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**Enhancing EFL Learners' Vocabulary Learning Through The
Use of Visual Aids**

**The Case of First Year Pupils at Abderrahmane Kahouadji
Middle School, Algiers**

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DEDICATION

First and foremost, I thank God who gave me the strength and the ability to finish this
modest work.

I would like to dedicate this work to:

- My parents.
- My sisters and brothers.
- My friends, classmates and colleagues.

I would like also to dedicate this work to all first-year pupils of Abderrahmane Kahouadji
Middle School for their contribution in this work.

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Abstract

This study aims to examine the effect of using visual aids on enhancing EFL learner's vocabulary learning. To achieve this goal, forty (40) pupils of first year middle school students (20 pupils for the experimental group and 20 pupils for the control group) were chosen from the population of Abderrahmene Kahouadji Middle School in Algiers as participants of this study. An experimental group and a control group were formed from the selected sample. To test our hypothesis, we used a quasi-experimental design to manipulate the effect of the independent variable "using visual aids" on the dependent variable "enhancing EFL learner's vocabulary learning.". Firstly, both groups were given a pre-test to check the students' prior knowledge of vocabulary. Then, each group has received treatment as the experiment procedure requires but with different teaching techniques, i.e., the experimental group was taught through using visual aids whereas the control group was taught without using visual aids. After the treatment period, both groups were given a post-test. Based on the analysis of the t-test, we discovered that visual aids have a positive effect on the enhancement of vocabulary learning regarding the pupils' best performance in the post test, i.e., after treatment. Furthermore, we discovered a significant difference between the two groups since the control group did not show the same improvement as the experimental group. So, we can validate our hypothesis and conclude that visual aids enhance EFL learner's vocabulary learning because it increases their memorization, acquisition, and comprehension.

Key words: Visual Aids, Vocabulary learning, EFL learners.

List of abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FLL: Foreign Language Learning

FL: Foreign Language

L1: First Language

L2: Second Language

VAT: Visual Teaching Aids

EG : Experimental Group

CG : Control Group

T: Teacher

PPs: Pupils

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General Introduction

1. Statement of the Problem

It is impossible to learn a foreign language without learning its vocabulary, because vocabulary learning is an essential part in foreign language learning. According to recent study, vocabulary learning can be difficult since many teachers are unsure of how to teach vocabulary effectively and they still follow the classic method to teach English.

Teaching English as a Foreign Language in traditional classes is difficult, especially for beginners. Traditional classrooms have a series of obstacles, especially in terms of teaching and learning vocabulary. Teaching vocabulary needs applying suitable and interesting techniques and strategies to help EFL learners acquire the language and enhance their vocabulary learning.

That's why, we set out to conduct a study on a technique which is not new but it is not widely used by many EFL teachers. This technique is using visual aids as a teaching technique to enhance vocabulary learning for middle school students, as well as to prove its importance and effects on EFL learner's vocabulary learning. Consequently, we think that visual aids help learners to be involved actively in the lesson by allowing them to understand the meaning of words by looking at them and then memorizing the vocabulary easily. For this reason, our attempt is to renew the use of this technique and to prove its positive effect on vocabulary learning improvement to do so, this study is conducted at Abderrahmane Kahouadji Middle School in Algiers to confirm or reject the hypothesis.

2. Aim of the Study:

Our research aims to investigate the effect of using visual aids on EFL learner's vocabulary learning. First, we want to test if these visual aids have any impact on the students' language acquisition and use. Second, we want to see if it improves students' ability to learn and memorize new words. Finally, identify the effectiveness of using visual aids in enhancing EFL vocabulary learning.

3. Research Questions:

In order to achieve the above stated objectives, the study tries to answer the following questions:

- Does the use of visual aids have a positive or a negative effect on teaching and learning new vocabulary to pupils of middle schools?
- Do visual aids as a teaching technique enhance EFL learner's vocabulary learning?
- What role can visual aids play in the process of vocabulary learning?
- To what extent can learners learn new vocabulary through visual aids?

4. Research Hypothesis:

The following hypothesis is proposed based on the above questions:

- H0: There is no relationship between the use of visual aids and the enhancement of EFL learner's vocabulary learning.
- H1: The use of visual aids has a positive effect on enhancing EFL learner's vocabulary learning.

5. Research Method:

The choice of the research method is dictated by the nature of the problem. The most appropriate method for our study is a quasi-experimental design in which we aim to describe two variables such as: visual aids as an independent variable to measure whether or not these visual aids can enhance the dependent variable which was EFL vocabulary learning.

The procedure of this quasi-experimental work goes through three main stages: the first step is the pre-test, all the participants of both groups (experimental and control) were asked if they recognised the word (meaning recognition) and if they could translate the word into Arabic (meaning recall); after the pre-test, the treatment stage which is devoted to the teaching of vocabulary through using visual aids for the experimental group and without visual aids for the control group; the final step is the post-test where the participants are evaluated by a written test to reveal the effectiveness of visual aids on enhancing vocabulary learning and to check whether there was any difference between the two groups at the level of vocabulary learning.

6. Research Tools:

In order to test our hypothesis and collect data for this study, it is preferable to examine the target sample using a quasi-experimental method in order to get "research-relevant information." Thus, the experiment would help us to collect data about the effect of using visual aids on the enhancement of EFL vocabulary learning.

We used Pre-test and post-test in order to see the difference of vocabulary learning before and after the students were taught by using visual aids.

Here is the table of pre- and post-test design:

Control Group	Pre-Test	Treatment with no visual aids.	Post-Test
Experimental Group	Pre-Test	Treatment with visual aids	Post-Test

7. Population and sampling:

Population: First year Middle School students are the main focus because they are juniors and visual aids work better with young learners, who are divided into six groups.

Sampling: The study deals with two groups of first-year middle school students from among the six enrolled in the academic year 2021/2022. The size of the sample is about 40 pupils, 20 pupils in each group. The sample has been chosen because of the following reasons:

- Only two groups of first-year students are under the supervision of the researcher, who is also the teacher.
- First year middle school pupils study English language for the first time.
- They are in need to learn vocabulary as much as possible.
- Visual aids work better with young learners.

8. Structure of the Study:

Our research will be divided into two parts. The first half will be theoretical, while the second half will be practical. The theoretical part is divided into two chapters: one is devoted to vocabulary definition and vocabulary teaching and learning, and the other is an overview on visual aids on their use in teaching vocabulary. We also discussed the characteristics and advantages of visual

aids. The second part, which is the practical one, will deal with the data collected by an experimental method, and we will draw results and conclusions based on the data that we will examine to confirm or reject the hypothesis.

9. Significance of the Research

The research's findings are expected to be theoretically and practically significant. It will be beneficial to both students and teachers. For students, it is expected to improve students' English vocabulary learning and make them able to apply the English vocabulary in their real lives. For the teacher, it can help them conduct teaching and learning process in a creative way, and enrich the teachers' knowledge in teaching English through visual aids. For other researchers, the findings of this study are expected to be used as a starting point and source of knowledge to do further investigation in the future.

10. Limitations of the study

Due to time limitations, we will only select two classes for our case study, additional time would be very helpful for conducting this research on larger sample for both teachers and pupils to get more valid results. The two selected classes are from the same Middle School which is Abderrahmane Kahouadji Middle School in Algiers and they were taught by the same teacher who is the researcher. It would be better to teach the two groups by another teacher to avoid bias. Another issue is that not all types of visual aids are available and used by the teacher in the classroom, who focused only on pictures and flashcards.



Chapter One

Teaching and Learning Vocabulary

Introduction

English is an international language that is spoken by millions of people all over the world. As a result, it would be difficult to acquire a second or foreign language without first knowing its words. Vocabulary enables pupils to understand and express themselves in different situations. Vocabulary is undeniably important in language learning since it allows learners to communicate and manage the language. This section focuses on defining vocabulary, as well as its significance, types, and characteristics. Furthermore, we will discuss how to teach vocabulary and how to learn vocabulary. Finally, we discussed vocabulary selection.

Section one: Vocabulary

1. What is vocabulary?

A person's vocabulary is his or her collection of words. According to David Wilkins, vocabulary helps people convey what they want to say, whereas grammar does not. Vocabulary appears to be highly significant; it allows one to communicate his ideas and thoughts even if his grammar is inadequate.

Hackman (2008: 3), vocabulary is more than a list of words; while the breadth of one's vocabulary is important, it is understanding how to use it that is most important. Students can't comprehend what they're reading unless they know what most of the terms imply.

In other definition, vocabulary is a list of words and their meanings that are used in a specific language or activity or are known to a person. The meaning must be understood by the language users. It also occurs in two forms: receptive and productive.

The productive vocabulary includes words that one speaks or writes, whereas the receptive vocabulary includes words that one recognizes while hearing or seeing them. In society, vocabulary plays a critical role as a communication tool.

According to the definition above, vocabulary is the crucial thing that allows us to understand what people say and mean, as well as communicate effectively with a large number of people. If students have a large vocabulary, they can understand what they study and what they read, which is especially important when reading or learning a foreign language.

2. Vocabulary Types

Active and passive vocabulary are two categories of vocabulary, according to some scholars. These two categories of vocabulary are distinguished by Harmer (1991). The first type of vocabulary is that which has been taught to students and which they should be able to use. Meanwhile, the second refers to terms that pupils will recognize when they encounter them but will most likely be unable to pronounce. Hatch and Brown (1995), identified two types of vocabulary: receptive and productive vocabulary.

a. Passive Vocabulary vs. Receptive Vocabulary

Receptive vocabulary refers to the ability to recognize any uttered word, regardless of how it sounds or how it appears. It's also thought to be a crucial part of the speaker's mental vocabulary. Receptive vocabulary refers to words that we can understand and respond to even if we are unable to produce them. It's also known as passive vocabulary, and it's defined by Aeborsold and Field (1977) as linguistic things that can be recognized and understood when reading or listening. That is to say, it is also referred to as "comprehension," which refers to the words that students understand when they read and listen.

b. Active Vocabulary / Productive Vocabulary

The ability to pronounce, write, and spell a word, as well as the ability to employ it in a grammatical pattern with the term that generally organizes with it, is linked to productive vocabulary. It also requires not using the word excessively if it is used infrequently, using it appropriately, and being able to conceive of adequate substitutes for the word if any exist. "...productive vocabulary needs to represent a meaning through speaking or writing and retrieving and producing the proper spoken or written word form,"

Aeborsold and Field (1977) classify it as dynamic vocabulary. It is also known as productive vocabulary and refers to items that a learner can employ correctly in speaking or writing. In fact, it is more difficult to put into practice because learners are expected to know how to pronounce it correctly and apply the target language's grammar correctly. They should also be familiar with collocation and understand the meaning of words' connotations. As a result, it is frequently employed in both speaking and writing skills.

The description of passive and active words, also known as receptive and productive words, by Hiebert and Kamil provides a solid synthesis of the two characteristics of vocabulary described thus far:

Whereas passive vocabulary (receptive) consists of those words that the students may recognize and understand when they see/hear the target word, but which he/she cannot produce or use correctly in different contexts, the active vocabulary consists of those words which the student understands, recalls at a will,

writes with correct spellings, can pronounce correctly, and use constructively in speaking and writing. (2005: 3)

Schmitt (2000) stated, in a nutshell, that active and passive vocabulary are synonyms for productive and receptive vocabulary. Receptive vocabulary, in other words, refers to the words that learners recognize when reading or listening to spoken language. However, productive vocabulary is the set of words that students can recall and employ in speech or writing when they are faced with a certain scenario. Words are said to be learned receptively first, and then they become available for productive usage after purposeful or accidental acquisition. Al-Dersi (2013) differentiates between two categories of vocabulary knowledge, namely oral and recognize and use in listening and speaking.

