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**The Role of Visual Aids in Gaining Vocabulary: The Case of A1 Level EFL
Students of AMA Foundation School Ghardaia**

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Dedication

To those who are always in my heart

To the soul of my beloved mother, who wanted to see me reach this stage, but sadly passed away before this moment.

To my dear father, who always encouraged me and supported me in my studies through all these years.

I also dedicate this success to my sisters and to my mother's family, who stood by me during the hardest time in my life.

Finally, I would like to thank my brother Mohammed, who supported me from the first moment and never left my side.

M. Khoufoud

This work is dedicated to my mother, father and all my family members. Without your love and support, I would not have been able to achieve this.

To my siblings. Thank you for being there for me and helping me throughout this journey.

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Abstract

The present study examines the role of visual aids in gaining vocabulary among English language learners. To reach this claim, (15) students of A1 level learners at AMA Foundation Private School in Ghardaia were chosen as participants of this study. on the effect of the independent variable “using visual aids” whereas the dependent variable “vocabulary gaining”. The data gathering tools used to carry out this investigation were a pre-test, a post-test, classroom observation, and teachers’ interviews. Firstly, a pre-test consisting of different vocabulary activities was done to the selected learners in order to evaluate their vocabulary level before the treatment. Then, the learners received treatment through the use of various kinds of visual aids such as pictures, flashcards, videos, handouts, gestures, and slides during several classroom sessions (6 sessions). After the treatment period, a post-test was administered to the same learners to measure their vocabulary improvement after using visual aids. After collecting and analyzing the obtained results, it was deduced that visual aids had a positive and significant effect on learners’ vocabulary acquisition regarding their improved performance in the post-test. In addition, the teachers’ interviews proved that visual aids enhance learners’ motivation, participation, comprehension, memorization, pronunciation, and classroom interaction. The findings also revealed a significant difference between the learners’ pre-test and post-test results. Therefore, the study validated the research hypothesis and confirmed that visual aids are an effective teaching tool for improving vocabulary acquisition among beginner learners.

Key words: visual aids, vocabulary gaining, A1 learners, vocabulary teaching, experiment, AMA Foundation Private School, Ghardaia.

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List of Abbreviation

EFL: English as Foreign Language

AMA: Ambitious Minds Area

F.W: Frame Work

Q-Q: Quantile-Quantile

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General Introduction

General Introduction

English has now become one of the most important languages in the world, and it plays a major role in the fields of communication, culture, and technology. For this reason, many learners seek to learn and master it, and in order to learn this language, a set of basic skills must be developed, such as listening, speaking, reading, and writing. Vocabulary is considered one of the most important of these skills, because it helps the learner understand the language and use it correctly.

In the past, teachers relied on traditional methods of learning vocabulary such as repetition, memorization, and translation (Nation, 2001), where the student were asked to memorize words without understanding their true meaning or using them in context. This sometimes made the learning process boring. Additionally, these methods do not help all learners, especially those who need more clear means of understanding words and remembering them for a longer period. With the development of educational methods, new teaching techniques have emerged, as teachers have begun to use visual aids such as pictures, video, and illustrations (Shabiralyani et al., 2015), which have contributed to making the learning process more interactive and attractive.

These methods helped learners associate words with their true meanings through images and shapes, making them easier to understand and remember (Dexter & Hughes, 2011). Therefore, relying on these modern techniques in teaching vocabulary is an effective way to solve the difficulties some learners face in acquiring vocabulary, making it easier for them to communicate effectively.

Statement of the Problem:

There are many learners who still have difficulties learning vocabulary. Some of them find it difficult to understand the meanings of new words, remember them, or use them correctly, and this affects their ability to communicate and understand the language well. This may be because some teachers rely on traditional teaching methods, such as memorization and repetition, without linking words to their true meaning or using them in clear situations. This makes learning less effective, especially for learners who need clearer methods.

Therefore, it has become important to look for new ways to help learners learn vocabulary in an easier and clearer way, such as using visual aids, which are defined as educational tools used in the classroom to help learners understand and make learning easier (Shabiralyani et al., 2015). These tools also help learners link words with their real meanings, making them easier to remember and use.

Research Questions:

- Question 1: What obstacles do learners encounter when learning vocabulary?
- Question 2: To what extent do visual aids help learners learn vocabulary?
- Question 3: Which visual aids are the most effective in helping learners learn vocabulary?

Hypotheses:

- Hypothesis 1: learners face different obstacles when learning vocabulary.
- Hypothesis 2: Visual aids help learners understand and remember new vocabulary more easily.
- Hypothesis 3: Some types of visual aids are more effective than others in teaching vocabulary.

Research Objectives:

The main objective of this study is to examine the effectiveness of visual aids in vocabulary learning, and to determine the most effective visual aids that can help learners acquire new vocabulary. Additionally, the research aims to provide a better understanding of how visual aids can support vocabulary development and improve learners' learning experience. It also endeavors to identify the obstacles that learners encounter when learning vocabulary.

Research Design and Methodology:

This study is based on a pre-experimental research design, which is a type of research design that is used to study the effect of independent variable, which is visual aids, on another dependent variable, which is vocabulary, by applying an experiment in the classroom.

This study aims to explore the difficulties learners face in learning vocabulary, in addition to analyze the effectiveness of visual aids in improving vocabulary acquisition and facilitating vocabulary learning.

The study sample consists of 15 A1 students in a private school in addition to English language teachers, in order to obtain a comprehensive view from both parties: learners and teachers.

To collect data, two basic tools were relied upon. The first, the researcher used semi-structured interviews with English teachers, which aim to understand their opinions and

General Introduction

experiences about the use of visual aids in teaching vocabulary and their effectiveness in the classroom. The second tool is the pre-test and the post-test, where the pre-test was applied in the first session to measure the learners' level of vocabulary before using visual aids, then the visual aids were applied within the lessons, and after that the post-test was conducted in the last session to measure the extent of improvement in their level.

These procedures help to confirm whether visual aids have actually had a positive impact on improving learners' vocabulary acquisition.

The Structure of the Dissertation:

This thesis consists of a general introduction, three chapters, and a general conclusion. The general introduction presents the statement of problem, aims of the study, research questions, research objectives, hypothesis, research design and methodology. The first chapter is present the theoretical part of the study. It is divided into two sections. The first section discusses vocabulary learning and teaching and the second section deals with visual aids and their role in English language teaching. The third chapter analyses and discusses the results of pre-test, and post-test, the interview. Finally, the general conclusion summarizes the main findings of the study and provides some recommendations.

Chapter One : Literature Review

1.1. Section One: Vocabulary

Introduction:

Vocabulary plays an essential role in language learning because it helps learners express their ideas and understand others. Without sufficient knowledge of words, communication becomes difficult. For learners of English as a foreign language, vocabulary acquisition is essential for developing the four language skills: listening, speaking, reading, and writing.

In addition to vocabulary knowledge, the effectiveness of language learning can be enhanced through the use of different instructional tools and strategies. Among these, visual aids are widely used in education as supportive tools that contribute to improving the teaching and learning processes by making input more clear and meaningful.

Therefore, this chapter is divided into two main sections. The first section deals with vocabulary, including its definition, importance, main aspects, and the challenges learners may face in acquiring it. The second section focuses on visual aids by defining them, presenting their types, and explaining their educational importance, with a particular emphasis on their role in supporting vocabulary learning.

1.1.1. Definition of Vocabulary:

Vocabulary is an essential element in language learning and an essential part of the communication process. It helps learners understand spoken and written messages and express their ideas clearly.

Many researchers, such as McShane (2005), state that Vocabulary refers to knowing the meanings of words. These help learners understand words and use them effectively in both oral and written language. This shows that vocabulary is an important part of language learning because it helps learners express themselves and understand what they read or hear. Brown and Hatch (1995, p. 1) argue that “vocabulary refers to a list of words that individual speakers of a language might use”. In other words, vocabulary refers to the set of words that speakers of a language have in order to communicate. These words help speakers express their thoughts and meanings. They also help them interact with others in various communicative situations.

In addition, Nation (2001) states that it is important to know the form and meaning of the word and how to use it. Therefore, effective vocabulary knowledge requires both

understanding and proper use of words. (Hornby, 1995 cited in Alqahtani, 2015, p. 24). Neuman and Dwyer (2009) consider vocabulary as the collection of words that individuals use and understand in order to communicate effectively through speaking and listening. This definition shows that vocabulary is important for communication because it includes both speaking and listening words.

Through these definitions, it becomes clear to us that knowing vocabulary is not only related to the number of words learned, but also how to use them in the appropriate context.

1.1.2. Types of Vocabulary:

There are different types of vocabulary that can be classified depending on how learners interact with words and use them in communication. Researchers generally distinguish between receptive vocabulary and productive vocabulary. Based on the definition provided by Neuman and Dwyer (2009), vocabulary can be classified into two types:

Receptive vocabulary that the learner can understand.

Productive or expressive vocabulary that the learner can use in speech or writing.

1.1.2.1. Receptive Vocabulary

According to Nation (1990, 2001), the receptive vocabulary are words that the learner understands only when reading or listening, that is, when the word comes to him from an external source and his mind recognizes it and knows its meaning, but without being able to use it himself in speech or writing.

Additionally, Waring (1997) adds that receptive vocabulary appears when the learner sees a word in a foreign language (L2) and can remember its meaning in his mother tongue (L1), and this is evidence that he knows the word in a simple way, only at the level of understanding.

Webb (2008) also believes that it is represented by the learner's ability to know the form of a word, determine its meaning, and perhaps find a synonym word when encountered while reading or listening.

1.1.2.2. Productive Vocabulary

Nation (2001) defines productive words as those that the learner can remember and use accurately while speaking or while writing, and here the trend is the opposite: the idea is inside the learner's mind, and he searches for the appropriate word and brings it out to express it.

Waring (1997) also supports this proposition, explaining that productive vocabulary appears when the learner has a word in his mother tongue, and he himself can provide the appropriate equivalent in the foreign language (L2), that is, produce the word and not just recognize it. This indicates that productive vocabulary involves the active use of words in communication rather than simply understanding their meanings.

In addition, Webb (2008) believes that productive words mean the learner's ability to remember the form and meaning of a word, and then use it correctly in a sentence or speech.

1.1.3. The Importance of Vocabulary:

Vocabulary is an essential element in developing the learner's four language skills of listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, learners face difficulties in understanding texts, expressing themselves, and communicating with others. Many researchers agree that knowing vocabulary constitutes the most important step in learning a language. It is the basis of understanding and communication, whether in academic contexts or in daily situations. The most important element that the learner needs to constantly develop is vocabulary. Wilkins (1972) emphasized that vocabulary plays a more central role in communication than grammar, since communication becomes impossible without knowing words. This means that grammar is important, but it alone is not sufficient to achieve communication.

According to Nation (2001), vocabulary knowledge and language use complement each other. Harmer (2001) argues that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p. 246). This means that vocabulary is essential because it gives meaning and content to language structures. Without it, learning the language correctly becomes difficult.

McShane (2005) explains that vocabulary is essential for reading comprehension through two main methods. The first method helps the oral vocabulary that the learner knows to link written words to words that he already knows. If the learner knows the word from hearing it, he can recognize it. He can then understand it when he sees it written. However, this only

works if the word is already present in his vocabulary. The second method considers the reading vocabulary itself important because the reader cannot understand the message written unless most of the words in the text are understood.

Huchin and Coady (1997) also add that vocabulary is the basis for understanding any text. Words give meaning to speech, and through them, the reader can understand sentences, then paragraphs, and then understand the entire text, whether in his mother tongue or a foreign language.

Decarrico (2001) states that “vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign” (p. 285). In other words, learning vocabulary is essential, whether in the mother tongue, second language, or foreign language. This process involves phonetic analysis, converting written letters into understandable words.

The more words a learner has, the better they can communicate. The more they use language by reading, watching content, or speaking, the more they acquire new vocabulary.

1.1.4. Vocabulary Teaching Approaches:

Teaching vocabulary is an essential part of teaching reading comprehension instruction, because the level of text comprehension is closely related to the amount of vocabulary the learner has. That's why teachers use several different methods to help learners learn new words in the classroom. Huckman (2008) explains that there are five main approaches to teaching vocabulary:

Explicit instruction: It means that the teacher explains new words clearly, especially words that are difficult or that learners do not use in their daily lives.

Indirect instruction: It is done by reading various texts in the classroom, where learners learn new words naturally through context without a direct explanation of each word.

Multimedia methods: Learning is not limited to text only, but includes the use of images, video, computers, or other visual means to help learners understand words.

Capacity methods: It focuses on training learners to read continuously so that it becomes an easy and automatic process, which helps them recognize words quickly.

Association methods: learners are encouraged to associate new words with what they already know, which makes them easier to understand and remember later.

1.1.5. Principles of Teaching Vocabulary:

Teaching vocabulary is a gradual process, and the teacher must focus not only on introducing new words, but also on enhancing the student's knowledge previously learned words. Using different teaching principles is important to understand learners' levels and learning abilities. Schmitt (2000) proposes some principles for teaching vocabulary, which are:

- Teach the student a large number of words that they can recognize quickly.
- Combine new words with old words.
- Repeating a word several times helps learners memorize and understand it better.
- Understand the word deeply and try to think about it well.
- Link new words to real-life situations or images to make them easier to imagine.
- Use a variety of teaching methods.
- Encourage learners to use independent learning strategies.

Most of these principles are familiar, and are based on our understanding of how words are acquired and remembered. It is also important to teach the basic meaning of the word, especially since many English words have more than one meaning, and their different meanings often share one basic characteristic.

