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The Significance of using Visual Aids to improve EFL Learners' Vocabulary Acquisition

The Case of 1st grade Learners at Brothers Kebir Middle School, El-Kasdir, Wilaya of Naama.

Dissertation Submitted to The Department of Foreign Languages for The Requirement of The Master Degree in Applied Linguistics.

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Dedication

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Abstract

Experts have given great importance to vocabulary as the most indispensable aspect of any language teaching process. In fact, the greatest communication tools that can teachers give to their learners is a large and rich vocabulary. Thus, educators use various strategies in order to enhance their learners' vocabulary knowledge. The present study aims at investigating the impact of using visual aids in EFL classrooms as a medium to foster learners' vocabulary background. For this objective, two data gathering techniques have been employed including classroom observation in which the observer participated in 1st grade lessons at Brothers kebir middle school (Kasdir). In addition to a questionnaire which was submitted to thirteen (13) teachers from different establishments in Mecheria. The research instruments were carefully designed to result in both quantitative and qualitative data which are then statistically and verbally analysed. The results obtained revealed that visual aids play a facilitative role to decrease teachers' time and efforts when planning a lesson. Furthermore and most importantly, they greatly help them making clear and explaining new lexical terms besides, these tools enable learners to easily recognise the meaning of words and memorise them, as well as, they motivate and always keep them involved in the lesson.

List of Abbreviations and Acronyms

- EFL: English as a Foreign Language
- V.A: Visual Aids
- GTM: Grammar Translation Method
- DM: Direct Method
- CLT: Communicative Language Teaching
- CBA: Competency Based Approach
- L2: Second Language
- TV: Television
- VCR: Video Cassette Recorder

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General Introduction

English is one of the international languages, which means that is learnt by learners in different countries in the world. Many people have used English for international communication, knowledge, science and technology. Therefore, English is very significant to conduct communication everywhere, every time, and about everything.

English language consists of four skills: listening, speaking, reading and writing. Vocabulary is one component of those skills. One cannot express his idea if he lacks vocabulary. The latter is important for the students to support their four language skills. If the students master it, it will be easy for them to communicate through the English language.

It is known among experts that the knowledge of vocabulary is one of the main keys for successful communication in language. Some of English teachers recognise the benefits of learning vocabulary as to come faster because individuals' words alone can make successful communications in some circumstances, which doesn't hold true for grammar. In order to elicit the benefits associated with learning vocabulary, teachers should design their vocabulary teaching techniques with the purpose of making words retain longer in students' minds and help them produce words in different contexts. Therefore, the way of teaching vocabulary should be effective in order for learners to understand, memorize lexical terms and meaningfully use them in a context.

Teaching has witnessed a remarkable leap recently. There are a lot of means in teaching which are used to enhance learners' interests and motivation. It is a great necessity nowadays to employ technology regarding the need to provide effective teaching and learning. Visual aids are very crucial in the EFL learning process, they can easily be used by teachers so as to present new vocabularies and support learning. They empower learners to participate and achieve success and independence. The aim of visual aids for Learning is to improve the independence and self esteem of all pupils with learning difficulties.

It is claimed that presenting a concept using visual aids gives the learners something they can associate with that concept. Later, when they try to recall it, all what they need to do is bringing up the image used by the teacher. Moreover, visual aids help the teacher to present clearly and smoothly without complications and tangents. Therefore, the research problem set out to this research work is how may visual-aids be affective in fostering English learners' vocabulary background?

From this main question the following sub questions are derived:

1) What may be the importance of visual aids?
2) What are the types of visual aids that are efficient in enhancing the learners' lexical background?

To answer the recent questions it is hypothesized that:

1) visual materials catch the learners' attention especially of those who love discover things, also they bring the real life into the classroom, break down the boredom and add some fun to the classroom atmosphere which freshen and keeps learners motivated.
2) There are a lot of resources that can be adopted in the classroom such as flash cards, graphs, maps, charts simple drawing and photos or real objects. Moreover, the globalisation and technology have given a great opportunity to teachers to facilitate their lessons through the use of some electronic materials such as computers, tablets and data show.

1st grade Middle school learners and teachers were chosen as sample population using a mixed-methods approach which includes the joint use of both quantitative and qualitative approaches for the sake of collecting complementary data. In fact, two research instruments have been utilised in order to investigate the results including classroom observation conducted by the researcher in the studied setting and a questionnaire administered to teachers to find out about their opinions, evaluations and expectations from using visual aids to teach vocabulary. The main

reason for choosing middle school learners and teachers is that vocabulary in that period is the most targeted from both the teacher and the syllabus.

Aiming at assessing the effectiveness of visual aids in improving EFL learners' vocabulary proficiency, this research work is an attempt to, hopefully, provide valuable data in three main chapters. Chapter one deals with the literature related to both the notions of visual aids as a mean of teaching and the importance of vocabulary as a part of language proficiency. Definitions and theories of the two concepts have been stated and the links joining them have been set up as well.

Chapter two focuses on the data collection procedures undertaken to answer the research questions and test the hypothesis. This will include the case study, the research approach (a combination of qualitative and quantitative methods), sample population and instruments of data collection (teachers' questionnaire and classroom observation).

The third chapter is devoted to the presentation of the collected data. This includes the analysis and interpretation of the results obtained from every data collection method. In addition, the whole results are used under one section where some suggestions and recommendations are drawn.

Chapter One: Literature Review

Chapter One: Literature Review

1.1. Introduction

1.2. Visual Aids Defined

1.3. Major types Of Visual Aids

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1.1. Introduction

Learning requires experience which is the basis to attain knowledge. For the purpose of accomplishing an effective learning, there must be a personal experience by bringing real life objects into the classroom. Using concrete materials such as visuals and manipulated tools is efficient unlike abstracts which provide an ambiguity and difficulty to make connections between objects and concepts.

This chapter will shed lights on visual aids in connection with learning and teaching vocabulary as the most important part of languages. It will deal with the definition of visual aids, the characteristics of good visual aids, as well as, its importance in teaching English. Moreover, it will also focus on defining vocabulary, its types, and how major teaching approaches and methods have dealt with it. Finally, connection between visible materials and vocabulary will be drawn in addition to how effective the former is in enhancing the learners' vocabulary acquisition.

1.2. Visual Aids Defined

Visual aids can be seen as items of illustrative matters, such as films, slides, or models, designed to supplement written or spoken information so that it can be understood more easily. It is also defined as any device used to aid in the communication of an idea. From this definition, anything can be used as an aid, providing it successfully communicates the idea or information for which it is designed. In this view, Lestage (1959) claims that visual aids are the most modern or the most recently used of these methods (films, filmstrips, radio and television). They help the educator by offering him a complete arsenal in order for him/her to work effectively. The educator is the one who chooses the means which is best adapted to his/her subject, his/her audience and his/her circumstances. It is clear that visual aids cannot be separated from educational materials in general.

Visual aids help reach the objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the

material presented, and they should be used to reinforce the message, clarify points, and create excitement.

Visual aids involve the audience in the lesson and require a change from one activity to another from hearing to seeing. When visual aids are used, their use tends to encourage gestures and movement of the speaker. This extra movement reinforces the control that he needs over the presentation. The use of visual aids, then, is mutually beneficial to both the teacher and the learners. Visual aids add impact and interest to a presentation. They enable the speaker or the educator to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level. With pictures, the concepts or ideas that he presents are no longer simply words, but words plus images.

1.3. Major types of Visual Aids

As the use of technology becomes a daily life habit for the students, Visual aids provide several ways to communicate with them during a presentation. They can supplement speeches and improve the success rate of the presentation. They must be well prepared in advance, edited, and they should be kept neat and clean.

1.3.1. Non-projected Visual Aids

Non-projected learning materials are not very technological, but they are very basic stuffs which are used without any projection. They have been used in classrooms for years. Like printed and duplicated materials, non- projected displays can be integrated in a wide range of teaching/ learning situations. There are various non projected visual aids, some of these commonly used aids are:

a) Charts

According to Merriam-webster dictionary, a chart is an outline map exhibiting something (as climatic or magnetic variations) in its geographical aspects. It is also defined as an illustrative visual material for describing a logical relationship between main ideas and supporting facts. Charts are the graphic teaching materials including diagrams, graphs or list of figures, etc.

b) Images

The word "image" is also used in the broader sense of any two-dimensional figure such as a map, a graph a pie chart, or a painting. In the wider sense, images can also be rendered manually like drawing, the art of painting and carving, rendered automatically by printing or computer graphics technology, or developed by a combination of methods. In relation to teaching, images or pictures are one of the best ways for the teacher to present his material, they help him save his voice, as well as the learner to recall the concepts.

c) Flash cards

Flash cards are small cards of generally 25 to 30cm size which are shown for a few moments before the class to send across a message or impart an idea. The idea on the flashcard should be brief. Flash cards are useful in the classroom in many subjects. Furthermore, the lesson is more effective when using Flashcards with other graphic aids.

d) Posters

A poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye catching and informative. They may be used for many purposes. They are a frequent tool of advertisers, propagandists, protestors and other groups trying to communicate a message. For the educational matter, Posters are also an effective means of illustrating processes. Examples include posters showing the waterfall, means of transport, vegetables or fruit and so on.

e) Realia

The word "*realia"* comes from medieval Latin, in which it originally meant **"the real things",** i.e. material things, as opposed to abstract ones. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if vocabulary of fruit and vegetables are going to be taught, it can be much more

affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable. With very young learners, classroom management can become trickier if teachers bring in real objects as excitement levels tend to rise.

