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A Questionnaire Study at a Visual Arts University

英単語から想起されるイメージを描く学習方法の有用性について
— 美術系大学の ESOL 授業におけるアンケート調査から —

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本研究の目的は、英単語学習における「単語や熟語のイメージを描く学習方法」の有用性について検証することである。美術系大学である本学の ESOL 科目において、この学習方法を実施し、その効果を確認するために、学期末に受講学生に対してアンケート調査を行った。本論では、その結果である量的及び質的データを分析、考察した。その結果、学生にとって、この学習方法は楽しく、単語を理解、記憶、使用することには有用ではあるが、単語の綴りを覚えるのには、他に比べると、さほど効果がないことが明らかになった。

This study explores one method of learning ESOL vocabulary that consists of drawing simple images to show the meanings of target words and phrases. The method was implemented at a visual arts university for one semester, and a questionnaire study was conducted to assess the method's effectiveness from which both quantitative and qualitative data were obtained. The results of the questionnaire show that the method was enjoyable for students, and that it helped them to understand the words, remember the words, and become better able to use the words, but that it was not as effective in helping them learn the spelling of the words.

Keywords

ESOL vocabulary, drawing images of words, art university, visual-focused language task

1. Introduction

Much can be communicated through a single word; as any toddler knows, “Cookie?” is often just as effective as “May I please have a cookie?” Learners of English as a second or foreign language need vocabulary as a start to real-world communication. Most Japanese junior and senior high school curriculums include required English courses, and so at the university level, most students already have a basic framework of English grammar on which to build and can express themselves to varying degrees in everyday situations. However, as students deepen their studies into more specialized fields and prepare to enter the workforce in an increasingly globalized society, communication in English or

other languages will become an even more valuable skill. It is common knowledge that successful communication requires relevant vocabulary, and as Folse eloquently expresses it, “Lack of grammar knowledge can limit conversation; lack of vocabulary knowledge can stop conversation” (Folse, 2004, p. 3).

The students in the present study are undergraduates enrolled in a four-year visual arts university in Japan that offers elective classes in ESOL (English for speakers of other languages). As visual arts majors, it can be assumed that many of the students would have a special interest in art and/or drawing. According to Dörnyei, using activities that appeal to the learners’ natural interests can make learning “stimulating and enjoyable” and helps maintain motivation (Dörnyei, 2001, p. 77).

Taking into consideration the interests of my learners and their need for vocabulary, it seemed fitting to include a vocabulary-learning task that incorporates drawing into the curriculum. Thus, a series of worksheets for the task of drawing images of words to learn the meaning of target vocabulary was created and implemented in ESOL classes for one semester, after which a questionnaire was completed. The present study addresses the following question: Does drawing images of ESOL target vocabulary words facilitate retention and understanding in visual arts major students?

2. Literature Review

2.1. Theoretical Framework

Vocabulary expert Nation recommends including direct vocabulary instruction as one part of a “well-balanced language course” (Nation, 2022, p. 1). Moreover, he claims that “meaning-focused input and output are only effective if learners have sufficient vocabulary” (Nation, 2022, p. 3). Folse asserts that vocabulary knowledge is a high priority for learners, and that “accurate communication depends largely on an extensive knowledge of vocabulary” (Folse, 2004, p. 10). As a component of the task-based language teaching method, Ellis *et al* suggest teaching vocabulary as a pre-task activity to ensure the learners’ preparedness for the main language-learning task (Ellis *et al*, 2020, p. 210).

Creating a mental image of new words is a helpful strategy to memorize vocabulary (Cohen & Henry, 2019, p. 174). On the concept of explaining the meaning of vocabulary visually, Nation says, “an advantage of using actions, objects, pictures, or diagrams is that learners see an instance of the meaning, and this is likely to be remembered” (Nation, 2022, p. 124). In addition, in his recommendation for creating illustrated word cards for vocabulary study, he argues that:

Not all words are picturable, but for those that are, the actual drawing of the picture on the card could improve memory. A suitable picture is an instantiation of the word and this may

result in a deeper type of processing than a first language translation. (Nation, 2022, p. 410)

The use of visual images in the classroom is in line with various theories of learning styles and cognitive preferences, such as Gardner's well-known theory of multiple intelligences, which states that people have as many as eight distinct types of intelligence, or cognitive styles, that should all be nurtured (Gardner, 1983, 2006). With this diversity in mind, he advises foreign language educators that "vocabulary and appropriate syntax are most readily learned when students engage in activities (like dancing, sketching, or debating) that draw on their favored intelligences" (Gardner, 2006, p. 86). Various other models of learning style preferences have been put forward, including the popular VARK -model, which describes four modality preferences (learning styles): visual, aural, reading, and kinesthetic (Fleming & Mills, 1992), and asserts that "Information that is accessed using strategies that are aligned with a student's modality preferences is more likely to be understood and motivating" (Fleming & Baume, 2006, p. 4). In addition, Dörnyei recommends varying the modes of learning, i.e. visual, tactile, and auditory, in the language tasks to help reduce boredom and maintain motivation (Dörnyei 2001, p. 74).

The creation of a tangible artefact, such as the finished worksheet with a series of illustrations on it, is one outcome of the present study's vocabulary-drawing activity. As Dörnyei observed, creating tangible things increases the learners' engagement: "Tasks which require learners to create some kind of a finished product as the outcome [. . .] can engage students to an unprecedented extent" (Dörnyei, 2001, p. 77).