1.1.6. Vocabulary Learning Strategies:

Vocabulary is learned step by step by repeating words in different contexts. Learners can acquire vocabulary indirectly through reading and listening or directly through teaching and practice. There are different theories and strategies that explain how learners learn and remember new vocabulary words. Each theory gives a different explanation about the process of vocabulary learning.

According to Nation (2001), learning vocabulary has three stages: the first is noticing new words(Noticing), then retrieving them from memory(Retrieval), and finally using them purposefully(Generation).

Noticing → Retrieval → Generation

Figure 1. The Process of Vocabulary Learning- (Nation, 2001)

1.1.6.1. Behaviorism Theory

Behavioral theory confirms that repetition is essential in consolidating vocabulary, as daily repetition of words helps learners retain new vocabulary (Skinner, 1957). The behavioral theory confirms that repetition helps learners memorize new words. When they see and use words constantly, it becomes easier to remember them and not forget them quickly. It also helps to understand the meaning of words and how to use them, which makes learners use them with confidence in speaking and writing.

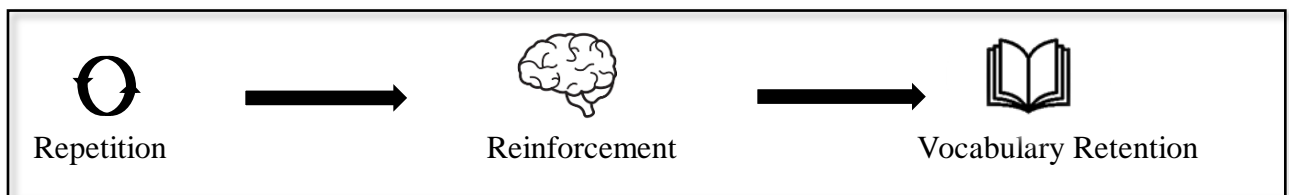


Figure 2. Behaviorism Theory -(Skinner, 1957)

1.1.6.2. Input Hypothesis

The input hypothesis, known as $i+1$, which is the i refer to the learner's current level and $+1$ refer to the new information that is added to the level. Through this hypothesis, they are allowed to infer and learn new words in a natural way through the context (Krashen, 1985).

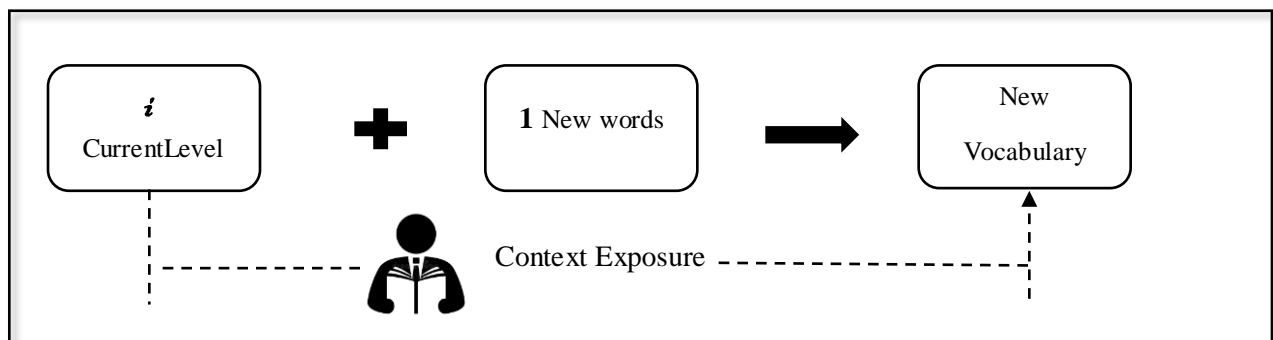


Figure 3. Input Hypothesis -(Krashen, 1985)

1.1.6.3. Constructivist Theory

On the other hand, the constructivist theory states that a new word does not enter the mind as soon as it is heard, so an effort must be made to link it to what he knew previously (Vygotsky, 1978). This connection helps to consolidate the meaning of new words and use them correctly in different situations. This theory emphasizes that learning vocabulary becomes more effective when the student participates in understanding words and relating them to their previous experiences and thoughts. This connection also helps to consolidate the meaning of new words and use them correctly in different situations.

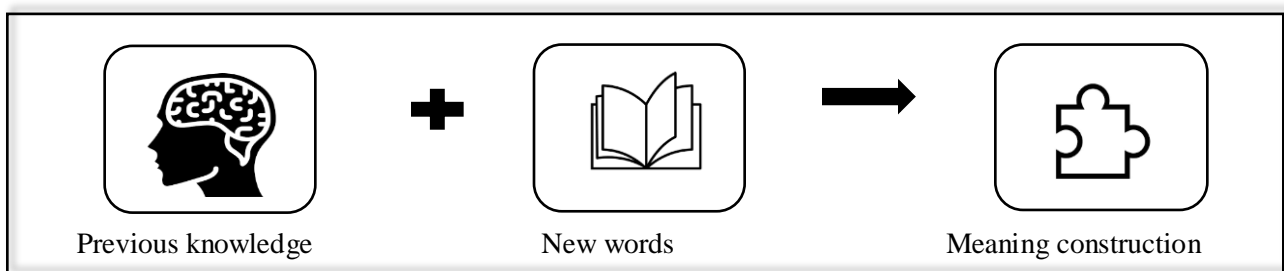


Figure 4. constructivism -(Vygotsky, 1978).

1.1.6.4. Dual Coding Theory

Dual coding theory suggests that vocabulary learning is effective when verbal information is combined with visual representations such as images to enhance memory and comprehension (Piavio, 1971). When a learner sees a word and picture at the same time, it becomes easier to understand their meaning and remember them for a longer period. Pictures also help attract learners' attention and facilitate the comprehension of new vocabulary, especially difficult or unfamiliar words.

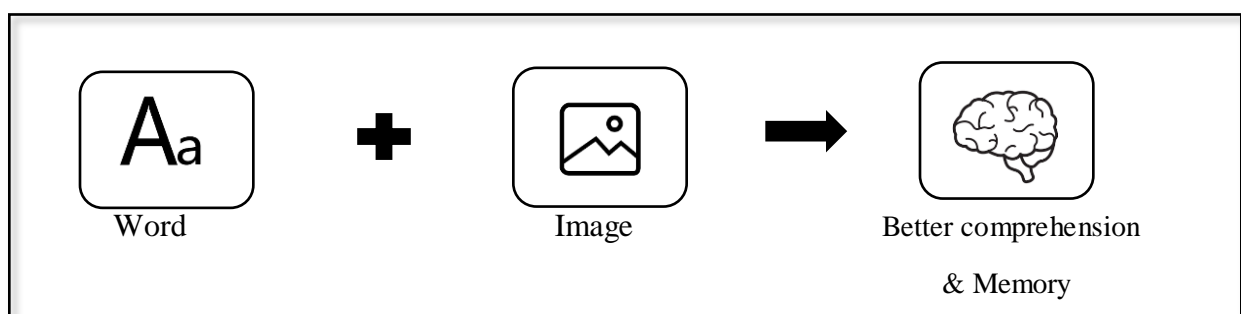


Figure 5. Dual coding theory -(Piavio, 1971)

In general, these theories show that vocabulary learning is an active cognitive process influenced by repetition, purposeful use, and visual support.

1.1.7. Vocabulary Assessment:

Vocabulary can be evaluated in different ways, as each method helps to know a specific aspect of the learner's knowledge of words.

According to Lee (2005), this evaluation can be formal or informal. The idea that children know more words than they use in their daily speech is an important idea because relying only on their speech does not give an accurate picture of their vocabulary.

1.1.7.1. The Formal Type

It is considered an organized and formal method, and its goal is to know the learner's level in clear ways. It may include written tests, which are questions about the meaning of words or their use in sentences. In addition, short quizzes are a measure of knowledge of new words and word lists where the learner is asked to translate or define words.

1.1.7.2. The Informal Type

It is considered one of the less formal methods and its goal is to evaluate vocabulary in the context of daily or classroom life. It may include observing the learner during speech or activities and his oral participation in class and in educational games as well. This method is distinguished by the display of a greater amount of vocabulary that the learner knows and utilizes.

To obtain an accurate result about the level of vocabulary, it is better to combine both methods because relying on only one method does not provide a complete list of the words the child knows.

1.1.8. Challenges in Teaching Vocabulary:

When teaching a language, teachers may find teaching vocabulary to be one of the most challenging tasks. Berne and Blachowicz (2008) believe that many teachers find it difficult to choose the best ways to teach vocabulary. They also find it difficult to determine the most important words to focus on. This suggests that teaching vocabulary requires careful selection of both the words and the instructional methods used in the classroom.

In addition to Thornbury (2002), suggests that vocabulary forms the basis of language. Without sufficient knowledge of words, learning a language becomes very difficult, and even the simplest forms of daily communication may be impossible. Therefore, a strong vocabulary is necessary for successful language use.

Walters (2004) also emphasizes that developing vocabulary is essential for both learners and teachers, as it helps express ideas, understand spoken and written language better, and makes the language learning process more effective and enjoyable. This shows that vocabulary development contributes to improving learners' comprehension and communication abilities.

To overcome these challenges, Mofareh (2015) explains that the teacher should prepare well before the lesson and choose appropriate teaching methods and have a deep understanding of the material to convey information clearly, maintain the learners' attention, and create an enjoyable classroom atmosphere that stimulates learning.

In conclusion, learning vocabulary not just memorizing words, but an integrated process that helps learners communicate correctly and effectively. When the learner has a strong word base, they are able to express his thoughts, understand spoken and written language, use language more effectively.

1.2. Section Two: Visual Aids

1.2.1. Definition of Visual Aids:

Scholars generally agree that visual aids are instruments or items that are used to softly and clearly convey information. According to Kinder (1930), the visual aids are not just ordinary aids in the classroom, but are effective teaching aids that help improve the quality of learning. They make learning more realistic by bringing abstract information closer to clear images and examples that the learners can easily see and understand. They also help clarify understanding and reduce ambiguity in difficult lessons, making the learner understand the lesson in a better and more active way instead of relying solely on verbal explanation. Therefore, visual aids make learning clearer, easier and more effective.

Additionally, visual aids are defined as "materials or demonstrations presented to an audience in an oral presentation to support or enhance a verbal message" (Budinski, 2005, p. 22). From this definition, the visual aids are tools used with verbal explanation in order to help the teacher clarify the meaning and idea. This means that it is not used alone, but comes with a teacher's explanation to present the lesson more clearly and in a way that is easily understood. These visual aids also help transform difficult or abstract ideas into simple pictures and examples that the student can easily understand. In addition, it helps to attract learners' attention and make them focus more, which makes learning easier and better.

1.2.2. Types of Visual Aids:

In the classroom, a variety of visual aids can be used. These consist of flashcards, slides, handouts, pictures, videos and gestures.

Flashcards:

"are sets of cards that contain information, they usually have words on one side and pictures or definitions on the other side "(Chien, 2015, p. 111). From this definition, it is clear that flashcards are based on linking form and meaning, and this helps the learners to build a clearer understanding of the vocabulary. This variety of words, pictures, or definitions also facilitates the process of remembering because the learner receives information in more than one way at the same time. Gelfgren (2012) states that" Furthermore, flashcards are simple to use and can be a useful tool for motivating learners engagement, encourage learning, and strengthen the retention of important vocabulary, information, and ideas." (p. 1). This confirms

that method is not limited only to presenting information, but also contributes to making the learner active in the classroom through participation and repetition, which supports the consolidation of information in memory.

Slides:

“Slide programs offer a useful means of visually presenting concepts and information” (Eline, 2007, p. 7). From this definition, it is clear that using slides helps learners understand the content more clearly by organizing and presenting information clearly. In addition, slides can be modified to suit different levels of learners.

Handouts:

Information can be shared rapidly and effectively with the use of handouts. They offer a visual aid for comprehending difficult concepts or subjects and can be printed or used electronically. Smith (2019, Unit 35) states that handouts can be helpful if you want your audience to have a comprehensive record of your findings or if your information is too extensive to fit on a slide. At important moments, provide incomplete handouts to highlight information gaps and encourage learners to complete them.

Pictures:

Pictures are one of the basic visual aids in teaching languages because they play an important role in clarifying meanings and helping learners understand better. Merriam-Webster defines a picture as "a design or image made on a surface (as by painting, drawing, or photography)." A picture is also described as a painting or designs that describes a scene, a person, a situation or an item by the Oxford English Dictionary.

Gestures:

"Gestures convey information about culture, discourse, thought, intentionality, emotion, intersubjectivity, cognition, and first or second language acquisition" (Ishino & Stam, 2011, p. 3). Gestures help learners understand better because a person does not rely on words only, but rather uses them to better express what he wants to say. Gestures are very useful in education, especially if the lesson is somewhat difficult. The teacher can use simple movements to explain the idea in an easy way, because this helps learners understand more quickly. Therefore, the teacher must be careful in using gestures in the classroom. It is better to use them in a clear and simple way so that no misunderstanding occurs.

Videos:

Derwing and Munro (2009) believe that using videos in language teaching helps a lot in improving learners' listening and pronunciation skills because they give the opportunity to learn about the authentic language in realistic, meaningful contexts. They stress that this method helps learners understand how to use language naturally in daily life. In addition, videos are considered one of the most important visual aids of teaching the language because they combine several elements such as moving images, sound, and sometimes written text. They make learning more interesting and help learners focus and understand more effectively. Videos also play an important role in developing listening and speaking skills since they help learners acquire the correct and natural pronunciation of words. Videos facilitate pronunciation through imitation and practice. In addition, videos give real examples of language use such as dialogues and daily situations.

