

Using pictures when teaching prepositions in English lesson in the forms 3 – 4

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Abstract

Prepositions are used all time in English, but it is often difficult to know which preposition to use. Prepositions are “little words” but they carry a lot of meaning. It is important to choose the right preposition or we may say the wrong thing. The teachers of English as a second language know very well how important prepositions are. Language teachers must help their learners to develop their ability to use the foreign language. Our learners need to be competent in all skills. They need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skill. Learning takes place most effectively when learners are actively engaged in the learning process. It is important to have a wide range of visual resources in the classroom. These resources include pictures. Learning is a complex process and visual aids are a great help in stimulating foreign language learning. Taking into account the foreign language teaching aim, purposes and content designed by the Ministry of Education of Latvia for beginners pupils are supposed to master prepositions giving information about place: indicating position – in, on, at, under, and indicating direction. Verbal language is only a part of the way we usually get meaning from contexts. Things we see play an enormous role in affecting us and giving us information. We predict and deduce, not only from what we hear and read but also from what we see around us and from what we remember having seen. Teachers can help their learners get overall experiences through the use of pictures which illustrate places, objects, people and action from outside world in the classroom. The object of the research is English learning process in forms 3 and 4. The subject of the research is teaching prepositions to young learners using pictures. The aim of the research is to describe the importance of teaching prepositions and to demonstrate how to use pictures when teaching prepositions to young learners.

Keywords: pictures, prepositions, visuals, young learners .

Introduction: The importance of pictures in the learning process

If we want to understand better how to use prepositions in English, the visual aids will help. Using pictures have a great importance in teaching process. D. A Hill says that standard classroom is one of the possible ways for target language learning (Hill, 1990). Realisation of

this had led teachers to search for methods and materials which will help overcome the problems of this situation.

So a whole range of visual aids including pictures have been used for trying to bring reality to what is an unnatural way of learning, a creative, living system of sounds and forms. The intrinsic usefulness of the various types of language learning aids, their success also depends on how they have been used the teachers. D. A Hill says that visuals have the advantages of being inexpensive, of being available in most situations; of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, and consequent enthusiastic use; and of bringing images into the unnatural world of the language classroom (Hill, 1990).

Learning is a complex process and visual aids, especially pictures, are a great help in stimulating the learning of a foreign language. The pupil must use his ears as well as his eyes but it is the eye that is the primary channel of learning. Good visual materials will help maintain the pace of the lesson and pupil's motivation. As we learn most through visual stimulus, the more interesting and varied these stimuli are, be quicker and more effective our learning will be. B. M. Bowen says about Visual Aids in Language teaching: they vary the pace of the lesson:

- They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another;
- They allow the teacher to talk less by diminishing the importance of the verbal stimuli provided by the teacher's voice, and allow the students to talk more;
- They enrich the classroom by bringing in topics from the outside world which are made real and immediate by the pictures;
- They spotlight issues, providing a new dimension of dramatic realism and clarifying facts;
- A student with a creative imagination will often find he learns a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary;
- They make a communicative approach to language learning easier and more natural;
- They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively;
- They inspire imaginativeness in both the teacher and students;
- They provide variety at all levels of proficiency (Bowen, 1991).

Wright A., Hallem S. also consider that pictures have a major role to play in the development of students skills. There are two reasons in particular for listening and reading:

- The meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom;
- It is often helpful if the students can respond to a text non – verbally: pictures provide an opportunity for non – verbal response (Wright & Hallem, 2001).

J. M. Dobson goes on confirming that pictures for use in conversation sessions may come from books, magazines, newspapers, or they may be use the ones drawn by teacher or students (Dobson, 1992). Whatever they are, they can serve as excellent conversation starters. Students can make different discussions about pictures, and it helps to practice to use the prepositions what they already know and students feel need to learn more of them. It can also be some short description about the picture where students can test themselves about prepositions they have been learning. V. F. Allen says that pictures which show human situations often interest students at the elementary level (Allen, 1983). Students enjoy imagining where they are, what happened before the picture moment, what might happen next. Pictures with different situations are very valuable in the language classes, especially at elementary level.

