EFFECT OF TWO METHODS OF ENGLISH TEACHING IN INDUCTIVE METHOD (PICTURE-WORD AND OBJECT PERCEPTION) ON LEARNING OF ENGLISH WORDS AMONG EDUCABLE MENTALLY RETARDED MALE STUDENTS IN GUIDANCE SCHOOL AT TEHRAN

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Abstract:

This semi-experiment study is reviews effect of two methods of English teaching in inductive method (picture-word and object perception) on learning of English words among educable mentally retarded male students in guidance school at Tehran. By use of multi stages sampling method 36 mentally retarded male students were selected and randomly were divided in 3 groups of 12 students. Students were received subjects during 15 sessions of teaching English words in two grade guidance school level in two mentioned methods (inductive picture-word and inductive object perception). For considering effect of educational program this study has used pictures of book as pre-test and post-test. Results of analyzing was used by applying Croskal Valis and Manutiniue test and Vilkakson test in two parts of learning and stability and results have shown that in the learning section, numbers of words of educable mentally retarded

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students group by inductive object perception method before education, compare to other two groups, was higher and groups were not matched. Also results have shown that there did significant difference between words span among two educated groups by inductive object perception method inductive picture-word and object perception with ordinary education and inductive object perception group were higher in both cases but this difference was trivial in learning of words span in inductive picture-word and inductive object perception groups. Finally we can conclude that inductive method of object perception can affect on learning and stability of span of English words among educable mentally retarded students.

Key words: inductive picture-word and inductive object perception methods, words span, educable mentally retarded students

Introduction

Scientific investigations have highlighted teaching methods like all other types of research. The fact is that learning and education methods, as well as educational psychology developments have had a significant progress. Regarding education, issues like motivation, personal characteristics of the teacher, his/her awareness and cognition of educational methods are important and effective factors. Theorists have provided different definitions for teaching methodology. For instance, gage (2975) discusses that: teaching methodology is the behavioral patterns of a teacher which is repeatable, can be used in all course subjects, it is not limited to only one teacher, and related to learning (fathi azar, 2004).

Teaching methods can be categorized based on different variables. For instance, based on control, methods in which teachers are active and control the education process are called "teacher-oriented methods". Such methods include lecture, presentation, reading, and generally one-way transfer of content. Methods which assign a larger role to the learner to find his/her conclusion are known as "learner-oriented methods". For instance, heuristic methods, problem solution (scientific research), and ore-organizer are some instances of this type of method (white, 1985, quoted by fathi azar, 2004).

In fact, teaching patterns are learning patterns. While we help students acquire information, ideas, skills, ways of thinking, expressing their ideas, we also teach them learning. Increasing the students` talent to learn easily and more effectively and the skills they acquire can be the most

important long term results of education. Learning process –learning, the ability to analyze information, and how to learn- are the important principles of learning (joyce et al, translated by behrangi, 2008).

The picture – word inductive method

The picture - word inductive method is the combination of a picture of conceptual pictures which help learners to extract, categorize, name, and eventually read a concept that exists in a picture, according to the relationship of the items of that concept (joyce et al, translated by behrangi, 2008).

The picture –word inductive pattern (the picture –word inductive pattern), which was first introduced by calhoun in the united states, belongs to the family of information processing patterns. Theorists of this family of learning methods, when looking at humans, find that information processing, decision making, capacity and creativity development for humans is increasing. They try to find better ways which help students in information processing and solving educational problems and issues. The common goal of this family of patterns is helping students learn better (joyce et al, translated by behrangi, 2008).

The picture –word inductive pattern is developed to educate students, particularly reading and writing, as well as how to develop the words required to listen and speak. The picture –word inductive pattern assists student by creating an awareness of the relationship between the process of reading and writing and helps them be integrated and purposeful in learning reading and writing. Since most children want to understand the meaning of the language of the people around them and decrypt it with their teachers, the major principle of this method is the capability of students in creating generalizations which clarify language conventions for them (calhoun et al, 2002).

