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THESIS:
THE APPLICATION OF DRAWING TASK STRATEGY IN
THE EFL (ENGLISH AS A FOREIGN LANGUAGE)
CLASSROOM

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The application of drawing task strategy in the EFL (English as a Foreign Language)
classroom

Zbatimi i strategjisë së detyrave me vizatim në të mësuarit e gjuhës angleze si
gjuhë e huaj

Примената на задачите со цртање при изучувањето на англискиот јазик како
странски јазик

Declaration

I, the undersigned, hereby declare that this research thesis is my own original work and that all the sources have been accurately reported and acknowledged.

The present thesis has not been in it's entirely or in part, submitted to another university for the award of an academic degree in this form.

Signature: _____

Date:

Brikena Kica

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Parathënie

Gjuha është burim primar i komunikimit. Disa gjuhë fliten nga një numër shumë i madh i popullatës në botë dhe disa fliten nga një numër i vogël. Gjuha angleze ka fuqizuar komunikimin anekënd botës. Duke u bazuar në rëndësinë e kësaj gjuhe, studentët në shumë shtete i japin rëndësi të veçantë të mësuarit e gjuhës angleze që të jenë më të kompletuar për tregun ndërkombëtar. Gjuha angleze luan një rol të madh në përceptimin dhe kuptimin e kulturës perëndimore, si dhe në integrimin në ekonominë dhe zhvillimet perëndimore. Duke pasur parasysh rolin dhe rëndësinë e gjuhës angleze në këtë fazë ku bizneset dhe organizatat e tjera zhvillojnë ndikim ndërkombëtar dhe veprojnë në nivel ndërkombëtar, politikëbërësit edukativ ndryshuan mënyrën e të mësuarit të gjuhës angleze nëpër shkolla. Në Maqedoninë e Veriut në shkollat fillore dhe të mesme gjuha angleze llogaritet si një nga lëndët kryesore.

Gjetja e një modeli për të mësuar më lehtë gjuhën angleze është duke u hulumtuar dhe studiuar nga një numër i madh i hulumtuesve. Gjatë kërkimit të strategjive të reja të mësimi, është theksuar se zbatimi i strategjisë së detyrave me vizatim ndihmon në memorizimin e fjalëve të reja dhe lehtëson të kuptuarit e leximit. Mendimet se detyrat me vizatim ndihmojnë në memorizimin e fjalëve të reja dhe në të kuptuarit e leximit, normalisht që ndryshojnë nga autor të ndryshëm. Disa studiues mbanin mendime pozitive dhe ishin në pajtim rreth efekteve pozitive të ndikimit të detyrave me vizatim në memorizimin e fjalëve të reja dhe në lehtësimin e të kuptuarit në lexim, ato besojnë se ka përfitime afektive dhe kognitive për nxënësit, mësimin e tyre dhe marrëdhëniet mësues-nxënës.

Gjatë kërkimit të strategjive të reja të mësimi, është theksuar se zbatimi i strategjisë së detyrave me vizatim në memorizimin e fjalëve të reja dhe në të kuptuarit e leximit ka rol të rëndësishëm në relaksim dhe ndihmon në fitimin e njohurive në mënyrë më efikase. Kjo mënyrë e të mësuarit të fjalëve të reja mund të jetë e papërshtatshme nëse nuk aplikohet në moshën e duhur, nëse mësimdhënësi nuk di të organizojë orën mësimore dhe të jap udhëzimet e duhura për secilën detyrë. Prandaj ky studim ka hulumtuar zbatimin e strategjisë së detyrave me vizatim në memorizimin e fjalëve të reja dhe në lehtësimin e të kuptuarit të leximit në mësimin e gjuhës angleze. Ka shqyrtuar përceptimet e nxënësve ndaj kësaj metode, praktikën e përdorimit, reagimet e nxënësve ndaj përdorimit të metodës me vizatim në memorizimin e fjalëve të reja dhe në të kuptuarit e leximit, a është tërhekëse dhe a ndikon pozitivisht tek nxënësit.

Pjesëmarrësit në këtë hulumtim ishin nxënësit e shkollës fillore “Vëllezërit Milladinovci”, klasa e gjashtë në Strugë. Janë përdorur dy metoda të ndryshme për mbledhjen e të dhënave dhe për të marrë përgjigje nga grupet e testuara të nxënësve. Rezultatet nga këto dy instrumente për grumbullimin e të dhënave janë bashkuar për të arritur tek një konstatim që zbuloi se shumica e nxënësve ishin të kënaqur me mënyrën e të mësuarit me vizatim, dhe ishin më produktiv për sa i përket memorizimit të fjalëve të reja dhe të kuptuarit e leximit. Pohtu në bazë të rezultateve të këtij studimi kuptojmë që zbatimi i kësaj strategjie e rrit interesimin e nxënësve dhe motivimin e tyre për të mësuar sa më shumë fjalë të reja në gjuhën angleze, i bën nxënësit më të relaksuar dhe zvogëlon ankthin për të mësuar së bashku me nxënës të tjerë, rrit vetbesimin e nxënësve në shprehjen e mendimit dhe ideve të tyre personale dhe nxënësit kanë qenë më të koncentruar në mësim.

Pra ky studim konfirmon vlerën pozitive që ka zbatimi i strategjisë së detyrave me vizatim në memorizimin e fjalëve të reja dhe të kuptuarit e leximit në mësimin e gjuhës angleze dhe rekomandon në përdorimin e kësaj strategjie lidhur me mësimin dhe moshën e nxënësve, duke krijuar një atmosferë më stimulative për nxënësit.

Fjalët kyçe: Detyra me vizatim; Memorizimi i fjalëve të reja; Të kuptuarit e leximit; Gjuha angleze si gjuhë e huaj; Strategji e mësimdhënies.

Abstract

This study investigates the application of drawing task strategy in English as a Foreign Language (EFL) classroom. In this study were involved sixty randomly selected Albanian speaking pupils where both genders were included. The results reported here are part of two experimental studies which sought to look at the benefits of using drawing task strategy for memorizing new vocabulary and pupils' reading comprehension in EFL classroom. The data were collected through: pre-test, post-test and reading tests. The results of the data collected through pre-test and post-test, regarding the first experiment, showed that drawing tasks strategy was a successful strategy in memorizing new vocabulary in EFL classroom. In addition to that, the results of the data collected through reading tests, regarding the second experiment, revealed that drawing task strategy facilitates pupils' reading comprehension in EFL classroom. The study proves that this creative and effective strategy in memorizing new vocabulary and reading comprehension will serve pupils throughout the process of learning English as a foreign language.

Keywords: Drawing task; Vocabulary memorizing; Reading comprehension; EFL classroom; Teaching strategy.

1. Introduction

In this world of language diversity, English is spoken in many countries as a main language, in some as a second language and the vast majority learns it as a foreign language. One language "is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs" (Aleidine & Theresa, 2015, p. 327). The process of learning English as a foreign language includes learning new words in the target language which tends to enrich and expand the vocabulary of the learner. People use vocabulary or different words while they are communicating in order to convey information or express their feelings.

An important ability that a learner should enhance while learning a foreign language is his/her speaking skills. By speaking skills, I refer to the vocabulary size that one may have because "no matter how good the students master the grammar of a language, it is useless without a good command of vocabulary" (as cited in Zunita, Harun, Maimun and Nurul, 2016, p. 483). Moreover, it is important to find an effective teaching strategy which will help the learner to memorize new words faster, improve language skills and achieve his/her individual learning objectives successfully. Therefore, it is important for the teacher to apply effective teaching strategies in the classroom which "require[...] flexibility, creativity and responsibility [...]" (Cristina, 2012, p. 398).

Another important aspect while learning a foreign language is to improve reading comprehension skills. Reading comprehension can be defined as "the perception, making sense of and comprehension of written matters [...]" (as cited in Aksan & Kisac, 2009, p. 835) and maybe considered as a challenge for the learners of a foreign language. Many researchers claim that finding a useful reading comprehension strategy is essential and crucial to master our reading skills because learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations" (as cited in Zare, 2012, p. 164). Therefore, drawing task

strategy is used in this study as a significant strategy which facilitates reading comprehension at learners who study English as a foreign language.

This study reveals the impact of practicing drawing tasks strategy in the EFL (English as a foreign language) classroom as a helpful strategy for pupils to memorize new vocabulary easily and comprehend reading texts. The purpose of this study is to find out whether drawing task strategy is more beneficial than writing strategy in vocabulary memorizing in the EFL classroom and whether drawing task strategy is a useful strategy which helps reading comprehension. The reason why I have chosen to test these particular tasks in a classroom where English is learned as a foreign language is because drawing has the potential to help people comprehend and memorize new words easily and it makes them “elaborate the physical features and create an image of that specific item which remains as a visual image in their memory and it is easy to recall it later”(Wammes, Meade, and Fernandes, 2016, p. 1755).

While drawing strategy focuses mainly on depicting the visual image of a certain word, the writing strategy emphasizes the importance of writing skills such as writing a paragraph or a short essay, fill in the blanks, answer questions, matching part of the sentence, etc. The usage of these two aforementioned teaching strategies in EFL classroom will lead us to the conclusion of this study and will clearly reveal which of these two teaching strategies is more efficient in memorizing new words and reading comprehension in learning English as a foreign language.

1.1.Teaching English as a Foreign Language in primary school

1.1.1. Effective teaching

Teaching is considered significant for centuries, in terms of the role and importance it has for society and its development. Maryellen Weimer (2003, as cited in Raba, 2017) defines effective teaching as “teaching that includes the cultivation of thinking skills, stimulating interest in the subject, and motivating students to learn” (p. 46). The organization of the teaching and learning process is teacher’s own master, also the successful organization of the curriculum content and achievement of the course results. In the learning process, the teacher should consider the most effective teaching strategies and a good lesson planning, which enable effective teaching.

Ahmed M. Raba (2017, pp. 44-45), identifies some important characteristics of effective teaching. First, he claims that an effective teaching practice motivates students to cooperate together, therefore teachers should encourage students to participate in all activities in the classroom and to stimulate discussion. Second, he notes that teachers should encourage project-based learning which improve different skills from seeing and doing. Third, he claims that effective teaching practices help teachers to provide feedback about students’ progress. Fourth, he agrees that teachers should set high expectations for each students’ performance by giving them challenging tasks. Furthermore, he states that the teacher should check the students regularly throughout the lesson in order to make sure they do not face any difficulties in learning and comprehension. Also, he accentuates the importance of creating a friendly setting in the classroom with the idea of increasing students’ self-esteem in communication. Creating a friendly setting in the classroom is very important. Students of the same age group differ from each other in aspect of personality and preferences. Each one of them has a different learning style, emotional and social maturity. Different students have

different learning outcomes therefore the teacher should find an appropriate strategy which will benefit to all students equally. For this reason, effective teaching plays a significant role in education because “effective teaching pedagogies can result in using the most beneficial kind of knowledge which in turns will achieve good and fruitful learning outcomes” (Raba, 2017, p. 45).

In contrast, “lack of effective education is one of the greatest barriers to success and achieve learning purposes” (Raba, 2017, p. 45). Based on his study about the importance of teaching English as a foreign language, PavolJozef Safarik (2017) reveals some of the problems that prevent effective teaching in the classroom. These are mentioned in the following:

- Learners often do not know what the goal of the lesson is. Because of the lack of clear lesson objectives, the activities done by the learners (which should ensure variety and should enable the learners to practice in different context) often confuse the learners and are counterproductive.
- The four skills[speaking, listening, writing and reading] are not connected in the teaching process logically: listening with speaking for example, but often practiced isolated or in a sequence that hamper learning.
- Frontal teaching still dominates the teaching process and more effective forms of work, for example teaching others or practice by doing are mostly not included in the learning process.
- Writing and reading dominates over speaking and doing.
- Learning during the lesson is replaced by doing activities; memorizing is considered equal with rote learning and is deliberately avoided.
- Homework is over dimensioned and fundamental parts of school work are shifted tohomework.
- Time management and effective lesson organization leaves much to be desired.
- There is no observable method used on the lesson, but a mixture of many different methods often originating from conflicting approaches. (p. 137)

1.1.2. Teaching English language in primary school

Teaching English in primary schools means teaching young learners between 6-12 years old (the age may slightly differ depending on the country where they live). They are still young and they differ in the aspect of English language proficiency. Some of them may already know some English or have excellent English skills, and others may know nothing about English. Furthermore, pupils who are interested in learning English language should be encouraged and assisted by applying an effective teaching strategy, while those who are not interested in learning English should be motivated and supported by showing them that English language is exciting and fun.

Learning English language as a foreign language at an early age is easier than in adulthood. Elementary school students are at optimal age to learn a foreign language because when they learn their first language, they can use the same learning method to learn a foreign language. Many experts agree that “learning the language before the age of ten years allow children to speak correct and fluent as an indigenous person” (Ghasemi & Hashemi, 2011, p. 872). Learning a foreign language after the optimal age could be more challenging. In their study about the

importance of learning a foreign language at an early age, Babak Ghasemi and Masoud Hashemi (2011) claim that “early childhood is the best time for language acquisition. Ease of learning a foreign language diminishes with age. Between birth adolescence the brain is hard-wired to acquire language naturally. As child approaches puberty, the nature of language learning and storage changes, becoming less flexible” (p. 875). In addition to that, learning foreign language vocabulary pronunciation at an early age is more efficient than in older stages of life. Walsh and Diler (1981, as cited in Madya et al., 2004) argue that the ability of people to acquire different aspects of language varies throughout stages of life and they conclude as follows:

Lower-order processes such as pronunciation are dependent on early maturing adaptive macro neural circuits, which makes foreign accent difficult to overcome after childhood. High-order language functions, such as semantic relations, are more dependent on late maturing neural circuits, which may explain why college students can learn many times the amount of grammar and vocabulary that elementary students can learn at a given period of time. (p. 199).

In accordance with the above mentioned arguments, it could be said that teaching English language as foreign language in primary schools could have many advantages. English language is an international language and most widely used because “the rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries” (Broughton et al., 2003, p. 3). Moreover, speaking English language enables students to socialize with people from different countries and gain information about other cultures which differ from their own therefore they become more respectful and tolerant. Another advantage of learning English as a foreign language is the ability to study abroad and to find a better job opportunity. In most developed states students have the possibility to study in English language inside or outside their country only if they meet the requirements of the language proficiency. In addition to that, “half the world’s scientific literature is written in English” (Broughton et al., 2003, p. 3), therefore speaking English language helps you to improve and develop your professional career by reading different scientific literature and participating in different international practical trainings, conferences, meetings that are organized around the world. Other benefits of learning English as a foreign language include: “enhancing economic competitiveness in the external surface, improving global communications and maintains and manage political and security interests of a country” (Ghasemi & Hashemi, 2011, p. 872). Therefore, people should start learning English language at early ages since primary school in order to achieve fluent language proficiency in the future.

1.1.3. Talented or advanced learners

Elementary years are considered crucial in acquiring English as a foreign language. Depending on the place where people live and the proportion of ethnic minorities that attend the elementary school, there may be pupils that are more or less advanced in English. Whereas the less advanced pupils should be taught in the appropriate method, the language skills of the advanced students should be improved continuously, their areas of difficulties should be identified, and their learning capacity should be encouraged. Therefore, teachers should prepare a challenging curriculum and work on their strengths and weaknesses in order to achieve their full potential.

This issue is considered by Carol Ann Tomlinson (2001). In the following are listed some of her reasons which prohibit advanced learners to achieve their full potential:

- **Advanced learners can become mentally lazy, even though they do well in school.** We have evidence (as cited in Tomlinson, 2001) that a brain loses capacity and “tone” without vigorous use, in much the same way that a little-used muscle does. If a student produces “success” without effort, potential brainpower can be lost.

- **Advanced learners may become “hooked” on the trappings of success.** They may think grades are more important than ideas, being praised is more important than taking intellectual risks, and being right is more valuable than making new discoveries. Unfortunately, many advanced learners quickly learn to do what is “safe” or what “pays,” rather than what could result in greater long-term learning.

- **Advanced learners may become perfectionists.** [...]. When people get excited about their performance, these students often assume it’s possible to keep being the best. Because they attach so much of their self-worth to the rewards of schooling and because those rewards are accessible for years at a time, advanced learners often don’t learn to struggle or fail. Failure then becomes something to avoid at all costs. [...]. Creative production typically has a high failure-to-success ratio. Students who have the capacity to be producers of new knowledge but who are afraid of failure are unlikely to see their productive capacity realized.

- **Advanced learners may fail to develop a sense of self-efficacy.** Self-esteem is fostered by being told you are important, valued, or successful. Self-efficacy, by contrast, comes from stretching yourself to achieve a goal that you first believed was beyond your reach. Although many advanced learners easily achieve a sort of hollow self-esteem, they never develop a sense of self-efficacy. These students often go through life feeling like impostors, fearfully awaiting the inevitable day the world will discover they aren’t so capable after all.

- **Advanced learners may fail to develop study and coping skills.** When students coast through school with only modest effort, they may look successful. In fact, however, success in life typically follows persistence, hard work, and risk. In many cases, advanced learners make good grades without learning to work hard. Then when hard work is required, they become frightened, resentful, or frustrated. In addition, they “succeed” without having to learn to study or grapple with ideas or persist in the face of uncertainty. We graduate many highly able students with “evidence” that success requires minimal effort, and without the skills necessary to achieve when they discover that evidence is invalid. (pp. 11-12)

From the above mentioned comments it could be said that advanced learners should be encouraged when they face difficulties while learning or when they fail. Teachers should find teaching methods to motivate students and prepare challenging tasks therefore they will reach their full potential and will not become mentally lazy.