Using pictures in the learning process

The contributing aspects using pictures

Many language teachers are as concerned to help their students to develop as people and their ability to relate to others, as they are to help them to develop their ability to use the foreign language. For example it is not enough for students to have a competent ability in a language if they can't develop a discussion. In this sense, language teachers have a role as communication teachers and, indeed, as teachers in the broadest sense. It is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the way we usually get meaning from context.

Things we see play an enormous part in affecting us and in giving us information. We predict, deduce and infer, not only from what we hear and read but from what we see around us and from what we remember having see. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with. Specifically, pictures contribute to:

- Interest and motivation;
- A sense of the context of the language;
- A specific reference point or stimulus.

Different types of pictures

B. M. Bowen writes about different types of pictures. She gives us definitions of four types and describes their sources, selection and display, classroom use:

1) Wall picture and wall charts:

Most wall charts consist of combination of visual and verbal material. Their aim is to give information on topic. A wall picture, on other hand, is simply a large illustration of a scene or event, or a set of scenes or events (Bowen, 1991). The criteria for choosing or making good wall picture are relevance, recognition, size, and clarity. The best of storing wall pictures and wall charts is to display on the classroom wall. It is possible to add that A. Wright gives the definition of wall pictures, too. He says that wall pictures illustrate scenes, people or objects

and are large enough to be seen by all the students (Wright, 1990). Wall pictures often show a complicated scene and contain many details, the whole class can see picture, it is ready to use and can be used more than one, it can be left on display or taken down. A feature which distinguishes a wall picture from a wall chart is the way it is used. Wall pictures are intended to be used with whole class. Wall charts are most part unsuitable for whole class teaching because they are usually complex, with printing too small to be seen by the learners from their seats. There are exceptions: homemade charts can be made too big enough for the whole class to see and some published material. (Bowen, 1991)

2) *Sequence pictures:*

Sequence pictures are series of pictures on a single subject. They reveal their story or theme, like a strip cartoon, in a connected set of illustrations for good selection and display the teacher must:

- Make the titles and captions large enough to read, or omit them all together and do the describing orally;
- Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks;
- If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;
- The pictures themselves should all be the same size and similarly mounted in order to make a set (Bowen, 1991). The advantages of showing all the pictures together at the beginning are:
 - The learners gain an overall sense of the story or theme and can see not only its progression but its subtleties, its drama or humor;
 - As learners look through the sequence, each picture helps to clarify the meaning of the others;
 - The vocabulary needed to tell the whole story or describe the whole theme can be discussed, so there will be less hesitation when the learners do the telling or describing;
- Class time is saved by putting up pictures in advance. (Bowen, 1991).

3) *Flash cards:*

Flash cards are word flash cards and picture flash cards. Picture flash cards are teacher's accompanying guide. The picture collections are built up and used by number of teachers'. Picture flashcards are most suitable for representation of a single concept, such as an object or an action. Teachers' representation of a single concept, such as an object or an action. Teachers can use flashcards for presentation new item, for practice of previously taught language, for revision. Word flash cards are on which words have been printed can be held

up rapidly, or 'flashed' by teacher before the class. The cards can be used to demonstrate exactly what the teacher wishes and can be flashed again to consolidate learning. Word flash cards are inexpensive for the teacher to prepare. The cards are easy to store and to carry to the classroom. They are easy for the teacher and the students to handle and use at the appropriate moment. Work cards can include visuals as well as text. Magazine pictures, drawings, maps and diagrams can be important parts of work cards at all levels, used for variety purposes (Bowen, 1991).

4) *Drawings on the board:*

Drawings on the board catch the students' attention, change the pace of lessons, and variety and cause enjoyment, amusement and encourage naturalness of response. The teacher can organize different activities through drawing on the board – He/she can teach vocabulary, spelling, pronunciation, drills and so on (Bowen, 1991). Previously described types of visual aids can be used any stage of the lesson. At the same time teachers should think about carefully before starting to make a visual aid and consider the purpose, the specific learning points of the lesson, the characteristics of the young learners.

