

Examine the Role of Educational Painting Thematic and Complementary Methods in Learning and Retention of the Words and Phrases in English

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ABSTRACT

The study aimed at learning the techniques of painting and additional thematic learning and retention of words and phrases in English were included. Quasi-experimental research methods, and included all the high school girls in Year 2015 and 2014 are in Hamadan. 70 students selected by convenience sampling. After the pre-test randomly divided into control and experimental groups. Experimental group and a control group of 35 to 35 people. Instrument is an English teacher made test the validity and reliability were confirmed by teachers through Cronbach's alpha was 0/86. Intervention training for groups of style painting (subject UPDATE) for 8 sessions, and controls the lecture method was used. The results were analyzed using the SPSS statistical analysis of covariance. The results showed that the method of drawing additional training and subject to the retention and learning English words and phrases are presented.

KEYWORDS: teaching painting, drawing subject, paint finishing, English words, sentences, English.

INTRODUCTION

The design of the curriculum, the curriculum is a set of elements, among experts, there is no unity on the elements of the curriculum. The scope of the dispute, the element has no element of curriculum-based (Mehrmohamadi, 2001). Some decisions about an element of learning outcomes, curriculum development work in the area have seen (Johnson, 1967) and some of its content, is accepted in the field of curriculum development (Portelli, 1987). Klein is not an element of the objectives, content, learning activities, teaching methods, materials and learning resources, assessment, time, space and classify the elements of a curriculum knows (Klein, 1980). But in most cases the four main elements of purpose, content, methods and evaluation is given (Goodlad, 1985; quoted Mirzabeygi, 2001). In the last few years, the curriculum of English, has been a fundamental change in many countries. China in 1993, the country's English language curriculum change and ability to communicate, as the main purpose of the curriculum in English, clear (Xinmin & Adamson, 2003). In 1995, those involved in the education system of Bangladesh, the English curriculum reform in this country, and mission planning and writing textbooks in English, as the ability to communicate (Kamrul Hasan, 2004). Japanese students are also due to the inability of the country to communicate effectively after high school, such as the reform of the university entrance exam, focusing on the ability to communicate in English, the language teacher education curriculum, in its agenda have (Bsakin & Zhao, 1996). In the last few years, efficient learning of English, the main concern of the authorities curriculum was because despite spending a lot of time, energy and money, millions of Iranian students after six or seven years of education English in schools, the benefit of being able to communicate, and remain effective Incapable (Sajad, 2005; Mohseni Moghadam, 2005). How to select a language, rules and regulations, and to organize effective learning achieved. Due to the Maleki (2002) argued that, if the curriculum map, learning to know, have not said a word to bounce can be deduced, that many of the problems in English, understand the elements of the curriculum. In summary, it seems that the design of the curriculum in English, as is common today in the country, not the needs of today's students and the community, to fulfill this important (Maleki, 2002: 8). This failure will cause the inappropriate methods of teaching English language teachers, inadequate teaching content, teaching methods

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ineffective, Motivated of students being late to start learning English, and the English language in everyday life looked connecting the intertwining strands (Toosi, 2004). In between teaching through the arts, learning new and effective methods that can be used in teaching and learning a second language. Art is something sophisticated, yet tangible, long known that, from the time that humans and the environment recognized as the principal element of life has been raised. Art has always been to help people Come, whether it's when early man, on the walls of caves to find his way up through which to confront their own weaknesses and Ignorance's, or the fear of death and nothingness overcome, and what is man in a world of anxiety and worries his hands and feet. Art In addition to the expression of thoughts and feelings, which is also fun and enjoyment, and can have a considerable role in learning and education, have a role Unmatched (Ghaniparsa, 2011: 19). In the recent years, teaching language lessons or done in the traditional way, or a combination of the old ways were. While a wide variety of research, teaching, and learning as an important tool to promote equality considers learning opportunities. Each student prefers a certain learning methods. Innovation in teaching methods, the teachers analyze their performance and efforts are better ways to achieve their educational goals. Surely it would be easy to accept, but that requires a systematic approach, in which the teachers about their teaching process, gathering information and views, assumptions and performance training, critically reviewed. This may lead to changes in teachers (Tice, 2006; Pickett, 2006). Traditional ways of teaching, with the emergence of new forms of education, has been questioned. Guarino (2001), Harlin (2001), Preston et al (2003) and Simor (2007) in their analysis concluded that, among the innovations and provide more learning opportunities for students and increase their abilities there, and to traditional training methods, new and non-traditional ways to engage. Teachers have their own way of teaching, the students have to consciously be confronted with new problems. Ebadi (2005), says that education is necessary to be creative and innovative, modern and new procedures, in teaching and learning (Ebadi, 2005: 177). On the other hand, Mohammadi Ghorbanzadeh (2006), teachers are not familiar with modern teaching methods and techniques, a lack of teachers welcomed the initiative, proposed in teaching. According Ramsden (1992), good teaching, the Best Transporting and exciting human activity, and is equally tedious if done badly is Blame Times (quoting Mansoori et al., 2012: 102).