1.2.3. The Importance of Visual Aids in Vocabulary Learning:

Researchers believe that animated videos, films, pictures, and songs are considered as input tools since they are effective particularly for young learners. These materials are more visual and realistic, which helps children better comprehend and retain information.

According to Konomi (2014), visual aids make learning clearer and easier to understand, and help learners remember information for a long time. learners' vocabulary makes greater sense when visual aids are used. For instance, strawberries, grapes, and apple are related fruit varieties with nearly identical sizes and structures. In this case, it would not be very beneficial for the teacher to try to explain things to the learners verbally; instead, it would confuse them. In this instance, learners would have a clear understanding of these fruits if the teacher displayed pictures of them. This illustration shows the significant role that visual aids can play as input to improve learners' understanding of the text.

Dexter and Hughes (2011) explain that using visual aids such as graphic organizers not only helps simplify information but also helps organize thoughts within the student's minds, making the process of understanding easier and facilitating learning across various subjects. Therefore, visual aids can enhance learning by making information clearer and easier to remember.

On the other hand, concept maps play an important role in linking information together, which helps learners understand the relationship between concepts, which makes understanding

deeper and not just memorization. They also help to retain information for a longer period and use it in new situations (Nesbit & Adesope, 2006).

1.2.4. The Role of Visual Aids in Vocabulary Learning:

Learning vocabulary using visual aids is a very effective and useful method in learning the language. It is necessary to have a large number of words and linguistic terms in order to communicate well and succeed in learning any new language, because the more vocabulary the learner has, the better he becomes able to express his ideas and understand others. For this reason, teachers use various educational methods that help learners learn words in an interesting and easy way, away from traditional memorization only.

This is supported by Doof (1988) who stated that presenting vocabulary visually must be done carefully. He believes that new words must be presented in a quick, clear, and easy-to-understand way so that learners can absorb the meaning without difficulty. When the choice of words is appropriate for visual presentation, learning becomes direct and attractive and leaves a clear impact on learners' memory. In other words, not all words are suitable for display with pictures or drawings, and the teacher must choose words whose meaning can be conveyed quickly and clearly, because this enhances learners' understanding and makes learning more effective.

In addition, visual aids offer many practical benefits in education, as stated by Eline (1997), they help learners clarify their ideas and understand information easily, and make presentations and explanations more attractive and important. They also help to remember details and information better because they remain in memory longer than spoken words. Therefore, these aids motivate learners to participate and interact within the classroom and encourage them to express their opinions and support for the ideas presented.

In general, it can be said that visual aids represent a powerful tool in teaching vocabulary because they make learning clearer and more enjoyable, help develop learners' skills, facilitate remembering, and stimulate participation. Therefore, teachers recommend using pictures, drawings, and flashcards as an essential part of language teaching.

1.2.5. Teaching with Visual Aids:

According to TEFL Handbook (1985), Visual aids are an important tool that teachers rely on to improve the teaching process in the classroom, as they help clarify information and make learning easier for learners. It is not sufficient to rely solely on verbal explanation, the

teacher can also use pictures, drawings, or flashcards to grab learners' attention and help them understand the lesson better. When learners see information visually, they understand it faster and more clearly, especially for young learners.

One of the most important aspects in which the usefulness of visual aids appears is that they help the teacher explain new words or structures directly. For example, a simple image or gesture can be used to explain the meaning of a new word, helping learners easily associate the word with its meaning without the need for a long and complex explanation. This type of clarification makes understanding easier and learning more effective.

Visual aids also play an important role in encouraging interaction during lesson, as the teacher can use them to ask questions or create discussion among learners. When visual aids such as pictures or flashcards are used, learners are more motivated to participate, respond and express their opinions, which creates an active educational environment and enhances communication between them and the teacher. This type of interaction helps develop their language and social skills at the same time.

In addition, visual aids help make lessons more engaging, by adding appealing colors and elements that reduce boredom in the classroom. When a lessons are enjoyable, learners are more focused and interested in the material presented. This, in turn, enhances learning outcomes and student motivation.

Another important aspect is that visual aids can open the way to learning about different cultures. By displaying images or materials related to customs, foods or places from other countries, learners expand their knowledge and understand the world around them, and also enhances their respect for cultural diversity.

In general, the use of visual aids in teaching is not limited to clarifying concepts, but also involves motivating learners, encouraging them to participate, and making learning clearer, more organized, and more enjoyable. Therefore, these methods have become an essential part of modern educational practices that seek to improve the quality of education and develop the learning experience in the classroom.

1.2.6. Vocabulary Learning Using TPR Method:

There are several ways to teach English, and each method has its own way to help learners learn words, grammar, and communicate with each other. These methods are Direct Method, Communicative Language Teaching, and Audio-Visual Method, Grammar Translation

Method, but these methods do not appear to be directly related to visual aids of learning vocabulary. The method that is clearly related to visual aids and helps learners understand and remember in a fun and natural way is the Total Physical Response method.

The Total Physical Response developed by James Asher in 1965, is a language learning method that links speech to physical movement. This method is based on the idea that learning a second language is similar to learning a first language, where understanding comes first, then speaking. In the beginning, learners listen and interact physically with commands before they begin to speak. Visual aids such as pictures or realistic objects are often used to facilitate understanding.

This method encourages learning in a fun and natural way, focuses on meaning rather than rules, and provides a low-stress learning environment. Games, stories, and music can also be used to enhance interaction and motivate learners.

The Total Physical Response is a very effective method, especially for beginners and children between the ages of 7 and 11, because it supports physical learning and helps learners remember vocabulary in an enjoyable way. However, it is less effective for advanced learners and does not provide much instruction in reading, writing, or grammar (Inçiman Çelik, Çay, & Kanadlı, 2021).

1.2.7. Techniques for Teaching Vocabulary:

Vocabulary is often taught in a planned manner, with the teacher choosing specific words to teach to learners. Using different ways of presenting words adds variety to the lesson and helps learners remember new vocabulary better. Gairns and Redman (1986) divided technique of presenting vocabulary in the section into two main types: visual technique and verbal technique.

1.2.7.1. Visual Techniques:

visual techniques include a set of methods in which the teacher relies on what the learner sees to understand meaning. These methods include picture cards, photographs, drawing on the blackboard, murals, and the use of real objects in the classroom. These methods are widely used because they help convey meaning in a clear and easy way without the need for long explanations. They also make the lesson more interesting and helps learners focus and participate (Gairns & Redman, 1986).

Visual techniques are particularly useful in teaching concrete vocabulary that can be easily seen or imagined, such as food or furniture vocabulary. In addition, they can be used in other fields such as teaching place names, professions, describing people, as well as daily actions and activities. Therefore, relying on pictures and drawings contributes to facilitating understanding and strengthening memory, which helps the learner remember new words for a longer period.

Mime and Gesture: Besides visual aids, the teacher can use mime and gestures to support the explanation of meanings. Body movements or facial expressions are used to clarify a word, especially when it is difficult to explain it with words alone. This method is considered complementary to other methods, because it helps learners link the word directly to its meaning.

For example, when teaching a word such as (to swerve), teachers can create a simple situation that illustrates the meaning, using the board to draw an example, while making movements that illustrate the idea. This method enhances understanding, makes the learner more interactive, and helps to solidify the word in their mind. In general, combining representation, gestures, and other teaching aids contributes to making vocabulary learning clearer, more fun, and more effective (Gairns & Redman, 1986).

1.2.7.2. Verbal Techniques:

Verbal techniques include using language to clarify meanings. These methods rely on words and their relationships to facilitate understanding the new vocabulary (Gairns & Redman, 1986).

Use of synonyms and antonyms: Sometimes, a teacher can explain a new word by using its synonym or antonym. For example, to illustrate the meaning of the word *cheerful*, a teacher might use the synonym *happy*. However, this method may not be effective if the teacher does not provide sufficient context or examples to help learners fully understand the word.

Hyponymy: Palmer (1976) explained that words can be understood by the family or category to which they belong. In other words, if the learner knows the words that are related to each other in the same category, it will be easier for them to understand the new word. For example, from the list: baby, child, teen, old, corpse, doves, the different word is doves. The rest of the words belong to the same category, which is the stages of life, while the word doves belongs to a different category, which is birds. The top word in the class is called a superordinate, and its subordinate words are called hyponyms. The relationship between words belonging to the same category is called co-hyponyms.

In this way, the teacher can use these relationships as a verbal way to clarify the meaning of new words without the need for pictures or representation, just by linking the words together.

Dictionaries: The dictionary gives the meaning of words in alphabetical order, and contains the spelling of the word, its division into syllables, pronunciation, origin, meaning, and others. Using a dictionary helps the learners strengthen their vocabulary and build a larger stock of words, and it is also a comprehensive source of general information.

There are three types of dictionaries that learners use to develop their language:

Bilingual Dictionary: Also known as a translation dictionary, it translates the word from the target language into the learner's mother tongue or vice versa.

Monolingual Dictionary: Helps the learner increase his vocabulary, and is usually directed to learners whose mother tongue is the same as the dictionary language.

Standard Monolingual Dictionary: Designed with native language learners in mind, it benefits the learner in acquiring new vocabulary.

According to McCarthy (1990), the dictionary allows readers to understand the meaning of a word that cannot be inferred from the context or form of the word, and therefore helps in vocabulary development.

In short, a dictionary helps the learner learn new words, expand their knowledge about the language, and develop their skills. But relying solely on the dictionary while reading or writing may have a negative impact, because it may distract attention and interrupt the sequence of thoughts when reading.

Translation: Translation is a clear and direct technique for presenting the exact meaning of a word. However, it is one of the least recommended methods. Translation may be appropriate for words that have a clear equivalent in the native language, but it is best to avoid using it excessively, as overusing it may not be beneficial to the learning process. Bilingual dictionaries can be used when applying this technique, as they provide a clear translation of the word, in addition to examples that illustrate its various uses (Gairns & Redman, 1986).

Definition: Definitions are not a very effective way to teach vocabulary. The definition alone does not explain how the word is actually used, and this may cause difficulty for the learner in writing a meaningful sentence. Definitions also do not clearly convey new concepts. Therefore, knowing the definition of a word alone is not enough to understand texts that contain it, because reading comprehension also depends on general knowledge and cultural background, and not

just on knowledge of word definitions. For this reason, it is necessary to provide clear examples in context so that the learner can better understand the limits of word usage

Use of Illustrative Situations (context): Memorizing vocabulary through word lists only is an ineffective method of learning a language, because this method does not clarify the context in which the word is used, which makes it difficult for the learner to understand its true meaning or use it correctly. Therefore, it is best for the teacher to introduce new vocabulary within different situations or contexts, such as sentences, texts, or dialogues, so that the learner can guess the meaning based on the context.

This technique has several benefits, it allows the learner to be exposed to the word more than once, which helps consolidate it in memory and enables them to understand how to use it in multiple situations. In addition, this method helps develop comprehension and reasoning skills, and encourages the learner to use vocabulary naturally in communication, rather than simply memorizing it separately. Therefore, presenting words in a clear context facilitates learning and makes their use more accurate and effective (Gairns & Redman, 1986).

1.2.8. Strategies for Teaching Vocabulary through Visual Aids:

Using visual aids is one of the most effective ways to teach vocabulary to beginners, because they learn best when they see pictures and associate them with words. They tend to understand through vision and observation more than just theoretical explanation. Therefore, the teacher can follow a set of organized steps that help present vocabulary in an interesting and effective way.

First, the teacher present pictures or flashcards that match the lesson topic. Then he reads the words to each picture in a clear voice so that all the learners can hear them. The learners are then asked to repeat the words collectively, then individually, until they practice correct pronunciation. The teacher can ask each student to say a simple sentence or idea related to the picture, so that they get used to using the word and not just memorizing it.

After introducing the new vocabulary, the lesson moves to the warm-up or introductory activity stage. At this stage, the teacher tries to create an atmosphere of enthusiasm before entering the lesson. For example, he can quickly display the pictures again, or play light music while they are displayed, so that learners interact with the pictures and remember the words in a fun way. The goal of this stage is to make learners feel comfortable and ready to learn, while at the same time becoming more familiar with new vocabulary.

Then the teacher can introduce an element of play, because games help learners learn quickly and without getting bored. One possible activity is the “Hit Picture” game, where the teacher pins pictures to the wall, then randomly pronounces a certain word, and asks the learners to find the appropriate picture and touch or hit it quickly. This game keeps learners well focused, helps them connect words and images, and improves their reading and pronunciation skills.

At the end of the lesson, it is important to review the vocabulary learned. The teacher can show the pictures again and give learners a minute or two to look at them and observe and remember them, then ask them to mention as many words as they remember, either orally or in writing depending on their level. This step helps reinforce vocabulary in memory and makes the learning process more effective and continuous.

In general, it can be said that using visual aids in teaching vocabulary to learners makes the lesson more interesting, facilitates quick understanding, strengthens memory, and encourages learners to participate in the classroom. Therefore, teachers are advised to rely on pictures, flashcards and drawings as a primary means when teaching vocabulary to learners.

1.2.9. How Can Visual Aids Help Improve Vocabulary?

The relationship between them is that they complement each other, as visual aids help in quickly understanding the meaning of new vocabulary, remembering words for a longer period, and avoiding rote memorization and repetition. Researchers agree that pictures and visual aids in the classroom are not only decorative tools but also help learners understand words better

According to Paivio (1971), Dual Coding Theory, the mind has two systems: a verbal system specific to language and words, and a non-verbal system specific to pictures and visual representations. When the information coming from the two systems is combined, both comprehension and memory improve, which increases the chances of retaining vocabulary for a longer period. This explains why words accompanied by pictures or drawings are easier to remember than abstract words.

