



**University of Sebha**

**Faculty of Arts**

**Department Of English**

**The impact of using visual materials in teaching English Vocabulary  
to preparatory schools**

**Submitted by:**

**Fatima Omar Dakhil**

**Amina Alsayed Ali**

**supervisor by: Um Hani**

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## **Dedication**

**To Our Fathers & mothers**

**To Our brother'S & SiSter 'S**

**To our friends &colleagues**

**TO everyone taught us and**

**Sincerely Supported us to**

**Carry out this work**

## **Acknowledgment**

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## **ABSTRACT**

Teaching EFL/ELS students is not an easy matter. It requires different techniques to facilitate the learning process. Vocabulary is the most important part in the learning process, and it is an important issue for EFL second language learning. Using different visual aids in the classroom helps students understand the meaning of vocabulary words in an effective way. Visual aids make learning new vocabulary easier for ELS students because students memorize and remember the words in easy ways. Learning vocabulary has been recognized as a key factor in learning any language. Therefore, different techniques were used to teach vocabulary at different school levels and fields including EFL and ESL. Additionally, many teachers still struggle to find appropriate and effective ways to teach vocabulary. The findings showed an apparent progress of the experimental group in learning vocabulary. It had been found that the learning of vocabulary in the experimental group considerably increased more than in the controlled group. The participants in the experimental group received visual instruction as an effective way for learning vocabulary.

**Keywords: visual materials, vocabulary teaching, vocabulary learning, ESL learners.**

**CHAPTER ONE:**

**INTRODUCTION**

## **Chapter one : Introducton**

### **1.1 INTRODUCTION**

Teaching foreign language vocabulary is important in language learning. It is an essential component of all language skills. Teachers of a foreign language are aware of the importance of learning vocabulary. According to Hatch & Brown (1995) vocabulary means different words which are used by all speakers in all languages. At present, language teachers use different types of visual materials to explain the meaning of new words. The use of these visual materials is useful and important for vocabulary learning. Learning new vocabulary words is an important matter to ELS students and it requires different techniques to facilitate the learning process.

Some scholars believe that using visual aids in the ESL classroom enhances teaching methods and improves students' perception. Printed visual aids such as posters, and cartoon strips can be used in a second language classroom to increase students' comprehension. Arnhein (1994) and Chnlin(1998) stated that visual learning tools uniquely enhance students' cognitive understanding of concepts. According to Allen(1983), It is useful to use the picture to help students understand the meaning of the word. He has noted that visual aids are available in many forms.



Using a variety of visual clues such as encyclopedias, newspapers, and magazines increases students' understanding of difficult new words.

The use of visual aids is an essential teaching strategy for preparatory students as a second language and English as a foreign language. Such as pictures, posters, postcards, word calendars, realism, charts, graphic organizers, picture books, TV, iTunes videos, and computers that can help students understand and perceive the main points they have learned in the classroom...Visual aids can help with speech efficiency. Many speeches benefit from presenting objects, images. For the teachers, it gives a clear explanation (the material), it teaches efficiently, and it enhances the learning because when it is addressed, the teachers can reinforce the material learned, and also for the audience (the students), it increases their interaction

Teaching vocabulary is a key component of expanding students' knowledge. An ideal way for students to practice their vocabulary skills is to create storyboards that include the use of words in a real-life context. When students define a word and then use it, they are good at applying it and retaining it in their vocabulary. A basis for teaching vocabulary. The importance of vocabulary cannot be neglected at any stage because it is the spirit and essence of language. It is based on providing help and assistance to educate a person by raising the level of expertise he/she has,

which leads to a state of more readiness and readiness for the learning process.

learning strategies have been employed by ESL students, such as guessing the meaning of a single. Wright (1990) generally believed that the learning experience of a target language would become more significant and meaningful with the inclusion of visuals, as the students can make some sense out of the visuals. He further asserted that visuals also provided interest and motivation while offering an understanding of the context of the language and a specific reference point or stimulus. Al-Rahmi, Alias, Othman, Marin, and Tur (2018) echoed this, as they insisted that visuals and pictures are mainly found to draw the attention of students .