1.1.4. Struggling learners

In primary schools there are also students who are less advanced in English or struggle with learning. These students do not face any intellectual disability but there can be many reasons that cause them difficulties achieving good results while learning English as a foreign language.

According to Hendricson and Kleffner (2002) this struggling learner or “challenging student” belongs in one or more of the following categories:

- has difficulty learning or performing up to expectations,
- is distracted and does not devote full attention to academic responsibilities,
- is difficult or unpleasant to work with; for example, has an attitude problem or is defensive, and does not appear to be motivated to learn. (p.44)

In English as a foreign language classroom some students might face difficulties in improving language skills such as: speaking, writing, reading and listening. This language deficiency hampers them to maximize their capacity in learning. Elke Schneider and Andrea Kulmhofer (2016) agree that “the stronger the knowledge of one or several languages the better the performance in the new language” (p. 5). Throughout years of research about language teaching they claim that “difficulties in one language may resurface in additional language learning contexts” (Schneider & Kulmhofer, 2016, p. 5). Moreover, Ganschow L. and Sparks R. (as cited in Schneider & Kulmhofer, 2016) claim that “specifically phonological processing tasks (pronunciation) and phonological-orthographic processing tasks (reading, writing, spelling) may lead to early signs of struggle and/or failure in the FSL (foreign/second language)” (p. 5).

Carol Ann Tomlinson (2001) numbers some principles that would help struggling learners to achieve better results:

- Be clear on what students must know, understand, and be able to do in order to grow in their grasp of a subject. Teacher fog will only obscure an already difficult view for struggling students.
- Set important goals of understanding and use of ideas for struggling students, then figure out how to build scaffolding leading to student success in those goals. Don’t dilute the goals.
- Work for learning-in-context. In other words, help the student see how ideas and skills are part of their own families and neighborhoods and futures. Helping students connect their lives with ideas and skills presupposes that, as teachers, we understand the students’ neighborhoods, cultures, and families and what connections are possible.
- Plan teaching and learning through many modalities. If a student has heard about an idea, sung about it, built a representation of it, and read about it, success is far more likely than if one avenue to learning predominates.
- Continually find ways to let the student know that you believe in him or her—and reinforce legitimate success whenever it happens. If I believe in you, I’ll find a way to ensure that you succeed, and will be sure to point out that success to you whenever it is genuine and earned. (p. 14)

1.1.5. Teacher’s role in the classroom

Teachers have a significant role in classroom organization and management, and to maintain the continuity of an effective lesson. It is important to treat and respect all students equally regardless of their learning outcomes. Moreover, the classroom is the main focus for most teachers “what actually happens there, what kinds of personal encounter occur there—and teaching is very much a matter of personal encounter—and especially what part teachers themselves play there in facilitating the learning of the language” (Broughton et al., 2003, p.12). Teachers should meet the needs of all students in order to accomplish an effective teaching.

For example, in an EFL classroom the teacher is supposed to use English as a main language for communication with students. Interaction in a target language is the essential part in learning a foreign language. Students should consider EFL classroom as “speech community” in which the language used by the teacher has a significant impact in improving learner’s communication skills (Meng & Wang, 2011, p. 99). Rodney H. Jones, English teaching professor, claims that “through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange” (as cited in Meng & Wang, 2011, p. 99).

Creating a warm and interactive atmosphere in a classroom is an important aspect in teaching a foreign language. It would be a great advantage if teachers in primary school are more creative; open-minded; flexible; and student oriented. Teachers should create a friendly environment in the classroom therefore the learners will be more comfortable in communication and sharing their own opinion. In addition to that, the use of discipline in the classroom is considered necessary but the teacher should not tend to transform it to harsh discipline or punishment because “punishments demonstrate the failure of well-meaning pedagogic intention” (Pongratz, 2007, p. 29). Fear and anxiety do not allow pupils to participate and be productive in the classroom. Therefore, learners should be allowed to express their own ideas; to ask questions when they face difficulties; and not be afraid to make mistakes but to learn from them.

According to Ashleigh C. (2020), a teacher and TEFL certification graduate, teachers fulfil many roles in the classroom but those that are most important are listed in the following:

1. *The teacher is a participant.* Teachers should apply an appropriate teaching method to inspire learning autonomy. Teachers commitment should guide learners to take ownership of their learning and to realize the importance of learning and its benefits. Teacher is a participant in class activities and encourages discussion. Teacher as a participant should create a friendly environment in the classroom and to not be dominant but to maintain balance between teacher and student interaction, thus increasing learners’ self-esteem in learning English language.
2. *The teacher is a facilitator.* Teachers should facilitate students’ learning by offering them guidance and teaching them skills on how to learn easily and discover new information. Teacher’s collaboration with learners and a carefully prepared lesson plan facilitates student’s ability to expose their knowledge.
3. *The teacher is a counselor.* Teacher can be considered as counselor because he/she awards and praises learners who gave great effort in learning a foreign language. In this way the teacher motivates the students to achieve success and encourages struggling students to try harder.
4. *The teacher is a resource.* Teachers are available to offer help, advices, support, correction, and assessment after learners complete the assigned activity. The learners are able to consult their teacher when is necessary. On the other hand, it is teacher’s responsibility to instruct students how to use available resources on the internet or library for themselves so that they do not become dependent on teachers.

5. *The teacher is an assessor.* Teacher assesses students' knowledge in different methods (written or oral) throughout the course. Teachers give feedback to students continuously in order to follow the progress of their learning and to find out their difficulties and how to improve them. Students' assessment is important for teachers to use effective teaching strategy and plan appropriate activities for learners to improve their learning. Students need to be assessed beforehand for a teacher to know the proficiency level of the learners and to apply an effective teaching strategy that meets the students' needs.
6. *The teacher is a manager.* Managing is essential for a teacher to handle a class. An effective class management requires an effective lesson plan, interesting and friendly teaching environment, beneficial and interactive lesson that requires all students' engagement in class activities. The teacher adapts different teaching techniques to successfully achieve an effective learning.
7. *The teacher as an evaluator.* A teacher must evaluate learners correctly and fairly. Students face difficulties while learning a foreign language, while teacher focuses not on their weaknesses but on their achievements in order to motivate and encourage students to improve their learning. (Ashleigh, 2020)

From the aforementioned paragraph it could be said that teachers have many significant roles in the classroom in order to organize a productive lesson. In addition to that, there are cases when the teaching process is not well managed and organized. Xuemei Meng and Xuesong Wang (2011) throughout their study and investigation about teachers' role in the classroom, they encountered some problems in the teaching process:

- Many teachers are found to occupy most of the time in classroom by introducing, explaining, telling and giving—a real kind of monologue. As a result, less time is given to the students to interact with teachers and their classmates.
- Many of teachers' language lack meaningful interaction between teachers' language and learner output.
- Most teachers have been accustomed to the traditional way of teaching foreign languages, in which teachers are regarded as an authority who dominant the whole of the class and indulge themselves in being the center of attention.
- No attention is paid to the influence of teacher talk on learners' output. [...]. Because most language teachers overlook students' need.
- The disadvantages in teachers' language also lie in teachers lacking of good mastering of the target language.
- More display questions are asked instead of referential ones, by which teachers' language is confined to a form of questions and answers. And in most cases, teachers are usually impatient to give answers to the questions, which turns out to produce a coercive output. (p. 99)

1.1.6. Teacher interacting with learners

Practicing a language through communication could be considered essential for learning a target language. Teacher-learner interaction is significant in EFL classroom because it enables students to communicate and express their knowledge without hesitation. Enamul Hoque

(2016) based on the findings of his study about teacher-learner interaction, he shares some suggestions for the teachers to consider while they are teaching:

1. Find out about your students' interests, experiences, hobbies, career goals... As often as you can, relate the content to students' interests.
2. Use lots of examples, illustrations, anecdotes, stories.
3. Use humor, and make fun.
4. Admit mistakes, lack of knowledge. Don't try to be THE authority. Instead, model where students can find the information. Knowing where to find the answers is just as important as knowing the answers.
5. Talk less than your students do.
6. Encourage interaction among students. Use group work, encourage discussion, try brainstorming, role playing, whatever you feel comfortable with. Try something
7. Give positive feedback, verbally (praise) and non-verbally (make eye-contact, smile, nod).
8. Make sure that the level of teaching matches students' background, ability, and experience.
9. Check that the relevance of what you're doing is clear to the students.
10. Use as much VARIETY in your methods and materials as possible.
11. Encourage students to make decisions about their own Learning -- give them CHOICES, act on their suggestions.
12. If possible, encourage students to have input into how they will be evaluated.
13. Engage students in their learning. Activity is much more motivating than passive listening or passive responses. The more students DO, the more they will learn. (pp.4-5)

From the above mentioned it could be said that, nowadays, teachers try to find relevant materials and sources in order to teach students beneficial information therefore they would be able “to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society” (Del Rosario et al., 2017, p. 5). Teachers attempt to accomplish an effective teaching; to research, describe and change the teaching approach based on variety of goals; to ensure well-functioning of the lesson and to make sure that the time is used wisely. In addition, learners contribute to the teaching process too. Students can inform teachers when the teaching materials or assignments are too difficult or too easy, when the lesson is interesting (and when it is not), when they need instruction and help, and when they are able to work independently. Teachers and learners collaborate and together they share ideas about the teaching program of the course; set goals; monitor progress; discuss their success and failures; and attempt to multiply their successes and learn from failure.

In contemporary education there is a straightforward interaction between the teacher and students. The teacher does not master competence in the classroom otherwise lack of interaction narrows students' creativity and knowledge. The teaching methods that are implemented in contemporary pedagogy are considered beneficial and appropriate for accomplishing desirable educational results in acquiring knowledge or a new language. The application of some traditional methods, such as Grammar-Translation Method, prevent learners to fulfil their potential in learning a foreign language. The purpose of Grammar-Translation Method is that “students [will] learn about grammar rules and vocabulary

of the target language” (Larsen-Freeman, 2000, p. 17). Moreover, in the classroom “students study grammar deductively” which signifies that the teacher gives explanation about the grammar rules which students have to learn by heart and be able to use them in a sentence (Larsen-Freeman, 2000, p. 18). The disadvantage of this method is that it does not focus on communication or interaction in the classroom, but in “grammar translation method the teacher gets the students to analyze the language rather than to use it” (Natsir & Sanjaya, 2014, p. 58). On the other hand, in contemporary education teachers try to combine different teaching methods by using different teaching materials and sophisticated equipments therefore the students will be able to improve all language skills. Nowadays different kind of teaching methods are developed each and every day and are used in classroom, such as: The Audio Lingual Method; Direct Method; The Silent Way; Desuggestopedia; Communicative Language Teaching; Content-based, Task-based, and Participatory Approaches; Total Physical Response, etc., (Larsen-Freeman, 2000).

1.1.7. Motivation and the use of art in EFL classroom

Motivation is one of the main factors in learning a foreign language. Gardner C. R. (1985, as cited in Buendia & Ortega-Martin, 2018) considers motivation as “a combination of effort and desire to achieve the goal and favourable attitudes towards it” (p. 30). According to Espinar R. and Ortega-Martin J. L. (2015, as cited in Buendia & Ortega-Martin, 2018): “Motivation will be understood as the reason that encourages students to freely devote their time to a specific activity. It will foster students not only to initiate that activity, but also to continue working on it throughout their lives” (p. 28). Motivation plays a significant role in achieving your learning goals. Even intelligent learners or individuals with outstanding academic outcomes without learning motivation are unlikely to be successful in accomplishing their academic goals (as cited in Kassing, 2011, p. 13).

There are many researchers who define the importance of motivation in learning a foreign language, such as J. Hadfield & Z. Dörnyei (2013, as cited in Yagcioglu, 2017) state that:

Language teachers frequently use the term “motivation” when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner’s enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language. (pp. 100-101)

Furthermore, R. Wilmolmas (2013, as cited in Yagcioglu, 2017) claims that:

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students’ motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. (p. 101)

Teachers behavior plays a significant role in students' motivation. Madrid D. (1999, as cited in Buendia & Ortega, 2018) mentions that "teachers' behaviour and their way of organizing the class causes changes in students' motivation. And, since behaviour could be affected by motivation, we could conclude that teacher's motivation in what he/she is doing could affect learners' motivation" (p. 30). Teachers should complement students when they successfully complete an assignment or to encourage them to improve their language skills and to learn from their mistakes. Lack of motivation in the classroom directly affects students learning, their commitment and engagement in class activities, and it affects students' interest in completing their homework.

Motivation is one of the biggest challenges facing education today. To achieve successful education, teachers should attempt to motivate students and must take into account that students are human beings with complex needs and desires and they are not objects. When teacher design a language course, they should consider the fact that each student has different interests and expectations. Students have different goals for learning a language, therefore it is important that teachers identify subtends' goals and needs, and to develop appropriate motivational strategies. Dörnyei Z. (2001, as cited in Buendia& Ortega, 2018) mentions four main strategies that can contribute to achieve students' positive attitude toward learning:

- Enhancing the learners' language-related values and attitudes
- Increasing the learners' "goal-orientedness"
- Making the curriculum relevant for the learners
- Creating realistic leaners beliefs. (p. 31)

Teachers apply different teaching methods in order to maintain motivation in the classroom. According to Amara (2020) an English teacher and trainer, motivation in EFL classroom can be achieved in the following ways:

1. *Pair work or Group work.* If teachers use pair work or group work successfully, it will increase all students motivation to participate in activities during the lesson. Collaboration and interaction among students facilitates language learning. While learners work in groups or pairs, they communicate and help with each other in completing the assigned tasks such as writing dialogues, interviews, drawing pictures and discussing about them, play roles, etc. Some students are good at speaking, sharing opinion, another can be good at writing or role play, therefore students feel more comfortable when they collaborate together and learn from each other.

2. *The sitting of the students.* Depending on the number of the students in the classroom the teacher organizes the seating pattern in appropriate way therefore all the students will feel comfortable and satisfied. The seating of the students plays a significant role in achieving a successful and dynamic lesson. Teachers have different preferences for seating arrangements such as groups seated round small tables or desks in U-shape. Moreover, teachers should keep the following principles in mind:

a) *Try and maximise eye contact.* Both teacher to student and student to student. There should be eye contact with the person who is speaking in order to increase their motivation and self-esteem.

b) *Make sure students are seated at a comfortable distance from each other.* Large distance between students will cause “muted” atmosphere in the classroom therefore students should not seat alone or outside the groups.

c) *Think in advance about how you will organise changing partners or changing groups.* Teacher should organize group works and to instruct students so they would not get confused when they change the group they are working with

3. *The error correction.* It is important to correct students’ mistakes in order to improve their language skills. On the other hand, teachers should not stop at every single mistake that students make while communicating otherwise the students will be afraid to make mistakes and will stop communicating in the classroom. Furthermore, teachers should find a way how to correct their mistakes without humiliating them such as: self correction, peer correction and teacher correction.

4. *Role play.* Teachers use role-play in the classroom to motivate all learners and less motivated learners as well. Role-play activity can be found at student’s book such as: doctor and patient conversation, interview of customer and shop assistant, etc.

5. *Using realia, flash cards, stories and songs in teaching.* Using realia and flash cards facilitates teaching new vocabulary and it attracts students attention to match new words to items. Moreover, creating stories with students facilitates their speaking and writing skills. Singing and learning different songs in the classroom makes the lesson more fun and interesting for the learners. Songs helps students to learn vocabulary, grammar, pronunciation and motivates them to learn a foreign language.

6. *Using audio visual material: cassette player, video, computer...* Using audio visual material in EFL classroom is really significant because it makes the lesson more interesting, the students do not get bored and attracts students attention to participate in the activities assigned by their teacher.

7. *Using L1 in the EFL/ESL classroom.* There are few cases when the use of L1 in EFL/ESL classroom is considered important. Sometimes students need explanation about grammar rules in their L1 or beginners might face difficulties in formulating a sentence therefore they can say it in their mother tongue and the teacher can help them reformulate it. There are cases when the teacher has to translate a certain word that is unknown for the students. (Amara, 2020)

From the aforementioned, it could be said that the application of art or creative activities in EFL classroom increses students motivation in mastering a foreign language. Using teaching strategies that include creative activities such as; drawing tasks, visual images, songs, movies/videos, etc., creates an interesting and interactive atmosphere in EFL classroom. Moreover, art stimulates students’ imagination and encourages the to engage speaking, writing, listening and reading skills throughout the activities prepared by the teacher. David Nunan(as cited in Schander, Balma& Massa, 2013) an English teacher and linguist, claims that:

In traditional learning environments art and language would seem to be at opposite ends of the spectrum in the quest to motivate students. However, we believe that these

two fields do not necessarily stand apart and that their reciprocal virtues can invoke and provoke high levels of motivation that result in increased participation, especially one that will lead to meaningful text production.(p. 410)

Claudia Schander, Blanca M. B., and Augustin A. M. (2013) in their study about using art in EFL classroom state that using songs in EFL classroom encourages students' participation and "achieving language teaching aims since they can be used as theme-oriented units" (p. 410). According to them paintings or drawing tasks are considered effective teaching strategy "to teach productive skills and build a lexicon" (p. 411). Furthermore, they claim that "incorporating films into the EFL classroom means bringing language to life" (p.411). Jamie Keddie(as cited in Schander, Balma & Massa, 2013) an English teacher and trainer, emphasizes 7 reasons about the importance of using art in EFL classroom:

1. Art uplifts: students learn better when they are uplifted and one way of doing so is by aesthetically enhancing the learning environment by means of decoration.
2. Art is an accessible resource: it is all around us and it affects us all.
3. Art offers variety which is necessary in teaching to give a brisk pace to the class.
4. Art is a springboard to learning: it arouses curiosity, facilitates access to any subject or issue, leads to an unlimited new world and helps develop critical thinking skills.
5. Art seeds creativity: it sparks imagination and emotion and it may unlock creative thought.
6. Art is authentic: we can create a learning environment that comes to resemble the real world.
7. Art is communication: it considers personal responses that art evokes in us. Art may be loaded with symbolism which requires interpretation. Sometimes the best way to do this is to take a look at it and then share thoughts, which contributes greatly to developing communication in the classroom. (p. 410)

1.2. Why the application of drawing task strategy is important in memorizing new vocabulary and reading comprehension in EFL classroom?