Ahri (1999) believes that developing visual – lexical knowledge is the necessary path to education. The picture –word inductive pattern takes into account this development, as well as the issue of memorizing words in the brain, their transition to the long term memory, and their accessibility to investigate the workarounds of alphabets and the english language. This pattern is valuable, because it employs pictures as a bridge for the gap of language. Pictures provide a context to speak and help concentration while learning, create mental imaginations, and help remember a word or a concepts. These pictures reinforce memory and create creative thinking (tinegro, 2012).

Pictures are considered as the stimuli to help learn a second language and a starting point to contribute to cooperative learning. This pattern emphasized on lingual experiences (calhoun, 1999).

The picture –word inductive pattern works for any age or group regarding the differences and cultural variety. The reason for this is that students play a more active and effective role in inferring words from pictures which in turn increases motivation. The vocabulary collections of students gradually increase and that extends their mental repositories (calhoun, 1999).

The perceived object inductive method

According to the research, all principles and concepts presents in this methods are similar to the picture –word inductive pattern . It is only slightly different in execution steps. The characteristics of this method include: visually presenting objects introduced in pictures and execution of presentation simultaneous with introducing words in the pictures. In fact, the researcher tries to emphasize on the stage of visualization, since one of the important principles of teaching for mentally retarded students is the objectivity and understandability of the teaching subjects (e.g. Bringing hygiene equipment like combs, etc.).

The execution stages of the perceived object inductive method is similar to the picture –word inductive pattern. It means that in this method, students must name the words specified in the picture, categorize words and find an appropriate title for the corresponding picture. The difference is that in this methods, objects in the picture are visually presented to students; they can touch the object and tell their experiences to their teacher and other students. Even regarding pictures whose object is not present in the class, researcher draws an object or performs and specifies certain features of that picture to make students understand the concept in mind. The representation stage is executed after the third step (in which a picture is presented to the students and they observe and name the identified sections of the picture) and after that, other stages continue similar to the inductive method.

Despite the importance of using active educational methods, the methods currently used in our schools are not in line with novel methods and the picture –word inductive pattern is not employed. However, other countries exploit the picture –word inductive pattern. The picture –word inductive pattern is based on the students' requirements and it is an action program. Moreover, this methods has many pedagogical effects (e.g. Learning how to build visual knowledge, providing titles, sentences, and paragraphs, developing cooperative skills, etc.).

The main purpose of this study is the investigation of the effect of the picture –word inductive pattern, the perceived object, and the ordinary methods on the for mentally retarded students english language vocabulary collection of the middles schools of tehran. Therefore the following hypotheses are presented:

1) there is a difference between the vocabulary collection of three for mentally retarded students groups before education (using picture - word inductive, perceived object inductive, and the ordinary methods).
2) there is a difference between the vocabulary collection of for mentally retarded students after education using the picture –word inductive pattern and perceived object and mentally handicapped students educated with the ordinary method.

Methodology

According to the importance and nature of the research, the half-experiment methods is used and pre-test – post-test with the control group is employed.

The statistical population of this study consists of all for mentally retarded students of the middle school (pre-expert) of district 18 of Tehran, studying from 2012 to 2013.

This study used a multi-stage random sampling to select samples and randomly selected district 18 from all education departments of Tehran. Consequently, one center (Nikan institute) and 36 of its students were selected. After homogenization, subjects were almost randomly divided into three equal control and test groups of 12.

Research Tools

In order to assess the effects of experiments, pictures of the English language book of the second year of middle school was used to understand the degree of their learning.

In order to determine the durability of visual tests, Kuder - Richardson formula was employed.

Pictures of the book consisted of 6 conceptual pictures:

Unit 4 : Good morning (2B)

Unit 5 : Good morning (2 C)

Unit 6: I m in the Bath room (3A)

Unit 7: I m in the Bath room (3B)

Unit 8: What I wear (4A)

Unit 9 : What I wear (4 B)

The content validity of the questionnaire was also confirmed by FOR MENTALLY RETARDED STUDENTS experts and teachers.

