



Effects of Picture-Cued Vocabulary Instruction on Students' Vocabulary Learning Ability, and Attitude of Grade 5 students at Sadamo Welmera Elementary School

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Abstract

This study investigated the effects of picture-cued vocabulary instruction (PCVI) on Grade 5 students' Vocabulary Learning Ability and Attitude at Sadamo Welmera Elementary School, Oromia, Ethiopia. A quasi-experimental research design was employed with 80 students, divided equally into an experimental group and a control group. Picture-cued vocabulary tasks were developed and used as teaching material for the experimental group. Data was collected through tests (pre-and post-tests) and questionnaire, analyzed using an independent t-test, and supplemented with interviews from 10 randomly selected students in the experimental group. The pre-test results revealed no significant difference in vocabulary learning ability between the control and experimental groups prior to the intervention. However, post-test results indicated a significant difference in favor of the experimental group ($p = 0.001 < 0.05$), demonstrating that PCVI had a strong positive effect on vocabulary learning ability. In addition, student questionnaire and interview findings showed that students in the experimental group developed a positive attitude towards vocabulary learning as a result of the picture-cued instruction. The study concluded that PCVI is an effective instructional strategy that can enhance students' vocabulary learning ability and foster favorable attitudes toward vocabulary learning in elementary schools. Recommendations for practice were also provided.

Keywords: picture-cued vocabulary instruction, vocabulary learning ability, attitude,

Introduction

Nowadays English is the most important language in the world because it is used as a means of communication among nations for various purposes such as trade, tourism, education, technology, scientific research, traveling, and diplomacy (Brown, 2015; Ellis, 2018; Ellis, 2020). Learning to speak and write English has become a necessity in students' academic and non-academic life in our contemporary world (Larsen-Freeman and Anderson, 2013; Long, 2015). Realizing the important role of English as an international language urged many countries all around the world to literate their young generation in English with the aim of making them able to establish and maintain successful communication with the people of the world for various reasons (Long, 2015; Oxford, 2015).

Marzano (2020) discusses that advanced English proficiency has determined the educational and economic life of many people across the world and will remain prominent throughout the years to come. One of the key language knowledge areas that contribute a lot to English proficiency is vocabulary. Compared to the grammar of the target language, vocabulary is by far the most important aspect of language (Harmer, 2001). In fact, comprehensible inputs are received through vocabulary as words are the conveyor of inputs that the brain can understand. Thus, vocabulary is key to understanding, explaining, and communicating and vocabulary is of high priority in foreign language learning. According to Harmer (2001) vocabulary is essential for developing basic language skills because while grammar provides the structural skeleton, vocabulary provides flesh and vital organs of communication. Harmer adds that a strong vocabulary bank is foundational for effective expression, and comprehension.

According to Marzano (2020) there is a general agreement among vocabulary scholars that lexical competence is at the very heart of communicative competence. He asserts that without adequate vocabulary power, it would be difficult for a person to be able to effectively get his or her messages across. In fact in the sphere of second or foreign language learning, it is widely believed that vocabulary is an indispensable part of the four language skills. Vocabulary is one of the pivotal language knowledge areas that must be nurtured for effective communication in academic life (Brown, 2015). Teaching vocabulary is a key issue in language teaching as words play remarkable roles in expressing our feelings, emotions, experiences, facts and ideas to others. Without the knowledge of vocabulary, no amount of grammatical or other types of linguistic knowledge is employed in second or foreign language communication. Vocabulary is always central to language teaching and learning and is of great importance to language learners as words are the building blocks of a language since words are

used to label objects, ideas, and actions without which people cannot convey the intended meaning to readers or listeners (Brown, 2015)

One of the important vocabulary learning strategies is the use of media. In line with this Handayani (2018) asserts that media are tools or physical things used by EFL teachers to motivate the students by bringing a slice of real-life in to the class room. Media have an important role in the vocabulary instruction. For Khafidhoh and Carolina (2019) one of the media commonly used in EFL class rooms is picture. Khafidhoh and Carolina (2019) argue that a picture is a part of visual media that could be used to improve students' vocabulary learning ability, and attitude. The use of picture cues can stimulate vocabulary learning process because pictures contain cultural information. In line with this Collins (2005) has stated that pictures make learning interesting, contains various images that help to guess words, and pictures are easy to make and use in vocabulary teaching.