1.3.2. Projected Visual Aids

Projected visual aids are pictures shown upon a screen by use of a certain type of machine such as a filmstrip projector, data shows or TV/VCR. They Provide greater enjoyment in learning, as well as, they increase a larger percentages and longer retention from learners. Thanks to the projectors and multimedia classrooms that have been integrated in middle school nowadays, teachers can use different resources to support their explanations, correct exercises or play games.

a) Animated cartoons

An animated cartoon is basically an animated visual format with sound. It is different from comic strips because comic strips are graphic images in black and white or colour format. According to Merriam-Webster dictionaries, "an animated cartoon is a motion picture that is made from a series of drawings, computer graphics, or photographs of inanimate objects (as puppets) and that stimulates movement by slight progressive changes in each frame"

b) Filmstrips

Filmstrips contain a sequence of slides in a single continuous strip of film. They are shown on a slide-projector fitted with a filmstrip carrier between the projector body and the lens. They cannot be modified easily and the sequence is fixed, but individual frames cannot fall out or be put into the projector the wrong way round. They are useful when a fixed message has to be presented many times.

c) PowerPoint

Microsoft PowerPoint is probably now the most commonly used form of visual aid. It can really help teachers in their presentations. However, the user must be sure that the font size is big enough (minimum 20pt) and he must make a simple background. The animations should be used when appropriate but not overdone in order not to get pupils distracted.

d) Videos

Videos are effective for classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities. As Tomalin (1991) observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language. Video can, be a facilitator for presenting a lessons or songs as well as, it clarifies the meaning thanks to the images on the screen that are lifelike such as representations of people or objects.

1.4. Characteristics of good Visual Aids

There are some features, which can be used to determine the extent to which visual aids are of great value in a learning process. Their values depends upon the extent to which they assist in achieving the objectives of instructions and may be indicated briefly under the following heads

a) **Relevancy**

The aid must be relevant to the concept which needs to be developed. A very important standard value is the extent to which any aid is directly related to the understanding of the subject matter. A visual aid could be accurate to the best details understandable and interesting and yet to be of little value because of its irrelevancy.

b) Accuracy

It is very important to make the visual aids accurate but it is difficult to make them as accurate as desired. The chart is always missing the third dimensional attribute and must be viewed from a fixed position. The models overcome both these difficulties but are seldom as accurate in the details as pictures.

c) Interest

Its presence makes the learning process very easy and its absence makes it a repulsive. Its presence makes the work a privilege and its absence makes it a punishment. It is a main job of the teacher to create interest in the students for learning. In selecting and using visual aids, teachers must try to choose those things as aids that grab the learners' attention, as well as, which relate the new experience with past experience and are within the comprehension of the students who are to use it.

d) Motivation

How to motivate students for learning? Visual aids motivate learners as they make the learning process in classroom interesting especially in activity oriented subjects for effective learning.

1.5. The significance of using Visual Aids in teaching English

According to Haycraft (1983: 102) teaching through aids can be used for consolidating vocabulary, practicing structure and word order or for variety of games. Besides, aids can also give a great help to the teacher in the class. A learner cannot always successfully learn English just by listening to the explanation from the teacher. Visual aids help teachers give more emphasis on pronunciation of the words, utterances and incorrect written of words. Moreover, in vocabulary class, the learners are encouraged to give their opinions about the visual aids that are presented by the teacher, thus the learners can be more active in teaching-learning process. Visual aids are also very useful to train the students to speak and memorize the words automatically.

Visual aids, especially pictures are very useful in teaching vocabulary to encourage and motivate the students to learn the language. As stated by Coppen (1969: 88):

> **"The purpose of picture is to provide a stimulus which will elicit a particular response from the learner. The picture represents some action and in order to learn the appropriate words to describe the action itself must not be in question".**

Pictures are parts of visual aids. They may be used in teaching the middle school students to avoid boredom. Brown (1973: 410) states some functions of pictures, **"Media are used to teach the students to learn effectively. Pictures help the students read the books and eventually interpret and memorize words".**

Using visual aids can give a great help to the teacher in the class. The students will not always be successful in learning English just by listening to the explanation from the teacher or by reading many books. Using visual aids in vocabulary class encourage the students to give their opinions about the presented pictures. The teacher can make them more active during the teaching-learning process. Moreover, flashing visual aids for a short time is very useful for the students to speak and memorize the words automatically.

1.6. Vocabulary Defined

One of the elements in language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabularies because they are fundamental in language learning. Thus, teaching vocabulary earlier is better than teaching it later. Moreover, the general objective of English teaching in middle school is to prepare children to have competitive value in this global era and introduce English at early ages. Coady and Huckin (1997:5) state that in recent year second language vocabulary acquisition has become an increasingly interesting topic of discussion

for researchers, teachers, curriculum designer, theorists and others involved in second language learning. Vocabulary is one of three components of language together with grammar and phonology which play an important part in listening, speaking, reading, and writing. For example, sometimes the students want to say something but they do not know how to say it appropriately. Developing student's vocabulary is one of the most important tasks for English teacher..

According to Harmer, there are two kinds of vocabulary (Harmer, 1991:159):

a) Active Vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

b) Passive Vocabulary

Passive vocabulary deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive vocabulary in listening and reading materials.

1.7. The importance of Vocabulary

The knowledge of word meanings and the ability to access that knowledge efficiently are recognised as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension. As Widdowson (1989) and McKeown (2002) argue, vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra (1995) suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language.

Moreover, students need to have sufficient word knowledge to understand what they read. They can understand a writer's message only if they know the meaning of most of the words used in a text. Paul Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious

trouble in understanding the message, that is to say, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. Therefore, having students with a large amount of vocabulary knowledge is essential to language comprehension. In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This means that vocabulary is an essential component to determine how much a student is able to communicate successfully. Hence, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. The linguist David Wilkins summed up the importance of vocabulary and said: **„„without grammar very little can be conveyed, without vocabulary nothing can be conveyed.""** (Thornbury, 2002:13). Therefore, Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. Moreover, Hatch (1983:07) produced a statement concerning the importance of words **"in terms of handling basic communication, lexicon is important when we have inadequate knowledge of a new language – the words probably make the communication possible".** From this statement we can resume that words have played a great role in authentic communication. It is considered as the main tool that helps students in their studies and their daily communication as well.

1.8. Vocabulary in the major Teaching Approaches

1.8.1. Traditional Approaches

It is not easy to teach a language without using suitable method because each method has advantages and disadvantages. Especially vocabulary is like teaching other social science, which needs suitable techniques and method in order to get the successful learning.

The History of teaching foreign languages reaches to middle Ages. Over such a long period of time linguistic methodology faced reforms many times**. Grammar translation method**, the oldest second language teaching method has been emerged in the 1500s which shows the translation of words to sentences within grammatical constructions. Through which the goal of studying a foreign language was to read its literature. Moreover, it focuses on detailed analysis of the grammar rules and applies it on sentences and texts, as well as, it aims to enable learners to read and write.

Under this method, new vocabulary is learned through direct translation from the native language. In fact, both teachers and students of the foreign language frequently find it convenient to opt for translation. Teachers commonly attempt to explain a foreign words, phrases or sentences by giving a mother-tongue equivalent. This means that translation has been used to learn the new words. However, Students face difficulties in how the words are used and what emotions the words express.

The period of 1950^{s} "the age of methods" has witnessed the revolution of teaching methods. During which several methods have emerged for the reason to improve second language teaching and learning.

Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, **the Direct Method** became popular. The Direct Method has one very basic rule: **No translation is allowed**. In fact, the DM receives its name from the fact that meaning is to be conveyed directly with the target language, without going through the process of translating into students' native language. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must uses the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words. Learners have to use monolingual dictionaries in order to get new lexis meanings.

The exercises are conducted only in the target language. Students are asked question and answer in full sentences so that they practice with new words and grammatical structures. They have opportunity to ask question as well as answer them. The teacher of this class has students self correct by asking them to make a choice between what they said and an alternate answer. He supplied the student would have included the grammar rule they need to fill the blanks for example and practice with earlier parts of the lesson.

The DM pushes the students to be able to understand the language directly without translating it, and they will be able to absorb materials well and they will also have an opportunity to express themselves in a proper use of a language. This method is good enough to encourage the students to be brave in using a foreign language they learn. However, in some cases Direct Method tends to be an ineffective way to deepen student's capability of grammar.

The **Audio Lingual Method** was developed in the United States during World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. Under this method, the teacher is like an orchestra leader, directing and controlling the language behaviour of the students and also, responsible for providing her student with a good modal for imitation. On the other hand, learners are imitators and having to follow the teacher direction and respond as accurately and as rapidly as possible. New vocabulary and structural patterns are presented through dialogue which includes grammar and pattern in the sentence that are learnt through imitation, repetition and drills. Reading and written work is based upon the oral-work.

1.8.2. Modern Approaches

a) Communicative Language Teaching

In 1980s, with the evolution of more interactive views of language teaching, the traditional methods got overshadowed by Communicative Language Teaching (CLT) approach. A group of experts saw the need to focus in communicative proficiency rather than mastery of structures. The Communicative Approach in

language teaching starts from a theory of language as communication. The aim of language teaching is what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. In Hymes' view, a person who acquires communicative competence acquires both knowledge and ability for language use.

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

In the CLT classrooms, much vocabulary is not taught in the form of wordlist of isolated words anymore, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.

b) Competency-based Approach

The competency-based approach (CBA) to teaching English is similar to communicative teaching, which you are familiar with. In some ways you could

consider it as ‘very good’ method that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the classroom.

In the competency-based approach, learners study English within situations and contexts that are varied and relevant. In other words, the language is introduced and practiced in different situations that are similar to situations that could occur in real-life. The aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school and out of school. Therefore, learners will see learning English as useful to their student life and future.