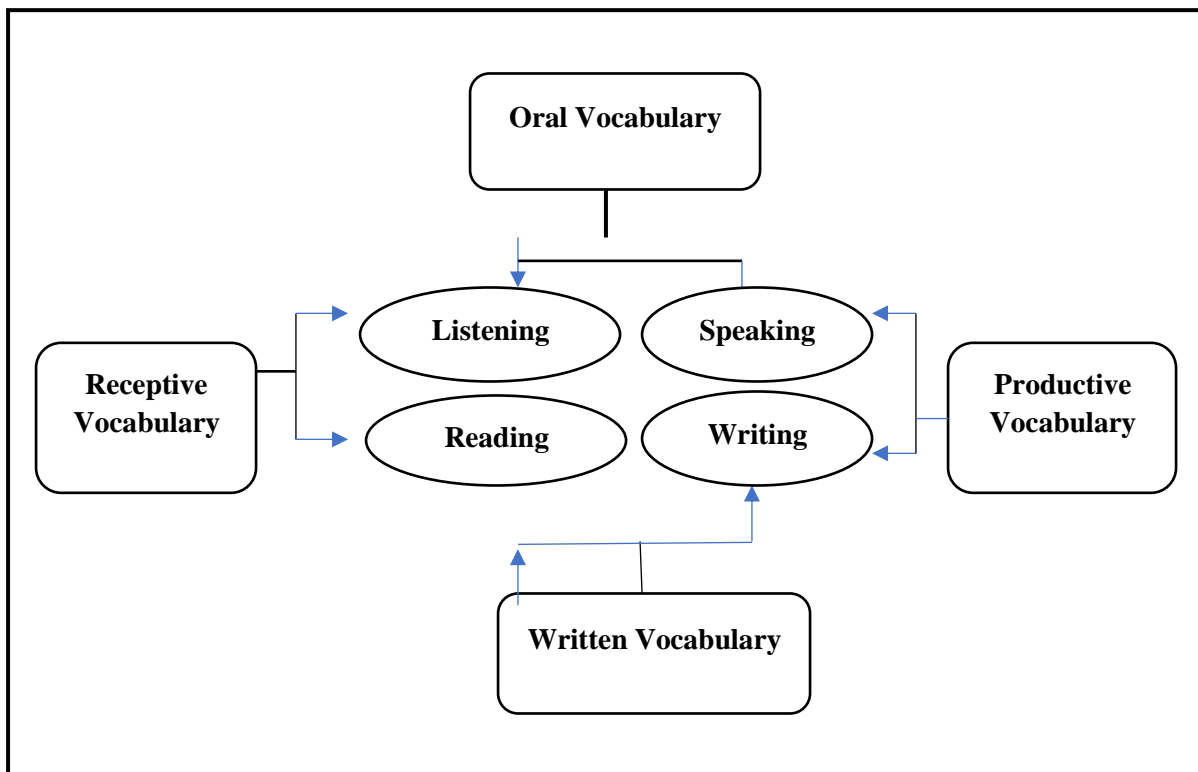


Figure 1: Al Darsi (2013: 74) Types of Vocabulary

3. Different kinds of vocabulary

A variety of types of vocabulary must be learned. These are the details:

a. Corpora of Languages

The work of lexicographers and other researchers who are able to evaluate vast banks of linguistic data kept in computers is one of the reasons we can make statements about vocabulary with far more confidence than before. Computers can now quickly and accurately determine how often words are reused and in what linguistic contexts from a corpus of millions of words

b. Word Meaning

The least difficult aspect of vocabulary is dealing with its meaning. The meaning of word is often related to other words. For example, we explain the meaning of “full” by saying that it is the opposite of “empty” we understand that “cheap” is the opposite of “expensive”.

c. Extending the Use of Words

Not all words have the same meaning. They can also be stretched and bent to meet various situations and purposes. We don't actually describe a color when we say someone is in a black mood or someone is yellow. In this environment, black and yellow have a different meaning.

d. Combination of words

Although words can appear as single elements in a phrase, they can also be found in groups of two or more. They frequently combine in ways that native speakers of the language recognize immediately but that others find unusual. The types of words that live together in one language are

frequently radically different from those that live together in another. In recent years, word combinations have sparked a lot of attention, thanks in part to discoveries from language corpora.

e. The grammar of words

The operation of word classes or parts of speech such as noun or adjective is a critical middle ground where words and phrases on the one hand and grammar on the other meet. We know how a word can function in a phrase when we declare it is a noun. The same may be said for word classes like verbs, determiners, and prepositions. When we understand a word's part of speech, we may figure out what other words it can replace in a phrase or sentence, as well as where it can be used synthetically. There are several constraints within word classes. These skills enable competent speakers to construct well-formed sentences.

4. The Importance of Vocabulary

One of the most significant aspects of language acquisition and learning appears to be vocabulary. The acquisition of new words is a necessary step in learners' language development. As a result, teachers should help students build their communicative competence so that they know what to say in a variety of scenarios and how to react in every communication act.

Surprisingly, vocabulary and pronunciation go hand in hand. "Careful attention to pronunciation is therefore a necessary aspect of vocabulary education if new lexis is to be employed effectively, or understood without difficulty, in spoken English," write Grains and Redman (1986: 50). To put it another way, pronunciation is extremely important in the teaching and learning of any language's vocabulary.

Lewis (1993: 89) went even farther, claiming that "lexis is the center or heart of language." This means that learning a language entail not just knowing the rules of the language, but also

establishing a sufficient vocabulary to communicate effectively, whether orally or in writing. This communication can take place inside the classroom when students communicate with their teacher or other students.

"Vocabulary and grammar are kept together in the mental lexicon in usual combinations rather than in isolation," according to Pinter (2006: 83). In other words, connecting vocabulary and grammar is critical, i.e., vocabulary and grammar should be taught and mastered simultaneously. This is confirmed by Thornbury (2008), who claims that spending one's life studying grammar will not result in a very accurate language, because when talking, words and expressions are far more important than grammar.

According to Tahmasebi, Ghaedrahmat, and Haqverdi (2013: 97), "vocabulary knowledge is crucial because it encompasses all the words that we need to access our previous information, convey our ideas, communicate as effectively as possible, and learn about new topics." They believed that there is no communication without words, and that both the speaker and the listener are speechless until words are present.

As previously stated, vocabulary is very important in everyday interactions in order to understand what others say and to convey their demands and views. Many theorists and researchers in the field have recently recognized the importance of vocabulary learning and teaching in second or foreign language learning classrooms, and we have mentioned a few of them.

5. Vocabulary Aspects

Multiple parts of word knowledge must be understood, according to vocabulary experts, for a learner to properly understand a vocabulary. Teachers, on the other hand, appear to take the common-sense approach of equating learning words with learning meanings, while mostly

ignoring other elements of word knowledge. As a result, teachers must address three important components of vocabulary: form, meaning, and application.

5.1. Form

Knowing the right form of a word is essential. In other words, this assures that you understand the meaning of the phrase and that you can pronounce it correctly. This involves understanding how to spell and decipher the letters that make up a word in writing. Understanding how to connect pieces to generate additional connected lexical items is more essential than knowing the lexical forms. That is why we must master the laws that allow us to construct several variants of a word. We learn, for example, that the words "speaker," "speak," and "spoken" are all linked.

5.2. Meaning

It is difficult for students to understand the specific meaning of words because some have several meanings. "The meaning of a word is largely what it refers to in the real world, its denotation," according to Ur (2000: 61). To put it another way, context will aid learners in grasping the proper meaning. Furthermore, because the meaning of a term is not the same in different languages, the dictionary definition is also required while learning a word. When we think of terms like stagger, stalk, prance, saunter, and limp, we should think of a cluster of semantic elements, according to Nation (1990; George, 1983). All of these terms speak to the same fundamental semantic feature: alternating activity.

5.3. Use

Word knowledge may need a thorough understanding of the grammatical relationships that govern their usage. To put it another way, we learn various grammatical qualities of words as well as the

grammatical restrictions that govern their usage. We learn irregular past verb forms, for example. As a result, learners who are unfamiliar with the grammatical features of the term vocabulary may come up with a phrase like this: Last night, she goed to the party.

Section Two: Vocabulary Teaching and Learning

1. Historical Background

Language teaching and learning curricula in the previous few decades were built on grammar; it was thought that learning a foreign language meant learning accurate grammar, therefore grammar rules were mindlessly transferred into mother tongue to assist preserving all parts of the language. On the other hand, vocabulary was utterly ignored; it received little or no attention or interest. Even though vocabulary was taught as a list of words to memorize, meaning and function were ignored since the quantity of words memorized, not their meaning or function, was the most important factor. For a variety of reasons, during the 1940s and 1970s, vocabulary was frequently the most neglected of all parts of learning a second language, according to Allen (1983: 1). To give you an example, in the past, the emphasis was only on grammar, while vocabulary was mostly ignored. Teachers used to place a greater emphasis on the number rather than the meaning.

First, between the 1940s and the 1970s, second language acquisition was highly dependent on learning grammar rules. Because learning a foreign language only required groupings of words and sticking them together to form sentences used in communication or daily interactions, it was also critical for learners to understand how to organize these words correctly. So far, individuals in charge of designing general curriculum have prioritized grammar lessons and given them a high priority in each unit, rather than vocabulary teachings. Furthermore, teachers focus primarily on

how words are used in English sentences. As a result, the grammatical system's language features were given a lot of attention.

The second reason for the neglect of vocabulary teaching in recent years is that some specialists and experts in teaching words in context felt it was better not to involve learners in learning such a complex aspect of language because teaching words before introducing basic grammar rules was not a simple and easy task. As a result, they recognized that it's best not to teach a lot of vocabulary during the course of study, (1983: 2). They felt that mistakes would arise as a result of the large number of words they were exposed to, and that this was one of the key reasons for having a limited vocabulary.

The third reason is that teaching word meaning just through grammar or phonology is challenging. It is usually learned by hands-on experience and practice in a laboratory setting, rather than in a classroom, using a variety of visual aids. Allen says that terminology was overlooked due to the lack of original sources (1983: 3). However, there has recently been a surge in interest in teaching/learning vocabulary, showing that learning a language is more than just memorizing rules. As many researchers, including McCarthy, have argued, nothing can be transferred without words.

Vocabulary teaching and learning are two important factors in FLL. Learners' communication skills will be enhanced through teaching and learning vocabulary. Learners will be able to communicate easily in the TL, as well as apply and understand new vocabulary effectively in spoken English.

McCarthy emphasizes the significance of this factor, stating that "no matter how well the student learns grammar, no matter how well the sound of the L2 is learned, communication in an L2 cannot

happen in any meaningful way until the student has words to represent a wide range of meanings" (1990: VIII). Furthermore, this focus resulted in the development of new language-learning approaches.

2. Vocabulary teaching

According to recent study, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary education and, at times, are unsure where to begin to develop an instructional emphasis on word acquisition (Berne & Blachowicz, 2008). Because languages are built on words, teaching words is an essential part of learning a language (Thornbury, 2002). Learning a language without words is extremely difficult; even human communication is based on words. The learning of vocabulary is a central factor in teaching a language, according to both teachers and pupils (Walters, 2004). One of the most debated aspects of teaching English as a foreign language is vocabulary teaching. Teachers will find problems during the teaching and learning process. They are having difficulties figuring out how to teach students in a way that produces satisfactory outcomes. The teacher should plan ahead of time and find appropriate techniques to use with the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. Teachers should be conscious that teaching vocabulary is a new and different experience from the students' native language. They must also consider that teaching English to young learners differs from teaching English to adults. Teachers must be familiar with the characteristics of their students. They must also develop suitable techniques and appropriate material in order to achieve the language teaching goal.

2.1. Vocabulary Teaching Techniques

When it comes to teaching vocabulary, there are a variety of techniques. Most English teachers, on the other hand, must remember a few things if they wish to introduce new vocabulary or lexical items to their pupils. It simply implies that English teachers want their pupils to remember new vocabulary. To prevent pupils from forgetting, it must then be learned, practiced, and reviewed. Teachers' techniques are influenced by a variety of circumstances, including the content, time limits, and the value of the material to the students (Taka, 2008). As a result, teachers have certain justifications for using specific strategies when presenting vocabulary. Instead of using just one technique to present one planned vocabulary item, the teacher frequently mixed many techniques. Furthermore, teachers are encouraged to use as many different types of vocabulary presentations as possible (Pinter, 2006). According to Brewster, Ellis, and Girard, there are several methods for teaching vocabulary (1992).

a. Visual Techniques

The use of various tools such as drawings, gestures, or other demonstrations can be used to visually represent a word. The use of visual aids to introduce words, according to Gairns and Redman (1986), can be more effective in helping word retention. Furthermore, it is an attractive and motivating method for enhancing vocabulary learning.

b. Using objects

This strategy, which is a distinguishing element of the Direct Method, combines the use of realia, visual aids, and demonstration. There is only one rule in the Direct Method: no translation is allowed. The Direct Method gets its name from the fact that meanings are delivered directly in the target language through example and visual aids, with no use of the students' native language.