For Oxford (2015) pictures play significant roles in vocabulary instruction as they motivate learners, demonstrate cultural information, interesting to see, attract and motivate learners during vocabulary learning. A picture represents the real object with its all essence and symbolizes the object, person or place, which it is illustrating, in a vivid manner (Zam Zam, 2019). In line with this, Khafidhoh and Carolina (2019) stated that pictures are handy visual aids to teach vocabulary especially to young learners as they are fond of looking at pictures and this leads them to learn vocabulary of the target language in an easy and effective way. Pictures are essential for all language learners, but particularly for young learners, who are unable to learn vocabulary without observing or having exposure to the vocabulary of the target language (Jatmiko and Jauhari, 2018). Findings show that picture cues improve vocabulary learning ability, and attitude (Darabi et al, 2017; Handayani, 2018; Khafidhoh & Carolina, 2019). Khafidhoh and Carolina (2019) have stated that pictures can help primary school students to develop positive attitudes towards vocabulary learning. They further assert that pictures can be an illustration of the objects (things, people, animals, etc.) that EFL teachers cannot take the real object in to the class directly.

In the context of English language teaching, there is a bigger expectation from the curriculum for the students' better vocabulary power to be able to read and write better. But, elementary graders' vocabulary knowledge is got poor. From the researcher's many years teaching experiences, it has been observed that elementary school students have been unable to read and express themselves partly due to limited word power. At primary schools, students are not matured enough in terms of cognitive experiences to use complex vocabulary learning strategies. Pictures are believed to encourage many learners, sustain their interest, memory and action towards vocabulary learning. Added to this, English text book, vocabulary section for grade 5 has not been supported by visual aids such as picture-cues.

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Likewise, there has been no research in the area and elementary school that attempted to address the problem. Following this, there is a great need to design vocabulary lessons with picture-cues to improve students' vocabulary learning ability and attitude towards vocabulary learning.

To improve students' vocabulary learning ability and attitude EFL teachers should use resources around them. One of the resources that should be used is pictures. Pictures could help to teach vocabulary in a better way and this in turn help students to communicate effectively and efficiently in academic and non-academic settings. Students at primary schools benefit a lot from real objects, and pictures to learn vocabulary with positive attitude. As it is difficult or sometimes impossible to bring real objects in to EFL class rooms, pictures could be easily prepared along with different vocabulary learning experiences and activities. Pictures could help students to understand the unfamiliar words, illustrate or understand the meaning of words easily by creating association with the real world. From the researcher's long time teaching experiences and local research findings, it has been observed that students at elementary schools have had limited vocabulary knowledge and this in turn has affected their language proficiency in general and their communication skills in particular. Thus, improving learners' limited vocabulary knowledge requires basically overcoming the obstacles that have hindered their vocabulary learning ability by looking at alternative vocabulary instruction that would improve students' vocabulary learning ability, and attitude.

For Harmer (2001) pictures are significant learning tools as they capture students' attention, help them to focus on topics at hand and inspire students to learn vocabulary. Harmer claims that there are several ways to express the meaning of English words using pictures. Pictures can be used in the form of class room objects, real objects (umbrella, scissors, tools, buttons of many colors and size), teachers or students drawn pictures, photos in newspapers and magazines and demonstrating social behaviors through presentation.

According to Brown et al (1997, as cited in Jatmiko and Jauhari, 2018) pictures give learners the impression that they interact with the real world. For example, millions of students have only seen an ocean through photos. The picture of the ocean may be used to assist them to comprehend their feelings towards the water. The photo can also show people that the ocean appears in its natural state. Pictures are often used as a teaching tool as they help students to recall and retain what they have learned in the class room (Darabi et al, 2017). Students at elementary school can easily learn vocabulary of English language if the vocabulary is cued by pictures.

Khafidhoh and Carolina (2019) did a research on "Using Pictures for Teaching Vocabulary at the Junior High School students" and revealed that using pictures in EFL vocabulary instruction improved

students' vocabulary learning. They also reported that the use of pictures can attract the students' attention to actively engage them in instruction process. Dao Ra and Nguyen Huynh (2022) reported that using pictures improves vocabulary retention among seventh-grade EFL learners.

