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Department of English



Title:

**Investigating teacher's perception toward the use of Picture-Based Activities in
Boosting Reading Comprehension Skills among Primary School Pupils:
The Case of Fifth-Year Pupils**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for the
Degree of Master in Didactic**

Prepared by:

✚ Koutar Taleb Ahmed.

✚ Imane Lanag

Supervised by:

- Dr. Tahar Mekla

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Dedication

To my dear parents,

Who have been my support throughout my journey,

And who have given me help with love, patience, and endless prayers,

I dedicate this work with deep gratitude and pride.

To my brothers and sisters,

Who shared with me both joy and hardship,

And who have always been a source of support and encouragement at every step,

I dedicate this fruit of my effort.

To everyone who stood by my side,

Encouraged me with kind words, supported me with sincere prayers, or believed in

my ability,

I dedicate this humble work

With heartfelt love and appreciation.

Koutar

Dedication

Dedicated to my mother and father, the light that illuminated my path and the support that gave me the strength to persevere despite all difficulties, I dedicate this success to you, a success that carries within it your prayers, your hard work, and your boundless love. To my esteemed teachers, who guided and educated me, instilling in me the values of knowledge and diligence, I offer my sincerest thanks, appreciation, and gratitude. To my older sister, who has always been a source of support and reassurance, and to my younger brother, who brought joy to my days and gave me hope and the energy to continue. To my dear friend, who stayed by my side until the very last moment, sharing every detail of this journey with complete honesty and loyalty, thank you for being the best companion on the road to success. To all of you, I dedicate the fruits of this graduation with all my love, pride, and gratitude.

Imane

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Abstract

This dissertation examines the effect of picture-based activities on reading comprehension among fifth-year primary school pupils. It addresses the gap between pupils' ability to decode words and their difficulty in understanding texts, and explores whether systematic use of pictures can support meaning making. The study draws on cognitive perspectives, which emphasize processes such as inference, vocabulary, monitoring, and sociological perspectives, which stress the impact of pupils' social and cultural backgrounds on literacy practices. A mixed-methods approach was using a teacher questionnaire about reading lessons that integrated pictures before, during, and after reading sessions. The data focused on how often teachers use pictures, how they perceive their role in supporting vocabulary, prediction, main-idea identification, and answering comprehension questions, in addition to how these activities are implemented in practice. The findings show that picture-based activities engage learners, scaffold understanding, and enhance pupils' responses to comprehension questions, leading to improved reading comprehension. The study recommends greater emphasis on visual supports in reading curricula and teacher education.

Keywords: picture-based activities; reading comprehension; primary school; fifth-year pupils; visual aids; English language teaching; cognitive perspective; sociocultural perspective; EFL classroom.

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General Introduction

1-Background of the Study

Reading in language acquisition is one of the most crucial skills as it allows learners to comprehend written texts, increase vocabulary, and obtain knowledge from other subjects. Reading should not be simply pronouncing letters of words in a vacuum in the context of primary education. It is central to understanding: pupils need to be able to recognize concepts, track meaning and adequately respond to what they read,. For some pupils, words can be decoded accurately but the meaning of the message conveyed by the text is not fully grasped. This challenge could also be related to lack of vocabulary, poor reading habits, low motivation or teaching practices which depend more on writing than the child-pupils are supported at their young age.

That is why teachers require child-friendly and learner-centered instructional strategies. A strategy is picture-based activity. Images can enliven lessons, explain difficult vocabulary and historical events better than long written explanations and are the visual scaffolding that allows children to build their narrative comprehension. Because young learners typically respond well to visual materials, however, we need to look at the effect of picture-based activities on reading comprehension.

Reading comprehension is a key skill in primary education because it allows pupils to understand written texts and use reading as a tool for learning. In English as a foreign language, this skill becomes even more important, since pupils need support in understanding vocabulary, sentence meaning, and the general message of a text. Nevertheless, many pupils at the primary level continue to experience difficulty, especially when instruction depends mainly on teacher explanation and text-based exercise, in the Algerian primary-school context, this issue deserves particular attention because pupils are still developing both basic literacy skills and their first experiences with English as a foreign language. At this stage, any weakness in comprehension can influence confidence, classroom participation, and later achievement. Consequently, the search for

effective and motivating teaching strategies is not only pedagogically useful but also educationally necessary.

At the same time, many teachers seek methods that are more motivating and more appropriate for young learners. Children usually learn better when classroom activities are clear, meaningful, interactive, and supported by visual materials. In this context, picture-based activities appear to be a promising teaching strategy because they may help pupils connect written language to visible meaning and make reading lessons easier to understand.

2 - Statement of the Problem:

This study stems from the main concern that many primary-school pupils in their fifth academic year struggle in comprehending reading texts during English lessons. Traditional reading instruction in many schools fails to adequately support early literacy learners. As a consequence, some pupils do not understand the text, they become less interested in reading activities and take less part in class, so this is a problem that simply revolves around children's poor performance on reading tasks. Weakened motivation, lowered participation in classroom discussion and the struggling of many pupils to respond meaningfully to the text they have not been properly contextualized within. Poor reading leads to frustration rather than learning.

As children tend to require solid, real-life and visualized input it is therefore understandable to consider how picture-based activities might offer a better fit for teaching reading comprehension. This study seeks to investigate if pictures can help improve understanding and therefore delivery of reading lessons that are appropriate for the developmental needs of primary-school peoples.

3 - Objectives of the Study:

-  Investigate teachers' perceptions of the effect of picture-based activities on fifth-year primary school pupils reading comprehension.

- ✚ Examine teachers' perceptions of the role of picture-based activities in facilitating pupils' understanding of written texts.
- ✚ Explore teachers' perceptions of the influence of picture-based activities on pupils' participation during reading lessons.

4 - Research Questions:

1. What are teachers' perceptions of the role of picture-based activities in improving fifth-year primary school pupils' reading comprehension?
2. What are teachers' perceptions of the role of picture-based activities in enhancing pupils' participation during reading lessons?

5 - Hypotheses:

- ❖ Teachers perceive that picture-based activities contribute to improving fifth-year primary school pupils' reading comprehension.
- ❖ Teachers perceive that picture-based activities enhance pupils' participation during reading lesson

6 - Purposes of the study:

The purpose of this study is to investigate the effect of picture-based activities on the reading-comprehension skills of fifth-year primary-school pupils. More specifically, the study aims to determine whether the use of pictures in reading lessons can improve pupils' understanding of texts, increase their participation, and make reading activities more attractive and accessible.

In addition, the study seeks to explain the pedagogical value of visual support within the reading classroom. It does not only ask whether pictures help pupils achieve better results, but also how they may influence attention, participation, confidence, and classroom interaction during reading lessons.

Lastly, variation in classroom setup and availability of teaching materials or technology resources may have impacted the execution of picture-based activities and subsequently the results. Even with those limitations, the study provides very useful information on how pictures can increase pupils' engagement and reading comprehension.

7 - Significance of the Study:

This study has significance since reading comprehension is considered as one of the fundamental skills needed in educational achievements. It's also important, because it make it more relevant to the young audience. Thus, the findings of this study may not only inform classroom practice but also future research on reading comprehension and visual pedagogy.

Many primary teachers struggle with focusing on a practical teaching framework could inform some guidance of use to teachers hoping to enhance engagement with reading lessons (make them more comprehensible, interactive and motivating).

8 - Structure of the Dissertation:

This dissertation is composed of two parts: theoretical, and practical. The theoretical segment consists of two chapters. Chapter One dissects the theorizing and conceptual framework for the written work, while Chapter two is devoted to tackle picture-based activities and the pedagogical activities.

The theoretical part forms the basis background of the research, whereas the practical part presents the research design and the instruments used in this study to collect data and procedures of data analysis in addition to the main findings.

picture-based activities and did not explore other instructional approaches that might also enhance learners' reading comprehension skills.

Lastly, variation in classroom setup and availability of teaching materials or technology resources may have impacted the execution of picture-based activities and subsequently the results.

Even with those limitations, the study provides very useful information on how pictures can increase pupils' engagement and reading comprehension

9 - Methodology Overview:

This study is based on a questionnaire survey. It focuses on primary-school English teacher as the main sample. Data collected through teachers' opinion about the use of picture-based activities in reading lessons and how these activities can improve the reading comprehension skills of fifth-year primary school pupils. The collected data should be analyzed in order to determine whether picture-based activities have a positive effect on pupils' comprehension and classroom participation.

The methodology of the study is expected to employ a single questionnaire that includes both quantitative and qualitative dimensions. Quantitative evidence represents closed-ended items, while qualitative evidence may come through open-ended questions that capture teachers' detailed opinions and experiences.

10 - Rationale:

This study is motivated by the need to improve reading comprehension among primary-school pupils through an approach that is more appropriate for their age, interests, and learning characteristics.

Another reason for undertaking this study is its practical value for classroom teachers. Many teachers are interested in improving reading outcomes, yet they may not always have access to simple strategies that can be applied effectively with young learners. Picture-based activities offer a realistic and accessible pedagogical option that deserves careful examination.

It is also motivated by the idea that visual materials can make classroom learning more accessible, more motivating, and more interactive. In addition, the study is important because it

connects classroom practice with educational theories that explain learning, interaction, mediation, and inequality in school.

