effort).

This function focuses on the receiver of the message. The language used with this function is meant to get the attention of or a reaction from the addressee. That is to say, the Image must make the effort to get the recipient's attention and to involve them in the communication it creates.

1.2.4.5. Poetic

The poetic function is reflected in the quotations and familiar expressions, also called the aesthetic function. It concentrates not only on the message, but also on how the message is transmitted. The message can therefore be enhanced using figures of speech or "flowery" language. It studies the message taking into account its palpable and perceptible side such as the sounds for the written or spoken language and the colors used for the image.

1.2.4.6. Phatic

Phatic language serves to initiate or interrupt a dialogue, as well as to verify an established link between the speaker and the recipient. This function serves to create a relationship among people but does not communicate any significant message. It is centered on contact, "the ritualized, or the embellished dresses up and embellishes"(Battut, E.&Bensimhon, D,2009).

This function is one of those that cannot really be manifested through an image. It can be combined with the aesthetic function that enhances and beautifies the image.

1.2.5. Images Objectives

An image plays a very important role since its presence in the classroom can facilitate the learning of the foreign language; it helps the young learner to better understand certain notions in a foreign language. So, it has various objectives from different angles.

1.2.5.1. Sociological Data

According to Gómez, Rojas & Rodríguez (2012), Social Values are fundamental principles that are acquired from society which allow children to develop an integral personality and to construct their own conceptions of life depending on the

interaction they have with their society. (Cultural) meaning is socially constructed by the interaction of the different perspectives, of key participants in the learning process: students, teachers, and materials (Kramsch, 1993) .

The Image exists everywhere in books, television, cinema, theatre, documents .....etc. There are many children who forget reading books to watch television because it contains attractive images. Vygotsky (1978) argued that higher learning depends on social interaction. The school cannot remain in discontinuity and break with this sociological and cultural evolution strongly marked by the presence of images.In the EFL teaching/learning process, the influence of students' views and opinions of real life can be made by the socio cultural representation in images.

Image in learning is very necessary because it has the power to succeed in teaching the foreign language. It motivates the students to master the language orally and in writing and it facilitates their understanding of certain linguistic notions, it also has the power to make them adapt to learning, by stimulating their visual sense, surprising and seducing them, in the same way as television, but with an educational and instructive purpose. In this respect, Wright said that "teachers stop thinking about their teaching for a few moment and think about the picture and what they feel about it" (Wright, 1989, p. 150).

1.2.5.2. Psychological Data

Images seem to have an emotional influence on children thanks to their dual function: playfulness and education; they are rich in detail and colour, which corresponds to the child's psychology and world and gives the child both pleasure and interest. Indeed, colours are essential components of images; they have a psychological dimension which intervenes at the level of perception, sensation and even memorization; which means that the affective memory mixes colours with experiences. In this context, G. Mialar confirms that "many pupils retain a new school concept only insofar as this concept is presented in a context that arouses their affectivity" (G. Mialaret, 1964,p.126).

Beyond its power to adapt to the cultural habits of the audience, the Image plays a crucial role at the cognitive level; it can act on the learner's mind and memory. The role that images play in memorization has not escaped the attention of educators and researchers who have confirmed the validity of images in memorization and in the construction of knowledge. However, visual images enhance the interest, the motivation, and attention of learners, and decrease their cognitive load.

Sadiyah's (2011) research has shown that in the learning process Images can improve participation, interaction, and concentration of learners. Some studies content that they create a cognitive barrier and instructional hurdles for students, as they may not fit with students' learning style or cognitive processing (Ollerenshaw, Aidman, and Kidd 1997). In addition to that, Images are universal stimuli that offer a starting point for language learning process. Starting with images, teachers can also generate more attractive and explicit instructional materials.

1.2.5.3. Pedagogical Data

The use of images as a teaching aid in the EFL classroom requires learning these modes of meaning beforehand. The other is to say that, used wisely; image offers the opportunity to develop linguistic, cultural/intercultural and civic skills. This pedagogy must be made easier using tools which foster the development of a language learner who is reflective, open-minded and sensitive to global issues.

The use of images in EFL lessons should not be carried out at a distance from verbal language, as the interplay between the two discourses (visual and verbal) can lead to surprising results. It often serves as an illustrative support to the text, can explain and elucidate what the later says, but obviously by tools other than verbal language (colours, shapes, lines, etc.). So "analogy" does not mean considering the image as a system equivalent point by point to that of verbal language, but to consider it as a global structure that can consolidate the learning of the English language through explanation and illustration. Five elements in learners' writing

which are language use, content, organization, vocabulary, and mechanics can be explored by the benefits of images in the pedagogy.

Teaching materials, which represent the documents and media used during the learning process, and more specifically iconic media, is to use images to motivate learners. When one talks about images as teaching tools, it is meant that they are used as a "means" and "springboard" to achieve a very specific object or activity, and in most cases, they promote language learning.

1.2.6. Images Methods in EFL Class

Several methods are use in the teaching/learning process, focusing on the methods related to the use of images in EFL classroom there are different ones.