## **2.1R ESEARCH PROBLEM**

Although visual aids have become an integral part of the modern teaching process in ESL classroom, and it is considered to be a part of learning too. It does not get attention in the Libyan schools. Most of the teachers lack the basic knowledge of using visual aids in teaching the new vocabulary words. This can be effective in dealing with learners' understanding of the meaning of the new vocabulary. The lack of knowledge of the effective use of visual aids and their important role

affect teachers' performance. Searching the significance of using the appropriate visual aids materials for teaching vocabulary of English as a foreign language in Sebha Preparatory Schools.

### **3.1 The PURPOSE OF THE STUDY**

The purpose of this study is to investigate the effectiveness of visual aids on Sebha preparatory school students. Also, to enhance the teacher's ability to present the lesson in a simple, effective, and easy manner .

### **4.1 RESEARCH QUESTION:-**

Q1-Is there any significant differences between teaching vocabulary by using visual aids and teaching them by using traditional methods?

### **5.1 RESEARCH SIGNIFICANCE:-**

Nowadays, different innovations of language teaching are brought to the ELT to emerge from the traditional teaching approaches. Today, the tendency is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous times, learning a new language meant learning to read the literature of that language. Now, the necessity of learning a new language has become a communicative need. People learn another language with their mother tongue for maintaining communication with the people of other communities speaking a different language.

Consciously teaching vocabulary is to develop learners' knowledge. Using visual aids can help in teaching vocabulary, using this method helps learners positively. Also, it helps students understand and realize the main points they have learned in the classroom. The result showed that using visual materials brings teaching to mind in the future. Makes teaching clear, more effective. Students can be more interested and engaged to learn the material. It makes sharing more interesting because there are sound and color Pictures, etc.

## **RESEARCH OUTLINE**

This research has been organized into five chapters, the first chapter is the introduction. The second chapter is a literature review, the third chapter discusses the methodologies that used to collect and analyze data as well as it exposes to the sampling technique implemented in the current study, the fourth chapter deals with data analysis and discussion, and the final chapter is conclusion in which the researcher presents the main finding of the research and explains the mine limitations of the study.

**CHAPTER TWO:**  
**LITERATURE REVIEW**

## **CHAPTER TWO: LITERATURE REVIEW**

Vocabulary is an important part of language teaching. To make communications with others easily, we should know the foreign language vocabulary. It should be taught in a special context to become easier for the students to remember and use the words. Rahman and Shah (2016) argued that the use of appropriate vocabulary learning strategies could lead to a bigger size of vocabulary bank, better performance in reading, writing, listening, and speaking skills of the English language. Various vocabulary learning strategies have been used by ESL students.

Wright (1990) believed that the learning experience of a target language would become more significant and meaningful with the inclusion of visuals, as the students can make some sense out of the visual. He further asserted that visuals also provided interest and motivation while offering an understanding of the context of the language and a specific reference point or stimulus. Al-Rahmi, Alias, Othman, Marin, and Tur(2018) echoed this, as they insisted that visuals and pictures are mainly found to draw the attention of students when they are involved. They also claimed that this strategy is found to be more frequently used by the lower level, many studies have attempted to shed some light on how the use of visuals could help in vocabulary acquisition.

Vedyanto (2016) experimented with the use of pictures in a test format to evaluate vocabulary achievement among 41 secondary schools in Indonesia. He provided two forms of tests, with and without the picture for students to complete the missing letters and then match the photos with the English words by drawing the lines. In contrast, the one without pictures was simply dealt with by translating the Indonesian vocabulary by completing the missing letters. He reported a positive and excellent correlation ( $r=84$ ) between the use of pictures in a test format and the vocabulary achievement of the students. He also observed that the students seemed to be more relaxed as they dealt with the test format with pictures. On the contrary, when they were completing the task by referring to the incomplete words without any images, they were very slow in answering the questions and slow in answering the questions and looked anxious and perplexed looked anxious and perplexed

Shapii(2007) examined the vocabulary learning strategies of a group of Saudi secondary stage learners in a Saudi International School in Malaysia. With regards to the use of a particular English word, the participants have revealed that visual images have helped them to understand the meaning of a word through either cartoons or pictures images. One of the participants acknowledged that only 20% of the attention paid was paid to the sentence, while 80% to the photo.