11 - Limitations of the Study:

This study is significant in testing the effectiveness of picture-based activities to teach reading comprehension, but there are several limitations to consider. First, the sample involved in this study was small and taken from a specific context which might strongly limit the generalizability of results to other educational institutions and levels.

Second, the study used questionnaires as the main data collection tool. While the questions addressed classroom practices, participants responded according to their personal experiences and interpretations. As a result, the data may have been influenced by subjective perceptions, which could limit the accuracy of representing the actual implementation of these practices.

Another limitation of this study was the limited time available for conducting the research. Because of time constraints, the researcher was unable to carry out a longer experimental investigation or include a larger sample of participants. Furthermore, the study focused solely on picture-based activities and did not explore other instructional approaches that might also enhance learners' reading comprehension skills.

Lastly, variation in classroom setup and availability of teaching materials or technology resources may have impacted the execution of picture-based activities and subsequently the results. Even with those limitations, the study provides very useful information on how pictures can increase pupils' engagement and reading comprehension

12 - Definition of Terms / Variables:

- Reading comprehension: the ability of pupils to understand, interpret, and make meaning from written texts.

General Introduction

- Picture-based activities: classroom activities that use pictures, images, or visual materials to help pupils understand lesson content and improve learning.

Part One:
Theoretical Part

Chapter One:

Theoretical and Conceptual Framework

Introduction

Chapter one outlines the theoretical and conceptual basis of the research. It analyzes reading comprehension as a key educational skill from cognitive, sociological and constructivist angles. The first part defines reading comprehension and explains importance of it in primary education. Second, it provides sociological perspectives on education, particularly Bourdieu's cultural capital theory and the social reproduction theory to illustrate how educational achievement could be determined by greater societal structures. Lastly, it frames social constructivism with a Vygotskian view of mediation focused on interaction, tools and symbols as part of knowledge construction. These perspectives inform the current study by illustrating that reading comprehension is a thinking process and a socially structured classroom act.

1. Reading Comprehension in Educational Contexts

1.1. Definition of Reading Comprehension

Reading comprehension is typically defined as an understanding and interpretation of written texts. This is not just about recognition of words or reading the sentences correctly. Instead, it is comprehension of concepts, linking information, making deductions and relating the reading to prior knowledge. According to the RAND Reading Study Group, reading comprehension is a process in which meaning is 'simultaneously extracted from and constructed through interaction with written language' As evidenced by this very definition, comprehension is an active and purposeful process rather than passive (RAND Reading Study Group, 2002).

In educational research, comprehension is widely recognized as multidimensional construct. The reader identifies explicit information, connects concepts within the text, draws inferences, and integrates new knowledge with established experiences. Thus, comprehension is an active process requiring attention and interpretation; it requires intention with reading.

Grabe notes that reading is problem-solving; it links lower-level word-reading ability with higher-level inference and interpretation, but also the strategies used in reading. By which it means reading is not all about saying the correct words. A pupil can read out loud but not comprehend the meaning of the text. As a result, comprehension is often viewed as the actual objective of reading. Grabe (2012).

1.1.2. Cognitive versus Sociological Perspectives:

In cognitive theories, comprehension is defined as the mental processes that go into understanding and recognizable behaviors up until October 2023 such as vocabulary knowledge, memory, attention to detail, prediction/inference of meaning during reading/monitoring of understanding. Why this view is a good perspective to have: because it will help you explain how pupils process the text and the reason why some learners comprehend better than others. This also

reinforces the idea that comprehension can be impacted through instruction, practice and strategy use (RAND Reading Study Group, 2002).

But from a sociological perspective, an element is often missing. It hints that social and cultural conditions, in addition to just the mind of the learner, affect reading comprehension. Not all pupils come to school with the same exposure to books, literacy practices, vocabulary or language that is valued at school. Bourdieu explains this process through the notion of cultural capital, and Bourdieu & Passeron argue that schools can reproduce existing social inequalities if they reward the culture of those in domination. This implies that differences in school reading are connected not only to ability but also due to the pupil's social and cultural background (Bourdieu, 1986; Bourdieu & Passeron, 1990).

Focusing on one point of view may provide only a partial picture of pupils' performance. Focusing too narrowly on mental processes may lead the teacher to ignore wider social conditions. However, simply attending to social background may miss the important cognitive work in comprehension. A balanced analysis, therefore, needs both.

Thus, what works best is to merge the deux approaches. The cognitive view accounts for how understanding occurs, and the sociological view explains why understanding may be lacking in a more or less uniform manner across pupil sub-populations. This combination is relevant to the current study as it helps describe both how learning occurs and the educational setting which fosters it.

1.1.3. Importance of Reading Comprehension in Primary Education:

Traditional reading comprehension is essential to primary education as it serves the foundation for learning in all subjects of school. Pupils must comprehend classroom instructions, short texts, activities and questions to contribute effectively in school. The inability to comprehend the materials they read will hinder their learning not just in English, but on other subjects as well.

Chapter One: **Theoretical and Conceptual Framework**

Because of this, reading comprehension is often viewed as one of the key pillars of academic success (RAND Reading Study Group, 2002).

The development of understanding at a highly basic stage has long-lasting ramifications. Pupils who are taught efficient text comprehension strategies earlier on tend to be better equipped to deal with more advanced demands further in their academic careers. On the other hand, pupils whose comprehension difficulties persist may continue to have limited access to other subjects because reading is a constrain on learning and not an enabler.

This time is even more crucial as it is the phase that goes from learning to read to reading to learn. Written language is a significant mode of how pupils access information at this level. Grabe provides evidence that reading enhances vocabulary, academic learning and language growth more generally. Thus, improving pupils reading comprehension during development is vital in order to facilitate later education (Grabe, 2012).

1.2. Sociological Approaches to Education:

1.2.1. Bourdieu's Theory of Cultural Capital:

Perhaps the most significant sociological explanation of unequal educational attainment is Bourdieu's theory of cultural capital. Bourdieu also realized that children cannot be assumed to come to school with the same cultural resources. Language practices, knowledge, attitudes and habits are passed down from families that may help or hinder success in school. He divided it by all three components of cultural capital: embodied (embodied) cultural capital, objectified (objectivized) and institutionalized ones. Alternately stated, some pupils arrive at school with habits of language and experience that are already nearer to what is appreciated at school (Bourdieu, 1986, pp. 241–258).

A good topic to consider more in relation to reading comprehension is cultural capital. It is less challenging for pupils who grow up in homes where books, stories and literacy activities are a normal part of life. In contrast, children with less access to such resources tend to struggle more. Thus, reading achievement could be connected not only to an individual effort, but also access to some esteem cultural resources (Bourdieu, 1986, pp.241–258).

1.2.2. Social Reproduction Theory:

Her analysis borrows from Pierre Bourdieu and Jean-Claude Passeron's social reproduction theory, which holds that schools reproduce existing inequalities more often than they diminish them. Even though the schools claim to reward merit and effort, they too often privilege the language, culture and norms of dominant social groups. Thus, pupils whose home background is closer to what schools expect may benefit comparing to others (Bourdieu & Passeron, 1990;).

This notion is pertinent to the present study as conventional reading instruction is largely text-based and heavily reliant on formal language. These forms may serve better pupils who are

already familiar with school-like literacy practices. By contrast, other pupils may find it much harder not due to a lack of IQ but because the education system is more aligned with the experiences of another group.

sensitive pedagogy, which responds to the centrality of society. By increasing the diversity of instruction and using visual support, teachers are working to diminish part of the barrier created by extremely text-exclusive teaching. These practices do not eradicate social inequality, but they might render learning accessible for a greater number of pupils (Bourdieu & Passeron, 1990).

1.2.3 Inequality in Educational Systems:

That would be in terms of schooling: differential access to skills, resources and educational achievement that led to unequal attainment. It could have to do with cognitive ability, socioeconomic status, access to books, modes of language or school demands. Also, current equity research highlights the persistence of socio-economic background in driving variation in learning opportunities and performance across education systems (OECD, 2023; UNESCO, 2015).

Such inequality is more problematic in primary because where early deficiencies in reading and understanding may become embedded over time. If pupils struggle to establish strong foundations when early, it becomes increasingly more challenging for them to learn; instead, gaps widen rather than close. It is with this in mind, that inclusive and equitable support during early years of schooling is an educational imperative (UNESCO, 2015; OECD, 2023).

This point is especially salient in foreign language learning, where budding learners may already have some sense of distance from a foreign-language medium. Weaker pupils may quickly disconnect if the classroom input is simply abstract or text-heavy. Thus, supporting approaches like picture-based activities must be taken into serious consideration in the context of elementary education.

1.3 Social Constructivism and Learning:

1.3.1 Vygotsky's Theory of Mediation:

This theory is centered around the notion of mediation. To mediate means tools and symbol will be supporting learners to think, solve problems, and understand new concepts. The primary mediational tool is language, although pictures or diagrams or other visual materials can perform this role as well. This notion is crucial for the current investigation as it underpins the belief that drawings can assist pupils experience reading in a more salient and attainable manner (Vygotsky, 1978, pp. 19–30).