For data analysis, descriptive statistics and inferential statistics were used. The descriptive part included frequency distribution tables, charts, central indices calculations, and dispersion indices. The inferential part used Mann–Whitney U and Wilcoxon tests to analyze research hypotheses.

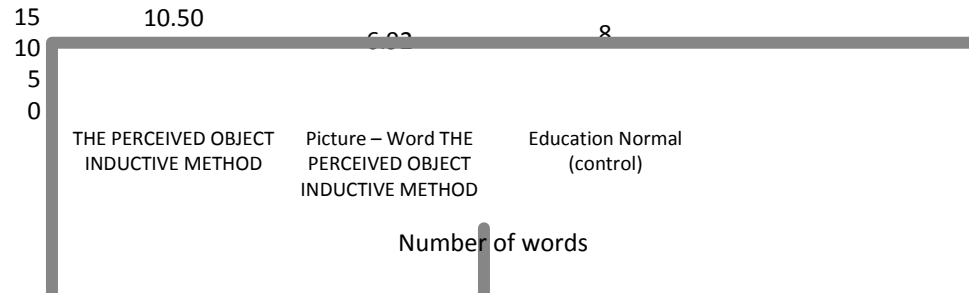
Findings

Table 1. Descriptive data of the research

Standard deviation	The mean post-test	Standard deviation	The mean pre-test	The mean age (Months)	Number of	Sex		Groups
						Girl	Son	
2/50	**14/25**	**1/729**	**6/92**	**15 years and 10 months**	**12**		×	**Picture – Word the perceived object inductive method**
4/321	**20/30**	**3/315**	**10/50**	**15 years and 7 months**	**10**		×	**the perceived object inductive method**
1/729	**12/58**	**1/809**	**8**	**15 years and 6 months**	**12**		×	**General education**
-	-	-	-	-	34	0	34	Total

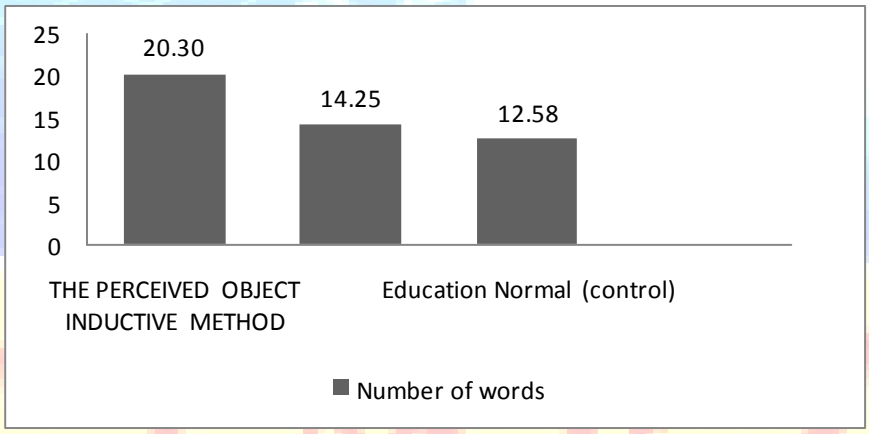
All students of this study were male. The number of people in both Picture – Word inductive experimental group and the ordinary education (control) was 12 and in the perceived object inductive method was 10 people which 2 people left the group because of their absence. The average age in each group and the average grades of pre-test and post-test, as well as the corresponding standard deviation is presented in the table. The highest averages among groups belonged to perceived object inductive method with 10.50 for pre-test and 20.30 for post-test. Moreover, the highest standard deviation also belonged to the perceived object inductive method which was 3.135 for pre-test and 4.321 for post-test.