The participants further admitted that pictures "helped their imagination and assisted in learning new vocabulary items, particularly by the use of dictionaries" (p.1253). in the Malaysian context, Ab Rashid (2011) used children's stories to assist vocabulary learning among a group of less proficient young adults in Malaysia. He chose these stories as he believed that these stories offer visual support that could help the participants of the study to understand better.

The pictures helped the young readers to grasp and remember the words which appeared during the reading. Changes in vocabulary proficiency were analyzed through the comparison of the results of the Pre and Post-test, as well as their writing in the learning diaries. He found out that after using these stories, all participants scored better marks in the Post-test compared to the Pre-test, with about 20% of them showing a very significant improvement in the Post-test. Also, all the participants gave positive feedback on the use of children's stories to learn visuals were also found to be one of the motivating factors in enhancing the student's interest in reading literary texts, which are laden with new vocabularies. According to a study by Yunus, Salehi, and John(2014) on the Malaysian Secondary School teacher's perception of the use of visual aids in motivating students to read literary texts.



This is because videos and pictures allow the students to comprehend better since they will be able to see what is exactly happening in the literary text. They do not rely on listening where they might lose their concentration Yunus et a(2014) Besides, the use of visual aids promoted the student's interpretation of abstract ideas in the text. furthermore, 94.2 percent of them also felt that the use of visual aids could improve their student's performance even though they are of different English proficiency levels. Colorful graphics and exciting pictures make the word more memorable for them.

These pictures will increase the incentive of pupils to learn as they are drawn to the visual aids. Visual representation of the words can help the students to make sense of and process the information Yunus et al.(2014) Apart from that, Jazuli, Din, and Yunus(2019) utilized pictures in the form of digital (2019) reported that the use of visuals in learning vocabulary could provide some much-needed relief to this situation. the use of blended learning to expand the acquisition of vocabulary among low-proficient students and enable them to move gradually.

In summary, based on the previous studies in the literature review, it is evident that the studies in vocabulary learning are still lacking, and future research should investigate the effectiveness of vocabulary instructions for the students to learn the target words. This is mainly in

the context of the Malaysian classroom, where the use of visual vocabulary is applied to help students learn new words. The application of Visual Vocabulary also reflects the use of new material in using visual aids to help students learn the intended vocabulary to replace the materials such as conventional pictures or images.

Teaching English Vocabulary on the educational side, we have familiar with word teaching. According to Brown(2007) teaching is defined as showing and helping someone to learn how to do something giving instruction, guiding in the study of something providing with knowledge, causing to know and understand. One of the most important aspects of learning English is vocabulary. Neuman Dwyer (2009) defines vocabulary as words that we must know so we can use it to communicate effectively; words in speaking (expressive vocabulary ) and words in listening (receptive vocabulary). When the students master English vocabulary well, it makes them easier to read, write and communicate using English.

Thornbury (2002) stated that teaching words are a crucial aspect of language as languages are based on words. As we know that the basis of a language is words and it is impossible for us to learn a foreign language without words. Besides Thornburry (2002) also stated that if you spend most of your time studying grammar, Your English will not improve very

much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (p.114)

Nation (2001) describes the relationship between vocabulary knowledge and language that use as complementary knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. The researchers agreed that vocabulary is one of the most important aspects of learning a foreign language. Moreover, Visual Material in the teaching-learning process, teaching material that was used by the teacher has an important role in promoting communicative language use. As we know that young learners are rather difficult to focus on the teaching-learning process. They can only concentrate for approximately one-tenth of their age.