A smart and motivated teacher leads to greater learning achievements. Teachers should be well prepared and trained to expose their creativity in the classroom in order to achieve their teaching goals. Many researchers claim that creativity in the classroom is considered significant in learning a new language (Richards, 2013). In addition to that, "creative teaching is said to increase levels of motivation and self-esteem on the part of learners and to prepare them with the flexible skills they need for the future" (Richards,2013, p. 20). Therefore, the use of drawing task strategy as a creative teaching strategy in EFL classroom has the tendency to stimulate students to think deeper, to concentrate longer, to use their imagination and to reveal their creativity.

The application of drawing task strategy in EFL classroom facilitates memorization. Memorization plays a significant role in learning a new language and "[it] can be defined as a strategy that focuses on the storage and retrieval of language" (Aliieh & Atefeh, 2015, p. 872). Moreover, two linguistic researchers, Cohen and Oxford claim that "[s]trategies such as memorization has the power to affect the language learning process by increasing attention and retrieval of information and also enhancing rehearsal, integration and encoding of language

material”(as cited in Alieh & Atefeh, 2015, p. 872). Therefore, it is significant to find a teaching strategy which will help students to memorize new vocabulary easily.

Apart from memorization, teaching vocabulary is essential in the process of learning a foreign language. In order to communicate successfully and convey their thoughts in a foreign language, the learners should master the vocabulary of that target language so the native speakers would be able to understand them. A researcher in linguistics, Thornbury claims that “without vocabulary nothing can be conveyed” (as cited in Sari, 2013, p. 8). As long as vocabulary includes all the words of a target language, possessing a rich vocabulary enables us to express our thoughts and to ensure fluency in speaking English as a foreign language. Vocabulary should be enriched gradually otherwise students will face difficulties in listening, speaking, writing and reading comprehension because “[in] listening, listeners hear words; in speaking they produce words, in reading they have to understand word and in writing they use words to express their thought” (Donal, 2012, p. 78). From the explanation above, it can be summarized that learning vocabulary is essential in mastering a foreign language and improving language skills such as: reading, speaking, writing and listening.

Drawing task strategy is considered as a beneficial strategy in memorizing new words in EFL classroom (Wammes, Meade, and Fernandes, 2016). Drawing new words helps the students to create a visual image of the target word in their mind therefore it remains longer in their memory. Creating a visual representation of an object has a positive impact in our memory because “the trace that is encoded is rich in contextual information, forming an especially detailed memory that is more readily retrievable” (as cited in Wammes, Roberts, and Fernandes, 2018, p. 2365). Moreover, researchers have concluded that while drawing an item there is a combination of “many types of memory codes (elaboration, visual imagery, motor action, and picture memory) into one cohesive memory trace, and it is this that facilitates later retrieval of the studied words” (Wammes, Meade, and Fernandes, 2016, p. 22).

In addition to that, many researchers claim that the application of drawing task strategy in EFL classroom increases students’ motivation in learning a foreign language. Jerrold Kemp is an associate professor in education and media production coordinator who agrees that drawing plays a significant role in teaching a foreign language because drawing strategy makes the teaching process more entertaining and impressive, also enhances students’ memory and their language skills (as cited in Fidyati, 2018, p. 119). James, another researcher in language teaching, asserts that any visual representation of an item “can create a visual impression of students, attract attention and help concentration; so that students can describe the meaning directly and quickly into a verbal explanation” (as cited in Fidyati, 2018, p. 119). Ni Putu I. K. Sari, a researcher in linguistics, claims that drawing strategy motivates students’ in learning a foreign language; drawing activities make the language lesson more interesting and “[the] color and shape of drawings can also stimulate students’ quick response and avoid boredom” (as cited in Fidyati, 2018, p. 119). Art can be used in any setting for different purposes and most importantly it can be applied in school which “shows great benefits for retention of content, building community, and general excitement about learning” (as cited in Rooney, 2020, p. 4). Elliot Eisner in *The Brain and Learning* (2008) claims that “the arts provide children with experience, meaning, and development of thought. In particular, they create meaningful links with concepts being taught through active learning activities” (as cited in Baker, 2013, p. 2).

Moreover, he states that “[arts] develop critical and complex forms of thinking, in part due to multiple brain areas being involved” (p. 2).

Reading comprehension, as already mentioned early in the paper, is another important aspect while learning English as a foreign language. Mikulecky and Jeffries, researchers in language teaching, claim that reading is significant in learning a language because “by reading the students can increase their acquisition in the target language, reading also can make the students more comfortable with written English, and finally, the students can get new vocabulary, knowledge, idea, and information from the text” (as cited in Musdizal, 2019, p. 317). Pezhman Zare and Moomala Othman define reading as “a cognitive activity in which the reader takes part in conversation with the author through the text” (as cited in Yuliana, 2018, p. 13). Based on other researchers, such as Elizabeth S. Pang et al. (2003, p. 6) claim that reading includes two connected activities: “word recognition and comprehension”. Walker, a specialized professor for teaching courses in reading difficulties, defines reading as “an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response” (as cited in Zare & Othman, 2013, p. 187). Therefore, reading comprehension is considered fundamental in order to understand the message that the author aims to convey. A successful reading comprehension is accomplished when the student is able to complete the following activities: explaining the plot of the story, to list the characteristics of each character included in the story, to give details about the setting, retell the story, to discuss and share opinion about the reading material.

Based on the aforementioned argument, it could be said that reading comprehension is a challenge that students face while learning a foreign language. It is argued that some language learners have created a wrong concept about reading because while they practice reading, they try to focus only on the new words and their pronunciation therefore they forget to focus on the context of the text (as cited in Zare & Othman, 2013, pp. 187-188). To achieve successful results in reading activities, a good reading strategy is required. Some researchers argue that “reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension” (as cited in Zare & Othman, 2013, p. 188). Cohen, an English language professor and researcher, defines reading strategies “as mental processes that readers consciously select to use to complete reading tasks successfully” (as cited in Zare & Othman, 2013, p. 188). Using drawing task strategy in reading activities in EFL classroom facilitates student’s reading comprehension and this creative strategy encourages them to be more precise about the details of the reading material. Rabkin and Redmon (2006, as cited in Hosfelt, 2017) state that “integrating the arts into teaching practices can have a positive impact on student outcomes, resulting in increased academic achievement, particularly in reading” (p. 1). Wolfe (as cited in Smith, 2003), a researcher in neuroscience, explains that creating a mental image is important in reading comprehension and she explains this process as follows:

Humans are intensely visual animals. The eye contains nearly 70 percent of the body’s sensory receptors and sends millions of signals every second along the optic nerves to the visualizing processing centers of the brain. It is not surprising that the visual components of a memory are so robust. Although each of us has the ability to process kinesthetic and auditory information, we take in more information visually than any other sense. (p. 7)

Researchers such as Doris Sukma, Yenni Rozimela and Ratmanida list three main benefits of drawing task strategy. First, they claim that drawing is an activity that people may practice it as a hobby also they agree that drawing task is a useful activity in reading comprehension. In addition to that, drawing task stimulates students to interact in the classroom, to share their opinion and discuss about the arrangement of their drawings based on content of the text. For that reason, they consider drawing task as “situational and interactional authenticity”. Secondly, they agree that drawing enhances students’ creativity and motivation to participate in activities prepared in the classroom and to improve reading comprehension. According to them, as long as drawing is considered “situational authentic” it means that the students can easily engage in drawing tasks or follow the instructions because they have practiced drawing in their everyday life. They agree that drawing task inspires the students to participate in reading activity and they find these tasks more interesting. Thirdly, drawing task stimulates students to analyze the text in detail in order to complete a relevant drawing. They also state this activity encourages students to interact in the classroom by sharing and discussing their drawing with their classmates (Sukma, Rozimela, and Ratmanida, 2019, p. 11).

Applying an effective teaching strategy is important in the process of learning a foreign language. Moreover, using a creative teaching strategy enhances students’ learning and creates a more interesting environment in the classroom. Some researchers agree that creative pedagogy improves students’ creativity through “three interrelated elements: creative teaching, teaching for creativity, and creative learning” and in comparison to conventional education “which emphasizes lecture, seatwork, and passive learning through listening and observing the teacher as the keeper of knowledge, creative pedagogy involves these interconnected elements working together to facilitate learning” (as cited in Hosfelt, 2017, p. 8). It is necessary to find a teaching strategy that students would apply to remember new information, to enhance memorization and to understand reading materials without difficulty. This study aims to explore the use of drawing task strategy in English as a foreign language classroom and to reveal the importance of drawing task strategy not only to boost new vocabulary memorization but also to improve reading comprehension.

1.3. Research question and hypothesis

This study addresses two research questions:

1. Do drawing task strategy facilitates vocabulary memorizing in English as a foreign language?
2. Do drawing task strategy improves reading comprehension skills in English as a foreign language classroom?

Also, there are two hypotheses in this research:

1. Drawing tasks are creative teaching strategies which have the potential to facilitate vocabulary learning of English as a foreign language.
2. Drawing task strategy enables students to strengthen reading comprehension skills and facilitates answering reading-comprehension questions.

These hypotheses will be verified from the results of the experiment that are carried out in this research.

2. Previous Work

Several studies have been done in relation to the use of the drawing task strategy as an efficient strategy in memorizing new words. In the following, I mention only some of the studies which focus on the importance of the drawing task strategy not only in memorizing new words but also as a beneficial strategy in reading comprehension.

Jeffrey D. Wammes; Melissa E. Meade and Myra A. Fernandes (2016) have conducted a study about drawing task strategy as a helpful strategy for memorizing information and its long retention in our memory. The experiment has been carried out at the University of Waterloo with undergraduate students. Two strategies are used in this study: the drawing task strategy and writing strategy. The study consists of one experiment which is divided in two parts, A1 and B1, which will be briefly described in the following. The first part of the experiment, A1, included 30 undergraduate students, who were shown a list of words on the screen. Some of the words the students had to draw and the others had to be written. The participants were supposed to draw the word that was presented on the screen and try to add some extra details to that drawing. The other words had to be written multiple times. In the second part of the experiment or B1, the rules of the activities of experiment A1 were crossed over. The students were asked to draw multiple times the words that were presented on the screen, whilst were asked to write the words that had remained on the list. In addition to the writing and drawing tasks, the researchers had prepared questionnaires with open ended questions in order to find out students' impression about drawing activities. The results of the study show that the participants have memorized more words by using drawing task strategy than writing strategy. In addition to that, the aforementioned authors Melissa E. Meade; Jeffrey D. Wammes and Myra A. Fernandes (2018) have done a study about the impact of drawing task strategy in memorizing new words in younger and older adults. There are three experiments included in the study. In the first experiment drawing and writing strategy were used. There were 30 nouns presented to the participants and their task was to either draw a picture of a particular word or to write out the word repeatedly. Experiment 2 includes an elaborative task where the participants were asked to note down some physical characteristics to the target objects. In experiment 3, they examined the participants' memory for the words. Based on the results of the three experiments, most of the words have been drawn than written at encoding and drawing was more efficient in memorizing new words than elaborative encoding task. Moreover, it was concluded that drawing facilitates memory in both young and old adults. When it comes to age difference, using drawing in memorizing new word reduces the difference between younger and older adults.

Jeffrey D. Wammes (2017) conducted another similar study about the effect of drawing task strategy in remembering new words. He conducted three experiments and the participants were 47 students at the University of Waterloo. Three groups were included in the experiment, group A, B and C. The participants in each group were instructed to either draw or write multiple times the word being presented to them. In each group a third trial type was added. The trial types were: list; visualize; and view. If the prompt is 'list' then the participants were asked to list adjectives or characteristics describing the word being presented to them. If the prompt is 'visualize' then the participants have to create a visual image in their mind about the target word. If the prompt is 'view' the participants have to view a picture that represents the target word until the time is up. There were three different prompts in each group, and the

randomly selected list of 30 words was divided into three lists of 10 words each (10 to be drawn, 10 to be listed/visualized/ viewed, 10 to be written). Based on the results of the group A, the participants had better recall for the target words in the draw than both the list and write trial types. The results of group B reveal that drawing helped the participants memorize more words than visualize and write trial types. Furthermore, based on the results of group C there is significantly better recall for words in the draw than both the view and write trial types. The results of this study indicate that drawing helps memorizing new words better than other trial types: write, list, visualize and view.

Another study which indicates the importance of drawing task strategy in memorizing new words was conducted by Kuo-Liang Ou, Wernhuar Tarng and Yi-Ru Chen (2018). In their study the participants were 52 elementary school students who were divided in two groups: the first group or picture-viewing group read flashcards to remember new vocabulary whereas the second group or picture-drawing group used drawing strategy to remember new words and share their drawings with the peers. The experiment lasted for 1 month. A pre-test was done to the students in order to determine their English proficiency. A post-test was conducted to examine the memory retention of the students after the experiment, and a post-test questionnaire to determine students' attitude towards drawing. In addition to that, one week after the experiment a short-term memory retention test was conducted and one month after the experiment a long-term learning retention test was done. Based on the results of the short-term learning retention test, there was no significant difference between the groups. On the other hand, the results of long-term learning retention test, the second group or picture-drawing group scored higher learning performance than the first group. Moreover, the answers of the post-test questionnaire show that the second group was more motivated than the first group.

Rebecca Shore, Jenna Ray and Paula Gooklasian (2015) have used three teaching strategies in their study: drawing pictures or pictictionary, dictionary and conversation, in order to conclude which teaching strategy facilitates the memorization of science vocabulary. The results of the experiments revealed that pictictionary strategy is considered to be more useful in memorizing science vocabulary not only for students who are good readers but also for students with low reading skills. Furthermore, in a survey about students' attitudes towards the three aforementioned strategies that are used in this research, most students preferred to use pictictionary or the drawing pictures strategy in the classroom and they considered it more interesting than dictionary and conversation strategy.

There is a study conducted by Armelia Dafrina and Fidyati Fidyati (2017) in Indonesia with students who study English for specific purposes, in the field of architecture. The purpose of this study was to improve first semester students' vocabulary in English language while using drawing task strategy. The students in this study used architectural drawings known as presentation drawings, which are informative and impressive. Participants were divided in two groups: experimental and control group. A pre-test and post-test have been used for data collection in order to find the difference between conventional and drawing task strategy. In addition to that, questionnaire was handed out to each student of experimental group to find out students' impression towards drawing strategy and the main factor that prevents them to master English vocabulary. Based on the results of the pre-test and post-test, the experimental group has clear improvement in learning architectural vocabulary. Furthermore, in most of the

questionnaire responses the students reveal a positive attitude towards drawing task strategy. According to student's responses, some of them think that the lack of repetition of the new vocabulary prevents them in mastering new vocabulary. The application of drawing strategy facilitated students' learning of architectural related vocabulary because it enabled them to remember new vocabulary easily and this effective strategy increased their motivation in learning English vocabulary.

Elmira Mohammadi et al. (2017) in their study about the simultaneous display of multimedia glosses on Iranian visual vs. auditory EFL learners' vocabulary learning, they revealed that multimedia glosses have a positive effect on vocabulary learning of visual Iranian EFL learners. The participants of this study were 150 Iranian EFL learners studying at Kanoon Zaban language institute in Tehran. The participants were divided in four main groups: experimental visual group, control visual group, experimental auditory group and the control auditory group. Age and gender were not considered as main factors in this study because the participants were all adults EFL learners. A pre-test was used in order to homogenize them based on their vocabulary knowledge. Also, the pre-test consisting of 30 items was used to collect data about the participants' initial vocabulary knowledge of the target words and to be compared with the post-test. The researchers made post-test consisting of 30 vocabulary items which were taken from the vocabulary taught during the course. In this study the participants in experimental groups went through 10 sessions of vocabulary learning through reading "Steps for Understanding" book. Multimedia glosses were added to the readings in order to fulfill the purpose of this study. In contrast, the control groups during 10 sessions of learning vocabulary were taught the same reading texts as experimental groups but without containing multimedia glosses. Based on the results of the pre-test and post-test of the visual experimental and control group, the experimental group has higher mean score than control group. This indicates that there is a significant difference between experimental and control group. The results of the pre-test and post-test of the auditory experimental and control group, reveal that the difference between the mean scores of the control and experimental group is not meaningful. From the results of this study we can conclude that the simultaneous display of multimedia glosses has a positive effect on vocabulary learning of visual Iranian EFL learners, whereas the simultaneous display of multimedia glosses does not have any effect on vocabulary learning of auditory Iranian EFL learners.