Students need to directly associate meaning with the target language, according to teachers who employ the Direct Method. To do this, when teachers introduce a new target language term or phrase, they use realia or pictures to demonstrate its meaning rather than translating it into the students' native language. Because human memory for objects and pictures is extremely reliable, and visual techniques may be used as signals to recall words, realia and visual aids can help learners remember vocabulary better (Takaç, 2008). Furthermore, according to Gairns and Redman (1986), the real objects technique is appropriate for beginners and young learners, as well as for presenting concrete vocabulary. When the vocabulary consists of concrete nouns, objects might be used to demonstrate meaning. When a new term is introduced by displaying a real item, it is frequently easier for students to visualize the word and memorize it. Harmer (2001) emphasizes the importance of bringing real objects into the classroom when teaching the meaning of words and motivating students: teachers may appear in class with cardboard, plastic fruits, and other items.

c. Drawings

Drawings have a lot of potential when it comes to teaching vocabulary. They show different visual presentations to the students. Even though some teachers aren't very good at drawing, they'll ultimately figure out how to make simple pictures for use in the classroom. Teachers do not need to be artists to draw a picture that may be used to teach vocabulary, according to Doff (1988), but the most essential thing is to communicate the meaning. Drawing on the board allows you a lot of flexibility throughout the presentation, which has various advantages. 'Text and visuals may expand in front of the class,' Wright and Haleen (1996: 5) said, 'can be erased, added to, and substituted quickly.' This feature gives teachers more alternatives for presenting or reviewing language in an interesting way.

d. Using Illustrations and Pictures

At this time, the use of pictures in language teaching has become a phenomenon. In an EFL classroom, pictures might be useful as extra help. Making the meaning of unfamiliar words clear through drawings and visuals is a great way to do it. It also brings attention and interaction to the class. It helps the teacher in visualizing the material of the classes, as well as increasing student attention and engagement in tasks. Posters, flashcards, magazine pictures, and photographs are all excellent tools for communicating word meanings. Pictures may bring "images of reality into the artificial environment of the language classroom," as Hill (1990:1) points out. They may offer not only realistic images to the classroom, but also serve as enjoyable elements in the class. It's often astonishing how pictures can change a class, even if they're only used for additional activities or to create an atmosphere.

e. Mime Expressions and Gestures

Teachers can plan to use this technique for a variety of purposes. They can elicit vocabulary from students via gestures and miming. It's also a good idea to associate words with gestures to help students retain them. Additionally, hand, body, and facial expressions might help in the practice of newly learned vocabulary in a funny way. If the lesson is about 'feelings,' the teacher selects one volunteer to act out a feeling from a list, while the rest of the class attempts to guess what it is (Marion Tellier, 2008).

f. Contrast

Some words may be simply explained to learners by comparing them with their opposites, such as the terms "good" and "bad." However, some words aren't. It's quite impossible to compare and contrast terms whose opposite is gradable. When the words "white" and "black" are contrasted, the term "grey" is used as a "in between" word. Furthermore, the verb "contrast" means "to reveal a difference," as in photos that contrast "before" and "after" shots to demonstrate how much weight someone dropped. Many additional studies have shown that language is best learnt when it is connected to previous knowledge. (e.g. Rudska et al., 1982, 1985), therefore learning synonyms is a natural strategy to expand our vocabulary.

g. Enumeration

An enumeration is a list of all the items in a collection that is full and organized. It can be used to transmit meaning. In other words, when any term is difficult to describe visually, this technique helps a lot. We can say "clothing" and then enumerate or list other items to illustrate. The meaning of the term "clothing" will become evident once the teacher lists a variety of clothes, such as a dress, a skirt, or pants. The same may be said for "vegetable" or "furniture," for example (Harmer 1991).

h. Guessing from Context

L1 and L2 reading specialists have recommended guessing from context to deal with unfamiliar vocabulary in unedited choices (Dubin, 1993). Two types of contexts, according to Nation and Coady (1988). The first is textual context, which comprises morphological, semantic, and syntactic information in a given text, and the second is non-textual context, which is the reader's prior knowledge of the topics being read. Williams (1985) agrees with Nation and Coady that the context is defined as "the other words and sentences that surround that word.... it follows the other words

in the context of the unknown term typically 'throw light on' its meaning." These additional words can be discovered in the sentence that contains the unknown word or in other sentences that are not related to the unknown item's sentence. McCarthy (1988) regards context as information included within the text itself, such as morphological, syntactic, and discourse information, which may be classed and defined using genetic characteristics. Learning through context encompasses not just substantial reading, but also participating in a discussion and listening to stories, films, television, or the radio (Nation, 2001). There should be factors accessible before guessing in a written or spoken text: the reader, the text, unfamiliar terms, and textual suggestions, including information about guessing. The learner's ability to predict may be affected if one of these aspects is missing. Furthermore, this technique encourages students to take risk and guess as many meanings as possible for words they don't understand. This will help students gain confidence in themselves so that they can figure out the meanings of words on their own. Illustrations, similarity of spelling or sound in the mother language, and general knowledge are all examples of hints that learners might use to figure out meanings for themselves (Walters, 2004).

i. Eliciting

By simply offering students a list of words to learn, this strategy is more motivating and memorable.

j. Translation

While translation does not require or motivate learners to think word meaning (Cameron, 2001), it can be useful for teachers in only certain situations, such as dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences

between first and second languages that are likely to cause errors (Taka, 2008). There are always certain words that need to be translated, and this method can help you save a lot of time.

3. Vocabulary Learning

Learning vocabulary is an important aspect of the language learning process. According to Ghazal (2007: 84), one of the biggest problems that language learners face during the process of acquiring a language is vocabulary learning. Assisting students in becoming independent learners while studying L2 vocabulary is one strategy to alleviate the stress. This might be accomplished by teaching students how to use vocabulary learning strategies as effectively as possible. To put it another way, learning vocabulary is made easier by using a variety of learning strategies.

3.1. Vocabulary Learning and Retention

Vocabulary retention is the ability to remember vocabulary that has been acquired and recall it after a lengthy period of time for usage in linguistic situations. Learning English as a foreign language necessitates a high level of vocabulary retention. Learning vocabulary is difficult since most learners who are attempting to learn a foreign language have the same complaint: they believe they are not good at memorizing. It might be difficult for students to acquire new vocabulary. Language learners struggle to recall huge quantities of vocabulary while acquiring vocabulary.

According to Scott Thornbury, successful vocabulary learning includes more than just cramming a few words into your memory for a few seconds, but also how long the words stay in your mind. The fact that language learners cannot recall the vocabulary items they have memorized is a case that perplexes them. Learners must make a conscious effort to connect the term with its meaning in order to retain vocabulary.

3.2. Vocabulary Learning Strategies

The right strategy is determined by a variety of factors, including the student's proficiency level, L1 and cultural background, motivation, and goals for learning L2. Many ways for vocabulary learning were presented by Schmitt (1997), including the following:

- The first section contains strategies used by an individual when faced with the task of determining the meaning of a new word without recourse to the knowledge of others (Determination strategies [DET]).
- In Social Strategies (SOC), students interact with others in order to develop their language acquisition.
- With Memory Strategies (MEM), also known as mnemonics, students use imagery or grouping to connect a new word to prior information. Another sort of mnemonic is the use of physical motion to aid language memory, which is particularly useful for novices.
- Cognitive Strategies (COG) is similar to the one before it. Repetition and the use of mechanical means to acquire language are two of them.
- Students who use Metacognitive Strategies (MET) get a conscious understanding of their learning process and are able to make judgments about the best way to learn. If teachers knew how to employ vocabulary learning strategies within the goal set, they may be effective.

4. Vocabulary Selection

Every language teacher must decide what vocabulary to teach and how much to teach. He must also decide which words to teach first (in the early phases of the course) and which vocabulary to leave for later. The textbook and additional resources used have an effect on the teachers' language choices. Allen (1983), McCarthy (1992), and Harmer (1993) highlight two main issues that teachers should take into consideration when choosing the vocabulary needed for their students.

4.1. Usefulness

When deciding what vocabulary to teach, the teacher should consider the usefulness of words, or how frequently they are used. "The terms that are most regularly used are the ones we should teach first" in most cases (Harmer, 1993, p.154). Furthermore, McCarthy (ibid) suggested that it is typically good to avoid vocabulary with a small selection, because the more useful an item is, the larger its range is. In addition, the teacher must consider the needs of the students. Allen (1983) suggested that learners should be given vocabulary for "classroom language" immediately at the beginning of the course. She goes on to explain that the teacher must forecast what words the students will need to know for discussions about everyday life, people, and things in their surroundings.

4.2. Learnability

There are a variety of reasons why words are easy or difficult to learn. Learners will do better if they come across new words that do not require much effort to learn. Learnable words, by definition, are ones that are simple to comprehend (Thornbury, 2002, p. 35). Complicated spelling, articulation, or connotation (meaning) may all contribute to a difficult-to-memorize term. To help foreign language learners improve their vocabulary knowledge, teachers must choose a simple and

understandable vocabulary for them so that they may begin learning the foreign language with a solid vocabulary basis.

Conclusion

Vocabulary is an important component of the language system that must be learned. It has a significant impact on the four skills. By mastering vocabulary, learners will be able to produce many sentences and express themselves freely. This chapter may have shed some light on the importance of vocabulary as well as of some types and aspects. The second part focused on vocabulary teaching and learning, as well as some of the most important strategies.



Chapter Two

**Visual aids & Vocabulary Teaching and
learning**

Introduction

In the educational system, visual aids are important. Visual aids are technologies that are used in classrooms to help teachers and students learn more effectively and enjoyably.

Visual aids are the best tools for effective teaching and effective learning. As a result, there is no doubt that visual aids have a greater impact and dynamic informative system simply because they increase learners' attention and make it easier for teachers to explain lessons. Therefore, the second chapter will be a review of visual aids, their types and their importance. We will also discuss the characteristics of good visual aids and their advantages in teaching English as a foreign language in general and in teaching new vocabulary in particular.

2. Using Visual Aids in Teaching/Learning Vocabulary

Until recently, language learning relied heavily on oral instruction and communication. Technology development, on the other hand, has a substantial influence on almost every part of our lives nowadays. Although verbal communication is still crucial in the classroom, today's students and teachers prefer to employ pictures, movies, televisions, computers, and other cutting-edge technical gadgets to reduce the number of limitations imposed by educational verbalism. As a result, we acquire the majority of what we know through visual means, which is why visual resources are so essential in teaching English since they help students commit knowledge to long-term memory. Visual tools encourage students to speak by providing an environment in which their words will be meaningful.

1.1. Definition of visual aids

Visual aids are defined as "anything that people may look at to help them understand, learn, remember, etc.," such as a picture, map, photograph, or video, according to the Dictionary of English Language and Culture. Visual aids are often used as educational tools" (1998, p. 1490), i.e., they are used in the teaching of any language.

A visual aid is any planned or unplanned image that may be classified as drawings, visuals, photos, perceptions, mental images, figures, impressions, likeness, or anything else that aids pupils in seeing a direct meaning. Visual resources, according to Porter and Margaret (1992), not only make what you have to say more comprehensive for young learners, but they may also make it more interesting. That is to say, visuals stimulate the interest of learners, facilitating the learning process.

Multisensory teaching theory states that all senses should be integrated in the teaching/learning process to help students reach their maximum potential. He claims that a person may remember 15 percent of what he hears, 25 percent of what he sees, and 50 percent of what he sees and hears at the same time. He also highlights the advantages of visual aids over auditory aids in general. Visuals might be pictures, flashcards, posters, charts, or any other visible help. Many experts and academics have confirmed their effectiveness.

1.2. The Importance of Visual Aids in FL Classrooms

In FL classrooms, visual aids are considered important since they help both teachers and students in teaching and learning language. On the one hand, listening to their teachers and seeing visuals might help pupils remember new words more easily. They also participate more actively in the lesson by guessing the meaning of words based on the visuals, describing them, and asking and answering questions about the visuals. As a result, students will be able to communicate more

effectively in the target language. Furthermore, the message of the teachers will be delivered both audibly and visually.

Some students learn better by hearing information, while others learn better by seeing it. As a result, when teachers use visual aids in presentations, they will reach out to both types of students. Teachers, on the other hand, will be able to reduce the amount of time they spend teaching new words by presenting different words immediately through various types of visual aids.

Furthermore, the teacher must have a diverse set of resources in the classroom to help his or her students enhance their vocabulary. Students will anticipate to learn the next language topic using visual aids if teachers use them frequently, because each visual aid is an interesting learning tool.

Facilitating an attractive learning environment may help students develop their English skills, which is a major goal for all teachers. Students benefit when teachers give them opportunities to use visual aids to push them outside their stylistic comfort zones.

Visual aids are also useful for “communication activities” such as describing and discussing pictures between pairs of students or in small groups (Harmer, 2007, 178-9). Students can do these activities before reading related passages.

Apart from the classic ways for teaching vocabulary and other skills that are being used today, there are additional modern visual aids that have been used in recent years. Picture slides, motion visuals, and colorful and application flashcards are examples of these aids. In this respect, using visual aids in the classroom can help students focus on the subject, raise their interest or motivation, and establish a healthy learning environment throughout the course. Furthermore, visual aids allow students to enjoy the lesson, have fun, reduce stress, and learn and perceive new knowledge while also integrating it with prior knowledge.

1.3. Role of Visual aids in Learning Vocabulary

It is widely known that knowing a language's vocabulary is essential for understanding and conveying messages in communication, as well as pursuing and succeeding in one's learning. According to Harmer (1991), the ability to manipulate grammatical structure has no meaning-expressing potential unless words are used. To avoid communication breakdowns, students' vocabulary must be taught as the most important aspect of the language in order to improve their English language learning. Teachers must use suitable strategies, such as the use of visuals, in this situation. According to Porter and Margaret (1992), using visual aids not only makes what you have to say to students more comprehensive, but they may also make it more interesting. Furthermore, according to Doff (1988:14), "the use of real objects, pictures, and mime for appropriate vocabulary is a very effective strategy since it is direct and interesting." This means that employing visuals keeps students' focus on meaning and helps their understanding of new concepts. Visuals elicit an immediate response among learners in class, according to Hill (1990), which is important in language learning in general and vocabulary development in particular. He goes on to say that using various types of visual materials to teach vocabulary increases the learners' intrinsic motivation. As a result, visuals help to accelerate learning and ensure that language is retained more effectively.