Parallel algebraic and communication technology developments and changes in language education has emerged. Currently, the only language in the literature, and in spite of many personal reasons for learning a new language there. Reasons such as cultural, educational and economic. Less everyday use and application, is taken into consideration. Perhaps one of the reasons, it certainly can be mentioned in this context, inaccurate and impractical method of learning a foreign language, which not only reduces the attraction, but easily forgotten, and it also eliminates the desire to re-re . Teaching English in non-English speaking, one of the items that noted above. In this study, is that suitable solutions to improve the quality of teaching in English, must be examined in these countries, one of the most effective method of training images. Training images, a branch of art created by artists who, they say, illustrator and art illustration. Illustrate that, placed at the service of education, educational illustration say (Azarbooneh Dinaki, Azarbooseh, 2013: 2). A picture may be displayed as an embodied form. Image types can include: drawing, painting, photograph, etc., for a better understanding of the subject matter, or is it easier to understand. Picture of materials and media used in a variety of ways to teach English to non-English speaking. Since teachers teaching aids, and visual media, in order to complete their training. Therefore, regardless of education, for the teaching of itself, is not enough. If students would be better to learn a language, educational material and transfer it to the maximum extent possible senses learners, are involved. In particular, visual aids, of vital importance to engage and evoke, and recall the senses are learners (Brown, 2001). In support of this theory and psychological infrastructure, the use of images in the training can be Double Password theory, which is coined Payoyo point (Gije and Berlainer, 2005). In this theory, it is believed that information or images, or verbally, or both, are stored in long term memory. The Double Password theory, the switching information, in both visual and verbal, are easily learned. Perhaps that is why, with all the verbal explanation and diagrams, to learn and recall, the more help (Seif, 2011). Language, memory, visual language, and its capacity to capture images is unlimited, but the content of institutional learning, especially English, are verbal in nature, and should be taught to students, to link images into verbal material (same : 9). It should be noted that all of the information required learning a lesson or not illustrated, and can easily repeat the same words are consigned to memory, but to learn English words and phrases, you should use visualization techniques, to learn the memory are problematic. Also,