1.2.6.1. Traditional Method

Traditional Methodology also called "grammar/translation methodology". It aims at reading and translating literary texts in foreign languages. Traditional methodology focuses on exercises, translation and memorizing sentences. The main aim is to help learners grasp the grammatical rules of a language, with reading and translation as the main objectives.

The traditional method as a deductive method, where teacher is the focus of attention is stated by Richards as "learning was very much seen as being under the control of the teacher", and maintain that it was "based on the belief that grammar could be learned through direct instruction and a methodology that relied heavily on repetitive practice and learning".(Richards, 2008). In addition to that, the traditional teacher-centered method emphasizes students acquiring knowledge under the direction of the teacher through their own interaction.

1.2.6.2. Direct Method

Also called natural method, it was the methodology used in the late 19th and early 20th centuries. The need to learn modern foreign languages led to the emergence of a new objective called "practice", which aimed at an effective mastery of the language as an instrument of communication. It was developed as a response to the Grammar-Translation method. Some of the principles that define this

methodology are: Teaching foreign words without using their mother tongue equivalents. The teacher explains the vocabulary with the help of objects or pictures, but never translates into the mother tongue. The aim is for the learner to think in the foreign language as early as possible. It is the use of the oral language without going through its written form. The direct method gives priority to oral practice without moving on to written practice.

In the other hand, conversation, discussion, and reading without translating, and using the mother tongue, in EFL teaching process belong to the Direct method. It aims to enable learners to use the language in the right context. Several tools are used by teachers in this method for instance the images in which teacher only uses the pointing on it.

1.2.6.3. Audiovisual Method

Audiovisual methodology is defined as the most dominant method between the 1960s and 1970s, which focused on the use of Image and sound. Several linguists and pedagogues, and even literary scholars, then set to work, with the aim of disseminating the language and facilitating its learning and assimilation among individuals, and more particularly among learners of a foreign language.

Furthermore, the audiovisual method plays an important role in the educational system. Audiovisual teaching appeals to two perceptions (visual and auditory), it allows learners to learn quickly to communicate and express themselves orally by soliciting the attention of the student through "the Image", and thus it takes into consideration the social context of the student and the language.

The Audiovisual method uses the image as the main element, which is a segment of reality and should be voiced in a foreign language at the time of its consideration. With Audiovisual Method, the classroom was no longer the student's prison, but an opening to the world. In this methodology, there were those who gave more importance to the visual, and others who preferred the auditory or listening. But the visual remained the most dominant; Puren says that: "the visual sense is the one

whose influence on our behavior outweighs our other senses, including the auditory sense".

The students recognized using audiovisual aids in class as beneficial. In addition, using audio-visual method in classroom can enrich the learning environment and promote students' thinking. The coherence of the audiovisual method was built around the joint use of image and sound.

1.2.7. Conclusion

The relationship between image and language has most often been discussed in terms of opposition and contrariety. In fact, these two supports, which operate in different manners, can complement each other. The use of images in the classroom is becoming increasingly popular. This interest is born, on the one hand, because of the desire to make young learners aware of the reception of iconic documents, and on the other hand, the desire to arouse their interest. However, its fascination is not only emotional, but also cognitive; it strengthens memory, perception and even didactics, where the aim is to instruct, inform and make people understand. Image shows what it evokes due to the analogy it maintains with the reality presented. These different functions performed by the image confirm the legitimacy of its integration in the educational field and negate all the mistrust that was felt towards it which leads to the conclusion that the pedagogical exploitation of the image has become imperative.

Chapter 2
Research Methodology and Research Findings

Chapter two: Research Methodology and Research Findings

2.1. Introduction

In the first chapter, we tried to show the importance and usefulness of images in education, see its impact and influence on learners, its contribution to the teaching/learning process of foreign languages, explained all the concepts that characterize our research theme in terms of a theoretical field. However, despite its important contribution, this theoretical aspect remains insufficient, to really test the role assigned to images in children's learning of the English language. In this way, we are proceeding with the application of a research work.

In this chapter, the researcher presents her methodological approach and the conduct of her survey, explains the approach she has adopted, analyzes the data she has collected, through two research instruments used with a sample of English language teachers in Elite private school by a questionnaire on how these teachers see the use of images in a language classroom, and an observation in the same school conducted with teachers and young learners.

2.2. Research Design

This research aims to collect data in order to confirm the hypotheses made and to obtain reliable and significant results, also to assess the use of images by teachers in the classroom. So the researcher chose to use a mixed methods approach, this approach leads to collect both qualitative and quantitative data. In this research work, two types of instruments are used. The first one is a questionnaire on how EFL teachers see the use of images in the classroom, and therefore its effectiveness in learning words and vocabulary. The second one is an observation in class as a mean of observing both teachers' and learners' interaction with the use of images in language learning. In fact, the case study is designed to gather data about Elite private school teachers and learners on the use of images in the teaching learning process.