In order to develop learner’s vocabulary that is most related to their real life tasks, teachers must devote a larger time to provide their student with activities include the necessary lexis which they need when facing problems outside the classroom using the target language.

1.9. Teaching Vocabulary through Visual Aids

Learning and teaching language active vocabulary successfully can be realized through using visual aids. According to Morgan and Rinvolucri (2004**), “With vocabulary, students need to meet, use, and reflect on words many times, in different contexts and settings…before they can be said to have truly learnt a word or phrase”.** Other reasons include, visual materials help students to remember the words better, to recall vocabulary for active usage in speaking and writing as well as it helps the teacher to make the lesson more interesting and beneficial. Students‟ intention and curiosity about learning new words are also stimulated when they are exposed to real life contexts. Bringing technology into classroom makes teaching easiest, attractive and excited. In addition, teaching English active vocabulary using visual aids will be appropriate to EFL learners since it provides an entertainment to the students therefore it will not only leads the language learning learnable but also enjoyable.

1.10. Conclusion

Teaching and learning vocabulary is an essential for learning a foreign language. Nowadays methods have given a great importance to it. Thus, visual aids play the greater role to help students grasp meaning of new words and show a high attention when being within FL classrooms, as well as, they help the teacher present his lessons clearly and smoothly without any complications and tangents.

Chapter Two:
Research Design Procedures

Chapter Two: Research Design Procedures

2.1. Introduction

2.2. Case Study

2.3. The Research Approach

2.3.1. The Qualitative Approach

2.3.2. The Quantitative Approach

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2.1. Introduction

Visual materials must be seen in their relationship to teaching and learning process as a whole until the teacher understands the relationship between them. They are produced, distributed and used as planned components of educational programs. These teaching tools help the process of learning that is motivation, classification and stimulation. They are multisensory materials which motivate and stimulate the individual. They make dynamic learning experience more concrete realistic and clear, which provide significant gains in thinking and reasoning.

Therefore, this chapter is devoted to the description of the research design procedures, i.e., the ways in which the research is conducted in order to investigate the significance of visual aids for the sake to enhance EFL learners' vocabulary, involving the approaches utilised for collecting data, the sample population that has been chosen for the study and the research instruments.

2.2. Case Study Research

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Vocabulary is, according to Hatch & Brown a list of words that speakers of a language use. Many other scholars state the importance of vocabulary. For instance, McCarthy underlines the importance of vocabulary by saying: **"No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way."** A scholar like Harmer also states the importance of vocabulary by saying, **"If language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh."** (1991:153). Harmer further states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Therefore, visual materials motivate students, help them speak and create a context with which their speech will have meaning. Porter and Margaret assert that using visual materials not only make what you have to say more comprehensive to

learners, they can make it more interesting as well. Most of what we learn we get through visual medium, this is why the use of visual materials is very important in teaching English and vocabulary in particular as they commit information to long-term memory. Hence, the present work discusses an explanatory case study research project that aims at investigating the learners' vocabulary acquisition through the use of various visual aids.

Case study methodology has long been a contested terrain in social sciences research which is characterized as the most frequently used qualitative methodology in the educational researches. In the definition of case and case study, Yin (2002) defines case as **"a contemporary phenomenon within its real life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context"**. His definition of case reflects his advocacy for the case study as a legitimate method of research. The assumption underlying the definition is that other research strategies such as history, experiment and surveys are not capable of inquiring into the case that interests researchers. Therefore, they need an utterly novel **"comprehensive research strategy"** named case study (Yin, 2002, p. 14). From Yin's point of view, case study is an empirical inquiry that investigates the case or cases conforming to the above mentioned definition by addressing the "how" or "why" questions concerning the phenomenon of interest. He finds it particularly instrumental for program evaluation. The rest of his technical definition draws attention to the aspects of data collection and analysis in relation to the situation under study in order to investigate a distinct situation including "many more variables of interest than data points", case study draws from manifold lines of evidence for triangulating purposes and avails itself of **"prior development of theoretical propositions to guide data collection and analysis"** (Yin, 2002, pp. 13-14). This attention is indicative of how meticulous his approach is in terms of the cohesion and consistency among the design components and phases of case study as a research strategy. From his stance, when making every move or decision in the research process, researchers should be able to provide the logic behind it in conformity with the theoretical propositions and the characteristics of the case.

2.3. The Research Approaches

In educational research, it is usually possible (and certainly popular) to characterize a research study's methodology as qualitative, quantitative or as involving both qualitative and quantitative methods, in which case it is typically referred to as mixed methods. The qualitative approach to research is focused on understanding a phenomenon from a closer perspective. While the quantitative research method is framed using numbers or entails the collection of numerical data and tends to approximate phenomena from a larger number of individuals using survey methods. In this research corner, methods that are generally used in each strand of research are broadly described. Each approach has its benefits and detriments, and is more suitable to answering certain kinds of questions.

2.3.1. Qualitative Approach

The qualitative approach to gathering information focuses on describing a phenomenon in a deep comprehensive manner. This is generally done in interviews, open-ended questions, or focus groups. In most cases, a small number of participants participate in this type of research, because to carry out such a research endeavour requires many resources and much time. Moreover, it concentrates on discovering and understanding the experiences, perspectives, thoughts of participants and explores meaning, purpose, or reality. It is defined as studies that focus on why and how things happen and that do not use numerical data as their primary facts.

Qualitative research is inductive and researchers rarely know the specifics of data analysis when they begin a project. It is defined by Creswell, (2009) as:

> **"a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem; this process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to**

general themes, and the researcher making interpretations of the meaning of the data".

Using open-ended questions and interviews under the qualitative approach allows researchers and practitioners to understand how individuals are doing, what their experiences are, and recognize important antecedents and outcomes of interest that might not surface when surveyed with pre-determined questions. Although qualitative research can be thought of as anecdotal, when pooled across a number of participants it provides a conceptual understanding and evidence that certain phenomena are occurring with particular groups or individuals. This research approach:

- Allows identification of new and untouched phenomena
- Can provide a deeper understanding of mechanisms
- Gives a one-on-one and anecdotal information
- Provides verbal information that may sometimes be converted to numerical form.
- May reveal information that would not be identified through pre-determined survey questions.

2.3.2. Quantitative Approach

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology.

Additionally and according to Cohen (1980), quantitative research is defined as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements are expressed in numerical terms. Another factor in

quantitative research is that empirical evaluations are applied. Empirical evaluations are defined as a form that seeks to determine the degree to which a specific program or policy empirically fulfils or does not fulfil a particular standard or norm. Moreover, Creswell (1994) has given a very concise definition of quantitative research as a type of research that is "**explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)".** This means that the researcher does a qualitative research for the purpose of looking for answers to explain something by using mathematically based methods or his data should be done in numerical form.

2.3.3. The Mixed Method Approach

The real step forward in integrating qualitative and quantitative research appeared in the 1970's. The mixed-method approach was first introduced with the adoption of the concept of 'triangulation' into social sciences. In applied linguistics, over the period between 1995-2005 applied linguists called on for more engagement in the practice of a mixed-methods approach as the appropriate research methodology wherein quantitative and qualitative methods are mixed since such a practice can offer possible solutions for the studied research problems.

In below, some characteristic features of the mixed-methods research are stated:

- Expanding the understanding of a complex issue: A mixed-methods approach would broaden the scope of the investigation and enrich the researchers' ability to draw conclusions about the problem under study.
- Corroborating findings through 'triangulation': The use of different data sources, investigators, theories, or research methods generates multiple perspectives on a phenomenon. Such an effective strategy ensures research validity.
- Reaching multiple audiences: Because of the combination of the methods in mixed –methods research, the final results can be more palatable for certain audiences than outcomes of a mono-method study.

Thanks to the projectors and multimedia classrooms that have been integrated in nowadays schools, teachers can use different resources to support their explanations, correct exercises or play games. Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting.

Mannan (2005) points out they **"help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid"** (p.108). Visual materials or anything used to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message and make a task or a situation more authentic.

Therefore, the present case study has been tackled for the sake of exploring the influence of using visual aids in enhancing learners' vocabulary background using the mixed method approach that is a combinative feature and incorporates elements of both the qualitative method and the quantitative method.

2.4. The Sample Population

A sample is a subset of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. According to Mildred Parton, **"Sampling method is the process or the method of drawing a definite number of the individuals, cases or the observations from a particular universe, selecting part of a total group for investigation."** Hence, Middle School teachers and learners were the sample population. This school phasing consists of four (4) successive levels where English is taught as a second language. The dissertation turns around the first grade learners and teachers in the academic year 2016/2017. The main reason for choosing middle school learners is

that vocabulary in that period is the most targeted from both the teacher and the syllabus.

2.4.1. Teachers' Profile

The case involves middle school teachers from several establishments in Mecheria who were chosen randomly in order get real varied data about their opinions concerning the use of visual aids to enhance EFL learners' vocabulary. Their teaching experience ranges from 1 to 25 years old.

2.4.2. Learners' Profile

In educational context, it is important to know as much as possible about the learners' needs, their wants, their attitudes and behaviours. Hence, the sample informants introduced in this case of study are first grade learners who belong to Brothers Kebir Middle School in Kasdir.

2.5. Research Instruments

Generally, there are various procedures of collecting data. The main instruments used in the mixed method researches consist of closed-ended, open-ended questionnaires, classroom observations and interviews. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. The quantitative data are obtained through closed-ended questionnaires and the qualitative data through open-ended questionnaires, interviews and classroom observations. The items of the questionnaires are mainly developed based on the research objectives and research questions.