several studies suggest a positive effect of the use of images and designs on student learning outcomes, especially in cases where, prior knowledge of the subject is low they are. Use of video, integrating the individual differences of students, increases in cognitive learning (Amirteimoori, 2013: 162). Everything is seen through the eye and visual memory, recorded, which provides the opportunity for the students, they are easily Refresh, and recall and convey concepts and information from temporary to permanent memory storage, the procedure done more quickly. Pictures to help learners, learning the language of a concrete and lasting way, to acquire and engage itself in effective learning and cognitive learning (.Underwood, 1989). In support of this material may, to research and Goldbarag (2006) noted that, with the help of arts learning, learning through the arts, learning about art, is examined. Also, the Kennedy Center in Washington each year (1,600) teachers' professional development, has been about combining art (Rich, 2003) and in many schools in Virginia, successfully combining art and science standards, has been associated. Thus, opportunities for combining art and scientific knowledge, especially students, has created life (Quotes Sharafi, 2011). Branch of Indo-European languages, including English, Chinese now after the most widely spoken indigenous, the devoted. The political aspects of the language, cultural, and social importance, and particularly enjoyed the scientific language of the world, is dedicated to a particular place (Debson, 2003). Due to the globalization debate, as well as the emergence of new information and communications technology, familiar with English as one of the important means of communication may be an important role to play in community development. For example, one of the main reasons for the weakness of the Iranian students, compared to other countries, lack of knowledge, and skills of the English language, is introduced (Azimian, 2000). Recognizing this need, many educational systems, study start teaching English from an early age. In our country, the official teaching of the language, since the first guide begins. The education system in this matter has not been much success, so that students in the middle school and high school, the lessons are faced with several problems (ibid.). Improve the quality of English education, which is related to several factors, one of which could be open to techniques that teachers have to learn the language, including vocabulary learning is put at the disposal of students, teaching art and special features, and benefits of the various unilateral force in the growth of all mental, physical, social and child personality has led to consideration of a large number of professionals in education, to the role of the arts in education, paid. Art of the game is the best means through which many of the concepts can be taught (Moghadam and Torkaman, 2002) the use of the arts, especially painting, student-centered educational system, cannot be ignored, and the It did not matter. Teachers experience using a variety of arts education in their classrooms had to have realized the importance of this issue, and have a happy, active classroom. Students should learn the art and educational activities, and learning will be more enduring. The teachers' daily lesson plans, art, not to forget, and they can learn English, where it is assigned to, to learn better English language skills of students, help. Given the importance of new teaching methods, this study examines the effect of teaching art, painting and drawing two of the subject, and is discussed further in the learning and retention of words in English can also be effective. The pioneering study entitled "The role of art education, and complementary thematic approach, learning words and phrases in the English language", one of the most effective strategies for learning words and phrases English to students, the use of paint (in this case painting and finishing), is examined. The impact of the arts and learning games, frequently been studied, and the results have been positive. However, in some studies, the new methods of learning English, conducted by the researcher with a few years of teaching, and the results so far, the use of, or the promotion of arts-based methods for teaching English, It is not, however, the results of studies in other subjects, and in particular age groups of students with learning difficulties have shown that children of these methods are based on the interest and motivation driving them, have a strong desire, and to concrete the methods of the present study was to investigate the effect of drawing on learning words and phrases in English is concerned, the basic question of this study is that, if the painting instruction (complementary subject), learning words and phrases in English, is the impact?

Research Objectives

-The overall goal: to identify the role of art education as a subject and graduate students in learning words and phrases in English girl, the first-year junior high school in.

- Specific objectives:

The role of teaching painting, the subject of learning, and to remember the words of English.

The role of teaching painting, the subject of learning, and to remember the words of the English language.

The role of art education, supplementary learning method, and remember the words of English.

The role of art education, supplementary learning method, and remember the words of the English language.

Hot hypothesis Research

Paintings by subject and supplementary teaching, learning and Retention words and phrases in English female students, the junior high school first-year impact of Hamadan.

Training on the subject of the painting, learn, and remember the words of English influence.

Training on the subject of the painting, learn, and remember the words of the English influence.

Graduate teaching painting techniques, learn, and remember the words of English influence.

Graduate teaching painting techniques, learn, and remember the words of the English influence.

RESEARCH METHODS

The method used in this study, a semi-empirical method, in which the pre-posttest design with control group was used in this study, the study population consisted of female students, the first year of secondary school in Hamadan, in Year 2015-2014, were enrolled. Sampling in the study of sampling, and a sample of 70 students, a sampling of 1,025 individuals were selected. Sample into two classes, the same group and the control group of 35 patients and a control group of 35 subjects were divided Data collection

In this study to measure student learning, teacher-made tests used by several specialists, and teachers of English design. Validity and reliability study: First, the variables are broad and comprehensive study of all aspects of the field, learn, and remember documented in the literature and the classics, and the literature is given, as well as with questions, demystify and fitness questions variables were examined. Secondly, supervisors and advisors with the test questions correct, and some questions were added or removed. In the third stage, the other professors and experts in the field of education, use and share their ideas, editing and correction procedures were applied. In the fourth stage, teachers are distributed among a number of tests, and they were polled. In the fifth step, the test supervisor and consultant re-confirmed. To assess the reliability and validity of measurement and diagnostic accuracy of tests, each test was the first of 20 high school students. After gathering all the tests, and the results obtained reliability coefficient of Cronbach's alpha was estimated that 74% figure for the pre-test and post-test showed a figure of 87%. This figure shows the reliability of the test, and demonstrate their accuracy. Cronbach's alpha formula is as follows: lpha teacher-made test is 0/74.

