ISSN: 1817-6798 (Print)
Journal of Tikrit University for Humanities
available online at: www.jtuh.org/

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Keywords:
Effect ,
Pictorial diagram,
Context ,
Vocabulary ,
Pupils and Building

A R T I C L E I N F O

Article history:

Received	15 July 2024
Received in revised form	25 July 2024
Accepted	17 Aug 2024
Final Proofreading	2 Feb 2025
Available online	3 Feb 2025

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The Effect Of Context Based Pictorial Diagram on EFL Iraqi Pupils' Vocabulary Building

A B S T R A C T

The current study aims at investigating the effect of the context based pictorial diagram on EFL Iraqi pupils' vocabulary building. The study hypothesizes that, there is significant difference between the mean scores of the control group and that of the experimental group in the achievement post-test. The sample of the current study consists of (60) pupils in the fifth stage, derived from Al- Fadela secondary school for girls. The sample consists of two sections, section (A) was randomly chosen to be the experimental group and section (B) was randomly chosen to be the control group. Each section consists of (30) pupils. Both groups have been equalized in such variables of educational level of parents, The experiment is in the academic year 2023-2024. To analyze the obtained data, different statistical means have been used T-test, weighted mean to measure the pupils. After the statistically treatment of the data, the result reveal that there is a significant difference in the mean scores of the experimental group rather than that of control group in the posttest .Based on the results, the obtained conclusions in this study, appropriate recommendations, and suggestions for further studies are put forward.

DOI: http://doi.org/10.25130/jtuh.32.2.2025.25

Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities Journal of Tikrit University for Humanities

أثر السياق المبني على الرسم البياني المصور في بناء مفردات التلاميذ العراقيين في اللغة الإنجليزية كلغة أجنبية

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الخلاصة:

تهدف الدراسة الحالية إلى معرفة تأثير السياق المبني على الرسم البياني المصور في بناء مفردات التلاميذ

العراقيين في اللغة الإنجليزية لغة أجنبية . وتفترض الدراسة وجود فرق معنوي بين متوسط درجات المجموعة الضابطة ومتوسط درجات المجموعة التجريبية في الاختبار التحصيلي البعدي.
تتكون عينة الدراسة الحالية من (60) تلميذة في المرحلة الخامسة من ثانوية الفضيلة للبنات. وتتكون العينة من قسمين، تم اختيار القسم (أ) عشوائيًا ليكون المجموعة التجريبية والقسم (ب) تم اختياره عشوائيًا ليكون المجموعة الضابطة. يتكون كل قسم من (30) تلميذة. وقد تم تكافؤ المجموعتين في متغيرات المستوى التعليمي للوالدين ، وقام الباحث بتدريس المجموعتين خلال العام الدراسي 2023–2024. ولتحليل البيانات تم استخدام الوسائل الإحصائية التالية: اختبار (T) واختبار المتوسط الحسابي لقياس مستوى تحصيل التلاميذ . وبعد المعالجة الإحصائية للبيانات أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار البعدي. وبناء على هذه النتائج تم التوصل إلى الاستنتاجات والتوصيات المناسبة واقتراحات لدراسات أخرى.

الكلمات الدالة / تاثير ، الرسم البياني المصور ، السياق ، المفردات ، الطلاب ، بناء

Section One

Introduction

1.1 Statement of the Problem

Many Iraqi schools, especially in rural or underprivileged areas, may have limited access to digital devices, projectors, or other technology required to effectively utilize and display context-based .Teachers in Iraq may not have received sufficient training on how to effectively incorporate and leverage context-based visual aids, such as pictorial diagrams, into their teaching methods.

The Iraqi education system may not have fully integrated the use of context-based pictorial diagrams into the approved curriculum and learning materials, making it challenging teachers to incorporate these resources into their lesson plans. Certain context-based pictorial diagrams may not align with the cultural or linguistic norms of Iraqi students, making them less accessible or relevant to their learning experience. To address these challenges, efforts may be needed to improve the availability and accessibility of technology in Iraqi schools, provide teacher training on the effective use of visual aids, and ensure that the

curriculum and learning materials integrate context-based pictorial diagrams in a culturally and linguistically appropriate manner.

1.2 Aim of the Study

The current study aims at :

1. Investigating the effect of context based pictorial diagram on Iraqi EFL Pupils' Vocabulary Building.

2. Investigating the effect of context based pictorial diagram on developing Iraqi EFL Pupils' Vocabulary Building.

1.3 Hypothesis of the Study

The study is hypothesized that : There is statistically significant difference in the mean scores between the experimental group who is taught by context based pictorial diagram and the control group who is taught by prescribed method in the post of vocabulary building test.

