THE EFFECTIVENESS OF PICTOGRAMS IN THE ENGLISH CLASSROOM

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It is critical to achieve excellent communication in every teaching environment. As a result, a critical, devoted teacher should make use of any tools that improve communication among educational process participants; fact, teaching materials play an important role in this respect. Furthermore, while most classes attempt to get students to understand their instructions and promote their learning, teaching foreign languages demands unique attention because language is both the means and the conclusion of the formative process.

In fact, English as a Foreign Language (EFL) teachers confront significant obstacles in order to be understood; they must teach and communicate in a language other than the students' mother tongue, which can be a difficult task depending on the students' proficiency level and linguistic background. Consider kids whose original language does not utilize the Latin alphabet is the target language alone may not be sufficient, and excessive usage of the students' mother tongue may be harmful. These are only a few of the challenges that EFL teachers confront on a daily basis, and they are only one side of the story. EFL teachers must also successfully incorporate thematic, lexical, and grammatical aspects of a lesson to get their pupils to speak with one another. In this respect, relying solely on verbal approaches (as is common in language classes) to achieve the aforementioned goal may be insufficient. As a result, it is recommended to include nonverbal communication features that can supplement the use of spoken language.

Pictograms stand out among the many graphics that may be used for English instruction because they have a simple design and can be comprehended and understood without the use of spoken or written language. Pictograms are used in many aspects of our daily lives, such as medicine, transportation, and computing, and they represent places, directions, activities, or limits on actions in either the physical world (a town, a driveway, etc.) or virtual world. A pictogram is a stylized symbolic drawing that is utilized to express ideas or to communicate information of an analogous or figurative nature. Pictograms can serve a variety of purposes. They are used to substitute written indications and instructions that express regulatory, mandatory, warning, and prohibitory information when that information must be processed quickly (such as on traffic signs), when users speak a different language (i.e., non-natives), have limited linguistic ability (i.e., people with low levels of literacy or little education), or have visual problems (i.e., older people), and especially when there is a legal obligation to inform (e.g., use of dangerous materials at work). A pictogram must capture the attention of users.

Pictograms are known to have a number of benefits in the literature. For starters, they can potentially be understood more quickly and precisely than wordsy can potentially be understood more quickly and precisely than words. They can therefore act as "instant reminders" of a danger or a pre-existing message. They facilitate warnings for those with

visual or literacy impairments. They can increase the visibility or "attention grabbing" of warnings and enhance their legibility. When users perform familiar or routine actions, pictograms or brief written instructions are appropriate. Pictograms are also easier to digest at a distance than written information, although there should be a differentiation between abstract symbols and more overt iconography.

Nevertheless, there are several drawbacks to relying on pictograms. For instance, relatively few pictograms are generally understood; hence, depending on their function, they may not be accurately perceived by all consumer groups and across all countries. Furthermore, it takes a long time for any pictogram to reach its peak effectiveness. There is also the possibility of major ambiguity.

Furthermore, according to researchers, pictograms may express a wide range of meanings in a straightforward manner, which has enormous educational potential. Pictograms are often black and white with a basic linear contour, which lowers the amount of visual information that the eye must absorb and allows for far faster comprehension than a full-color image. In this aspect, a picture is more likely to produce a more lasting experience, as demonstrated by a comparison of a photograph and a pictogram that effectively depict the same thing. Consider those images that could be used to teach vocabulary; they are similar in content, but one would provide a mental speed. Text has always been the primary form of education in the field of English language teaching, with visual aspects being considered mainly cosmetic. Nonetheless, an image can express features of a particular concept that text cannot. According to Goldstein, English teachers are becoming increasingly concerned with the visual aspects they incorporate into their course materials, and this consideration extends beyond any extra aesthetic value.

We are visual beings, as Alcalde so eloquently stated, children draw before they can read or write. Images have metalinguistic features that allow us to interpret them faster than language. Such instructional potential should be investigated in the language classroom. Pictograms, as previously said, stand out among all forms of graphics available to EFL teachers due to their simplicity of design and general clear delivery of information. Pictograms, in particular, provide a variety of educational benefits, according to Pérez (2017). Pictograms make reading and writing more accessible by fostering comprehension even when students cannot fully understand a text, providing visual exercise and promoting visual discrimination, improving memory capacity by allowing students to codify information verbally and nonverbally, being appealing, and possibly improving concentration in the reading process.

Tomlinson and Masuhara (2018) have specifically outlined eight key uses for visual components in language teaching materials, including:

1. Provide a visual explanation/description for something that may be unfamiliar to the learners.

2. Provide context (e.g. introducing characters in a detective story, setting the mood and tone).

3. Show procedures (e.g. how to play a new game)

4. Induce affective responses (e.g. curiosity, interest, laughter).

5. **Provoke thoughts and reactions** (e.g. fnding plausible reasons for a mystery; for and against an issue).

6. **Provide a visual summary.**

7. **Achieve consistency and mark changes.**

8. **Provide an aesthetic experience.** [2:.327,328]

As can be seen, pictures in language training materials are more than just decorative or illustrative; they enhance and personalize the learning process. But doing so involves instruction, practice, and theoretical understanding. In addition, there is no implication that language instructors should use nonverbal materials at the expense of verbal language. Multimodal assemblies should combine text and graphics for best effect. For example, images used to teach the productive skills of language can serve a series of specifc purposes, namely providing motivation for students to engage in language-learning activities, being means to contextualize activities, being the objects of a description, being keys to answer questions, and stimulating conversation and narration [3:3].

Students who struggle with visualizing material are less likely to remember texts that encourage visualization. Actually, students would benefit from learning more if EFL instructors tried to convey the subject matter using both verbal and nonverbal techniques. However, in the classroom, English professors frequently employ verbal techniques of instruction when, in reality, using visuals would help students absorb the material being studied.

The key idea or most significant part of one sentence will be placed in the center of the pictogram language system, not only enlarged but also highlighted. Occasionally, a verb plays a dominant role in one sentence, and the pictogram might be both bigger and situated in the middle of the "whole" or group of pictograms. Emoticons use the most common pictograms. Pictogram language settings, such as MSN, have upgraded their functionalities to allow users to save or share their own pictograms, making users feel more at ease and bringing them a variety of personal pictograms. Furthermore, people in different cultures or places may use different combinations of emoticons to express themselves.

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USED LITERATURE:

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