2.5.1. Questionnaire

Questionnaires are written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001). This data collection method is a useful instrument not only for collecting information, but also for providing respondents with structured, often numerical and analysing data in a

straightforward way (Wilson, Mclean, 1994). The popularity of a questionnaire is usually due to the fact that this tool is easy to administer since it is versatile and uniquely comparable of gathering a large amount of information quickly and in a form that can readily be processed. To develop a questionnaire, a researcher should follow some stages. These are:

- Develop a chart technique to plan the sequences of questions.
- Take general purpose or a set of specific purposes and draw them into concrete fields.
- Identify and itemize subsidiary topics related to the central purpose.
- Formulate information related to the different researched issues.

In addition to their simplicity and being easy to administer, questionnaires can be advantageous because They can supply considerable amount of data for relatively low cost in terms of time, money, and materials, as well as they provide standardised answers and allow the speedy collection and analysis of data.

In order to obtain quantitative data, a questionnaire will be submitted to English teachers for the sake of knowing their view about the use of visual aids as a facilitating strategy to present a lesson in addition to its contribution for enabling learners to quickly grasp vocabulary. So the teachers' questionnaire is necessary to be made to cover the whole issue.

2.5.2. Classroom Observation

The classroom observation is a pre-planned research tool which is carried out purposefully to serve research questions and objectives. When using this method, the researcher observes the classroom interactions and events as they naturally occur. More importantly, observation enables the researcher to combine it with questionnaires and interviews to collect objective and authoritative information.

Moreover, observation can take place through two methods, nonparticipant and participant. Participant observation is the data collection technique that requires the researcher to be present at, involved in, and recording the routine daily activities

with people in the field setting. He freely interacts with the other group members, participates in various activities of the group, acquires the way of life of the observed group or his own, and studies their behaviour or other activities not as an outsider but by becoming a member of that group. Goode and Hatt define participant observation as "**the procedure used when the investigator can go disguise himself as to be accepted as a member of the group"**. So in this kind of observation the observer has to stay as a member in the group he wants to study.

On the other hand and through non-participant observation, the observer observes the group passively from a distance without participating in the group activities. Here, he does not try to influence them or take part in the group activities. However, purely non-participant observation is extremely difficult. One cannot penetrate into the heart of a matter without proper participation in it. One really cannot imagine a kind of relationship, when the researcher is always present but never participates. This situation is hardly conducive for both the observer and the group. A combination of both participant and non-participant method is sometimes selected.

The present paper examines the valuable aspects of the use of visual aids in EFL classrooms. The research's analysis will be focusing on those benefits of visual materials that scholars have studied over the past years. For this reason, a classroom observation, as a research tool is used to collect data where the researcher is participant in 07 lessons with 1st grade learners at Kebir middle school (El kasdir), for the sake to investigate the advantages of visual aids in helping teacher planning the lesson and to realise his objectives without any complications. The main reason for choosing this type of observation is to collect data without confusing the participants or influencing their behaviour which will provide more logical and real data.

2.6. Conclusion

The second chapter was devoted to embody the main steps followed by the researcher starting from choosing case study as an approach to explore the value of integrating visual aids in the teaching process for the sake to develop the learners' vocabulary knowledge, to the data instruments used in order to gather data for obtaining empirical results about the main project issue.

Chapter Three:

Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

3.1.Introduction

3.2.Data Analysis

3.2.1. Analysis of the Teachers' Questionnaire

3.2.2. Analysis of the Classroom Observation

3.3.Data Interpretation

3.4.Suggestions and Recommendations

3.5.conclusion

3.1. Introduction

This chapter presents the results of data analysis related to the main study as it has already been explained in the general introduction. The data gathering instruments used for this study were a questionnaire for middle school teachers who belong to both old and new generation and from different establishments in order to get reliable and varied data which will strongly support the present topic. In addition to a classroom observation for the reason of exploring the learners' attitudes toward the use of visual aids. The questionnaire and the classroom observation aim to investigate the significance of integrating visual aids for the sake of fostering the learners' vocabulary background.

3.2. Data Analysis

3.2.1. Analysis of the Teachers' Questionnaire

The sample of this study consists of thirteen (13) middle school teachers who are at different establishments in Mecheria for the academic year 2016/2017. The current questionnaire is divided into 2 parts. The first one is devoted to investigate the teachers' age, gender and their experience. Whereas, the second part is devoted to explore the importance of focusing on vocabulary in EFL classrooms. More importantly, it's done to examine the usefulness of visual aids in improving EFL learners' vocabulary.

Item01: Age.

Years of studying	Number of learners	percentage
20/29 years old	02	15%
30/39 years old	08	62%
More than 40 years old	03	23%
Total	13	100%

Table 3.1: Teachers' Age

The table above shows that 77% of teachers are less than 40 years old which indicates that Algerian teachers belong to the same generation of their learners and they have a young mentality which enables them to understand them more.

Item02: gender.

Gender	Number of teachers	Percentage
Male	05	38%
Female	08	62%
Total	13	100%

Table 3.2: Teachers' Gender

From teachers' responses, it's observable that the percentage of female teachers is 62% whereas the percentage of male teachers is 38%. So, this means that female teachers are dominating the educational field.

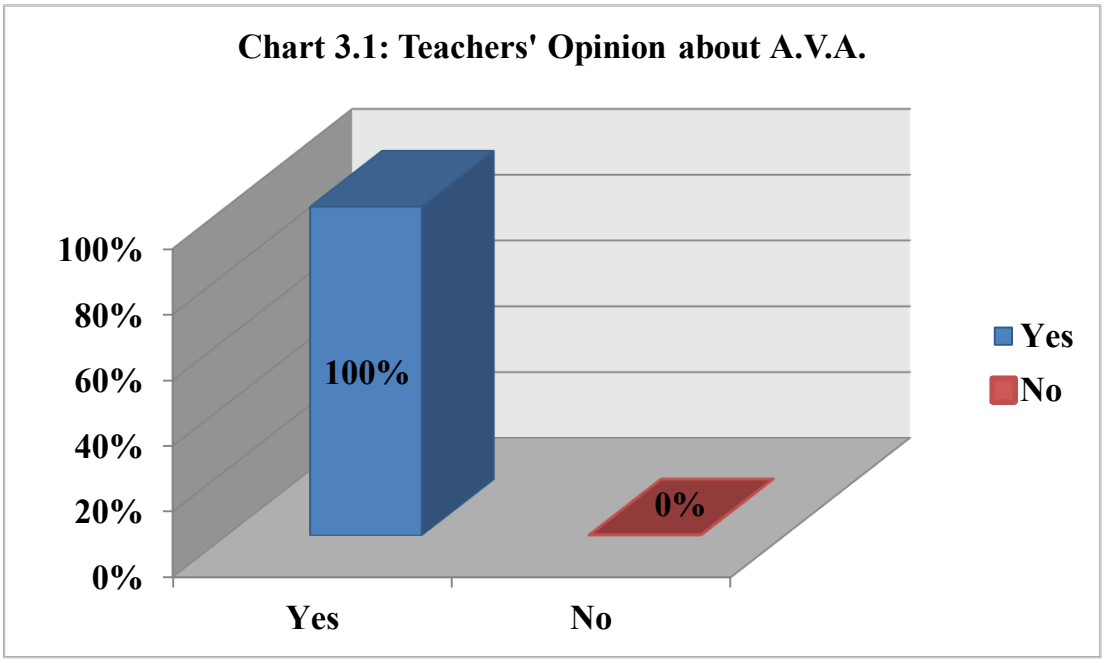
Item03: Teachers' experience.

Gender	Number of teachers	Percentage
0-4 years	3	23%
5-10 years	06	46%
10-19 years	01	08%
More than 20 years	03	23%
Total	13	100%

Table 3.3: Teachers' Experience

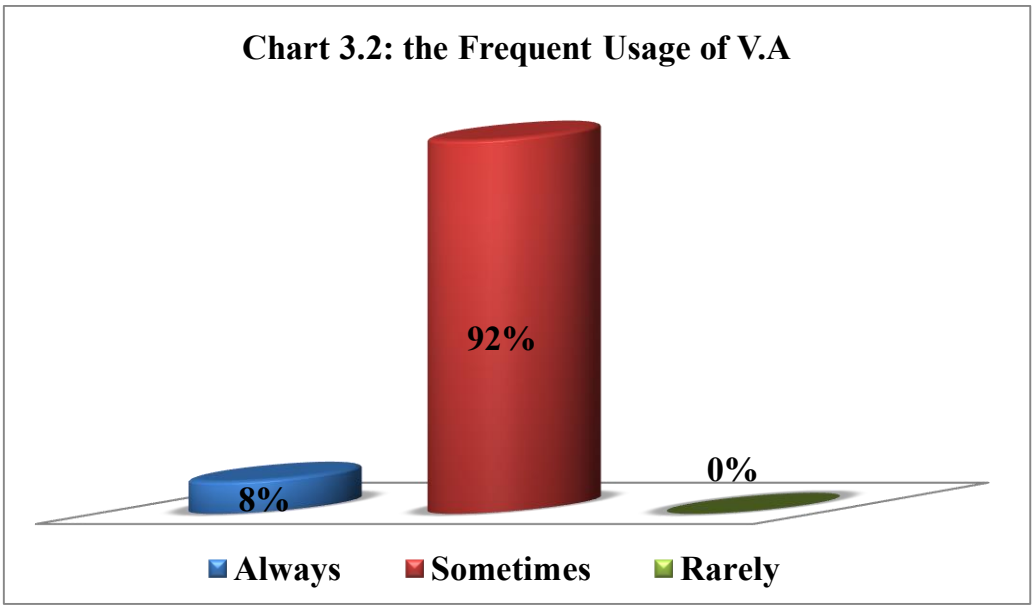
The above numbers show that the higher percentage goes to teachers who have an experience ranges between five to ten years, which makes the collected data reliable since the majority of the sample population have an acceptable experience.