Najah M. Wafi (2013) conducted a study about the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza. The participants of this study were 64 (females) fifth graders from primary girls' school in Gaza. There were 32 students in experimental group and 32 students in control group. The groups were randomly chosen and the students were equivalent in their English language achievement. The independent variables of this study are the teaching method: the animated pictures method and the traditional method. The dependent variable is the students' achievement in English language vocabulary. For data collection the researcher used achievement test and an interview. Pre-post achievement test was prepared by the researcher to measure students' achievement in English language vocabulary. The pre-test was applied before the experiment and the post-test was applied after the experiment. The purpose of achievement test was to measure the effectiveness of using animated pictures on vocabulary learning in English language. In this study, the animated pictures were chosen by the researcher from the fifth graders student

book, the internet and the researchers' experience in teaching English language. The experiment lasted for 6 weeks. The animated pictures method was used only with experimental group and the traditional method was used with control group. The experimental group was taught new vocabulary through viewing animated pictures. The animated pictures were presented with sounds and the students were able to watch the animated pictures and listen to the pronunciation of the target word. Students had to pronounce the new words as much as possible while watching the animated pictures. The animated pictures were attractive, interesting, enjoyable and appropriate for students' level. The results of the pre-test that was conducted by both groups reveal that there were some difficulties in learning vocabulary in English language. Based on the results of post-test, the mean score of the experimental group is higher than the mean score of the control group and this indicates that there is a significant difference between the experimental and control group. The results reveal that animated pictures program had a good effect on improving vocabulary learning in English language. Moreover, there is a significant difference between the mean score of high achievers in experimental group and those of the control one in relation to both domains (receptive-productive) and the total scores in favor of the high achievers in experimental group. Based on the statistical results of this study, one may emphasize the importance of animated pictures program in learning new vocabulary in English language.

Yulia Isnaini and Farniati Lisani (2017) have carried out a study about the effect of line drawing in teaching English vocabulary to seventh grade students. The participants of this study were 62 seventh grade students of SMP Negeri 19 Mataram. In this study were included two classes and each class consist of 31 students. One of the classes represents the experimental group and the other one represents the control group. The experimental group was treated by using line drawing and the control group was treated without using line drawing. For data collection they have used pre-test and post-test. These tests include 20 multiple choice questions about the vocabulary knowledge and the right spelling of the words. The pre-test was conducted before the experiment in order to define students' knowledge about the target vocabulary before the treatment. After pre-test, the researchers gave treatment eight times or eight meetings to the students by using line drawing with experimental group, whereas the control group applied the technique that was used by their English teacher. Both of the groups were given different treatment. In the last meeting the students were given the post-test to determine whether line drawing teaching technique is beneficial in learning English vocabulary in EFL classroom. The result of pre-test revealed that students got many difficulties because they were not familiar with some words and their correct spelling. After calculating the results of the post-test, the experimental group had higher mean score than the control group. This indicates that after giving the treatment the results of the experimental group were improved. Based on the results of this study, one may conclude that line drawing strategy is effective teaching strategy in teaching English vocabulary.

Drawing tasks, however, are not used only as a helpful strategy in memorizing new vocabulary. Yasmin Gidoni and Maureen Rajuan (2018) have done a research in elementary school in Israel about the usage of drawing task strategy in EFL classroom as a useful strategy in reading comprehension activities. Thirty-nine fifth graders participated in this study. The experiment lasted one year and they have taught 45 minutes each week throughout the school year. The first part of the experiment includes drawing task activities after a reading session. In the

second part of the experiment the researchers have used questionnaires with open ended questions in order to find out pupils' attitude towards drawing task activities, whether these activities increase their motivation and participation in the classroom. From the results of the first part of the study they concluded that drawing task strategies facilitate reading comprehension of different passages, poems, songs or informative readings. In addition to that, from the pupils' answers given in the questionnaires they have realized that drawing task strategy increases pupils' creativity and motivation during the activities.

Another study about the usage of drawing strategy in the classroom in order to facilitate reading comprehension was done by Janine Elliot (2007). Being a teacher in middle school has encouraged her to find out a strategy which will help students to comprehend the reading materials in science. During her study, she has used the drawing task strategy in the classroom. The students have summarized a given reading text by using drawing strategy. The results of the tests and the questionnaires of her study reveal that summarizing reading materials by using drawing task strategies, improves students' reading comprehension and increases their motivation and participation during the lesson.

There is a study done in Indonesia by Doris Sukma, Yenni Rozimela and Ratmanida (2019) who applied drawing task strategy in order to improve students' reading comprehension skills while learning a new language. This study was conducted in Padang (West Sumatera) and the participants were 10th year senior high school students, a selected class of 36 students. They applied different kind of tasks in order to teach reading comprehension. The most effective task in reading comprehension was drawing task. For data collection they have prepared a reading test with reading comprehension questions. In the end of each meeting, after completing the drawing task, a reading test was given to the students. Moreover, during this experiment they observed the students and took notes for students' attitude towards drawing task activities. Based on the results of the test, they concluded that most of the students scored above the average which indicates that drawing task is an effective teaching strategy in reading comprehension activities. In addition to that, based on the observation, they concluded that the students' attitude towards drawing tasks was very positive, they were showing interest and were actively engaged in all drawing activities. Moreover, according to the authors of this study, they have organized this study in 3 stages in order to achieve better results. The first stage is pre-task, which includes introduction to the topic and giving instruction to the students about the task. The second stage is task cycle, it is an organized planning of the drawing task and its continuity. The third stage is language focus, it is the last stage where the students give comments and discuss about the activity. Moreover, time management should be taken into account.

Kelsey Gravalin & Kimberly Maki (2013) conducted a research about the impact of visual arts on reading comprehension of 3rd grade learners. This study was implemented in a 3rd grade classroom for a time period of 8 weeks. For data collection they used 2 attitude surveys, comprehension quizzes, and 2 focus groups. They began the research with a short attitude survey in order to realize student' attitude towards reading and art, and whether doing artwork would help them comprehend the text better. The survey included 3 open-ended questions and 3 yes/no questions. Eight different passages (3 or 4 paragraphs in length) were chosen for the reading activities. Each passage is followed by an 8-10 question comprehension quiz consisting of fill in the blank and multiple choice questions. Four comprehension quizzes were carried out

immediately after the reading of the passages. The other four comprehension quizzes were conducted after the reading and the art project. Art project refers to drawing the context of the passage on a paper, for example, when the reading of “Butterflies” was completed the students were asked to draw the four stages of a butterfly life cycle and to add color and details with crayons or colored pencils. Students were given sufficient time to read the passage themselves and after they finished reading the selection, it was read out loud by the teacher. The passages were projected on the Smart Board so all students were able to see and follow their teacher who read the passage out loud. After the data collection was completed another attitude survey was carried out. This survey included questions about how the students felt about themselves as readers and artists; whether drawing task facilitates reading comprehension or if they would rather draw or write about what they learned from a reading. The last step of their data collection included a student focus group. They met 2 different small groups of 4 students in each group and asked them 3 open-ended questions and took notes on their responses. The questions were about expressing their own opinion about the effect of artwork in remembering the story better. They gathered data for about 8 weeks. Based on the students’ responses in the first attitude survey, 50% of them answered that doing artwork after reading a story will facilitate reading comprehension by looking back at their artwork. Based on the results of the comprehension quizzes, they noticed a slight increase in the mean score of comprehension quizzes that included drawing tasks. The mean score of quizzes with a visual art project was 5.5 whereas the mean score of the quizzes without visual arts was 5.3. This indicates that drawing tasks facilitates students reading comprehension. In addition to that, while observing the students working on their art projects, they noticed that students were discussing with their peers about their drawings and the details they wanted to include in their projects. Furthermore, they observed when the students were taking their comprehension quizzes, they were answering with more confidence and quicker after having completed their drawings. There was another attitude survey which was different from the first attitude survey that was conducted at the beginning of the research. Based on the answers of 22 students that took the survey, 98% agreed or strongly agreed that they are a visual learner and 59% of the students agreed that they would prefer to draw a picture than write about what they have read. Only 41% of the students agreed that the application of drawing task after reading, helps them comprehend the story, even though the results of the reading comprehension quizzes indicate that they seemed to be visual learners. The last piece of the research was the focus groups. They met with 2 different small groups consisting of 4 students each. Based on the students’ responses the majority of students in both groups agree that doing art work after reading a story would help them comprehend and remember a story better. After analyzing the data of this study it can be concluded that applying visual arts projects after reading a passage increases reading comprehension in a 3rd grade classroom.

Another study that reveals the importance of drawing task strategy in reading comprehension is the study carried out by Emma Rooney (2020). The participants of this study were twenty-two 3rd grade students in suburban Virginia. Drawing task was used after reading activities in order to reveal the advantage and effectiveness of drawing task in reading comprehension. This study was conducted in two phases. In the first phase the students were required to read a particular story and then to complete reading comprehension quiz. The second phase was completed in the following week where the students were required to read a different story; to

draw an image of what they understood from the story, and in the end they had to complete a reading comprehension quiz with the same general questions as in phase one. The findings of this study reveal that the students were able to give better and more detailed responses in the second phase where drawing task strategy was applied. In other words, this study shows that drawing task strategy has positive impact in reading comprehension tasks.

Jusmini J. (2017) has conducted a study about using picture stories to improve students reading comprehension. The participants of this study were 40 students of the first year students of SMA Negeri 1 Bungoro. The participants were divided in two groups: 20 students as experimental group and 20 as the control group. Pre-test and post-test were used for data collection in order to reveal the importance of using pictures to improve reading comprehension. Both tests included multiple choice questions in order to determine participants' reading comprehension. Pre-test was given to both groups before the treatment and its purpose was to figure out the number of students reading comprehension before the experiment. Pictures stories method was used with experimental group, whereas conventional method was used with control group in teaching reading in English. The experiment was conducted during four English courses. After completing the experiment a post-test was given to the students. The statistical analysis of the results of the students' reading comprehension pre-test indicates that the students' reading skills before the experiment was still low. Based on the results of the post-test, the experimental group gained greater mean score than the control group. This indicates that using pictures stories is more effective in reading comprehension than the conventional method.

In Indonesia there is a study conducted by Nopa Yuliana (2018) regarding the application of drawing strategy to facilitate reading comprehension. The participants are 34 seventh grade students. In this research was applied drawing strategy or the author refers as talking drawing strategy which includes drawing and talking or discussing activity. This strategy was used before and after reading activity or pre-learning and post-learning drawing. Before reading the text, the teacher introduces the topic to the students. Pre-learning drawing includes an activity in which the participants were asked to draw a visual representation regarding the topic of the text. Each one of the students had to express their imagination and then to discuss their drawing with their partner, in a group or in front of the class. After completing the pre-learning drawing, the next activity is the reading process. During the reading process the students gain detailed information about the text and the teacher gives explanation for each paragraph. In the after-reading activity the students were asked to draw what they had learned from the text. In this case they could add the details that they read from the text to their old drawing, that they completed in the pre-reading activity, or to create a new one and to make a comparison before and after adding the details to their drawing. Pre-test and post-test were used for data collection. Based on the results, there is a significant difference between pre-test and post-test. The students have better results in post-test than in pre-test. This study reveals that talking drawing strategy enhances reading comprehension skills.

3. Method

3.1 Participants

This study is conducted in the elementary school "Brakja Miladinovci" in Struga, North Macedonia. North Macedonia considers English as an essential course in the teaching

curriculum which is applied and taught as a special course starting from the first grade in primary school to University level. The participants are 60 Albanian speaking pupils that attend 6th grade, respectively 10-11 years old, which were divided into two groups equally (i.e. each group had 30 participants). Both genders (boys and girls) with different English speaking/reading skills are included in this study.

3.2 Procedure

3.2.1 The procedure conducted for the data collection regarding the 1st research question

According to the school's curriculum, pupils have English lessons three times per week. I was given the permission from the school's principal to teach once a week with the supervision of the pupils' English teacher. The material that is used during the experiment is the pupils' textbook *Messages 1 Student's Book* (2005), which is considered appropriate for elementary level in North Macedonia. Moreover, handouts with different activities were handed out to the pupils during the experiment regarding the topic of the lesson.

The pupils were divided into two groups: the experimental and the control group. The first group of 30 pupils represents the experimental group and the other group represents the control group. I have used drawing task strategy with the experimental group and writing strategy with the control group throughout the experiment.

I taught for four weeks in a row, only once a week and the lesson lasted 45 minutes. The same teaching material was applied for both groups. In agreement with the pupils' English teacher, in my experiment I have used the vocabulary that is included in Module 5 in their textbook. Each week I taught them nine new words which were the same for both groups and were related to a certain topic. They learned vocabulary about the following topics: In my living room; Animals; Winter; Feelings and Emotions.

In the first week I taught them vocabulary related to things that are placed in the living room. After introducing and reading the words from the textbook, different activities were given to the experimental and the control group. The pupils in the experimental group were asked to draw a living room and to place the things in it in connection with the sentences that were given in the handouts (see Appendix I). In the next activity the pupils had to draw their own living room and to include the new vocabulary in their drawing. After that they had to draw their dream living room. The control group had to practice only the writing strategy therefore in the first activity they had to write sentences by using the same vocabulary that was applied for the experimental group. In the second activity the pupils had to write a paragraph and describe their living room including the new vocabulary (see Appendix VIII). After completing the second activity they had to write a paragraph about their dream living room. In the end of each lesson, we made a brief summary of the new vocabulary that the pupils had just learned in the classroom.

In the second week the topic of the lesson was about animals. The experimental group had to draw nine animals that were listed in the handouts (see Appendix II) and to classify them into groups, i.e., animals that live on land, in water and both land and water. In the next activity they had to draw which of those animals they would prefer to see or touch and which one they would not prefer to see nor touch. After finishing that activity, they have to choose only three of those animals that they would prefer to keep at home or outside their home and three animals that they are afraid to keep at home or outside their home. The control group had to practice the same vocabulary as the experimental group but only by using writing strategy. In

the first activity the pupils had to write the names of the animals and describe their habitat (on land, in water, or in both of them). In the second activity, they were given handouts (see Appendix III) where they were asked to write short answers about the questions by using the new vocabulary. In the next activity the pupils were told to write a paragraph and give a reliable reason about which of the animals that they discussed in the class would they prefer and would not prefer to keep at home.

The third week was focused in the vocabulary related to winter. The experimental group were asked to draw the nine words related to winter that were planned to discuss in that lesson. After completing the first activity a short story is given to the pupils and they had to present it in a visual form through drawing. In the third activity the pupils were instructed to pretend as they were spending their winter break in Alaska and they had to draw a landscape of that place and to send it to their best friend as a gift from their experience in that country.

On the other hand, I have shared handouts to the control group as a first activity where they have to fill in the blanks in the given text about the target vocabulary (see Appendix IV). In the second activity they have to link the given words with their appropriate definition. In the last activity they should pretend as they are spending the winter holidays in Alaska and they should write a letter to their best friend about their impressions for that place (see Appendix VIII). A necessary use of the new vocabulary was required.

In the fourth week pupils have practiced vocabulary related to feelings and emotions. The experimental group was instructed to draw the faces of people who express the feelings and emotions which were written on the white board. After completing this activity, they were asked to choose three friends and draw how they feel before and after an exam; when they forget to do their homework; and when they get a good grade on an exam. In the last activity they should draw their own feelings and emotions in the aforementioned situations.

With regard to vocabulary on the topic related to feelings and emotions, the control group was instructed to give short answers to the questions in the handouts, which are related to their feelings and emotions that they experience in different situations. In the next activity they have to choose three friends in the classroom that they would like to write about and describe their feelings and emotions in different situations. In the last activity they have to write five sentences about their own feelings and emotions in particular situations.

3.2.2 The procedure conducted for the data collection regarding the 2nd research question

This experiment was conducted online by using the online application JotForm. JotForm is an online application which allows anyone to create online tests and to receive responses by email. For this experiment are prepared two tests. Each of the test consist of a reading text and reading comprehension (open-ended) questions in order to define whether drawing task strategy improves reading comprehension skills. These texts are considered appropriate for the pupils' language proficiency. The pupils were divided into two groups: the experimental and the control group. The first group of 30 pupils represents the experimental group and the other group represents the control group. Drawing task strategy was used only with experimental group. The texts and comprehension questions would be the same for both groups (experimental and control group). The first test includes the text "From North to South" and reading comprehension questions which are taken from the pupils' textbook *Messages 1 Student's Book* (2005). This test was sent to each pupil individually via e-mail. The experimental group had to read the text and then they had to summarize the text or the context of the text

by drawing pictures. They had the opportunity to draw on a paper and after they finish, they had to upload their drawings on the test that was sent to them via e-mail. In the next activity, after the drawing task they had to answer the reading comprehension questions which are designed as open-ended questions. On the other hand, the drawing task strategy was not used with the control group. The control group had to read the same text as the experimental group and answer the same comprehension questions without summarizing the text by drawing pictures. The second test was sent to students via e-mail in the following week. The second test includes "Mountain Gorillas" text and reading comprehension questions created by Victoria Barachman (2009). The same procedure is followed as in the first test. The experimental group had to summarize the context of the text by drawing pictures after reading it and in the following activity they had to answer the reading comprehension questions. Since drawing strategy is used only with experimental group, the control group had to complete the same test as experimental group but without summarizing the context of the text by drawing pictures.