2.2. Summary of Previous Studies

A study on a similar vocabulary-drawing exercise was conducted by Tahir, Albakri, Adnan, Shaq, and Shah (2020) in Malaysia using a quasi-experimental design. The experimental group learned the target words using "visual vocabulary worksheets" in which they were instructed to draw images of the vocabulary words, while the control group studied the words through the usual style lessons. Both groups were found to have improved, but the experimental group showed a much greater improvement (Tahir *et al*, 2020, p. 336).

Another study on the use of drawing tasks in ESL (English as a second language) classes was conducted by Gidoni and Rajuan (2018). The subjects were fifth graders in an elementary school in Israel. The qualitative results showed a positive reaction by the students in the form of increased motivation, deeper understanding of the content of reading passages, and improved memorization of vocabulary (Gidoni & Rajuan, 2018, pp. 13-15).

3. Method

3.1. Method

A series of original vocabulary-drawing worksheets was created and integrated into the curriculum for one semester. At the end of the semester, the students completed a Google Forms questionnaire survey (see Appendix A) to assess their reactions and to evaluate the effectiveness of drawing images of English words as a method for learning vocabulary. Both quantitative data and qualitative data were obtained through the survey instrument. The responses to the quantitative questions were quantified and analyzed, and the responses to the qualitative questions were sorted and summarized.

3.2. Worksheets Used in the Study

The worksheets (see Appendix B) were created to practice English vocabulary to be learned and used in the class. The worksheets were used during class time throughout the semester, and consisted of a single A4 size paper with a list of English words or expressions for the lesson alongside small boxes (approximately 3 cm × 4 cm) in which students were instructed to draw any image inspired by the words. The words were chosen from the course books and other materials used in class, and were supplemented with additional words related to each topic that may facilitate classroom discussions, role play, writing tasks, and so on. It was made clear that the goal was not to produce “beautiful” drawings, but just quick renderings of any image they associate with the word or set of words, including “stick people” and “smiley faces,” and could include speech bubbles (as long as the speech was in English). Understandably, nouns, verbs, and adjectives with concrete meanings were the easiest to illustrate; for example, for the word “kerosene lamp” they could draw a simple rendition of a lamp with a flame, and for “exhausted” they could draw a tired-looking smiley face or a stick person with the caption “I’m tired.” Abstract concepts presented more of a challenge, but many students came up with creative solutions to express those as well. For “expand” some of them drew a simple circle with arrows around it pointing outwards; “complimentary” was expressed with the image of a drink with a ¥0 price tag; “go abroad” was expressed with a simple map of Japan and an arrow going away from it, and so on. They were instructed that any image that can be associated with the word is acceptable (even if it is a loose association). In cases where a word has two meanings, such as “safe” and “a safe,” it was explained orally which one to use. In addition, students were told that if they could not think of an image for a particular word, or if they preferred not to draw pictures at all, that they could also complete the assignment by providing a synonym, explaining the meaning in simple English, or giving an example in English. A few students opted to write English explanations for some of the more abstract words, but most of the students drew images for all of the words on each

worksheet. About 15 to 20 minutes of class time was used every week or every other week for the activity (out of 100 minutes of class time per week). Students had no prior classroom exposure to the words and were responsible for finding the meanings on their own. After a vocabulary-drawing activity was completed, the words were used during the rest of the lesson in various speaking, listening, writing, and role-playing activities.

3.3. Participants

Participants were 63 undergraduate students at a four-year visual arts university in Japan. They were enrolled in one of six departments: Illustration, Integrated Studies, Fine Arts, Media Design, Spatial Design, or Creative Community. Of the students, 33% were freshmen, 40% sophomores, 22% juniors, and 5% seniors. In addition to native Japanese speakers, 16 of the participants (25%) were overseas students from Malaysia, Indonesia, and the People's Republic of China, who spoke a variety of native and acquired languages in addition to English and basic Japanese. The participants were enrolled in one of the following elective English classes: Practical English Conversation (basic level; speaking-focused), English Communication and Presentation (intermediate level; speaking-focused), Basic English Communication (basic level; four-skills), and English Communication (intermediate level; four-skills). All of the students had completed several years of English study before entering the university, and the levels of English proficiency, although not formally measured, ranged from false beginner to conversationally fluent. The students had a variety of reasons for learning English which included travel and studying abroad as well as various uses in the creation of manga, illustration, design, and picture books, in the gaming industry, and more. As the students have chosen to attend an art university, it can also be supposed that the majority of them have an interest in drawing and/or the visual arts, and that they would also likely have higher than average artistic aptitudes. The participants were all motivated learners, and class participation was excellent.

3.4. Data Collection Instrument

A questionnaire was created and completed using Google Forms (Appendix A). The questionnaire consisted of seven questions: five multiple choice questions using a five-point Likert scale and one checkbox question to collect quantitative data, and one open-ended question to collect qualitative data. All instructions, questions, and response choices were written in both English and Japanese, and the open-ended question could be completed in either English or Japanese. The questionnaire was administered during the final class of the semester to the students present that day and had a 100% return rate. The students could access the survey on their computers (issued by the school and usually carried to classes) or on their cell phones. The introduction explained that the purpose of the survey was to assess the student's opinions of and reactions to the series of vocabulary-

drawing worksheets used in class, and that the instructor would write a research paper about the results. The explanation made it clear that no names or personally identifiable information would be collected, that all responses, except for the one open-ended question, would be quantified and statistically analyzed, and that the open-ended responses could be quoted anonymously. It also assured the students that their responses would not affect their grade for the course in any way. The data collection settings were adjusted so it would not collect email addresses or any other personally identifying information of the respondents. Before administering the questionnaire, the Japanese translation was checked and edited by a native speaker for accuracy, clarity, and appropriateness, including the privacy statement.