The young learners' characteristics

It is significant to be kind and equal in attitudes towards each student, for the beginners' keen sense of fairness. Teachers have to take into account that games and pictures help to gain children's benevolence. Children generally are not consciously interested in language for its own sake and usually tend to direct their interest towards things that are easy for them to understand. They possess a natural desire to actively participate in the social life around them that helps them to learn new languages. If they know how to pronounce a word it is easy for them to add it to their speaking vocabulary, the immediate uses of the language makes for communicative confidence. The most well-known and influential theory of cognitive development is that of French psychologist Jean Piaget (Wells, 2006). According to J. Piaget's theory of cognitive development stages children process languages generally through sensory experience, and intelligence develops in the form of motor actions, young learners receive more concrete input. Thinking becomes more logical and organized, but still very concrete (Piaget's Stages, 2013) Therefore their instruction should preferably involve concrete references in the language being taught and actively engaging tasks. Well instructed immersion gain much more affect (Lee, 2013).

With children in the concrete operational stage, learning activities should involve exercises of classification, ordering, location, and conversation using concrete objects. Children are relatively more field – dependent, so teachers should use direct methods and try to provide a rich and stimulating environment with ample objects to play with. Along with audio visual aids, all kinds of sensory input are important.

Game – like language learning activities are excellent, even essential, part of a program of children's learning activities. Children in general learn well when they are active and when action is channeled into an enjoyable game, they are often to invest considerable time and effort in playing. This is not to be confused with situation where the language learning activity is called "game" which conveys the message that is just fun not be taken too seriously, a message which likely to be anti – educational and potentially demoralizing. Children's learning characteristics need to be reflected in the design of teaching curricula.

C. Brunfit gives some of characteristics which young learners share:

- * young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school;
- * as a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school;
- * they tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling;
- * their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling;
- * they need physical movement and activity as much stimulation for their thinking, and closer together these can be, the better (Brunfit, Moon, Tongue, 1991).

C. Brunfit thinks that teachers must not rely simply on the claim that primary level is the best time to learn language well. But he gives a number of reasons for teaching English at this level is the best. One of them is: the need for maximum learning time for important languages – the earlier you start that more time you get and the advantage of starting with early second language instruction so that later the language can be used as a medium of teaching. S. Hallivell point out that young children do not come to the language classroom empty – handed (Hallivel, 1992). They bring with an already well-established set of instincts, skills, and characteristics which will help them to learn another language. We need to identify those and make the most of them. After this S. Halliwell gives explanation how does some of qualities help child in the foreign language classroom and how can the teacher build of them.

Children's creative uses of limited language resources

Very young children are able to understand what is being said to them even before they understand the individual words. Intonation, gestures, facial expressions all help to tell them what the unknown words mean. By understanding the message in this way they start to understand the language. Children come to school with this ability already highly developed. They continue to use it in all their school work. With ability to perceive meaning, children also show great skill producing meaningful language from very limited resources.

In the early stages of children's mother tongue development they excel at making a little language go a long way. They are creative with grammatical forms and concepts. Children also create words by analogy. Children find other ways of conveying the meaning. Children can just make up words or even just say words from their mother tongue in a foreign accent. In doing so children are actually building up their grasp of the language. That is why games are so useful and so important. The fun element creates a desire to communicate and partly because games can create unpredictability.

Children's instinct for play and imagination

Children have an enormous capacity for finding and making fun. They bring spark of individuality and of drama to much that they do. Children stare hard at the rest of the class, they frown or they glower. Their personalities emerge, woven into the language use. In this way, they make the language their own. That is why it is such a very powerful contribution to learning. Similarly, no matter how well we explain an activity, there is often someone in the class who produces a version of their own. Sometimes it is better than the teacher's original idea. Through their sense of fun and play, the children are living the language for real. Games are not the only way in which individual personalities surface in the language classroom. There is also a whole area of imaginative thinking.