3.3 Research tools

3.3.1. Research tools used for the data collection regarding the 1st research question

In order to approach the essential purpose of this study, I used pre-test and post-test (see Appendix V) for both the experimental and the control group. The idea for designing the pre-test and post-test is taken from a research conducted by Nguyen N. Thuy (2011), who has been studying another strategy for vocabulary memorizing known as semantic mapping. Pre-test and post-test were similar to each other in terms of content, number of tasks and questions, in order to define pupils' knowledge about the same vocabulary before and after the experiment. Pre-test was given to the pupils one day before the experiment with the purpose of determining pupils' knowledge of the target new vocabulary. The post-test was given to the pupils on the last day of the experiment, in week 4, in order to find out how many words from the target vocabulary the pupils have memorized after the experiment. Both tests had 36 questions which were divided in two parts. The first part of the test included 18 Albanian words and the pupils had to write the English words for the given Albanian equivalents. The second part included 18 multiple choice items. In each multiple choice item was given an English sentence with a target word in bold and the multiple choice options were sentences in Albanian language with a word underlined. One of the underlined Albanian words was the equivalent of the English target word in bold. For the completion of the pre-test and the post-test, the pupils were given 40 minutes per each one. Moreover, the same scoring system was used for pre-test and post-test.

3.3.2. Research tools used for the data collection regarding the 2nd research question

Two different tests with reading comprehension questions were used for data collection. Each one of them has 6 open-ended questions in accordance with the text. These tests were designed by using the online application JotForm. In the first test (see Appendix VI) the questions are taken from pupils' textbook *Messages 1 Student's Book* (2005) and in the second test (see Appendix VII) the questions are taken from the author of the text Victoria Barachman (2009). The questions of each test are the same in terms of content and number for both the experimental and control group. The experimental group had one additional task therefore after they read the text, they had to illustrate the context of the text by drawing pictures. This task was designed in a way that allowed the students to upload their drawings online. The tests were sent to each student individually by e-mail.

3.4 Method of Analysis

3.4.1 Method used for data analysis regarding 1st research question

In this study I have used handouts during the activities in the classroom; pre-test and post-test for collecting the data and SPSS (version 25) for analyzing the collected data. Paired sample t-test was used as a statistical procedure. First, the pre-test was given to the pupils in the first week before starting with the experiment in order to find out pupils' knowledge about the new vocabulary (36 new words) that was included in the test. For the sake of anonymity, no personal names are mentioned in this paper. Instead, the participants were asked to write a secret code in both tests in order to identify each pupil's pre-test and post-test for a better data analysis. The same scoring system was used for both tests. Each correct answer scores one point therefore the full points of each test are 36. In the end results of the both tests were transferred to SPSS for data analysis.

3.4.2 Method used for data analysis regarding 2nd research question

Data analysis regarding the second research question is accomplished by using two different reading comprehension tests. The same scoring system will be used for both tests. For the assessment of open-ended questions was used the scoring rubric for open-ended questions (Table 1) applied by Janine Elliot (2007). The students had to complete the test in 45 minutes and then they had to submit their test online. In the end the results of both reading comprehension tests were transferred to SPSS for data analysis and paired sample t-test was used as a statistical procedure.

Table 1. *Scoring rubric for open-ended questions*

Score	0	1	2	3
Description	Does not answer the question or answer is incorrect	Answer is minimal/ demonstrates a limited understanding of the text	Demonstrates a moderate level of understanding but lacks detail or is not specific enough	Demonstrates a high level of understanding and includes specific details

3.5 Limitations

It is important to mention that there are some limitations about this study that should be taken into consideration when reviewing the results. First, the results would have been more reliable if I had included more than 60 pupils in my study. Second, it would have been more efficient if the experiment of the first research question lasted more than 4 weeks. Third, the results would have been more reliable if the experiment of the second research question was conducted in a classroom.

On the other hand, what was beneficial about this study is that in the experiment of the first research question all 60 pupils included in this study attended the lessons during the experiment regularly. Most importantly they participated in the activities during the lesson which was efficient for the results in the end of the study. Moreover, regarding the experiment of the second research question the pupils followed all the instructions given in the test very carefully and it was clear from the results that they made an effort to complete each activity.

4. Results and Analyses

4.1 Findings contributing to the research question 1

4.1.1. Pupil's vocabulary knowledge between the experimental and the control group before the experiment.

As already mentioned in section 3.3.1., the pre-test was used before the experiment to determine pupils' knowledge of the target words. Results of the pre-test from both groups have been analyzed and the difference between the experimental and the control group are presented in Table 2 and 3.

Table 2. *Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	Control group	11,5000	30	3,89296	,71075
	Experimenal gorup	12,6667	30	3,36650	,61464

Table 3. *Paired Samples Test*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1 Pre-test	Control group Experimental group	-1,1667	5,31805	,97094	-3,1525	,8191	-1,202	29	,239

Table 2 and 3 explain whether there is any significant difference between control and experimental group. The Paired Samples Statistics (see Table 2) represents the pre-test mean score of the experimental and control group which was conducted before the application of drawing task strategy in EFL classroom in order to find out the pupils' knowledge of the target vocabulary before the experiment. Looking at the results in Table 2, the mean score of pupils' vocabulary knowledge of control group in pre-test was $M=11,5$ and the mean score of experimental group was $M=12,6$ which indicates that there is not such a difference between the results of both groups in pre-test. Moreover, the standard deviation (it indicates how far the individual responses to a question vary from the mean score) in experimental group was $SD=3,36$ and the standard deviation in control group was $SD=3,89$. This indicates that the participants of both groups (control and experimental) do not differ from each other in terms of vocabulary knowledge of the target words before the application of drawing task strategy. A

Paired Samples t Test (see Table 3) was used in order to analyze the difference between the means score of the pre-test of the control and experimental group. From the results of the Paired Samples Test we can see that the test was not significant ($p = .239$)¹ because $p > 0,05$. The t Test verifies that all participants in this study were in same level of vocabulary knowledge of the target words before the experiment, even though the grouping of the participants was made randomly.

4.1.2. Vocabulary memorizing after the experiment between pupils of experimental and control group

Post-test was carried out to reveal pupils' knowledge of the target vocabulary after the experiment. A different data pattern was found when the results of post-test between the control and the experimental group were compared. The results of the post-test reveal which teaching strategy, drawing task strategy or writing strategy, was more efficient in vocabulary retention of the target words that were used during the experiment. Table 4 and 5 clearly demonstrate the results of the post-test between both groups.

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	Control group	34,6667	30	6,55130	1,19610
	Experimental group	41,1667	30	7,65679	1,39793

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control group	-6,5000	10,03700	1,83250	-10,2479	-2,7521	-3,547	29	,001
Post-test	Experimental group								

Table 4 and 5 explain whether there is any significant difference in the post-test between control and experimental group. The Paired Samples Statistics (see Table 4) represents the post-test mean score of the experimental and control group which was conducted after completing the experiment in order to find out whether drawing task strategy or writing task

¹P-value is used in statistics in order to determine the significance of the results. If p-value is $p < 0,05$, the evidence strongly rejects the null hypothesis.

strategy was more effective in memorizing new vocabulary in EFL classroom. Looking at the results in Table 4, it is evident that the mean score of vocabulary knowledge of experimental group in post-test (M=41,1) is higher than before the experiment (M= 12,6). This indicates that there is an evident increase in the mean score of the post-test in experimental group after the application of drawing task strategy in memorizing the target vocabulary. Moreover, the mean score of the post-test of experimental group (M=41,1) is higher than the one of control group (M= 34,6). The standard deviation (it indicates how far the individual responses to a question vary from the mean score) in experimental group was SD= 7,65 and the standard deviation in control group was SD= 6,55. All these data show that the experimental group achieved higher mean score in post-test in contrast to control group, therefore the application of drawing task strategy in experimental group for memorizing new vocabulary was more productive and effective than writing task strategy which was applied in control group.

A Paired Samples t Test (see Table 5) was used in order to analyze the difference between the mean score in the post-test of the control and experimental group. From the results of the Paired Samples Test we can notice that the p-value ($p < 0,05$) determines that the difference between the two groups is significant ($t = -3,5$; $df = 29$; $p = ,001$). The t Test verifies that the drawing task strategy facilitates memorizing new vocabulary in EFL classroom because in the post-test experimental group achieved better results than the control group. This data analysis verifies that the first hypothesis of this study is true.

4.2. Findings contributing to the research question 2

4.2.1. Results of the first reading comprehension test

The first reading comprehension test was conducted after the pupils read the first text. Results of the first test from both groups have been analyzed and the difference between the experimental and the control group are presented in Table 6 and 7.

Table 6. *Paired Samples Statistics*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Test 1 - Experimental group	14,9000	30	3,15518	,57605
	Test 1- Control group	10,4000	30	3,82009	,69745

Table 7. *Paired Samples Test*

Paired Samples Test				
	Paired Differences	t	df	Sig. (2-

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	Test 1 – Experimental group Test 1- Control group	4,50000	5,38677	,98348	2,48855	6,51145	4,576	29	,000

Table 6 and 7 explain whether there is any significant difference in the first reading comprehension test between control and experimental group. The Paired Samples Statistics (see Table 6) represents the mean score of the first reading comprehension test of the experimental and control group which was conducted after reading the first text “From North to South” in order to find out whether drawing task strategy facilitates reading comprehension in EFL classroom. Looking at the results in Table 6, it is evident that the mean score of pupil’s reading comprehension of control group in the first test was $M = 10,4$ (see Table 6) and the mean score of experimental group was $M = 14,9$ which indicates that there is a significant difference between both groups in the first test. The standard deviation (it indicates how far the individual responses to a question vary from the mean score) in experimental group was $SD = 3,15$ and the standard deviation in control group was $SD = 3,82$. From this data analysis it can be noticed that the mean score of the experimental group is higher than the mean score of the control group, therefore drawing task strategy which was applied only in experimental group, facilitated pupils’ reading comprehension. A Paired Samples t Test (see Table 7) was used in order to analyze the difference in the first reading comprehension test between the control and experimental group. From the results of the Paired Samples Test we can notice that the p-value ($p < 0,05$) determines that the difference between the two groups is significant ($t = -4,5$; $df = 29$; $p = ,000$). The t Test verifies that drawing task strategy facilitates students reading comprehension and helps students to answer reading comprehension questions therefore the experimental group achieved better results in reading comprehension test than control group.

4.2.2. Results of the second reading comprehension test

The second reading comprehension test was conducted after the pupils read the second text. Results of the second test from both groups have been analyzed and the difference between the experimental and the control group are presented in Table 8 and 9.

Table 8. *Paired Samples Statistics*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Test 2- Experimental group	15,2000	30	2,85754	,52171
	Test 2- Control group	10,2000	30	4,20509	,76774

Table 9. *Paired Samples Test*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Test 2- Experimental group Test 2- Control group	5,00000	5,05828	,92351	3,11121	6,88879	5,414	29	,000

From the results presented in Table 8 and 9 it can be noticed whether there is any significant difference between experimental and control group. The Paired Samples Statistics (see Table 8) represents the mean score of the second reading comprehension test of the experimental and control group which was conducted after reading the second text “Mountain Gorillas” in order to find out whether drawing task strategy facilitates reading comprehension in EFL classroom. Looking at the results in Table 8, the Paired Samples Statistics clearly demonstrates that the mean score of pupil’s reading comprehension of control group in the second test was M= 10,2 (see Table 8) and the mean score of experimental group was M= 15,2 which indicates that there is a significant difference between both groups in the second test. The standard deviation (it indicates how far the individual responses to a question vary from the mean score) in experimental group was SD= 2,85 and the standard deviation in control group was SD= 4,2. From this data analysis it can be noticed that the mean score of the experimental group is higher than the mean score of the control group, therefore drawing task strategy which was applied only in experimental group, facilitated pupils’ reading comprehension. A Paired Samples t Test (see Table 9) was used in order to analyze the difference in the second reading comprehension test between the control and experimental group. From the results of the Paired Samples Test we can notice that the p-value ($p < 0,05$) determines that the difference between the two groups is significant ($t = 5,4$; $df = 29$; $p = ,000$). The t Test verifies that drawing task strategy facilitates students reading comprehension and helps students to answer reading comprehension questions therefore the experimental group achieved better results in reading

comprehension test than control group. Based on the results of the first and second reading comprehension tests, the data analysis verifies that the second hypothesis of this study is true.

5. Discussion of findings

The aim of this study was to examine the usage of drawing tasks strategies in the classroom as an efficient strategy for memorizing new vocabulary in learning English as a foreign language. The results of the pre-test define that there is not a great difference between the mean score of two groups. It was important and favorable that the pupils' knowledge of the target vocabulary before the experiment was almost the same and it gave us more reliable results after the experiment. Moreover, the test was not significant which means that both groups did not differ that much from each other in terms of vocabulary knowledge.

The comparison of the results of post-test between control and experimental group, clearly define that there is a difference between both groups. It is noticeable from the results in Table 4 that there is an improvement in vocabulary knowledge within experimental group ($M=41,1$).

Findings of my study reveal that drawing tasks strategies facilitates vocabulary learning and memorizing in EFL classroom. The results of my study support the findings by Jeffrey D. Wammes; Melissa E. Meade and Myra A. Fernandes (2016); Rebecca Shore, Jenna ray and Paula Gooklasian (2015); Kuo-Liang Ou, Wernhuar Tarng and Yi-Ru Chen (2018); Melissa E. Meade; Jeffrey D. Wammes and Myra A. Fernandes (2018); and Armelia Dafrina and Fidyati Fidyati (2017) who also reveal that drawing task strategy is a useful strategy for memorizing a new vocabulary.

The other aim of this study was to examine the usage of drawing task strategy as a useful strategy to improve reading comprehension skills in English as a foreign language classroom. From the results of the first test and second test it can be noticed that there is a difference between the mean score of two groups even though the grouping of the participants was made randomly. In both situations the tests were significant, which means that the groups differ from each other in terms of reading comprehension skills.

The comparison of the results of both tests between control and experimental group, clearly define that there is a difference between both groups. From the results in Table 6 and 8 it can be realized that there is an improvement in reading comprehension skills. Findings of my study reveal that drawing task strategy improves reading comprehension skills in English as a foreign language classroom. The results of my study support the findings by Yasmin Gidoni and Maureen Rajuan (2018); Janine Elliot (2007); Doris Sukma, Yenni Rozimela and Ratmanida (2019); Emma Rooney (2020); and Nopa Yuliana (2018) who also reveal that drawing task strategy is a useful strategy for improving reading comprehension skills.