4. Results

4.1. Quantitative Data Results

Questions one to five used a Likert scale with the choices “a lot,” “a little,” “not sure,” “not much,” and “not at all.” Responses to questions one to five were quantified and are shown in the graph below (fig. 1). The first question asked, “How much do you think that drawing images of the vocabulary words helped you to understand the meanings of the words?” Nearly all, 98.5%, of the participants answered that it helped a little or a lot, and the rest, under 2%, were not sure. The second question asked, “How much do you think that drawing images of the vocabulary words helped you to remember the meanings of the words?” For this question, 93.6% of the students said it helped a little or a lot, 3.2% were not sure, and 3.2% said it didn’t help very much. The third question asked, “How much do you think that drawing images of the vocabulary words helped you to be able to use the new words?” For this question, 85.7% said that it helped a little or a lot, but 11.1% were not sure, and 3.2% said it didn’t help much. The fourth question asked, “How much do you think that drawing images of the vocabulary words helped you to remember the spellings of the words?” Only a slim majority (52.4%) said that it helped a little or

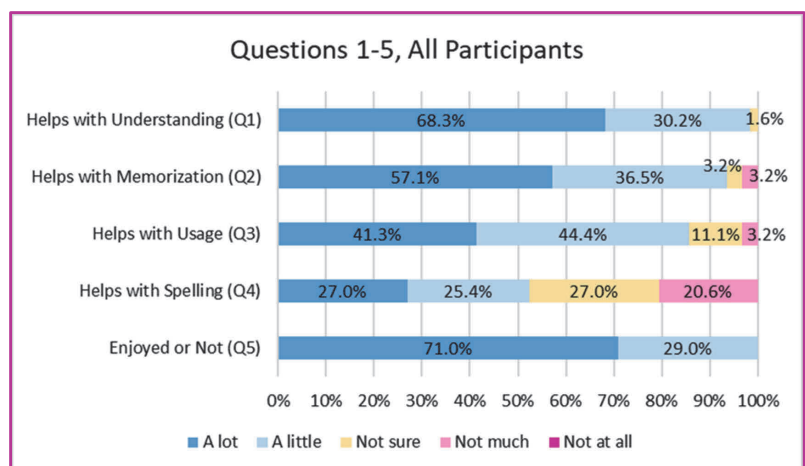


Figure 1. Responses to questions one to five, all participants.

a lot, more than a quarter of them (27.0%) were not sure, and over one fifth of them (20.6%) said it didn't help much. The fifth question asked, "Did you enjoy drawing images of the English words as a vocabulary learning method?" In response, 100% of the participants said that they enjoyed it either a little or a lot (29.0% and 71.0% respectively).

The sixth question was a checkbox type, and asked, "Which of these do you prefer as a vocabulary learning method?" The choices given were "drawing pictures for the words," "writing the meaning in English," "writing translations for the words," "writing the words repeatedly," "saying the words out loud several times," and "other," with the option to choose multiple answers (fig. 2). Respondents could write in their preferred method if they checked "other." The highest number of respondents (52) answered "drawing pictures for the words." The second highest method chosen was "saying the words out loud" (32), followed by "writing the meaning in English" (25), and then "writing it repeatedly" and "translating it" (16 each). Two students marked "other," and the methods they listed were "making sentences using the words" and "the Method of Loci (Memory Palace)."

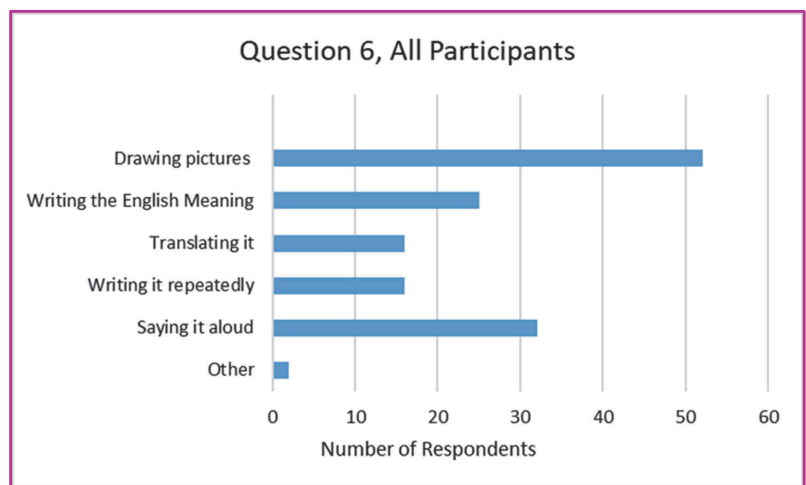


Figure 2. Responses to question six, all participants.