Findings

Table 1: Frequency distribution of the test group and the control group

Frequency	Abundance	Group
50	35	Experiment
50	35	control
	70	Total

Table 2: Mean and standard deviation of the pre-test and post-test for each dependent variable

The sample size	SD		mean		group	Dependent variables
	Pretest-posttest		Pretest-posttest			
35	76/0	41/1	71/5	95/4	Experiment control total	Learning vocabulary by subject
35	0/64	1/31	5/37	5/01		
70	0/7	1/36	5/54	4/98		
35	45/0	04/2	84/2	64/4	Experiment control total	Including learning by subject
35	0/65	1/48	2/55	4/32		
70	0/55	1/76	2/70	4/48		
35	55/1	57/0	34/8	74/5	Experiment control total	Learning vocabulary to complete the test method
35	1/53	0/56	7/68	5/81		
70	1/54	0/56	8/01	5/77		
35	00/0	16/0	00/2	97/1	Experiment control total	Learning vocabulary to complete the test method
35	0/71	0/23	1/68	1/94		
70	0/35	0/19	1/84	1/95		

The data and hypotheses of the research, it is necessary at first, the data of this research, the pre-test, in each of the variables and the assumption of homogeneity, or lack of homogeneity of the groups examined, in order to perform From this analysis, a multivariate analysis of variance is necessary, in the assumptions of the test is evaluated.

Covariance homogeneity - Variance: To evaluate the null hypothesis of equality of covariance matrices, the two groups of test box was used. If the null hypothesis of equality of matrices can be accepted, it means that the assumption of homogeneity of covariance, accepted.

Equality of covariance matrices box, as Table 2 is obtained:

Table 3: M box test	
14/891	M box
1/394	The F
10	Degrees of freedom1
22106/773	degrees of freedom2
0/176	Significant

According to Table 2, we can see that, as compared with 95% confidence level was not significant, F (0/05 <P), so it was almost equal covariance matrices, and the null hypothesis cannot be rejected. This information means that we can test the multivariate analysis, the study used a pretest homogeneous or no homogeneous.

Also during the test, to check the homogeneity of variance assumption variables at pretest indicate that the error variance homogeneity test to know, and does not question the assumption of equality of variances, thus using MANOVA to examine these variables allowed is. The results presented in Table 3

Table 4: Results of Leuven, to check the assumption of homogeneity of error variances				
Significant	2 degrees of freedom	Degrees of freedom 1	F-value	Variable
0/851	68	1	0/035	Learning vocabulary by subject
0/145	68	1	2/179	Including learning by subject
0/372	68	1	0/808	Learning vocabulary to complete the test method
0/243	68	1	1/386	Learning vocabulary to complete the test method

Table 5: Summary of reviews assumption of homogeneity of regression slopes scores of pretest and posttest factor levels (control group)					
significant	F ratio	Mean of square	Degree freedom	Sum of squares	Change source
0/001	12/14	5/31	1	5/31	Learning vocabulary by subject
0/772	0/085	0/037	1	0/037	Pretest
		0/43	66	28/87	* Pre-test group
					Error
0/183	1/81	0/566	1	0/566	Including learning by subject
0/938	0/00	0/002	1	0/002	Pretest
		0/31	66	20/62	* Pre-test group
					Error
0/018	5/88	10/214	1	10/214	Supplementary vocabulary learning method
0/525	0/408	0/708	1	0/708	Pretest
		1/735	66	114/54	* Pre-test group
					Error
0/604	0/271	0/071	1	0/071	Supplementary vocabulary learning method
0/604	0/271	0/071	1	0/071	Pretest
		0/263	66	17/33	* Pre-test group
					Error

Conformance slope regressions, variables learn vocabulary, using theme (0/085 = (68, 1) F, 0/772 = P), learning such as subject (0/00 = (68, 1) F, 0/938 = P), learn vocabulary, the complementary (0/408 = (68, 1) F, 0/525 = P) and learning as a complementary method (0/571 = (68, 1) F, 0/604 = P) was not significant .

Table 6: Results of Leuven, to check the assumption of homogeneity of error variances

Significant	2 degrees of freedom	Degrees of freedom 1	F value	Variable
0/751	68	1	0/101	After learning of the subject method
0/054	68	1	4/659	After learning of the subject method
0/068	68	1	3/430	After learning the vocabulary, a supplementary method
0/058	68	1	4/102	After learning the vocabulary, a supplementary method

Also during the test of homogeneity of variance table (5) also, for any of the variables in word learning, thematic approach (0/101 = (68, 1) F, 0/751 = P), including the method of learning a subject (4/659 = (68, 1) F, 0/054 = P), learn vocabulary in a complementary, (3/430 = (68, 1) F, 0/068 = P) and learning as a complementary method (4/102 = (68, 1) F, 0/058 = P), not significant.