Attitude is one of the factors that affect language learning in general and vocabulary learning in particular. Wenden (1991) has divided attitude into three components: cognitive, affective, and behavioral. For Anita Wenden cognitive component consists of the beliefs and thoughts about an object, people, behavior, event and knowledge. According to Ellis (2020) cognitive attitude affects learning in general and language learning in particular as it relates to one's mind, perception. The affective component embraces the person's emotions and feelings towards an object. Ellis Rod has stated that the affective attitude affects one's preferences such as to stand for or against, or to like or dislike. For Wenden (1991) the behavioral attitude deals with an individual's action or disposition to take up and practice special behavior when one is in certain situation.

If students have positive attitude towards the process of learning a language, they will enjoy language lessons, and as a result, they catch up more knowledge and skills of the target language. On the other hand, when the students' attitude towards language learning is negative, they will be reluctant and pay less attention during the teaching learning activities. Attitude is very important psychological variable that plays key roles in learners' vocabulary learning in the lower grades. Learners with a positive attitude will be motivated towards the target language vocabulary and its speakers. For Kebede et al. (2022) there is a very strong positive relationship between students' attitude towards vocabulary learning and their vocabulary depth and breadth. Picture cued instruction can improve students' vocabulary learning ability, and attitude in the elementary school.

At local level several researches have been conducted on vocabulary teaching and learning.

For instance, Getachew and Getachew (2014) conducted research on "Vocabulary Learning Strategies used by EFL students: the case of 11th grade high and low achievers at Jorgo Nole Preparatory" and reported that there is a significant difference between the high and low achievers regarding VLSs they used since many of the high achievers usually and always used almost all of the strategies provided whereas many of the low achievers never and rarely used the majority of the strategies provided to discover the meanings of new English words and to consolidate the words they have learned. Dessalegn (2015) did his research on "Problems of Vocabulary Teaching Techniques English teachers use in Holeta primary schools and reported that vocabulary teaching was given little emphasis by both teachers and students. He also revealed that vocabulary teaching techniques that EFL teachers used does not seem to be successful in enhancing students' vocabulary use.

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Another EFL scholar Dawit (2019) did a research on “Students' Vocabulary Learning Strategies use with reference to EFL first year in-service students at Ambo University and reported that the most frequently used vocabulary learning strategy was memory vocabulary learning strategy and the least vocabulary learning strategy was consolidation vocabulary learning strategy. He also found out that discovery vocabulary learning strategy was the second and metacognitive vocabulary learning strategy was the third most used vocabulary learning strategy by in-service students at Ambo University.

Kebede et al (2022) conducted research on “Relationship between students' attitude towards vocabulary learning and their English vocabulary knowledge” and revealed that there was a very strong positive relationship between students' attitude towards vocabulary learning and their breadth of English vocabulary knowledge. From the researcher's many years teaching experiences and research findings in the area, students' lack of proficiency in all basic skills and language knowledge areas have been due to limited vocabulary power as it has been witnessed in students' presentations, written assignments and examinations. Thus, from the researcher' prior experiences and lack of research in the area, it can be seen that there is research gap to be addressed and this was the aim of this study. This study, therefore, examined effects of picture-cued vocabulary instruction on students' vocabulary learning ability, and attitude of Grade 5 students at Sadamo Welmera Elementary School.

Objectives of the Study

This study intended to examine the effect of Picture-Cued Vocabulary Instruction on students' Vocabulary Learning Ability, and Attitudes towards vocabulary learning at elementary school. This study specifically intended to:

- examine the extent to which Picture-Cued Vocabulary Instruction improves students' Vocabulary learning ability at primary school.
- asses the changes in students' attitudes towards vocabulary learning as a result of implementing picture-cued instruction in the class room.

Research Questions of the Study

- To what extent does Picture-Cued Vocabulary Instruction enhance Vocabulary Learning Ability of students?
- To what extent does Picture-Cued Vocabulary Instruction enhance students' positive attitude towards vocabulary learning?

Research Hypotheses of the Study

Ho= There is no significant difference in terms of vocabulary learning ability and attitude between the students who participated in the picture-cued vocabulary instruction and those who did not participate.

H1= There is a significant difference in terms of vocabulary learning ability and attitude between the students who participated in the picture-cued vocabulary instruction and those who did not participate.

Theoretical Framework for the Study

Socio-cultural theory was introduced by Lev Vygotsky (1968, in Alghamdi, 2021). The theory states that language and culture are the frame works through which humans experience communication and understand reality. For Alghamdi (2021) sociocultural theory encourages collaborative learning because it is based on interaction, discussion, and experience sharing among students. According to sociocultural theory teachers are expected to provide scaffolding at the right time as learning must be student-centered, collaborative, interactive, and active where learners learn from one another, take responsibility for their learning and cooperative learning takes place which aims at bringing about shared experience.