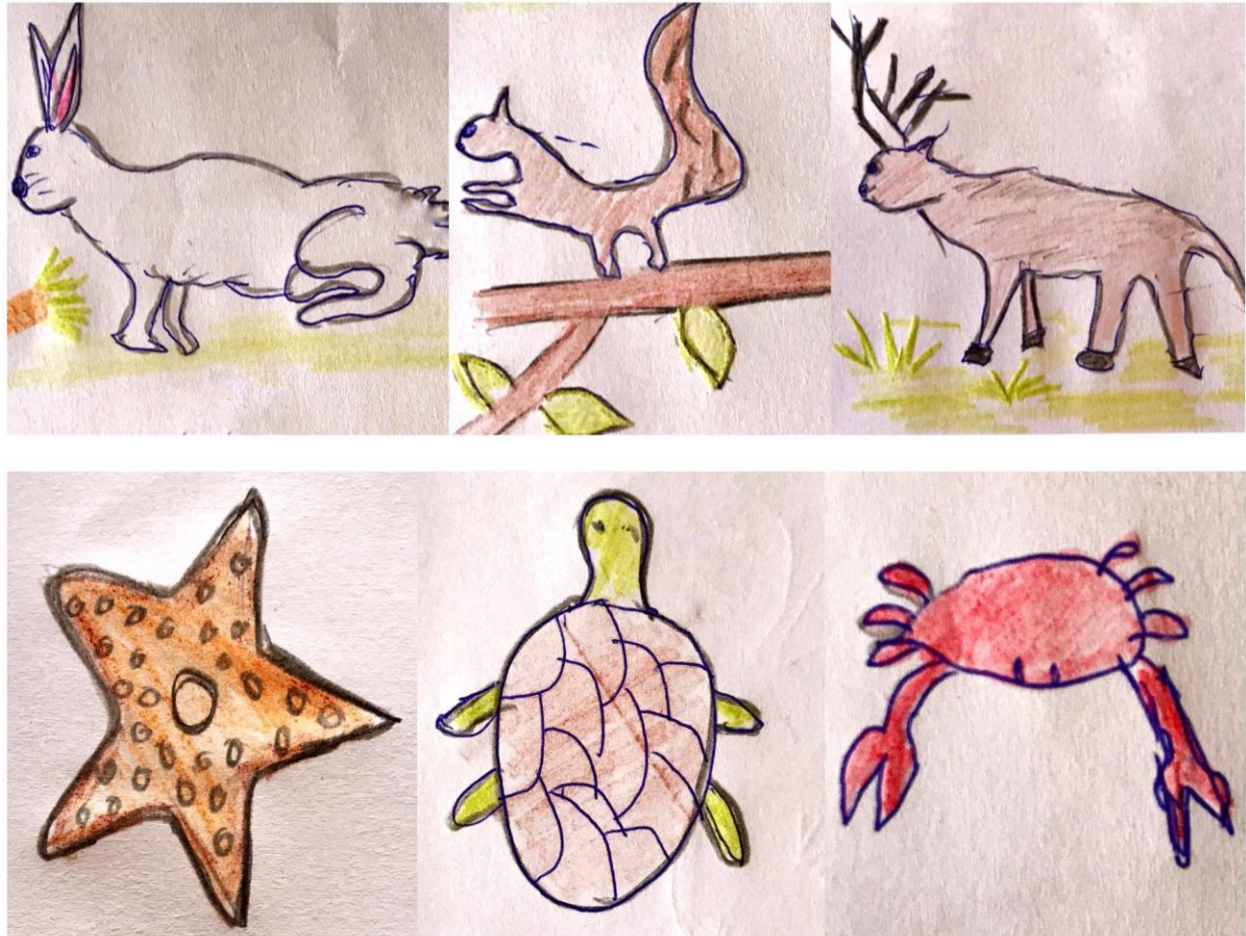
6. Pupils' drawing creativity throughout this study

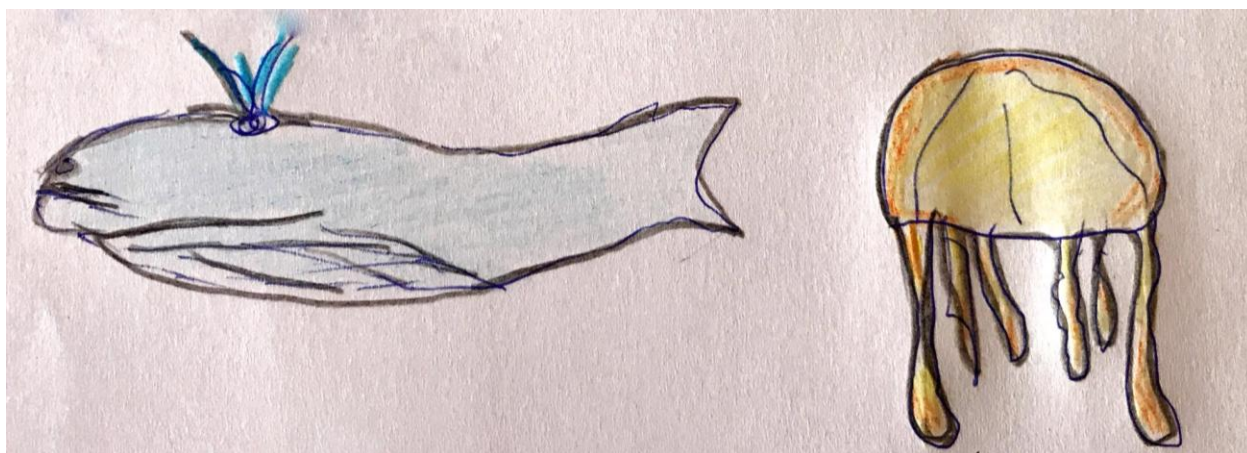
Pupils' attitude, interest, patience and participation in all drawing activities applied in this study showed that pupils were highly motivated and enthusiastic while drawing. They were all engaged in the activities and curious about the next drawing tasks. In the end of the class, they were happy to share their pieces of art with their classmates. Moreover, pupils' positive attitude and dedication is considered a great advantage for this study because it helped me to collect the data and to achieve reliable results. In the following are selected some of the pupils' drawings that they draw throughout the experiment conducted in the first and second research question of this study and surprisingly the drawings show that the pupils were so talented.

The drawings presented in this chapter are conducted by the participants of the experimental group and they have represented an explicit content related to the topic of the lesson. This means that all components of the drawing were logically represented and the additional details as well. The clear visual representation of the target vocabulary in the first experiment and the context of both texts in the second experiment, reveal that the pupils made a great effort to complete each drawing activity.

6.1. Drawings completed during the experiment regarding the first research question

Picture 1. Pupils' drawing examples about the topic: Animals





One of the topics that I used throughout the experiment was about animals. I taught the participants of this study about 9 new words related to animals that live on land, in water and both land and water, such as: camel; jellyfish; rabbit; starfish; deer; whale; squirrel; crab; and turtle. In the first activity the experimental group had to draw nine animals that were listed in the handouts (see Appendix II) and to classify them into groups, i.e., animals that live on land, in water and both land and water. In the next activity they had to draw which of those animals they would prefer to see or touch and which one they would not prefer to see nor touch. After finishing that activity, they have to choose only three of those animals that they would prefer to keep at home or outside their home and three animals that they are afraid to keep at home or outside their home. The control group had to practice the same vocabulary as the experimental group but only by using writing strategy. In the first activity the pupils had to write the names of the animals and describe their habitat (on land, in water, or in both of them). In the second activity, they were given handouts (see Appendix III) where they were asked to write short answers about the questions by using the new vocabulary. In the next activity the pupils were told to write a paragraph and give a reliable reason about which of the animals that they discussed in the class would they prefer and would not prefer to keep at home.

These are some selected drawings made by pupils who participated in the experimental group. From these drawings it can be realized that the new vocabulary that was taught during the experiment included animals that live on land, in water, and both land and water. Pupils had to draw each animal in the corresponding rubric. They have illustrated the vocabulary clearly by using different colors and have depicted a part of the setting where that particular animal lives in order to express their creativity and idea.

Picture 2. Pupil's drawing example about the topic: In my living room



I taught the participants of this study vocabulary related to things that are placed in the living room. I taught them 9 new words related to the things that can be found in the living room, such as: sofa; armchair; carpet; curtains; bookcase; ceiling; coffee table; fireplace; and cushion. Different activities were assigned during the lesson in order to learn the new target words. After introducing and reading the words from the textbook, different activities were given to the experimental and the control group. The pupils in the experimental group were asked to draw a living room and to place the things in it in connection with the sentences that were given in the handouts (see Appendix I). In the next activity the pupils had to draw their own living room and to include the new vocabulary in their drawing. After that they had to draw their dream living room. The control group had to practice only the writing strategy therefore in the first activity they had to write sentences by using the same vocabulary that was applied for the experimental group. In the second activity the pupils had to write a paragraph and describe their living room including the new vocabulary (see Appendix VIII). After completing the second activity they had to write a paragraph about their dream living room. In the end of each lesson, we made a brief summary of the new vocabulary that the pupils had just learned in the classroom.

This drawing represents one of the activities that were given to the experimental group where they had to draw their own living room and include the new vocabulary in their drawing. The objects in this drawing are very clear which indicates that the pupils have understood the instructions and have learned the target vocabulary. The pupil has tried to expose a cozy living room and has applied different colors to make the drawing more realistic. Moreover, great

attention is paid to the details of this drawing, for instance, the painting on the wall, the carpet design, the colorful books etc., which indicates that the pupils were motivated and interested in such activities. Furthermore, it is important the fact that the pupil have included in the drawing the new vocabulary that I taught during the experiment. It is plain that the pupils have made an effort to follow the given instructions and their creativity shows that they have enjoyed drawing activities.

Picture 3. *Pupil's drawing example about the topic: Winter*



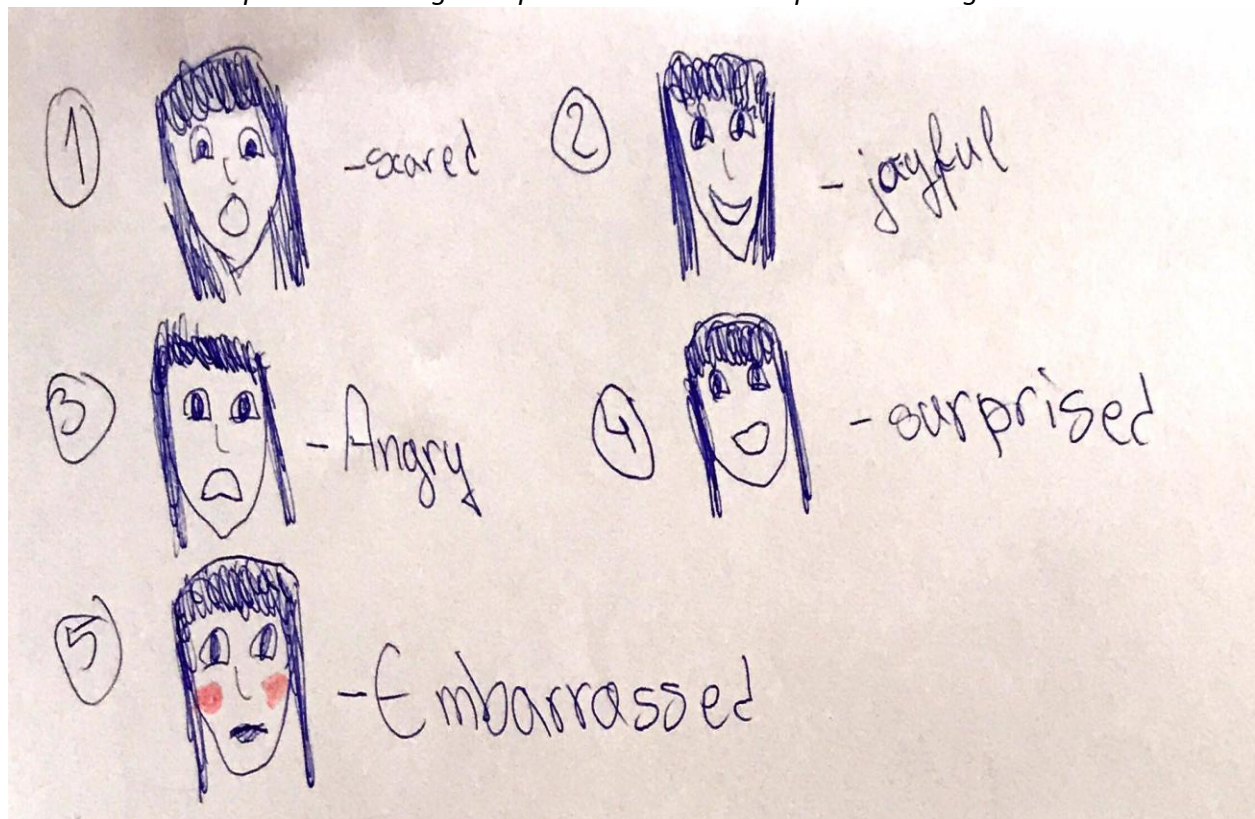
Another interesting topic that was elaborated during the experiment was the vocabulary related to winter. The 9 new words that were taught in this lesson were the following: snowflakes; snowman; sled; scarf; gloves; polar bear; shovel; coat; and ice skating. These nine

new words were used in different activities throughout the lesson. In the first activity the experimental group were asked to draw the nine words related to winter that were planned to discuss in that lesson. After completing the first activity a short story is given to the pupils and they had to present it in a visual form through drawing. In the third activity the pupils were instructed to pretend as they were spending their winter break in Alaska and they had to draw a landscape of that place and to send it to their best friend as a gift from their experience in that country.

On the other hand, handouts were given to the control group as a first activity where they have to fill in the blanks in the given text about the target vocabulary (see Appendix IV). In the second activity they have to link the given words with their appropriate definition. In the last activity they should pretend as they are spending the winter holidays in Alaska and they should write a letter to their best friend about their impressions for that place (see Appendix VIII). A necessary use of the new vocabulary was required.

This drawing was completed by one of the participants in the experimental group where they were taught new vocabulary related to winter. In one of the activities included in this topic the pupils had to imagine as they were spending their winter break in Alaska and they had to draw a landscape of that place and include the new vocabulary in their drawing. This drawing is a perfect representation of a cold winter day in Alaska and the necessary things you need in order to have fun in the snow. The participant of the experimental group has managed to include in his/her drawing the target vocabulary related to winter and has exposed a real and typical Alaskan landscape.

Picture 4. Pupil's drawing example about the topic: Feelings and Emotions



In the last week, or fourth week of the experiment regarding the first research question, we practiced new vocabulary related to the topic Feelings and Emotions. I had prepared different interesting activities for both experimental and control group. This drawing is completed by one of the participants of the experimental group where they had to draw the faces of people who express feeling and emotions in different situations that they face in their daily life. These daily life situations were written on the white board and each one of them represents the target vocabulary. The face expressions which are represented in this picture clearly represent the pupil's comprehension of the new vocabulary.

In the last week of the experiment the pupils have practiced vocabulary related to feelings and emotions. The participants of this study were taught the following 9 new words: scared; disappointed; thoughtful; surprised; angry; embarrassed; joyful; tired; and bored. I prepared different interesting activities related to feelings and emotions and the participants were enthusiastic about each activity. In the first activity the experimental group was instructed to draw the faces of people who express the feelings and emotions which were written on the white board. After completing this activity, they were asked to choose three friends and draw how they feel before and after an exam; when they forget to do their homework; and when they get a good grade on an exam. In the last activity they should draw their own feelings and emotions in the aforementioned situations.

With regard to vocabulary on the topic related to feelings and emotions, the control group was instructed to give short answers to the questions in the handouts, which are related to their feelings and emotions that they experience in different situations. In the next activity they have to choose three friends in the classroom that they would like to write about and describe their feelings and emotions in different situations. In the last activity they have to write five sentences about their own feelings and emotions in particular situations.

6.2. Drawings completed during the experiment regarding the second research question

Picture 5. *Pupils' drawings of the summary of the first text "From North to South"*

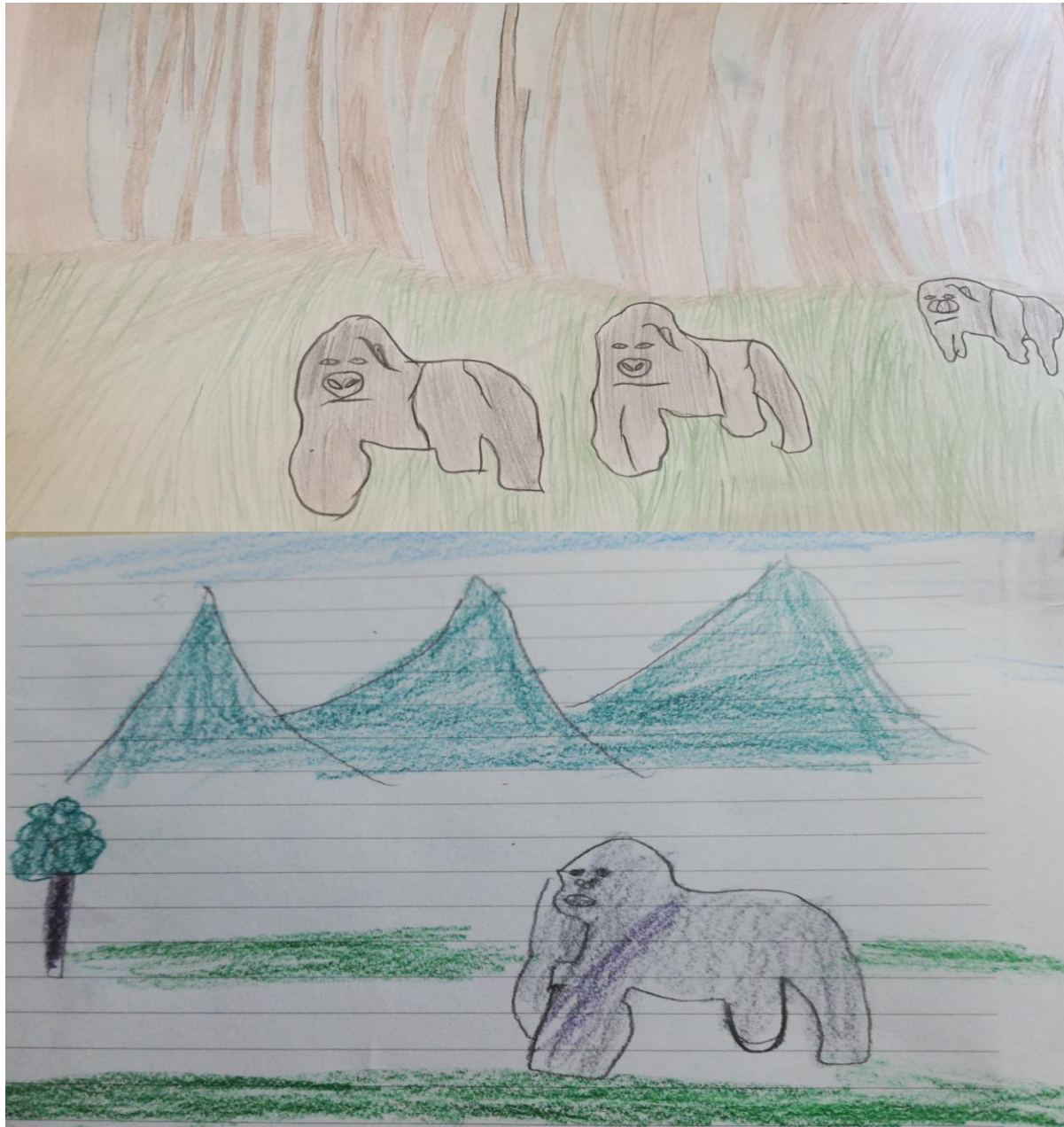




This drawing task activity was used in the first reading comprehension test for data collection regarding the second research question. This reading comprehension test was conducted online by using the online application JotForm. The test consists of a reading text “From North to South” and a reading comprehension questions which are taken from the pupils’ textbook Messages 1 Student’s Book (2005). Drawing task strategy was used only with experimental group. The test was sent to each pupil individually via-email. The experimental group had to read the text and then they had to summarize the context of the text by drawing pictures. They had the opportunity to draw on a paper and after they finish the drawing task, they had to upload their drawings on the test that was sent to them via e-mail. In the next activity they, after the drawing task they had to answer open-ended reading comprehension questions. These drawings are completed by the participants of the experimental group where they have illustrated the context of the text “From North to South”. A great creativity and imagination have been exposed. Apparently, they have understood the context of the text and tried to visualize it properly. Moreover, some of the pupils in their drawings have depicted different details from the text which indicates that the students have read the text carefully and analyzed every sentence of the text. The pupils have followed each instruction carefully and made an

effort to complete the drawing task activity, even though this experiment was conducted online.

