THE EFFECT OF IMAGERY STRATEGY ON LEARNING VOCABULARY AMONG ELEMENTARY STUDENTS OF IRAN

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ABSTRACT

The present research aims at investigating the relationship between the dimensions of imagery strategy and learning vocabulary among elementary learners in Ilam. The research sample is including 40 elementary learners in Ilam city, who were divided into two groups as control and experiment groups. The data for this study were collected by means of observation. In this study imagery strategy was used for learning vocabulary and research instruments are included colorful pictures, toys and paintings which were used as instruments of imagery strategy. These instruments were used for experimental group. The findings of the study indicated that there is a significant relationship between using imagery strategy and learning vocabulary among elementary students of Ilam. Also, they found that there is a significant relationship between using colorful pictures and learning vocabulary among elementary students of Ilam. Regarding to research findings, there is a significant relationship between using toy instruments and learning vocabulary among elementary students of Ilam. And finally the findings indicated that there is a significant relationship between using painting and learning vocabulary among elementary students of Ilam.

Introduction

Student centered approaches encourage the learners to take an active role in their own learning. They emphasize the use of strategies that give the students power and choice in learning the language and as Benson (2001) points out, "take charge of their own learning." Strategies are said to foster autonomy, independence and self-direction (Oxford &Nyikos 1989: 291). One of the greatest problems for the English as a foreign language (EFL) learners is learning the vocabulary as it is considered to be "the most pressing needs of people learning another language" (Laufer and Sim 1985). EFL learners in Iran are no exception; to meet the demands of the highly competitive world they are desperately searching for

ways to find time -efficient ways to learn the language. Wilkins (1972) has acknowledged this fact significantly when he says "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." As Iranian educational system in teaching English puts more emphasize on the four language skills, vocabulary learning in many classrooms is largely incidental, and usually involves the teaching of the definition of the words in the texts. Therefore, students become dependent on the dictionary for the usage of the words. According to Kafipouretal (2011) this ad hoc approach to vocabulary learning has led to a general inadequacy in vocabulary knowledge among Iranian university students. Khosravi Boroujeni et al (2013) points out that due to language deficiencies, Iranian EFL learners hesitate to participate in international conferences and have difficulties in getting information online or studying reference books. In order to be fluent in a language thousands of words are needed.

1. Statement of the problem

In the light of above-mentioned and discussed the facts , it is necessary to consider Wilkins' (1972) famous saying that "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). And these words sum up the great importance of vocabulary very well. Vocabulary acquisition is currently receiving much more attention inL2 pedagogy and research .The bulk of research that has explored the effects of memory strategies for vocabulary acquisition has examined language acquisition in terms of imagery as well. These studies will be found an effect of these memory strategies on vocabulary acquisition. Underling

these studies is "depth of processing theory", the more cognitive energy a person exerts when manipulating and thinking about a word, the more probable it is that they will be capable to remember and apply it later (Craik & Lockhart, 1972; Craik & Tulving, 1975). Research to date lends support to the claim that teaching vocabulary through memory strategies facilitates storing and retrieving new vocabulary items .

Some studies have explored the effects of memory, vocabulary learning strategies (e.g., A, 2006; Chia– WenChuc, 2008; Nemati, 2009). A (2006), selected twelve vocabulary learning strategies from Schmitt's (1997)strategies, taught12 Sixth graders and11fifth grader through 6 readers in an in-school English club program. These strategies were verbal repetition, grouping words together to study them, written repetition, flashcards, keyword method, grouping, studying the sound of a word, studying word with a pictorial representation of its meaning, association, using physical action, marking words, and writing words in their personal word notebooks. She introduced two of 12 strategies when students learned a new reader. The findings were that verbal repetition , studying the sound of words and key word method were mostly used, while studying a word with a pictorial representation of its meaning, grouping and writing words in their word notebooks were leas used. Students with high perception managed several strategies when applying them .

Simply put the study is an attempt to compare the impact of teaching through imagery strategy of the experimental group in comparison to the control group, where students will be taught the meaning of new vocabulary items through traditional direct translation. According to

Grebe's interactive model of reading (1988), in reading a text both bottom-up (lower-level) and top-down (higher-level) reading strategies should be included. When reading and writing, not only vocabulary and grammar, but also text structure, networks and patterns, are important tools to process a text.

