

# The Impact of Using Wall Charts on Teaching English Vocabulary to Primary School Students

أثر استخدام وسائل الإيضاح الحائطية على تدريس مفردات اللغة الإنجليزية لطلاب  
المدارس الابتدائية

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## The Impact of Using Wall Charts on Teaching English Vocabulary to Primary School Students

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### Abstract

Walk into any class, especially one in a primary school, and you will most likely see charts on the wall. Charts provide information on a specific topic in the form of a list, diagram, graph or table. Charts can be used for any subject. In math, for example, students may chart their height in feet and inches. In Geography, the students may list their ancestors' different countries of origin. Charts are also helpful for teaching step processes. What do children do after they wake up in the morning and in what order? In middle school and high school, charts can be used to demonstrate how characters interact in a novel or how historic events interconnect during specific decades. In English as well charts might be used to teach vocabulary, sounds, definitions, a process of writing a paragraph or an essay, the organs of speech in pronunciation...etc. In this research study, the researcher tried to find out the impact of using wall charts on learning memorizing English vocabulary. The first chapter provides an introduction of the subject area of the topic and the problem of the study. Moreover, the research aims, questions, hypothesis. Chapter two provides a clear description of the related studies that have something in common with this research study. The third chapter presents the methodology of the current study the sample, instruments or techniques that were used to collect data and the results. Data analysis is given in the fourth

chapter. In the last chapter there is a conclusion and some recommendations about future studies.

### **ملخص البحث :**

بالدخول الى أي فصل ، خاصةً في مدرسة ابتدائية ، سنرى على الأرجح رسوماً بيانية على الحائط. توفر الرسوم البيانية الحائطية معلومات حول موضوع معين في شكل قائمة أو رسم بياني أو جدول. يمكن استخدام الرسوم البيانية لأي موضوع. في الرياضيات ، على سبيل المثال ، يمكن للطلاب تحديد طولهم بالأقدام والبوصات. وفي الجغرافيا ، يمكن للطلاب سرد بلدان أسلافهم الأصلية المختلفة. الرسوم الحائطية مفيدة أيضاً لتدريس خطوات القيام بأي عمل مثلاً ماذا يفعل الأطفال بعد أن يستيقظوا في الصباح وبأي ترتيب؟ في المدرسة الإعدادية والثانوية ، يمكن استخدام الرسوم البيانية لتوضيح كيفية تفاعل الشخصيات في رواية أو كيفية ترابط الأحداث التاريخية خلال عقود محددة.

في اللغة الإنجليزية ، يمكن أيضاً استخدام المخططات لتعليم المفردات والأصوات والتعريفات وعملية كتابة فقرة أو مقال وأعضاء الكلام في النطق ... إلخ. في هذه الدراسة البحثية ، حاولت الباحثتان معرفة تأثير استخدام الرسوم البيانية الجدارية في تعلم حفظ مفردات اللغة الإنجليزية. يقدم الفصل الأول مقدمة لموضوع البحث ومشكلة الدراسة. بالإضافة إلى ، أهداف البحث ، والأسئلة ، والفرضية. يقدم الفصل الثاني وصفاً واضحاً للدراسات ذات الصلة التي لها شيء مشترك مع هذه الدراسة البحثية. يعرض الفصل الثالث منهجية الدراسة الحالية العينة و الأدوات أو التقنيات التي تم استخدامها لجمع البيانات والنتائج. تحليل البيانات يتم عرضه في الفصل الرابع. يوجد في الفصل الأخير المناقشة والخاتمة وبعض التوصيات حول الدراسات المستقبلية.

## **Chapter one**

### **1 Introduction**

Teaching aids are instructional materials and devices through which teaching and learning are done in schools. Teaching aids include visual aids, audio aids, audio visual aids, real objects and many others. Visual aids are designed materials that may be locally made or commercially Produced.