1.4. Limits of the study

The present study is limited to:

1. Al-Fadela Secondary School for Girls in Baiji, Salah-Aldeen Governorate, is chosen to be the sample of the study.
2. Unit one, Unit two and unit three in "English for Iraq" text book.
3. The academic year 2023/2024.

1.5 Value of the Study

The study is beneficial to :

1. EFL teachers in the schools, universities etc. because it will give them an opportunity to think about new methods, strategies, and techniques in teaching EFL.
2. EFL Pupils who desire to improve their vocabulary .
3. EFL teachers to attract the attention of the Iraqi preparatory pupils to study material, assists teachers in shifting from the

traditional instructional methods that are still common in teaching to the most up to-date ones, and helps them to present the educational material effectively.

4. Curriculum designers explore ways to better integrate context-based visual aids, like pictorial diagrams, into the instructional materials and lesson plans .
5. Curriculum designers work to ensure that the content and design of context-based pictorial diagrams are tailored to the cultural and linguistic contexts of Iraqi students.

Section Two
Literature review

2.1 Context Based Pictorial Diagram

Diagrams do not "speak for themselves, but they are read" (Roth, 2002) Consequently, as with all texts, they are interpreted within a semiotic framework of meanings. Brna et al. (2001) have argued that using and reasoning with diagrams depends on the specific task, the characteristics of the diagram and the prior knowledge of the learner ,So graphic might not just be an advantage but might also pose difficulties because a learner needs not only to have some grasp of the underlying concept, but also be aware of the semantic visual components of diagrams which need decoding. These may be the deeper source of problems rather than misconceptions or lack of understanding of mathematical and scientific concepts (Roth, 2002). Mayer and Gallini (1990) in a study of illustrations in learning science, conclude that illustrations or diagrams are effective when both the text and illustrations are "appropriate" for the task .

A context-based pictorial diagram refers to a visual representation that incorporates contextual information to enhance understanding and meaning. It involves using images or diagrams that provide visual cues and references to specific contexts or situation (Herron, et al., 1999). In the context of language learning, a context-based pictorial diagram can be used to illustrate vocabulary words or concepts within a specific context. The diagram may include images that represent the vocabulary words in a real-life context, such as

depicting objects, actions, or scenes related to the words being taught (Hasan, 2000).

2.2 The Concept of Pictorial Diagram

A pictorial diagram, also known as a pictorial representation or pictorial illustration, is a type of visual diagram that uses realistic or simplified images to represent objects, concepts, or processes (Glaser, 1992; Neely, 1991). Klosa (2015) defines pictorial illustration as "an illustration is a particular kind of image which is used in conjunction with a text and which decorates, illustrates, or explains the text. Pictorial illustration definitely aids in giving clear concept of words and enhances word sense disambiguation as the graphic demonstrations are easier to comprehend than complexities of words. Each word possesses a particular structure and form (AlKasimi 1977, Nesi 1989).

2.3 Types of Pictures

According to Morgan (1999), there are some types of pictures as their Shapes:

1. **Wall Charts**

Wall charts illustrate aspect of a topic. On one chart use may be made of photograph, artist's drawing, symbols, graph and text .

2. **Wall Picture**

Wall picture is simply a large illustration of scene or even a set of scenes or events. It is usually to be used with the whole class. Wall-pictures, which details large enough for the entire class to see may be used in place of things such as clouds, the sea, mountains, the sun, and the sky .

3. **Flash Cards**

Word flashcard, card with printed words on it can help up rapidly: the cards can be used to demonstrate exactly what the teacher wishes pictures flashcard useful for the representation of a single concept such as an object or an action (Morgan, 1999).

2.4 Advantages of the Use of Pictures

In fact, there are some advantages and disadvantages of using pictures in learning English. Joklova (2009) lists several advantages

of pictures, such as available in everywhere, that can collect from books, newspaper, and they are cheap (one can get them in any magazines, on the internet, etc.); often free; they are personal (teacher selects them); flexibility - easily kept, useful for various types of activities (drilling, comparing, etc.), they are "always fresh and different", which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

According to Gerlach (1980), pictures are advantageous due to some points, they are inexpensive and widely available, provide common experiences for an entire group, the visual detail make it possible to study subject, which would turn back to be impossible, can help learners prevent and correct mistakes, offer a stimulus to further study, reading and research visual evidence is power tool and they help learners to focus attention and to develop critical judgment and also they are easily manipulated.