Picture-cued vocabulary instruction can involve learners to learn vocabulary of the target language by improving critical thinking of learners, promoting discussions and meaning construction, cooperative learning, triggering curiosity, facilitating active construction of knowledge, and developing episodic memory where the learners develop ability to recall what has been learnt and show a better performance of vocabulary lessons. Picture-cued instruction is also believed to improve students' attitude towards vocabulary learning. The sociocultural theory is one of the theories that guided this study.

According to Piaget (2002) cognitive theory of language learning, vocabulary learning involves guessing meaning from context, and using imagery for memorization. For Jean Piaget cognitive activities include making mind maps, visualization, association and mnemonics, and underlining key words. In cognitive theory of vocabulary learning vocabulary learners come up with the schematic knowledge, interpretive skills, memory strategy, and purpose of learning vocabulary. Cognitive theory involves learners in using mental cognitive strategies such as planning, monitoring, and evaluating their own vocabulary learning. According to sociocultural theory of vocabulary learning, vocabulary learning ability is social practice where learners make interaction with vocabulary lessons, learn vocabulary by cooperating with peers and teachers and vocabulary learning is affected by personal, behavioral and environmental factors where learning vocabulary has taken in to consideration cultural experiences.

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This study was guided by cognitive and sociocultural theories of vocabulary learning. That is, the two theories assert that vocabulary learning involves making mind maps, visualization, association and mnemonics, collaboration, interaction, experience sharing and discussion in cultural context. Picture-cued vocabulary instruction also involves mind maps, visualizations, collaborative meaning making, experience sharing and meaning making through discussions.

Materials and Methods

Research Design

This study used the quasi-experimental pre-test and post-test design. Quasi-experimental designs test causal hypotheses. In quasi-experimental research, a treatment, an intervention is used. According to Osmanovic and Maksimovic (2022) and Creswell and Creswell, (2018) when a researcher adopts a new method in the classroom, it is a quasi-experimental rather than an experimental one. Accordingly, the current study hypothesized that using picture-cued vocabulary instruction method intervention causes Sadamo Welmera Grade 5 students to improve their vocabulary learning ability and attitude towards vocabulary learning.

Participants of the Study

Participants of this study were grade 5 students at Sadamo Welmera Elementary School. 80, two classes of grade 5 students at Sadamo Welmera School were used for the study. 40 students were assigned as experimental group and 40 were assigned as control group for this study. After the students were assigned as experimental (40) and control (40) groups, their vocabulary knowledge test score was checked via the pre-test. 40 experimental group was trained through picture-cued module and 40 control group was taught through conventional (the already in place) method. Treatment was given for 8weeks (5 hours per -week).

Sample Size and Sampling Technique

The target respondents of this study were two classes (N=80) Grade 5 students of Sadamo Welmera Elementary School who are following class in the academic year 2024/ 2025. For this study, 80 grade 5 students at Sadamo Welmera Elementary School were divided in to two groups (experimental group and control group) and 40 students were assigned in to experimental group and 40 were assigned as control group.

Data Collection Tools

Vocabulary learning ability tests (pre-test and post-test) were prepared by the researcher based on the objectives formulated in the syllabus of the English text book for Grade 5 students. The main objective of the pre-test administered before the experiment was to find out if there was any significant difference in the vocabulary learning ability between the experimental group and control group. At the end of the experiment, a post test was given in order to find out if there was any significant difference between the control and experimental groups in the vocabulary learning ability (form, meaning and use). Post-test was conducted at the end of the treatment to find out the improvements of both groups would make in their vocabulary learning ability. Both pre-and post-tests were piloted and found to be highly reliable as their Pearson Moment Correlation Coefficients (r) were 0.75 and 0.788 respectively. On the other hand, to comprehend the experimental group students' attitude towards vocabulary learning, a questionnaire with close ended was designed and distributed to students in the experimental group (40 students) in order to find out if picture-cued vocabulary instruction improved their attitude towards vocabulary learning. Besides, a structured interview was used to collect data on students' attitude towards vocabulary learning to consolidate the data that were collected through questionnaire. Interview was conducted in Afan Oromo so that the students could understand the questions clearly and give accurate response.