The aids that help in teaching languages and that can be seen are called 'visual aids'. They provide practical solutions to the problems of a language teacher

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whose equipment, as a rule, consists of nothing more than books and classroom. Visual aids include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of teaching. Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. (Harmer 1993: 159)

Teachers know that students learn in a variety of different ways. Some are visually oriented and more prone to acquire information from photographs or videos. Other children do best when they hear instructions rather than read them. There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for ‘Direct Method’ as Thornbury 2004) specifies them “using real objects (called realia) or pictures or mime.” (Thornbury 2004: 78) Teachers use teaching aids to provide these different ways of learning as well as to improve or reinforce skills and to make instructions more interesting and fun.

Visual aids may come in the form of wall- charts illustrated pictures. It is interesting to note that a large percentage of teachers can teach with some of the teaching aids. They do so consciously because they know that the use has positive effect on learning outcomes. Hopefully if we start educating learners from young age learners will be more comfortable with wall charts and see their benefits when they are older and more self-aware.

### **1.1 The subject area of the study:**

This study concentrates on wall charts as a teaching aid. It investigates the use of wall charts inside the classroom to reinforce language skills and make learning fun. A chart is something that shows a group of facts in the form of a diagram, table, or a graph. Teachers can use small alphabet chart on students' desks to aid in learning the alphabet. Charts can be large enough to mount on a wall. Outlines or word definitions can be written on the wall chart. Helping children develop a strong foundation is an important goal for an educator. Young children especially standard 7/11 year old in primary schools need teaching aids for effective learning. Children need tangible objects to learn fast.

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## **1.2 Problem of the study:**

According to the researcher's previous experience in teaching English to primary school students in Ajelat city; she noticed that students spend a long time to understand the new vocabularies that was given to them in the class or as a homework. They lack the ability to memorize these vocabularies quickly i.e. student's speed in recalling information.

When students are given a group of words e.g. a list of fruits (apple, banana, grape, orange, pear...etc) teachers may need to use the suitable teaching aid which make their students more interested in learning these words. The use of wall charts inside the classrooms will help students in that stage to know how to consolidate their new vocabulary, definitions, and even short stories that contain the uses of tenses; such as stories talk about things happened in the past, happens in the present, or events that will happen in the future.

## **1.3 The aims of the study:**

This study has more than one objective. These objectives go both Ways. They consider the learner and the teacher.

1. The main aim of this study is for Libyan teachers to help their students become more knowledgeable and interested in learning the new English words and to help them see how a wall chart can facilitate autonomous learning.
2. Help Libyan teachers to focus on wall charts as the easiest technique that can be used to facilitate the teaching process.
3. Train Libyan teachers to know how to support their textbooks.
4. This study will shed the light on the easiest preparation of wall charts.

## **1.4 The research questions:**

- Q1. How can teaching aids be important to help teachers teach and their students learn?
- Q2. When and how can teachers use wall charts?
- Q3. In what ways can wall charts be a help to teachers and learners of English?
- Q4. In order to get students involved, do teachers ask them to prepare some of the charts needed in a lesson?

## **1.5 The Research Hypothesis:**

The researcher hypothesizes that if teachers use wall charts when they teach new vocabulary or definitions, students will be able to understand better and will be able to recall the given information even after a long time. Primary schools in Libya spend about seven months in study; because of that students will have a good chance to learn more than three hundred new English words.

## **Chapter two**

### **2. Literature Review:**

Studies on teacher education and use of teaching aids have been carried out and reported by several researchers including Adrian Doff. (Doff 1988:88) pointed out: "charts can also be used with a reading text to make it clear and more interesting." (Thornbury, 2004) To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized.

Jane Willis (1982:114) stated: How can we teach vocabulary? "draw pictures, diagrams, maps, use a model, bring maps, charts, graphs, take students out of the classroom, explain simply, mimic, act, bring the real thing into the classroom...provide synonyms, antonyms, lexical sets or translate into language 1". A teaching aid is something a classroom teacher uses in his class to help students improve reading and other skills, reinforce a skill, or to make learning fun. Teaching aids can be used in any of the core classes. There are several types of teaching aids to be utilized in your classroom.