At their heart, Vygotsky propose that with support pupils can often do more than they could without it. When doing the work alone, a child might struggle with a text that is too challenging yet find it more comprehensible when the teacher supports him or her with guides from peers, or visual tools. Such a principle is particularly important to reading lessons at the primary level of education (Vygotsky, 1978, pp. 52–57).

1.3.2 Role of Interaction in Learning:

Next important concept of social constructivism is, learning happens through interaction. Pupils develop understanding through discussion with teachers, collaboration with peers, questioning and participation in classroom activities. In the process, they receive scaffolding and progressively develop more sophisticated understanding. One of the main conditions of learning is social interaction, what one believes in and lives through — with which we are taught to live by many theorists including Vygotsky (1978, pp.79–91).

Interaction is important because it exposes pupils to various interpretations and gives them an opportunity to test their understanding, as well as hone their ideas in discussion. In this respect, learning is not simply an individual act, but a social process shaped through participation (Vygotsky, 1978, p. 281) — both the highs and the lows of such.

This is directly relevant for the reading lesson. Discussion about texts, parallel interpretation of pictures and explaining their ideas means the pupils will make sense together rather than separately. This is particularly beneficial for primary school pupils, who frequently require explicit assistance to grasp new content (Vygotsky, 1978:79–91).

1.3.3 Tools and Symbols in Knowledge Construction:

Vygotsky also mentions the INR of tools and symbols in building knowledge. Learner comprehension and information organization is shaped by the types of resources used—language, pictures, gestures, diagrams, and classroom materials. These resources are not simply supplementary materials but rather resources which mediate thought and learning (Vygotsky 1978, pp19-30).

When viewed from this angle, classroom tools go beyond mere content presentation to actively determine how pupils understand the material. When strategic, pictures can help lead the attention, simplify the interpretation process and provide some dimensionality to abstract language. This aspect renders them particularly useful when reading to young learners (Vygotsky, 1978 pp. 19–30).

This concept gives a strong argument for incorporating picture-mediated activities into reading instruction. Takeaway: If learning is experienced through tools and symbols, pictures may be regarded as meaningful educational materials that help the pupils bridge written language to meaning that they can see. Therefore, picture-based interactions are naturally suited to a constructivist perspective on learning in the classroom (Vygotsky, 1978, pp. 19-30).

Conclusion:

We have seen in this chapter that reading is a complex educational process shaped by cognitive, sociological and constructivist factors. This means that reading comprehension is not just decoding of words but rather a multi-dimensional process mediated by mental operations, social conditions and pedagogical practices. Bourdieu theory relates education success to unequal social resources while Vygotsky emphasizes on mediation, interaction, and tools as basis in learning (Bourdieu ,1986; Vygotsky,1978). In combination, these perspectives provide a robust theoretical framework for the study of picture-based activities and reading comprehension among fifth-grade primary school pupils.

Chapter Two:

Picture-Based Activities and Pedagogical Practices

Introduction

This chapter explores visual pedagogy in education, the use of Images in teaching and learning, and the cognitive Implications. In this section, tackles pictures as resources for symbolism and culture by engaging with images as mediation tools through the lens of visual literacy and the intersection between visuality and linguistic capital. Lastly, it examines practices and interaction within the classroom itself, particularly concerning teacher facilitation, pupils' involvement and collaborative learning. The aim of this chapter is to show how pictures are not just decoration in the classroom but what has been introduced as educationally relevant tools that might help identify a reading comprehension in primary-school pupils.

2. Visual Pedagogy in Education:

2.1. Definition and Types of Picture-Based Activities:

Image-based activities are classroom tasks that use images, illustrations, photographs, drawings or comic-strips to aid teaching and support learning. Such activities can be picture description, image matching, sequence of pictures, visual storytelling, predicting from images and answering based on visuals. The primary value is that they help make meaning explicit and reduce reliance on words alone (Mayer, 2021).

These are some activities which can be used at various points of the lesson. Pictures prior to reading can activate prior knowledge and make predictions about the text. When reading, they can assist with identifying and understanding vocabulary. Once read, they can be used to retell stories, to sequence them, discuss what was read or check for comprehension.

These activities are particularly beneficial in classroom practice where visual input can aid in gaining attention, provide context, and simplify difficult content. Mayer puts forth that often times when words are paired with images, learners make more of an understanding. On the other hand, Malu also proves in her qualitative case studies that picture storybooks and illustrated materials can facilitate language acquisition, particularly interest and discussion in EFL classrooms (Malu, 2013. pp.10-11).

2.1.1 Role of Visual Aids in Teaching and Learning:

The presence of visual aids in teaching is because they attract attention, give straightforward explanations and assist in meaning-making. Pictures can be useful for predicting the subject of a text, clarifying unfamiliar vocabulary and showing connections between concepts during reading lessons. Visual support is also helpful for pupils when trying to understand advanced content, they will make it much easier and clearer.

That said, the value of visuals is in their application. In order for pictures to have pedagogically profitable value, they must be connected to lesson goals and used in class talks and interpretation. They only supplement comprehension when the teacher uses them purposefully, not for mere decoration (Mayer, 2021; Malu 2013, p. 17).

This is why the educational value of pictures relies on planning and classroom integration. An appropriate image can steer pupils to the meaning of a text while an irrelevant image might lure for their attention. The aforementioned use of it effectively means choosing wisely, having defined goals and guidance from the teacher (Malu, 2013).

2.1.2 Cognitive Benefits of Visual Learning:

The facts articulate many cognitive advantages of visual learning with the reference of literature. One of the biggest reasons for this is Dual Coding Theory. Clark and Paivio contend that learners use both verbal and nonverbal systems to process information. Combining the information in both formats make it easier to comprehend and retain (Clark & Paivio, 1991).

This is an idea that could be well supported by Mayer's multimedia learning framework. When the materials are well constructed, combining words and pictures improves attention, memory, and comprehension according to his research. Visual learning for example in helping primary school pupils to comprehend the reading content because Primary school pupils generally prefer concrete support as an aid (Mayer, 2021).

Visual learning may also alleviate some of those cognitive load effects that young learners experience when they are confronted with an unfamiliar written input. With the visual clue, the pupils do not only rely on words, they can organize information and construct understanding more confidently when images accompany text (Mayer, 2021).

2.2 Pictures as Symbolic and Cultural Resources:

2.2.1 Images as Mediational Tools:

A Vygotskian concept of images as mediational tools can also be applied to this research since images make abstract language accessible to visible meaning while facilitating the construction of understanding (Vygotsky, 1978).

This is particularly relevant for primary school children, who tend to depend on tangible assistance while they learn language and literacy. Meaningful pictures have the power to act as symbolic resources — indelible traces that assist understanding and action. During practical classes, for example, pictures can be in a way a link between the things pupils observe and what they read. They can make vocabulary more concrete, explain actions or events, and allow pupils to predict meaning prior to the text being fully processed (Vygotsky 1978 pp 19–30).

2.2.2 Visual Literacy and Meaning-Making:

"Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image. This competence is important in current education, where pupils frequently encounter multimodal information composed of text, images and symbols. In their work, Domínguez Romero and Bobkina (2025) discuss visual literacy as a competency that needs to be fostered in learners in today's learning environments.

With respect to reading comprehension, visual literacy relates to meaning-making as pupils generally interpret a text through the relationship between words and images. There are situations, however, where an illustration may help clarify a sentence, suggest a topic of a passage, or provide contextual clues to simplify interpretation. For this reason, visual literacy would be understood as a component of the reading process rather than an isolated skill (Domínguez Romero & Bobkina, 2025; Mayer, 2021).

2.2.3 Relation between Visual and Linguistic Capital

From a sociological analysis perspective, the relationship of visual capital and linguistic capital Because all school languages are not equally accessible to all pupils, visual resources can provide another route in. Images can't dismantle structural inequality, but they may alleviate some gatekeeping by putting guidance within reach of pupils in a more immediate way than text-only teaching will. The interpretation aligns with Bourdieu's understanding of cultural capital and the claim for a role of uneven access to desired symbolic resources in school success.

For this reason, visual representations could be a helpful tool to support linguistic capital in the classroom with more pupils getting engaged in tasks of understanding comprehension. The reason this is true, particularly for younger pupils, is that there can be a wide contrast in home experience with literacy, which translates very directly into performance in school. This statement should not imply that visual materials substitute language development. Instead it indicates that imagery may facilitate access to meaning while pupils are still developing their language skills. Thus a picture may serve as an ancillary tool in a more comprehensive process of literacy (Bourdieu, 1986, pp. 241–258; Bourdieu & Passeron, 1990).

Chapter Two: Picture-Based Activities and Pedagogical

2.3 Classroom Practices and Interaction:

2.3.1 Teacher's Role in Using Visual Materials:

The effective use of visual materials became a powerful teaching resource only when teachers selected them thoughtfully, connected them to lesson outcomes and actively aided pupils in decoding. Mediated visuals have a deeper educational value than non-mediated ones, which could otherwise be reduced to the surface. This is important from a sociocultural perspective, because learning cannot happen without guided participation using purposeful tools in social activity (Vygotsky, 1978, pp. 79–91).

In reading lessons, teachers might use pictures before a reading to assess prior knowledge, during the reading for comprehension support, or after for discussion or retelling. When practices like these are put in place, pictures become teaching tools that provide more structure than mere illustrations (Malu, 2013, p.17).