2. Types of Visual Aids

Visual aids are materials that make use of the sense of sight. Simply said, visual aids use the eyes to transmit facts and concepts to the mind (Park, 1999). There are two types of visual aids: projected and non-projected.

1.1. Projected Visual Aids

Visual aids that can be projected on a screen are known as projected visual aids (Malik & Pandith, 2011). The following are some of the most common items that may be used in EFL classes:

1.1.1. Overhead Projector

Overhead projectors, also known as OHPs, are the most commonly used tool in all audio-visual aids, but their use has declined in recent years as technology has improved and developed new techniques that are simple, useful, and enjoyable to use, such as Microsoft PowerPoint presentations, which are the most widely used device in all presentations. Transparencies with brilliant screen pictures that may be used in daylight are projected by OHPs. Whatever the teacher writes on a special film in front of him is reflected by this projector (Alkhuli, 2006). "One of the key benefits of OHTs is that we may cover them with pieces of paper or card, then gradually reveal things" (Harmer, 2007, p.254). It is simple to use, projects a huge, clear image, and does not need the use of a darkened room.

1.1.2. Slides and Transparencies

- a. **Slide projector:** A slide projector is a device that projects pictures onto a screen (Alkhuli, 2006). It comes in the form of easy-to-prepare projected media. They're still

pictures on positive film that you can either develop and mount individually or send to a film lab. It encourages teacher and student participation while also piquing their interest.

- b. **Microsoft PowerPoint presentation** are a common type of media used in modern classrooms as a basic help for teachers and students giving presentations. PowerPoint is a computer presentation program that is extensively used in schools and businesses. It's made up of a succession of "slides," or separate pages, that are meant to work together ("Preparing and using visual aids, 2009"). It has the capacity to catch students' attention and increase their attentiveness in the classroom. Foreign language teachers may utilize PowerPoint as an alternate tool to present lectures and refresh the classroom atmosphere.

1.1.3. Film Strips

Film strips: "they are slides on one film roll" (Alkhuli, 2006, p.125). It's a short video made out of a series of pictures that are organized in a certain order to build a theme. It is beneficial to foreign language teachers.

1.2. Non-Projected Aids

It is another classification of teaching aids which do not help in their projection on the screen such as chalkboard, charts, and models and so on (Malik and Pandith, 2011).

1.2.1. Pictures and images

Harmer stated that pictures might be used as an aid for speaking activities, writing tasks, or as a focus on discussion and description, and that pictures are another visual aid used to deliver information and attract the students' attention. "The use of visuals provides individual students with a tool to connect the new word to a known meaning, therefore enhancing learning and

memorizing," Jurich (2001) stated. As a result, pictures should be appropriate not just for the language being learnt, but also for the classrooms in which they are used (Harmer, 2001). There are two kinds of pictures are presented as follow:

- a) **Pictures Charts:** are considered beneficial in the introduction of new vocabulary and the review of previous lessons. They are crucial in doing effective oral work and establishing conversational skills. Charts may be useful for story development, paragraph writing, practicing vocabulary and phrases, teaching grammar, and final recapitulation.
- b) **Picture cards:** It may be used for a variety of things, including increasing vocabulary, reviewing structures and tenses, practicing articles and prepositions, and practicing pronunciation.

The purpose of using pictures in class, according to Alkhuli (2006), is to:

- ✓ Pictures are effective in achieving what is known as the class's collective eye; students are forced to focus their attention on one thing at a time.
- ✓ By using word picture association, pictures may be used to teach the meanings of new words.
- ✓ Pictures can be used as conversation starters and other oral exercises.
- ✓ Pictures can be used as visual stimuli during substitution drills.
- ✓ Pictures may add variation to a foreign language lesson and, as a result, serve as a source of external motivation.
- ✓ Pictures have always played a significant part in language teaching and learning, as well as being a helpful resource (Goldstein, 2008). Visual aids may be a very effective technique for enhancing the impact of presentations. Words and pictures presented in

various formats can immediately appeal to the audience's imagination, providing spoken words more power.

1.2.2. Graphics

Graphics considered as kind of visual aids which are related to writing, drawing, painting and others. These aids involve the use of graphic presentation in the form of:

- a. **Graphs:** are visual aids that are used to present data, interpretation, and comparisons in statistics. There are several forms of graphs, including line graphs, bar graphs, circle or pie graphs, pictorial graphs, and flannel graphs.
- b. **Maps:** are graphic aids that show the earth's surface; specific areas such as continents, cities, nations, and so forth. Lines, symbols, phrases, and colors are used to convey messages.
- c. **Diagram:** "It's a geometrical form made up of lines, curves, and geometrical forms." These are used in physics, geometry, geography, and other subjects." 2011 (Malik & Pandith).
- d. **Charts:** are visual aids that mix graphic and pictorial media to help people visualize things that are difficult to describe in words (Singh, 2007)
- e. **Flash cards:** These cards, which come in a variety of colors and sizes and include words and phrases, are recommended for promoting reading abilities and improving learners' speed of perception. Additionally, these may be used for word recognition, team competitions, speaking and writing lessons, match cards, and order cards (Malik and Pandith, 2011).
- f. **Posters:** "A poster is a pictorial representation of an idea or concept in startling bold colors designed to attract the attention of the audience" (Akram, 2012). It has the ability

to hold illustrations and photographs. They may also be written on with words and sentences. Furthermore, according to Akram (2012), the ultimate purpose of a poster is to educate, stimulate attention, and prompt immediate action.

1.2.3. Realia

It refers to real objects designed use in real life. Clocks, food items, calendars, plastic fruits and vegetables, maps, home objects, real and play money, food containers, and so on are examples of realia that teachers might bring into the classroom to support their words. It is also used to teach vocabulary and word meaning, particularly to novices in that sense. Harmer (2001) emphasized the importance of bringing real objects to class in order to convey meaning of words and increase student stimulation; teachers may show up in class with card board, plastic fruits, and other items. The most significant advantage of using realia is that it provides students with the chance and ability to learn new words.

1.2.4. Models

It's a recognized representation of real-world objects. It's similar to the realia characteristics in that it's used to bring real objects into the classroom; it's used to make learning more direct and meaningful. "Models present simplified forms of abstract and difficult concepts" in teaching (Akram, 2012). It usually refers to the usage of a smaller version of an object to symbolize a larger thing.

1.2.5. Cuisenaire Rods

It's classified as a form of teaching aid. "Cuisenaire rods are small wood blocks that come in different of lengths and colors. Each length has its own color" (Harmer, 2007). It's used to show how a linguistic structure's actions or condition are observable. To teach word order in sentences, rods activate meanings (Freeman, 2000).

1.2.6. Board Display

Display boards are widely used in any presentation for the purpose of displaying information. Displays can be categorized into following types:

- a) **Chalkboard:** This is the oldest and most useful tool that is still in use today; it provides the most help to the presenter or teacher. Boards (white or black boards) have a variety of uses, according to Harmer, including writing, drawing, sticking things on, projecting overhead transparencies, and so on. Teachers may divide their boards into columns to keep track of new words, and he can highlight grammar or pronunciation using different colored pens or chalks (1998). Furthermore, according to Alkhuli (2006), the chalkboard is a basic tool in teaching that has a multitude of purposes, including presenting new vocabulary items and their meanings, presenting new grammatical structure, drawing pictures or diagrams to explain certain difficulties, and so on.
- b) **Bulletin board:** In English, a bulletin board is known as a pin board or a notice board. It's a basic gadget for displaying photographs, publications, and posters, among many other things (Akram, 2012). In addition, EFL students can use the bulletin board to display the new vocabulary they have learned throughout the lesson.

- c) **Peg board:** A peg board is a type of board with small holes for attaching letters to it. Peg boards are normally mounted on the wall. They are mostly used for gaming and information display.
- d) **Magnetic board:** A magnetic board is an iron sheet that may be used to display pictures, cutouts, and light objects. It is made of iron or any other material that attracts a magnet (Akram, 2012).

3. Characteristics of Good Visual Aids

Visuals should have a specific function and should only be used if they increase the effectiveness of the presentation. The following are some characteristics of good visual aids:

- ✓ The aid must be simple for the teacher to prepare and organize it easily.
- ✓ The aid must be interesting for students
- ✓ The aid must have a strong point of view and suitable language.
- ✓ The aid must adhere to the highest educational values.
- ✓ serve as a guide in the presentation;
- ✓ add interest to the title, topic, or ideas presented;
- ✓ focus and hold audience attention;
- ✓ emphasize key points;
- ✓ clarify a complicated process or procedure;
- ✓ show comparisons;
- ✓ summarize main thoughts. Visuals may frustrate as well as educate. Before you decide to use a visual, ask if it:
- ✓ serves a purpose in the presentation

4. The Advantages of Using Visual Aids

Using visual aids in the classroom is significant for many reasons, the following are some of them:

- The visual aids help learners in understanding languages by bringing them in direct contact with objects and things into the classroom.
- Visual aids promote remembering by involving many senses of the learners, by arousing their curiosity, and by providing variety in teaching
- They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- They promote teacher's efficiency by saving time and energy.
- They provide recreation to the learners.
- They make the presentation more memorable and thus increase the chances that what the teacher said will be remembered.
- Authentic materials have intrinsic instructional value because they keep learners informed about current events in the world.
- Gain attention: a picture on the screen, a question on the board, or music playing as students enter the classroom all work to attract the attention of the students.
- Support learning through examples and visual elaboration: one of the biggest advantages of visual aids is to bring the world into the classroom when it is not possible to take the learners into the world.

Conclusion

All types of visual aids have proven to be an everlasting resource of language teaching materials. Not only because they can be provided for free, but they can also be obtained from anywhere and are easy to use. Teachers, on the other hand, should select well their visual aids that best suit their learner's age and level. The use of visual aids in English class may be beneficial in enhancing students' interest and motivation in learning vocabulary. The use of visual aids will also create an exciting learning environment in which students will be motivated and learn new vocabulary in an attractive way. Furthermore, visual aids may be employed to improve other skills (speaking, reading, writing and listening). In more specific terms, using visual aids can help teachers to achieve their teaching objectives, mainly enhancing EFL learner's vocabulary learning.



Chapter Three

Field Work

Introduction

As stated in the general introduction, the aim of this study is to investigate the effects of using visual aids on EFL learner's vocabulary learning at the middle school level. As a result, this chapter describes the experimental investigation that was carried out at Abderrahmane Kahouadji Middle School in Beb El Oued (Algiers). The procedure for this quasi-experimental work is divided into three stages. The first one is the pretest, in which all participants of both groups are tested through a written test to determine their vocabulary knowledge and to make sure that these vocabularies are new for them. The second is the treatment stage, which is devoted to teach the experimental group using visual aids and teaching the control group without visual aids. The post-test is the final step, in which participants from both groups are evaluated by a written vocabulary test which includes two tasks in order check their vocabulary improvement after the treatment. The two groups were given the same post-test instructions.

We have analyzed the differences between the experimental and control groups' scores. We divided our analysis into two parts: first, we compared the means, and then we did a t test analysis. The t test, on the other hand, would determine whether the difference between the means is statistically significant, allowing us to accept the established hypothesis about the positive effect of using visual aids on enhancing EFL vocabulary learning. If there is no statistical significance, the hypothesis will be rejected.

1. The Aim of the Experiment

Our experiment aims to investigate the effect of using visual aids on enhancing EFL learner's vocabulary learning. First, we want to test if these visual aids have any impact on the students' language acquisition and use. Second, we want to see if it improves students' ability to learn and memorize new words. Finally, identify the effectiveness of using visual aids in enhancing EFL vocabulary learning.

2. Population and Sample of the Experiment

The population which we want to generalize the results of the current study as mentioned above, consists of six subgroups of first year students at Abderrahmane Kahouadji Middle School in Algiers. The simple random sample includes two classes, one classroom is randomly considered as the experimental group and the other one as the control group. In each group there is twenty (20) pupils, whose mother tongue is Arabic, and they have studied English as a Foreign Language from the first time.

There are thirteen (13) boys and seven (07) girls in the experimental group, and ten (11) boys and nine (09) girls in the control group. They are all from the same region and age group, ranging from eleven to fourteen years old. This sample includes the students who have taken the pre-test, have been under observation during the treatment, and finally have been post tested.

3. Design of the Study

The design of this study is an experimental one, there would be three phases for both groups. The design is as follows:

Experimental Group	Pre-Test	Treatment with visual aids	Post-Test
Control Group	Pre-Test	Treatment with no visual aids.	Post-Test

4. Content and Procedures

To put into the theoretical review of the literature discussed in the previous chapters, into practice, we have employed an experimental design consisting of pre-test and post-test. The former and the latter are separated by two sessions.