2.3. Sample Population

The research took place at Elite private school in Tlemcen, specialized on foreign language, that works with different levels and types of learners. The reason

for choosing this school is the use of their program, especially with young learners. this school containing a number of five (05) EFL teachers who have received the questionnaire. Also an observation done in two (02) classrooms of young learners, the first class called small sessions and contains 25 pupils aged between 3-3.5 years old, the second class called medium sessions and contains also 25 pupils who are between 4 and 5 years old.

2.4. Data Collection

The data collection is an important process to gather information in an ethical way, in order to have a reliable and valid data. The research is conducted through two instruments, which are an EFL teachers' questionnaire and a classroom observation.

2.4.1. Teachers' Questionnaire

The questionnaire aims to collect the maximum quantity of information in the shortest possible time concerning the use of images in EFL class, and its place in teaching/learning process. The questionnaire has been designed to question the EFL teachers considered as experts in the field, also request on their experience and opinion on the use of images in class. A questionnaire containing 19 questions under 02 rubrics, the first rubricis about teachers' profile including 04 questions whose aim is to know the degree, experience, and competence level of teachers. However, the second rubric is about the use of images in EFL teaching, it includes 15 questions developed in such a way as to gather as much information as possible on the use of images in the classroom, and the place given to this visual aid in the teaching/learning process.

2.4.2. Classroom Observation

The observation is done in two classes, it is a non-participant observation in which a researcher observes, listens, and takes notes on the progress of the course, the way that teachers and pupils work together and takes into consideration the information needed for the research purpose. That is why an observation grid has been established to be concise and precise in the observation. The grid contains the

main ideas that need to be observed, divided into two rubrics. The first rubric is about learner attraction in the beginning of the lesson, in which five (05) ideas were elaborated to be observed, the tone used by teachers, the meet between teachers and learners, the atmosphere in the classroom, and the way that teachers speak. However, the second rubric is about the progress of the lesson, in which eight (8) ideas were elaborated to be observed, how the lesson is introduced, the tools used, the way of using this tools, the attraction and interaction of learners with this tools and there teachers, also the result that this tools make for the perception of the words.

2.5. Data Analysis

It is an essential part to analyse the data gathered quantitatively and qualitatively. The next two sections contain the analysis of the data collected from EFL teachers' questionnaire and class observation

2.5.1. Teachers' Questionnaire Results

The results collected from the questionnaire will be reported in this section .

Rubric 1: Teachers' Profile

Question 1: what is your degree?

The below table shows the results obtained from the analysis of the above question. The majority of teachers with a rate of 03/05 are master2 degree holders, 01/05 is a doctorate degree holder whereas 01/05 of teachers obtains a different degree which is the C1 level certificate in the English language.

Table 2.1. Teachers' Degree

Degree	Master	Doctorate	Others
Teachers Number	3	1	1

Question 2: How long have you been teaching English as a Foreign Language?

The results obtained from this question have shown that there is a difference in the sample on the professional aspect since two (2/5) teachers have 10 years of experience in teaching, two (2/5) teachers have 01 year experience of teaching, however; one of the five teachers has only 06 months of his professional experience. The results are shown in the following table:

Table 2.2. Teachers' Experience in Teaching English

Years Number	10 years	01 year	06 months
Teachers Number	02	02	01

Question 3: Do you find any problem in teaching English as a Foreign Language?

All teachers stated that they had not found any problem in teaching English as a foreign language.

Rubric 2: The Use of Images in EFL Teaching

Question 5: Do you think that using Images in EFL classroom is… ?

The results showed that all teachers confirmed that the use of images was necessary in EFL classroom as it is shown in the lower graph.
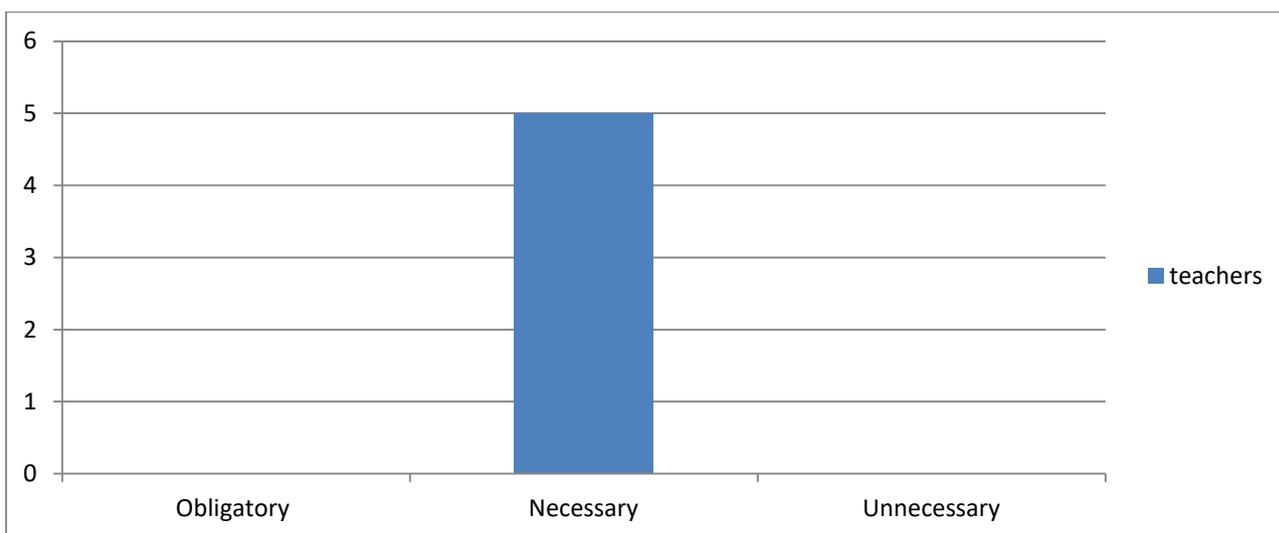
Graph 2.2. The Necessity to Use Images in EFL Classroom