Chambers (2017) also adds that visual aids provide a clear context for a word, especially when it does not have a direct translation into the learner's language. In such cases, a picture or drawing helps the learner understand the meaning without relying entirely on verbal explanation.

Nation (2001) emphasizes that learning vocabulary is not limited to knowing only the meaning of a word, but also includes understanding how to use it in the appropriate context. In this regard, visual aids play an important role by presenting words in real-life situations or through clear examples.

In terms of attention, Dörnyei (2001) explains that visual aids increase learners' engagement in the classroom and make the lesson more interesting, which increases their desire to learn new words and participate in activities.

McQuillan (2006) believes that visual aids expose learners to new words. This is because learners may notice words that they would not have paid attention to if they were only in written texts. Schmit (2000) states that visual aids help simplify difficult concepts and vocabulary, especially when the vocabulary is challenging.

The relationship between vocabulary and visual aids is complementary. Visual aids help learners understand the meaning of words more easily, remember them for a longer period, and increase their interest and interaction in the learning process. When written and spoken words are combined with images, vocabulary learning becomes more effective.

Conclusion

In conclusion, vocabulary is an essential component of learning any language, as it enables learners to communicate effectively and understand spoken and written messages. This section has shown that understanding the nature and importance of vocabulary is an essential step for successful language learning because it prepares learners to develop their ability to communicate comprehensively.

In addition, visual aids represent an effective educational resource that contributes to facilitating understanding and increasing interaction within the learning environment. Using them in language teaching helps clarify explanations, enhance learners' motivation, and improve their ability to retain information.

As this chapter shows, both vocabulary knowledge and the use of visual aids are closely connected, as integrating visual materials into educational practices can significantly support vocabulary acquisition and contribute to improved overall learning outcomes.

CHAPTER TWO: Research Methodology

Introduction

Methodology is an important part of any scientific research, as it helps the researcher organize his study and choose appropriate methods for collecting and analyzing data. It also helps in achieving accurate results. This study is an applied study that aims to understand the role of visual aids in improving learners' learning, especially in vocabulary acquisition. For this reason, a field study was conducted with the learners to observe the effect of these methods on their understanding and comprehension.

This second chapter focuses on the research methodology and research design. It includes the rationale of the study, the selection of participants, tools adopted in this study and techniques used for data collection and analysis. This research is a classroom-based study with learners, in order to investigate the role of visual aids in the teaching and learning process generally and vocabulary in particular. In addition, semi-structured interviews with teachers were conducted to collect their opinions about the use of visual aids in teaching.

2.1. Research Methodology

According to Kothari (1990), research methodology is defined as the scientific method followed by a researcher to collect and analyze data in order to answer research questions and achieve the research objectives. It includes the steps that a researcher follows to study a specific problem. It also explains how the researcher chooses the appropriate tools and methods to reach accurate results.

This study is based on a mixed-method approach, combining a pre-experimental design using a one-group pre-test and post-test with qualitative data collected through semi-structured interviews with teachers.

2.1.1. Research Design

According to Balnaves and Caputi (2001), research design is defined as the overall plan that researchers develop in order to carry out a scientific study or investigation. It provides a clear picture of how research is constructed and how it is implemented in practice. In this context, Creswell (2009) argues that experimental research is a way of testing a particular idea or intervention to see how it affects on a specific outcome.

Additionally, mixed methods research is defined by Bergman (2008) as “the combination of at least one qualitative and at least one quantitative component in a single research project or program” (p. 1). This study is based on a mixed-method approach, combining qualitative and quantitative methods.

Furthermore, according to Creswell and Plano Clark (2011), integrating quantitative and qualitative methods into mixed research offers several important benefits. It helps compensate for the weaknesses of each method with the strengths of the other, making the results clearer and more comprehensive. This type of research also allows us to answer questions that no single method can adequately answer. In addition, it encourages a diversity of perspectives and is considered a practical method because it allows the use of different tools and methods that suit the nature of the research problem.

In this study, interviews with teachers are used to collect qualitative data about their opinions and experiences. In addition, classroom activity is conducted with learners to examine the impact of visual aids on the learning process of vocabulary. The data are analyzed both descriptively and qualitatively in order to better understand the research problem and answer its questions.

2.1.2. Experimental Research

Cohen, Manion and Morrison (2017) argue that the experimental research is a type of scientific study based on observation and experimentation. The researcher measures the effect of an independent variable on a dependent variable, while controlling for other factors that may affect the results. According to Dörnyei (2007), experimental research is the only type of research that allows researchers to understand the causal relationship between variables. Creswell (2009) divided experimental designs into several types, such as true experimental design, quasi-experimental design, and pre-experimental design. Therefore, it is a very powerful means of studying the effectiveness of educational interventions or methods, especially in the field of education and language learning.

2.1.2.1 One-Group Pre-test and Post-test Design

This research is based on pre-experimental design using a one-group pre- and post-test design. The same group of learners is selected, and their level of vocabulary acquisition is measured before the intervention (pre-test). Then, they are taught using visual aids such as pictures, videos, flashcards and gestures. After the intervention, the post-test is taken for the same group. This design aims to compare the results of learners before and after implementing visual aids, in order to determine their impact on improving vocabulary learning in the classroom. The following figure depicts clearly the situation.

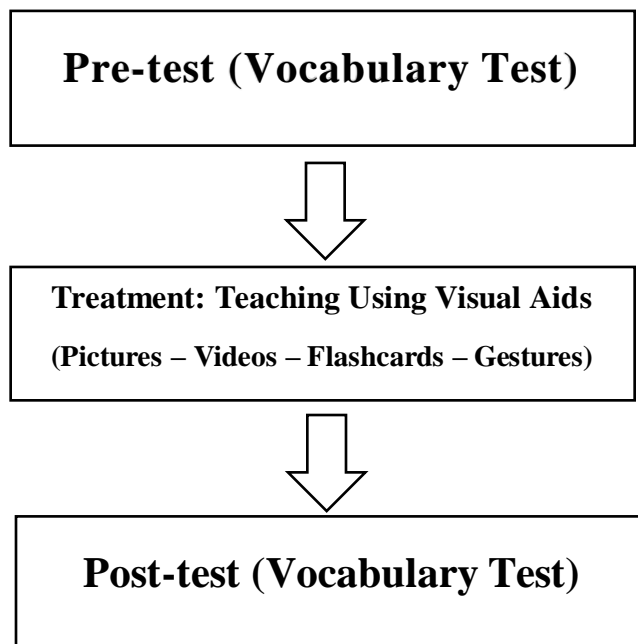


Figure 6. The one-group pre-test and post-test design used in this study

2.2. Research Variables

Uzoagulu (1998) believes that a variable is any feature or quality possessed by members of a study population, and it can take on different values from one person to another. This means that a variable is a characteristic that varies from one person to another, such as age, level, or abilities, which makes it measurable and suitable for study in research.

Adegun (2005) believes that most educational research aims to study and identify the relationships that exist between variables, as these variables are considered essential elements

in any scientific research, and can be measured, and sometimes controlled or manipulated, especially in experimental studies. The main goal is to understand how variables affect each other. He also emphasizes that variables are not only things we measure, but can also be controlled in experiments to see their impact on research results. According to Abiodun-Oyebanji (n.d.), there are two main types of variables in research: the independent variable and the dependent variable. The independent variable is the one that causes a certain result to occur. It is also considered a factor or influence that can be changed or modified by the researcher, especially in experimental studies, with the aim of knowing its effect on the other variable.

The dependent variable is the resulting variable, which is affected by the independent variable. This concept is based on a basic idea in scientific research, which means any change in the independent variable leads to a change in the dependent variable.

In short, the independent variable is the cause, while the dependent variable is the result.

This study includes two main variables which are:

- I. **Independent variables:** visual aids
- II. **Dependent variables:** vocabulary

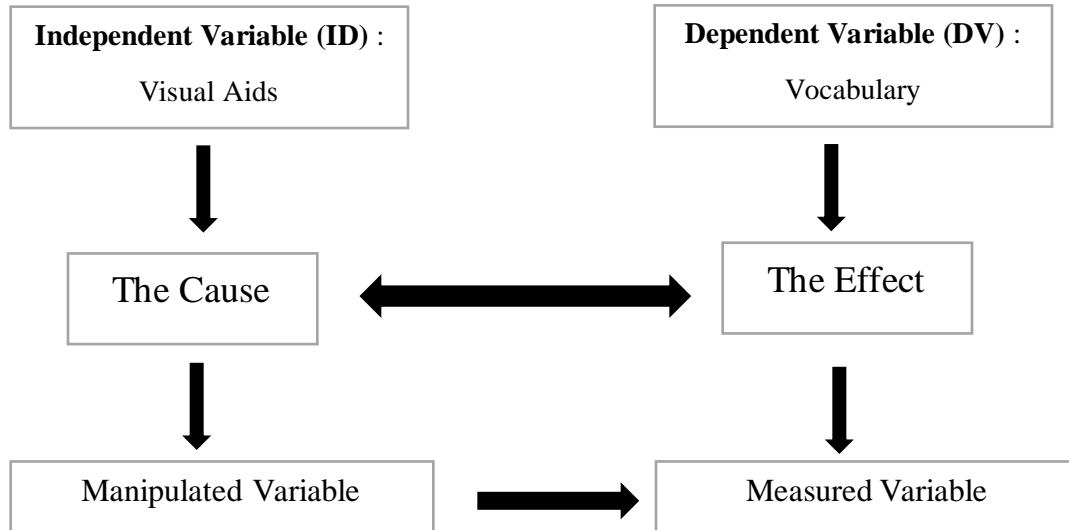


Figure 7. Relationship between independent and dependent variables in the study

2.3. Setting and Participants of the Study

According to Gibilisco (2004, p. 38), Population in statistics refers to the entire group of elements studied in research. These elements may include people, animals, objects, or even digital data. In other words, a statistical population represents all individuals or elements that share certain characteristics and form the focus of study. In addition, he also defined the sample as a small group selected from the population. It represents this population in the study, where it is relied upon instead of studying the entire population. A sample is then selected from this population.

According to Lodico, Spaulding, and Voegtle (2006, p. 139–140), participant selection is an important step in any scientific research, because they represent the basis of the study. They are observed, asked questions, or involved in some research procedure. The method of selecting these participants also depends largely on the type of research used.

In the context of this study, the sample consists of a group of learners at level A1. They were selected from the AMA Foundation private school in Ghardaia. The sample includes 15 learners. This level was chosen in order to get the impact of visual aids on vocabulary learning at an early stage. At this level, learners are still at the beginning of learning the language, they need to learn by the use of visual aids. Therefore, by the end of the experiment, learners will be able to recognize and use new vocabulary more effectively.

2.4. Data Collection Instruments:

According to Creswell (2014), Research instruments are tools that researchers use to collect data in order to answer research questions. These tools play an important role in measuring learners' vocabulary level and evaluating the effectiveness of visual aids in the learning process. In this study, tools were used to collect data with the aim of assessing the impact of using visual aids on learners' vocabulary learning.

The Pre-test: The pre-test was used before implementing visual aids to measure the level of learners in acquiring vocabulary. With the aim of determining the level of learners before the intervention.

The Post-test: The post-test was administered after using visual aids in the classroom in order to measure their impact on learners' vocabulary acquisition and comparing their results with the pre-test to determine their effectiveness.

The Interview: Semi-structured interviews with teachers are used to collect qualitative data about their opinions, experiences, and effectiveness of visual aids in improving vocabulary learning and to identify how learners interacted during lessons. This interview helped to support quantitative findings and provide a deeper understanding of the learning process in the classroom.

2.5. Research Procedure

This research was conducted through a set of structured steps to study the effect of visual aids on learners' vocabulary acquisition in a natural and realistic classroom environment. First, a pre-test was administered to learners in order to determine their initial level of vocabulary acquisition before the implementation of visual aids in the classroom sessions. This test helped to identify the learners' basic level and provide data for later comparison.

Second, the intervention was implemented using visual aids during six (6) sessions, such as pictures, videos, flashcards, and gestures, in order to facilitate the vocabulary learning process and improve learners' understanding.

Third, after completing the integration of visual aids in the classroom sessions, a post-test (Post-Test) was conducted for the same group of learners, in order to measure their progress and compare their results with the results of the pre-test to determine the extent of the impact of visual methods.

Finally, interviews were conducted with teachers to collect their opinions and experiences about the use of visual aids in teaching vocabulary. These interviews helped support the quantitative results and provide a deeper understanding of the learning process.

2.6. Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative methods, which suit the nature of mixed research approach. In the quantitative aspect, the results of the pre-test and post-test were analyzed in a descriptive way, by comparing the learners' performance before and after integrating visual aids, to measure their progress in acquiring vocabulary and determining the impact of these aids on improving their level.

On the qualitative side, data from interviews conducted with teachers were analyzed simplified, focusing on extracting key ideas and shared views on the use of visual aids in

teaching vocabulary, in order to support the quantitative findings and provide a deeper understanding of the learning process in the classroom.

Therefore, combining these two types of analysis helped provide a comprehensive and accurate picture of the subject of the study and answer its questions more clearly.

2.7 Limitations of the study

This study is limited to a small sample of learners and focuses only on one level (A1), as it was conducted in a private school where the number of available learners was limited. Therefore, all participants were included in one group rather than being divided into an experimental group and a control group. In addition, the duration of the experiment was short.

2.7.1. Classroom Challenges

The study faced some difficulties in the classroom, such as difficulty managing time during classes, learners' low language proficiency, and their short concentration time due to their young age. Difficulties also appeared in learning some aspects such as pronunciation, memorizing vocabulary, spelling, using vocabulary in context. The overuse of the mother tongue (L1) was also noted, along with a lack of practice outside the classroom, with learning limited to a small number of weekly sessions.