In fact, it's always possible that the findings will show no relationship between the use of visual aids and the enhancement of vocabulary learning. This requires the use of a special type of hypothesis known as the null hypothesis, which is either confirmed or rejected by statistical testing. If the null hypothesis is rejected, the researcher may conclude that the variables under investigation are related. Once the null hypothesis is rejected, the alternate hypothesis, often known as "research" or "experimental," remains tenable. On this basis, the null hypothesis in the current study is:

H0: There is no relationship between the use of visual aids and the enhancement of EFL learner's vocabulary learning; That is to say, H0: calculated $t < \text{or} = \text{tabulated } t$

H1: The use of visual aids has a positive effect on enhancing EFL learner's vocabulary learning; In other words, H1: calculated $t > \text{tabulated } t$

4.1. Pre-test: Description and Results

In order to measure the learners' vocabulary knowledge, we have prepared pre-test consists of twenty vocabularies taken from the course book from sequence 5 (Me, my Country and the World). The pre-test was provided to each student individually, and they were instructed to translate the twenty words into their mother tongue (Arabic). learners were scored one point for each correct answer (out of 20 points).

The pre test will help the researcher to check whether the participants were different in terms of vocabulary knowledge at the beginning of the study and also to make sure that the vocabularies are new for them.

In the pre-test, Participants were told that this test would be a type of activity to see if they recognize these words. It would not be used as part of their course grade; i.e., it will not be marked, however, students are asked to complete it as carefully as possible with clear utterance. They are not informed of the nature of the study until after all the participants have the test in order to affect the results appropriately.

a) Analysis and Interpretation of the Pre-test

After all of the participants in both groups had completed the pre-test, the following table summarizes the findings.

Scores	Pre Test score Frequency	
	Experimental Group	Control Group
0	6	6
1	3	5
2	6	4
3	5	5
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	-	-
10	-	-
11	-	-
12	-	-
13	-	-
14	-	-
15	-	-
16	-	-
17	-	-
18	-	-
19	-	-
20	-	-
Total	20	20

Table 1: The Frequency of the Experimental and Control Groups' Scores of the Pre-test

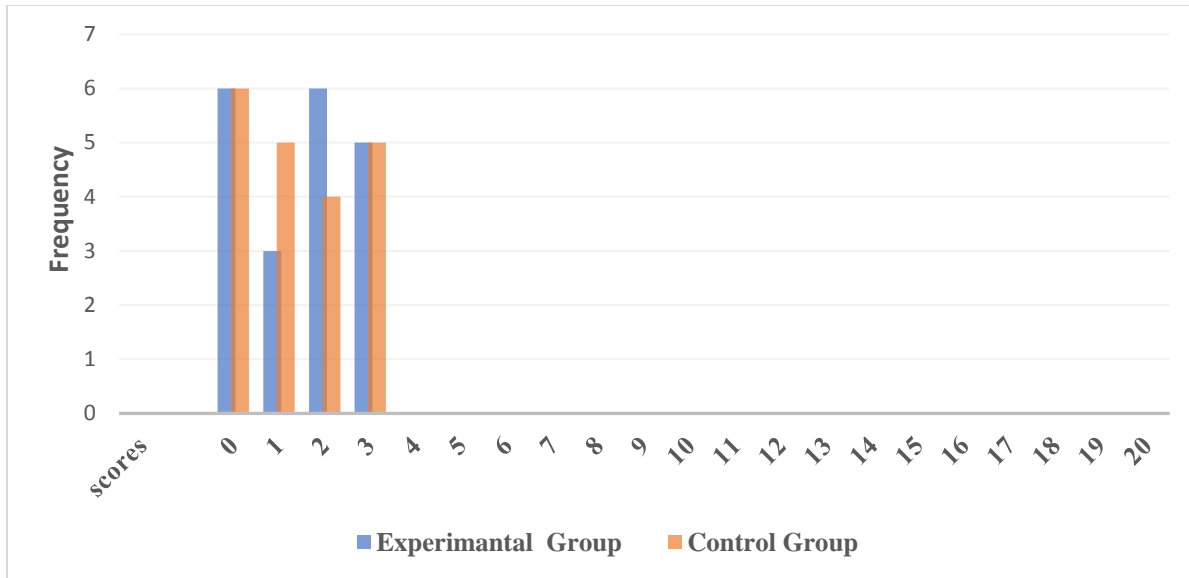


Figure 02: -The Frequency of the Experimental and Control Groups' Scores of the Pre-test

According to the collected data, both the experimental and control groups' scores start at zero (00) points, which is the lowest score on the pre-test, and end at three (03) points (the highest mark in the pre-test). There are five students in each group who scored 03; this is the highest score for both groups. In fact, since there was no significant difference in performance between the experimental and control groups, we can conclude that they are similar in terms of vocabulary knowledge. This indicates that their pre-test performance was approximate, which helps us in conducting our investigation on solid basis.

To go in further details, the tables (2+3) below illustrate the pre-test scores for each student for the experimental and control group.

The Experimental Group	
Participants	Pre-test score
Student 1	02
Student 2	00
Student 3	02
Student 4	03
Student 5	03
Student 6	03
Student 7	00
Student 8	02
Student 9	00
Student 10	03
Student 11	02
Student 12	03
Student 13	00
Student 14	01
Student 15	02
Student 16	01
Student 17	02
Student 18	00
Student 19	00
Student 20	01
Total	30

The Control Group	
Participants	Pre-test score
Student 1	01
Student 2	00
Student 3	02
Student 4	00
Student 5	00
Student 6	01
Student 7	00
Student 8	02
Student 9	00
Student 10	03
Student 11	01
Student 12	01
Student 13	03
Student 14	02
Student 15	03
Student 16	00
Student 17	03
Student 18	02
Student 19	01
Student 20	03
Total	28

Table 2: Pre-Test score of the experimental group

Table 3: Pre-Test score of the control group

These findings indicate that there was no significant difference in vocabulary knowledge between the two groups prior to the treatment. The students have the same level of vocabulary knowledge since both groups had a low score.

4.2. Treatment Period

The treatment period took around two weeks (two sessions par week), including the ones in which the pre- and the post- tests were carried out. The experiment started from Tuesday, April 12th, 2022 to Thursday, April 21st, 2022. The two groups were taught using two different methods: learners in the experimental group were taught using visual aids for forty-five minutes (45m) during each session, whereas learners in the control group were taught without visual aids for forty-five minutes each session.

The reason why the treatment period has been restricted to only two sessions is simply because of the limitation of time and the teacher was obliged to finish the program because he was too late due to the exceptional holydays of covid-19.

4.2.1. Teaching the Experimental Group

As the first step, all selected participants took the pretest which enabled the researcher to make sure whether the participants were different in terms of vocabulary knowledge at the beginning of the study. After that, treatments were applied by the teacher in teaching vocabulary in every group.

The teaching/learning activities were carried out in two sessions and every session took 45mn (Ramadhan Timing). The following activities were carried out in the experimental group during the teaching/learning process:

We chose two lessons from the textbook from sequence 5 (Me my country and the world). The chosen lessons had a sufficient amount of new vocabulary items. We decided to depend on the students' textbooks in order to make sure that learners are facing the new vocabulary for the first time and to avoid conflicts with the teacher's program, which he is obliged to complete by the end of the school year.

➤ The first session (**Listening session**)

Steps:

- Pre listening
- During listening
- Post listening

➤ The second session (**Reading session**)

Steps:

- Pre reading
- During reading
- Post reading

The teacher wrote the vocabulary on the board and asked the pupils to guess what they meant. Then he would show some pictures with themes that related to the true meaning of words. The students were then asked to determine its meaning once again. The teacher then taught some words with the help of pictures, whiteboard drawings, and flashcards. To help pupils understand the meanings of the new vocabularies, the teacher used mime, gestures, actions, and facial expressions when necessary.

4.2.2. Teaching the control Group

The teaching/learning activities were carried out in 02 sessions and every session took 45mn (Ramadhan Timing). The following activities were carried out in the control group during the teaching/learning process:

The control group was taught the same lessons as the experimental group, but without the use of visual aids. Immediately after finishing the pre-test, the teacher wrote the words on the board and asked the students to repeat them several times. Then he gave new words synonyms, antonyms, definitions, and explanations. Finally, as a last resort, he explained the true meaning (correct equivalents for each vocabulary) in the target language. The teacher would contextualize the new vocabulary for students.

➤ The first session (**Listening session**)

Steps

- Pre listening
- During listening
- Post listening

➤ The second session (**Reading session**)

Steps:

- Pre reading
- During reading
- Post reading

4.3. Post-test: Description and Results

In order to check the effect of the treatments after two sessions, and to determine if their vocabulary learning enhanced through the use of visual aids; the teacher gave a posttest to both groups (experimental and control group) on vocabularies taught through visual aids for the experimental group and without visual aids for the control group. The purpose of the posttest was to determine the efficiency of visual aids on enhancing EFL learner's vocabulary learning and to check whether there was any difference between the two groups at the level of vocabulary learning improvement.

The posttest included two tasks. In the first task the learners were asked to choose the appropriate vocabulary from the given choices. The task contains 10 sentences. Pupils were scored one point for each correct answer (out of 10 points). The second task was fill-in the-blanks to complete a paragraph and the students ought to choose the best vocabulary from among the words provided. The paragraph contains 10 vocabularies. Pupils were scored one point for each correct answer (out of 10 points). the post test is out of twenty.

Scores (Task 1+2)	Post Test Score Frequency	
	Experimental Group	Control Group
1	-	01
2	-	-
3	-	01
4	-	-
5	01	02
6	02	01
7	-	02
8	01	04
9	02	01
10	02	02
11	-	03
12	-	01
13	03	-
14	-	02
15	05	-
16	01	-
17	-	-
18	01	-
19	-	-
20	02	-
Total	20	20

Table 04: The frequency of posttest scores in the experimental and control groups.

As shown from the posttest scorer's table, the experimental groups' scores start from five (05) points, which is considered the lowest mark/score and it ends at twenty (20) points (the full mark) (only two pupils have got this score).

The scores of the control groups range from one (01) point, which is considered the lowest mark/score, to fourteen (14) points, which is considered the highest mark/score (only two pupils have got this score).

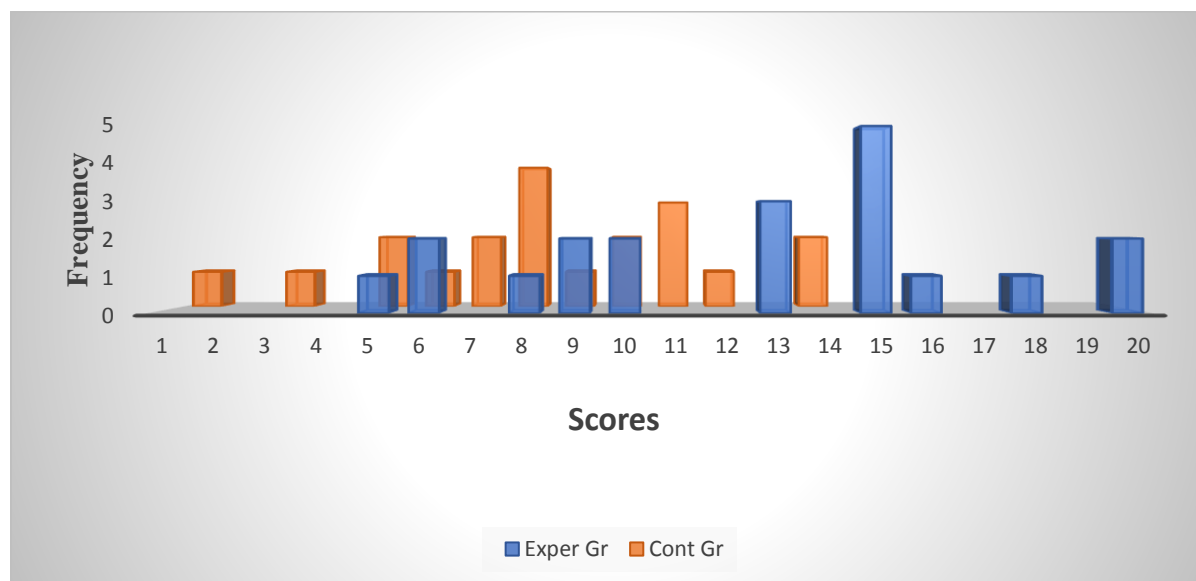


Figure 3: The frequency of posttest scores in the experimental and control groups.

It can also be noted from this Figure that the most frequent marks of the control group are 08 and 11, whereas the experimental group's most frequent scores are 15 and 13.