4.2. Qualitative Data Results

An answer was given by 62 of the 63 participants for the seventh question, "Tell me freely what you think about the classroom vocabulary-drawing activities (either in English or Japanese is OK)." I sorted the answers into four broad categories: "students' impressions about the vocabulary-drawing activity," "students' comments and observations about the function of the activity," "students' advice to the instructor," and "miscellaneous comments about the activity," which were then subdivided (fig. 3). If responses contained opinions about multiple concepts, each instance was counted separately. Answers were given in English by 14 students, and in Japanese by 48 students. The results are summarized below.

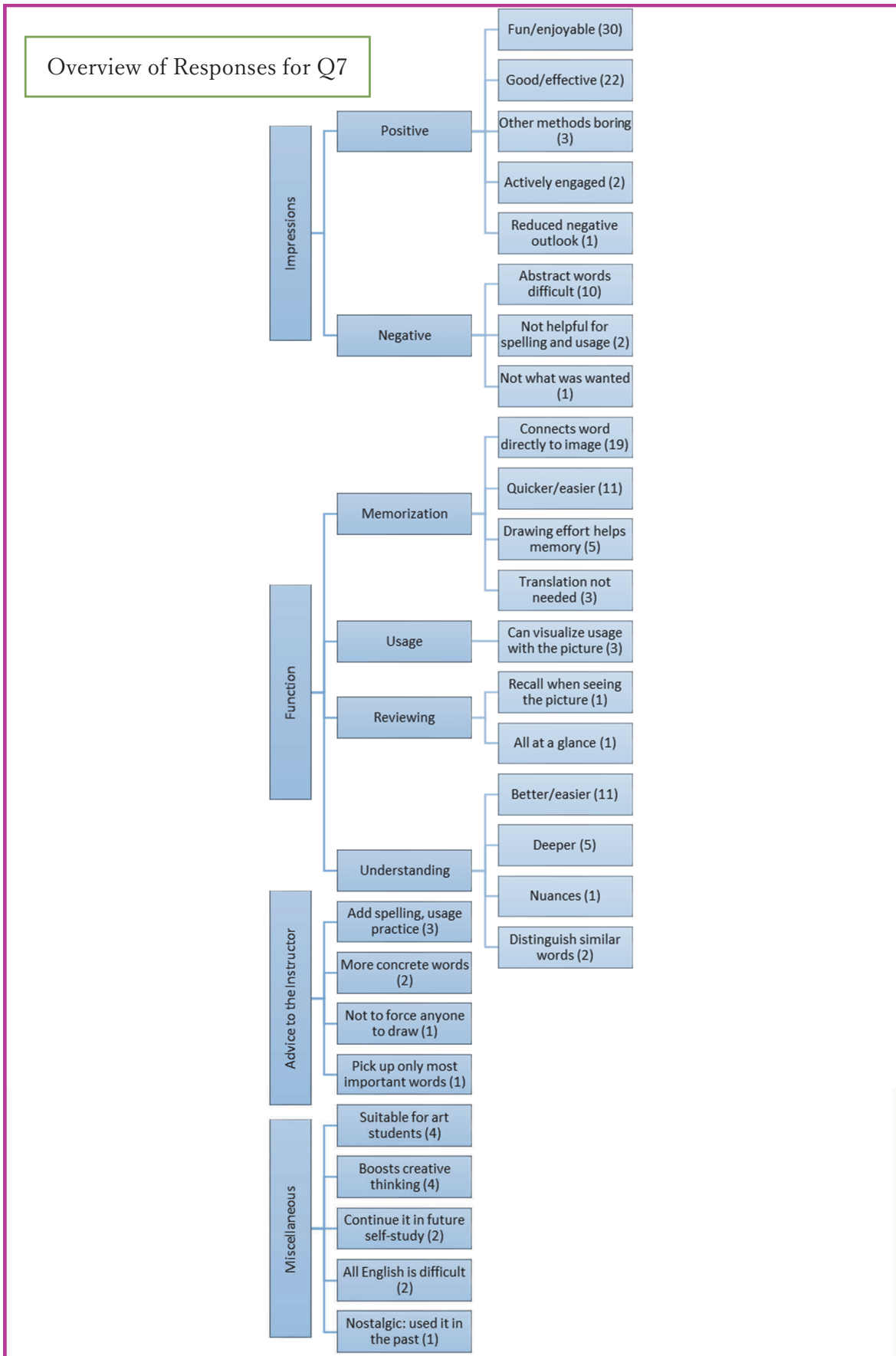


Figure 3. Overview of responses for question seven.

Notes: a. The number of respondents who mentioned each concept is listed in parentheses.

b. If more than one concept was mentioned by a respondent, each instance was counted separately.

4.2.1. Students' Impressions About the Vocabulary-Drawing Activity

The responses that contained impressions were subdivided into “positive” and “negative.” The most common answer (30 respondents) was that it was fun or enjoyable, followed by “good/effective” (22). Some other responses were that traditional vocabulary learning methods were boring, that this method decreased their negative outlook on English study, and that they could be more actively engaged. Negative impressions mostly mentioned that some words, especially abstract concepts, were more difficult to create an image for (ten respondents), two felt that it didn’t really help with spelling and usage, and one felt it wasn’t desirable for use in a conversation class.