2.8 Ethical Considerations

Ethical considerations were respected throughout this study. The participants' privacy and confidentiality were protected by ensuring that their personal information was not disclosed. The data collected from the tests and interviews were used only for research purposes. In addition, the participants took part voluntarily, and their identities remained anonymous during the analysis and presentation of the results. These measures were taken to ensure respect for the participants and the ethical conduct of the research.

Conclusion

In this chapter, the research methodology adopted in this study was presented, where the research design, the participating sample, and the tools used in data collection were explained. The procedures followed during the implementation were also explained. This chapter aims to provide a clear overview of how the study was conducted. The next chapter will be devoted to the analysis and discussion of the results.

CHAPTER THREE: Data Analysis and Discussion

3. CHAPTER THREE: Data Analysis and Discussion**Introduction**

This chapter presents the analysis and interpretation of the data collected during the experiment. The main aim of this analysis is to examine the effect of using visual aids on learners' vocabulary acquisition and development. Different visual aids such as pictures, flashcards, videos, gestures, and slides were used during the vocabulary lessons to help learners understand and remember new words more easily.

To achieve the objectives of the study, both quantitative and qualitative analyses were used. The quantitative analysis focused on comparing learners' scores in the pre-test and post-test in order to see whether there was an improvement after using visual aids. The collected data were analyzed using SPSS version (23.0.0.2). Different statistical tests were used, including descriptive statistics, the Shapiro-Wilk test of normality, and Paired Sample T-Test.

The qualitative analysis focused on examining learners' answers and classroom performance before and after the treatment sessions. It aimed to identify the learners' progress in vocabulary understanding, spelling, word recognition, and sentence production.

This chapter includes both the statistical analysis of learners' pre-test and post-test results in order to provide a complete understanding of the effect of visual aids on vocabulary learning, and the analysis of teachers' interviews.

3.1. The Pre-Test and Post-Test Results**3.1.1. Descriptive Statistics**

Descriptive statistics shows the general information about the collected data such as the mean, median, standard deviation, variance, minimum, and maximum values. These statistics help summarize learners' results in both the pre-test and post-test

Descriptive Statistics				
	Post-test		Pre-test	
Valid		15		15
Mode		17.000 ^a		18.000 ^a
Median		16.500		14.500
Mean		14.867		13.933
Std. Deviation		3.889		4.004
Shapiro-Wilk		0.889		0.917
P-value of Shapiro-Wilk		0.065		0.176

Table 1. Descriptive statistics of pre-test and post-test data.

Distribution Shape

For the post-test, the Mean is 14.867, the Median is 16.500, and the Mode is 17.000. These numbers are very close to each other, which shows that the scores are balanced and follow a normal distribution.

For the pre-test, the Mean is 13.933, the Median is 14.500, and the Mode is 18.000. Although there is a small difference between these numbers, it is just a normal variation and the data is still considered normal. The Shapiro-Wilk test evaluates whether a sample distribution significantly differs from a normal distribution.

Null Hypothesis (H_0): The data is normally distributed.

Alternative Hypothesis (H_1): The data is not normally distributed.

Significance Level (α): Typically set at 0.05.

Results Evaluation:

Pre-test: $W = 0.917$, $p\text{-value} = 0.176$

Post-test: $W = 0.889$, $p\text{-value} = 0.065$

Finally, we notice that the hypothesis of normality is confirmed (retained) for both tests. Because the p-values for both the Pre-test (0.176) and the Post-test (0.065) are greater than 0.05, we fail to reject the null hypothesis. In conclusion, both tests follow a normal distribution. Therefore, we can safely use the Paired Sample T-Test to see the differences between the pre-test and post-test scores

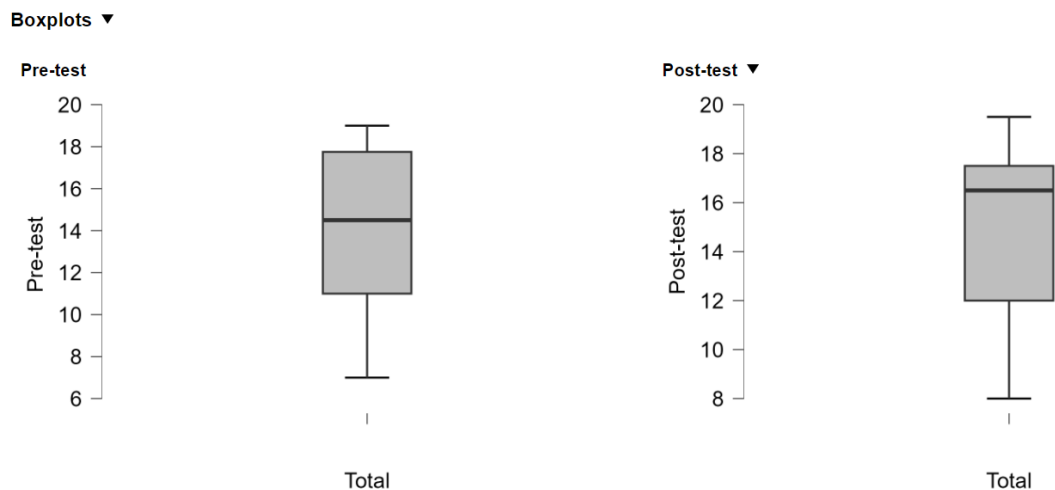


Figure 8. Pre-test and post-test boxplot

Figure 8 shows a clear difference between the pre-test and post-test scores. The post-test scores are generally higher than the pre-test score, which means that learners improved after the use of visual aids. This improvement may be explained by the effectiveness of visual

aids in helping learners link vocabulary items with pictures and real-life contexts, which facilitated comprehension and memory retention.

The median in the post-test boxplot is also higher than the median in the pre-test boxplot. This shows that most learners achieved better vocabulary results after the treatment sessions and most learners benefited from the treatment sessions and developed a better understanding of the target vocabulary.

In addition, the post-test scores seem more organized and closer to each other, which may indicate that many learners benefited from visual aids in a similar way. The figure also shows that there are no extreme outliers, which means that learners' results were generally consistent.

Therefore, the boxplot confirms that visual aids had a positive effect on learners' vocabulary learning and performance.

3.1.2. The Shapiro-Wilk Test of Normality

The Shapiro-Wilk test is used to determine whether the collected data are normally distributed or not. Checking the normality of the data helps the researcher choose the appropriate statistical test for the analysis.

A non-normal distribution is a distribution that does not follow a symmetrical bell-shaped curve. According to Sainani (2012, p.1001), non-normal distributions may contain extreme values or may not be symmetrical like a normal distribution.

The Shapiro-Wilk test helps determine whether the data are normal or non-normal. This step is important because it helps the researcher choose the suitable statistical test to compare the pre-test and post-test results and identify whether there is a significant difference between them.

Test	Statistics	df	Sig.
Pre-test	0.917	15	0.176
Post-test	0.889	15	0.065

Table 2: Shapiro-Wilk test of normality

Table 2 presents the results of the Shapiro-Wilk test for both the pre-test and post-test scores. The p-values obtained in both tests are higher than the significance level (0.05). Therefore, the null hypothesis is retained, which means that the data are approximately normally distributed.

Since the data are approximately normal, a parametric test was selected to compare the pre-test and post-test scores. For this reason, the Paired Sample T-Test was used for the analysis.

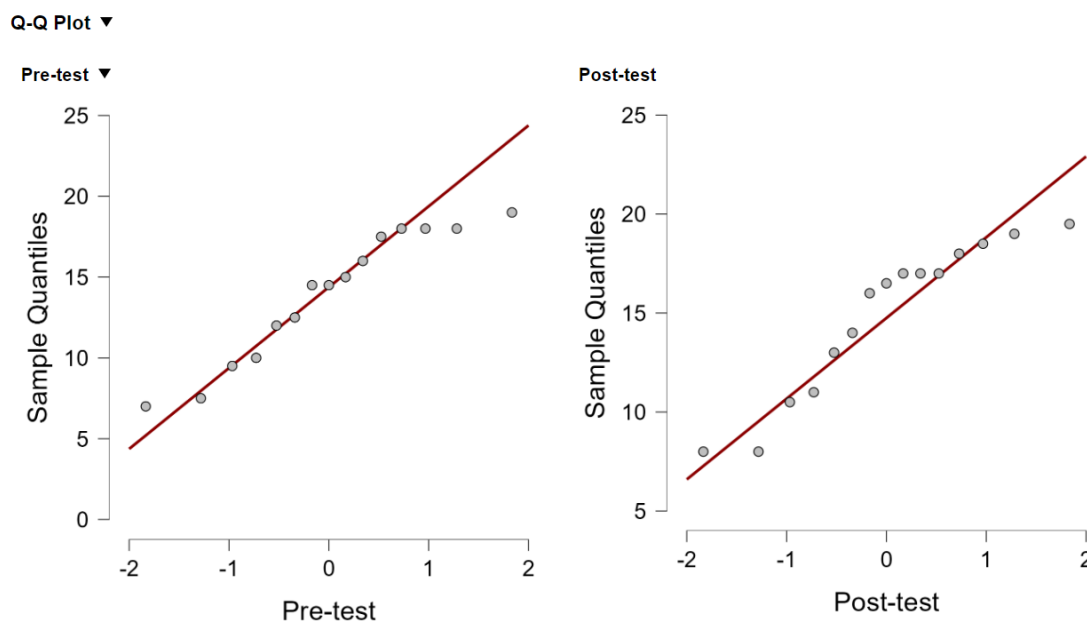


Figure 9. Pre-test and post-test quantile-quantile (Q-Q) plots

Figure 9 presents the Q-Q plots of both the pre-test and post-test scores. In both graphs, most of the points are positioned close to the diagonal reference line. This generally indicates that the data are approximately normally distributed.

Although a few points slightly deviate from the line, especially at the upper and lower ends of the plots, these small deviations are common in studies with a limited number of participants and do not strongly affect the normality of the data.

In addition, the overall shape of the plots does not show serious irregularities or extreme deviations. Therefore, the graphical representation supports the results obtained from the Shapiro-Wilk test.

The Shapiro-Wilk results showed that the p-values of both the pre-test (0.176) and the post-test (0.065) are higher than the significance level of 0.05. This means that the null hypothesis of normality is retained, and the data can be considered approximately normal.

Based on both the statistical test and the visual interpretation of the Q-Q plots, the researchers concluded that the data meet the assumption of normality. For this reason, the Paired Sample T-Test was selected as the most appropriate statistical test to compare the learners’ pre-test and post-test scores.

3.1.3. Paired Sample T-Test

The Paired Sample T-Test is a parametric statistical test used to compare the means of two related samples, such as the pre-test and post-test scores of the same learners. It is used to determine whether there is a statistically significant difference between the two sets of scores.

This test is considered appropriate when the data are approximately normally distributed. In this study, the Paired Sample T-Test was used to examine the effect of visual aids on learners’ vocabulary acquisition by comparing their performance before and after the treatment sessions.

Paired Samples Statistics					
		Mean	N	Standard Deviation	Standard Error Mean
Pair 1	Pre_test	13,9333	15	4,00387	1,03379
	Post_test	14,8667	15	3,88893	1,00412

Table 3. Paired Samples Statistics

Paired Samples Correlations				
		N	Correlation	Sig.
Paire 1	Pre_test & Post_test	15	,920	,000

Table 4. Paired Samples Correlations

Paired Sample Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paire 1	Pre_test - Post_test	-,93333	1,57963	,40786	-1,80810	-,05856	-2,288	14	,038

Table 5. Paired Sample Test

The results of the Paired Sample T-Test showed an improvement in learners’ post-test scores compared to their pre-test scores. The increase in the scores clearly shows that learners performed better after using visual aids in the sessions. This improvement is likely because visuals make word meanings easier to understand, helping learners recognize and remember new vocabulary much more effectively.

This result suggests that visual aids had a positive effect on learners’ vocabulary acquisition and understanding. Learners became more able to recognize, remember, and use new vocabulary items correctly after being exposed to different visual materials such as pictures, flashcards, videos, and gestures. In addition, visual materials encouraged learners to participate more actively during classroom activities and reduced their hesitation while using new words.

Therefore, the comparison between the pre-test and post-test scores confirms that visual aids contributed positively to vocabulary learning and classroom performance. The obtained results also indicate that there is a statistically significant difference between the pre-test and

post-test scores in favor of the post-test, which confirms the positive effect of visual aids on vocabulary learning.

3.1.4. Analysis of the Pre-Test and Post-Test Content

Content analysis is a very important qualitative method in our research. We use this analysis to look closely and deeply at the real answers of the learners. It helps us understand how the learners used English vocabulary before we started the visual aids lessons, and how they improved after the treatment. In this specific part of our study, we selected a clear sample of the test sheets from one student. We used symbol "A" to represent this student to protect his privacy. By analyzing his papers, we can show the real, concrete difference in learners' performance.