Question 6: In your method of teaching, do you use images as a means of perceiving words?

Regarding to the use of images by teachers,the researcher notes that respondents certified the use of images in their teaching method, it means that 5/5 of teachers selected said yes.

Question 7: If yes, how often is it used in English lessons..?

Talking about the frequency of use of images by teachers, 4/5 of teachers claimed that they frequently used images in their lessons, however; one of them (1/5) said that he so frequently used images in his lessons. The interpretation ofthe results in a graph is clearer.
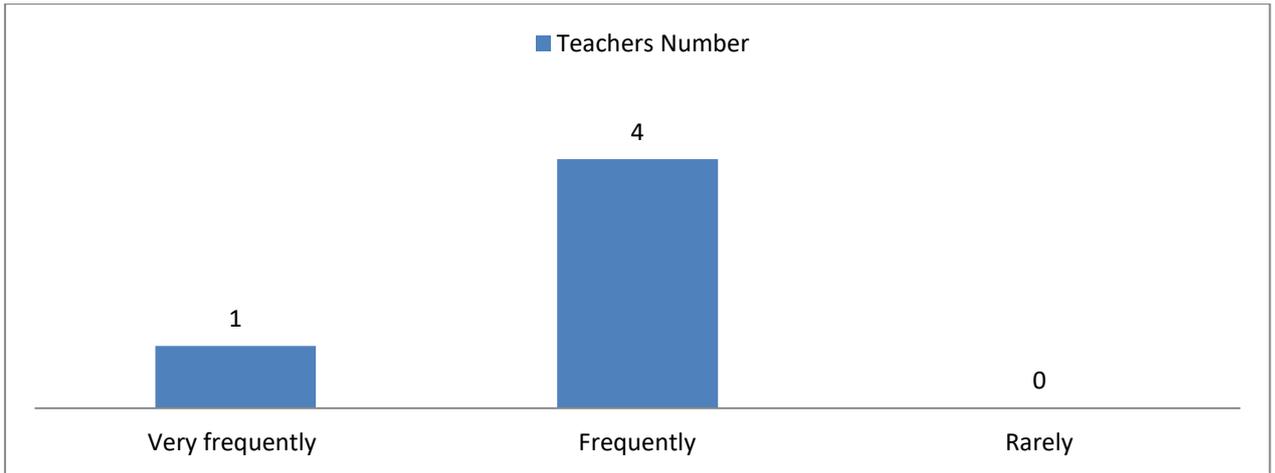
Graph 2.4. The Frequency to use Images in English Lessons

Question 8: How do you perceive the use of Images in EFL teaching?

The majority of teachers are in favour of using images in EFL Teaching, because it is found that 4/5 teachers think that the use of images are very important, and 1/5 of them thought that it was important. Showing the results in the following graph.
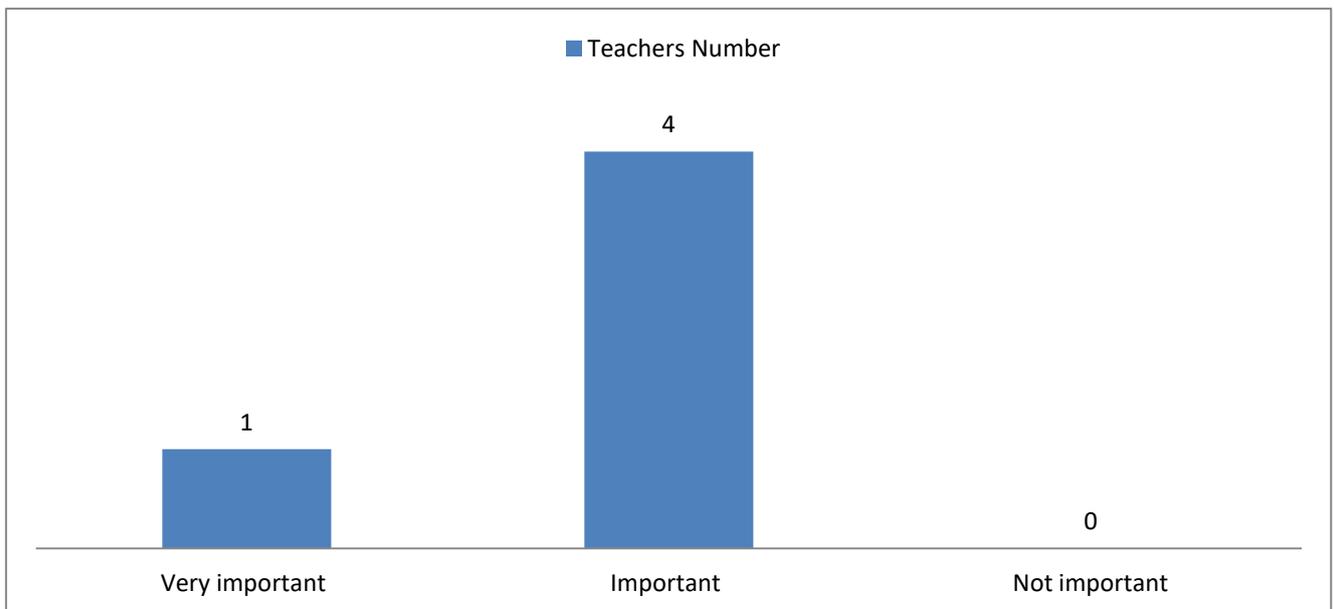
Graph 2.5. The Perception of Using Images in EFL Teaching