#### **2.1 Types of teaching aids**

**2.1.1 Charts:** A chart is something that shows a group of facts in the form of a diagram, table, or a graph. Drawings have an essential role in teaching languages. (Wright 1990) explained that simple drawings can be used instead of other forms of pictures. Teachers can use small alphabet charts on student desks to aid in learning the alphabet. Charts can be large enough to mount on a wall. Wall charts can be used for whole group lessons; the teacher can write an outline or word definitions on the wall chart.

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**2.1.2 Flashcards:** A flashcard is part of a set of cards that has numbers, letters, pictures or words on it. David A Hill (1990) classified pictures according to their size into three ‘key’ categories:

- “Large (20x30 cm): useful for whole-class work”
- “Medium (10x15 cm): useful for group-work”
- “Small (5x5 cm): useful for games and other group-work activities”

(Hill 1990: 5). They are commonly used for drilling students on facts. Flashcards may also be used to enhance students' memory.

**2.1.3 Maps:** Maps are something teachers can use for various projects or lessons. A map is something to use when a teacher is describing where a city, state, country, or continent is located. Teachers can show students different types of terrain, the population of a specific state or country, or the amount of precipitation in various areas. Maps are great for social studies and science and give students a great understanding of spatial relations. Another type of maps are semantic maps, also known as word diagrams, are not exactly what people usually imagine under the heading ‘Pictures’. Nonetheless, they are visuals and they are very closely related to pictures. When looking into this matter, it is even possible to claim that they actually are pictures - pictures of sense relations of words.

**2.1.4 Calendar:** A calendar is a chart that shows dates in each month of the year. Teachers can use calendars for teaching days of the month and the months to her class. Using a calendar that is in a different language is also a unique way to teach days of the month in that particular foreign language.

Haycraft (1978) states another types of teaching aids such as the blackboard, pictures for oral composition, overhead projector transparencies, slides and film strips, film, video, tape recorders, the language laboratory.

## **2.2 Techniques in vocabulary teaching**

Learner acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of vocabulary are automatically absorbed. (Harmer,1993).

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Beside this incidental acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items” (Thornbury 2004: 75). Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” (McCarthy 1992: 108). Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.

(Both McCarthy,1992) and (Thornbury,2004) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique. (Harmer,1993).

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for ‘Direct Method’ as Thornbury 2004) specifies them “using real objects (called realia) or pictures or mime.” (Thornbury 2004: 78).

The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response) which is a technique where the teacher gives commands and students perform the actions. In TPR, “the intention is to replicate the experience of learning one’s mother tongue” (Thornbury 2004: 79).

As Harmer (1993: 161-162) suggests, sense relations, definition and direct translation of words might function as yet another helpful tool for clarifying the meaning.

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Thornbury, 2004 listed these options as well and furthermore included an idea of clarifying the meaning by examples, such as “providing an example situation” or “giving several example sentences” (Thornbury 2004: 81).

### **2.3 Wall pictures**

Wall-pictures are valuable visual material for language classes. In the first place, they can be displayed in the classroom to set English (or foreign in general) environment and then they function as another source of language to be absorbed by students in the process of natural acquisition. Furthermore, they will find their use both in presentation of new language and controlled practice.

(Wright and Haleem, 1996) specified in their characteristics of wall-pictures that these are often complex pictures, illustrating a scene and containing lots of objects and details. They are big enough to be seen by the whole class and they can be used instantly and repeatedly. Due to their character, they are obviously suitable for presentation of new language. They put vocabulary into context and therefore make the presentation meaningful, which is highly recommended for successful retention of new words.

As (Wright and Haleem, 1996) pointed out, many words and various structures might be demonstrated by these complex pictures and subsequently many opportunities for controlled practice are given. They listed several types of activities and games to spice up controlled practice, such as variations of the memory game, such as “Hide and seek” or “True/false game” and so on. (Wright and Haleem 1996: 45-48)

The competition element or the challenge to remember in controlled practice is very beneficial. It makes students think and gives them a reason to speak, which has a great impact on remembering the target language as well as making the activities more enjoyable. Various researchers found that teachers use some form of teaching aids to teach their lessons. However, the effective use of charts in teaching English to primary school students has not been investigated. This is what the researcher hopes to carry out.