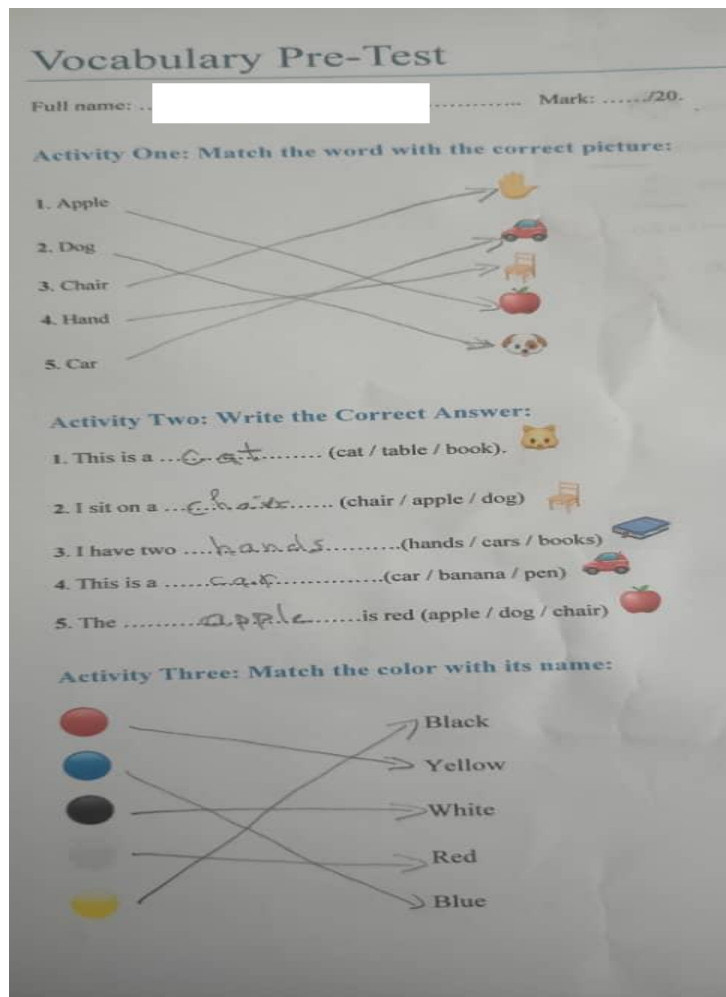


Figure 10. Pre-test sheet sample

When we look carefully at A's pre-test sheet in Figure 10, we can clearly see that he faced many difficulties. His vocabulary knowledge was very limited. For example, in Activity

One, which is a matching activity, he made several wrong choices. He could not link the English words with their correct pictures or meanings because he did not know them before.

In Activity Two, A tried his best to write some words, but his spelling was very weak. He also showed a lot of confusion between basic vocabulary items. This sample sheet is a great example that reflects the general level of all the 15 students before the treatment. In the beginning, many learners used English words randomly. They struggled a lot to remember the vocabulary, and they made many mistakes because they did not have any visual support or images in their minds to guide them during the test.

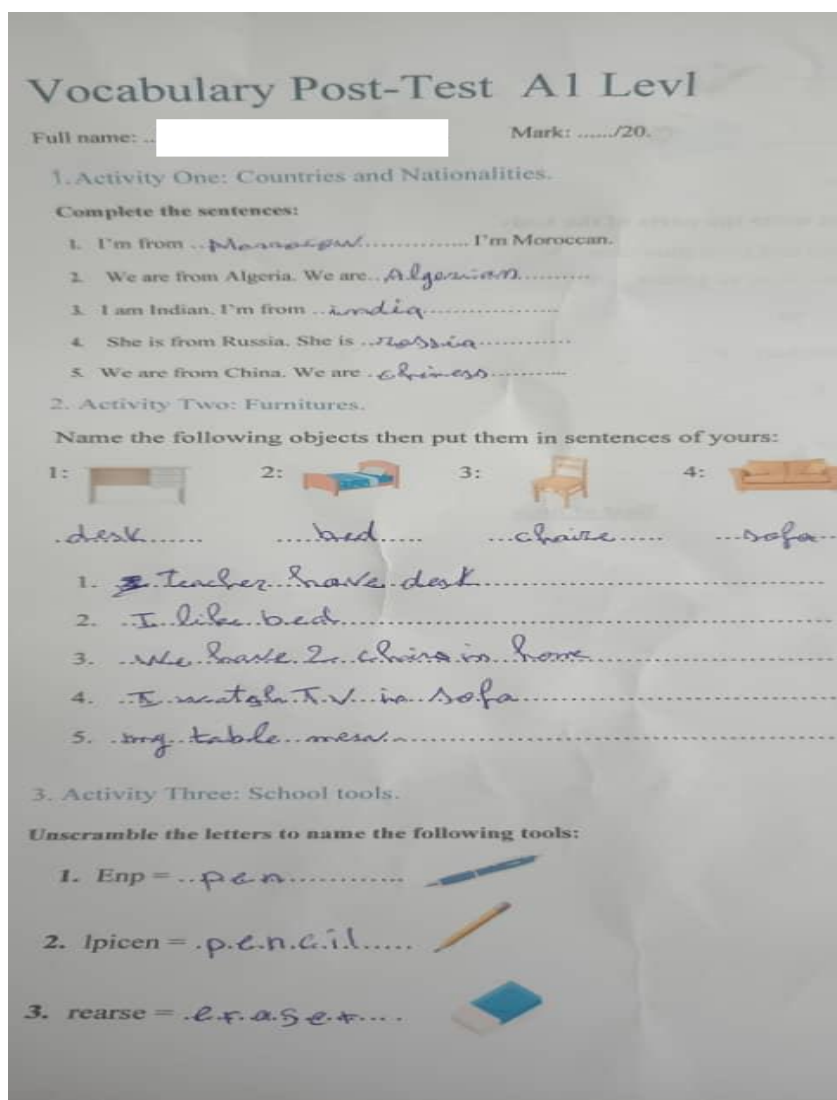


Figure 11. Post-test sheet sample

However, the situation changed completely after the treatment. We presented six educational sessions of vocabulary learning using different visual aids. We used tools like videos, colorful flashcards, and real pictures. After these sessions, A's performance changed in

a very positive way. As we can observe in Figure 11, A's post-test sheet demonstrates a clear and excellent improvement.

In Activity One, he was able to recognize all the countries and nationalities, and he answered all the questions correctly without mistakes. In Activity two, which was about furniture vocabulary, he showed amazing progress. He did not just write the names of the objects like "desk", "bed", and "chair" with correct spelling, but he also succeeded in putting these words into meaningful sentences. For instance, he wrote: "Teacher have desk" and "We have 2 chairs in home".

Of course, there are some minor grammar mistakes in his sentence structure, but this is completely normal for young learners at an A1 starter level. The most important thing for us is that his ability to recognize English words, spell them correctly, and use them to communicate a clear meaning improved significantly compared to the pre-test.

Furthermore, during the classroom sessions, we noticed a big change in the classroom environment. Using visual aids helped A and his classmates associate English words with real-life images. This helpful strategy facilitated their understanding, reduced their hesitation, and made them feel much more motivated. They became very confident to participate, talk, and practice English terminology during the lectures.

3.2. Discussion and Interpretation of the Results

In this section, we will discuss and interpret the findings of our study. The main goal of our research was to find out how the implementation of visual aids (such as videos, flashcards, pictures, and gestures) affects vocabulary acquisition for A1 English language learners. Based on the descriptive statistics and the qualitative analysis of the learners' papers, we noticed a big improvement in the learners' vocabulary after using visual tools in the lessons.

There are several important reasons why visual aids helped our learners achieve better vocabulary scores in the post-test:

First, young learners at an A1 starter level usually struggle to understand abstract English words when they only hear them or read them on a traditional blackboard. When we introduced colorful flashcards and real pictures during the six sessions, the learners were able to connect the new English word immediately with a concrete image in their minds. This

process is very helpful for memory retention. It means that the learners did not just memorize the sounds of the words, but they truly understood the meaning behind them. This explains why A and his classmates made fewer mistakes and remembered vocabulary more easily during the post-test.

Second, the use of short educational videos and physical gestures created a very dynamic and inspiring learning environment in the classroom. Traditional vocabulary lessons can sometimes be boring for beginner learners, which makes them lose focus quickly. However, when we integrated visual materials, the teachers' interviews and our own observations showed that the learners interacted more naturally with classroom tasks and responded more confidently during vocabulary activities. This high level of participation allowed them to practice pronunciation and word recognition with more confidence and less fear of making mistakes.

Finally, the results of the post-test show that visual aids do not only help learners remember single words, but they also enhance their ability to produce correct sentences. For instance, seeing a picture of a "desk" or a "chair" helped the learner visualize the object in a real-life context, which made it easier for him to write a meaningful sentence like "Teacher have desk".

To sum up, the discussion of our findings proves that visual teaching strategies are very fruitful and supportive for English language growth. Visual aids facilitate the transition of vocabulary from short-term memory to long-term memory, leading to better academic achievements for language learners. This explains why learners were able to remember and use vocabulary more effectively in the post-test activities.

3.3. Thematic Analysis of Teachers' Interviews:

After preparing the teachers' interview questions, semi-structured interviews were conducted with a group of English language teachers in order to collect information and opinions on the role of visual aids in teaching English vocabulary. This type of interview was chosen because it allows teachers to freely express their ideas and experiences in the classroom.

In order to collect data in an accurate manner, interviews were recorded using a mobile phone after the permission from the participants, in order to avoid forgetting any information or answer during the interview. The audio recording also helped to refer to the teachers' answers later and analyze them better and more organized.

After the interviews were completed, the recordings were listened to several times and the answers were transcribed in writing in order to facilitate the analysis process. After carefully reading the answers, the main ideas in the participants' speech were extracted.

To analyze the data, thematic analysis was used, which is a method based on dividing the data into a group of main topics according to similar ideas in the participants' answers. This type of analysis helped organize information and understand teachers' opinions in a clear way.

By analyzing the interviews, the data was divided into six main themes, with each theme representing a specific idea related with the use of visual aids in teaching vocabulary. Each theme was supported by direct quotes from participants' answers in order to give greater credibility to the analysis and clearly show the teachers' opinions.

The question concerning the number of years of teaching experience was used only as identifying information about the participants and was not included in the themes, as it does not represent an analytical idea directly related to the subject of the study.

Next, each theme was presented and analyzed separately by interpreting participants' answers and linking them to the research topic.

T1	T2	T3	T4	T5	T6	T7
3 years	6 years	5 years	4 years	3 years	5 years	3 years

Table 6. Participants' Teaching Experience

3.3.1 Theme 1: Teachers' Perceptions of Vocabulary Difficulties

The answers of the teachers participating in the interview showed that vocabulary is one of the most important difficulties that learners face in learning the English language. Most teachers agreed that grammar alone is not enough to achieve communication, because learners need more vocabulary to help them express their thoughts and understand the language correctly. Teacher 1 stated that "students cannot communicate effectively if they do not have enough vocabulary." This confirms what was mentioned in Chapter One about the importance of vocabulary for learners to speak and understand English.

Some teachers also clarified that the lack of vocabulary limits learners' ability to speak and interact in the classroom, even if they understand some grammatical rules. In this context, Teacher 3 stated: "because lack of vocabulary leads to lack of using language." Similarly,

Teacher 5 mentioned that "learners often know grammar rules but cannot express themselves because they lack vocabulary."

By analyzing these responses, it is clear that teachers consider vocabulary the foundation of English language learning, as it is the most important element in communication, understanding, and the acquisition of various language skills. These results also reflect the participants' awareness of the importance of developing learners' vocabulary to improve their overall language level. Teacher 2 explained that "expanding students' vocabulary helps them improve all language skills, especially speaking and comprehension." In addition, some responses stated that vocabulary difficulty may be due to differences in the linguistic system between English and the learners' native language, which makes acquiring new words more complex for some learners. Teacher 7 noted that "some English words are difficult for learners because they are very different from those in their native language."

These findings support Wilkins' (1972) view that vocabulary is very important in communication. He explains that vocabulary is necessary for expressing ideas, and without enough vocabulary, communication becomes difficult even if grammar is known. Furthermore, they confirm Thornbury's (2002) view that vocabulary forms the very basis of language learning and effective communication. Therefore, vocabulary teaching requires the use of effective pedagogical methods that help learners understand, remember, and use words correctly within different contexts.

3.3.2 Theme 2: Use of Visual Aids in Vocabulary Teaching

The teachers' answers showed that all participants relied on visual aids in teaching vocabulary in English, but to varying degrees from one teacher to another. Most participants explained that they use these methods frequently or in most classes, especially while introducing new words and explaining their meanings to learners. For example, Teacher 3 stated that "visual aids are used in almost every vocabulary lesson because they help learners understand new words more quickly."

The results also showed that the most commonly used visual aids are pictures, videos, and flashcards, because they help clarify meaning and make words easier to understand. This confirms the definitions provided in Chapter One, which describe visual aids as tools that help

simplify meanings for learners. Some teachers also pointed out that sometimes using real things to connect words to reality makes learning more interactive. Teacher 2 explained that "using real objects helps learners connect vocabulary with real-life situations and understand meanings more clearly." Which proves to us that these methods help simplify the meaning and make the lesson clearer and easier for learners.

By analyzing the answers, teachers consider visual aids an effective way to attract learners' attention and make them more interactive in the classroom. Some participants also indicated that learners learn best when they watch photos or videos instead of relying on traditional explanations or direct translation. In this regard, Teacher 6 mentioned that "learners become more engaged when pictures and videos are used because they can understand the meaning more easily."

These results strongly support Paivio's (1971) Dual Coding Theory, which believe that combining verbal information with visual representations improve understanding and facilitates vocabulary learning.

In addition, some responses confirmed that using visual aids makes lessons more enjoyable and helps create an active learning environment that encourages learners to participate and learn more easily. Teacher 5 stated that "visual aids make lessons more enjoyable and encourage learners to take part in classroom activities."

3.3.3 Theme 3: The Role of Visual Aids in Understanding and Memorization

Through the teachers' answers, it was found that visual aids play an important role in helping learners understand and remember new vocabulary better. Most participants agreed that pictures, videos, and other visual aids help clarify the meaning of words and make them easier to understand compared to traditional explanations alone. For instance, Teacher 4 stated that "students understand new vocabulary more easily when pictures are used during the lesson."