Question 9: What sort of Images do you use?

In this question the majority of teachers affirm that they work with different sorts of images in their teaching, 4/5 of teachers choose all the suggestions offered to them, and one (1/5) of them choose the comic book. Here is the graph giving the results.

Teachers Number

Drawing	Comic Book	Photography	All of them
0	1	0	4
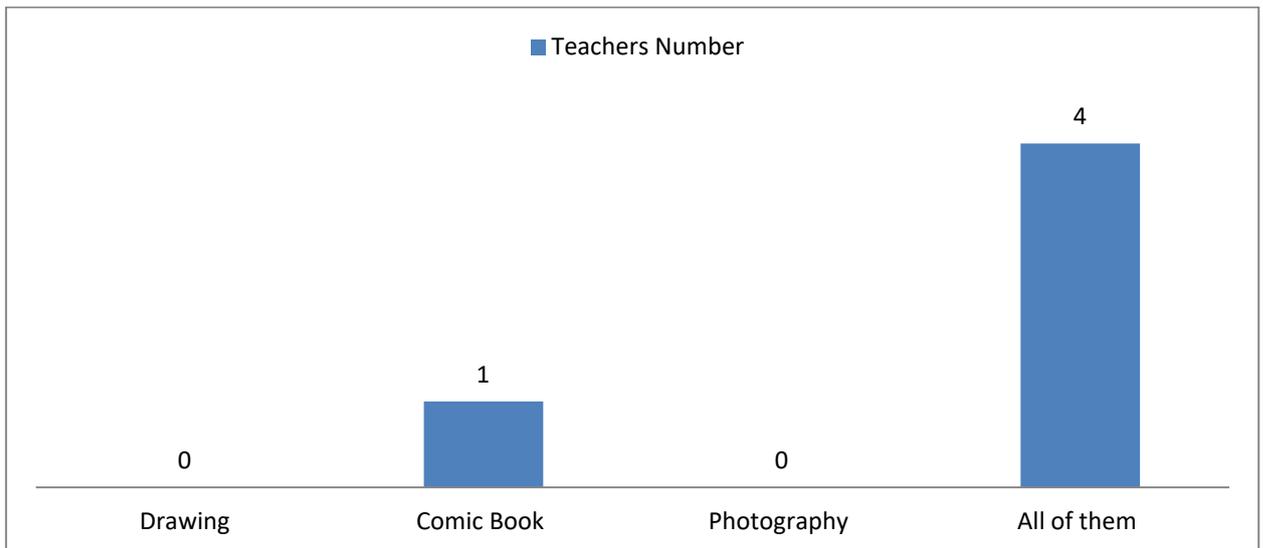
Graph 2.6. Sort of Images used

Question 10: Why do you use images in EFL classroom?