Item04: Do you use visual aids in the classroom?



The graph above shows that all teachers use visual aids in teaching EFL learners. This indicates that teachers are interested with technologies, they are aware of the importance of using different strategies such as Integrating visual aids in classrooms in order to enhance students' English skills and facilitate teaching foreign language.

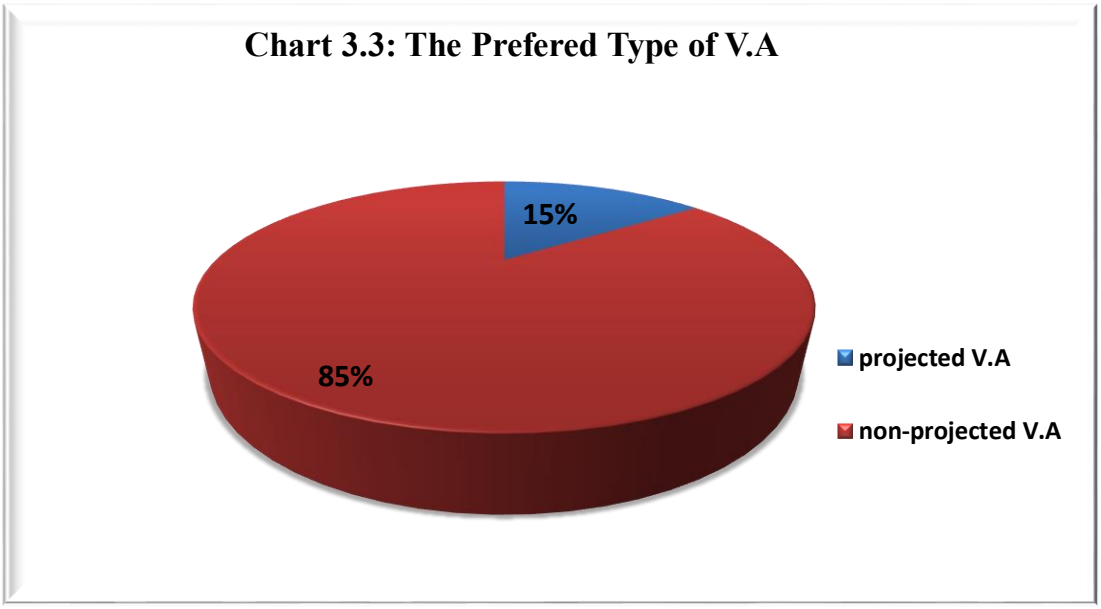
Item 05: How often do you use visual aids in the classroom?



From the graph, it is observed that all teachers' answers have ranged between both sometimes and always using visual aids in the classroom. The teachers who sometimes use these tools represent 92%, it may refer to the inability to supply all types of visual aids or it can be because they only use these tools when they find it necessary according to the subject or their lessons objectives, except one teacher who represents 08% claimed that he always uses visual materials in the classroom which points out that this teacher appreciates the role of visual aids in teaching EFL learners.

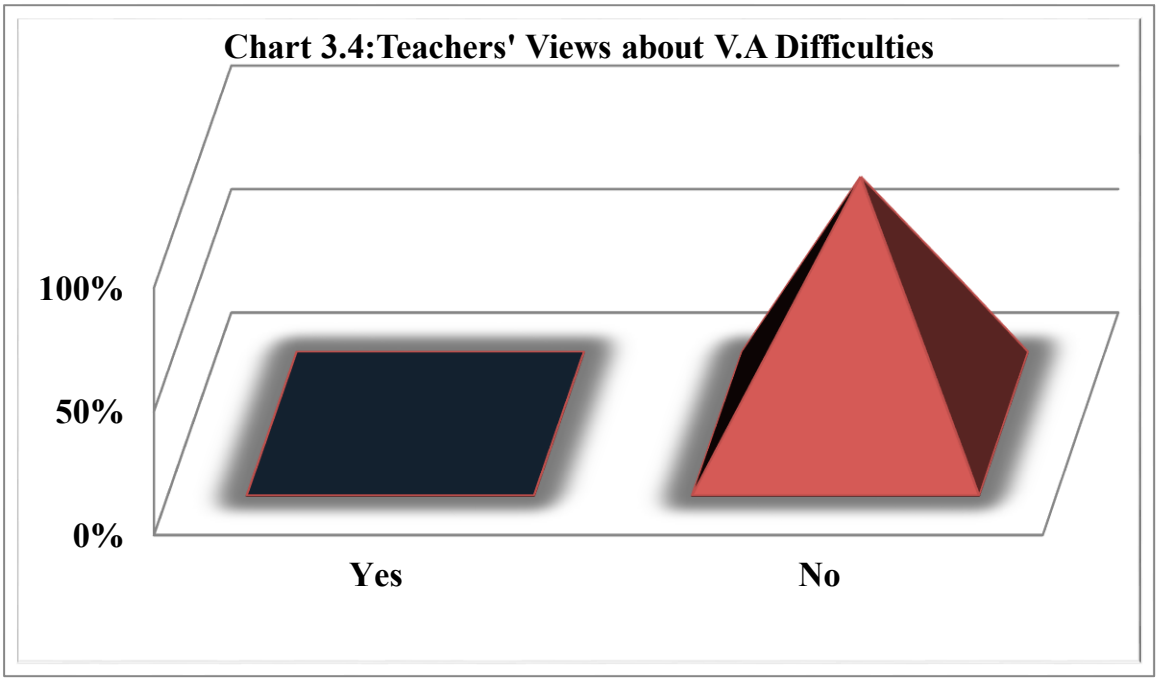
Item 06: What type of teaching aids do you prefer to use?

Chart 3.3: The Prefered Type of V.A



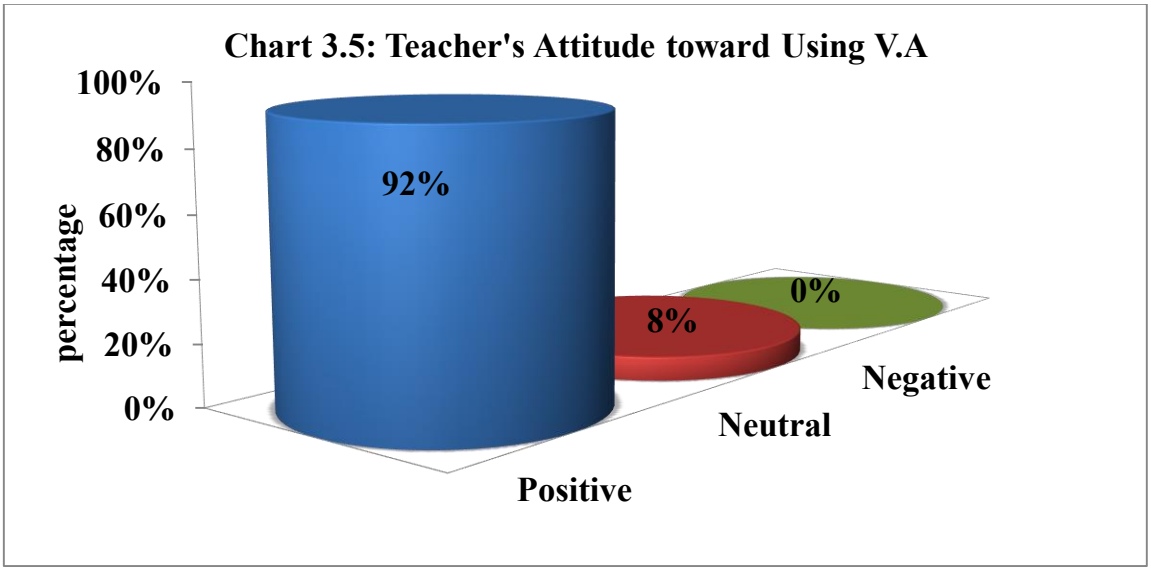
From the above pie chart it is noticed that the majority of the teachers who represent 85% use non-projected visual aids. This interprets that they are more stimulated to use tools such as pictures, realia, flashcards.....etc, because they find them easy to be implemented. However, the rest teachers (15%) support projected visual aids such as videos, data shows and so on, which may be because they believe that learners are more attracted by lights, movable visuals and sounds.

Item 07: do you find any difficulties when using visual aids in your courses?



According to the fourth chart, all teachers (100%) do not face any kind of difficulties when they use visual aids. This may indicate that the teachers nowadays are well trained, skilled and interested with technologies. This high rate gives satisfactory results about the significance of using visual aids in teaching and learning language.

Item08: What is your attitude toward the use of visual aids in EFL classes?



In this chart 92% of teachers have a positive attitude toward the use of visual aids in EFL classrooms. It shows that they completely desire the integration of technology in order to present the teaching material. Moreover they believe that visual materials will guarantee the students' success in enhancing their abilities in speaking and performing the target language.

Item 09: How do you find teaching with visual aids?