Teachers also explained that learners can relate the word with what they see, which helps them remember the vocabulary in their memory for a longer period. Teacher 2 stated that "learners remember vocabulary better when they associate words with pictures and visual

representations." In this context, one teacher mentioned that learners "connect what they see with what they hear", which contributes to improving their comprehension of new words and remembering them more easily. This practical result supports the theoretical part in Chapter One which is the role of visual memory in helping learners remember new words for a longer time.

Also, some answers showed that visual memory plays a major role in learning vocabulary, because learners often remember pictures and scenes faster than just written words. These results clearly support Paivio's (1971) Dual Coding Theory. This theory explains that the human brain learns better when it receives information through two channels at the same time which is words (verbal) and pictures (visual). When teachers use pictures with new words, learners can connect what they see with what they hear. This helps them understand the meaning faster and keeps the vocabulary in their minds for a longer time.

In addition, these findings agree with the Behaviorist Theory by Skinner (1957), which focuses on the importance of practice and repetition. In the classroom, visual aids play a great tool to catch learners' attention and help them understand. When teachers repeat these words while showing the pictures, and use them in different activities, it helps learners memorize the vocabulary easily and avoid them from forgetting the new words. As a result, the participants also mentioned that using interactive activities and methods helps learners review and use words in a more effective way. Similarly, Teacher 7 explained that "repetition with visual aids helps learners remember words and use them correctly in classroom activities."

From these results, it is clear that teachers believe that visual aids not only help in understanding vocabulary, but also contribute to consolidating words in students' memories and improving their ability to use them in the classroom.

3.3.4 Theme 4: Students' Participation and Motivation

Teachers' answers showed that visual aids have a positive impact on students' participation and motivation in the classroom. Most participants confirmed that learners become more interactive and attentive during lessons that include pictures, videos, or other educational methods, because these methods make the class more interesting and reduce

routine in the classroom. For example, Teacher 1 stated that "students participate more actively when pictures and videos are included in the lesson."

The teachers also explained that visual aids help create an enjoyable educational environment that encourages learners to participate and interact with the teachers and their colleagues. Some participants indicated that learners feel more comfortable during visual activities, which makes them more prepared to answer and participate in the lesson. Teacher 5 mentioned that "learners feel more confident and less hesitant to participate when visual activities are used in the classroom."

Teacher 4 explained that "colors, shapes, and interactive materials attract learners' attention and increase their interest in learning."

These findings support by Dörnyei (2001), explain that visual aids are great tools to increase learners' motivation and make them more active in the classroom. When learners see interesting visuals, they feel excited and want to participate more in the lesson. This helps to break the boring classroom routine and keeps learners focused.

Furthermore, these results agree with Eline (1997), who states that visual materials make lessons more attractive and interactive. Instead of just listening to the teacher talking, visual tools give learners something fun to look at. This creates a comfortable and lively environment where learners feel happy to share their ideas and talk with their classmates.

These observations match the ideas discussed in Chapter One about how visual aids can break classroom routine and increase student motivation. A number of teachers also confirmed that visual aids help increase learners' motivation and make learning vocabulary easier and more enjoyable compared to traditional methods. Teacher 3 stated that "visual aids motivate learners and make them more willing to participate in classroom activities."

By analyzing these results, the teachers consider visual aids an effective way to improve learners' interaction and motivation, because they make the learning process more active and vital in the classroom.

3.3.5 Theme 5: Challenges of Using Visual Aids

Despite the benefits that visual aids provide in teaching vocabulary, teachers explained that there are several difficulties that limit their use in the classroom. The most important of these challenges were the lack of technological materials, the weakness of the Internet, and the lack

of time, which makes it difficult for some teachers to use visual aids on a long-term basis. For example, Teacher 2 stated that "limited classroom resources and poor internet connection often make it difficult to use visual aids effectively". Although Chapter One showed the benefits of visual aids, these challenges often stop teachers from using them in every lesson.

Some participants also explained that they face difficulty in finding visual aids suitable for all levels of learners and their interests, especially with the different abilities of learners in the classroom. Teacher 5 mentioned that "it is sometimes challenging to select visual materials that match the different learning levels of students". In addition, some teachers stated that some schools lack the necessary resources and tools, such as projectors or good internet access. Teacher 6 explained that "preparing and selecting appropriate visual materials requires additional time and effort from teachers."

On the other hand, some participants noted that visual aids can sometimes distract learners during activities, especially if not used in an organized manner. One teacher also stated that relying too much on these methods may reduce learners' self-reliance in learning. Teacher 7 explained that "learners may become dependent on visual support if it is used too frequently."

These practical difficulties confirm by Mofareh (2015) argument about language teaching which explain that successful vocabulary teaching is not just about having good ideas, but it also requires careful preparation, the right materials, and enough classroom resources. Without these essential tools, like stable internet or working projectors, it becomes very hard for teachers to use visual aids regularly and effectively.

From these results, it is clear that teachers face financial and organizational challenges when using visual aids, despite their belief in their importance and benefits in teaching English vocabulary.

3.3.6 Theme 6: Importance of Visual Aids in Vocabulary Teaching

The teacher' answers showed that all participants considered visual aids an important and essential component of teaching English vocabulary. Most of them confirmed that these methods help learners understand new words faster and make the learning process easier and

more effective compared to traditional methods. For instance, Teacher 1 stated that "visual aids make vocabulary learning easier and help learners understand new words more quickly."

The participant also explained that visual aids not only contribute to improving understanding, but also help strengthen memory, increase participation in the classroom, and increase students' motivation to learn. Teacher 3 stated that "visual aids support understanding, retention, and classroom participation at the same time." Some participants indicated that learners respond better to lessons that include pictures, videos, or visual educational methods, because these methods make learning more interesting and enjoyable. Similarly, Teacher 6 mentioned that "students show greater interest and engagement when visual materials are integrated into vocabulary lessons."

Some answers also showed that the use of visual aids has become necessary in modern education, especially with the development of technology and learners' interest in digital and interactive materials. Teacher 5 explained that "visual aids have become an essential part of modern teaching because learners are more attracted to digital and interactive materials." These results clearly support Konomi's (2014) idea about language teaching. He explains that visual aids make the learning process easier and help learners keep new vocabulary in their memories for a longer time. When learners can see what they are learning, the information becomes clearer and stays in their minds.

In addition, these findings confirm Paivio's (1971) Dual Coding Theory once again. This theory shows how important it is to combine verbal information (words) with visual information (pictures) in vocabulary learning. Using both channels together helps learners understand the language better and improves their overall vocabulary skills. Therefore, teachers believe that using visual aids into vocabulary teaching helps improve the learning process and make it more relevant to learners' current needs.

By analyzing these results, it becomes clear that teachers view visual aids as an effective tool that supports vocabulary learning and helps achieve better learning in the classroom.

3.4. Recommendations and Suggestions:

The findings of this study highlight the significant role of visual aids in teaching English language in general and especially vocabulary to beginner learners in English classrooms. Based on the results obtained from the experiment and classroom observations, several recommendations and suggestions can be proposed for teachers, learners, curriculum designers, and future researchers.

First, English teachers are strongly encouraged to integrate visual aids regularly into their classroom practices, especially when teaching vocabulary to A1 and beginner learners. Visual aids such as pictures, flashcards, gestures, videos, maps, worksheets, and real objects facilitate comprehension and make abstract words more concrete and meaningful. Learners especially at the beginner levels often struggle to understand new vocabulary through verbal explanation only; therefore, visual support helps them connect words with meanings more effectively.

In addition, the use of visual aids increases learners' motivation and engagement during classroom activities. Through the sessions conducted in this study, learners showed greater interest and participation when visual materials were implemented. Visual materials can also support different learning styles and help teachers present vocabulary in a clearer and more organized way. As a result, learners become more willing to participate, answer questions, and interact positively with the teacher and their classmates.

Another important recommendation is that teachers should vary the types of visual aids they use in order to address different learning styles and maintain learners' interest. Some learners respond better to pictures and videos, while others benefit more from gestures, games, or colorful worksheets. Using a variety of visual materials can make lessons more enjoyable and inclusive for all learners.

Furthermore, teachers should carefully select visual aids that are appropriate to the learners' age, level, and learning objectives. The visual materials should be clear, simple, attractive, and directly related to the target vocabulary. Overcomplicated or irrelevant visuals may confuse learners instead of helping them. Therefore, teachers need to plan their lessons carefully and choose materials that support the lesson objectives effectively.

The study also suggests that visual aids contribute positively to vocabulary retention and long-term memory. When learners associate words with images or actions, they are more likely to remember them later. For this reason, teachers should integrate visual aids not only during presentation stages but also during practice and revision activities. Repetition through visual reinforcement can strengthen vocabulary acquisition and improve learners' confidence in using new words.

Moreover, schools and educational institutions should provide teachers with sufficient teaching resources and technological support to facilitate the use of visual aids in classrooms. Many teachers may face challenges such as lack of equipment, limited access to printed materials, or insufficient training. Therefore, schools should encourage professional development programs and workshops to help teachers learn effective ways of integrating visual aids into language teaching.

Another suggestion concerns classroom atmosphere. Visual aids help create a positive and learner-centered environment where learners feel more relaxed and motivated to learn. This is particularly important for young learners and beginners who may feel anxious when learning a foreign language. The use of enjoyable and interactive visuals can reduce stress and encourage active participation.

In addition, curriculum designers are advised to include more visually supported activities and exercises in English textbooks and teaching programs. Since vocabulary learning is an essential component of language acquisition, integrating visual materials into textbooks can improve learners' understanding and support teachers in delivering more effective lessons.

Finally, future researchers are encouraged to conduct further studies on the impact of visual aids on other language skills such as speaking, reading, writing, and listening. Researchers may also investigate the effectiveness of specific types of visual aids, such as digital tools, videos, or interactive games, in different educational contexts and levels.

To conclude, the integration of visual aids in English language teaching offers various advantages. It enhances vocabulary acquisition, increases learner motivation and engagement, improves comprehension and retention, and creates a more interactive and

enjoyable classroom environment. Therefore, visual aids should be considered an essential component of effective English language teaching, particularly for beginner learners.

Conclusion:

In conclusion of this study, and after analyzing interviews conducted with English language teachers, visual aids represent an important and effective educational element in teaching English vocabulary. Most participants agreed that employing visual aids such as pictures, videos, flashcards, and real object clearly simplifies meaning, facilitating faster and more effective comprehension and understanding.

The results also showed that these methods not only improve understanding, but also play an important role in enhancing learners' motivation and increasing their interaction in the classroom, which make the process of learning more interesting and less dependent on traditional memorization. This reflects positively on learners' ability to retain vocabulary and use it in different communication situations.

However, some teachers' responses show that there are some difficulties when using visual aids, including a lack of educational resources and tools within institutions, in addition to the limited time required to prepare effective visual activities.

Based on what have mentioned, it can be said that integrating visual aids into vocabulary teaching is not just an additional option, but rather a pedagogical necessity that contributes to improving the quality of learning and making the educational process more effective and interactive, despite some organizational and material obstacles that may face its implementation.

Based on these interview findings, an experimental study was conducted to examine the actual effect of visual aids on learners' vocabulary acquisition through pre-test and post-test activities.

General Conclusion

General conclusion

This current study examined how visual aids help learners gain and improve their vocabulary of one group of Ghardaia AMA Foundation Private School of languages. The purpose of the study was to investigate how using visual aids such as photos, flashcards, videos, handouts, gestures, and slides could enhance learners' vocabulary learning and academic achievements.

ELT Teachers' interviews revealed that using visual aids in the classroom improves learners' comprehension, participation, motivation, memorization, and interaction during the session. Teachers also confirmed that learners become more attentive and actively involved when lessons are supported with visual materials. Based on the analysis of the data collected from the teachers' interviews and the classroom experiment conducted with the learners, it showed that visual aids had a positive and significant effect on vocabulary learning. Using visual aids in the classroom improves learners' comprehension, engagement, motivation, memorization, and interactivity throughout the lecture, according to the teachers' interviews. Teachers also confirmed that when visual aids are implemented into courses, learners become more focused and engaged.

Furthermore, after the treatment time, the experiment's results showed a clear progress in the learners' performance on the post-test than the pre-test. The learners were better at remembering, recognizing, and using vocabulary words. Their post-test scores exceeded their prior results, demonstrating the value of visual aids in vocabulary instruction. As a result, the null hypothesis was rejected, and it was confirmed that using visual aids is supportive and fruitful to learners' vocabulary acquisition.

The study also showed that the usage of visual aids fosters a fun and inspiring learning environment that motivates learners to engage and confidently practice terminology. Following the use of visual aids through the lessons, most of the learners improved pronunciation, understanding, and vocabulary retention.

To sum up, the results of this study proved that visual aids are a useful and helpful teaching method for enhancing vocabulary gaining among English learners. Therefore, using visual aids in English language classes can significantly improve learners' vocabulary growth, motivation, classroom engagement, and general learning results.

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Appendices


Appendix A

The Pre Test






Vocabulary Pre-Test

Full name: Mark:/20. Date:

Activity One: Match the word with the correct picture:

1. Apple 
2. Dog 
3. Chair 
4. Hand 
5. Car 






Activity Two: Write the Correct Answer:

1. This is a (cat / table / book). 
2. I sit on a (chair / apple / dog) 
3. I have two(hands / cars / books) 
4. This is a(car / banana / pen) 
5. The is red (apple / dog / chair) 

Activity Three: Match the color with its name:

- | | |
|-------------------------------------------------------------------------------------|--------|
|  | Black |
|  | Yellow |
|  | White |
|  | Red |
|  | Blue |

Activity Four: circle the correct option.