This means that the teacher is not just a provider of pictures but an organizer of meaning-making. A number of things are done by the teacher: guiding questions, encouraging interpretation and linking visual material to the text work together to take pupils from simple observation to deeper understanding (Vygotsky, 1978, pp. 79–91).

2.3.2 Pupils Engagement and Participation:

Increasing learner engagement is one of the main pedagogical benefits of picture-based activities. Visuals: Pictures will draw attention, spice up boredom, and generate interest in classroom activities. This motivational effect is particularly important, especially for the target group of primary school pupils, as participation in an activity often depends on how appealing and beguiling the sport seems and also how comprehensible it is (Mayer, 2021).

Visuals might play a role in getting kids to engage too, providing structure for what pupils can see and discuss. Centers and Images: This holds special significance because when an image

Chapter Two: Picture-Based Activities and Pedagogical

accompanies it, you will find even shy learners to quickly refer to the visible details of images and will answer (and explain well too!) abstract questions with confidence. Consequently, use of image-based tasks can facilitate the wider participation in class and foster more engagement (Malu, 2013, p. 17).

Engagement is important because it often leads to successful comprehension. Pupils who are attentive, interested and participative are more likely to process the text well and respond meaningfully to reading tasks (Mayer, 2021; Malu, 2013, pp. 17).

2.3.3 Classroom Dynamics and Collaborative Learning:

Visual Activities Also Help Classroom Dynamics While Fostering Collaborative Learning
The group of pupils, working together to interpret an image, sequence a series of events or link pictures with text are engaging in shared discussion and joint meaning-making (Malu, 2013, p. 17; Vygotsky, 1978 pp.79–91). This is in alignment with social constructivist theory that considers learning to be something constructed via interaction and collaboration (Vygotsky, 1978 pp.79–91).

In this view, such activities can also facilitate more inclusive participation, since pupils with different characteristics engage in different ways. One might describe what they see, another could infer meaning and another might connect what is in the picture with the text. The diversity of contribution enhances understanding and social involvement in the classroom (Vygotsky, 1978, pp. 79–91).

Collaborative work around pictures can also foster communication between pupils. Negotiate meaning collaboratively, learning to listen and elaborate, provide justification for their ideas, and compare/match elements of their work. This interaction can assist both understanding and social involvement in the classroom (Vygotsky, 1978, pp 79–91).

Conclusion

Chapter Two: Picture-Based Activities and Pedagogical

Overall, this chapter has demonstrated that picture-based activities are useful pedagogical tools for supporting reading comprehension as well as learner engagement and classroom interaction. The role of pictures because teaching, cognitive and mediational resource to help learning start from the written texts have been explained. It has also underscored how visual pedagogy can work through teacher guidance/mediating and collaborative learning. In total, these concepts offer a solid rationale for investigating the role of image-based activities on the reading comprehension skills on 5th-year primary school pupils.

Part Two:
Practical part

Chapter Three:

Questionnaire Analysis and Pedagogical Recommendation

Introduction:

This chapter presents the methodology and procedures of the study. It explains how the research was conducted to investigate how picture-based activities can improve the reading comprehension skills of fifth-year primary school pupils. For this purpose, a questionnaire was administered to primary school English teachers in order to collect their opinions and experiences about the use of picture-based activities in reading lessons. This chapter also describes the research design, the participants, the research instrument, the procedure of data collection, and the methods used to analyze the collected data.

3.1 Research design:

This study follows a descriptive research design. It aims to describe teachers' opinions and experiences about the use of picture-based activities in reading lessons and how these activities can improve the reading comprehension skills of fifth-year primary school pupils. This design is suitable because it helps the researcher collect information about teachers' views and classroom practices.

This study also uses both quantitative and qualitative data. The quantitative data come from the closed-ended questions in the questionnaire, while the qualitative data come from the open-ended questions. Using both types of data helps the researcher get clear results and detailed answers about the topic.

3.2 Procedure:

The data collection process began with the preparation and validation of a questionnaire. The questionnaire was reviewed by experienced educators to ensure its clarity and relevance. It was then distributed electronically to facilitate access and completion. The purpose of the study was explained to all participants, and responses were collected anonymously to encourage honesty and objectivity. The data gathered from the questionnaire were systematically organized for

analysis, with quantitative data presented through tables and percentages, and qualitative data grouped thematically to identify common patterns.

3.3 The sample:

The population of this study consisted of primary school English teachers. From this population, a purposive sample of 29 teachers was selected because they teach fifth-year primary classes and were considered capable of providing relevant information about the use of picture-based activities in reading lessons and their role in improving pupils' reading comprehension skills. This sampling technique was appropriate because it allowed the selection of participants who were directly related to the subject of the study

3.4 Data collection tools:

The data collection tool used in this study was a questionnaire. It was given to primary school English teachers to collect information about their opinions and experiences concerning the use of picture-based activities in reading lessons. The questionnaire aimed to find out how these activities can help improve fifth-year primary school pupils' reading comprehension skills. It included closed-ended questions to collect quantitative data and open-ended questions to collect qualitative data.

Chapter Four:

Presentation of the Results

4 Description of the questionnaire:

The questionnaire was administered to a sample of 29 primary school English teachers participated in the study. This questionnaire it consists of (15) questions. They are divided into four sections. The first one is mainly about general information about the teachers; the second section involves questions about use of pictures in reading lessons. The third section is about teachers' opinions. the fourth section contained open-ended question

4.1 Teachers' Attitudes Towards the Use of picture-bases activities:

4.1.1 General Information (Q1 to Q3):

The first section aims to collect general information about the teachers. It includes questions related to gender, years of teaching experience in primary school, and the frequency of teaching reading comprehension in class.

4.1.2 Use of Pictures in Reading Lessons and Teachers' Opinions (Q4 to Q13):

The objective of this section is to get information about how teachers use pictures in reading lessons and what they think about their role in improving pupils' reading comprehension. It investigates the frequency of using picture-based activities, the stages at which pictures are used, and teachers' opinions about the contribution of pictures to understanding meaning, vocabulary, main ideas, topic prediction, comprehension questions, motivation, and classroom participation.

4.1.3 Open-Ended Questions (Q14 to Q15):

This section is devoted to teachers to express freely their opinions and experiences about picture-based activities in reading lessons. It allows them to explain how pictures help pupils better understand reading texts and to mention the problems they face when using picture-based activities in class.

4.2 Analysis of the results:**4.2.1 General Information:**

Q1: Would you specify your gender please?

1-Male

2-Female

Gender	Number of teachers	Percentage
Male	3	10,7%
Female	25	89,3%
Total	28	100%

Table 1: Gender Distribution of the Participants

The results show that out of 28 participants, 25 is female, representing 89,3 %, while 3 teachers are male, accounting for 10.7 %. This distribution indicates that the sample includes a larger proportion of female respondents compared to male respondents.

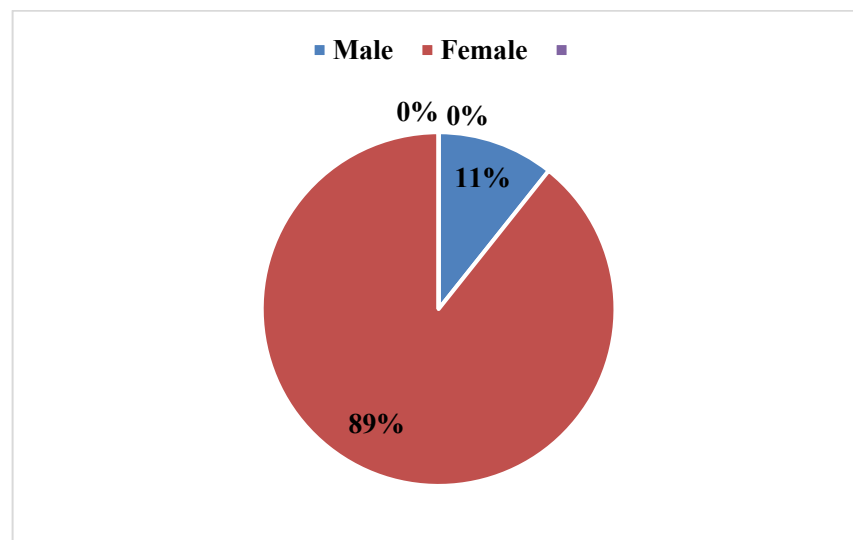


Figure 1: Gender Distribution of the Participants

Q2: How long have you been teaching English in primary school?

- a. Less than 2 years
- b. About 2-5 years
- c. From 6-10 years
- d. More than 10 years

Responses	Number of teachers	Percentage
Less than 2years	9	32,1 %
About 2-5 years	17	60,7 %
From 6-10 years	1	3,6%
More than 10 years	1	3,6 %
Total	28	100%

Table 2: years of teaching of the participants

The results in the table reveal that among the 28 teachers, there are 9 teachers have been teaching English in primary school less than 2 years, representing 32,1 % and about 2-5 years there are 17 teachers representing 60,7 %. In contrast, 1 teacher have been teaching English more than 10 years, accounting for 3.6 %, and same think for 6-10 years.