Children delight in imagination and fantasy. They test out their versions of the world through fantasy and confirm how the world actually is by imaging, how it might be different. Language teaching should be concerned with real life. But reality for children includes imagination and fantasy. The act of fantasy and imagining is very much an authentic part of being a child.

Basic principles in teaching young learners are:

- Balance the types activities;
- Children are curious;
- Children are imaginative and creative;
- Children have enormous capacity for games and fun;
- Children are good at learning through games.

The interest in teaching English to young learners has grown during the last years. According to C. Brunfit it is necessary to know child's psychology and his wish to have individual attention from the teacher (Brunfit, 1991). However, for avoiding possible offenses and obtaining healthy relations, equal amount of attention should be exhibited to everyone.

Prepositions

Definition of preposition

Preposition – noun (grammar) a word or group of words, such as *in, from, to, out of and behalf of*, used before a noun or pronoun to show *place, position, time or method*. – **prep. os. ition.al** adj.: prepositional phrase (= prepositional and the noun following it, for example *at night or after breakfast* (Wehmeier, 2000).

Preposition – n. gram. – a word governing (and usu. Preceding) a noun or pronoun and expressing a relation to another word or element, e.g. “came after dinner”, what did you do it for? [from Latin *prae – posito*] prepositional adj. prepositionally adv. (İlustrētā angļu..., 2011)

Preposition – noun [C] (grammar) a word or phrase that is used before a noun or pronoun to show place, time, direction, etc.: ‘In’, ‘for’, ‘to’ and ‘out of’ are all prepositions (Oxford Student’s...,2002).

Preposition – word that shows certain relations between other word. With, for, by and in are prepositions in the sentence ‘A man with rugs for sale walked by our house in the morning’.

Prepositional – 1. Having to do with a preposition. 2. Having the nature or function of a preposition, adj. – prepositionally, adv. (Torndike, Clarence ,1995).

Prepositions are used all time in English, but it is often difficult to know which preposition to use. There are about 150 different prepositions in English. Essberger J. points out that it is not possible to produce a definitive list of English prepositions, because complex prepositions can theoretically be added to the language at any time (Essberger, 2012).

It is important to know how to:

- Use prepositions to express relationships in time, for example, - on Friday, at noon, and place, for example, - at the movies, across the street;
- Understand how prepositions are used with particular verbs, adjectives and nouns.

Using prepositions of place – at, in, on

The use of prepositions of place well show the relationship between people, things and events. Prepositions can express relationships in space, answering the question ‘Where?’- He lived alone in an house **on** the edge of the village. Prepositions of place can also express many other kinds of relationships such as:

Purpose – *You bought to have a dog **for** company;*

Possession – *The other side **of** the garden;*

Result – *A verdict of death **from** drawing.*

Main points:

1. Use ‘**at**’ to talk about place as a point.
2. Use ‘**in**’ to talk about place as an area. Use ‘**on**’ to talk about a place and surface (Willis, Collins, 2003).

At

- We use ‘**at**’ - when we are thinking of a place as a point in space.

She waited at the bus stop for over twenty minutes.

Where were you last night? – ‘At Mick’s house.’

- We use ‘**at**’ with words such as ‘back’, ‘bottom’, ‘end’, ‘front’, and ‘top’ to talk about the different parts of place.

They escaped by window at the back of the house.

I saw ta taxi at the end of the street.

- We use ‘**at**’ with public places and institutions. Note that we also say ‘at home’ and ‘at work’.

She wanted to stay at home.

Nelly wanted to stay at zoo.

In

We use 'in' when we are talking about a place as an area. We use 'in' with:

- A country or geographical region

I was in Spain.

- A city, town, or village

Emmy was in London.

- A building when we are talking about people or things inside it

They were in the restaurant.

- We also use 'in' with containers of any kind when talking about things inside them.

She kept the cards in a little box.

At or in?