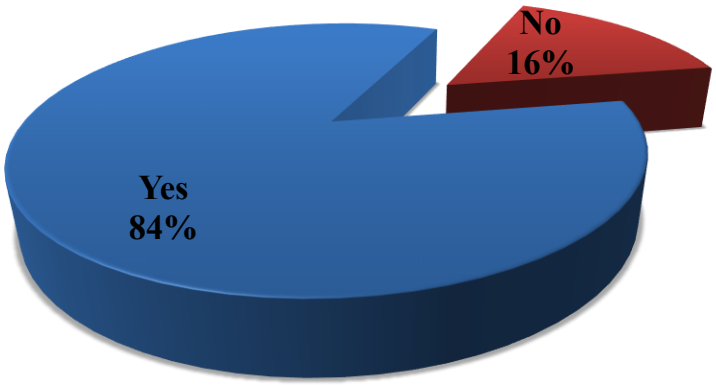
Options	N° of teachers	Percentage %
Motivating	6	46%
Helpful	1	08%
Both	6	46%
Boring	0	00%
Total	13	100%

Table 3.4: Teachers' View about Using Visual Aids

The above table demonstrates that 6 teachers who represent 46% of the sample population, consider visual aids as motivating tools that create a relaxing atmosphere within the classroom and give a real description of how native speakers spell words, the way word are pronounced and their daily expressions. Whereas, one teacher (8%) considers visual aids only as helpful tools, maybe because they provide information to students easily without having the premonition of losing those information or they smooth the progress of shifting from one subject to another, which makes teachers gain time and efforts. The rest of teachers see that V.A are both motivating and helpful mediums to teaching and learning a target language, which add more credibility to these aids and presents their important role in improving and facilitating the educational field.

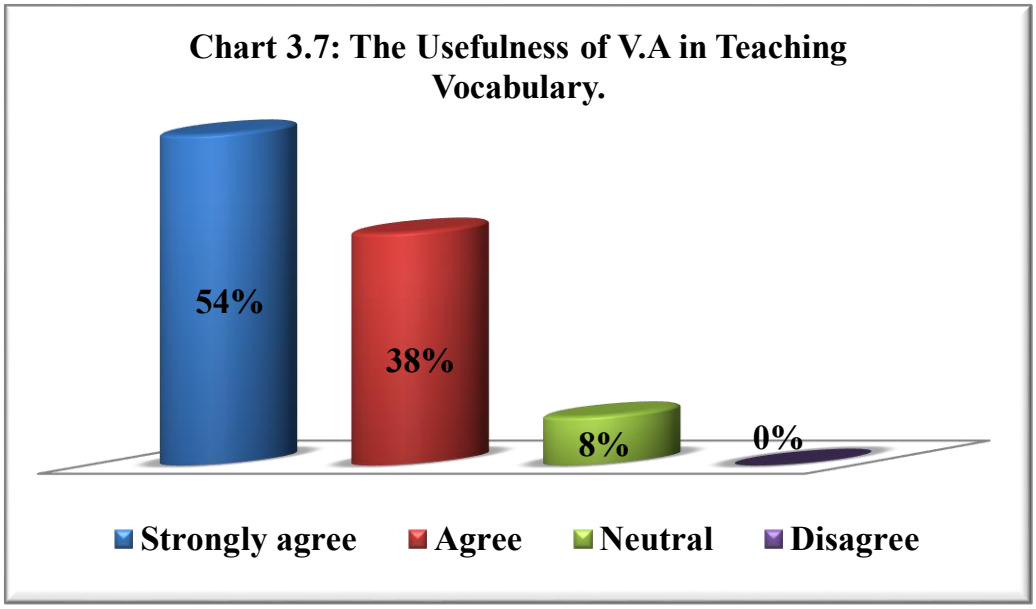
Item10: Do you think that that learning vocabulary is more important than learning grammar?

Chart 3.6: The importance of Teaching Vocabulary



The sixth chart aims to discover the importance of teaching vocabulary rather than grammar. 84% of teachers argue that without grammar little can be said whereas without vocabulary nothing can be transmitted. They agreed that learners with more vocabulary knowledge are more likely to achieve communicative success and to engage in second language interactions or situations. Moreover, lexical background enables students to employ more of the reading and listening skills. However 16% of teachers consider grammar as the backbone of language, it provides the learner with the structure he needs in order to organize and put his messages and ideas across. According to them, grammar is more important as a railway on which messages will be transported, without it students will not be able to convey their thoughts and meanings.

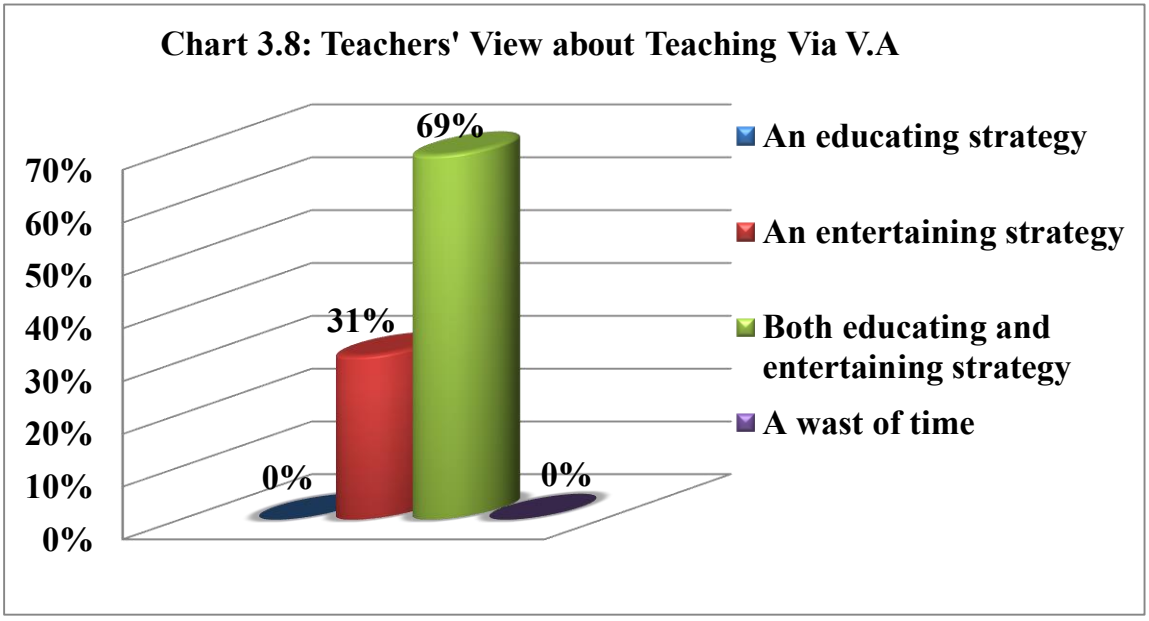
Item11: Teaching vocabulary through V.A can be useful for EFL learners.



It is noticeable from the previously mentioned pie-chart that 54% of teachers strongly agreed that visual aids are useful for EFL learners, 38% agreed, 08% are neutral and no teacher disagreed.

Since the majority of teachers responded positively for the usefulness of visual aids to teaching vocabulary within EFL classrooms, they believe that using authentic materials or illustrated things is an excellent methodology for language teaching in general and English teaching in particular. It can increase their English vocabulary retention as well as they can base on their vocabulary to improve their speaking, writing, listening and reading comprehension skills.

Item12: do you consider teaching vocabulary with visual aids as:



As shown in the above chart, 31% of teachers argued that teaching vocabulary through visual aids is only an entertaining strategy, while 69% of them view that using them can be both educating and entertaining strategy, meanwhile, nobody have seen it as a waste of time, this explains that all teachers consider using these materials when presenting vocabulary lessons as helpful with a way or another.

Item 13: Can visual aids elevate the learners' motivation and interest in learning vocabulary?

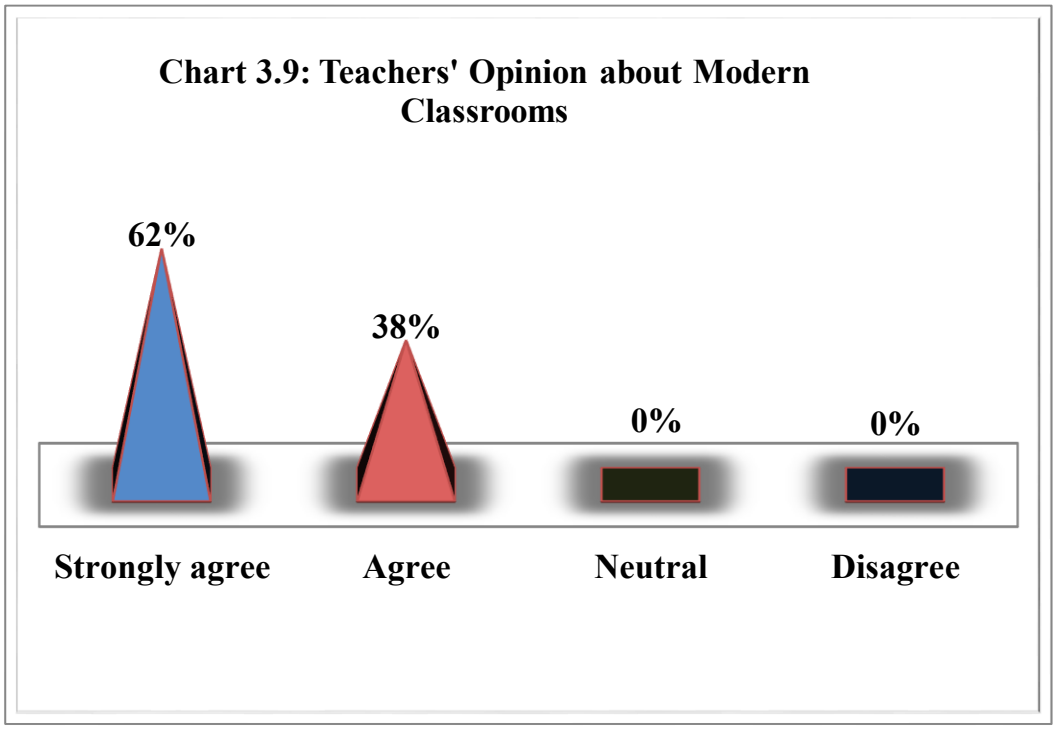
Options	Number of teachers	Percentage
Yes	13	100%
No	0	00%

Table 3.5: Teachers' View about Using V.A to Motivate Their Learners

Regarding this question, all teachers (100%) see that implementing visuals in teaching vocabulary keeps the boredom away from EFL classrooms, catch students' attention, arises their interest and promote their lateral thinking, as well as, it boosts their motivation and enables them to be actively producing language rather than passively receiving words. Actually, teachers believe that making classroom more

enjoyable is the key of successfully teaching through relying on different types of visual aids.