One of the major problems in teaching reading in the context of Iran is the narrow view towards reading both in material development and practical teaching. It seems that more comprehensive views and theories need to be taken into account and translated into practice (Namjoo and Marzban, 2012). Vocabulary learning is one of the most important factors in mastering English language and thus finding efficient techniques to increase this ability have long been under research. The most important element for learning English communication is learning vocabulary. Since learning vocabulary is not easy, utilizing new techniques can help students in facilitated learning and creating motivation for them. As the using social networks are increasing and smartphones are handier than ever before, social networks can be utilized to increase vocabulary knowledge.   This study will investigate the effect of using telegram on learning vocabulary. Vocabulary learning strategies, mostly called VLSs are among the significant issues in English language learning which have been taken into consideration during previous decades. EFL learners have always complained about forgetting whatever vocabularies they have memorized. In order to suggest solutions to this problem or even present some useful guidelines to both learners and teachers in this regard, many studies have been made in the field of Vocabulary Learning (VL). There are a number of strategies which are used by students to learn new vocabulary items, however, they seem to

lack the distinguishing criteria about which strategy to choose and which one to exclude. the study answers to following questions:

- *Is there a significant relationship between using imagery strategy and learning vocabulary among elementary students of Ilam?*
- *Is there a significant relationship between using colorful pictures and learning vocabulary among elementary students of Ilam?*
- Is there a significant relationship between using toy instruments and learning vocabulary among elementary students of Ilam?
- *Is there a significant relationship between using painting and learning vocabulary among elementary students of Ilam?*

2. Theory background

2.1. Language Learning Strategies and Memory Strategies

According to Oxford's (1990) taxonomy, LLS are divided into two major categories: Direct Strategies and Indirect Strategies. These groups are categorized in different subgroups, which are six in total. Metacognitive, affective and social strategies are under the indirect ones, whereas the direct strategies involve memory, cognitive and compensation strategies. Memory strategies (traditionally known as mnemonics) have been found to enhance remembering through the connection of new knowledge with familiar words and images (Levin, 1983; Mastropieri, Scruggs, & Fulk, 1990).

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Memory strategies, as one of the most effective strategies in the vocabulary learning process are extremely powerful mental tools. They include activities for remembering and retrieving the new information such as acronyms, key words, images, etc. They help the learner to link the second language (L2) item with the new one. Oxford (1990: 38) states that the mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner. She divides the memory strategies into four categories, all of which have different techniques Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, Employing Action (Oxford, 1990). Using memory strategies generally engages in associating different types of material. That's why, they are helpful in learning new vocabulary items and remembering them in the long term.

2.2. Memory strategy: imagery strategy

In the light of above-mentioned and discussed facts, it is necessary to consider Wilkins' (1972) famous saying that "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). And these words sum up the great importance of vocabulary very well. Vocabulary acquisition is currently receiving much more attention in L2 pedagogy and research. The bulk of research that has explored the effects of memory strategies for vocabulary acquisition has examined language acquisition in terms of imagery as good. These written reports have found an effect of these retention strategies on vocabulary learning. Underling these studies is "depth of processing theory",

the more cognitive energy a person exerts when manipulating and thinking about a word, the more probable it is that they will be capable to remember and apply it later (Craik & Lockhart, 1972; Craik & Tulving, 1975). Research to date lends support to the claim that teaching vocabulary through memory strategies facilitates storing and retrieving new vocabulary items.

Some studies have explored the effects of memory, vocabulary learning strategies (e.g., A, 2006; Chia–Wen Chuc, 2008; Nemati, 2009). A (2006), selected twelve vocabulary learning strategies from Schmitt's (1997) strategies, taught12 Sixth graders and 11 fifth grader through 6 readers in an in-school English club program. These strategies were verbal repetition, grouping words together to study them, written repetition, flash cards, keyword method, grouping, studying the sound of a word, studying a word with a pictorial representation of its meaning, association, using physical action, marking words, and writing words in their personal word notebooks. She introduced two of 12 strategies when students learned a new reader. The findings were that verbal repetition, studying the sound of words and keyword method were mostly used, while studying a word with a pictorial representation of its meaning, grouping and writing words in their word notebooks were last used. Students with high perception managed several strategies when applying them.