Williams(1991:207) stated that children learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do it. So as the teacher, they should be able to provide the interesting catch the learner's attention. Visual material becomes one of the solutions that can be used by the teacher to catch the young learners' attention.

Burton defined visual materials as sensory objects or images which initiate or stimulate and support learning. According to Kinder, S. James

visual materials are any devices that can be used to make the learning experience more real, more accurate, and more active. Cross (1991:5-6) stated that three visual materials can be used to help the teacher deliver an English lesson. The realia, pictures, and gestures. Realia is a real object. As the example are fruits, vegetables, nouns, etc that can be brought to the classroom. The picture is an illustration of an object that is not easy to bring into the classroom. A picture can be a board drawing, magazine, and flashcard. The gesture is an effective way to new words to the students since it resembles the Total Physical Response Method. As the example are doing the action or facial expressions (smiling, happy, sad).

Abebe and Davidson (2012) state that with the assistance of visual materials, and that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings.

Besides, Leyla (1995) also states the purposes of using visual materials in teaching-learning purposes. Below are the purposes :

1. Material provides economy in time and speech
2. Make the course simpler, vivid and clear
3. Materials increase students' interest and motivation.
4. Materials help to explain complex explanations easily.
5. Materials create the desire for learning.

6. Materials make abstract concepts concrete.
7. Materials enrich the course.
8. Materials provide the chance for practicing on subjects.

Lee (1986:53) presents his idea about children's language learning. He argues that children in their language learning like fun, physical movements, and full participation in what is going on. As we know that visual material can be used in as many ways as you or your students' imagination allow. The use of visual material can help foreign language learners become an enjoyable activity for them. By using visual materials to teach young learners, it can increase the teacher and students' imagination allow. As Stice (1987) argued that young learners will remember what they hear only 20% then, their 30% is what they see. The biggest is 50%, students will remember what they see and hear. So, by using visual material the students can see and hear the teacher's explanations and it makes them easier to The knowledge rather than depending on what they hear or see. However, the students can learn better through what they see and hear.

Also, he clarified some advantages and disadvantages of using visual material in the classroom. Here are the advantages of using visual materials; the student's actively involved in the classroom activity,

attracting the students' attention and they can get ideas quickly, by using images may influencing the students' attitudes, it is inexpensive to make, and visual material also flexible and portable. Afterward, the disadvantages of using visual material are the content can become easily dated, it is time-consuming to make a visual material, it is not suitable for use with large groups, and it is not useful for those who are visually impaired. Moreover, he explained some tips in using the visual material. As the example is chosen materials where the age, gender, socio-cultural and racial background reflect your learners so they can better identify with the message.

The researcher thinks that children like something that has an interesting appearance such as; colorful, moving, and has a unique shape. As the English teacher that delivers the material and hopes that the students can understand the material well, the teacher should provide interesting material. So, the students' desire in studying English will increase. When the students have their encouragement they will study English with pleasure and not put English as a school subject. Young learners Teaching English to young learners are not an easy job. As the researcher stated before that the young learners are rather difficult to focus on the teaching-learning process they can only concentrate for approximately one-tenth of their age.

According to Philips (1996:2), young learners mean children from the first years of formal schooling (five or six years old) to 11 or 12 years of age. So that young learners are the students in kindergarten and elementary school. Scott and Yterberg (2001:2) stated that young children love to play and learn best when they are enjoying themselves but they also take themselves seriously and like to think that what they are doing is real work.

The other characteristics of young learners in elementary school-age that Scott and Ytreberg (1993:2) stated are that they know that the world is governed by rules. They may not understand the rules but they know that they should obey the rules to feel secure. B. their ability in understands situations is more quickly than the language used. C. they use language skills long before they are aware of them. D. their understanding comes through hands, eyes, and ears. E. they are very logical –what say first happens first f. they have very short attention and concentration span. G. children don't always understand what adults are talking about. H. young children cannot decide for themselves what to learn. I young children love to play j. young children are enthusiastic and positive about learning.