Hypothesis 1:

Training on the subject of the painting, the influence of English vocabulary learning.

Table 7: The effect of the learning vocabulary test scores by subject

T-test result		Standard error	Average Adjusted	Groups
Significant level	T-statistics			
0/047	2/019	0/76	5/71	Experiment
		0/64	5/37	Control

Table 6 post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. It can be seen that the average performance of the group in the first place, and the control group, the next step is. As a result, it is said, drawing-based learning, training, and the most impact on learning vocabulary test scores, student groups have been subject to the procedure.

Table 8: Summary of analysis of covariance, the impact of training on teaching drawing, the variable learning vocabulary by subject

Eta	Sig	F	MS	SS	Change source
0/157	0/001	12/52	40/5	40/5	Pretest
0/071	0/027	5/09	2/20	2/20	Group
			0/432	28/91	Error

ANCOVA results in Table 7 show that after adjusting for the effect of pre-test, drawing-based education training, the promotion of language learning to students of the subject, the course of study in English, is positive. And significant impact of the application of teaching methods (0/027 = Sig5/09 = F), was approved, and by taking the ratio of ETA, one can say that the type of teaching method, after adjusting for the effect of the previous 7% of the variance word learning test, the subject method is explained.

Hypothesis 2:

Education painting subject, in terms of learning the English language influence.

Table 9: The effect of the post-test scores in terms of learning, thematic approach

T-test result		Standard error	Average Adjusted	Groups
Significant level	T-statistics			
0/036	2/137	0/45	2/84	Experiment
		0/65	2/55	Control

Table 8 post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, the next step is in the control group. As a result, it is said, drawing-based learning, learning the

most impact on the post-test scores for learning words, the method has been the subject of the experimental group.

Table 10: Summary of analysis of covariance, the effect of education on the art of teaching, learning sentences by changing the subject

Eta	Sig	F	MS	SS	Change source
0/031	0/151	2/110	649/0	649/0	Pretest
0/057	0/048	4/068	1/252	1/252	Group
			0/308	20/62	Error

ANCOVA results in Table 9 show that after adjusting for the effect of the pretest, training method based art education, the promotion of learning sentences with a subject of study, students in English language teaching has a positive impact. And significant impact of the application of teaching methods (0/048 = Sig, 4/068 = F) was approved, and it can be said with regard to the room rate, after adjusting for prior knowledge of teaching methods, 5% of the variance in test scores learn sentences, the subject method is explained.

Hypothesis 3:

Graduate teaching painting method, the influence of English vocabulary learning

Table 11: The effect of the post-test scores for vocabulary learning, complementary method

T-test result		Standard error	Average Adjusted	Groups
Significant level	T-statistics			
0/047	2/024	1/55	8/34	Experiment
		1/53	7/68	Control

Table 10 post-test scores of the two groups which, according to initial differences adjusted, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, and the control group, the next step is. As a result, it is said, drawing-based learning, learning, learning vocabulary greatest positive impact on test scores, student groups have complementary method.

Table 12: Summary of analysis of covariance, the impact of training on teaching drawing, the variable supplementary vocabulary learning method

Eta	Sig	F	MS	SS	Change source
0/081	0/018	5/91	18/10	18/10	Pretest
0/070	0/028	5/04	8/67	8/67	Group
			1/72	115/24	Error

ANCOVA results in Table 11 after adjusting for the effect of pre-test shows that the method of painting based on education, the promotion of language learning, including students with graduate studies in English language teaching has a positive impact. And significant impact of the application of teaching methods (0/028 = Sig, 5/04 = F), was approved, and it can be said with regard to the room rate, after adjusting for prior knowledge of teaching methods, 7% of the variance in scores learning vocabulary test, the method will be explained further.

Hypothesis 4:

Graduate school of painting technique, in terms of learning the English language influence.

Table13: The effect of the grades learn English phrases, with additional method

t-test result		Standard error	Average Adjusted	Groups
Significant level	test statistic			
0/014	2/58	0/00	2/00	Experiment
		0/71	1/68	Control

Table 12 post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. It can be seen that the average performance of the group in the first place, the next step is placed in the control group. As a result, it is said, drawing-based learning,

learning, learning English sentences greatest positive impact on test scores, student groups have complementary method.