4.2.2. Students' Comments and Observations About the Function of the Activity

Responses related to function were subdivided into four categories: “aiding in memorization,” “aiding in understanding,” “aiding in usage,” and “using the worksheets for reviewing.” For “memorization,” nineteen of the respondents wrote that connecting a word directly to its image helped them to remember it better, eleven said that it made it easier or quicker to remember the words, five explained that the process of creating the image helped fix it in their memory, and three said that it was good to remember the meanings as images without having to translate them. For “understanding,” eleven respondents said that they came to understand the words better in the process of creating images for them, five said that their understanding of the words deepened, and others mentioned being better able to understand nuances of meaning and words with similar meaning (for example, “beach” vs “coast”). Three said that creating the images helped them understand how the words were used, and two said that it helped them review because the meanings were able to be seen at a glance, and that they recall the meaning when they see the picture they created.

4.2.3. Students' Advice to the Instructor

Seven responses contained advice for the instructor. Adding spelling and more usage practice was recommended by three students, using words that have a more concrete meaning that are easier to illustrate was recommended by two students, one student recommended picking only the most important words for the illustration exercises, and one cautioned that the instructor should be careful not to force someone to draw who doesn’t like to draw (although the student who wrote it claimed to like drawing).

4.2.4. Miscellaneous Student Comments About the Vocabulary-Drawing Activity

There were some interesting points brought up that I grouped as miscellaneous. Four said that the activity is particularly suited for art students (themselves included), and four

others said that because it forces them to think about how to convey the meaning, it boosts creative thinking, which would also help them in their creative arts studies. Two mentioned they would like to continue using the method in their future self-study, two said that learning English using any method is difficult, and one expressed feeling nostalgic because of having used the method in the past for English and other subjects.

4.3. Comparison of Data According to Type of Class

The quantitative data was then analyzed separately to compare the four-skills classes with the speaking-based classes, and then to compare the basic-level classes with the intermediate-level classes. The number of participants enrolled in the four-skills classes was 36, with 27 in the speaking-based. The number enrolled in the basic-level classes was 46, with 17 in the intermediate. Note that for question six, the numbers of boxes checked for each category were converted into percentages to compare them more accurately.

The content of the four-skills classes covered the basic “four skills” of English, i.e., reading, writing, speaking, and listening. The speaking-based classes focused on speaking, including themed conversation, role-play, and presentations. It was found that the four-skills classes consistently gave slightly higher positive scores than the speaking-based classes for questions one to four (fig. 4), while the highest negative scores (including “not sure”) were given by the speaking-based classes. For question five, the four-skills group gave a higher percentage of “enjoyed it a lot,” but the totals of “enjoyed it a lot” and “enjoyed it a little” were 100% for both types of classes. For question six (fig. 5), the top three responses for both the four-skills and the speaking-based classes were the same, and in the same order: “drawing pictures for the words,” “saying the words out loud several times,” and “writing the

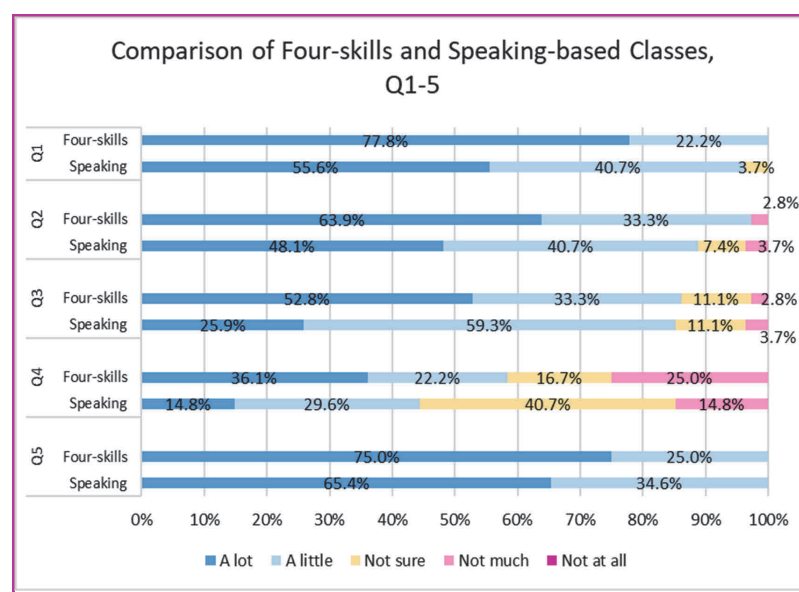


Figure 4. Comparison of four-skills and speaking-based classes, questions one to five.

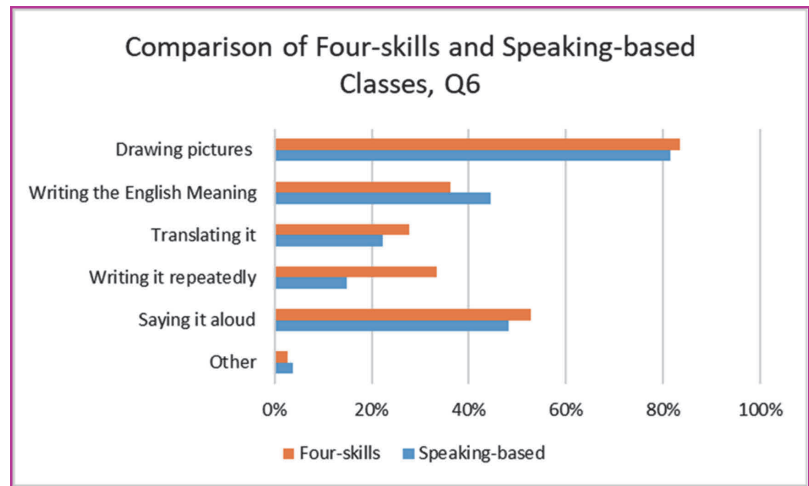


Figure 5. Comparison of four-skills and speaking-based classes, question six.

meanings in English.” The four-skills classes gave “writing the words repeatedly” as the fourth-highest response, while the speaking-based classes gave “writing the translations.” It is interesting to note that the four-skills classes gave a higher percentage of responses than the speaking-based classes for “saying the words out loud several times.”