Method of Data Analysis

The quantitative data were analyzed systematically by the application of descriptive and inferential statistics. Independent t-test was used to determine the significance of the mean difference between the experimental and control groups. To compute the results of the data obtained through pre- and post-tests, the data were entered in to a computer to compute the mean, standard deviation, t-value and p-value using SPSS, version 2022. Likewise, the quantitative data that were collected through questionnaire were tabulated; the percentage was calculated and discussed. The qualitative data that were collected through open ended questions (interview) were presented in a summarized manner. Finally, conclusions were provided on the bases of the finding and recommendations were suggested on the ground of research questions and conclusions.

Data Analysis and Discussion of the Results (pre-& post-tests Results)

Table 1: A Comparison of the Students' Vocabulary Learning Ability of the Experimental and Control Groups

Tests	Groups	N	Mean	SD	Df	t-value	Sig.(2-tailed)	Remark
Pre-test	Experimental	40	13.85	5.86	78	0.293	0.441	Not significant
	Control	40	14.200	4.75				
Post-test	Experimental	40	26.725	6.43	78	8.163	0.001	Significant
	Control	40	17.025	3.89				

The level of significance is at $P < 0.05$.

The above Independent Sample t-test table indicates that the average scores of the control group of 40 students and the experimental group of 40 students are 14.200 and 13.85 respectively for the pre-test. The standard deviation of the control group and the experimental group are compared as 4.75 and 5.86 respectively for the pre-test. Regarding the t-value and the p-value, the t-value is 0.293 and the p-value is 0.441 for the pre-test. Therefore, the difference between the above two scores was found to be statistically insignificant ($P > 0.05$) indicating that the experimental group made no significant difference over its pre-test compared to that of the control group. In other words, before the treatment, there was no difference in the initial vocabulary learning ability (form, meaning and use) of the research groups.

The post-test scores of the control group and the experimental group are also depicted in the above table. As can be observed from the table, the average scores of the control group of 40 students and experimental group of 40 students are 17.025 and 26.725 respectively for the post-test. The standard deviation of the control group and the experimental group in the post-test is computed as 3.89 and 6.43 respectively. Besides, the above table shows that the t-value is 8.163 and the p-value is 0.001. The difference between the two scores was found to be statistically significant ($P = 0.001 < 0.05$) indicating that the experimental group made a significant improvement over its post-test compared to that of the control group.

Following this, the null hypothesis (H_0) has been rejected and the alternative hypothesis (H_1) has been accepted. The findings of the tests thus seem to indicate that Picture-Cued Vocabulary Instruction (PCVI) could have considerable contribution in enhancing students' Vocabulary Learning Ability.

Students' Attitudes towards vocabulary learning

The main objective of post-intervention student questionnaire was to find out students' attitude towards vocabulary learning after intervention. The questionnaire items were adapted from Gardner's (2004) Attitude-Motivation Test Battery used for students studying English as a foreign language. Thus, the researchers used a five-point Likert Scale (Strongly Agree, Agree, No Opinion, Disagree and Strongly Disagree). The questionnaire was translated into Afan Oromo to make the instrument clearer and easily understandable to the respondents of the study. The questionnaire consisted of 11 items for each attitudinal dimension. The 11 item questionnaire was filled in by 40 grade 5 students from experimental group to find out their attitude towards vocabulary learning after intervention. The Afan Oromo version of the questionnaire items was piloted before administration.

Table 2: Students' Attitude towards vocabulary learning after intervention

N o	Item	SA		A		NO		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	I felt it is helpful to learn picture-cued vocabulary.	20	50	15	37.5	0	0	5	12.5	0	0
2	I felt comfortable learning picture-cued vocabulary.	15	37.5	20	50	0	0	5	12.5	0	0
3	I loved to engage in group discussions of picture-cued vocabulary tasks during experiment.	18	45	20	50	0	0	2	5	0	0
4	It is easier for me to learn word meaning (synonyms & antonyms) during experiment	15	37.5	20	50	2	5	3	7.5	0	0
5	Picture-cued vocabulary learning is easier for me	18	45	15	37.5	2	5	5	12.5	0	0
6	Method of presenting vocabulary lessons during experiment was effective	20	50	18	45	0	0	2	5		
7	Vocabulary tasks during experiment offered me opportunity for communication and discussions.	15	37.5	18	45	4	10	3	7.5	0	0
8	I liked picture-cued vocabulary tasks.	15	37.5	20	50	0	0	5	12.5	0	0