2.5 Disadvantages of the Use of Picture

However, there is always a downside of picture used. Aljafari (2014)states, "it can be quite time consuming to find the right pictures for a specific type of activity for a beginning teacher who lacks his or her own collection ". Furthermore, he argued that disadvantages of pictures used in teaching and learning process, are as follows: students pay attention on the picture more than on learned material, it takes time and costs much to provide attractive pictures, small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures and pictures should be appropriate not only for the language to be learned but also for the lasses they are being used for. Pictures also need to be visible especially if they are being shown to the whole class, they need to be big enough for everyone to see.

2.6 Visual Representation in The Process of Learning and Teaching

Visual representation has great potential to enhance learning and teaching throughout the many stages involved from researching pedagogical practice, scholarship, linking research and teaching, planning and curriculum development through to presentation and evaluation amongst many others. The presence of visual elements in

learning and teaching is increasing as the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens (Kleinman and Dwyer, 1999).

Curricula should draw on research to stay fresh and can involve the teacher's own disciplinary and pedagogical research. Growing numbers of academics across disciplines are conducting research in their teaching (Cousin, 2009).

2. 7Vocabulary In EFL Classes

Vocabulary knowledge is essential in learning and teaching a foreign language, it would be impossible to learn any language without its lexis. Additionally, the success of communication is dependent on the accurate vocabulary understanding. Schmitt (2000) states that "one of the Key elements in Learning of Foreign language is mastering the L2 vocabulary" Vocabulary is a single word or chunks; idioms or phrases used to build up a language since vocabulary mastery enables learners to read ,write, listen, and speak (Pan & Xu, 2011). Clouston (2013) points out that vocabulary is all the words used to convey meaning in a language either It is single words and phrases or chunks of several words.

2.8 The Importance of Vocabulary

Vocabulary is one of the most important qualifications required for foreign language teaching or learning. It is the basis for the development of other abilities such as reading, listening, speaking, writing, spelling, and pronunciation. "The vocabulary is a key component of language skills and provides a great deal of basis for how well students speak, hear, read and writing" (Richards and Renandya, 2002). The ability to master the language skills needs an adequate vocabulary. Furthermore, Dellar and Hotcking in Thornbury's book (2003) states that "if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. Vocabulary learning is one of the elements of language that needs and must be learned. Without knowing or understanding vocabulary, it

may be hard to know a language. Vocabulary is the first step to be learned before teaching other language aspects (Green, 2009).

2.9 Types of Vocabulary

There are two kind of vocabulary, they are productive and receptive vocabulary . According to Harmer (1991) in Alqahtani (2015), there were two kind vocabularies: productive vocabulary and receptive vocabulary.

a. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing .
b. Receptive vocabulary is a word that learner recognize and understand when they are used in context, but which they cannot produce.

In addition, the National Reading Panel (NICHD, 2000) in Phillips (2016) classifies four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary is all the words people can recognize when listening to speech. Speaking vocabulary is all the words people can use in speech. Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their idea in written form.

2.10 Pictorial Diagram in Teaching English Vocabulary

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the elementary students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Ur says that visual have an important function as aids to learning simply because they attract student's attention and help encourage them to focus on the subject in hand (Ur, 1948)

Wright states some roles for pictures in speaking and writing, as follow;

a. Pictures can motivate students and make him or her want to pay attention and take apart.

b. Pictures contribute to the context in which language is being used.

c. Pictures can be described in an objective way or interpreted or responded subjectively.

d. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling (Wright, 1989)

Section Three
Methodology

3.1 Experimental Design

According to Best and Khan (2006), experimental design refers to the systematic approach which outlines and assists the researcher to test hypotheses and derive meaningful findings about the relationship between dependent and independent variables.

Cook (1967) and Vandalen (1979) add that the selection of a suitable experimental design for testing is one of the more useful decisions that a researcher would make. The experimental treatments are controlled and their effect is measured (Creswell, 2012).In the present study, Quasi- Experimental Design is demanded. Thus, the two groups of fifth-grade scientific preparatory school pupils are chosen.