Figure 1. Average grades of pre-test in all three research groups before education



According to figure 4-1, the average pre-test grades of the the perceived object inductive method group, The Picture –Word Inductive Pattern, and the control group were respectively 10.50, 6.92, and 8 which shows that the average pre-test grades of the experimental group using Picture – Word the perceived object inductive method method was higher than the other two groups.

Figure 2. Average post-test grades of all three research groups after education



According to figure 4-2, the average post-test grades of the perceived object inductive method , The Picture –Word Inductive Pattern, and the control group were respectively 20.30, 14.25, and 12.58 which the average post-test grades of the experimental group (the perceived object inductive method) was higher than the other two groups.

The Inferential Data Analysis (Hypotheses Test)

Hypothesis 1. there is a difference between vocabulary collections of the three for mentally retarded students group before education (using The Picture –Word Inductive Pattern, perceived object inductive, and the ordinary method).

Table 2. Pre-test grades of all three research groups

Variance	Standard deviation	Average rating	The mean per-test	Number of	Groups
9/833	3/135	24/80	10/50	10	the perceived object inductive method
2/992	1/729	11/54	6/92	12	Picture – Word the perceived object inductive method
3/273	1/809	17/38	8	12	Education Normal (control)
-	-	-	-	34	Total

Results of the kruskal–wallis test showed a significant difference between medians and the case of pre-test before education ($p<0.01$ and x ($df = 2$, $n = 34$) = 9.93). Since the test is significant, the comparison was conducted between all pairs of experimental groups.

Premise a 1) there is a difference between vocabulary collections of for mentally retarded students before education using the perceived object inductive method and the ordinary method.

Comparison of pre-test groups for the perceived object inductive method and the ordinary method

Using mann–whitney u test, two experimental groups (the perceived object inductive method and the ordinary method) were compared and it was observed that $p=0.01$ and $z=-1.889$. Therefore there is a boundary significant difference. Furthermore, it was observed that the average ranking of the perceived object inductive method equaled 14.30 and the ordinary group was 9.17. We must note that the average vocabulary of the group using the perceived object inductive method (10.50) was only 2.5 more than the ordinary group (8).

Premise a 2) there is a difference between vocabulary collections of for mentally retarded students before education by the picture –word inductive pattern and the ordinary method.

Comparison of pre-test grade of the picture –word inductive pattern and the ordinary method

Using mann–whitney u test, two groups of the picture –word inductive pattern and the ordinary method were compared and it was observed that $p>0.05$ and $z=-1.55$ which indicates that there is no significant difference.there is a difference between vocabulary collections of for mentally

retarded students before education by the picture –word inductive pattern and the perceived object inductive method .

Table 3. Comparison of pre-test grades of the perceived object inductive method and The Picture –Word Inductive Pattern using the same test

Variance	Standard deviation	Average rating	The mean per-test	Number of	Groups
9/833	3/135	16	10/50	10	the perceived object inductive method
2/992	1/729	7/75	6/92	12	Picture – Word the perceived object inductive method
-	-	-	-	22	Total

The perceived object inductive method and the picture –word inductive pattern groups were compared before the test. P<0.01 and z=-3 showed a significant difference between the picture –word inductive pattern and the perceived object groups. Of course, the average vocabulary ranking of the perceived object inductive method was 16 and the picture –word inductive pattern was 7.75.

Premise b) there is a difference between vocabulary collections of for mentally retarded students after education by the picture –word inductive pattern, the perceived object inductive method , and the ordinary method

Table 4. Post-test grades of all three research groups

Variance	Standard deviation	Average rating	The mean pass-test	Number of	Groups
18/67	4/321	27/60	2/30	10	the perceived object inductive method
4/20	2/050	16/25	14/25	12	Picture – Word the perceived object inductive

					method
2/99	1/729	10/33	12/58	12	Education Normal (control)
-	-	-	-	34	Total

The kruskal–wallis test showed that there is a significant difference between medians of the three experimental groups after education ($p<0.001$ and x ($df = 2$, $n = 34$) = 16.91. Since the test is significant, a comparison was conducted between each two pairs of experimental groups.