Picture 6. *Pupils' drawings of the summary of the second text "Mountain Gorillas"*



This drawing task activity was used in the second reading comprehension test for data collection regarding the second research question. The same testing procedure was used as in the first reading comprehension test. The second reading comprehension test consists of a reading text "Mountain Gorillas" text and reading comprehension questions created by Victoria Barachman (2009). Drawing task strategy was used only with experimental group. The

experimental group had to read the text and then they had to summarize the context of the text by drawing pictures. After completing the drawing task the experimental group had to answer open-ended reading comprehension questions. This experiment was used to verify the importance of using drawing task strategy to improve reading comprehension.

An interesting imagination has also been used by pupils of the experimental group in the second experiment of the second research question of this study. These are some of the drawings completed by the participants of the experimental group and there is a clear illustration of the context of the text "Mountain Gorillas". Apparently, the pupils have relished this activity and have tried to visualize the context of the text as clear as possible. These drawings indicate that the pupils have understood the main point of the text as long as they have made great effort on their drawing.

7. Conclusion

With reference of the first research question of this study, the main objective was to observe the impact of drawing tasks strategies in vocabulary memorizing in contrast to writing strategy while learning English as a foreign language. The pupils were divided into two groups: the experimental and the control group. The first group of 30 pupils represents the experimental group and the other group represents the control group. I have used drawing task strategy with the experimental group and writing strategy with the control group throughout the experiment. I taught for four weeks in a row, only once a week and the lesson lasted 45 minutes. The same teaching material was applied for both groups. Each week I taught them nine new words which were the same for both groups and were related to a certain topic. Different handouts were used throughout the lesson. They learned vocabulary about the following topics: In my living room; Animals; Winter; Feelings and Emotions.

Pre-test and post-test were used for data collection for both the experimental and the control group. Pre-test and post-test were similar to each other in terms of content, number of tasks and questions, in order to define pupils' knowledge about the same vocabulary before and after the experiment. Pre-test was given to the pupils one day before the experiment with the purpose of determining pupils' knowledge of the target new vocabulary. The post-test was given to the pupils on the last day of the experiment, in week 4, in order to find out how many words from the target vocabulary the pupils have memorized after the experiment. Both tests had 36 questions which were divided in two parts. The first part of the test included 18 Albanian words and the pupils had to write the English words for the given Albanian equivalents. The second part included 18 multiple choice items. In each multiple choice item was given an English sentence with a target word in bold and the multiple choice options were sentences in Albanian language with a word underlined. One of the underlined Albanian words was the equivalent of the English target word in bold. For the completion of the pre-test and the post-test, the pupils were given 40 minutes per each one. Moreover, the same scoring system was used for pre-test and post-test. Each correct answer scores one point therefore the full points of each test are 36. In the end results of the both tests were transferred to SPSS for data analysis.

Based on the results of pre-test, Paired Samples Statistics clearly demonstrates that the mean score of pupils' vocabulary knowledge of control group in pre-test was $M=11,5$ (see Table 2) and the mean score of experimental group was $M= 12,6$ which indicates that there is not such a

difference between both groups in pre-test. The Paired Samples Test (see Table 3) indicates that the test was not significant ($p = .239$) because $p > 0,05$.

On the other hand, different data pattern was found when the results of post-test between the control and the experimental group were compared. The results of the post-test reveal which teaching strategy, drawing task strategy or writing strategy, was more efficient in vocabulary retention of the target words that were used during the experiment. Based on the results of post-test (see Table 4) it is evident that the mean score of vocabulary knowledge of experimental group ($M = 41,1$) was higher than before the experiment ($M = 12,6$). Moreover, the mean score of the post-test of experimental group is higher than the one of control group ($M = 34,6$). The Paired Samples Test (see Table 4) shows that the difference between the two groups is significant ($p = ,001$) because $p < 0,05$.

The results of the pre-test define that there is not a great difference between the mean score of two groups. It was important and favorable that the pupils' knowledge of the target vocabulary before the experiment was almost the same and it gave us more reliable results after the experiment. Moreover, the test was not significant which means that both groups did not differ that much from each other in terms of vocabulary knowledge. The comparison of the results of post-test between control and experimental group, clearly define that there is a difference between both groups. It is noticeable from the results in Table 4 that there is an improvement in vocabulary knowledge within experimental group ($M = 41,1$).

Based on the results of pre-test and post-test it was found that drawing tasks strategies had a positive effect in vocabulary learning and memorizing. This strategy helps students to remember vocabulary easily. In contrast, the results of this study reveal that writing strategy is not that effective in memorizing new vocabulary in EFL classroom. Using writing strategy during the experiment some pupils found it hard to recall the new vocabulary after a certain time. For these reasons it can be said that drawing task strategy is creative and useful strategy which facilitates memorizing new vocabulary while learning English language as a foreign language.

With regard to the second research question of this study, the main objective was to observe the importance of drawing task strategy which facilitates reading comprehension while learning English as a foreign language. This experiment was conducted online by using the online application JotForm. JotForm is an online application which allows anyone to create online tests and to receive responses by email. The pupils were divided into two groups: the experimental and the control group. The first group of 30 pupils represents the experimental group and the other group represents the control group.

For this experiment are prepared two tests. Each of the test consist of a reading text and reading comprehension (open-ended) questions in order to define whether drawing task strategy improves reading comprehension skills. These texts are considered appropriate for the pupils' language proficiency. Drawing task strategy was used only with experimental group. The texts and comprehension questions would be the same for both groups (experimental and control group). The tests were sent to each student individually by e-mail.

The first test includes the text "From North to South" and reading comprehension questions which are taken from the pupils' textbook *Messages 1 Student's Book* (2005). The experimental group had to read the text and then they had to summarize the text or the context of the text by drawing pictures. They had the opportunity to draw on a paper and after they finish, they had to upload their drawings on the test that was sent to them via e-mail. In the next activity,

after the drawing task they had to answer the comprehension questions which are designed as open-ended questions. On the other hand, the drawing task strategy was not used with the control group. The control group had to read the same text as the experimental group and answer the same comprehension questions without summarizing the text by drawing pictures. The second test was sent to students via e-mail in the following week. The second test includes "Mountain Gorillas" text and reading comprehension questions created by Victoria Barachman (2009). The same procedure is followed as in the first test. The questions of each test are the same in terms of content and number for both the experimental and control group. The experimental group had one additional task therefore after they read the text, they had to illustrate the context of the text by drawing pictures.

Data analysis and data collection regarding the second research question is accomplished by using two different reading comprehension tests. The same scoring system will be used for both tests. For the assessment of open-ended questions was used the scoring rubric for open-ended questions (Table 1) applied by Janine Elliot (2007). The students had to complete the test in 45 minutes and then they had to submit their test online. In the end the results of both reading comprehension tests were transferred to SPSS for data analysis and paired sample t-test was used as a statistical procedure.

The first reading comprehension test was conducted after the pupils read the first text. Based on the results of the first test, the Paired Samples Statistics (see Table 6) clearly demonstrates that the mean score of pupil's reading comprehension of control group in the first test was $M=10,4$ and the mean score of experimental group was $M=14,9$ which indicates that there is a significant difference between both groups in the first test. From the results of the Paired Samples Test (see Table 7) we can see that the test was significant ($p=.000$) because $p>0,05$.

The second reading comprehension test was conducted after the pupils read the second text. From the results presented in Table 8 and 9 it can be noticed whether there is any significant difference between experimental and control group. The Paired Samples Statistics clearly demonstrates that the mean score of pupil's reading comprehension of control group in the second test was $M=10,2$ (see Table 8) and the mean score of experimental group was $M=15,2$ which indicates that there is a significant difference between both groups in the second test. From the results of the Paired Samples Test we can see that the test was significant ($p=.000$) because $p>0,05$.

From the results of the first test and second test it can be noticed that there is a difference between the mean score of two groups even though the grouping of the participants was made randomly. In both situations the tests were significant, which means that the groups differ from each other in terms of reading comprehension skills. Based on the results of the first test and second test it can be concluded that the application of drawing task strategy after reading activity enhances pupils' reading comprehension skills. Moreover, this strategy helps the pupils to answer reading comprehension questions easily. In contrast, the results of this study indicate that answering reading comprehension questions immediately after reading the text does not facilitate pupils' reading comprehension. Drawing task helps pupils to analyze and conceptualize the context of the text, also to visualize the story in their mind and to represent it on a paper. For these reasons we can conclude that drawing task strategy is a useful strategy which improves pupils' reading comprehension skills and facilitates answering reading comprehension questions in English as a foreign language classroom.

The main goal of this study was to show how drawing task strategy can be applied in EFL classroom in a few ways and to reveal the importance of using drawing task strategy in English as a foreign language classroom, which facilitates memorizing new vocabulary and improves reading comprehension. Based on the results of the data analysis, research findings and discussion in the previous chapters, data showed that drawing tasks led to the greatest success in later retrieval and reading comprehension. In addition to that, based on the observations during the experiment regarding the first research question, the pupils had positive attitude in following the vocabulary lesson and using drawing task strategy to remember new words. On the other words, it could be defined that the pupils reacted positively about the implementation of drawing tasks in the vocabulary class. I was surprised to see how some of the pupils that scored below average in pre-test, improved their scores in the post-test. The statistical analysis of the paired samples t- test between the results of pre-test and post-test indicate that there is an evident improvement of vocabulary memorizing in the experimental group. In addition to that, drawing task strategy encouraged students to interact or communicate with each other, to share their opinion and to discuss about the details in their drawings. The students were not bored or tired, but they were enthusiastic to follow the teaching and learning process. Moreover, based on the results of the experiment regarding the second research question, one may conclude that drawing task strategy facilitates pupils' reading comprehension. In the post-test there is an evident increase of the mean score of the experimental group which indicates that drawing task has an effective impact in reading comprehension. As I read the pupils' answers of the reading comprehension questions, I found that the responses written by most of the participants in the experimental group were accurate and long answers with important details. Furthermore, all pupils in the experimental group submitted their drawings online and their creative drawings indicate a great commitment and engagement in the assigned activities even though the experiment was conducted by using the online tests made in the online platform JotForm.

As a positive side effect of this study, it may function as a guide to some, possibly not so experienced, teachers, guiding them through vocabulary teaching and improving reading comprehension in EFL classroom; providing particular aid in applying drawing task strategy in the classroom and activities included in the practical part. Despite its effectiveness, some challenges such as preparation, time management, students' motivation and attitude toward the task, and the teaching material should become teachers' highest attention and consideration before applying drawing task strategy in EFL classroom.

Writing this thesis was beneficial to me in several ways. As a future English teacher, I gained a better insight into the matter; got familiar with many interesting points of view and how drawing tasks motivate students learning; learned how to further optimize the process of teaching vocabulary and improve reading comprehension by using drawing task strategy, also to reconsider and improve my own teaching skills. I do hope the same will go for the reader.

8. Findings and Recommendations

The findings of the first research question reveal that drawing task strategy is a significant teaching strategy which facilitates memorizing new vocabulary in English as a foreign language classroom. The results of the pre-test define that there is not a great difference between the mean score of two groups. It was important and favorable that the pupils' knowledge of the target vocabulary before the experiment was almost the same and it gave us more reliable

results after the experiment. In addition to that, the test was not significant which means that both groups did not differ that much from each other in terms of vocabulary knowledge. The comparison of the results of post-test between control and experimental group, clearly define that there is a difference between both groups. This indicates that drawing task strategy helps vocabulary memorization.

The findings of the second research question reveal that drawing task strategy is an effective teaching strategy which improves reading comprehension in English as a foreign language classroom. From the results of the first test and second test it can be noticed that there is a difference between the mean score of two groups even though the grouping of the participants was made randomly. In both situations the tests were significant, which means that the groups differ from each other in terms of reading comprehension skills. The comparison of the results of both tests between control and experimental group, clearly define that there is a difference between both groups. This indicates that drawing task strategy is a useful teaching strategy which improves reading comprehension skills in English as a foreign language classroom.

This study reveals the importance of drawing task strategy in learning English as a foreign language. Furthermore, the application of this strategy in EFL classroom is considered significant but for some students it might seem challenging. According to my experience throughout this study I would suggest some recommendations regarding the application of drawing task strategy in memorizing new words and reading comprehension in EFL classroom.

Throughout the experiment I realized that the students needed additional explanation and instructions before starting a new activity related to drawing task strategy. This is a common situation when pupils are faced with a new teaching strategy. For this reason, at the beginning of the lesson the teacher should give brief explanation about the topic of the lesson and to organize the tasks from the easiest to the hardest one. Therefore, the pupils would be able to understand the point of the lesson step by step. Moreover, it is important to prepare activities that are appropriate for the pupils' language proficiency. Using difficult tasks in the classroom may not motivate pupils and the lesson will not be productive.

Communication with learners is another important issue while using drawing task strategy in EFL classroom. This communication should be able to generate dialogue that will illustrate pupils' ideas about the topic. During the experiment it was noted that the pupils preferred to discuss about their drawings after each activity. The pupils shared their drawings with their classmates and discussed about the details that they have depicted and interpreted their real idea. Practicing communication in EFL classroom helps pupils to explain and expose their creativity in drawing tasks and helps the teacher to visualize the pupils' concepts.

Another important issue that I realized during the experiment is that the teacher should always collect pupils' drawings at the end of each class. The teacher could then study the pupils' drawings completed for that day, and compare them to previous drawings and make notes about each pupils' learning improvement. This would give the teacher more time to analyze each work carefully and more time for the pupils to consider the teachers comments. Moreover, this is a suitable way to improve communication between each pupil and the teacher.

The role of the students and the teacher are very significant in applying drawing task strategy in EFL classroom. Students should be actively involved in different tasks assigned in the classroom and the teacher should motivate or encourage students' participation in the teaching and

learning process. The teacher should break the boundaries and assist students when they feel insecure and uncomfortable throughout the learning process. Furthermore, the teacher should provide opportunities for the students to express their ideas, opinion or to allow students to function as a peer teacher in order to increase their confidence. It is significant to stimulate students to express their learning struggles and difficulties in order to find an appropriate way to overcome the obstacles that hamper students to achieve their full potential in learning English as a foreign language.

Another important issue that I encountered in this study is that the teacher should prepare anything and inform the students beforehand about the application of drawing task strategy in EFL classroom. The teacher should make sure that the students are ready to accept it. Moreover, the students should know about the benefits of using drawing task strategy and how this teaching strategy facilitates vocabulary memorizing and reading comprehension in learning English as a foreign language. In addition to that, preparing anything beforehand is advantageous for a better time management and the teacher would be able to choose the appropriate activities and teaching materials that will be used during the lesson. Introducing a new teaching strategy to the students may be confusing for some of them but it is important to emphasize the impact of this teaching strategy in the learning process and how they can benefit from using it while learning English language.

While using drawing task strategy throughout this study, I realized that imagination and creativity are essential to accomplish a successful teaching process. It would be helpful if the teacher is open-minded and creative in planning different interesting activities to attract students' attention and interest to actively participate in the classroom. Teachers should find interesting and productive activities to introduce the new vocabulary and improve students reading skills. In addition to that, the teacher should make sure that all students are provided with crayons and drawing pencils before using drawing task strategy. The activities should create a comfortable and interactive atmosphere in the classroom which will stimulate students to move from one activity to the other.

Drawing is a supportive strategy in memorizing new words and improving pupils' reading comprehension. This study sought to see whether drawing task strategy was one pathway into achieving vocabulary memorization and better reading skills. In doing so, it described drawings as creative activities that improved students learning outcomes in EFL classroom. There was a significant difference between students who used drawing task strategy and students who did not practice this teaching strategy. Therefore, this study indicates that teachers should apply drawing task strategy in the teaching process in order to achieve better teaching outcomes regarding vocabulary memorization and reading comprehension in EFL classroom.

9. Weak points of the study

It is important to mention that there are some weak points about this study which should be taken into consideration when reviewing the findings. First, the sample size of this research paper is small because only sixty pupils were taking part in it. Also, the duration of the experiment was for a short period of time, and it could not be concluded if the results are momentary or will last longer. Thus, the findings would have been more advantageous if the experiment lasted for more than four weeks.

Second, the pupils that participated in this study were all from the same school and taught by the same English teacher. The results would have been more reliable if sixth graders from other schools would have been tested.