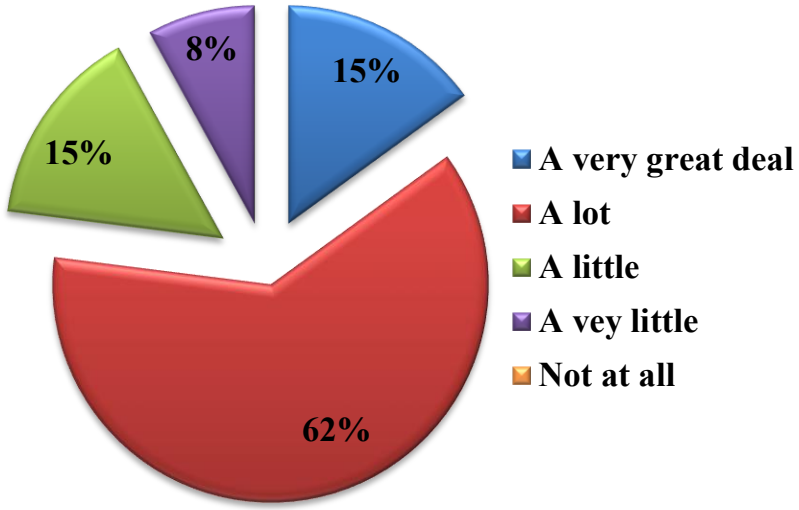
Item 14: Teaching vocabulary in the modern classroom through using visual aids is more valuable and attractive than the traditional teaching classroom.



As the previously presented chart, 62% of teachers strongly agreed that the modern classroom with the use of visual aids is more valuable and attractive than the traditional one, 38% agreed with that, while no teacher was neutral and none of them disagreed. This data proves the significance of using V.A and asserts that teaching in modern classrooms increases stimulation and motivation of the students better than traditional classroom. Moreover it gives credits to modern teaching methods.

Item15: Do think that your students' vocabularies have enhanced after teaching them with visual aids?

Chart 3.10: Teachers Achievements after Using V.A



The above pie-chart demonstrates that 15% of teachers made a very great achievement in teaching vocabulary when they used visuals, 62% did well, 15% did a little remarkable improvement, 08% a very little and none of them wasted his time by using these tools. As a result, this method makes students so productive learners rather than passive. It also provide them with the capability to acquire a huge amount of vocabulary since this aspect is so important in using the second language in general or English n particular,

3.2.2. Analysis of the Classroom Observation

The present paper examines the valuable aspects of the use of visual aids in English language classroom. The researcher's analysis will be focusing on those benefits of visual materials, which scholars have studied over the years. Visual aids, when integrated into the lesson plan, attract students´ attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to memorise the new vocabulary and structures.

In the present study, a classroom observation was selected to document and measure the teacher's and students' behaviours and actions that occur when visual aids are integrated as tools for fostering the learners' vocabulary background. To collect the required data, the researcher as a participant observer has attended 07 lessons at Kebir Middle School in Kasdir with 1st level pupils. For this aim, a checklist as an observation strategy was designed to identify the presence or the absence of visual materials and their impact on both the learners' and teacher's attitudes and actions.

a) Did the teacher integrate or use visual aids?

(Yes), it was observed that he implemented different accessible types of visual tools during his lessons. Besides the whiteboard, the teacher used maps and pictures as a presentation of the words **"map/flag/country"** and the **"cardinal points".**

b) Did the teacher face any difficulties when he used visual materials?

(No), the teacher didn't face any kind of difficulties when using these tools. He saved a lot of time. It seems that he was interested with such tools. He had the desire to engage and use different technologies if they were available.

c) Did learners show interest, excitement and motivation when the teacher used V.A. to present his lesson?

(Yes), it was noticeable that all learners reacted positively. Everyone was participating and got involved in the lesson when the teacher brought these equipments. It was obvious that learners were not bored and they didn't feel that they were obliged to sit on a chair in a classroom. They showed the impressions of happiness, freedom, excitement and joy. Moreover they were very interested by the topic.

d) Did the teacher use the mother tongue to explain new words?

(No), the lessons were pure English. The teacher didn't say any word using other language in order to explain words. He wasn't obliged to use his mother

tongue because he had the appropriate tools to make his learners understand the difficult concepts.

e) Did the teacher provide activities to students to practice new words?

(Yes), he did. Within the practice phase, the teacher often provided his learners with some activities using pictures, maps or flashcards. as examples from some lessons, the teacher presented a map of the learners' own province and asked them to locate some cites using cardinal points (north, south, east, west), or scrambled pictures for different famous monuments where they were asked to match between them and their names.

When correcting the tasks, the teacher always asked his learners to produce their answers in both written and oral forms. Due to the use of visual aids, it was noticed that pupils in the majority of the lessons, have completely grasped the words targeted by their teacher.

f) Did the teacher encourage students to speak?

(**Yes)**, the teacher knew how to create a relaxing atmosphere by using attractive tools in addition to the facial expressions he used, his body language and eye contacting the learners which made them feel free, comfortable and gave them the sense that nobody is neglected or ignored. As a result, their oral production was highly noticed.

g) Did the teacher help learners when they faced speaking difficulties?

(Yes), the teacher helped his learners when they found some difficulties to perform some new words such as "North", "South", "Eiffel tower"...etc. It was necessary to provide the pupils with a little help when speaking since it is their first time to meet the targeted vocabularies, in addition to the fact that English still a new subject for them. Despite of all the mentioned conditions, learners grasped and well pronounced the new words by the end of the lessons.

h) Did the teacher provide sufficient time during the lessons for the learners to practice?

(Yes). As a profit from using visual aids when presenting a lesson, the teacher gained a lot of efforts and time. Two tasks were always provided to learners in order to practice, each of them was done in 15 minutes as it was mentioned in the teacher's lesson plans. His lessons were often successful since he has perfectly applied the competency based approach by giving learners the opportunity to speak and interact rather than making them only receive information.

i) Did learners use new words from the presented lessons with visual aids?

(Yes), they did. during his lessons, the teacher usually asked his learners some question which require the use of the new lexis, in order to test if they have grasped them or not as well as to remind them with.

j) Existence of shy, anxious, bored and struggling learners?

None of shyness, boredom or anxiety has existed during the presented lessons since everybody was participating, involved in, showing interest and they all wanted to speak and answer on the tasks.

3.3. Data Interpretation

The data analysis has revealed that the integration of projected and non-projected visuals is highly supported by teachers. Besides, they consider them as an entertaining and educational strategy which economizes both time and efforts in order to deliver new lexical concepts without difficulties or clarifying them with no need to use the mother tongue. From analyzing the teachers' questionnaire it was obvious that most teachers are convinced that Introducing new vocabulary is a crucial aspect especially to children, which is important to make connection to their prior knowledge because the link of new vocabulary words to prior knowledge influences their level of comprehension and enables them to understand the complex concepts. In addition, most of teachers have witnessed a remarkable result in enhancing their learners' vocabulary background after using the teaching aids such as (pictures, videos, realia....etc).

From the other hand, the results of the classroom observation have shown that teachers do not find any difficulties when implementing visuals during their lessons, which provide more time for them to play the role of facilitators and guiders as the new methods and approaches consist of, as well as, it afford additional time to pupils for practice. Moreover, they make a relaxing and enjoyable atmosphere to attract the learners' attention, interest, get them involved in the lesson and highly motivate them to participate or be a part of the presented material. Therefore, the classroom observation has successfully confirmed the results of the questionnaire which was submitted to teachers.

To sum up, it appears that vocabulary plays the largest part in teaching a foreign language or specifically English. For this reason, the previously mentioned aspect can be easily and effectively enhanced through the use of various types of visual aids such as pictures, videos, charts, realia, flashcards or maps...etc, since they smoothly present the new lexical terms, as well as they attract the learners' focus, keep them more active, highly motivated, and always ready to participate and play an interactive role within the classroom. Finally, it is important to be mentioned that both research hypotheses are confirmed.

3.4. Suggestions and Recommendations

After analysing both teachers' questionnaire and the classroom observation it is clear that visual aids play a valuable role to improve learners' vocabulary. However, teachers sometimes face some challenges for the implementations of such tools. The following recommendations below can be given to minimize the challenges encountered in the use of visual materials in teaching English vocabulary and to reinforce the positive effect of the use these tools on students' motivation and participation:

a) Availability of Visual Aids

Teachers are often unable to find the appropriate needed materials at schools in order to present their lessons such as (realia, maps, coloured printers,

internet.....etc). Hence, the schools must be able to furnish and provide the various types of visual aids that ease presenting lessons.

b) Time Allocation

The curriculum should be redesigned. Therefore it should include video and technological activities and provides adequate time for the use of visual materials in the beginning of units. This revision in the curriculum can offer a solution to the problem of time allocation. Moreover schools should provide all the necessary efforts to enable teachers to devote some sessions for getting their learners outside the classroom to put them within situations using English or the target language in general. For example, teacher can take his/her learners to a factory and teach them the aimed lexical terms such as **"factory"**, **"pollution"**, **"a machine"**, **"an engine".....etc.**

c) Teachers' Formation

Since integrating visual aids has a great impact to enhance learners' vocabulary background, the instructors, on a voluntary basis, should be given technical courses for the aim to improve their competence in using technical and technological gadgets more efficiently and proficiently in order to know how to integrate and which type of visual aids is most appropriate to be implemented in the lesson, as well as, to guarantee that they are aware in the case if new teaching tools emerge, and how they must be suitably used.

d) Material Maintenance

School's technical materials should be maintained, revised and improved. Computers and their drivers can be upgraded, internet connection can be renewed. Therefore, the current problems can be solved and some technical precautions can be taken in order to avoid technical constraints and to increase the quality of lessons.