From the results, it was seen that teachers' opinions were varied, the majority of them (4/5) choose all of the propositions, 1/5 sees that the use of image in EFL classroom is to explain a concept and to make words easier to be understood. The following figure makes the ideas clear.
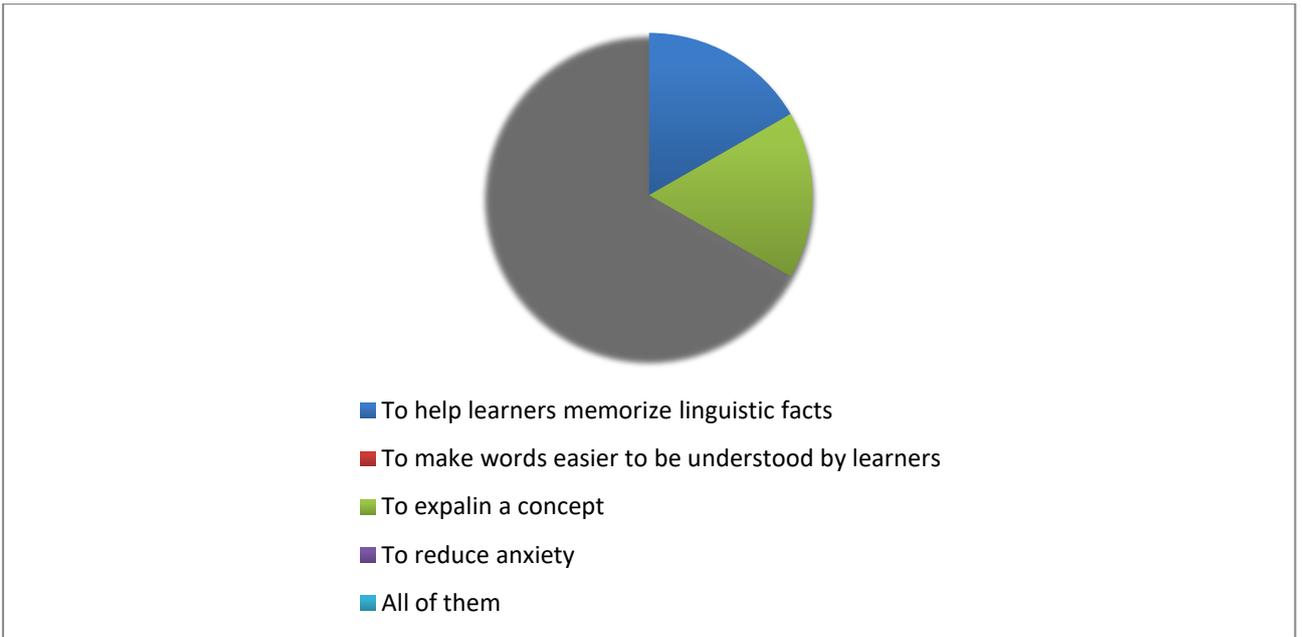
Figure 2.2. The Aim from Using Images in EFL classroom

Question 11: In which skill do you use images?

In terms of the skills in which images are used, the following results are found. 3/5 of teachers use images in vocabulary, reading, and speaking skills, however; one teacher (1/5) uses images in all of the suggestions given to him, despite of this one teacher (1/5) who uses images only for Vocabulary skill. The presentation of results is better in figure 2.3.
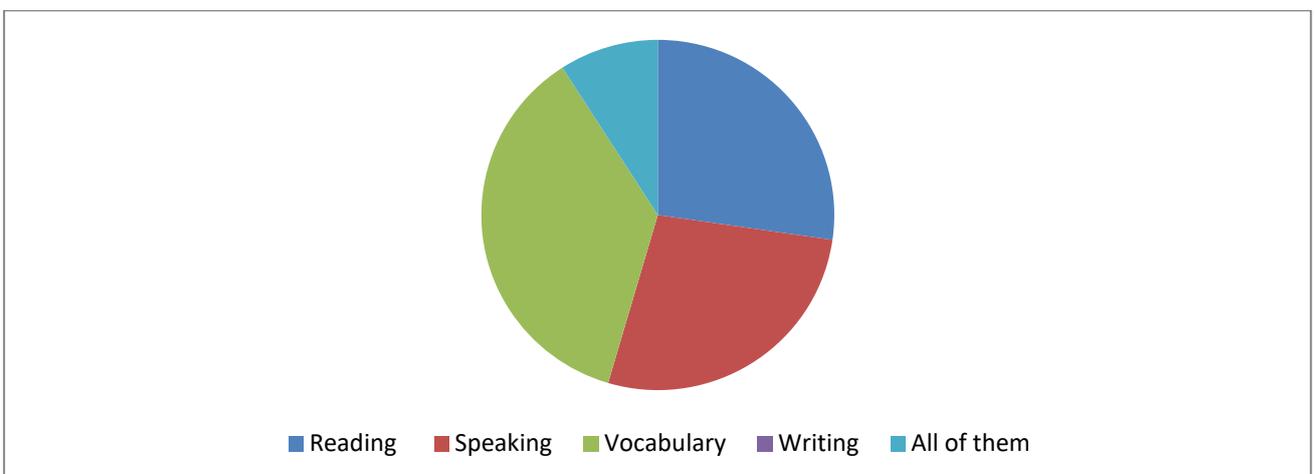
Figure 2.3. The Skill in which Images are Used

Question 12: Do you feel an attraction of learners to Images?

All teachers questioned confirmed that Images attracted learners, it means that 5/5 of teachers said yes on their feeling about an attraction of learners to Images.

Question 13: Do images facilitate the memorization of words?

The teachers questioned confirmed that images made memorizing of words easier; that is to say, 5/5 of teachers said yes when answering this question.

Question 14: If you present an image that have been already seen by learners, can they say the appropriate words without any difficulties?

All of the respondents said that their learners used the appropriate words acquired by using images in class, 5/5 of teachers said yes for the review of images.

Question 15: Do you feel that your learners are motivated to use images in their learning?