When the basic-level and intermediate-level classes were compared, it was found that the basic-level classes gave slightly higher positive scores for questions one to four (fig. 6), and the intermediate-level classes gave slightly higher negative scores (including “not sure”). For question five, the intermediate group gave a slightly higher percentage of “enjoyed it a lot,” but the

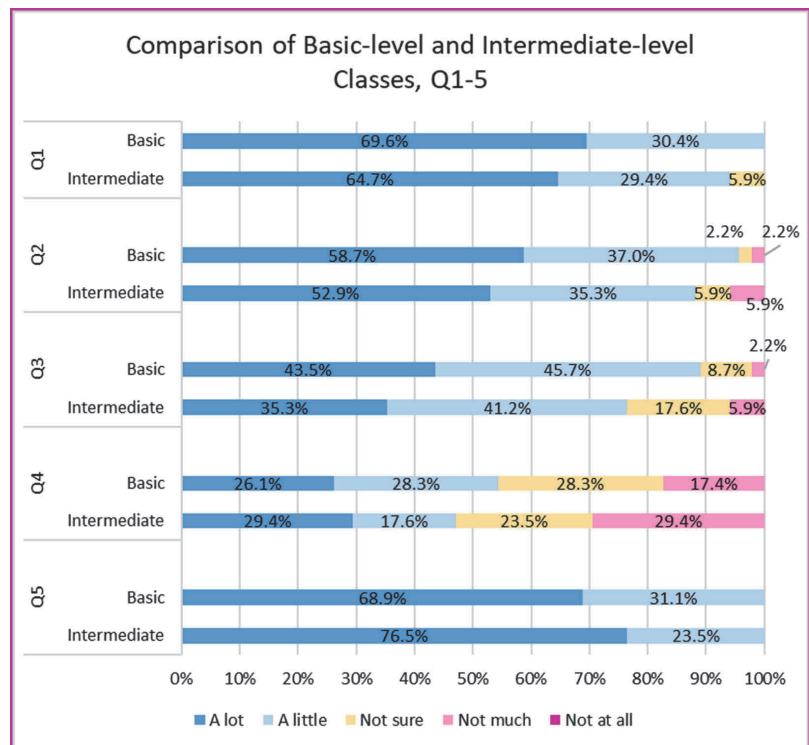


Figure 6. Comparison of basic-level and intermediate-level classes, questions one to five.

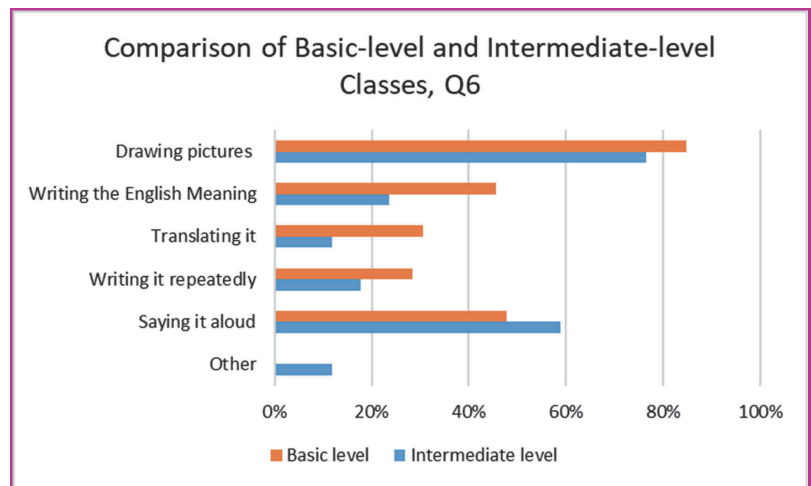


Figure 7. Comparison of basic-level and intermediate-level classes, question six.

totals of “enjoyed it a lot” and “enjoyed it a little” were 100% for both levels. For question six (fig. 7), the top three answers given for both basic and intermediate levels were: “drawing pictures for the words,” “saying the words out loud several times,” and “writing the meaning in English,” which are also the same top three as for both the speaking-based and four-skills classes. The fourth highest response was “writing translations for the words” for the basic-level classes, and “writing the words repeatedly” for the intermediate. The intermediate-level classes gave the highest percentage of responses for “other.”

4.4. Discussion

All students surveyed (100%) said they enjoyed the vocabulary-drawing activity either a little or a lot. Nearly all of them (98.5%) said it helped them in the understanding of the target vocabulary either a little or a lot. The data corresponds to my observations of the classes. Students genuinely seemed to enjoy the activity, including thinking of appropriate ways to visually express some of the more challenging abstract words. Some of them even incorporated a bit of humor into their illustrations, which is only possible with a good understanding of the meaning.