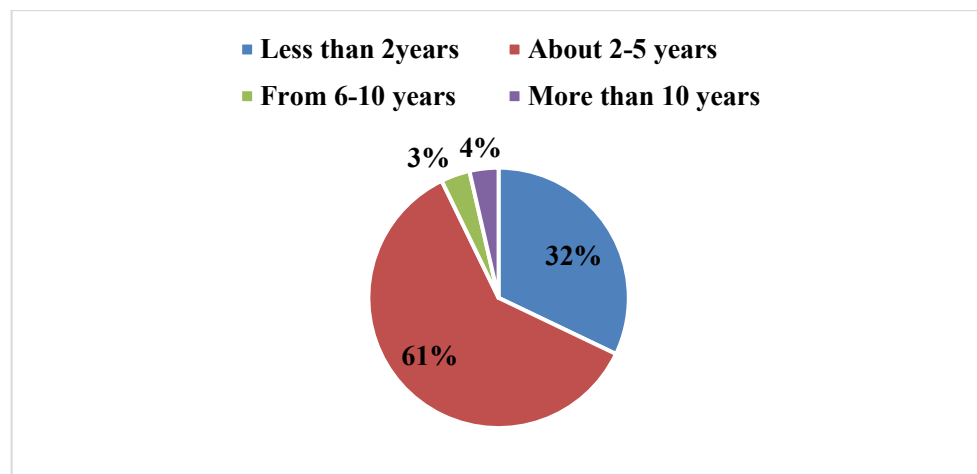


Figure 2: Years of teaching of the participants

Q3: How often do you teach reading comprehension in your class?

- a. Sometimes
- b. Always
- c. Often
- d. Rarely

Responses	Number of teachers	Percentage
Sometimes	15	60,7%
Always	7	25%
Often	4	14.3%
Rarely	0	0%
Total	26	100%

Table 3 : Frequency of Teaching Reading Comprehension in Class

The data indicate that out of 28 teachers, 17 they chose sometimes, which represents 60,7 %. 7 teachers select always, making up 25 %. 4 teachers, or 14.3 %, response by often, while none of teachers chose rarely.

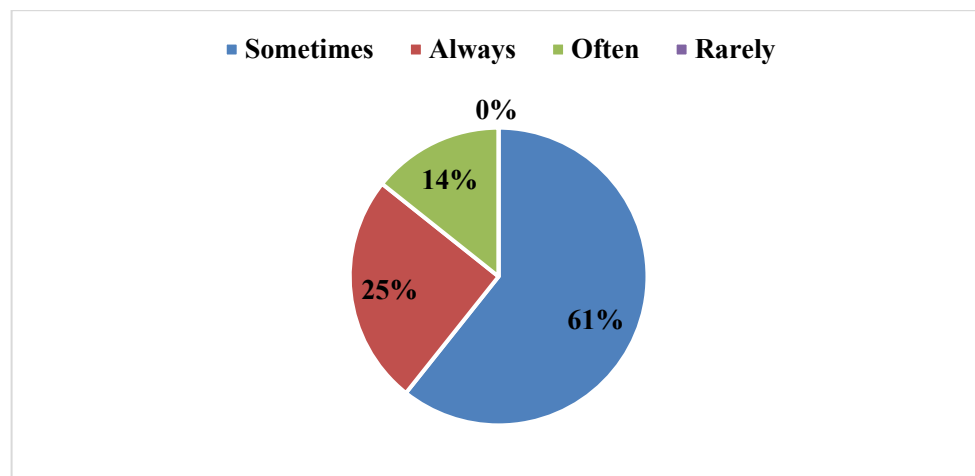


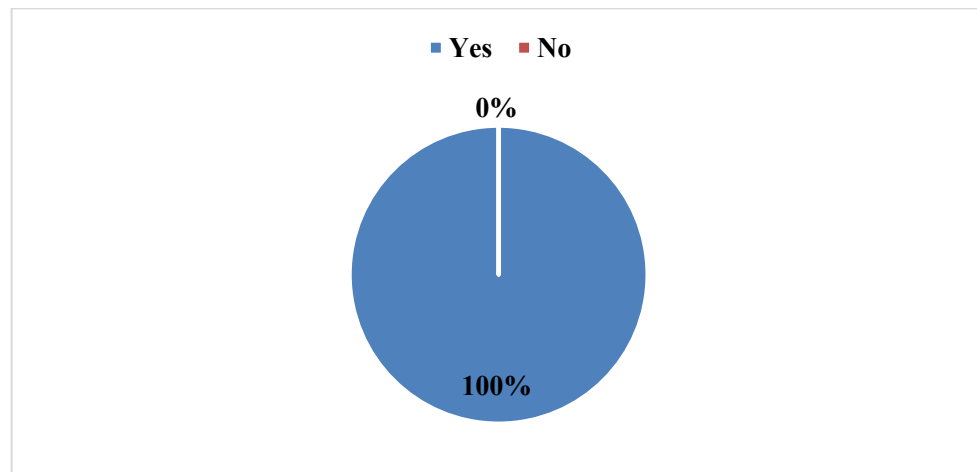
Figure 3: Frequency of Teaching Reading Comprehension in Class

4.2.2 Use of Pictures in Reading Lessons:**Q4: Do you use pictures when teaching reading comprehends?****a. Yes****b. No**

Response	Number of teachers	Percentage
Yes	28	100%
No	0	0%
Total	28	100%

Table 4: the use of pictures in teaching reading comprehension

The data indicate that all teachers answered yes, representing 100 %, which shows that this practice is common among all teachers. These results are shown in Table 4.

**Figure4 :** the use of pictures in teaching reading comprehension

Q5: How often do you use picture-based activities in reading lessons?

- a. Always
- b. Often
- c. Sometimes.
- d. Rarely.

Response	Number of teachers	Percentage
Always	12	42,9%
Often	10	35,7%
Sometimes	6	21,4%
Rarely	0	0%
Total	28	100%

Table 5: Frequency of Using Picture-Based Activities in Reading Lessons

The results indicate that 12 teachers use picture- based activities always, which represents 42,9 %. whereas 10 teachers reported using them often in 35,7 % .only 6 of them for a small percentage 21,4 selected sometimes, and none of them shows rarely. These results are shown in Table 5.

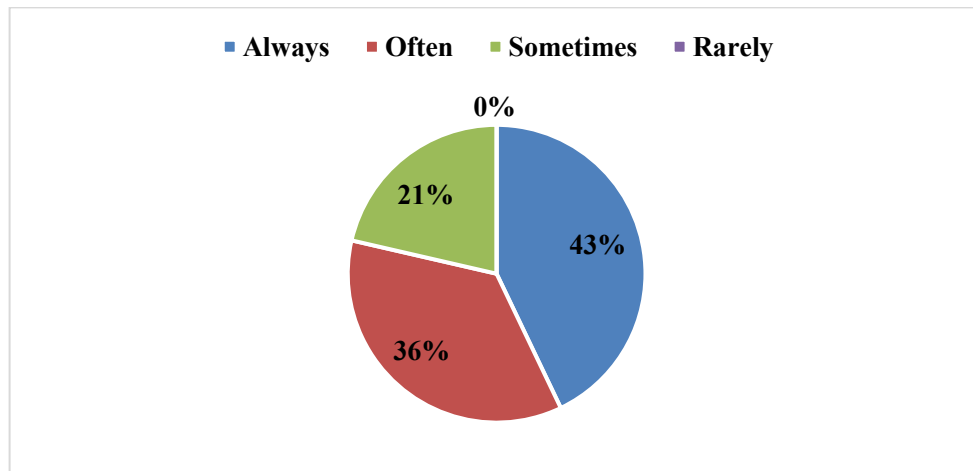


Figure 5: Frequency of Using Picture-Based Activities in Reading Lessons

Q6: At which stage of the reading lesson do you typically use pictures?

- a. Before reading pre reading stage
- b. During reading
- c. After reading post -reading stage
- d. At all stages

These details are summarized in Table 6:

Responses	Number of teachers	Percentage
Before reading pre reading stage	16	57,1%
During reading	7	25%
After reading post -reading stage	1	3.6%
At all stages	4	14.3%
Total	28	100%

Table 6: Stages at Which Pictures Are Used in Reading Lessons

In this question, the majority of teacher which are 16 out of 28. answer they use pictures before reading which represent 57,1 %, seven teachers or 25 % they using picture during reading. one teacher or 3.6 %, reported using picture after reading. in addition, four teachers they choose all stages which represent 14.3 %.

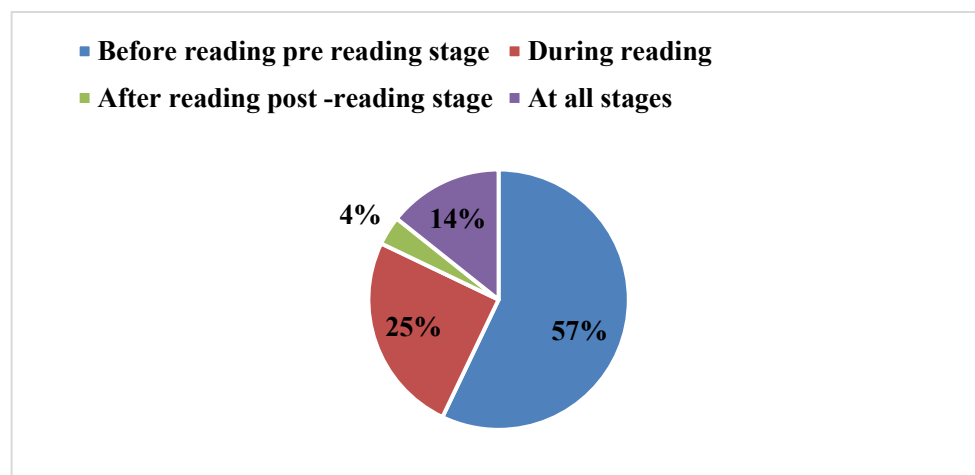


Figure 6: Stages at Which Pictures Are Used in Reading Lessons

4.2.3 Teachers' Opinions:

Q7: Pictures help pupils understand the overall meaning of a reading text more easily?