Chia–Wen Chuc (2008) examined the effects of memory strategy instruction on elementary school students' vocabulary learning. The results of this study suggested that after memory strategy instruction, participants in the experimental group applied memory strategies more frequently and their vocabulary productive performance improved. It supported the positive influences of strategy training. Moreover, memory strategy instruction

facilitated elementary school students' word spelling ability. In addition, both more and less proficient learners' vocabulary, productive ability significantly improved.

In another study, Nemati (2009) made an attempt to compare the impacts of teaching through memory strategies on experimental group in comparison to control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The results were reflected in the students' short-term and long-term retention. The results revealed that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention.

Hence the purpose of the study is to investigate the effect of imagery strategy on Iranian EFL learners' vocabulary recall. Simply put, the study is an attempt to compare the impact of teaching through imagery strategy of the experimental group in comparison to the control group, where students will be taught the meaning of new vocabulary items through traditional direct translation.

The impact of visualization and verbalization techniques on vocabulary learning of Iranian high school EFL learners: A gender perspective vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching e although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as kinesic and proxemic features. Learning a language * Corresponding author. cannot be reduced, of course, to only learning vocabulary, but it is also true that "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (Mccarthy, 1990, p. VIII), an idea defended by many applied linguists (e.g. Allen, 1983; Wallace, 1988; Rossner and Bolitho, 1990; Taylor, 1990; Willis, 1990). Vocabulary is much more than just a single word. Recent vocabulary studies draw on an understanding of Lexis, the Greek for the word, which in English "refers to all the words in a language, the entire vocabulary of a language" (Schmitt, 2000, p. 571).

Nation (2001) stated that the vocabulary of a language is huge and its acquisition takes time even for a native speaker. Some practitioners believe that vocabulary learning is simple. The majority of students learning a second or foreign language consider vocabulary as their major priority and agree that their difficulties arise from their lack of vocabulary knowledge. Vocabulary knowledge plays an important role in almost all areas of language learning. As Nation (2001) points out, "vocabulary learning is not a goal in itself; it is done to help learners listen, speak, read, or write more effectively" (p. 362). As a result, learning a language is dependent on learning its vocabulary. Teachers are frequently encountered with questions posed by their students regarding the meanings of new vocabularies. It is often the case that a great portion of class time is spent on teaching vocabularies. Therefore, if appropriate techniques are not applied in the class, the final outcome may frustrate teachers. In order to teach students how to learn new vocabulary, teachers need to draw on a variety

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of teaching strategies in accordance with different vocabulary learning techniques. To this end, many studies have investigated the effect of different methods on vocabulary teaching and learning (e.g., Nation, 1990, 2001; Laufer et al., 2005; Schmitt, 2000; to name a few). According to Read (2004), in studies of L2 vocabulary learning, a distinction had long been made between incidental and intentional learning, with the main focus on the former, especially exploring the extent to which students can learn vocabulary items incidentally while they are engaged in other language-learning activities. Nation (2001) believed that incidental vocabulary learning activities such as role play and oral retelling activities are useful means of vocabulary learning.

Nation (1990) stressed out that "to remember a word, one needs to encounter it 5 to 16 times in activities or texts" (p. 2). Logically, if vocabulary items are encountered in different exercises and activities, learners' vocabulary knowledge will be improved to a great degree. Moreover, Laufer et al. (2005) suggested that extensive reading on its own may only result in relatively small gains and that reading combined with word-focused tasks is likely to be a more powerful means of vocabulary expansion. Furthermore, to improve incidental vocabulary-learning in the EFL classroom, it would be effective for teachers to provide students with target vocabulary items through tasks, as well as to ask them to verbalize the target words. For example, students can read and retell a text generatively, that is, in their own words (Joe, 1998).