At – describes where you are in a general way without defining whether you are **in, under, behind** – *I'm sitting **at** my desk.*

In – (*like under, behind*) can be more specific – *I keep my pens in my desk (Watcyn – Jones, Allsop, 2004.)*

When talking about addresses, we use 'at' when you give the house number, and 'in' when you just give the name of the street – *They used to live at 5, Western Road. She got a job in Oxford Street.*

On

We use 'on' when you are talking about a place as a surface. We can also use 'on top of'.

I sat down on the sofa.

She put her keys on top of television.

We also use 'on' when we are thinking of a place as a point on a line, such as a road, a railway line, a river, or a coastline.

Scrabster is on the north coast.

Prepositions of place and direction

Words like: above, below, down, from, to, towards, up

Main points:

1. We normally use prepositional phrases to say where a person or thing is, or the direction they are moving in.
2. We can also use adverbs and adverb phrases for place and direction.
3. Many words are both prepositions and adverbs (Willis, Collins, 2003)

We use prepositions to talk about the place where someone or something is. Prepositions are always followed by noun group, which is called the object of the preposition.

Figure 1: Prepositions about the place where someone or something is (Willis, Collins, 2003)

above	below	In	opposite	through
among	beneath	Inside	outside	under
at	beside	Near	over	underneath
behind	between	On	round	

Example: *He stood near the door.*

Above/below suggest higher/lower than

Figure 2: Prepositions of more than one word (Willis D., Collins C., 2003)

in between	in front of	next to	on top of
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Example: *There was man standing in front of me.*

We also use the prepositions to talk about the direction that someone or something is moving in, or the place that someone or something towards.

Figure 3: Prepositions to talk about the direction (Willis, Collins, 2003)

Across	into	past	to
Along	on to	round	towards
back to	out of	through	up
Down			

Example:

They dived into the water.

She turned and rushed out of the room.

Many prepositions can be used both for place and direction.

Example:

The bank is just across the High Street (place).

I walked across the room (direction).

We can also use adverbs and adverb phrases for place and direction.

Figure 4: Adverbs and adverb phrases for place and direction (Willis, Collins, 2003)

Abroad	here	underground	everywhere
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Away	indoors	upstairs	nowhere
Downstairs	outdoors		somewhere
Downwards	there	anywhere	

Example:

Sheila was here a moment ago.

Few noun groups can also be used as adverbs of place or direction.

Example:

Steve lives next door at number 23.

Many words can be used as prepositions and as adverbs, with no difference in meaning. Prepositions have noun groups as objects, but adverbs do not.

Example:

Please sit down.

I looked underneath the bed, but the box had gone.

Prepositions with forms of transport

Phrases like: by bus, in a car, on the plane, off the train

Main points:

1. We can use '**by**' with most forms of transport.
2. We use '**in**', '**into**', '**out of**' with cars.
4. We normally use '**on**', '**on to**', and '**of**' with other forms of transport (Willis, Collins, 2003)

Figure 5: When we talk about the type or transport we use to travel somewhere, we use '**by**' (Willis, Collins, 2003).

by bus	by car	by plane	by train
by bicycle	by coach		

Example:

She had come by car with her husband and her four children.

If we want to say we walk somewhere, we say we go '**on foot**'. We do not say 'on foot'.

Example:

Marie decided to continue on foot.

We use '**in**', '**into**', and '**out of**' when you are talking about cars, lorries, taxis, and ambulances.

Example:

I followed them in my car.

She was carried out of ambulance and up the steps.

We use 'on', 'on to', and 'off' when we are talking about other forms of transport, such buses, coaches, trains, ships, and planes.

Example:

Why don't you come on the train with me to New York?

Bill stepped off the train and walked quickly to the exit.

We can use 'in', 'into', and 'out of' with these other forms of transport, usually when you are focusing on the physical position or movement of the person, rather than stating what form of transport they are using.

Example:

The passengers in the plane were beginning to panic.

He got back into the train quickly.

He jumped out of the bus and ran into the nearest shop.