To sum all up, the following figure represents all the suggestion provided to perfectly use visual aids in order to develop and reinforce EFL learners' vocabulary background.

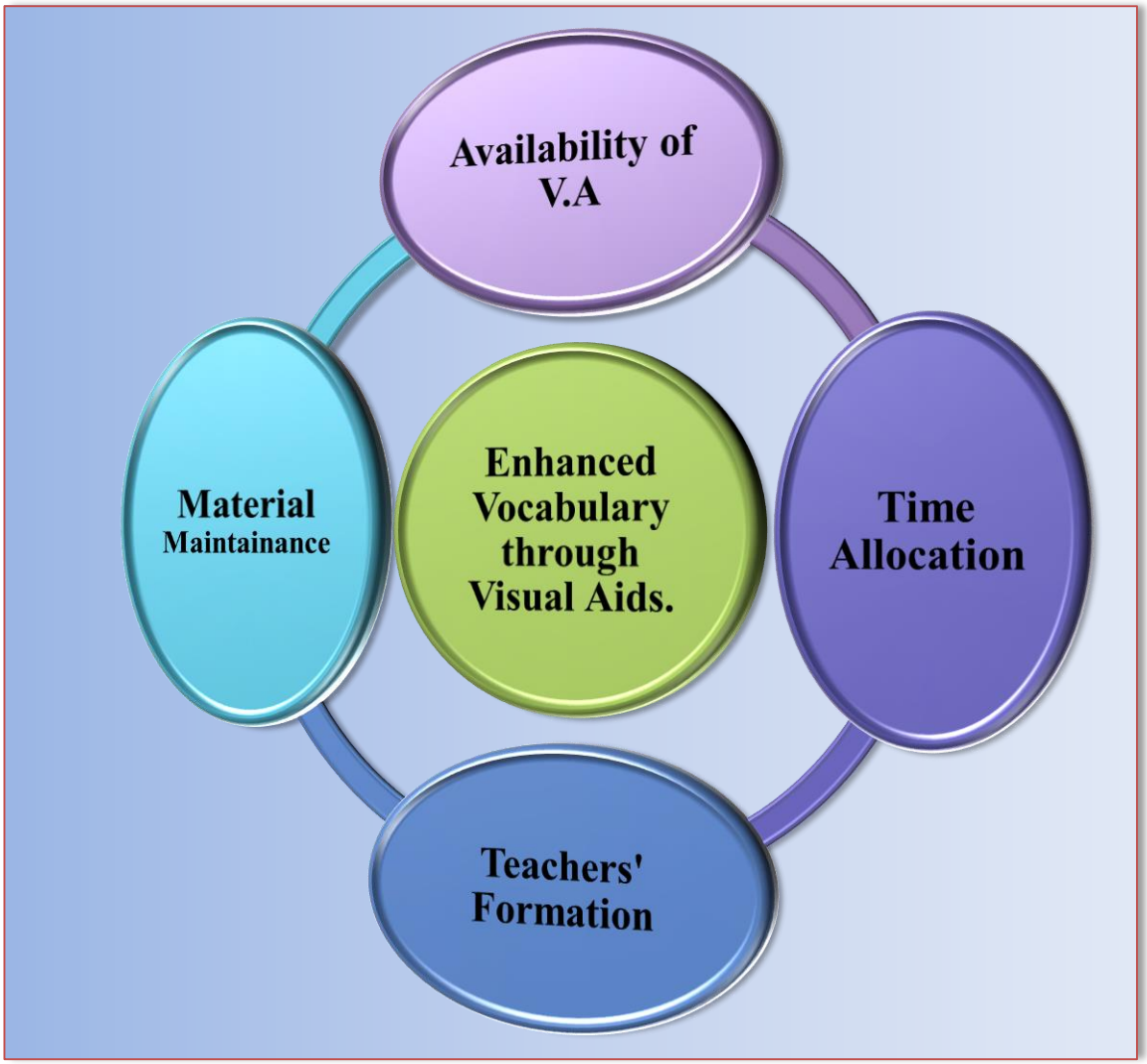


Figure 3.1: Suggestions for good V.A to improve Learners' Vocabulary

3.5. Conclusion

The primary aim of this chapter was to investigate the effectiveness of visual aids for the sake to enrich and enhance EFL learners' vocabulary. Therefore, the Results have shown that visual materials such as (pictures, maps, videos, realia.....etc) occupy a great facilitative role to evolve the learners' vocabulary background. Moreover, to a higher extent, they contribute in motivating and attracting the learner's attentions, as well as, they provide them with a relaxing and enjoyable atmosphere to learn.

General Conclusion

This research paper has given a considerable amount of emphasis to the benefits of teaching vocabulary by taking advantage from visual aids which can help teachers make their learners more engaged in and entertained by the lesson. Additionally, they give life to the words which they are intending to be tackled. Since Vocabulary knowledge is often viewed and considered as fundamental to communicative competence, it is important for teachers to know which techniques may extremely support them to overcome this challenge.

In the field work, the educational setting of this study was middle school. Questionnaire has been submitted to Teachers of English in order to investigate how efficient their usage of various types of visual aids within the classroom was in order to progress their pupils vocabulary background. On the other hand, middle school first grade learners have been observed for the reason of discovering how these tools and demonstrations can function to help them recognise the meaning of unknown words as well as to successfully motivate them to be a part of the presented lesson.

Throughout the 3rd chapter, the researcher practically attempted to explore the significance of integrating visual aids in order to foster EFL learners' vocabulary background. Hence, the data analysis has revealed that Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners overcome their lack of vocabulary, improve reading comprehension skills, illustrating or reinforcing a skill or a concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilised when supplementing a lesson.

Visual aids such as graphs, charts, flashcards, and videos are helping teachers to close the gap of using the mother tongue within the classroom or when they find explaining new lexical term difficult. They prove to be a formidable supplement for teachers when the presentations of new concepts are necessary. In addition, they enable learners to visually showing relationships between words known and

unknown, as well as synonyms and antonyms of the word which increases their vocabulary measure more and extent their lexical repertoire. Besides providing students with more time to practice, visual tools also present the information in a way which offers them a different ways to engage with the material, they help to make the learning environment interesting, enjoyable and engaging which intrinsically motivate learners and in a funnier way drive them to be involved in the learning atmosphere.

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Appendices

Appendix I

(Teachers' Questionnaire)

Dear teacher,

In order to evaluate **the significance of visual aids in improving English learners' vocabulary acquisition,** this questionnaire is designed. Therefore, you are kindly invited to answer the following questions either by ticking or providing your own information whenever necessary.

Thank you very much for your collaboration.

Part one:

- Age: .....
- Gender:

Male ☐ female ☐

- Teaching experience: .....

Part two:

4- Do you use visual aids in the EFL classrooms?

Yes ☐ No ☐

5- How often do you use visual aids in the classroom?

a. Always ☐
b. Sometimes ☐
c. Rarely ☐

6- What type of teaching aids do you prefer to use?

a. projected visual aids (films, videos) ☐

b. non-projected Visual aids (Pictures, slides, realia) ☐

7- Do you find any difficulties when using visual aids in your courses?

Yes ☐ No ☐

8- What is your attitude towards the use of visual aids in EFL classes?

a. Positive ☐

b. Neutral ☐

c. Negative ☐

9- How do you find teaching with visual aids?

a. Motivating ☐

b. Helpful ☐

c. both ☐

d. Boring ☐

10- Do you think that learning vocabulary is more important than learning grammar?

Yes ☐ No ☐

11- Teaching vocabulary through visual aids can be useful for EFL learners.

a. strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

12- Do you consider teaching vocabulary with visual aids as :

a. An educating strategy ☐

b. An entertaining strategy ☐

c. Both ☐

d. A waste of time ☐

13- Can visual aids elevate the learners' motivation and interest in learning vocabulary?

Yes ☐ No ☐

14- Teaching vocabulary in the modern classroom through using visual aids is more valuable and attractive than the traditional teaching classroom.

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

15- Do you think that your students' vocabulary have been enhanced after teaching them with visual aids?

a. Avery great deal ☐

b. A lot ☐

c. A little ☐

d. A very little ☐

e. Not at all ☐

Thank You

Appendix II

(Classroom Observation)

Middle school:	Academic year:
Observer:	Level:
Session:	Date and time:

Criteria	Yes	No	Comments
a. Does the teacher integrate or use visual aids?			
b. Does the teacher face any difficulties when using visual materials?			
c. Do learners show interest, excitement and motivation when the teacher use visual aids in teaching vocabulary?			
d. Does the teacher use his mother tongue to explain new words?			
e. Does the teacher provide activities to students to practice new words?			
f. Does the teacher encourage students to speak?			
g. Does the teacher help learners when facing speaking difficulties?			
h. Does the teacher provide sufficient time during the lesson for students to practice new words?			
i. Do learners use new words from the presented lesson via visual materials?			
j. Existence of shy, anxious, bored and struggling learners?			