Most of them (93.6%) said it helped them to remember the vocabulary either a little or a lot, and 85.7% said it helped them become able to use the new words either a little or a lot. This also corresponds to my observations during class. I noticed some of the students using words from the worksheets during class activities or in their homework, especially words for which they had made unique, humorous, or memorable illustrations.

However, for remembering the spellings, only a slim majority (52.4%) said it helped them to learn the spellings, more than a quarter (27.0%) were not sure, and about a fifth (20.6%) said it didn’t help much.

When the speaking-focused classes were compared with the four-skills classes, I found that the speaking-based classes gave

slightly lower scores for the effectiveness of the technique than the four-skills classes did. Possible explanations could be that because they chose to enroll in a conversation class, they may enjoy active speaking activities more than sit-down activities, or it could be that there was a higher percentage of aural learners among them based on the VARK model (Fleming & Mills, 1992) or other models of modality preference. However, it is interesting to note that the speaking-based classes gave a lower percentage than the four-skills classes for the response “saying the words out loud several times” as a preferred vocabulary learning method.

When the basic-level classes were compared with the intermediate-level classes, I found that the intermediate-level classes gave slightly lower scores for the effectiveness of the activity. It is noteworthy that for the preferred vocabulary study methods (Q6), the intermediate-level classes gave the highest percentage of “other.” I conjecture that perhaps because the intermediate-level students already have a larger vocabulary that they learned using other methods before taking my class, they may already have their own preferred methods for learning words.

Although slight differences were observed in responses between the types of classes, the top three preferred study methods (Q6) were the same for all four types of classes, and no significant difference was noted between the type of class and the level of enjoyment reported (Q5).

The qualitative data showed that many of the students enjoyed the activity and felt that it helped them. The images seemed to be particularly helpful for memorization. One student explained how it worked, saying, “in a way I attach it to an image in my head.” Another student wrote about the created image, “when I see it I will remember the picture I drew.” Another explained that the effort involved in thinking of what kind of image to draw and the experience of actually drawing it also reinforce the memory. Some also said that it helped understanding, with one explaining that in order to express a word by drawing it, you first have to understand it deeply. Regarding how the method works, one particularly notable response was, “I think I was able to remember the meaning as an image, without first translating the English into my native language.” If the learner can go directly from the image of something to its English word, the step of translating it into their first language is thereby skipped, and it seems possible that it could increase fluency. This may be related to Paivio and Desrochers’ Bilingual Dual-Coding theory where images, the first language, and the second language are stored separately in the brain, but are connected (Paivio & Desrochers, 1980), and it merits further research. Next, when designing this vocabulary-drawing activity, one consideration I had was that it would be good for art students, and this was confirmed by some responses saying it was suitable for students at an art university. Finally, another particularly interesting opinion given by some respondents was that the activity boosted their creative thinking.

i.e., “thinking outside the box,” especially when they had to devise ways to express abstract words. This could be considered especially beneficial to art and design students, and also as a life skill for students in any field of study.

5. Conclusion

5.1. Conclusion

When interpreting the results, it must be kept in mind that many vocabulary-learning strategies exist, and “no single strategy is better than another” (Folse 2004, p. 8). The results of the present study show that the method of drawing images to express the meanings of target vocabulary words may be one effective method for learning English vocabulary for students at a visual arts university. Based on both quantitative and qualitative data obtained from participants through the questionnaire, it was found that the method was enjoyable, and that it helped the students to understand the words, remember them, and become better able to use them, but that it was not as effective in helping them learn the spellings. Lastly, this activity could be implemented in ESOL/ESL classes at other art schools and universities, and it could also be used as a visual-focused language task to help add variety to the lessons (Dörnyei 2001, p. 74) at any type of school.

5.2. Limitations of the Study and Future Studies

This study does not make it clear whether the activities were truly effective in the learning process, or whether the positive feedback was because the students found the activities interesting, which then helped keep their motivation, an effect explained by Dörnyei (Dörnyei, 2001, pp. 73–77). Administering “before and after” tests, ideally with a test group and a control group, could help clarify this point. A study could also be done to analyze students’ reception of the activities in connection with their learning style (cognitive) preferences, as explained in the Multiple Intelligences theory (Gardner, 1983, 2006), the VARK model (Fleming & Mills, 1992), and others. A questionnaire to determine the students’ cognitive preferences could be given at the beginning of the study, and the end results could then be analyzed in relation to learning style or cognitive preference type. Moreover, if other schools participated in a future study, the resulting data could then be analyzed according to the students’ chosen field of study to see whether interest in art was an integral factor in the results of the present study. In addition, the activity of drawing images for words as a method of learning vocabulary could be analyzed in relation to the Levels of Processing model developed by Craik and Lockhart, which posits that the deeper we process a word, the more likely we are to remember it (Craik & Lockhart, 1972). This activity could also be examined to see if there is any relation to the Bilingual Dual-Coding theory of Paivio and Desrochers which theorizes that images, the first language, and the second language are stored separately in the brain, but are connected (Paivio &

Desrochers, 1980). Finally, it would be interesting to explore the effect of this activity on creative thinking, or “thinking outside the box.”