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9	I enjoyed learning picture-cued vocabulary.	18	45	18	45	0	0	4	10	0	0
10	I loved to engage in vocabulary tasks.	20	50	15	37.5	0	0	5	12	0	0
11	I loved to engage in vocabulary task discussions.	18	45	20	50	0	0	2	5	0	0
	Mean	17.5	43.6	18	45.2	1.1	2.9	3.7	9.3	0	0

In item 1, table above, the students were asked if it was helpful to learn picture-cued vocabulary. From, item 1 above one can observe that majority of the students (87.5%) from the experimental group after intervention believed that it was helpful to learn pictured-cued vocabulary. In item 2, table above, the students were asked if they felt comfortable learning picture-cued vocabulary. From item 2, one can see majority of the students (87.5%) from the experimental group after the intervention believed that they enjoyed learning pictured-cued vocabulary. Item 3, table above asked students whether or not they loved to engage in group discussions of picture-cued vocabulary tasks during the experiment. As depicted in table above, item 3, almost all the respondents (95%) believed that they loved to engage in group discussions of picture-cued vocabulary tasks during experiment. Item 4, table above asked students if it was easier for them to learn word meaning (synonyms and antonyms) during experiment. From item 4, table above, one can observe that majority of the respondents (87.5%) believed that it was easier for them to learn word meaning (synonyms and antonyms) during experiment.

Item 5, table above asked students whether or not picture-cued vocabulary learning was easier for them. From item 5, one can observe that a large number of respondents (82.5%) believed that picture-cued vocabulary learning was easier for them during the experiment. In item 6, table above, the students were asked if method of presenting vocabulary lessons during experiment was effective. From item 6 one can see that 95% of the students responded that method of presenting vocabulary lessons during experiment was effective. Item 7, table above asked students whether or not vocabulary tasks during experiment offered them opportunity for communication and discussions. As depicted in table above, majority of the students (82.5%) believed that vocabulary tasks during experiment offered them opportunity for communication and discussions.

In item 8, tables above, the students were asked if they liked picture-cued vocabulary tasks during experiment. From item 8, table above, one can observe that majority of the students (87.5%) from the experimental group liked picture-cued vocabulary tasks during experiment. In item 9, table above, the students were asked whether or not they enjoyed learning picture-cued vocabulary during experiment. From item 9 table above, one can see that majority of the respondents (90%) enjoyed learning picture-cued vocabulary during experiment. In item 10, table above, students were asked if they loved to engage in vocabulary tasks during experiment. From item 10, table above one can observe that 87.5% of the students loved to engage in vocabulary tasks during experiment. Item 11, table above, asked students if they loved to engage in vocabulary task discussions during experiment. From item 11, one can see that almost all the students (95%) loved to engage in vocabulary task discussions during experiment. From the average score of items in the table 2 above, it can be inferred that 36.1 (88.8%) of the respondents had positive attitude towards vocabulary learning after intervention due to picture-cued instruction.

The students' interview was conducted after the treatment was over and recorded using smart phone. The interview was intended to collect data on students' attitude towards pictured-cued vocabulary instruction to substantiate data collected through student questionnaire. To this effect, out of 40 students from the experimental group, 10 students were randomly selected and interviewed. The findings from the interview revealed that picture-cued vocabulary instruction helped students from the experimental group to develop positive attitude towards vocabulary learning. The students' interview results consolidated the findings from student questionnaire affirming pictured-cued instruction improved students' attitude towards vocabulary learning.

Discussion

The main objectives of this study were to examine how picture-cued vocabulary instruction affects vocabulary learning ability (form, meaning, and use), and attitude of Grade 5 students at Sadamo Welmara elementary school. For the study, a quasi-experimental design was adopted. The data were collected using tests (pre-and post-tests), questionnaire and interview. The researcher's observation of students' weak vocabulary learning abilities from his prior experience and lack of research studies in the area in Ethiopian context prompted the researcher to start the study. As a result, pre-post-test research design was put into practice, with 40 experimental and 40 control groups.

The experimental group received instruction for 8 weeks (5 hours per week) using picture-cued vocabulary tasks prepared by the researcher while the control group received instruction using vocabulary tasks in the grade 5 student's English text book. In order to collect data and determine

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whether there had been a significant change in the students' performance in the vocabulary learning ability, a post-test on vocabulary learning ability (form, meaning and use) was administered using the picture-cued vocabulary tasks covered during the experiment. To determine if there was a significant difference in students' post-test at alpha 0.05 level, 95%, confidence interval, an independent t-test was used to analyze quantitative data.