Table 1

Experimental Design

Groups	Pretest	Independent variable (Treatment)	Dependent variable
Experimental group	Vocabulary building test	context based pictorial diagram	Post Vocabulary building test
Control group		Prescribed Method	

3.2 Population

The population is the group to which a researcher generalizes the study's findings (Gay and Geoffrey, 2010). The population of the current study consists of EFL Preparatory pupils of the fifth scientific

stage for girls in Baiji province during the academic year 2023-2024. The total population number of fifth grade pupils' is 75 distributed into four preparatory schools for girls in Baiji.

3.3 Sample

Lehmann and Mehrens (1971) define sample as a smaller number of elements selected from a population that is hopefully representative of that population. While Fry, et al (2000) define sample as a subgroup of a population. Al-Fadela Preparatory School for Girls has been chosen as the sample for the study. The sample consists of 60 pupils derived from two sections. The fifth scientific stage consists of two sections, section A has been randomly chosen as the experimental group and section B as the control group Each section consists of 30 pupils .The sample is selected according to Morgan's table for sample size.

3.3 Equalization

Certain variables which may cause a variance in the pupils' vocabulary building should be taken into account otherwise they may affect the research results. The following variables are equalized in the two groups:

3.4. The Academic Attainment of Fathers

There is no statistically significant difference between the testers of both groups the experimental and control since the computed X^2 value which is 0.54 is found to be lower than the tabulated X^2 value which is 7.82 at 3 degrees of freedom and at 0.05 level of significance. See the following table .

Table 2
The chi-square Value of the Father's Education Level

Level of education	Group		Total	Chi – Square		Degree of freedom	Level of significance
	E.G	C.G		Calculated	Tabulated		
Primary	5	5	10	0.84	9.49	4	0.05
Intermediate	8	9	17				
Secondary	6	6	12				
Diploma	6	5	11				
College or above	5	5	10				
Total	30	30	60				

3.5 The Academic Attainment of Mothers

There is no statistically significant difference between the tests of both groups the experimental and control since the computed X^2 value which is 1.34 is found to be lower than the tabulated X^2 value which is 9.49 at 4 degrees of freedom and at 0.05 level of significance. As Table 3 illustrates .

Table (3)
The chi-square Value of the Mothers' Education Level

Level of education	Group		Total	Chi - Square		Degree of freedom	Level of significance
	E.G	C.G		Calculated	Tabulated		
Primary	5	5	10	1.34	9.49	4	0.05
Intermediate	5	6	11				
Secondary	7	6	13				

Diploma	**5**	**8**	**13**				
College or above	**8**	**5**	**13**				
Total	**30**	**30**	**60**				

3.6 Validity of the Post Test

3.6.1 Face Validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure (Hughes, 2003). Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity can be important to ensure acceptance of the test and cooperation on the part of the examinees. In order to ensure the validity of the instrument of the study, it has been submitted to a jury members of specialists in ELT and linguistics, 98% of the members accepted the items of the test. All the notes and modifications stated by jurors have been considered.

3.6.2 Content Validity

ALKubaisi (1985) states that content validity is ensured as far as the abilities or the elements intended to be tested are actually tested. Content validity is associated with how adequately the content of the instrument samples of situation domain or subject matter about which conclusions are to be drawn (Mehrens and Lehmann, 1991). Content validity is established by comparing test items with instructional objectives (with the aid of test blue print) to determine whether the items match or measure the objectives (Kubiszyn and Borich, 2000).

3.7. Items Analysis

The procedure of test items analysis according to Oliva and Gordon (2012) refers to checking responses constructed by all pupils for each item included in the test. The former measures the difficulty level of the item, the second measures the degree to which the results of the individual item correspond with the results of the whole posttest, while the latter measure the items with what measures the scale as a whole (Alderson et al., 1995).

3.7.1 Difficulty Level

Madsen (1983) states that the difficulty level of the test items is one of the objectives of the pilot study. The level of difficulty indicates the percentage of pupils who get the correct items. If the items contain a high percentage they will be very easy, but if the percentage is low then they will be very difficult. So, the test will miss difficulty if the elements are very easy or very difficult. Ebel (1972) mentions that DL must be ranged among (0.20% to 0.80%).

3.7.2 Discriminating Power (DP)

Stanely and Hopkins (1972) confirm that the discrimination power of the test refers to the degree to which the item discriminates between pupils with high and low achievement. According to Brown (1981) a test item is good if it has a discriminating power of 0.20 or more. Concerning the post vocabulary building test, the discrimination power has been found to range between 0.30-0.60. Thus, all the test items are considered acceptable according to (Ebel, 1972).