According to Ahmed( 2016,p.10) by developing technology, we have some different ways to teach vocabulary effectively. Using audio-visual material is one of them. Ahmed(2016) emphasized the necessity of audio-

visual materials in secondary schools. At this point, using and adopting technology in lessons is a big and important responsibility for a teacher. Mathew & Adimat (2013) pointed out that using audio-visual materials takes more care because using technology in the classroom creates a communicative and effective atmosphere. Another view about the importance of teachers' role was stated by Ahmed (2016,p.10) as follows: English language vocabulary teachers should be trained sufficiently. Learning styles and strategies are important for a student and there are different types of learning. For example, Philominraj, Jeybalan, and Vidal-Silva (2017)154 conducted a study in which there were 504 participants from higher secondary schools that refer to high schools in Turkey.

According to Ode (2014), audiovisual materials are very effective for secondary schools. The main purpose of this study was to find out the influence of visual tools in teaching and learning language. Also, he remarked that visual sources have a positive influence on teaching and learning. Moreover, Smayda et al., (2015) emphasized that their results highlight an important facet of older adults' speech perception; with both visual and semantic cues, older adults can excel at speech perception. Mathew& Alidmat (2013) expressed that audio-visual materials enable some opportunities in class such as thinking or learning effectively.



Audio-visual material is a general term. It is the combination of video, song, pictures, games, etc. Researchers conducted various studies related to the components of audiovisual materials. Games are a good example of educational tools.

Silsupur(2017) conducted a study about the impact of vocabulary games at the university level. The researcher applied a game called "Bingo" to both experimental and control groups. After the quiz, the findings showed that the experimental group had better results. In conclusion, the researcher reported that games have a positive effect on students. Mahmud (2015) researched the same subject. In this study, the pretest and the posttest, and 3 games were used to collect data additionally.

According to Mahmud (2015), vocabulary games aided primarily learning homonyms and the combination of games such as word search, crossword puzzle, and others can be used as a pedagogical apparatus in learning vocabulary for L2 learners. Another study by Bakhsh (2016) was about the role of games in vocabulary teaching and learning. The purpose of this study was to determine the effect of games on vocabulary.

Bakhsh (2016) concluded that any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teachers (p.125). relationship between games motivation, and learning. Uzun,

Cetinavci, Kormaz, and Salihoglu (2013) researched this relationship. This study aimed to find out the impact of playing a vocabulary learning and practicing the game at the university level. There were 70 participants. Researchers applied the pre-test and post-test to students. The game that was used in this study was VocaWord and it was similar to the Monopoly game. After this practice, researchers collected and analyzed the data. According to the researchers, the finding revealed positive thoughts and beliefs related to the game they played during their course, and using games in language classes. Cartoons are also quite interesting and funny material.

Aziz&Sulicha(2016) investigated the effect of cartoons as a tutorial material in elementary schools, During the study, researchers used both quantitative and qualitative data tools. There were 64 participants. Students were divided into two groups; experimental and control groups. After all stages, results were proved that cartoons were effective in teaching and learning.

Munir(2016) and Bahrani &Sim (2012) carried out similar research about using cartoons as visual materials. The finding of these researches was similar. Both studies remarked that using cartoons in vocabulary teaching has great importance and cartoons encourage students to learn vocabulary. Likewise, vocabulary flashcards are very memorable and

simple visual tools for vocabulary teaching and learning. Komachali & Khodareza (2012) investigated the impact of using flashcards on Iranian pre-university students' vocabulary knowledge.

Cakir(2006) stated that videos can easily be used in any classroom environment and they have useful practical implications; teachers can step in the process whenever they wish; they can stop, start, and rewind to repeat it several times where necessary. The role of the teacher has been emphasized, especially in using videos in the classrooms. Cakir (2006) stated that the teacher can be a controller, an assessor, an organizer, a prompter, and a participant as well. Songs are another effective example of audio and visual materials.