- a. Strongly agrees
- b. Agree
- c. Disagree
- d. Strongly disagrees
- e. Neutral

Responses	Number of teacher	Percentage
Strongly agree	18	64,3%
Agree	8	28,6%
Disagree	1	3,6%
Strongly disagree	1	3,6%
Neutral	0	0%
Total	28	100%

Table 7: Teachers' Perceptions of the Role of Pictures in Helping Pupils Understand the Overall Meaning of Reading Texts

The data show that most 18 teachers strongly agree that pictures help pupils understand the overall meaning of reading text more easily represents 64,3 % .8 or 28,6 % respondents agree with the statement, while one teacher disagree and one other strongly disagree to 3,7% and none of the participants chose neutral response.

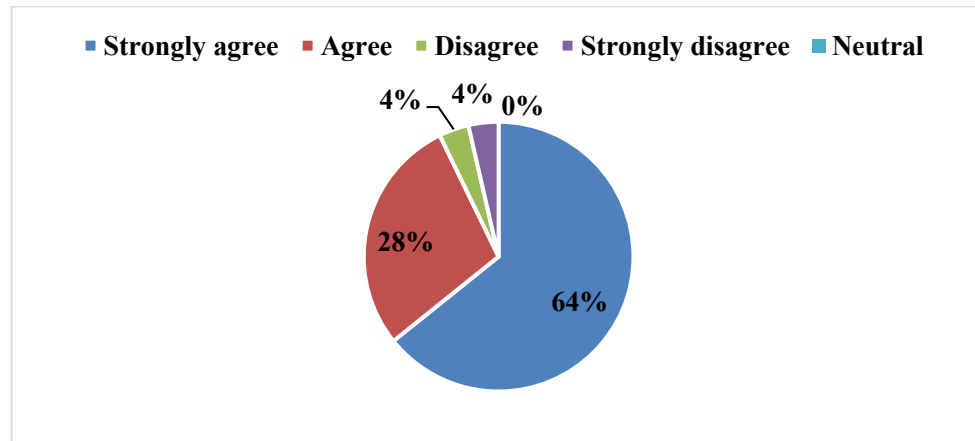


Figure 7: Teachers' Perceptions of the Role of Pictures in Helping Pupils Understand the Overall Meaning of Reading Texts

Q8: Pictures help pupils understand unfamiliar vocabulary in the text

- a. Strongly agrees
- b. Agree
- c. Disagree
- d. Strongly disagrees
- e. Neutral

Responses	Number of teacher	Percentage
Strongly agree	14	50%
Agree	10	35,7%
Disagree	1	3,6%
Strongly disagree	2	7,1%
Neutral	1	3,6%
Total	28	100%

Table 8: Teachers' Perceptions of the Role of Pictures in Helping Pupils Understand Unfamiliar Vocabulary

The data indicate that 14 teachers or 50 % strongly agree the use of pictures helps pupils understand unfamiliar vocabulary in the text, ten of them or 35,7 % reported that agree with. in contrast, two teacher or 7.1 % strongly disagree that pictures help pupils understand unfamiliar vocabulary in the text. similarly, one teacher they disagree with, which represent 3.6 %. while the other one reported neutral response which represent 3.6 %. These results are representing in table 8.

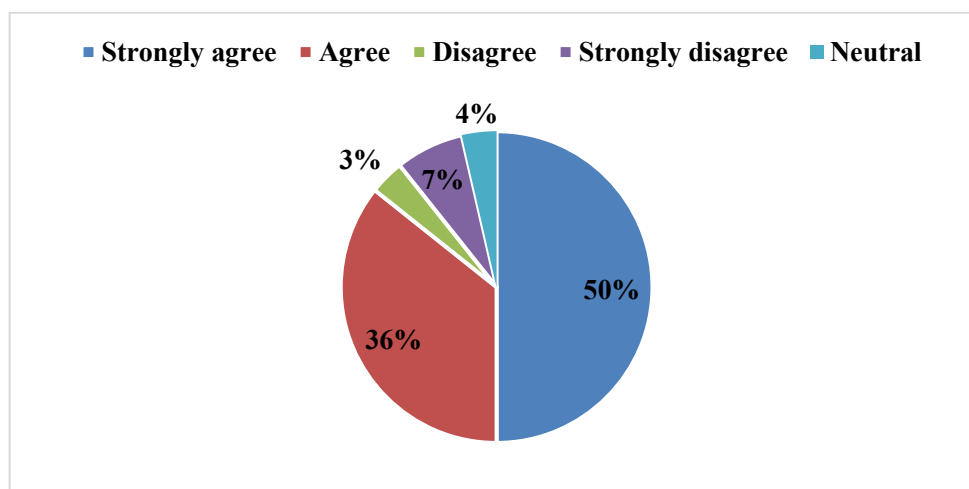


Figure 8: Teachers' Perceptions of the Role of Pictures in Helping Pupils Understand Unfamiliar Vocabulary

Q9: Pictures help pupils identify the main idea of a text before and during reading.

- a. Strongly agrees
- b. Agree
- c. Disagree
- d. Strongly disagrees
- c. Neutral

Responses	Percentage of teacher	Percentage
Strongly agree	9	32,1%
Agree	16	57,1%
Disagree	0	0%
Strongly disagree	1	3,6%
Neutral	2	7,1%
Total	28	100%

Table 9: Teachers' Views on the Role of Pictures in Helping Pupils Identify the Main Idea of a Text

The analysis of the questionnaire shows that 16 teachers out of 28 represent 57,1 % agreed that pictures help pupils identify the main idea of a text before and during reading. In addition, 9 teachers or 32,1 % strongly agreed with the statement. Furthermore, 2 teachers or 7.1 % gave a neutral response. In contrast, only 1 teacher 3.6 % strongly disagree. And non answered for disagree. These data are reported in Table 9.

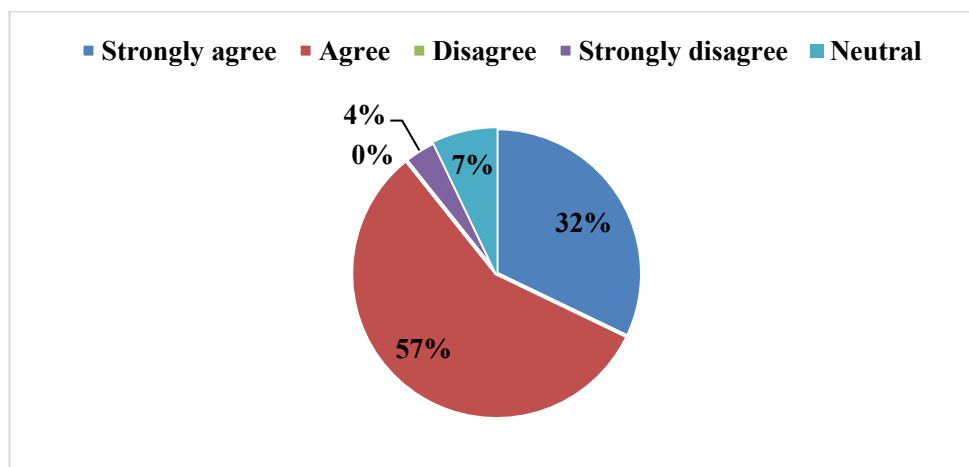


Figure 9: Teachers' Views on the Role of Pictures in Helping Pupils Identify the Main Idea of a Text**Q10: Pictures help pupils guess the topic of the text before reading?**

- a. Agree
- b. Strongly agrees
- c. Strongly disagrees
- d. Neutral
- e. Disagree

Table 10: Teachers' Views on the Use of Pictures in Helping Pupils Predict the Topic of a Reading Text

Responses	Percentage of teacher	Percentage
Agree	14	51,9%
Strongly Agree	11	40,7%
Strongly disagree	1	3,7%
Neutral	1	3,7%
Disagree	0	0%
Total	27	100%

Table 10: Teachers' Views on the Use of Pictures in Helping Pupils Predict the Topic of a Reading Text

The results reveal that the majority of teachers 14 agreed 51,9% and strongly agreed 40.7% for 11 participants that pictures help pupils guess the topic of the text before reading, only small percentage 3, 7% for two different teachers answered by neutral and strongly disagreed, no one chose disagree response. These results are summarized in Table 10.