Also, in order to learn unknown words while reading a text, students can access a dictionary with various look-up options such as pictorial and verbal cues (Laufer and Hill, 2000). Retelling orally or verbalizing what we have read greatly improves vocabulary gains for unfamiliar words because it demands a higher level of generation. Such a task can also be designed for different situations (Joe, 1998).

Taking a brief glance on what has been done in the area of psychology with regards to the mind and memory one can understand the great role which verbalizing may play in restoring and fixing the new word in our memory. Ericsson and Simon in outlining an information processing model hypothesized that human cognition is "information processing"; "a cognitive process can be seen as a sequence of internal states successively transformed by a series of information processes" (1987, p. 25). Based on these findings, it is believed that information is stored in several memories having different capacities and accessing characteristics: "several sensory stores of very short duration, a short-term memory (STM) with limited capacity and/or intermediate duration, and

A long-term memory (LTM) with very large capacity and relatively permanent storage, but with relatively slow fixation and access times compared with the other memories" (Ericsson and Simon, 1987, pp. 25e26). According to the model described above, the recent acquired information kept in STM is the information that is available for further processing (e.g., for producing verbal reports or verbalization). The information from LTM must first be transferred to STM before it can be verbally reported. Verbalization is obtained when the participants verbalize the corresponding thought or thoughts while the information is attended to. The crucial aspect of this procedure, according to Ericsson and Simon (1987, p. 27), is that "the sequence of states, i.e., the information contained in attention and STM, remains the same with the verbalization as it would be when the cognitive processes proceed silently".

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Valencia (1997) believes that when students demonstrate higher level thinking skills through retelling or verbalizing the new words in their own words, what occurs is more of an authentic assessment that provides teachers with practical and valuable feedback to make productive "instructional decisions". Retelling or verbalizing is only one strategy teachers could apply to authentically augment students' vocabulary, hence their comprehension of the texts they are dealing with. Other methods that should be utilized and balanced with verbalization are interviews, discussions, pictures, dramatizations and occasionally, comprehension questions.

Visualization, or visual imagery, is another very important comprehension tool that students need to learn and use independently in order to enhance their vocabulary knowledge. When students form pictures in their minds of what they read, they are better able to remember and understand words and texts (Gambrell and Jawitz, 1993).

Visualization is one way which can empower the students while they encounter with unknown words and can help students successfully achieve comprehension of the text. This is because it is a skill that improves their visual imagery; it is a realistic tool to help them learn vocabulary and comprehend text (Gambrell and Jawitz, 1993). Some research suggests that major differences between students who are efficient at comprehending and those who are not is that the former are better able to develop visualizations during the reading process. Seeing the author's message being processed or presented through words, seeing 'the movie,' increases students' abilities to make connections, inferences, predictions, and commit to their sense memory for recall (Ekwall and Shanker, 1998).

Elster and Simons (1985) support that pictures help captivate and motivate children to learn new words. In the reading process, pictures that are provided help a young reader to visualize the story as the child transitions from oral language into written text. Illustrations used for visualizing new words, however, can be problematic for poor learners who find it troublesome to shift back and forth between the print and illustrations.

Rose (1986) citing a theoretical explanation in her research stated that poor learners tend to pull irrelevant information from illustrations and focus more on that irrelevant information than the words to be learned.

Elster and Simons (1985), in the same vein, make a stronger point that students need to be more able to look for meaning in words, rather than primarily look for meaning in pictures. "Pictures could give children the wrong expectations of what's written language is like; or they may violate the expectations children bring to vocabulary learning" (Elster and Simons, 1985, p. 152).

They further encourage teachers to expose younger students to text, vocabulary that is rich in meaning through reading aloud or verbalizations that provide them with more balanced visualization instruction and experiences.

Considering vocabulary as one of most important constituents of any natural language and because of its highly noticeable function in language learning, and practically in communication, it is so fruitful to embark on the realm of innovative ways for developing vocabulary proficiency in learners.