(Haycraft, 1978) discussed that objects can be more evocative than pictures, e.g. real money, tickets, cheques, etc. On the other hand, some pictures can be more evocative than objects and easier to handle, e.g. food displays, ocean



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liners, fashion pictures, etc. Wall charts bring more ideas, or things, together than simple pictures, and are useful for extensive descriptions and provoking dialogues, situations and stories.

### **2.4 When can teachers use wall charts**

Kara (1992:168) stated that charts presenting certain structures which are kept in display on the classroom or which the teacher can present to his class and carry them with him from class to class, are found valuable. The following are samples of such charts.

1. Vowel and consonant classification.
2. The cross section of the vocal organs.
3. A list of cultural topics.
4. A list of prefixes and suffixes.

(Mohamed, 2007) pointed out, the use of graphic aids materials such as charts, maps, graphs, models, pictures or photographs- can be another effective tool to facilitate learning. (Wallace and kuffman, 1986) indicate that graphic aids: may assist students in more easily comprehending complex material or they may facilitate the presentation of large abstraction in small, more manageable pieces also they might assist students in ascertaining similarities within and differences between different situations.

## **Chapter three**

### **3 The Research methodology:**

The principal aim of conducting this research is to investigate the effective use of wall charts in teaching English vocabularies to primary school students. The current research study To answer the research questions, a questionnaire will be given to some teachers who are teaching English to students in different primary schools in Al-ajelat city. The questionnaire includes some questions that will investigate the use of wall charts in this stage of learning.

#### **3.1 Participants**

In this research study the participants were selected randomly. They were 16 primary school teachers in three different schools which are Asma Bent Abobker, Al-markazia and Shohada Ai-ajelat. All teachers were Libyan, and their age ranged from 30 to 45. The sample was mixed i.e. males and females and they were from the same environment.

## 3.2 Instruments (Data collecting)

This part is a very important in any research study. Failing of choosing the suitable type of data collecting may lead to invalid or unreliable results. This study used a quantitate type of data collecting which was a questionnaire. The researcher used google forms to establish her questionnaire. It contained six questions and it was distributed by emails. It took her about seven days to get the all replies.

## 3.3 the procedure

The researcher distributed the questionnaire online. Teachers were asked to indicate to what extent they experience the use of wall charts as a teaching aid inside their class rooms within 5 items, they chose from five options: strongly agree, agree, neutral, disagree, strongly disagree.

## Chapter four

### 4. Data analysis

According to the distributed questionnaire data were collected as following: 75% of teachers strongly agreed that teaching aids are very important to improve the teaching and learning process, whereas only 25% of them said agreed. Chart 3.1 shows the results