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Appendix A The Questionnaire

Drawing Images of English Words as a Method for Learning Vocabulary 「単語のイメージを描く 英単語学習方法」について

Please fill out this survey about the English vocabulary learning method of drawing images of English words. It should take about 5 ~ 10 minutes. Your answers will not affect your grade for the class. Thank you for your cooperation.

「単語のイメージを描く英単語学習方法」についてのアンケートです。以下の内容をご確認のうえ、アンケートにご協力をお願いします。回答にかかる時間は、5~10分程度です。なお、このアンケートは、成績に関係しません。

This survey is about the English vocabulary learning method of drawing images of English words that we used in class. The results of the survey will be used for my research and to improve the class. I plan to use the data in a research paper. I will not use the data for any other purpose. I will not ask for your name, address, student number, or anything that can identify you. All the data except the free writing question will be quantified and statistically analyzed. I may quote parts of the free writing in the paper, so please do not write any personally identifiable information about yourself or other students.

このアンケートは、授業内で行った「英単語のイメージを描く英単語学習方法」について、あなたがどのように感じたかを把握するためのものです。本調査の結果は、教育活動の改善と研究のために使用いたします。研究結果については、論文として発表することを予定しています。他の用途では使用いたしません。このアンケートでは、メールアドレス、学籍番号や名前などを収集いたしませんので、個人が特定されることはありません。本調査により得られたデータは、自由記述以外は全て数値化して、統計的に分析します。なお、自由記述に関しては、論文において一部を引用させていただくことがありますので、自分や他の学生などの個人が特定される情報は書かないようにしてください。

1. How much do you think that drawing images of the vocabulary words helped you to understand the meanings of the words? あなたは、この授業で行った「単語のイメージを描く英単語学習方法」は、英単語の意味を理解するために、どれくらい役に立ったと思いますか？

Mark only one oval.

- It helped a lot とても役に立った
 It helped a little やや役に立った
 I'm not sure どちらとも言えない
 It didn't help very much あまり役に立たなかった
 It didn't help at all 全く役に立たなかった

2. How much do you think that drawing images of the vocabulary words helped you to remember the meanings of the words? この授業で行った「単語のイメージを描く英単語学習方法」は、単語の意味を覚えるために、どれくらい役に立ったと思いますか？

Mark only one oval.

- It helped a lot とても役に立った
 It helped a little やや役に立った
 I'm not sure どちらとも言えない
 It didn't help very much あまり役に立たなかった
 It didn't help at all 全く役に立たなかった

3. How much do you think that drawing images of the vocabulary words helped you to be able to use the new words? この授業で行った「英単語のイメージを描く英単語学習方法」は、新しい単語を使えるようになるために、どれくらい役に立ったと思いますか?

Mark only one oval.

- It helped a lot とても役に立った
- It helped a little やや役に立った
- I'm not sure どちらとも言えない
- It didn't help very much あまり役に立たなかった
- It didn't help at all 全く役に立たなかった

4. How much do you think that drawing images of the vocabulary words helped you to remember the spellings of the words? この授業で行った「英単語のイメージを描く英単語学習方法」は、単語のつづりを覚えるために、どれくらい役に立ったと思いますか?

Mark only one oval.

- It helped a lot とても役に立った
- It helped a little やや役に立った
- I'm not sure どちらとも言えない
- It didn't help very much あまり役に立たなかった
- It didn't help at all 全く役に立たなかった

5. Did you enjoy drawing images of the English words as a vocabulary learning method? 「英単語のイメージを描く英単語学習方法」は、楽しいと感じましたか?

Mark only one oval.

- I enjoyed it a lot. とても楽しかった
- I enjoyed it a little. やや楽しかった
- I'm not sure. どちらとも言えない
- I didn't enjoy it very much. あまり楽しくなかった
- I didn't enjoy it at all. 全く楽しくなかった

6. Which of these do you prefer as a vocabulary learning method? (Multiple answers OK) 今後あなたにとって、英単語の学習方法として、次の中のどれが良いと思いますか。(複数回答OK)

Check all that apply.

- Drawing pictures for the words 英単語のイメージを描く
- Writing the meaning in English for the words 英単語の意味の説明を英語で書く
- Writing translations for the words 英単語を訳す
- Writing the words repeatedly 英単語を何回か繰り返し書く
- Saying the words out loud several times 英単語を何回か声をだして言う
- Other: _____

7. Tell me freely what you think about the classroom vocabulary-drawing learning method activities. (Either in English or Japanese is OK) 授業で行った「英単語のイメージを描く学習方法」についての感想を自由に書いてください。(英語でも日本語でもOKです。)

Appendix B Sample Worksheets

Name: _____
Vocabulary (WS # 25)

Word:	Example or Image:
1. Distorted	
2. Viewpoint	
3. Perspective	
4. Unnatural colors	
5. Vivid colors	
6. Ignore	
7. Creepy	

8. A Portrait	
9. Impressionist	
10. Details	
11. Contour	
12. Naive style art	
13. Imagination	
14. Realistic	
15. From a low angle	

Name: _____
Vocabulary (WS # 27)

Word:	Example or Image:
1. Color contrast	
2. It has symmetry	
3. Castle ruins	
4. Alpine plants	
5. An endangered animal species	
6. A stone monument	
7. Architecture	

8. A marine area	
9. The Pacific Ocean	
10. A masterpiece	
11. A symbol of peace	
12. A motif	
13. An island	
14. Aesthetic appeal	
15. A volcano	