To go in further details, the tables below show the results of the number of learners who answer correct words in task 1 and task 2 in both groups:

		Task 01 Vocabulary									
		flag	Currency	National dish	Monument	East	National day	Capital	Map	Bridges	Roman ruins
EG	Correct Answers	13	11	16	14	10	18	14	12	15	13
	Percentage %	65%	55%	80%	70%	50%	90%	70%	60%	75%	65%
CR	Correct Answers	06	7	11	10	02	10	10	07	09	08
	Percentage %	30%	35%	55%	50%	10%	50%	50%	35%	45%	40%

Table 5. Percentage of Learners' Correct answers in task 1 of the Post-test

EG= Experimental group

CR= Control Group

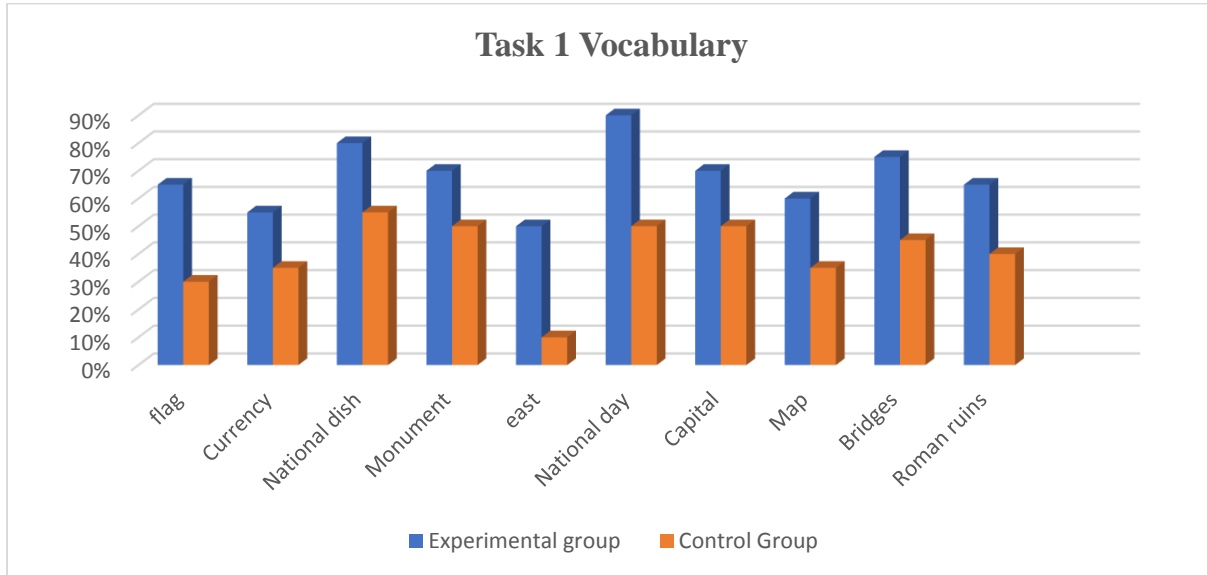


Figure 4: Post Test Results of task 1 vocabulary in each group

		Task 02 Vocabulary									
		Country	North	Capital	Monument	Roman ruins	Bridges	Tourists	Currency	celebration	National dish
EG	Correct Answers	17	12	16	15	10	11	13	16	10	14
	Percentage %	85%	60%	80%	75%	50%	55%	65%	80%	50%	70%
CR	Correct Answers	10	06	11	05	07	04	09	08	05	07
	Percentage %	50%	30%	55%	25%	35%	20%	45%	40%	25%	35%

Table 6. Percentage of Learners' Correct words in task 2 of the Post-test

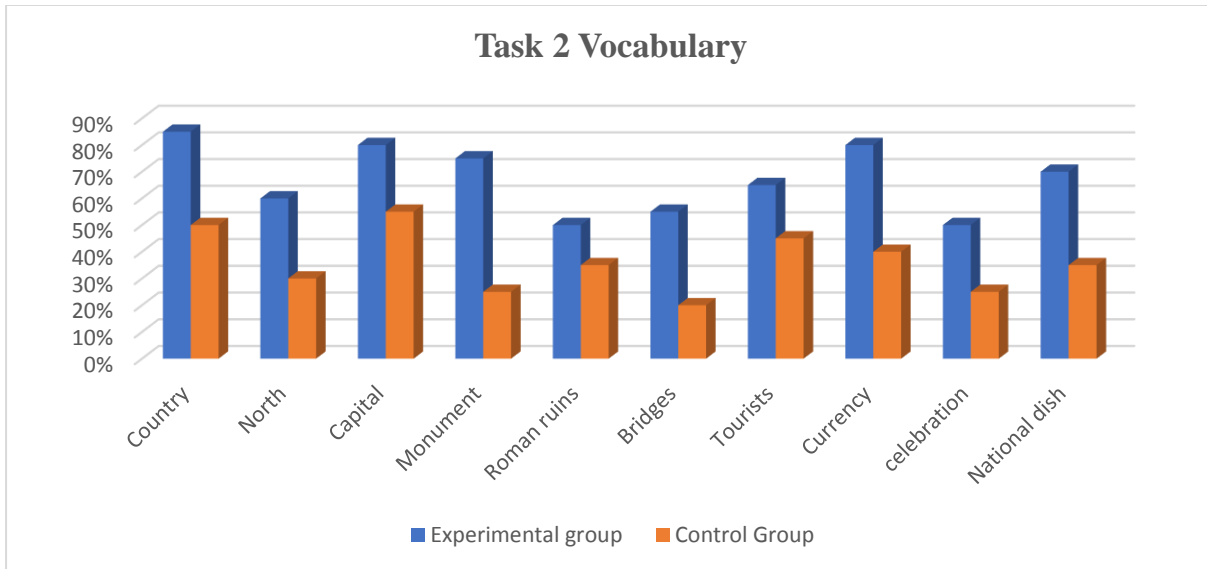


Figure 5: Post Test Results of task 2 vocabulary in each group

The results of the post-test show that the control group's vocabulary learning has improved slightly. The experimental group, on the other hand, shows a significant improvement in vocabulary learning.

5. Data Analysis: Comparison of Results and Means

All the students have been pre and post tested through a written test that measures the vocabulary they have learnt in sequence 05 (Me My Country and the World). The study has lasted two weeks.

After collecting the data of the pre and post-test, the next step in this study is the analysis of the data collected from the pre- and post-test. Our data analysis will be divided into two parts: first, we will calculate the means of both groups' correct answers score in the pre and posttest, and then we will compare the results of the two groups. Second, we conduct a quantitative analysis, which includes a t test analysis. The t test is going to determine the validity of these results. This analysis would either validate or reject our hypothesis.

5.1. Results:

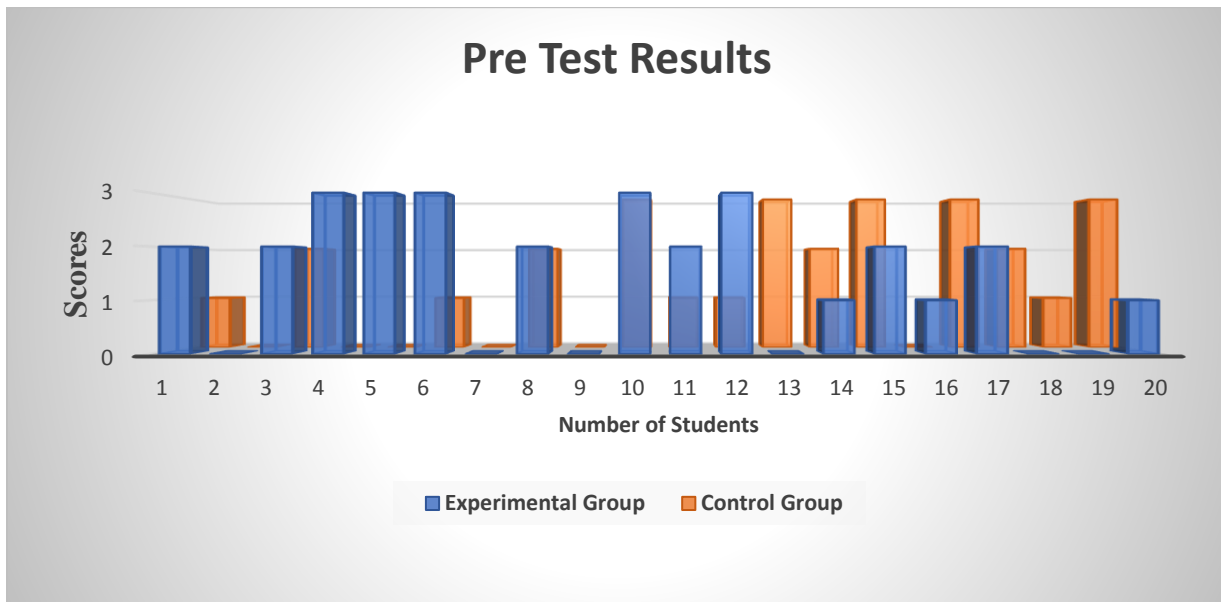


Figure 6: Pre-test Results of Experimental and Control Groups.

The previous figure shows how both groups performed before the beginning of the experiment. On the basis of these figures, one may deduce that the control and experimental groups performed similarly in the pre-test. The best score for both groups is only three (03) and the lowest score is zero (00).

This indicates that the participants were on the same level of word knowledge at the beginning of this study.

Both groups (experimental and control) were tested again at the end of the experiment (after the treatment). After reviewing all of the data, there is a significant change in the amount of vocabulary learned between the experimental and control groups. These differences in vocabulary learning were clearly evident on the learners who was taught using the visual aids as it is shown in figure 7.

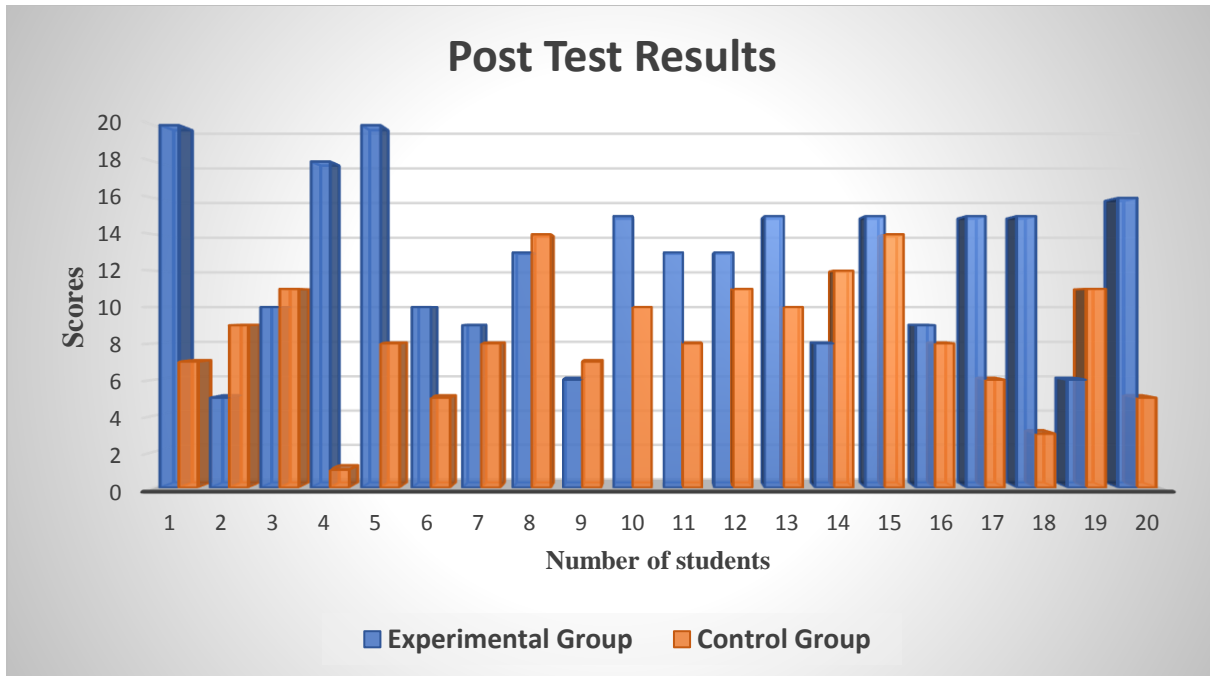


Figure 7: Post-test Results of Experimental and Control Groups.

Figure 7 shows that the experimental group's vocabulary has improved noticeably, but the control group's vocabulary has improved, but not as much as the experimental group. The lowest score is one (01) for the control group and five (05) for the experimental group. There are two learners who got the full mark (twenty out of twenty) in the experimental group whereas the control group the best mark was 14 only.

To give more validity for these differences, we compared the means of the gain scores of the correct answers for both the control and experimental groups prior the beginning of the study (in the pre-test) and at the end of the study (in the post-test).

5.2. Comparing the Means

5.2.1. Calculating the Means

To calculate the mean score of the pre and the post test for both groups, the following formula needs to be applied. $\bar{X} = \frac{\sum x}{N}$ (the sum of the scores have to be divided on the number of the participants).