Eta	Sig	F	MS	SS	Change source
008/0	0/468	0/532	138/0	138/0	Pretest
0/093	0/011	6/889	1/789	1/789	Group
			0/260	17/40	Error

ANCOVA results in Table 13 after adjusting for the effect of pre-test shows that the method of painting based on education, the promotion of learning English phrases, such as graduate students to study in an English lesson positive impact there. And significant impact of the application of teaching methods (0/011 = Sig, 6/88 = F), was approved, and it can be said with regard to the room rate, after adjusting for prior knowledge of teaching methods, 9% of the variance in scores posttest learning English sentences, the method will be explained further.

Discussion and interpretation of research hypotheses

First research hypothesis: Painting Education issue, the influence of English vocabulary learning.

In the post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, and the control group, the next step is. As a result, it is said, drawing-based learning, learning, learning vocabulary greatest positive impact on test scores, the experimental group had a thematic approach.

The results of analysis of covariance, after adjusting for the effect of pretest shows, art-based education training, the promotion of language learning, as a subject of study, students in English language teaching has a positive impact. And significant impact of the application of teaching methods (0/027 = Sig, 5/09 = F) was approved, and it can be said with regard to the room rate, method of teaching after adjusting for the effect of the previous 7% of variance test scores learning word, the subject method is explained.

The results obtained in this study, the research results Moez (2003) Maeboodi (2002), rashti (2006) suggests that it is aligned and content of the curriculum and the lack of teaching aids, the inefficiency of Education, The students are learning English. Various studies show that, on several factors including inefficient education is effective in teaching English to students that, in this study, the content of the curriculum, and the use of modern methods of teaching and learning technology, are the most important factor. The content of textbooks, as the principal source of training in teaching and learning, has great effects. Bajlan Research (2005), and Javedan (2005) shows that the content of English books, and educational opportunities to form and fall, connected. Safar Navadeh comparative study (2004) shows that, Pakistan and Japan 'communicative approach', as the approach of the curriculum adopted, but the content of school textbooks in English, compared to the textbook, Japan and Pakistan, The objective of this approach is. The content analysis shows that the education aspect, all three countries have a rate of pictures, used to facilitate learning.

Javadi (2001), the use of teaching aids, an important factor in the success of private schools, public schools than stated. Results Mamadloo (2003), the lack of media features, the causes of weakness in learning English, has said. Results Bigdeli (2010) shows that the content and context of education, lack of teaching aids, and the interest and ability of Teachers of English, the English language learning factors below, from the perspective of their students. Khorami (2004), showed that the use of teaching aids in the teaching of English, including (movies, books, tapes, drawings and views), not only academic achievement, but also enhances the brain's two hemispheres. Majlesifard (2005) found that students who, by teaching the use of language-trained, better, than are students who are trained in teaching structure.

So when students receive their results, and they were awarded the honor of the problem, consider the story of their own, and in the process go more enthusiastic recitation. One of the ways that students, the school is interested and motivated, the axial play and multisensory approach, which is part of the painting is. In this way the student, rather than strict rules to follow instructional focus that their role in teaching painting to learn the game, to be played well done. In fact, students in this course touches.

The second hypothesis of the study: Education painting subject, in terms of learning the English language influence.

In the post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, the next step is in the control group. As a result, it is said, drawing-based learning, learning the most impact on test scores in terms of learning, the experimental group had a thematic approach.

The results of analysis of covariance, after adjusting for the effect of pretest shows, art-based education training, to enhance the students' learning sentences to the subject of study in an English lesson is positive. And significant impact of the application of teaching methods ($0/048 = \text{Sig. } 4/068 = F$), was approved, and it can be said with regard to the room rate, after adjusting for prior knowledge of teaching methods, 5% of the variance in scores learning test sentences, the subject method is explained.

The results of investigations of Iran Dolati and Mikaili (2011), Naderi (2011), and Jamali Firoozabadi is consistent. The results showed that, learning a new language, to be young students, as they are considered to be challenging, it can use some of the arts, and educational games facilitated. The game has potential as an educational tool, and can motivate and engage learners, especially those who are quiet and passive, are geared to the learning process. In other research, the role of games in English, raising the quality of education in the English language, as part of the curriculum, were examined, the results of this study showed that education can play a useful way of learning English is considered be. The game can be a lot of motivation and interest in language learning among learners and communities. The game creates a favorable environment, in which students can learn English, to be used in the actual text. The game could accelerate progress in learning English.