1. This is my (head / finger / stomach) 
2. I speak with my (ear / hand / mouth). 
3. I hear with my (teeth / nose / ear). 
4. I brush my (eyes/ teeth/ hand) twice a day. 
5. I smell with my (nose / ear / mouth). 

Appendix B

The Post Tests

Vocabulary Post-Test A1 Level

Full name: Mark:/20. Date:

1. Activity One: Countries and Nationalities.

Complete the sentences:

1. I'm from I'm Moroccan.
2. We are from Algeria. We are.....
3. I am Indian. I'm from=
4. She is from Russia. She is
5. We are from China. We are

2. Activity Two: Furnitures.

Name the following objects then put them in sentences of yours:

- 1: 
- 2: 
- 3: 
- 4: 
- 5: 

1.
2.
3.
4.
5.

3. Activity Three: School tools.

Unscramble the letters to name the following tools:

1. ~~Enp~~ = 
2. ~~lpicen~~ = 
3. ~~rearse~~ = 

4. ~~psbraentc~~ =



5. ~~epicln asecc~~ ==

4. Activity Four: Body parts.

Read the definitions and write the parts of the body.

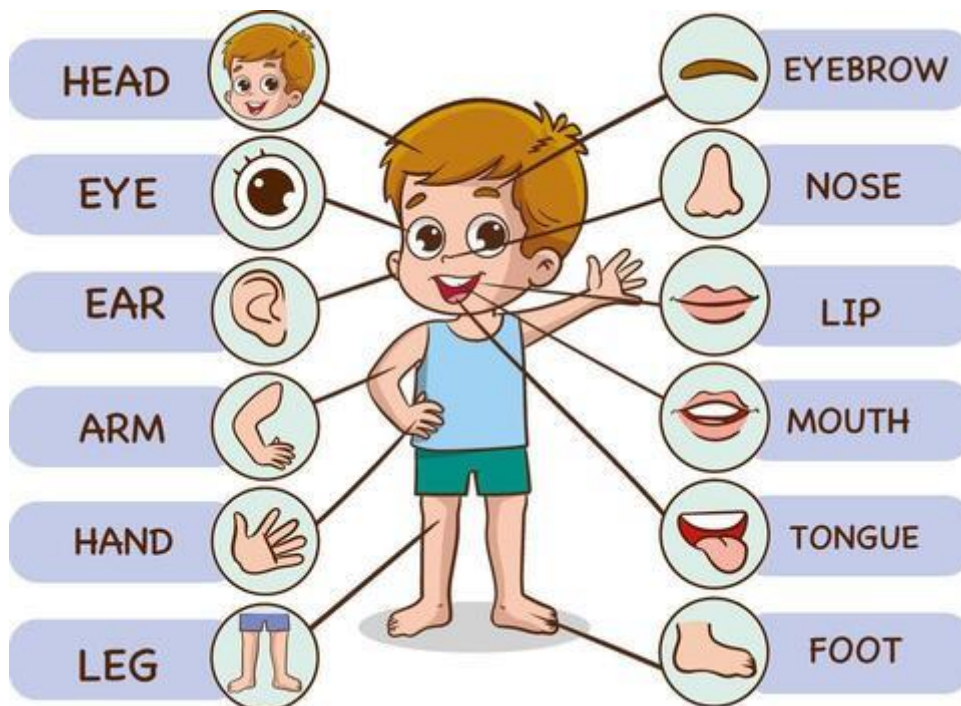
1. It's between your head and your shoulders. _ _ _ _
2. They're on your hands. You've got ten. _ _ _ _ _
3. You eat food with = _ _ _ _
4. You use them kick the ball = _ _ _
5. You see with them: = _ _ _

Best of luck

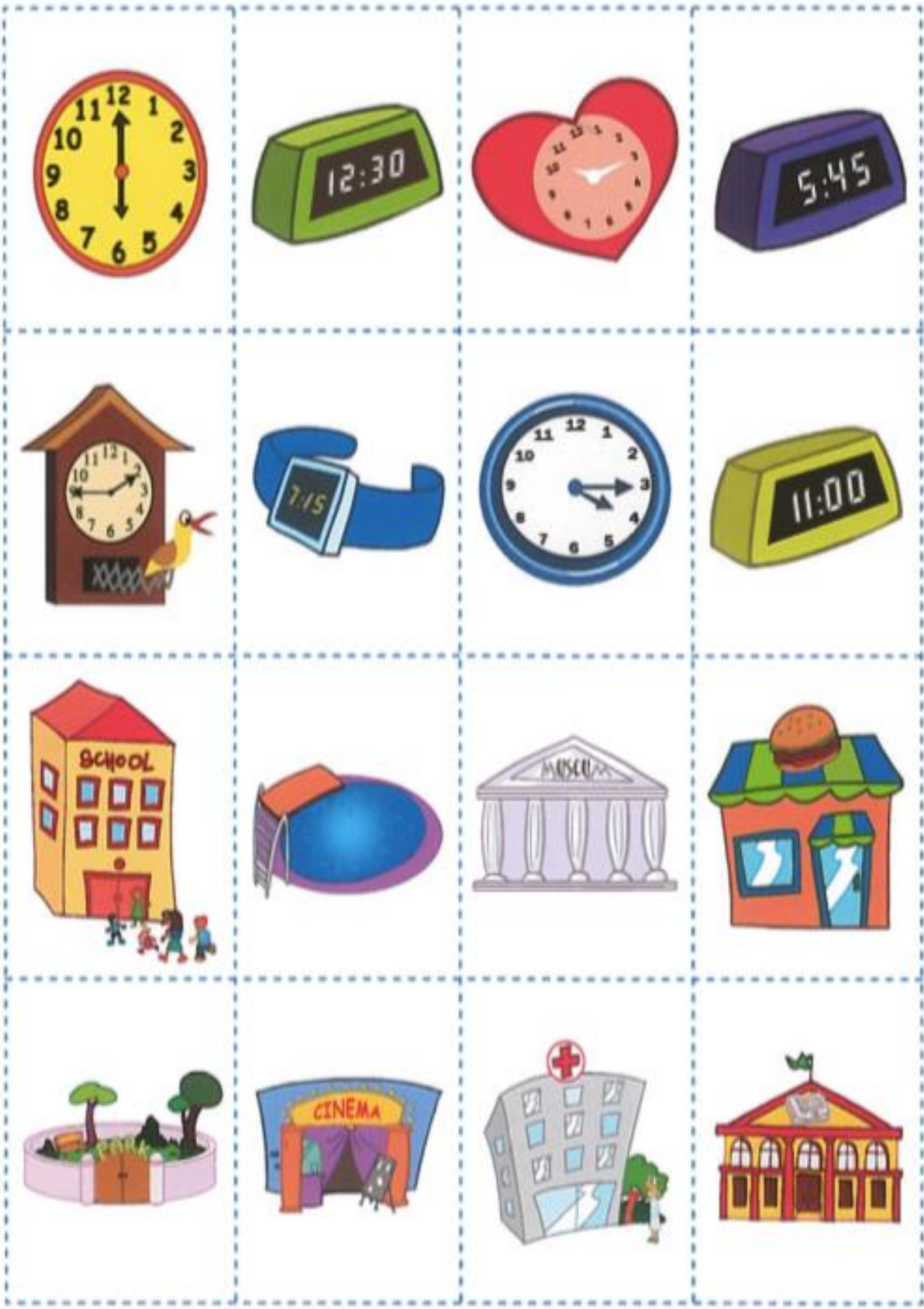
Appendix C

Some examples of used visual aids

Pictures:



Flashcards:



Appendix D

Some samples of lesson plans conducted in the classroom

Session One

Level: A1

Visual Aids: Pictures

Objective: By the end of the lesson my students will be able to memorize, understand and use some human body parts vocabulary correctly and effectively.

F.W	Time	Procedure	Objective
Warm-up	5 min	<ul style="list-style-type: none">• Greets students and asks simple questions. Points to body parts and asks students if they know them.	To make learners engaged and use their background
Presentation	15 min	<ul style="list-style-type: none">• Teacher shows pictures of body parts one by one. Pronounces each word clearly and writes it on the board.	To Listen, repeat pronunciation, and observe pictures.
Practice 1	10 min	<ul style="list-style-type: none">• Teacher says the words aloud and asks students to repeat individually and in groups.	Repeat vocabulary words correctly.
Practice 2	10 min	<ul style="list-style-type: none">• Teacher gives instructions such as: 'Point to your nose' and 'Touch your head'.	Learners speak English, pronounce different words.
Practice 3	10 min	<ul style="list-style-type: none">• Teacher divides students into pairs. One student points to a body part, the other names it.	Work in pairs and practice vocabulary.

Production	5 min	<ul style="list-style-type: none"> Asks students to use simple sentences such as 'This is my hand.' 	Produce simple oral sentences.
Production	5 min	<ul style="list-style-type: none"> Reviews all vocabulary using quick questions and pictures. 	Answer review questions and participate actively.

Session Two

Lesson plan

Level: A1

Visual Aids: Flashcards, Student book

Objective: By the end of the lesson, learners will be able to to memorize, understand and use some home furnitures vocabulary correctly and effectively.

F.W	Time	Procedure	Objective
Warm-up	5 min	<ul style="list-style-type: none"> Greets students and asks simple questions. What do we find in living room? What do we call the object we sit on? 	To make learners engaged and use their background
Presentation	15 min	<ul style="list-style-type: none"> Teacher shows flashcards of different home furniture one by one. Pronounces each word clearly and writes it on the board. 	To Listen, repeat pronunciation, and observe pictures.

Practice 1	15 min	<ul style="list-style-type: none"> Teacher says some words aloud and asks students to repeat in groups. 	Repeat vocabulary words correctly.
Practice 2	15 min	<ul style="list-style-type: none"> Teacher asks questions such as: 'where is the table?' and 'which flashcard represents cupboard '. 	Learners differentiate between words and pronounce them correctly.
Production	10 min	<ul style="list-style-type: none"> Asks students to write simple sentences such as 'This is chair, sofa ' 	Produce simple written sentences.

Session Three

Lesson plan

Level: A1

Visual Aids: video, Textbook

Objective: By the end of the lesson, learners will be able to know and differentiate between some countries and nationalities with their flags.

F.W	Time	Procedure	Objective
Warm-up	5 min	<ul style="list-style-type: none"> Teacher shows a quick video (3 minutes) featuring children from around the world saying 'Hello' next to their national flags. 	To make learners recognize and remember some words.

Presentation	15 min	<ul style="list-style-type: none"> • Teacher presents 5-6 target countries paired with their flags and respective nationalities using flashcards: <ul style="list-style-type: none"> * Spain -> Spanish (-ish) * Japan -> Japanese (-ese) * Brazil -> Brazilian (-ian) * France -> French (irregular) * Canada -> Canadian (-ian) 	To Listen and memorize some countries and nationalities.
Practice 1	15 min	<ul style="list-style-type: none"> • Teacher points to the country and ask the students to give its name and nationality. 	To link each country with its nationality.
Practice 2	15 min	<ul style="list-style-type: none"> • Students open their Textbooks in the needed page. They complete a fill-in-the-blank activity matching a country flag illustration with sentences like: 'He is from Spain. He is spanish.' 	To write names of countries and nationality with correct spelling.
Production	10 min	<ul style="list-style-type: none"> • Role-Play Activity: student "A" asks student "B" where are you from? What is your nationality? 	Ask and answer questions about countries and nationalities.

Appendix D

Interview Questions

- How long have you been teaching English?
- Do you think that vocabulary causes difficulty and challenge in learning English? And why?
- Do you use visual aids in teaching vocabulary? Why?
- How often do you use visual aids in classroom?
- What types of visual aids do you usually use? And why?
 Pictures Videos Flashcards Slides Real objects
- In your opinion, how do visual aids help students understand vocabulary?
- Do visual aids help students remember new words? How?
- Do students participate more when visual aids are implemented in the classroom? why?
- Do visual aids increase students' motivation? How?
- What are the main challenges and difficulties you face when using visual aids? Explain
- Do you think visual aids are essential in teaching vocabulary? Why?

الملخص

تهدف هذه الدراسة إلى معرفة تأثير استعمال الوسائل البصرية في تعلم المفردات عند متعلمي اللغة الإنجليزية. وقد تم اختيار 15 تلميذ من مستوى A1 في مدرسة AMA Foundation الخاصة بغرداية للمشاركة في هذه الدراسة.

اعتمدت الدراسة على اختبار قبلي وبعدي لقياس مستوى التلاميذ قبل وبعد استعمال الوسائل البصرية، إضافة إلى ملاحظات داخل القسم ومقابلات مع الأساتذة. خلال التجربة، تم تقديم دروس في المفردات باستعمال صور، فيديو هات، بطاقات تعليمية وإيماءات خلال ست حصص.

بعد انتهاء التجربة، تم إجراء اختبار بعدي لنفس التلاميذ، وكانت النتائج أفضل من الاختبار الأول، مما يدل على أن الوسائل البصرية ساعدت التلاميذ على فهم وحفظ المفردات بشكل أحسن.

كما بينت آراء الأساتذة أن هذه الوسائل جعلت التلاميذ أكثر نشاطاً ومشاركة داخل القسم، وساعدتهم على الفهم والحفظ بطريقة أسهل.

وفي الأخير، أظهرت النتائج أن استعمال الوسائل البصرية له تأثير إيجابي في تحسين تعلم المفردات لدى التلاميذ المبتدئين.

الكلمات المفتاحية: الوسائل البصرية، اكتساب المفردات، مستوى ابتدائي، تعليم المفردات، تجربة، المؤسسة الخاصة أمافوندايشن، غرداية.