Premise b 1) there is a difference between vocabulary collections of for mentally retarded students after education by the perceived object inductive method and the ordinary method.

Table 5. Comparison of post-test grades of the perceived object inductive method and the ordinary method

Variance	Average rating	Average rating	The mean pass-test	Number of	Groups
18/67	4/321	16/90	20/30	10	the perceived object inductive method
2/99	1/729	7	12/58	12	Education Normal (control)
-	-	-	-	22	Total

Using mann–whitney u test, the perceived object inductive method and the ordinary method were compared and it was observed that $p<0.001$ and $z=-3.60$. Therefore, there is significant difference between the perceived object inductive method and the ordinary method after education.

Premise b 2) there is a difference between vocabulary collections of for mentally retarded students after education by the picture –word inductive pattern and the ordinary method.

Table 6. Comparison of post-test grades of The Picture –Word Inductive Pattern and the ordinary method (Control)

Variance	Average rating	Average rating	The mean pass-tes	Number of	Groups
4/20	2/050	15/17	14/25	12	Picture – Word the perceived object inductive method
2/99	1/729	9/83	12/58	12	Education Normal (control)
-	-	-	-	24	Total

Using Mann–Whitney U test, The Picture –Word Inductive Pattern and the ordinary method were compared and it was observed that p=0.7, p<0.1, and z=-1.86. Therefore, there is a significant boundary difference. The average ranking of The Picture –Word Inductive Pattern was 15.17 and the ordinary method group was 9.83. Of course, the average vocabulary of the group using The Picture –Word Inductive Pattern (14.25) was only 1.67 more than the ordinary method group (12.58).

Premise b 3) there is a difference between vocabulary collections of for mentally retarded students after education by the picture –word inductive pattern and the perceived object inductive method .

Table 7. Comparison of post-test grades of the perceived object inductive method and The Picture –Word Inductive Pattern

Variance	Average rating	Average rating	The mean pass-tes	Number of	Groups
18/67	4/321	16/20	20/30	10	the perceived object inductive method
4/20	2/050	7/58	14/25	12	Picture – Word the perceived object inductive

					method
-	-	-	-	22	Total

Using mann–whitney u test, the perceived object inductive method and the picture –word inductive pattern groups were compared and it was observed that $p<0.001$ and $z=-3.11$. Therefore, there is a significant difference between these two groups.

Discussions and conclusions

This study investigates the effect of two english language education inductive methods, namely picture – word and perceived object), on english vocabulary learning of male middle school for mentally retarded students of tehran. In order to do so, using multi-stage random sampling, nikan male middle school of district 18 was selected. Thirty six students were then selected as a sample and completely randomly, after homogenization, divided into three groups of 12. Research methodology employed was half-test using pre-test – post-test plan with the control group and pictures of the for mentally retarded students english language course book of second grade was used to investigate the degree of influence.

In case of the first hypothesis (a), there is a difference between the vocabulary collection of three for mentally retarded students groups before education (using picture - word inductive, perceived object inductive, and the ordinary methods). Results showed that there is a significant difference between vocabulary collections of learners educated by the picture –word inductive pattern, the perceived object inductive method , and the ordinary method before education and the vocabulary collections of students educated by the perceived object inductive method was relatively higher than the other groups. Therefore, we can conclude that the three studies groups were not homogenous, even though homogenized, and the the perceived object inductive method group was significantly different before the education. The preliminary difference between the three groups affects the latter conclusions. However, results showed no significant difference between vocabulary collections of for mentally retarded students using the picture – word inductive pattern and the ordinary method before the education.