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2.3. Vocabulary and Imagery Strategy

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111e112). The Iranian Education Ministry requires Iranian high school EFL learners to deal mostly with reading comprehension tasks within their English classes at high schools, though there are inadequate class activities devoted to other skills of ELT such as speaking, writing, and hardly listening. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of the text. Clearly, the preponderance of such evidence emphasizes the significance of vocabulary instruction to Iranian high school EFL learners as well. Even though, some students learn new vocabularies more quickly and easily, others encounter different problems which impede their thorough vocabulary acquisition and retention. This simple fact is known by all who have themselves learned a second language are taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However, there are other crucial factors influencing success that is largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned. Among the internal factors, one can refer to motivation, personality, age, cognition, gender, etc. Gender differences, as an internal factor, have been studied in EFL context from different perspectives. In the area of vocabulary acquisition, however, previous studies (e.g., Jim_enez and Ojeda, 2009; GU, 2002; Meara and Fitzpatrick, 2000; Jim_enez and Moreno, 2004; Boyle, 1987; Lynn et al., 2005; Edelenbos and Vinj_e, 2000; Jim_enez and Terrazas, 2008) have reported controversial findings as to gender differences. A group of previous studies has claimed that male EFL learners are better vocabulary learners, while the second group have found female EFL learners are more successful compared to their male counterparts. Yet, the third trend in vocabulary learning of different genders has found no difference between male and female EFL learners in terms of vocabulary learning. From among the external factors previous studies (Ghorbani and Shahrokhi, 2013) refer to instruction, curriculum, textbook, and teaching method.

Therefore, it is vital for Iranian EFL teachers to choose the most useful methods of teaching vocabulary, as one of the external factors. This study, on the one hand, addresses two techniques of vocabulary teaching, namely visualization and verbalization, to see whether the methods are helpful in improving the vocabulary learning of Iranian EFL learner. Another concern of the study is whether the gender of students, as an internal factor, makes anySignificant difference on the learning outcome of the students through visualization or verbalization.

The effect of memory strategy training on vocabulary development of Austrian secondary school students As language teaching has improved along with various techniques, language scholars became aware of the importance of language learning strategies (LLS). The more studies were carried out in the mid-seventies, the more significant the strategies were perceived (Rubin,

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1975; Stern, 1975). Most educational institutions still prefer to use traditional methods in which the teacher controls the learning environment and hold the authority at hand. Thus, generally the outcome is thousands of non-proficient speakers of English. On the other hand, the main goal of learning strategies is to build communicative competence (Oxford, 1990).

Vocabulary is generally considered as the basic communication tool, and often labeled as the most problematic area by language teachers (Celik & Toptas, 2010). Even though learners master all grammatical areas in the language, the communication stops when they do not know the necessary word. Strategies used for vocabulary learning have been examined by many researchers, scholars, linguists and language teachers for over the past decades (Levenston, 1997). Thus, the purpose of this study is to find out the effect of memory strategies in vocabulary learning process based on Oxford's taxonomy of language learning strategies.

3. Review of Related Literature

Although, the English Language Teaching literature lacks studies on memory strategies in developing vocabulary knowledge of the learners, there are still accredited studies on vocabulary development. The most common research type was to compare the effectiveness of one strategy against the others in learning vocabulary. For example, McDaniel and Pressley (1989) compared the keyword technique with contextual vocabulary learning. In their study, language learners were trained to use keyword strategy to learn new vocabulary items. The study revealed that the former in which students used auditory and imagery, link were more successful than the ones using the latter technique. Another similar study

on the keyword technique was pursued by Lawson and Hogben (1998) in vocabulary development. After the training process, the learners were able to make use of keyword technique to learn new vocabulary items and recall them in a longer period. Likewise, Cohen and Apek (1980) trained students on paired associations to teach Hebrew and recall it in the long-term. After the instruction and implementation of the strategy, the results revealed that the use of paired association to recall the new words led to better performance than using a different strategy. Another study by Roediger (1980) looked at the method of loci along with three other well-known mnemonic methods. The results of the study revealed that all four mnemonic groups recalled the 20-word. list better than the control group. Kron-Sperl, Schneider and Hasselhorn (2008) also investigated the benefits of memory strategies in language learning process of kindergarten students. At the end of the study, it turned out that children who were fostered to use memory strategies were more effective for recall performance.