Likewise, quantitative data were collected through student questionnaire to investigate students' attitude towards vocabulary learning. Also, a qualitative data were collected through interview to consolidate data that were collected through student questionnaire. The first research question that reads "To what extent does Picture-Cued Vocabulary Instruction enhance Vocabulary Learning Ability of students?" was answered by the tests (pre-and post-tests). The second research question that read "To what extent does Picture-Cued Vocabulary Instruction enhance students' positive attitude towards vocabulary learning?" was answered by the data that were collected through student questionnaire and student interview.

The Independent Sample t-test analysis showed that there was no significant difference in pre-test results between the experimental group and the control group in the vocabulary learning ability test scores, which is reported as $t(0.293)$, $P=0.441 > 0.05$. However, there was a significant difference in the post-test results between the experimental group and control group, which is reported as $t(8.163)$, $P=0.001 < 0.05$. Thus, the results suggest that there is a group difference for the post-test whereas not for the pre-test indicating that the students in the experimental group outperformed their control group in their vocabulary learning ability.

Besides, student questionnaire and interview results indicated that the students had a positive attitude towards vocabulary learning due to picture-cued vocabulary instruction.

The results of this study agree with the study findings of other researchers. For instance, Mansourzadeh (2014) examined the effect of pictures on students' vocabulary learning in the elementary school and reported that students' in the experimental group had higher vocabulary performance scores than their control group students in the elementary school. The current findings also agree with the findings by Darabi et al (2017) that stated using pictures to instruct vocabulary to primary learners was better than using other means of instructions, such as explanation, definition, using synonyms and antonyms. The present findings of the study is also in line with Maritha and Dakhi (2017) findings that revealed pictures had improved students' vocabulary learning in the elementary school.

Likewise, the current findings of the study agree with Handayani (2018)'s findings that reported pictures had improved elementary school students' vocabulary learning ability. The findings of the present study also seem to confirm the findings by Jatmiko and Jauhari (2018) that revealed PCVI has a significant effect on students' vocabulary learning ability at elementary school. The current study findings also seem to confirm the findings by Khafidhoh and Carolina (2019) that stated pictures are important to teach young learners in the elementary school and improve their vocabulary learning ability. Besides, the findings of the current study also in accords with DahoRa and Nguyen Huynh (2022) who revealed that pictures had improved Grade seven students' vocabulary recall.

The current study findings from student questionnaire and interview seem to agree with Kebede et al (2022) that revealed there is strong relationship between students' attitude and vocabulary depth. Likewise, the findings from student interview in the current study seem to agree with the findings by Maritha and Dakhi (2017) that found out the research participants were interested in learning vocabulary using pictures and revealed that students showed their positive opinion towards the use of pictures in vocabulary learning. It can be concluded that the current findings revealed picture-cued vocabulary instruction had improved vocabulary learning ability, and attitude of Grade five students' at Sadamo Welmara Elementary school to a large extent.

Conclusions

The purpose of this study was to examine how picture-cued vocabulary instruction affects vocabulary learning ability and attitude of Grade five students at Sadamo Welmara elementary school in the academic year 2024/2025. To this end, a quasi-experimental design was adopted. The data were collected using vocabulary learning ability tests with all experimental and control group students, student questionnaire and interviews with randomly selected students from the experimental group. Vocabulary learning ability tests, questionnaire and interviews were used to gather data for the study. The findings from this study indicated that picture-cued vocabulary instruction significantly improved students' vocabulary learning ability and attitude towards vocabulary leaning.

The findings of the current study showed that picture-cued vocabulary instruction enhanced students' vocabulary learning ability. The findings from the study revealed that picture-cued vocabulary instruction is helpful vocabulary learning method in the elementary schools. Besides, the students who participated in the picture-cued vocabulary instruction significantly improved their attitude towards vocabulary learning. The student questionnaire and interview results indicated that the students in the experimental group increased their engagement and interest in vocabulary learning as a result of

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implementing picture-cued instruction. Thus, the finding of the current study revealed that picture-cued vocabulary instruction is more helpful in teaching vocabulary than the conventional vocabulary learning method. Therefore, EFL teachers should use picture-cued vocabulary learning instruction to enhance students' vocabulary learning ability in the elementary schools. Likewise, EFL teachers should create a positive learning environment where students can increase their interest in vocabulary learning, making it a more enjoyable experience.

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