Section Four
Analysis of Data and Discussion of Results

4.1 Results of the First Aim

The first aim of the study, which is devoted to investigate the effect of context based pictorial diagram on EFL Iraqi pupils ' vocabulary building . The comparison between the Mean Scores of the Experimental Group and that of Control Group in the Post Vocabulary building test has been achieved. To find out whether there is any statistically significant difference between the mean scores of the experimental group and that of the control group in the post Vocabulary building test, the mean scores are obtained and compared. Statistics show that the Mean scores of the Experimental group is (60.43) and that of the control group is (49.96). By using the t-test formula for the two independent samples, the Calculated t-value is found to be (4.86), while the Tabulated t- value is found to be (2.00) at the degree of freedom is (58) and the level of significance is (0.05), This indicates that there is a statistically significant difference between the mean scores of the two groups which are in favour of the experimental group. Thus, the first hypothesis which states that

there is statistical significant difference between the mean scores of the experimental group who is taught by context based pictorial diagram and the control group who is taught by prescribed method in post vocabulary building test is accepted, as shown in the table below:

Table (4-1)

Mean, Standard Deviation, Variance and "T" Test Value of the Post - Test Scores of the Experimental and Control Group

Groups	No.	Mean	S.D	T-Value		d.f.	Level of significance
				Computed T- Value	Tabulated T-Value		
Exp.	30	60.43	7.16	4.86	2.00	58	0.05
Con.	30	49.97	7.53				

4.2 Results of the Second Aim

The second aim of the study, which is devoted to measure the development of the experimental group' Vocabulary building test.
To find the difference between the mean scores of the experimental group in post1 and post2 Vocabulary building tests ,the T- test for paired sample is employed to determine whether there is a statistically significant difference between the two tests. As seen in table (4.2) below.

Table (4.2)

The Mean Scores of Experimental Group in Post 1 and Post 2 Test

Group	No.	Mean	S.D	T-Value		d.f.	Level of significance
				Computed	Tabulated		
Experimental in post 1	30	60.43	7.16	5.52	2.06	58	0.05
Experimental in post 2	30	76.46	14.15				

The table (4.2) shows that the calculated t- value is (5.52) that is higher than the tabulated t-value (2.06) at (0.05) level of significance and (58)

degree of freedom. This indicates that there are statistical significant differences between the
mean scores of the pupils of the experimental group in post 1 and post 2 Vocabulary building tests.These results indicate that the pupils in the experimental group in the post test 2 have the highest mean score than the post test 1 so, the second hypothesis which states that, "There is statistical significant difference between the mean scores of the experimental group in the post 1and 2 Vocabulary building tests is accepted .

4.3Discussion of the Obtained Results

The obtained results indicate that the pupils of the experimental group are significantly better than the pupils of the control group in their vocabulary development.These results show the effect of context based pictorial diagram, noting that the results of this study differ in terms of the dependent variables from what is dealt with previous studies that show the effect of context based pictorial diagram on students' performance in test.

The researcher attributes the distinction of the EG over the CG to the following

1. Context-based pictorial diagrams facilitate the development of communicative competence in students by enhancing their ability to understand, use, and appropriately respond to language in various contexts.

2. context based pictorial diagram facilitates the development of collaborative and communicative learning skills and allows students to learn from each other.

3. Participation and interaction among group members increases their psychosocial adaptation since the effort of each member is encouraged and supported in order to achieve group process.

4. context based pictorial diagram is found to be dynamic in nature and based on mediated learning experiences, through which the students become excellent discoverers of information and facts. This is reflected in

the re-definition of problems and engagements in deep group discussion in which learners of simple ideas interact with those of the creative learners, analyzing their ideas, which in turn leads them to eliminate the weak points of their own ideas and prepare alternative plans to deal with problems that might arise in the future.

Conclusion

The present study has come up with some conclusions, as follows:

1.The context based pictorial diagram has an effective impact on the development of meta-discourse, as the level of use of meta-discourse markers by the experimental group has become more accurate in linking sentences within the text.

2. The use of this modern technique, has an impact on the improvement of understand and analyze the text.

3.The context based pictorial diagram has a greater impact on the domain of performance among students than the cognitive and affective and social domains, which indicates that the technique is effective in increasing the ability to apply practical work meta-discourse.

4. The context based pictorial diagram refers to self- organization, question generation, summary, note-taking, hypothesis generation and testing. Each technique is a thinking process that has a positive impact on the student's learning process.

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