4. Research Method

The design of the study is quasi-experimental, including one experimental group and one control group. The experimental group was taught only one kind of memory strategy (imagery) which was considered as the independent variable of the study. However, the control group was instructed based on the traditional direct translation in its vocabulary learning process. The participants' vocabulary scores were considered as the dependent variable.

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After the pre-test, the main phase of the study began in which one experimental group was instructed about the imagery strategy for a semester. The two groups of the study were taught two sessions a week for 4 weeks. During the instruction, 200 English words from the textbook were selected to be taught in the experimental group of the study following the imagery strategy instruction. The treatment material started with a general definition of vocabulary learning strategy and continued with an elaborate and exemplification of each strategy all in the form of a handout to be used by the participants in the experimental group. A practice section was also incorporated in the strategy so as to guarantee the participants' understanding of the strategy.

In order to teach in the control group, different modes of vocabulary presentation were involved in the experiment. That is to say, each vocabulary was presented in isolation on the board. Then, the teacher provided the students with an oral pronunciation of words, explained their parts of speech, and finally offered a direct translation of words in Persian. This approach was pursued every session for the whole semester during which the learners were not offered any vocabulary learning strategy. However, the teaching and learning approach was totally different for the experimental groups. Prior to teaching and learning session, the participants were familiarized with the concept of strategy and its definition, a kind of strategy awareness; then they were provided with some practical examples to master applying the intended strategy.

To teach in the experimental imagery group, the learners were required to create a mental image of the word which was going to be taught or the pictures of words such as swim, catch and fly were shown to the participants to assist them to create an image of the

word. Later, the learners practiced the words in the text and then did the related exercises for each group of words while utilizing the intended strategy..

In the last phase of the study, a post-test was administered to two groups of the study in order to measure the effects of imagery strategy and compare its effect with the direct translation method of vocabulary acquisition. The post-test had a similar format like the pre-test which consisted of 30 questions. After collecting the data, the obtained scores, were submitted to statistical analysis.

In this study 40 elementary English learners were selected as the research sample among whom, 20 cases are males and 20 cases are females and their age range is 6-11. The research sample was divided into two groups as a control group and an experimental group and 20 cases, including 10 males and 10 females were in each group.

The data for this study were collected by means of observation. In this study imagery strategy was used for learning vocabulary and research instruments are included colorful pictures, toys and paintings which were used as instruments of imagery strategy. These instruments were used for experimental group.

5. Research Findings

5.1. Q1

- *Is there significant relationship between using imagery strategy and learning vocabulary among elementary students of Ilam?*

Table 4.5 shows the statistics of the relationship between using imagery strategy and learning vocabulary among elementary students of Ilam.

Table 1: One Way –ANOVA Between using imagery strategy and learning vocabulary among elementary students of Ilam

Imagery strategy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.112	3.5	.601	1.214	0.001
Within Groups	48.896	95	.434		
Total	50.561	119			

Regarding the relevant statistics in this table in which F=1.214, freedom degree of 3.5 and 95, the amount of self=0.001, since the amount of dig are no more than 0.05, so There is a meaningful relationship between using imagery strategy and learning vocabulary among elementary students of Ilam. In other words, imagery strategy has a significant effect on learning vocabulary among elementary students of Ilam. So the H0 was rejected and H1 is confirmed.

5.2. Q2

- *Is there a significant relationship between using colorful pictures and learning vocabulary among elementary students of Ilam?*

Table 2: One Way –ANOVA Between using colorful pictures and learning vocabulary among elementary students of Ilam

Using colorful pictures					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.418	3.574	.696	1.065	0.002
Within Groups	46.896	95	.496		
Total	51.325	119			

Regarding the relevant statistics in this table in which F=1.065, freedom degree of 3.574 and 95, the amount of self=0.002, since the amount of dig are no more than 0.05, so There is a meaningful relationship between using colorful pictures and learning vocabulary among elementary students of Ilam. In other words, using colorful pictures has an effect on learning vocabulary among elementary students of Ilam. So the H0 was rejected and H1 is confirmed.