Practical part

Some important questions for teacher are: "How to organize the class? Which picture is appropriate for this organization? When the teacher works with all class he/she must choose a picture, which is large enough to be clearly seen by all.

The details of the pictures, posters or maps are intended to be used with the whole class. Another way of arranging students is group work and pair work. In this way the teacher can give the learners chances for greater independence. It gives learners more opportunity to speak English. Pictures for group or pair work can be smaller than wall pictures. They can be picture cue cards. Although it would obviously take long time to prepare enough materials for a large class to work in pairs or groups on the same activity at the same time, many ideas are useful for mixed ability classes where some learners can work together while the teacher is busy with the rest of the class.

Table 1: Using pictures when teaching prepositions in English lesson in the forms 3 – 4

Areas of interest	Topics	Type of prepositions	Type of pictures/materials	Activity	Functions
I'm in a wonderful	My town	Indicate direction (across,	Wall picture	Whole class/ Individual/ Small groups	<ul style="list-style-type: none"> Use prepositions to talk about the direction that someone or something is moving;

world		along, back to, down, to towards up, into).			<ul style="list-style-type: none"> • Add more objects or people to the wall picture; • Draw a map of your town; • Stick pictures of famous places and write few sentences about each; • Collect information, then tell the class. • Act out dialogues asking for giving directions: use phrases – Go up/down; It's next to/near. • Work in groups. Make a board game about your town. • Exchange your game with another group and play <p>(Evans, Dooley, 2007).</p>
	Shopping	Indicate position (in, on, at, under, between, next to).	Sequence pictures	Small groups/ Whole class	<ul style="list-style-type: none"> • Play with sequence pictures and make a story; • Use prepositions to talk about the place where someone or something is. • Played by the whole class; • Some students play the role of shop-assistants, the others are customers (Dimpere, 2009). • Describe the location of the objects in the picture; • Ask classmate questions about pictures using the questions: Where is....? Where are? • Designing your dream room; • Express your creativity; • Then tell the class.
	My school	Indicate time (in, at, on).	Flash cards: Text, crayons	Individual/ Pair work	<ul style="list-style-type: none"> • Read and illustrate the text attractively; • Play with objects; • Write and draw the

					<p>full day.</p> <ul style="list-style-type: none"> • Make a calendar for next month and draw timetable; • Ask classmate questions using the questions: <p>“When” and “What time”</p>
	Travel ling	Prepositio ns with forms of transport (by, in, into, out of, on)	Drawin g on the board	Whole class/ Matching activity/ Small groups	<ul style="list-style-type: none"> • Ask questions about the picture; • Talk about the picture; • Talk about transport you use to travel somewhere. • In small groups collect information about top tourist travel wonders; • then tell the class.

Pictures contribute to students' interest and motivation; to a sense of the context of the language; to a specific reference point or stimulus; to the need to speak creating a context within his/her response. Every class is different and each teacher knows his/her class best. In every situation he/she can devise the aids and ways of using pictures which are most appropriate for his/her learners. There are different techniques, which can be used with all arrangements of the class.

Conclusion

1. When mastering a language, visuals are very important in gaining language knowledge. Pictures help to make the language useful in the classroom, more realistic and alive, it helps maintain the student's attention and makes the class more interesting. Visuals can be used at any stage of a lesson.
2. Pictures are worth a thousand words. It provides practice for students with various ability levels in areas such speaking, reading and writing.
3. Pictures represent a very economical stimulus. Having provided the stimulus, students are frequently happy to take initiative and discuss the image among themselves.
4. Pictures are an easy way of bringing the outside world into the classroom.
5. Children have neurological, cognitive and psychological differences in foreign language teaching/learning. It is significant to be kind and equal in attitudes towards each student, for

the beginner's keen sense of fairness. Children are curious, imaginative and creative. Children's learning characteristics need to be reflected in the design of teaching curricula.

6. Prepositions are 'little words' but they carry a lot of meaning. It is important to choose the right preposition or you may say the wrong thing. If teacher want to teach young learners how to use prepositions, the visual aids will help.

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