In case of hypothesis (b) there is a difference between the vocabulary collection of for mentally retarded students after education using the picture –word inductive pattern and

perceived object and mentally handicapped students educated with the ordinary method., results indicated that there is a significant difference between vocabulary collections of the picture –word inductive pattern and ptrtd methods and the ordinary method and using inductive methods (picture-word and perceived object) were effective on the vocabulary collections. The significance of the difference in success of the picture –word inductive pattern is doubted; however there is a significant difference regarding the perceived object inductive method which is different from both the picture –word inductive pattern and the ordinary method. The perceived object inductive method provides visual concepts to learn new vocabulary and integrates perception opportunities, which include concentrating on words and understanding concepts, thus affects increasing vocabulary collections. While we must not rush to interpret results, since the perceived object inductive method was stronger than the other groups from the beginning.

Results indicated that there is a difference between vocabulary collections of for mentally retarded students educated with the perceived object inductive method and the ordinary method. According to this result, it is likely that visualization methods, like simultaneously showing the picture in the book, performing the show related to that word, or drawing on the board help better understand.

Moreover, there is a boundary significant difference between vocabulary collections of for mentally retarded students educated with the picture –word inductive pattern and the ordinary method. It means that using the picture –word inductive pattern has not been able to be attractive for students and thus they had no active role. Of course, we cannot deny the effect of learning more words using this methods; however, teaching a language using the ordinary method for the for mentally retarded students group was helpful, since there was no significant difference in their vocabulary collections.

Another results was the significant difference between vocabulary collections of for mentally retarded students educated by the perceived object inductive method and the picture –word inductive pattern. It means that using the perceived object inductive method was more effective in increasing their vocabulary collections. Visualized teaching with pictures, drawing words presented in the pictures, and performing a show alongside pictures are effective in increasing the vocabulary collections of students using this method.

However, so far, there has been no research regarding the perceived object inductive method . Therefore, we cannot compare our findings to specify whether these findings are in line with results. Although the findings regarding the picture –word inductive pattern are in line with results of hasanzadeh (2007) which investigated the "reading writing methods using picture-words inference and powerpoint to teach first grade farsi in boukan", cunning (1998) regarding "educational progress using the picture –word inductive pattern , joyce, hericoke, and calhoun (2001) in regards to "the effect of the picture –word inductive pattern on reading and writing", calhoun (2008) about "using the picture –word inductive pattern with the help of a white board", and hamzeh (2010) regarding "reading steps of the picture –word inductive pattern in three levels". The findings of this study regarding the picture –word inductive pattern was not in line with musavi`s research (2007) about the application of the picture –word inductive pattern to teach first grade middle school arabic of qom, whose effectiveness was relative. It means that pictures for students had no attraction, they were not actively inferring words, and therefore their vocabulary collections had no proper growth. Another reason can be attributed to the improper execution of the picture –word inductive pattern by the researcher. Of course, inhomogeneity of groups at the beginning of the research should also not be neglected.

We must note that there is a difference in pre-test and post-test between all three methods, but the degree of this difference for the perceived object inductive method has been higher than the other two (i.e. Picture-word inductive and the ordinary education methods).

Research constraints: the sample for mentally retarded students group were second grade students of middle school. This generalization to other grades and schools constraints our results. The population included only male students and this generalization also limits our conclusions. Moreover, the experiment zone was one district in tehran, which means our results may not apply to other zones. The experiment duration was limited to 2 months. Therefore, it was not possible to investigate all the effects of education methodology in all contexts and indices, as well as their comparison. Furthermore, the considered course was the english language and this limits our generalization to other courses.

According to the findings of this study, it is recommended to use picture – word (inductive and perceived object) methods which have a positive effect on the vocabulary collections and its sustainability. Teachers of second year foreign language courses (e.g. English, arabic, etc.) Should use the picture –word inductive pattern and the perceived object inductive method to

increase vocabulary collections. This study was conducted on the middle school grade and it is recommended to other researchers to apply this research to other grades and compare the results. In order to increase the generalization aspects of results, future research will be conducted on larger samples and also on female students.

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