They are the perfect means of cultural transmission. An example study about songs as an audio-visual material was carried out by Keskin (2011). The purpose of this study was to find out the influence of songs in language teaching. The researcher expressed the importance and benefits of songs and then divided listening activities into three groups namely, pre-listening, listening, and post-listening. In conclusion, the author noted that using songs in the classroom makes the lesson more comprehensible and interesting. Moreover, songs give students a chance to improve their language knowledge and skills.

In a conclusion, visual aids in teaching play an important role in creating an effective learning environment, especially in teaching vocabulary. Today ESL classrooms are installed with visual aids such as computers, slides, and printed materials like posters and colored pictures. All of these materials will help ESL students to learn vocabulary more effectively. Some researchers such as Harmer, Winn, Kleinman, and Dwyer have parallel ideas whereas Rieber and Schwartz do not agree with these ideas. The ESL students who learn the new words with visual aids such as printed pictures, slides, and also electronic devices are more proficient in the learning, use, and grasp of new vocabulary.

**CHAPTER THREE:**  
**METHODOLOGY**

### **1.3 INTRODUCTION**

The methodology of the present study is based on quantitative data collection. The data collection and analyses were conducted using appropriate tools and techniques.

### **2.3 PARTICIPANTS**

The current study sample consists of thirty female students who were selected from a middle school in the city of Sebha, Libya (Al Kholoud School for Basic Education) who were in the first and second year and their ages ranged from 12 to 14 year All participants are nonnative speakers of English with their native language Arabic. Participants were divided equally into two groups for each category used. The first group was the experimental group (n = 15) and the second group was the control group (n = 15). All students took an introductory test to determine their level of English.

### **3.3 Materials and Procedure.**

The researcher explained the meaning of the new vocabulary words that the passage contains by using different types of visual aids such as photographs, real objects, slides, and charts for one group (Experimental group) and the next group (controlled group) learned the new vocabulary words without visual aids the teacher provided the definition of the

words only. The words were the same for both groups. The only difference was the way of explanation. The number of words was the same in both groups which are ten words during each session. The class met four times a week. The period of each class was forty-five minutes for four weeks. All the learners had four similar texts with new words, these texts were gathered from an English short story for children. At the end of each session, students took a test, which was a pretest. The test was designed based on the students' vocabulary learning. At the beginning of the next tutoring class, they took another vocabulary test to evaluate and investigate how they learn new vocabulary. In this study, there were 10 target words chosen by the researcher. The tools used to teach vocabulary were vocabulary stickers and 3 different videos about animals. All videos were 4 minutes long. A vocabulary test was prepared by the researcher. All the learners had four similar texts with new words. At the end of each session students took a test, which was a pretest. The test was designed based on the students' vocabulary learning. The test was about Animals and it was a 50-point test. The test consists of two parts. The first part was the matching activity. The pictures were the same as the vocabulary posters that the participants were shown in the practice lessons. The second part was fill-in-the-blank Question type. At the end of the second week of the study, quantitative data tools were applied to

the students. There was a time limit, and participants had to answer questions in 30 minutes.



**CHAPTER FOUR:**  
**DATA ANALYSIS AND DISCUSSION**

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

### 4.1 INTRODUCTION

The vocabulary test was a 50-point test. This test was applied to both experimental and control groups in the same way. The test lasted for 30 minutes. When the students' scores were examined, there were no significant differences, but an overall difference in the advantage of the experimental group. The difference between the total scores of the experimental group and the control group was clear, it is clear that the total score of the experimental group was higher than the control group. The scores are provided in Tables 1 and 2.

Table 1. The result of the experimental group.

1.Participant	35
2.Participant	40
3.Participant	27
4.Participant	32
5.Participant	45
6.Participant	50
7.Participant	33
8.Participant	28
9.Participant	49
10.Participant	46
11.Participant	26
12.Participant	38
13.Participant	39
14.Participant	20
15.Participant	48

Table 2. The result of the control group.