5.3. Q3

- *Is there a significant relationship between using toy instruments and learning vocabulary among elementary students of Ilam?*

Table 3: One Way –ANOVA Between using toy instruments and learning vocabulary among elementary students of Ilam

Using toy instruments					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.612	2.998	.721	1.522	0.000
Within Groups	49.221	95	.501		
Total	48.145	119			

Regarding the relevant statistics in this table in which F=1.552, freedom degree of 2.998 and 95, the amount of self=0.000, since the amount of dig are no more than 0.05, so There is a meaningful relationship between using toy instruments and learning vocabulary among elementary students of Ilam. In other words, using toy instruments has an effect on learning vocabulary among elementary students of Ilam. So the H0 was rejected and H1 is confirmed.

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5.4. Q4

- *Is there a significant relationship between using painting and learning vocabulary among elementary students of Ilam?*

Table 4: One Way –ANOVA Between using painting and learning vocabulary among elementary students of Ilam

Painting					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.503	2.701	.556	1.444	0.000
Within Groups	48.402	95	.545		
Total	50.003	119			

Regarding the relevant statistics in this table in which F=1.444, freedom degree of 2.701 and 95, the amount of self=0.000, since the amount of dig are no more than 0.05, so There is a meaningful relationship between using painting and learning vocabulary among elementary students of Ilam. In other words, using painting has an effect on learning vocabulary among elementary learners in Ilam. So the H0 was rejected and H1 is confirmed.

Conclusion & Discussion

The purpose of the study was investigating the effects of any imaginary strategy on student vocabulary learning. My goal was to add to the available literature on the use of mental imagery as a vocabulary strategy, as well as add support for the integration of arts into content area classes. The results of my experiment demonstrated that the use of imagery strategy affects student vocabulary learning in the long term. Thus, imagery strategy presented in this study results in better vocabulary

learning and retention than conventional vocabulary instruction for students of all achievement levels. This is an important finding because prior researches on strategies did not conclusively show the strategies to have an effect on vocabulary learning.

My experiment supports the imagery theories described by Paivio (1971) and Mayer (2001). Also my experiments findings are consistent with the prior research on using imagery to teach vocabulary. Smith et al (1987) and Chen (2010, 2011) found that students who create images as part of vocabulary instruction, had better recall and recognition than students who did not utilize images. The authors of these studies suggested that the images provided and extra cue for recall and helped students deeply code words. My experiment just adds validity to these findings.

Several studies over the past few years have strongly suggested that imagery can play a positive role in aiding vocabulary learning. In one study, Guttman, Levin and Pressley (1977) read stories to kindergarten, second and third-grade children under various conditions. These conditions were sets of pictures that only partially represented the text; instructions to create internal images as the text was read, and a control condition of no image instructions and no pictures. The kindergarten children were able to remember more of the texts presented with the full picture only. It is in agreement with our findings for the hypothesis: ***There is a significant relationship between using colorful pictures and learning vocabulary among elementary students of Ilam.***

However, as the children increased with age their ability to use partial pictures and internal images to remember texts also increased relative to the control condition.

This tends to support Piaget and Inhaler's (1969) argument that children's ability to image becomes more sophisticated over time.

In a study of reading behavior Lesgold, McCormick, and Go Iinkoff (1975) instructed third and fourth-grade Rh-282 students to draw simple cartoons of ideas and events depicted in stories after they read them. Later they instructed the students to construct mental images ("imagine the cartoons") of stories. The students instructed in the imagery strategy and reminded to use it remembered more than students receiving a more genera1 non-Imagery training. It is related to our hypothesis: *There is a significant relationship between using painting and learning vocabulary among elementary students of Ilam*.

7. Suggestions for further researches

- Imagery strategy is an extended discussion which is including many dimensions and just four dimensions of them were investigated in this study, so other dimensions can study in the form of various researches.

- Imagery strategy may have a significant effect on learning other skills than vocabulary, so it can study the effect of imagery strategy of skills such as reading, writing and so on.

- The 3-Imagery strategy may have a significant effect on other samples than elementary learners, so it can evaluate the effect of imagery strategy on learning

vocabulary among various research samples.

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