To make the analysis easier we calculated the difference scores for each participant in each group by subtracting the pre-test score from the post-test score, as shown in the table 7 and 8 bellow

Students	Pre-test	Post-test	Difference
Student 1	1	7	+6
Student 2	0	9	+9
Student 3	2	11	+9
Student 4	0	1	+1
Student 5	0	8	+8
Student 6	1	5	+4
Student 7	0	8	+8
Student 8	2	14	+12
Student 9	0	7	+7
Student 10	3	10	+7
Student 11	1	8	+7
Student 12	1	11	+10
Student 13	3	10	+7
Student 14	2	12	+10
Student 15	3	14	+11
Student 16	0	8	+8
Student 17	3	6	+3
Student 18	2	3	+1
Student 19	1	11	+10
Student 20	3	5	+2
Total score	28	168	140
Mean score	1.4	8,4	7

Table 07: Calculating the mean of the control group in the pre-test and post-test

The above table showed that the mean difference score is 7. This indicates that there is a low and bitty improvement regarding the pupils' learning of new vocabularies.

When comparing the mean of the pretest ($\bar{X} = 1.4$) to the mean of the posttest ($\bar{X} = 8.4$) we noticed that the difference was not sufficient comparing with the mean of the experimental group. Therefore, we may deduce that learners did not memorize vocabulary item in a large amount since they have been taught without using visual aids.

Students	Pre-test	Post-test	Difference
Student 1	02	20	+18
Student 2	00	5	+5
Student 3	02	10	+8
Student 4	03	18	+15
Student 5	03	20	+17
Student 6	03	10	+7
Student 7	00	9	+9
Student 8	02	13	+11
Student 9	00	6	+6
Student 10	03	15	+12
Student 11	02	13	+11
Student 12	03	13	+10
Student 13	00	15	+15
Student 14	01	8	+7
Student 15	02	15	+13
Student 16	01	9	+8
Student 17	02	15	+13
Student 18	00	15	+15
Student 19	00	6	+6
Student 20	01	16	+15
Total score	30	251	221
Mean score	1.5	12,55	11,05

Table 8. Calculating the mean of the experimental group in the pre-test and post-test

According to the data shown in table above (table 08), the experimental group's mean difference score is (11.05). This indicates that in the post-test, the students' learning of new vocabulary has improved significantly.

The mean of the pretest ($\bar{X} = 1.5$) increased to a marked value in the posttest ($\bar{X} = 12.55$). Thus, the result implies that our treatment (teaching new vocabulary using visual aids) enhanced the learner's opportunity of memorizing new words and has a crucial and fruitful influence on improving their performance and answers in the post-test.

We found a significant improvement because the experimental group was taught using visual aids, as indicated in figure 08 below

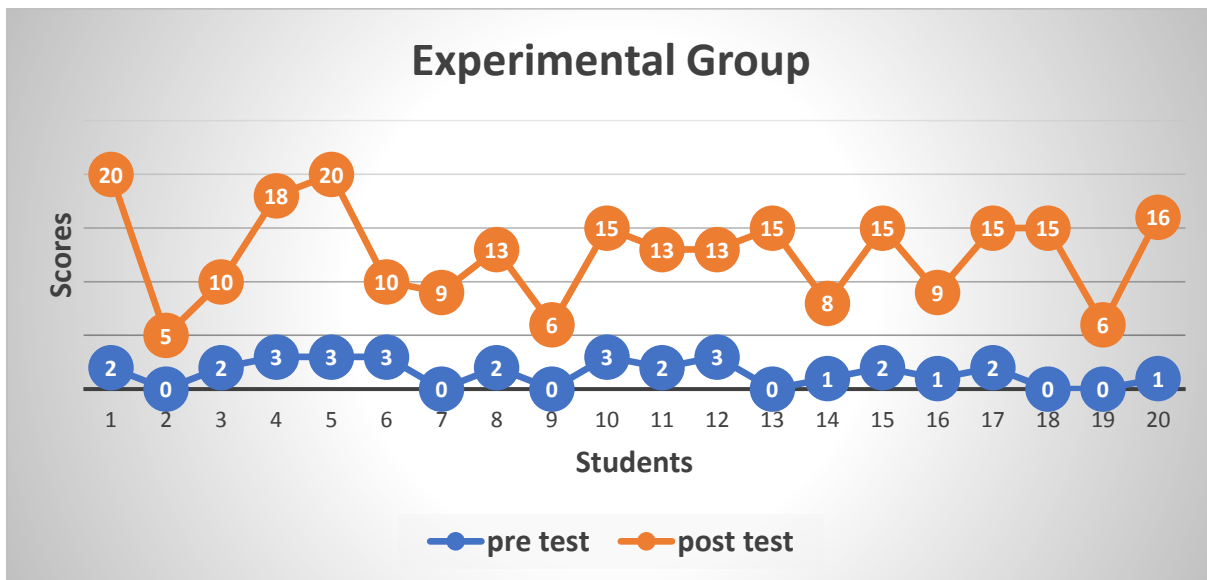


Figure 08: The experimental group's vocabulary learning improvement

5.2.2. Comparing the Means of the Pre-Test

The following table, which summarizes both groups' pre-test means, helps in comparing vocabulary knowledge as represented by correct word translations into their mother tongue at the beginning of the experiment.

	<i>Experimental Group</i>	<i>Control Group</i>
<i>Mean score</i>	1.5	1.4

Table 09. The Means of the pre-test

Comparing the means of the two groups, there seem to be no significant difference between the performances of the two groups in the pre-test which means that the participants are in the same level of vocabulary knowledge.

5.2.3. Comparing the Means of the Post-Test

	<i>Experimental Group</i>	<i>Control Group</i>
<i>Mean score</i>	12.55	8.4

Table 10. The Means of the Post-test

By comparing the means, one can easily deduce that the experimental group outperforms the control group. Even though, the difference between the means of the two groups has been somehow insignificant (only 0.1) in the pre-test; this difference, however, increases to reach (4.15)

vocabulary knowledge at the end of the experiment. This means that the experimental group has shown a progress in vocabulary learning which is not the case of the control group.

The comparison of the means is not so worthy to build on it solid interpretation which concerns the truthfulness of our hypothesis. Hence, to reinforce the conclusions drawn from this comparison, and thus give them more validity, we have used a t test analysis which is the only issue that one can rely on especially that the difference between the means is not so great.

6. t test Analysis

The t test is the much more commonly used statistical test in language studies. The t test for independent samples is more appropriate in comparison between the control group and the experimental group in terms of differences in the correct vocabulary scores in the post-test. The t test is a strong test which determines the validity of an experiment base on two entities-comparison. This test assesses whether the means of the two groups involved in the present study are statistically different from each other.

Once the t value (or the t observed) is calculated, we have to look it up in a table of significance to test whether the ratio is large enough to say that the difference between the groups is not likely to have been a chance finding. On the basis of this comparison, one can accept or reject the established hypothesis. The t test, then, helps in confirming or disconfirming the truth of the established hypothesis.

The t values computed by the use of Microsoft office excel 2013 and summarized in the following tables:

Test d'égalité des espérances : deux observations de variances différentes

	<i>Experimental Gr</i>	<i>Control Gr</i>
Moyenne	12,3	8,4
Variance	20,32631579	11,51578947
Observations	20	20
Différence hypothétique des moyennes	0	
Degré de liberté	35	
Statistique t	3,090855615	
P(T<=t) unilatéral	0,001950284	
Valeur critique de t (unilatéral)	1,689572458	
P(T<=t) bilatéral	0,003900568	
Valeur critique de t (bilatéral)	2,030107928	

Table 11: the result of t values of the two groups

Entering a t-table with a degree of freedom at 35 and a level of probability at 0.05 (95%), we find that t-value is 2.030. evidently the **observed t** is higher than **the critical t**.

$$T_{\text{Obs}} > T_{\text{Crit}} \longrightarrow 3.090 > 2.030$$

Thus, there is a remarkable, significant, and noticeable difference between the means of the post-test. Therefore, the H1 is accepted whereas the H0 is rejected. So, there is only 05% probability that the difference between means were due to chance only. In other words, the remaining 95 % confirms, proves and validates our hypothesis that the difference of means was related to the effects of the independent variable on the dependent variable. In other words, the use of visual aids has a positive effect on enhancing EFL learner's vocabulary learning. i.e., Through the use of visual aids in the classroom, learners were able to acquire and memorize the new words.

7. Reporting the Results

In the present study, it is hypothesized that the use of visual aids has a positive effect on enhancing EFL learner's vocabulary learning. This hypothesis has been tested by comparing the means of the post test of both groups (control and experimental). We can say that our independent variable (visual aids) has a positive effect on the dependent variable (enhancing EFL learner's vocabulary learning) because the results support our hypothesis.

7.1. Summary of the Findings

- Students in the experimental group who was taught through using visual aids have shown an improvement in vocabulary learning over the course of the study.
- Students as a whole have made gains in learning new vocabulary as represented by the correct answers in task 1 and task 2 of the post test after the treatment; however, these gains differ from one group to another. The Mean of the experimental group is greater in the post-test if they are compared to the Mean of the control group.
- The visual aids group (experimental group) shows noticeable improvement in learning vocabulary with the majority of students whose some of them got the full mark (twenty out of twenty).

Conclusion

Chapter three sheds light on the practical part of our research. The findings show that teaching new vocabulary to middle school learners is not an easy task. Besides, most young learners find difficulties in memorizing, comprehending, and acquiring new vocabularies since their teachers face difficulties to teach new vocabularies to their learners on one hand and choosing the most effective techniques to do so on the other hand. In other words, learners tend to forget new vocabularies easily when they are taught relying on the teacher's explanation and from their textbook only. That is to say, the experimental group outscored the control group on the post-test, indicating significant gains in comprehension, memorization, and acquisition of new words.

The use of visual aids as a teaching method has proved to be an efficient instructional teaching method that helps EFL learners enhancing their vocabulary learning. EFL teachers, educators, course designers and researchers should take into account the importance of this method in improving FL learners' vocabulary learning.

GENERAL CONCLUSION

The current study examined the effect of using visual aids on enhancing EFL learner's vocabulary learning. Throughout the analysis of the findings collected from the learners scores in the pre-test and post-test, it was concluded that using visual aids on teaching new vocabulary to EFL learners led to a significant vocabulary improvement.

The findings indicate that participants in the experimental group who got visual aids treatment showed significant improvement on the post-test after treatment. On the post-test, their scores outperformed those of the control group who had not been taught with visual aids. As a result, H_0 was rejected and H_1 was accepted. As a result, we can claim that using visual aids is a supportive and fruitful technique to enhance EFL learner's vocabulary learning.

We determined from the analyzed data that there was a significant difference in post-test scores between the two groups (the control and experimental groups). On the post-test, the experimental group outperformed the control group. As a result, it was confirmed and corroborated that teaching new vocabulary with visual aids leads to better understanding, memorization, and acquisition than the traditional method.

All in all, vocabulary is an essential component of the four skills of reading, speaking, writing, and listening. The teaching of new vocabulary, particularly to young students, should include attractive techniques and materials as visual aids, which have been shown to be effective in our research; visual aids enhance EFL learners' vocabulary learning on the one hand and motivate them on the other.

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Appendices

Appendix 1: pre test

Pre- test

Task1: I translate the following words into Arabic:

1. A map
2. Currency
3. National dish
4. Country
5. Monument
6. North
7. South
8. East
9. West
10. Flag
11. Roman ruins
12. Bridge
13. Celebration
14. Capital
15. Mountain
16. Museum
17. Tourist
18. Sunset
19. Snow
20. Sand

Appendix 2: post test

Post- Test

Task 01: I choose the appropriate vocabulary from the given choices:

1. The Algerian is constituted by a green and white rectangle embossed by a red star and a red crescent.
a- Dish b- flag c- currency
2. Theof Algeria is the Algerian Dinar.
a- Monument b- dish c- currency
3. Theof Algeria is Couscous.
a- national dish b- national day c- monument
4. Maquam El Shahid is the famousin Algiers.
a- Flag b- monument c- bridge
5. Constantine is located in theof Algeria.
a- north b- west c- east
6. theof Algeria is the 05th of July.
a- National day b- national dish c- national currency
7. Algiers is thecity of Algeria.
a- Country b- capital c- city
8. We use the to know directions.
a- Flag b- south c- map
9. We find the suspendedin Constantine.
a- Bridges b- tourist c- sunset
10. We findin Djemila, Timgad and Tipaza.
a- Country b- Roman Ruins c- currency

Task 02: I fill in the gaps using the following words:

**North- Capital – Currency – Monuments - National dish – Celebration - Roman ruins –
Country – Bridges – tourists**

I'm happy to give you some information about myAlgeria. It is situated inAfrica. Its.....is Algiers. My country has greatlike Maquam El Shahid,and suspended Many from all over the world come to see them.

Our nationalis the Algerian Dinar. Our day is the 05th of July. My favourite is Couscous.