All teachers agreed that images were a motivational tool for the learning process, 5/5 of the teachers said yes for the motivation of learners using images.

Question 16: Do you think that the use of images is beneficial and useful to learn a foreign language, especially English?

Through the teachers' answers to the question of the benefit and usefulness of images in EFL learning, it has been confirmed, with unanimity they said.

Question 17: What is the impact of using images on learners' proficiency level?

Concerning this question, teachers answered similarly. They stated that the impact of images on learners' proficiency level facilitated the learning process, improved communication, enriched vocabulary, caught interaction and attention of learners, and developed photographic memory.

Question 18: What is the impact of using images on learners' Language achievement?

According to the responses of teachers, the impact of images on learners' language achievement was that learners grasped a wide range of vocabulary, became able to remember, acquired a good perception, increased their interactivity, and made easier the learning process.

Question 19: Describe the usefulness of using images in some words?

The description given by teachers about the usefulness of images is that, they push to a good language achievement, they are great stimuli to language production, they enhance the response of the audience, they facilitate the teachers' task, they make easier the ability to learn, and finally, they relate half of teaching learning process and perception of words.

2.5.2. Classroom Observation Results

Classroom observation took place at ELITE Private School Tlemcen, with small (03 years old) and medium (4-5 years old) sessions. It was carried in 06 lessons, 03 lessons with each class, with different teachers i.e.: each learner category has a teacher. The purpose from this observation is to investigate how teachers attract learners in the beginning of the lesson, it progress, and check if images are part of the tools used by teachers in classroom.

The results from the classroom observation showed that the two observed teachers had a pleasant and enthusiastic tone, promoted a positive and motivating

atmosphere, spoke clearly and knew how to direct their instruction, also the learners were pleased to see their teachers.

In addition to that, another purpose from this observation is to see the progress of the lesson.The researcher remarked that teachers introduced their lesson, explained the objective, also in their method of teaching images were parts of the tools used, using them in an effective way, for the purpose of gaining a good interaction between their learners and attracted them with images. The researcher also found that teachers used several approaches to make the words easy through images; they presented the letters in a form of images drawing. The investigator noted that images were present before entering to the classroom, at the door, teachers asked their learners to choose one of the images shown to say hello i.e.: they put on doors images of heart to hug the teacher, images of mouths for kissing, and hand images for greeting.

As a result, the classroom observation revealed that images took place in the teachers' methods of working. The researcher noticed a good relationship between young learners and their teachers. She remarked that children of 4-5 years old were more attracted to learn the language and they remembered words through images seen before ,more than children of 03 years old.

2.6. Interpretation of Findings

After collecting the questionnaire and classroom observation data, the results from each tool were discussed in connection with the hypotheses. They help the researcher collecting a large amounts of data concerning young learners' perception of learning English language through images, and valid and verify the two hypotheses proposed.

The interpretation of the main results collected from the teachers' questionnaire reveals that the teachers questioned have already had experience of using images in their classes and have noted its positive contribution, and its effectiveness in the learning process. Also, images used in English language lessons seem to be of a

great importance and a favourable interest to surprise and stimulate interest of learners in class, and to motivate and attract learners as well. In addition, the use of images demonstrates its effectiveness as a teaching resource in EFL classroom; they play a crucial role for memorization, achievement, and perception of the language.

The second interpretation of the main results collected from classroom observation showed that there is relatively general participation in the classroom, learners seemed fairly attracted by the activity and motivated by images proposed by the teachers. Also, the method of making each pupil repeating the word by pointing to images is very effective. Pupils are motivated to respond and express themselves even if mistakes have been made. Finally, the researcher observed that the method used to exploit the images is effective, because the researcher saw most of the learners able to achieve the objective of the lesson, which is the development of language skills.

2.7. Discussion

The analysis and interpretation of the data collected from the research instruments leads to emphasise that in regards to the first hypothesis which denotes that images may be so attractive and beneficial to learn a foreign language as English, the first hypothesis is confirmed. Also, the second hypothesis which stipulates that the use of images may be attractive, motivating, and helping for memorization, achievement, good mastery, and perception of language is confirmed too. The teachers' questionnaire responses showed that images were extremely dominant; they played a part in a number of different processes such as memorisation, perception, and good mastery of the language. Moreover, the image with the reality that it evokes can be attractive, and fulfil several functions in the achievement of the foreign language. A similar view was pictured during the whole classroom observation sessions where teachers use images in their lessons, because their presence attracted learners' attention, and motivated them to participate during the session, also stimulated their perception, memorisation, and understanding the meaning of words. These results obtained from both research instruments supported each other and come down to the side of the hypotheses.

2.8. Conclusion

In this chapter, the researcher highlighted the description and analysis of the research tools, namely the teachers' questionnaire and the classroom observation. It is so confirmed that the image is an effective element nowadays, especially in the teaching/learning process of foreign languages. Data were analysed and interpreted to answer the research questions suggested in the current work. So, with the help of images, learners can improve their skills for a better language achievement.