Third, the experiment would have been more efficient if pupils from different age groups would have been tested. For example, the samples and the tests would have been given to pupils from grade five to grade eight. In the end, the findings would have been compared and a potential factor that may have influenced the results would have been discussed.

Apart from what is already said before, it is important to mention the reality that the pupils were aware that they were taking part in a study. Concerning the fact that the students were conscious that they were being observed it could be assumed that this factor may have affected the results.

With regard to the second research question, there are also some weak points that should be considered when reviewing the outcome. The participants were asked to read a text and complete a reading comprehension test at home which was sent electronically to them (see section 3.2.2). After completing their reading comprehension test, both groups submitted their test via email. Here, it is important to mention that the results may not be very reliable because some participants may have asked other family members to assist them with the reading comprehension questions. In contrast, the results would have been more accurate if this testing was conducted in the classroom, with the presence of the observer. Furthermore, the observer is able to offer help and additional instructions when pupils face difficulties throughout the testing process.

Last but not least, it is crucial to mention the impact that the COVID 19 pandemic had on this study. Due to the rapid outbreak of Coronavirus, the country of North Macedonia had to undergo a national lockdown which affected the educational system in the country. Due to the high number of restrictions with the intention to prevent the spread of the virus, the educational institutions were supposed to close for an unknown period of time and the learning took place online. This situation, in particular the distance learning, has had an impact on teachers, pupils and their families. On the one hand, it should be noted that not all teachers were prepared and educated to provide online teaching for their pupils/students. Also, not all of them may possess the appropriate knowledge or training to use various teaching platforms and not all of them could afford the appropriate equipment to do it. On the other hand, the same could be said about the pupils. In reality, some families may struggle from economic issues and this reality influences their children's learning. Due to economic issues parents may find it difficult to provide their children with all the necessary tools for the online learning. Moreover, some of them may not be able to assist and help them when they struggle with their assignments in specific subjects. With regard to how the coronavirus affected this study, it could be said that it certainly had an impact on it. The second research question had to be completed electronically. The positive aspect about it was the fact that all the participants possessed the necessary equipment and were able to access the online tests made in the online platform JotForm which was mandatory for the completion of the assignment. A negative aspect, however, could be the idea that it is not clear whether the participants have completed the tasks independently or not.

With reference to further research in the future, it could be suggested that the participants of the study are younger or older² and from different schools in North Macedonia. In this situation, other findings may be revealed and factors which may have influenced the results could be discussed. Also, it would be advantageous if the study is conducted for a long period of time and it would be observed if the knowledge that students acquire is transient.

Another interesting aspect which could be observed is the comparison of the results by gender. For example, it could be inspected if there are any significant differences in memorizing new words by using drawing task strategies in an EFL classroom between males and females.

Considering the first research question, I would have talked about more topics and I would have let the pupils' choose about what topic they would like to learn more. The idea of letting them choose the topic may lead to greater results. Also, as already mentioned before, the findings would have been more advantageous if the study was conducted for a longer period of time. Moreover, I would have included more participants in the experiment, including students from different schools and different age group.

In regard to the second research question where the participants were asked to read two texts, there could be used more texts instead for a longer period of time. In this way, it could be observed if the students are continuously motivated to complete their tasks the same way they did with the first two texts. Another alternative is to give the participants the opportunity to write texts for each other. For example, the pupils of the experiment group could write texts (electronically) for the pupils of the control group and vice versa. The texts would be anonymous, and they would send them to the observer/teacher to proofread before giving them to the other pupils to read. In my opinion, this would not only help the participants to improve their vocabulary but also enhance their writing skills.

Aside from the weak points of this study, there are some positive aspects that should be mentioned. Advantageous about this research is the fact that all participants attended the lessons during the experiment regularly. Most importantly they participated in the activities during the lesson which positively affected the results in the end of the study. All the participants found the drawing task activities interesting, fun and therefore were motivated and communicative throughout the experiment. During the time when I conducted the experiment for the first research question with both groups there were no restrictions concerning the COVID 19 pandemic. Therefore, I could attend the lessons at the school where I chose to do this research without any limitations.

In contrast to the first research question, as already mentioned before, the Coronavirus has had an impact on this study when it comes to the second research question. During the period when this part of the research was done, the educational institutions in North Macedonia were closed for an unspecified period of time. For this reason, an online platform had to be used and all the participants were informed in detail about it. Nevertheless, however, it could be said that the pupils followed clearly all the instructions given in the test and submitted the assignments before the deadline without mentioning any difficulties that they may have faced during the completion of their tasks. Consequently, it could be noted that they made an effort to complete each activity.

²The tests and reading materials will be adjusted according to the age of the participants.

10. Future research directions

Throughout this study I realized the effectiveness of drawing task strategy for pupils in EFL classroom which leads to other related research studies that can be conducted in the future. Instead of just focusing on sixth graders, it would be interesting to conduct this experiment in high school. The books assigned to them get more complex and it would be interesting to find out the impact of drawing task strategy in remembering new words and in reading comprehension.

Drawing task strategy may be used for accomplishing further teaching goals in learning English as a foreign language classroom other than memorizing new words and reading comprehension. Since few of the pupils in this research did not benefit completely from drawing strategy, perhaps they might benefit from this strategy in other language aspects, such as communication. As long as this study focuses only in two main benefits of using drawing in EFL classroom such as memorizing new vocabulary and reading comprehension, there can be another future research suggestion in order to expand this study's framework. Another direction for further research concerns improving communication skills of EFL learners by using drawing task strategy. Since communication is fundamental in language learning in order to convey your thoughts, ideas and emotions, the topic suggested above might lead to a useful recommendation for teachers who teach English as a foreign language.

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Appendix I – Vocabulary related to things in the living room. Activity for experimental group

Please draw the given sentences on your notebook.

1. There are two **cushions** on the **sofa**.
2. I am sitting in an **armchair**.
3. The **curtains** are hanging over the window.
4. The **bookcase** is on the left side of the window.
5. The **fireplace** is opposite the sofa.
6. The **carpet** is under the **coffee table**.
7. The light hangs from the **ceiling**.

Appendix II –Vocabulary related to animals. Activity for experimental group

Please draw and classify the animals listed below into three groups: animals that live on land, in water, and both land and water.

1. Camel
2. Rabbit
3. Starfish
4. Deer
5. Whale
6. Squirrel
7. Crab
8. Turtles
9. Jellyfish

Appendix III – Activity for control group

Please answer the questions below.

1. Which of these animals is dangerous?

2. Which of these animals lives in water?

3. Name two of these animals that you would like to keep as pets or aquarium pets.

4. Name four of these animals that you like the most?

5. Name four of these animals that are your least favorite?

6. Which of these animals have you seen in real life?

Appendix IV –Vocabulary related to winter. Activity for control group

Fill in the gaps with the words from the box to complete the sentences.

snowflakes	snowman	sled	scarf	gloves
polar bear	shovel	coat	ice skating	

1. The weather was cold and the _____ were falling faster.
2. The children were balling up snow to make a _____.
3. They were removing the snow from the sidewalk with a _____.
4. These _____ kept her hands warm.
5. Sara sat on the _____ behind Mary.
6. Put this _____ around your neck.
7. Put your _____ on. It's cold outside.
8. _____ spends most of the time on Arctic sea ice.
9. _____ is an ice sport where athletes wear bladed skates and perform different specific acrobatic movements.

Appendix V – Pre-test and Post-test

Part 1. Write the English word for the Albanian equivalents:

Raft librash	<u>Bookcase</u> ³	Fjolla dëbore	<u>Snowflakes</u>
Tryezë	<u>Coffee table</u>	Njeru prej bore	<u>Snowman</u>
Perde	<u>Curtains</u>	Sajë	<u>Sled</u>
Divan	<u>Sofa</u>	Shall	<u>Scarf</u>
Yll deti	<u>Starfish</u>	Doreza	<u>Gloves</u>
Dre	<u>Deer</u>	I befasuar	<u>Surprised</u>
Breshkë	<u>Turtle</u>	I zhgënjyer	<u>Dissatisfied</u>
Gaforre	<u>Crab</u>	I trembur	<u>Scared</u>
Balenë	<u>Whale</u>	I mendueshëm	<u>Thoughtful</u>

Part 2. Multiple Choice. One of the underlined Albanian words is the equivalent to the English word in bold. Please circle the correct answer.

- I was sitting in an **armchair**.
 - Po rrija i ulur në karrige.
 - Po rrija i ulur në kolltuk.
 - Po rrija i ulur në divan.
- We have to buy new **carpet** for this room.
 - Ne duhet të blejmë perde të reja për këtë dhomë.
 - Ne duhet të blejmë qilim të ri për këtë dhomë.
 - Ne duhet të blejmë gardërobë të re për këtë dhomë.
- She painted the **ceiling** yellow.
 - Ajo e ngjyrosi murin me ngjyrë të verdhë.
 - Ajo e ngjyrosi tavanin me ngjyrë të verdhë.
 - Ajo e ngjyrosi dyshe-menë me ngjyrë të verdhë.
- My grandfather sat by the **fireplace**.
 - Gjyshi im u ul afër tryezës.
 - Gjyshi im u ul pranë dritares.
 - Gjyshi im u ul pranë oxhakut.
- We have blue **cushions** in the living room.
 - Ne kemi drita të kaltërta në dhomën e ndenjies.
 - Ne kemi jastëk të kaltërta në dhomën e ndenjies.
 - Ne kemi karrige të kaltërta në dhomën e ndenjies.
- A **camel** can go without water for a long period of time.
 - Devja mund të qëndrojë një periudhë të gjatë pa ujë.
 - Bualli mund të qëndrojë një periudhë të gjatë pa ujë.
 - Dreri mund të qëndrojë një periudhë të gjatë pa ujë.
- If a **jellyfish** stings you, it causes skin irritation.
 - Nëse ju thumbon një oktapod, lëkura juaj do të pezmatohet.
 - Nëse ju thumbon një akrep, lëkura juaj do të pezmatohet.
 - Nëse ju thumbon një kandil deti, lëkura juaj do të pezmatohet.

³ The highlighted words are the correct answer.

8. **Squirrels** can climb a tree very fast.
a) Ketrat mund të ngjiten në pemë shumë shpejtë.
b) Hardhucat mund të ngjiten në pemë shumë shpejtë.
c) Arushat mund të ngjiten në pemë shumë shpejtë.
9. They feed the **rabbit** with lettuce.
a) Ata e ushqejnë lepurin me marullë.
b) Ata e ushqejnë dhelprën me marullë.
c) Ata e ushqejnë iriqin me marullë.
10. **Polar bear** lives in cold places.
a) Dhelpra polare jeton në vende të ftohta.
b) Ariu polar jeton në vende të ftohta.
c) Ujku polar jeton në vende të ftohta.
11. John forgot to wear his **coat**.
a) John harroi të vesh këmishën e tij.
b) John harroi të vesh xhaketën e tij.
c) John harroi të vesh bluzën e tij.
12. He used a **shovel** for digging a hole.
a) Ai përdori një shkop për të gërmuar një gropë.
b) Ai përdori një kazmë për të gërmuar një gropë.
c) Ai përdori një lopatë për të gërmuar një gropë.
13. **Ice skating** is her favourite sport.
a) Patinazhi është sporti i saj i preferuar.
b) Skijimi është sporti i saj i preferuar.
c) Alpinizmi është sporti i saj i preferuar.
14. My friend is **angry** with me.
a) Shoqja ime është e shqetësuar për mua.
b) Shoqja ime është e zhgënjyer nga un.
c) Shoqja ime është e zemëruar me mua.
15. My best friend **embarrassed** me in front of the whole class.
a) Shoqja ime më e mirë më lëvdoj para gjithë klasës.
b) Shoqja ime më e mirë më turpëroj para gjithë klasës.
c) Shoqja ime më e mirë më ofendoj para gjithë klasës.
16. Her daughter is having a **joyful** childhood.
a) Vajza e saj po kalon një fëmijëri të lumtur.
b) Vajza e saj po kalon një fëmijëri të trishtuar.
c) Vajza e saj po kalon një fëmijëri të dhunshme.
17. The children were **tired** after the trip.
a) Fëmijët ishin të kënaqur pas udhëtimit.
b) Fëmijët ishin të stresuar pas udhëtimit.
c) Fëmijët ishin të lodhur pas udhëtimit.
18. He got **bored** and left.
a) Ai u zemërua dhe iku.
b) Ai u mërzit dhe iku.
c) Ai u hidhërua dhe iku.

Appendix VI– From North to South

Robert Schumann loves travelling to different countries. When he was ten he travelled to the North Pole with his father. First, they travelled by plane to the base camp in Canada. Then they walked for four days to their final destination. The weather at the North Pole was extremely cold. The temperature was -30° Celsius. There was a cold wind and it snowed every day. But Robert and his father were well prepared. They had warm clothes, good walking shoes and expensive sleeping bags. They stayed at the North Pole for four days.

When he was 11, Robert got a mountain bike for his birthday. His father decided it was time to go on another journey – this time to the South Pole on their mountain bikes. Cycling in the snow isn't easy. The South Pole is situated at high altitude, so the atmosphere is very thin. This means that walking and cycling is difficult – especially at -35° Celsius.

After his trip to the South Pole, Robert visited Australia, the Red Sea, Greenland and Spitsbergen. Now he's studying at university. He knows exactly what he's going to do when he leaves. He wants a career in tourism!

Task 1

⁴Draw a picture that illustrates what the text is about and upload it here.

Browse Files

- Instructions:
1. Take a notebook or a paper.
 2. Draw the context of the text on your notebook/paper.
 3. When you finish, take a picture of your drawing.
 4. Upload it here.

Task 2

Answer the questions.

1. How old was Robert when he visited the North Pole?

2. How did Robert and his father travel to Canada?

3. How many days did they stay at the North Pole?

4. When did Robert get a mountain bike?

5. How many places did Robert visit after the South Pole?

6. What is Robert doing now?

⁴ Task 1 is created only for experimental group and it is the same in both tests. This task is not included in the tests that were sent to control group.

Appendix VII– Mountain Gorillas

Children are playing on the grass. Their mothers and fathers are eating food and watching them.

Is this a family having a picnic in the park? No, it's a group of Mountain Gorillas in a forest in Africa.

Gorillas live in groups in the forest. Mountain Gorillas live in forests in the mountains. Mountain gorillas are the biggest kind of gorilla. They have long hair which keeps them warm in the cold mountains.

Mountain Gorillas eat plants and they eat them most of the day. They get up early in the morning and start eating. When it is very hot, the gorillas sleep a little, and then they get up and eat till it gets dark. Some Mountain Gorillas eat 18 kilograms of plants in one day! At the end of the day, the gorillas build nests to sleep in. They sleep on the grass or in the trees.

The forests are the Mountain Gorillas' home and food, but people are cutting down the forests. Many Mountain Gorillas die when people cut down the forests. There are only about 500 Mountain Gorillas in the world today. Twenty years ago, there were about 15.000 Mountain Gorillas.

We must protect the forests, so we can protect the gorillas.

Task 1

Draw a picture that illustrates what the text is about and upload it here.

Browse Files

- Instructions:
1. Take a notebook or a paper.
 2. Draw the context of the text on your notebook/paper.
 3. When you finish, take a picture of your drawing.
 4. Upload it here.

Task 2

Answer the questions.

1. What keeps the gorillas warm?

2. Where do Mountain Gorillas live?

3. Where do Mountain Gorillas sleep?

4. What happens when people cut down the forests?

5. How many Mountain Gorillas were there 20 years ago?

6. How can people protect the Mountain Gorillas?

Appendix VIII—Writing activities for control group

Picture 1. A letter to a friend

Dear, Lura

How are you? How is everyone? What's new in Struga?

Alaska is cold and I always wear coat, gloves, scarf. We usually go at the Zoo, there I saw a polar bear. I will send you a picture, then ~~it was~~ the snowflakes were falling ~~so~~ faster. We make a snowman everyday. I'm so good at ice skating. My dad remove the snow with shovel. I wish you will come with me so we are going to set on the sled together.

Love, Lisa

Dear, Andrea...

I'm in Alaska right now. I'm having a great time. But I miss u so much. It's so cold in here and I don't really like it cause I hate cold weathers. I have seen a Polar bear too. I need to also wear gloves, a scarf and a hat to be warm and I don't like that. I was just building a snowman with my cousins, it's really big. Now I'm drinking hot chocolate with a lot of marshmallows and It's so good. I've visited a few places and I have some pictures, If you want I can show them to you when I'm home. I'll be home for 4 more days. Goodbye now bc I'm gonna go Ice skating. Have a great time.

♥ Goodbye...

With Love from: Gresa.

Picture 2. My living room

In my living room

1. In my living room there is a black sofa with some white cushions.
2. The armchair is black and near the sofa.
3. In front of the sofa there is a table and under the sofa, armchair and the table there is a white carpet with some thin color designs.
5. In my living room I wanna have 2 windows with black and long curtains.
6. I want for the walls to be grey and the ceiling to be white.
7. On the walls I want some Pictures
8. I want the TV sitting on the fireplace
9. The fireplace needs to be with white and black tiles.
6. I want a wooden bookcase to keep my books in

My living room

My room is white and gray. There is coffee table in the middle of the room. There are Sofas around the room. I have two bookcases on the sides of the walls. On the opposite side of the sofas I have fireplace. There are a lot of cushions. I have some white and gray curtains.