In explaining the outcome of this hypothesis, it can be noted that, what seems important imaging method in teaching through painting. Most scholars and experts are speculating on learning, which takes more time to learn, interact and relate with the previous knowledge. The imaging technique that can be in the form of paintings (paintings and additional issue), in this way, the student learns words, do not forget the words of structural features in mind is that the Pure see the word, structure and then literally the mind of the student enters. Without the problem of learning through repetition and maintain with. All of these measures, retention and learning strategies to make the students. The process of learning a language lesson, the students will increase significantly.

Third research hypothesis: Painting Education Further, the influence of English vocabulary learning.

In the post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, the next step is in the control group. As a result, it is said, drawing-based learning, learning the most impact on test scores for vocabulary learning, the experimental group had a complementary approach.

The results of analysis of covariance, after adjusting for the effect of pretest shows, art-based education training, the promotion of language learning to the students of graduate study in English course is positive. And significant impact of the application of teaching methods ($0/028 = \text{Sig. } 5/04 = F$), was approved, and it can be said with regard to the room rate, method of teaching after adjusting for the effect of the previous 7% of variance test scores learning vocabulary, the method will be explained further.

The results of this study, the research results Mahdavi (2007) and Kheibari (2010) are consistent. In research, in particular to take courses in the arts, education, scientific issues were found, the art will not only improve the understanding of the text, but the behavior is increasingly improved. They found, students' behavior significantly, in some cases, such as risk acceptance, cooperation, problem solving, creativity and a willingness to learn, and improve their success rate is also increased. In another study, to investigate new ways of teaching, the teaching was done. The researcher believes, not only language teachers in classrooms, lecture method will suffice, and the activities that need more attention and activity, and use that for the methods teachers need a lot of objects and images, and Games and activities using visual, learning objectives can be achieved. Also Colyet (1991) believes that art education, experience based learning and testing methods (manipulation) is. Therefore, a curriculum-based, thematic units and in combination with art students through art, get better (Sharafi, 2011)

This hypothesis can explain to point out that, drawing and design students a sense of narrative (story) to form and develop. Based on the theories of Vygotsky, children to communicate ideas to each

other, drawing and writing systems to work, and they are both moving and visiting. It is believed that the combination of art and learning curriculum, nothing more than re-organizing improvement and learning. So that is a change in the teaching. Gestalt psychology is that, given the fundamental rules of visual perception, in Formations of (Bender), the finds. According to Gestalt psychology, unlike Oriented structure theory, reduce the perceived risks to the set of feelings, it is impossible. Gestalts words, perception involves organizing incentives, in the form Formation of that, nothing more (or different) is a set of components.

Gestalt laws of perceptual organization, based on the innate psychological mechanisms in the brain. In their opinion, any perceptual experience given up the interaction of psychological mechanisms that act on Perceiver visual stimuli, and by the drivers to work place. Rnhaym opinion, the Gestalt organizational rules, to allow Perceiver, plans or structural features of the visual world, unite. The structures and designs, which make up something, Raynham "concepts of visual objects" calls. The power of the arts to students, high academic standards and learning in order to progress.

The fourth research hypothesis: Painting Further Education, learning phrases in the English language influence.

In the post-test scores of the two groups, which is adjusted according to initial differences, as expected, are arranged in two groups. Observed that the average performance of the group in the first place, and the control group, the next step is. As a result, it is said, drawing-based learning, training, the most impact on test scores, learning English sentences, the experimental group had a complementary approach.