Appendix 3: The correct answer of the pre test

Pre- test

Task1: I translate the following words into Arabic:

- | | |
|------------------|------------------|
| 1. A map | خريطة |
| 2. Currency | عملة |
| 3. National dish | طبق وطني |
| 4. Country | بلد |
| 5. Monument | نصب تذكاري |
| 6. North | الشمال |
| 7. South | الجنوب |
| 8. East | الشرق |
| 9. West | الغرب |
| 10. Flag | راية / علم |
| 11. Roman ruins | الآثار الرومانية |
| 12. Bridge | جسر |
| 13. Celebration | احتفال |
| 14. Capital | العاصمة |
| 15. Mountain | جبل |
| 16. Museum | متحف |
| 17. Tourist | سائح |
| 18. Sunset | غروب الشمس |
| 19. Snow | ثلج |
| 20. Sand | رمل |

Appendix 4: The correct answer of the post test

Post- Test

Task 01: I choose the appropriate vocabulary from the given choices:

11. The Algerian is constituted by a green and white rectangle embossed by a red star and a red crescent.
b- Dish **b- flag** c- currency
12. Theof Algeria is the Algerian Dinar.
b- Monument b- dish **c- currency**
13. Theof Algeria is Couscous.
b- national dish b- national day c- monument
14. Maquam El Shahid is the famousin Algiers.
b- Flag **b- monument** c- bridge
15. Constantine is located in theof Algeria.
b- north b- west **c- east**
16. theof Algeria is the 05th of July.
b- National day b- national dish c- national currency
17. Algiers is thecity of Algeria.
b- Country **b- capital** c- city
18. We use the to know directions.
b- Flag b- south **c- map**
19. We find the suspendedin Constantine.
b- Bridges b- tourist c- sunset
20. We findin Djemila, Timgad and Tipaza.
a- Country **b- Roman Ruins** c- currency

Task 02: I fill in the gaps using the following words:

North- Capital – Currency – Monument - National dish – Celebration - Roman ruins –
Country – Bridges – tourists


I'm happy to give you some information about my **country** Algeria. It is situated in **north** of Africa. Its **capital** is Algiers. My country has great **monuments** like Maquam El Shahid, **Roman ruins** and suspended **bridges**. Many **tourists** from all over the world come to see them.

Our national **currency** is the Algerian Dinar. Our **celebration** day is the 05th of July. My favourite **national dish** is Couscous.

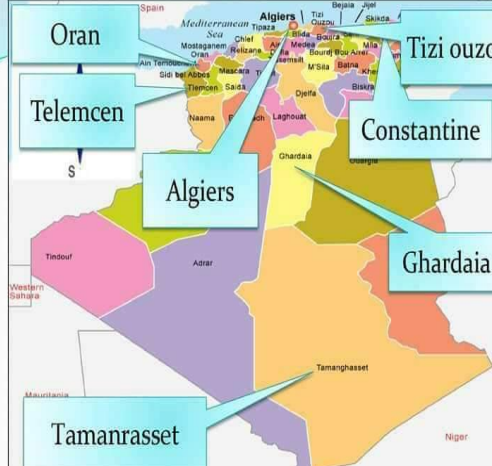
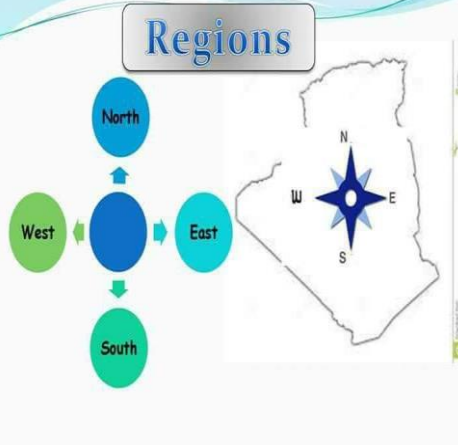
Appendix 5: pictures and flashcards



Sequence 05 : Me , my country and the world



In Algeria , there are many famous cities .





Regions

North
South
West
East



Algeria is my country.



Algeria is in Africa.



Map of Algeria



Eid Al-Fitre



July 5th 1962



50 Dinar



Couscous



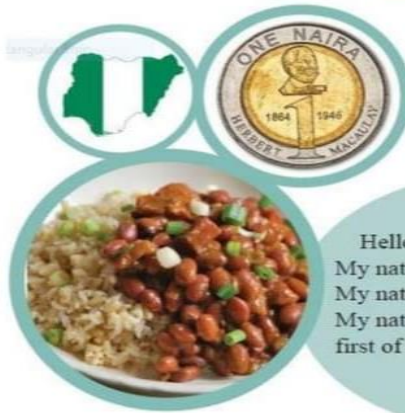
Appendix 5: Text 1 (listening session)



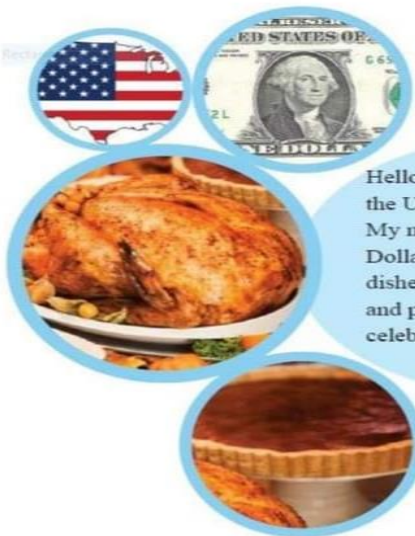
Hi, I am Amine from Algeria. My national currency is the Algerian Dinar. My national dish is Couscous. One of my national celebration days is the 5th of July 1962. Eid El Fitr is one of my religious celebration days.



amej



Hello, I am Adaku from Nigeria. My national currency is the Naira. My national dish is rice and beans. My national celebration day is the first of October.



Hello, I am Steve. I am from the United States of America. My national currency is the Dollar. Some of my national dishes are Thanksgiving turkey and pumpkin pie. My national celebration day is the 4th of July.



Appendix 6: Text 2 (reading session)



I read and do.

Discover my wonders

Hello!
My name is Algeria. My North is beautiful with its forests. In winter, my North is amazing with its snowy mountains: Tikjda, Chelia and Chrea.
I am an open book where you can learn a lot from me: Roman ruins in Djemila, Timgad and Tipaza.
In my West near Tiaret, you can see the Amazigh Jeddar tombs. They teach about my ancient history. Not far from M'sila, there is Al Qal'a of Beni Hammad. My fantastic South is an open museum famous for the Tassili N'Ajjer paintings and the wonderful Assekrem sunset. Do you like splendid Islamic architecture? Visit Ketchawa mosque in Algiers and Beni Isguen in Ghardaia. Don't forget your camera! You love the sun, the sea and mountains? Jijel is the right place to visit. You want to admire the beauty of a city with suspended bridges? Constantine in my East welcomes you with its special Malouf music. Couscous is my national dish. I invite you to taste it wherever you are: in my East, my West, my North or my South.

Enjoy yourself !
The Coursebook Authors

Appendix 7: list of students (Experimental group)

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

السنة الدراسية : 2021/2022

مديرية التربية لجزائر وسط

الأستاذ(ة) :

متوسطة عبد الرحمن قهواجي

المشرف(ة) المسؤول : مسلم سمية

وادي قريش - باب الوادي

قائمة التلاميذ 1م6فوج (01)

الرقم	اللقب	الإسم	الجنس	تاريخ الميلاد	تاريخ الدخول	تاريخ الخروج	الملاحظة
1	احسن جاب الله	أيوب	ذكر	17/03/2010			
2	أمالول	محمود هيثم	ذكر	12/03/2009			
3	أوزيد	أيمن	ذكر	15/03/2011		12/10/2021	تحويل مؤسسة
4	بحاز	عبد المؤمن	ذكر	08/02/2011			
5	بلحداد	حسام	ذكر	03/08/2007			
6	بلودنين	سعید يونس	ذكر	15/09/2010			
7	بن شلاي	عبد المالك	ذكر	05/06/2010			
8	بوفجي	يوسف خليل	ذكر	08/09/2010			
9	حاجر	لينة	أنثى	09/03/2011			
10	حاوش	هاني	ذكر	04/04/2009			
11	خمايمي	عدنان	ذكر	26/01/2010			
12	حموقة	وسام	أنثى	10/05/2011			
13	ديوي	دينا	أنثى	28/10/2010			
14	زمام	ياسر	ذكر	05/04/2010			
15	سعد الدين	أنفال	أنثى	10/11/2010			
16	صابر	أكرم	ذكر	22/10/2010			
17	عليوات	يسرى	أنثى	11/11/2008			
18	عليوات	مارية	أنثى	09/07/2010			
19	عولمي	ماريا	أنثى	10/04/2010			
20	كرباع	عبد الباسط	ذكر	28/10/2010			
21	لادي	توبة	أنثى	27/08/2010			
22	لعويد	وائل	ذكر	07/02/2011			
23							

المديرة

المجموع	إناث	ذكور
22	8	14

Appendix 8: list of students (Control group)

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

السنة الدراسية : 2021/2022

مديرية التربية لجزائر وسط

المشرف(ة) المسؤول :
الأستاذ(ة) : عبد الحفيظ عبد الحلیم

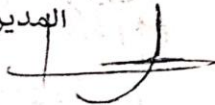
ملاوسطة عبد الرحمن قهواجي

وادي قريش - باب الوادي

قائمة التلاميذ 1م3 فوج (01)

الملاحظة	تاريخ الخروج	تاريخ الدخول	تاريخ الميلاد	الجنس	الإسم	اللقب	الرقم
			21/04/2008	ذكر	عبد الله	بلخيري	1
			14/05/2010	أنثى	هاجر منال	بلقاسم فيلاي	2
			12/04/2010	أنثى	دانيا مارية	بوجمعة	3
			25/10/2009	ذكر	سفيان	للأمعلي	4
			26/07/2010	ذكر	أدم	تيمووارت	5
			09/12/2010	ذكر	اسلام البشير	حسيبي	6
			27/07/2010	ذكر	حسين	حلاج	7
			14/10/2010	ذكر	عماد	حنكوس	8
			03/09/2009	أنثى	ليليا	حيواني	9
			02/09/2010	أنثى	زيدب	ساكت	10
			08/03/2010	أنثى	رشا	طمود	11
			13/01/2010	أنثى	فاطمة الزهراء	عليان	12
			29/01/2008	ذكر	صالح	غزال	13
			18/09/2010	ذكر	اسماعيل	فراح	14
			11/06/2009	أنثى	فايزة	قلاعي	15
			28/06/2010	ذكر	محفوظ اسلام	كارش	16
			01/06/2010	ذكر	محمد امين	كراصاد	17
			27/07/2010	أنثى	رائية ياسمين	يوسفي	18
			02/12/2010	أنثى	أنية وسام	يوسفي	19
							20
							21
							22
							25

المديرة



المجموع	إناث	ذكور
19	09	10

ملخص

تهدف هذه الدراسة إلى دراسة تأثير استخدام الوسائل المرئية على تعزيز تعلم مفردات متعلم اللغة الإنجليزية كلغة أجنبية. ولتحقيق هذه الغاية، تم اختيار أربعين (40) تلميذاً من طلاب السنة أولى متوسط من متوسطة عبد الرحمن قهواجي في الجزائر العاصمة كمشاركين في هذه الدراسة. تم تقسيم العينة المختارة إلى مجموعتين تجريبية ومجموعة ضابطة. لغرض معالجة تأثير المتغير المستقل "استخدام الوسائل البصرية" على المتغير التابع "تعزيز تعلم مفردات متعلم اللغة الإنجليزية كلغة أجنبية"، طبقنا المنهج شبه التجريبي لفحص فرضيتنا. أولاً، تم إجراء اختبار قبلي لكلا المجموعتين من أجل التحقق من معرفة التلاميذ بالمفردات. بعد ذلك، تلقت كل مجموعة العلاج كما تتطلب التجربة ولكن باستخدام تقنيات تعليمية مختلفة، أي تم تعليم المجموعة التجريبية باستخدام الوسائل البصرية بينما تم تعليم المجموعة الضابطة دون استخدام الوسائل البصرية. بعد فترة المعالجة، تم إجراء اختبار لاحق لكلا المجموعتين. بعد جمع وتحليل النتائج المطلوبة اعتماداً على اختبار t المستقل، استنتجنا أن الوسائل البصرية لها تأثير إيجابي على تعزيز تعلم المفردات فيما يتعلق بأداء التلاميذ الأفضل في الاختبار اللاحق، أي بعد مرحلة المعالجة. بالإضافة إلى ذلك، أدركنا أن هناك فرقاً واضحاً بين المجموعتين لأن المجموعة الضابطة لم تسجل تحسناً مثل المجموعة التجريبية. بذلك، تمكنا من تأكيد صحة فرضيتنا واستنتاج أن الوسائل المرئية تعزز تعلم المفردات لدى متعلم اللغة الإنجليزية كلغة أجنبية لأنها تزيد من قدرتهم على تعلم المفردات وحفظها واستعمالها.

الكلمات المفتاحية: الوسائل البصرية، تعلم المفردات، متعلمي اللغة الإنجليزية كلغة أجنبية.