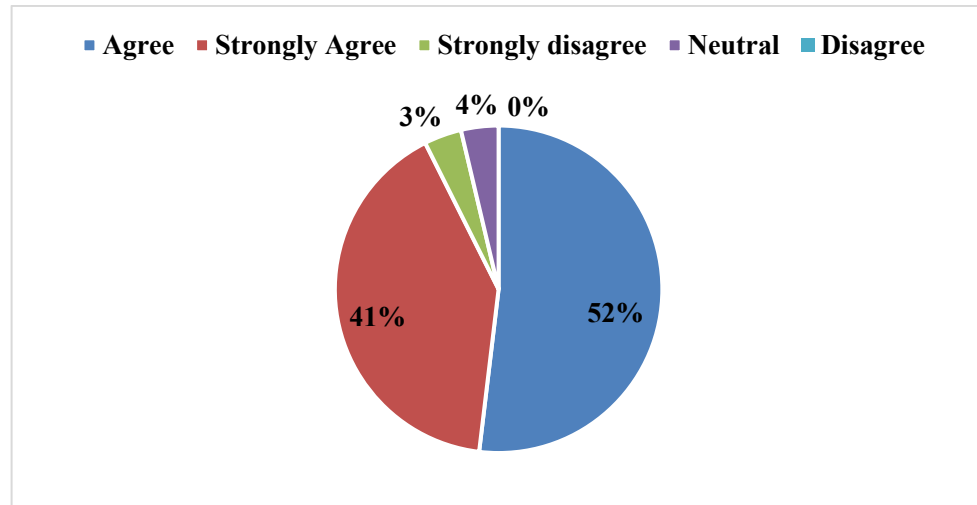


Figure 10: Teachers' Views on the Use of Pictures in Helping Pupils Predict the Topic of a Reading Text

Q11: Picture-based activities help pupils answer comprehension questions more accurately.

- a. Agree
- b. Strongly agrees
- c. Neutral
- d. Strongly disagrees

Responses	Percentage of teacher	Percentage
Agree	14	50%
Strongly agree	8	28,6%
Neutral	5	17,9%
Strongly disagree	1	3,6%
Total	28	100%

Table 11: Teachers' Perceptions of the Role of Picture-Based Activities in Helping Pupils Answer Comprehension Questions More Accurately.

The result show that the majority of teachers 14 out of 28 which represents 50 % agree that Picture-based activities help pupils answer comprehension questions more accurately, also 8 teachers or 28,6 % strongly agree with this statement. on the other hand, 5 teacher accounting for

17,9 % gave a neutral response. by contrast only one teacher strongly disagrees represent 3.6 %.

These results presented in table 11.

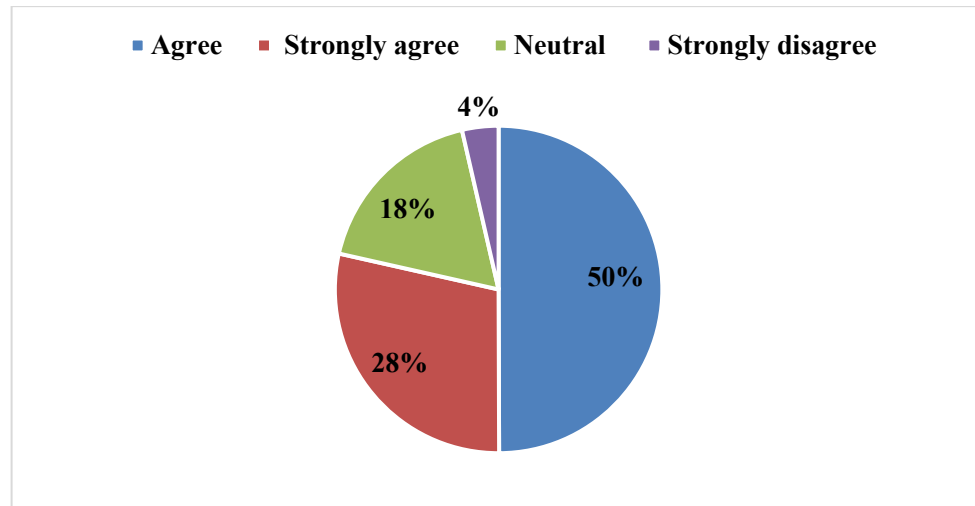


Figure 11: Teachers' Perceptions of the Role of Picture-Based Activities in Helping Pupils Answer Comprehension Questions More Accurately.

Q12: Pictures increase pupils' motivation and engagement during reading lessons?

- a. Agree
- b. Strongly agrees
- c. Neutral.
- d. Strongly disagrees
- e. Disagree

Responses	Percentage of teachers	Percentage
Agree	15	53,6%
Strongly agree	9	32,1%
Neutral	3	10,7%
Strongly disagree	1	3,6%
Disagree	0	0%
Total	28	100

Table 12: Teachers' Views on the Effect of Pictures in Increasing Pupils' Motivation and Engagement During Reading Lessons.

The findings indicate that the majority have a positive perception of using pictures during reading lessons. It reaches 53.6% for 15 people who agreed. 32,1% for 9 strongly agree that pictures enhance pupils' motivation and engagement. 10,7% for 3 persons remained neutral, while a very small percentage 3.6% for one person strongly disagreed, and no respondents selected disagree. The results are shown in Table 12.

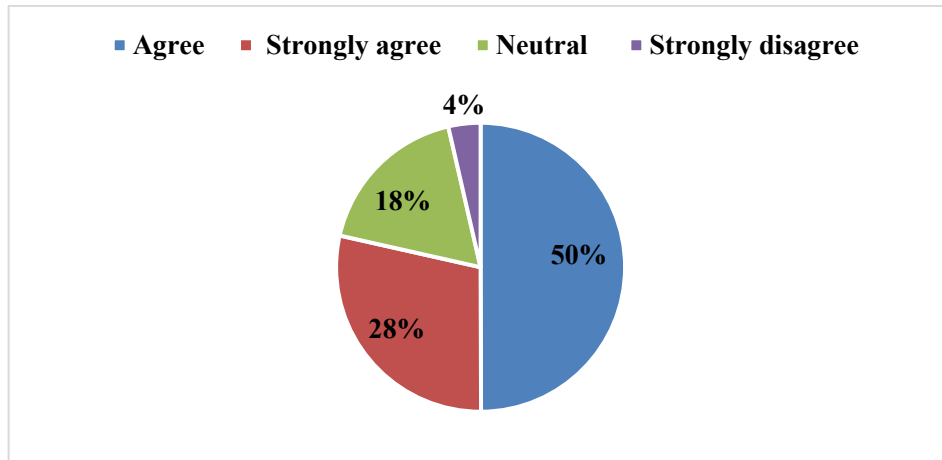


Figure 12: Teachers' Views on the Effect of Pictures in Increasing Pupils' Motivation and Engagement During Reading Lessons

Q13: Pictures improve pupils' participation and interaction in the classroom

- a. Agree
- b. Strongly agrees
- c. Neutral
- d. Strongly disagrees

Responses	Percentage of teacher	Percentage
Agree	16	57,1%
Strongly agree	8	28,6%
Neutral	3	10,7%
Strongly disagree	1	3,6%
Total	28	100%

Table 13: Teachers' Perceptions of the Role of Pictures in Improving Pupils' Participation and Interaction in the Classroom

The data show that 16 teachers or 57,1 % which represent the majority agree that pictures improve pupils' participation and interaction in the classroom, in addition 8 participant which represent 28,6 % strongly agree with the statement. Furthermore 3 teachers or 10,7 % gave a neutral response .in contrast only one teacher strongly disagree which represent 3.6 %. These findings are summarized in Table 13.

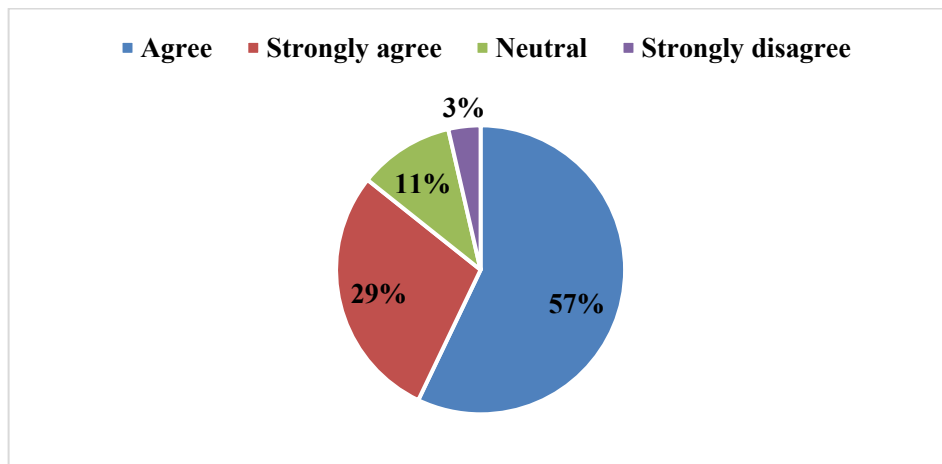


Figure 13: Teachers' Perceptions of the Role of Pictures in Improving Pupils' Participation and Interaction in the Classroom

4.2.4 Open-Ended Questions

Q14: In your opinion, how can picture-based activities help pupils better understand reading texts?