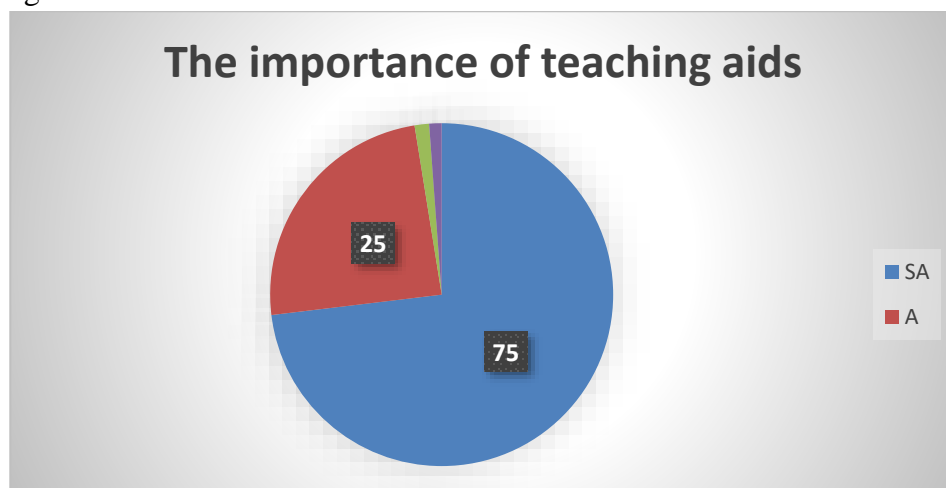


Chart4.1

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The second point in the questionnaire was about using the suitable teaching aid in a language classroom. The results showed that about 37.5% of teachers strongly agreed, 56.3% of them agreed and only 6.3% were neutral. Chart 3.2 gives more information.

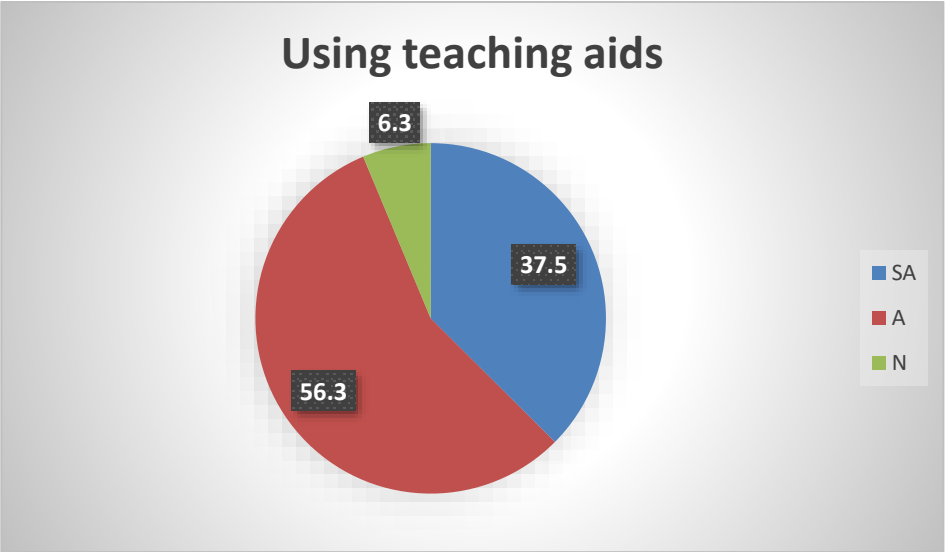


Chart 4.2

The third point in the questionnaire dealt with one type of teaching aids, which is wall charts. And the point was whether wall charts are easily prepared or not. The results showed that about 62.5% of teachers strongly agreed where as 25% of them agreed and only 12.5% were neutral. Chart 3.3 shows the results during a pie chart.

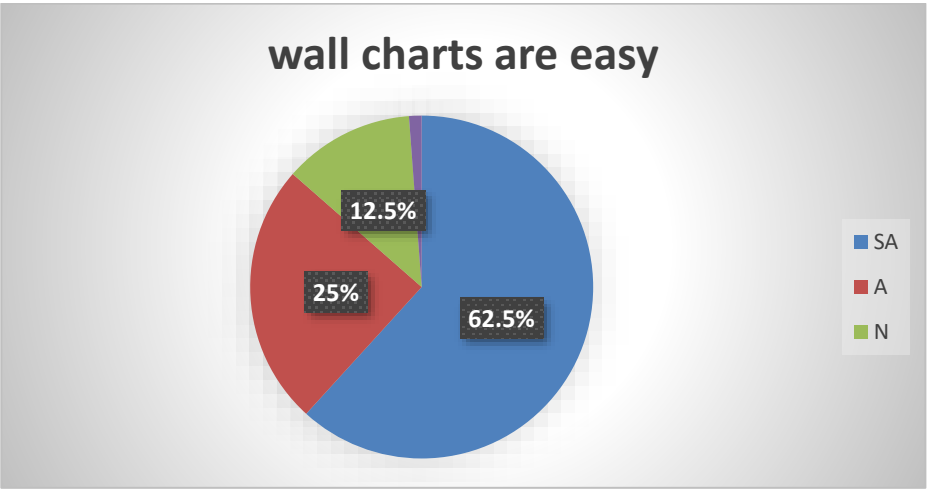


Chart 4.3

The researcher tried to find out whether wall charts are useful for learning new vocabulary or not during the fourth point in the questionnaire. The results were as following: 62.5% of the teachers strongly disagree, 31.3% disagree and only 6.3% agree. Chart 3.4 shows the results.