General Conclusion

General Conclusion

While respecting the world of children, boxes of innocence, imagination, and colours; our work consisted of making positive contribution by proposing the use of visual aids, to ensure for these young learners a transmission of knowledge in a flexible and effective way for getting them to learn without be bored. The Image can stimulate learners' interest, it presents a support with which they are familiar, which they frequently meet outside school. The integration of the image in the teaching/learning process of a foreign language promotes student motivation, facilitate learners' perception of EFL language, and enrich their vocabulary.

Therefore, the research was divided into two chapters, the first one deals with theoretical consideration, it is structured around a set of definitions of the word image, the evolution of its use and its different types, the functions, objectives, and methods in EFL class also are discussed in this chapter. However, the second chapter was devoted to convening the conducted exploratory case study, the analysis and interpretation of the data collected from the research instruments which are teacher questionnaire and classroom observation.

Accordingly, after the analysis and interpretation of data gathered from different sources and using a set of research instruments. The findings are summarized in lack of learners' perception of learning English language through images. The results revealed that images played an impact role in teaching/learning process of EFL language in terms of the benefit that this support impact the learners' proficiency level and language achievement. Therefore, these results have totally confirmed the first and the second hypotheses.

This research seems to confirm the idea that the use of images in teaching/learning of English as foreign language is beneficial for attracting attention, helps to motivate learners, facilitates the understands and transmission of knowledge.

During the current research, it was observed that the Image has enable learners to overcome some gaps and obstacle that prevented them from speaking. This pictorial

material has a big role to stimulate learners' enjoyment, because they love anything pretty and coloured. For this reason, this support should not be marginalised by specialists in the field of education; it enables learners to act in different situation.

To conclude, images play a very important and effective role in the psychology of the young learner, as it encourages them to memorise the new concepts they have learnt in class and to use them again for communicating.

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Appendices

Appendix 1

EFL Teacher Questionnaire

This Interview is designed to EFL teachers to collect data about young learners' perception of English language through Images. I would be thankful if you could answer these questions to help me in my M2 thesis dissertation. Make sure that your answers will remain confidential and used only for research purpose.

Rubric 1: Teachers' Profile

1) What is your degree?

....

2) How long have you been teaching English as a Foreign Language?

....

3) Do you find any problem in teaching English as a Foreign Language ?

.Yes ☐   .No☐

4) If yes, what kind of problems do you face ?

.Communication ☐   .Interaction ☐   .Classroom Management ☐   .No one ☐

Rubric 2: The use of Images in EFL Teaching

5) Do you think that using Images in EFL classroom is ?

     .Obligatory ☐   .Necessary ☐   .Unnecessary ☐

6) In your method of teaching, do you use the Images as a means of perceiving words ?

     .Yes ☐   .No ☐

7) If yes, how often is it used in English lessons..?

     .Very frequently ☐   .Frequently ☐   .Rarely ☐

8) How do you perceive the use of Images in EFL teaching ?

     .Very important ☐   .Important ☐   .Not important ☐

9) What sort of Images do you use ?

     .Drawing ☐   .Comic book ☐   .Photography ☐   .All of them ☐

10) Why do you use Images in EFL classroom ?

     .To explain a concept ☐

     .To help learners memorize linguistic facts ☐

     .To make words easier to be understood by learners ☐

.To reduce anxiety ☐

. All of them ☐

11) In which skill do you use Images ?

.Reading ☐   .speaking ☐   .Vocabulary ☐   .Writing ☐   .All of them ☐

12) Do you feel an attraction of learners to Images?

.Yes ☐   .No ☐

13) Do Images facilitate the memorization of words?

.Yes ☐   .No ☐

14) If you present an Image that have been already seen by learners, can they say the appropriate words without any difficulties ?

.Yes ☐   .No ☐

15) Do you feel that your learners are motivated to use images in their learning ?

.Yes ☐   .No ☐

16) Do you think that the use of Images beneficial and useful to learn a Foreign Language, especially English ?

.Yes ☐   .No ☐

17) What is the impact of using Images on learners' proficiency level ?

....

....

18) What is the impact of using Images on learners' Language achievement ?

....

....

19) Describe the usefulness of using Images in some words

....

....

....

Appendix 2

Observation grid

for exploring English language learning through images

- **Observation Date:**
- **Learners number:**
- **Learners level;**

Evaluation criteria	Yes	No
Learner attraction in the beginning of the lesson		
❖ The teacher uses a pleasant and enthusiastic tone		
❖ Learners are pleased to see their teacher		
❖ The teacher promotes a positive and motivating atmosphere		
❖ The teacher knows how to formulate instructions		
❖ The teacher speaks clearly		
The progress of the lesson		
❖ The teacher gives the objective of the lesson		
❖ The teacher presents the tools that will be used during the lesson		
❖ Image part of the tools used		
❖ The teacher uses the Image effectively		
❖ The Learner is attracted by the Image used		
❖ There is a good interaction between the teacher and the learner		
❖ The teacher uses several approaches to make the words easy to be acquired through Images		
❖ The teacher recapitulates Images seen before		

Notes:

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………………………………………………………….