Main idea	Meaning	Example
Understanding the texte	Pictures make the meaning clearer.	"It helps them understand the topic easily."
Vocabulaire	Pictures explain unfamiliar Words.	"It helps them understand vocabulary."
Motivation	Pictures make pupils more interested.	"Pictures increase pupilles' motivation."

Imagination	Pictures help pupils imagine events.	“Pictures stimulate their brain to imagine.”
Prediction	Pictures help pupils guess the topic.	“Give gist of the topic.”

Table 14: the main idea of teacher’s opinion for picture-based activities.

The teacher’s answers were grouped into common ideas. Most of them said that pictures help pupils understand the text more easily. Other teachers mentioned vocabulary, motivation, imagination, and guessing the topic. This shows that teachers have positive opinions about the use of picture-based activities in reading lessons. This idea summarized in table 14.

Q15: What problems do you face when using picture-based activities in reading lessons?

Main idea	Meaning	Example
No problem	Some teachers said that they do not face any problem	No problem.
Unclear pictures	Some pictures are not clear and may confuse pupils	If the picture is not clear, this will mislead the learner
Focus on pictures only	Some pupils look at the picture more than the text	Sometimes pupils focus more on the picture than the text
Lack of time and materials	Some teachers do not have enough time or suitable pictures	The lack of suitable visual materials and the limited time
Difficult vocabulary	Some words are difficult to explain by pictures	It is very difficult to find a picture that explains the meaning
Distraction in class	Pictures may make some pupils laugh or lose concentration	It makes them laugh and don't concentrate

Table 15: the problems faced by pictures-based activities

The teacher's answers were grouped into common ideas. Some teachers said that they do not face any problem when using picture-based activities in reading lessons. However, other teachers mentioned some difficulties, such as unclear pictures, lack of time, lack of materials, difficult

vocabulary, and pupils' focus on pictures more than the text. This shows that picture-based activities are useful, this idea summarized in table 15.

4.3 Interpretation of the result:

The results in general show that most of the teachers have positive views about the use of picture-based activities in the classroom, which reached 100%. This makes them believe that pictures help pupils understand the meaning of the reading text better and more easily, and learn unfamiliar vocabulary. The use of pictures helps the pupils identify the main idea and guess the topic before and during reading. With the use of pictures, pupils are motivated to answer comprehension questions, and it also improves their participation and interaction in class. In addition, picture-based activities can make reading easier and more useful for pupils

4.4 Pedagogical implication:

4.4.1 For teacher:

- The findings show that picture-based activities have a crucial role in teaching reading.
- They help teachers spend class time in an enjoyable way and explore the motivation of their pupils.
- They help teachers spend class time in an enjoyable way and explore the motivation of their pupils.
- The use of pictures helps teachers explain more easily and facilitates understanding for pupils and learning new vocabulary, which makes them more active in participation in class.

- Based on this result teachers should include more picture-based activities in lessons, for better comprehension, and make learning more engaging and meaningful.

General conclusion

General Conclusion

The main **aim** of this study was to examine the effectiveness of picture-based activities in teaching reading comprehension to fifth-year primary-school pupils.

More specifically, it sought to find out how pictures used in reading lessons can help pupils understand texts better, take part more actively in class, and make reading activities more meaningful and easier to follow.

The dissertation was divided into two main parts, the theoretical part and the practical part, in addition to the general introduction and the general conclusion.

The theoretical part included two chapters. The first chapter presented the theoretical and conceptual framework of the study, with focus on reading comprehension as a cognitive, sociological, and constructivist process.

It also discussed the role of social background, cultural capital, mediation, interaction, and tools in the learning process.

The second chapter focused on picture-based activities as a teaching strategy, showing their importance in visual pedagogy, meaning-making, learner motivation, classroom interaction, and the development of reading comprehension.

The practical part presented the research methodology, the questionnaire, the sample of teachers, and the analysis and interpretation of the collected data.

A descriptive approach was adopted in this study, and the main data collection tool was a questionnaire administered to primary-school English teachers.

The analysis of the results showed that picture-based activities are widely used in reading lessons and are generally viewed positively by teachers.

The findings revealed that pictures help pupils understand the overall meaning of texts, learn unfamiliar vocabulary, identify the main idea, guess the topic before reading, answer comprehension questions more accurately, and participate more actively in class.

General Conclusion

The results also showed that pictures increase pupils' motivation and engagement during reading lessons and encourage classroom interaction.

The results of this study supported the hypotheses that were proposed.

The first hypothesis, which stated that picture-based activities improve the reading comprehension skills of fifth-year primary-school pupils, was confirmed by the teachers' responses.

The second hypothesis, which suggested that picture-based activities increase pupils' participation during reading lessons, was also supported.

In addition, **the third hypothesis**, which claimed that pictures help pupils understand written texts more effectively, was strongly confirmed by the data.

These findings highlight the important role of visual support in foreign language teaching, especially for young learners who benefit from concrete, motivating, and meaningful classroom input.

In conclusion, this study shows the importance of using picture-based activities in reading lessons at the primary-school level. Pictures should not be seen as simple decoration, but as useful teaching tools that activate prior knowledge, clarify vocabulary, guide interpretation, and encourage participation. The study also suggests that teachers should continue to make use of visual materials in order to make reading lessons more effective, engaging, and accessible for young learners. At the same time, further research is needed to explore this strategy with larger samples and in different classroom contexts so that more detailed evidence can be obtained about its effectiveness.

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Appendices

TEACHERS' QUESTIONNAIRE

Dear Teacher,

This questionnaire is part of a research study on **the use of picture-based activities in reading lessons**. It aims to gather teachers' opinions about how such activities may help fifth-year primary school pupils improve their reading comprehension. Your answers will be used for research purposes only.

Part One: General Information's

1. Gender:

☐ Male ☐ Female

2. How long have you been teaching English in primary school?

☐ Less than 2 years

☐ 2–5 years

☐ 6–10 years

☐ More than 10 years

3. How often do you teach reading comprehension in your class?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

Part Two: Use of Pictures in Reading Lessons

4. Do you use pictures when teaching reading comprehension?

☐ Yes

☐ No

5. How often do you use picture-based activities in reading lessons?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

6. At which stage of the reading lesson do you typically use pictures?

☐ Before reading (pre-reading stage)

☐ During reading

☐ After reading (post-reading stage)

☐ At all stages

Part Three: Teachers' Opinions

Please tick the box that best reflects your opinion.

7. Pictures help pupils understand the overall meaning of a reading text more easily.

☐ Strongly disagree

☐ Disagree

☐ Neutral

Appendice

☐ Agree

☐ Strongly agree

You can do this to spare space:

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

8. Pictures help pupils understand unfamiliar vocabulary in the text

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

9. Pictures help pupils identify the main idea of a text before and during reading.

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

10. Pictures help pupils guess the topic of the text before reading.

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

11. Picture-based activities help pupils answer comprehension questions more accurately.

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

12. Pictures increase pupils' motivation and engagement during reading lessons.

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

13. Pictures improve pupils' participation and interaction in the classroom.

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

Appendice

Part Four: Open-Ended Questions

14. In your opinion, how can picture-based activities help pupils better understand reading texts?

.....

.....

15. What problems do you face when using picture-based activities in reading lessons?

.....

.....

.....

Thank you for your time and help.

المُلخَص

تهدف هذه الدراسة إلى الكشف عن أثر الأنشطة المعتمدة على الصور في تنمية مهارات الفهم القرائي لدى تلاميذ السنة الخامسة ابتدائي. تنطلق الدراسة من ملاحظة مفادها أنّ عددا من التلاميذ قادرون على قراءة الكلمات، لكنهم يواجهون صعوبات في فهم النصوص واستيعاب معانيها، مما يستدعي البحث في دور الصور كوسيلة مساعدة على بناء المعنى. وترتكز الدراسة على منظورين متكاملين: المنظور المعرفي الذي يركز على العمليات الذهنية مثل الاستدلال والمفردات والمراقبة الذاتية للفهم، والمنظور السوسيوولوجي الذي يبرز تأثير الخلفية الاجتماعية والثقافية للتلاميذ في ممارساتهم القرائية. اعتمدت الدراسة منهجا وصفيًا باستخدام استبيان موجه لأساتذة اللغة الإنجليزية في الطور الابتدائي، مدعوما بملاحظات صفية لحصص قراءة توظّف فيها الصور في مراحل ما قبل القراءة وأثناءها وما بعدها. أظهرت النتائج أنّ الأساتذة ينظرون إلى الأنشطة المبنية على الصور بوصفها أداة فعّالة في تشويق التلاميذ، وتيسير فهم المفردات غير المألوفة، ومساعدتهم على توقّع موضوع النص، واستيعاب فكرته العامة والإجابة بدقة أكبر عن أسئلة الفهم. وتخلص الدراسة إلى أنّ دمج الأنشطة المعتمدة على الصور في دروس القراءة يساهم في تنمية مهارات الفهم القرائي لدى تلاميذ المرحلة الابتدائية، وتوصي بإيلاء عناية أكبر للوسائط البصرية في المقررات والتكوين البيداغوجي للمعلّمين.

الكلمات المفتاحية: الأنشطة المعتمدة على الصور، الفهم القرائي، تلاميذ السنة الخامسة ابتدائي، الوسائط البصرية، تعليم اللغة الإنجليزية، الطور الابتدائي.