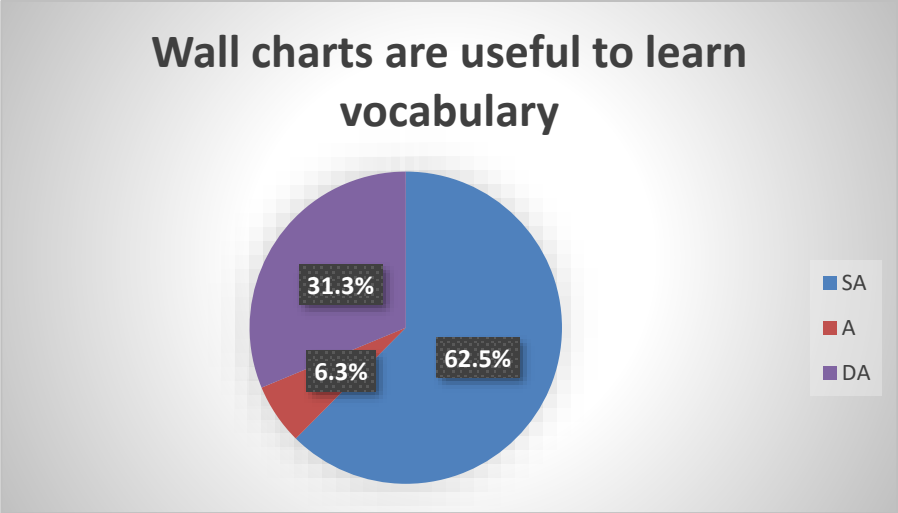


Chart 4.4

The fifth point relates to the preparation of wall charts and how they should be to achieve their goal. The researcher said that wall charts should be clear, colorful and well prepared. About 35% of teachers who agree and who

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strongly agree were about 40% and those who were neutral were about 25%. The results are shown in chart 3.5.

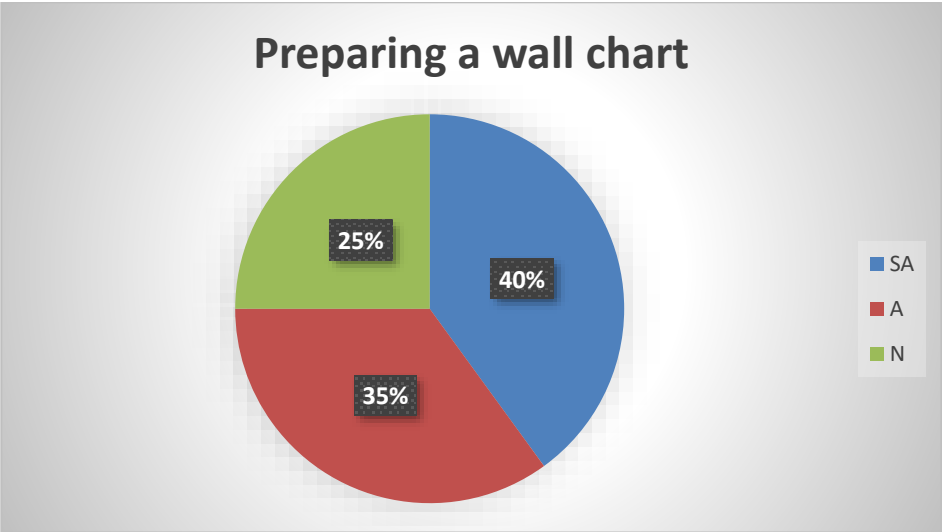


Chart 4.5

In the last point of the questionnaire the researcher pointed out that teaching aids are so helpful to students and about 75% of the teachers strongly agree while 25% of them agree. The chart 3.6 shows the results.