The results of analysis of covariance, after adjusting for the effect of pretest shows, art-based education training, to promote the learning of English sentences, including graduate students through the study of English language lessons is positive. And significant impact of the application of teaching methods ($0/011 = \text{Sig}$, $6/88 = F$), was approved, and it can be said with regard to the room rate, after adjusting for prior knowledge of teaching methods, 9% of the variance in scores posttest learning English sentences, the method will be explained further. The results of this study, the results of studies JUNIOR LEE (2012), Gülin YOLAGELDİLİ (2011) and Yen-Hui Wang (2010), is consistent. The results showed that, engaging students in learning, the different possible routes, including the game can be. Games for language learning, the school is not a new idea, but most of the teachers of the game as a teaching and learning method is not used. Group games, if the national curriculum and the learning objectives, can be effective and meaningful. In this study, the use of a tool designed by the manufacturer, in a form of group games, as an alternative training and educational assistance for the language classroom. The results showed that students have a positive attitude towards games were designed. Turkish teachers also believed that the use of games for learning are often but not always speaking in classrooms. The results showed an interest in language games as a teaching and learning activities in the fields of education is rising. The results of this study indicate that Taiwanese elementary school teachers, in general, play activities, interests and values, communication in the English language, they have recognized. The findings also show that, when dealing with students with different backgrounds, learning styles, needs and expectations, teachers must be aware of changes to individual learners, and the use of communication games, in order to maximize the effectiveness of your training, is flexible . It is hoped that more attention than language games, and are widely used in classrooms with a positive attitude on the part of the teachers of the language used. The explanation for this result may be, to the point that benefit or icon images, and other files in that model, the structural relationships are transparent. Images, resulting in the construction of space bodies, which are for information, semantic text processing speed. The size of the image more closely associated with the design, and it is lower in unrelated cases, the external load is lower, and the effect will be better at learning, in a way that reduces the cognitive load is internal. In learning, it has been demonstrated that, whatever the number of senses to be used more and more pervasive in the rate and depth of learning, too, will be.

Conclusion

The purpose of this study was to evaluate the effect of teaching painting, the subject of further learning, and retention of words and sentences in English was the junior high school. The results of the analysis showed teaching painting, the subject of further learning, and to remember the words and sentences in English, is effective. Learn the most important goal of any educational system, in order to

achieve social goals, as well as living in the community. In past centuries, most educational systems, knowledge transfer, and emphasized the learner's mind, and he needs to build skills and knowledge in the application life is good, not much attention, but after the convergence approach to education systems and design education and learning environments based on this approach, learners take an active role in their learning process has played, and regulation of their learning and academic affairs, including the timing and pace of study, planning for learning, goal setting, organization learning process, evaluation of academic performance and have been responsible. Since the results of this study and similar studies confirm the effectiveness of the application of the art of teaching, the teaching and learning process, rather suspicious, for use in the teaching of arts such as painting, will not remain. In conclusion, the final result can be grounding study with previous research, in this case, stating that the new forms of art and learning ability, learning environment has been transformed, it is appealing, attracts students and learners in the learning process stimuli amplifiers are injected into the process of teaching and learning to improve educational quality, and in this way to increase students' motivation to learn their lessons. Increasing motivation, struggling students, to learn more, and as a result, they get better grades and higher. Increased motivation and higher grades, which leads to the positive attitude of the students, their ability to be, and ultimately lead to the development of positive self-concept. According to these findings, it was concluded that, subject painting and additional training in the areas of motivation and academic achievement, retention and its effect on the first grade of secondary school girl learning, is.

Since the teaching of art, like painting, to optimize teaching and learning, and diverse and rich learning environments, provide, our education system must use appropriate, and the principles that, in the process of teaching and curricula, development create. Of educational media, such as images and drawings are, as a useful educational tool, in all educational matters, because a strong potential talents and resources, to optimize the training.

Innovative teachers tend to use a combination of art, in the curriculum. Brody says that art is one of the channels of human perception and cognition, are phenomena of the world and is, therefore, reveal something, and this Mystery-solving and unveiled a unique and exclusive knew, that "aesthetics" is (Brody 1965, quoted by Rezaei, 2004) thinking of looking at art, and create it as a vehicle and support, can lead to the development of intelligent behavior. Students in contemplation of, the use of art (aesthetic form), the clarity of ideas, organize thoughts and increasingly creativity, enhance aesthetics and communications, hand and mind are explored. The approach is based on artistic production, and in combination with other courses, the teaching skills with the aim to motivate students to learn important. For motivation, the learning condition (Kadivar, 2006).

Artistic approach a subject that could be associated with other disciplines to the curriculum. The ability of students in the production of the integrated forms of knowledge (factual, conceptual, etc.) within a specific subject or common issues could be displayed in a variety of project work, and it can be based on A work of art (form), in various artistic disciplines (painting, photography, crafts, calligraphy, drama and music), and their combinations produce.

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