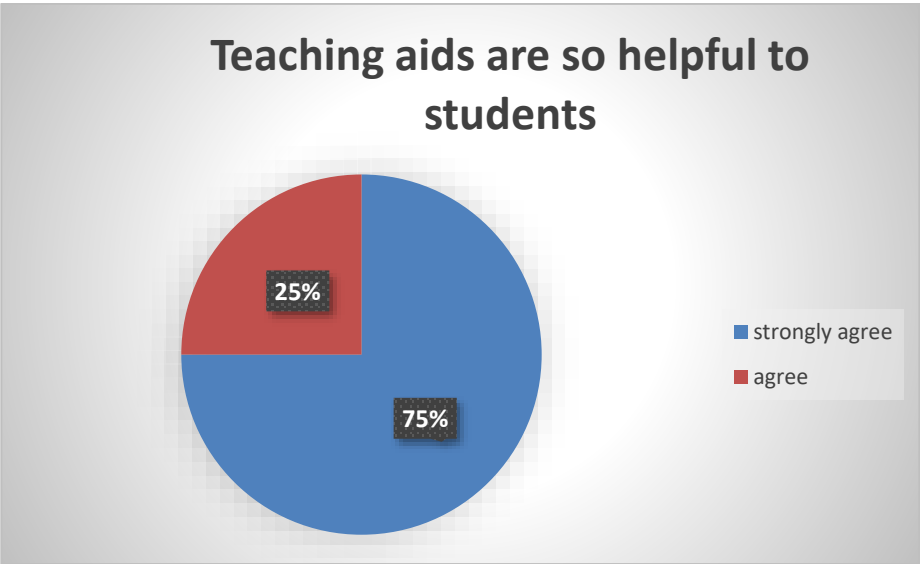


Chart4.6

## **Chapter five**

### **5. Dissection**

According to the first research questions the researcher found that:

**Q1. How can teaching aids be important to help teachers teach and their students learn?**

The results of the questionnaire showed that both teachers and students are interested in learning vocabulary through using wall charts. Teachers feel that these charts can help them while preparing their lessons. These charts give teachers the inspiration to perform well during the class. For students, charts can be helpful while reading and memorizing new vocabulary.

**Q2. When and how can teachers use wall charts?**

**Q3. In what ways can wall charts be a help to teachers and learners of English?**

Question two and question three refer to the time and the way of using wall charts, also whether these charts are helpful or not.. Here teachers indicate that charts are so easy to prepare as well as easy to use. Teachers are able to prepare charts at any time and with any lesson. Wall charts work as facilitators. They simplify the given material to be suitable for all students.

**Q4. In order to get students involved, do teachers ask them to prepare some of the charts needed in a lesson?**

In this question, the researcher found that most teachers ask their students to prepare the wall charts, because preparing such these aid is very funny, simple and doesn't cost too much money. Students feel excited while preparing their own work. It helps them to memorize.

### **6. Conclusion**

In conclusion, it is clear that wall charts are so helpful for teaching vocabulary. These aids can be used to facilitate the learning and teaching process. Teachers as well as students can deal with this type of aids. Wall charts, flash cards, maps, calendars...etc all types of teaching aids can add a great value to the field of vocabulary learning. New teaching strategies are now part from the teachers' work experience. Qualifications of teachers are

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measured by the use of teaching aids. Some aids are easy to prepare but difficult to use. The role of teachers is to facilitate the materials through the use of such aids.

### **7. Recommendations**

At the end of this study the researcher recommend that future studies can be done to investigate the role of different teaching aids. The use of games in learning vocabulary for example. Each sort of teaching aids have a special effect on the learning process. Songs and videos to memorize vocabulary and sentences this is another field which need to be studied.

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