1-Participant	20
2-Participant	17
3-Participant	25
4-Participant	29
5-Participant	22
6-Participant	15
7-Participant	39
8-Participant	25
9-Participant	35
10-Participant	7
11-Participant	18
12-Participant	33
13-Participant	26
14-Participant	12
15-Participant	44

To answer the research question and to investigate the effect of visual aids on learning vocabulary in each group, a pre-test and post-test were taken to explore the significant difference between the two groups A and B. Based on the descriptive statistics of both tests, it has been revealed that both groups almost had the same mean score. The mean score had been showing that there's no significant difference between them in the pretest. The data in table 1 showed that their performance was almost the same in the test.

the participants in the experimental group had better scores than the participants in the control group, although there were successful students in both groups. In addition, in the practice section of this study, it was

noted that students in the experimental group attended lessons more actively and willingly, which indicates higher motivation and well-being compared to the control group. All these positive attitudes from the students show the positive effects of the audiovisual equipment. The results of this study are in line with those who adhere that using pictures and real objects help learn vocabulary like Raims, (1983) Moreover, Cuning Worth, A (1984) the use of different kinds of visual aids enhance students learning of vocabulary words .

## **4.2 DISCUSSION**

The main purpose of this study was to investigate the effect of using visual materials in teaching English vocabulary in preparatory schools. Teaching tools, methods, and curricula are traditionally designed and applied. Technology and the use of visual materials are not common in the classroom. In contrast, most participants stated that the use of visual materials in vocabulary teaching and learning is highly effective and desirable. Moreover, a large number of participants indicated that the use of visual materials increases their attention and interest in the lesson and makes vocabulary more durable compared to traditional methods .

The results of the data show that preparatory school students have some problems in learning vocabulary traditionally. Use visual

techniques and materials such as posters, educational videos, real objects, photos, etc. In the classroom. It was like it was getting out of sight. In addition, most participants noted that audiovisual materials increase creativity and readiness .

Finally, the present study indicated that visual materials are more important in vocabulary teaching. Visual tools enhance students' attention and create more interesting lessons. Moreover, these materials help students to communicate and develop basic language skills by following the models that they listen to and watch.

The result of our investigation is also parallel with Budden(2004) as he mentioned the good effects of flashcards on learning new words. In addition, the findings were equal to Allen(1983), Arnhein(1994), and Chanlin(1998) in that the visual learning tools uniquely enhance students' cognitive understanding of vocabulary. The participants in the experimental group who received visual instruction were able to develop an understanding of vocabulary successfully than the learners in the control group. As a result, this study shows that the use of visual aids in teaching vocabulary can be more effective in acquiring a second language.

## **CHAPTER FIVE:**

## **CONCLUSION**

## **Chapter five: Conclusion**

Based on the results of the present study, it is deduced that the use of visual aids such as pictures, flashcards, etc. has a positive and effective impact on learning vocabulary words for Libyan students. The purpose of this study was to examine the teachers' use of visual materials when they teach English vocabulary in grades 1,2 and 3 of preparatory schools in Libya. The data collected from the instruments in the study helped conclude that teachers use visual materials in teaching English vocabulary in different ways.

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**Appendix.**

Vocabulary Test

Name-Surname:

School:

A- Please match the pictures numbers with the words. ( points 26)



1. skunk animal.....
2. lizard.....
3. Fox.....
4. Rhino.....
5. squirrel.....
6. snake.....
7. gorilla.....
8. monkey .....
9. elephant...
10. baby elephant...
11. Lion...
12. hippopotamus...
13. giraffe...
14. Tiger...
15. beetle...
16. ostrich...
17. turtle...

18.crocodile.....

19. chameleon.....

20. flamingo.....

21. kangaroo .....

22. butterfly.....

23. porcupine.....

24. a parrot.....

25. zebra.....

26. Snail.....

B-choose the correct answer(points 12)

1. Who is the animal called the king of the jungle?

A.Tiger B.Lion C.zebra

2. What is the black and white striped animal?

A. Giraffe B.Zebra C.Lion

3. What animal is known to eat bananas?

A.Monkey B.Snake C.Elephant

4. Who is the animal that smells bad?

A.lizard B.porcupine C.monkey

5. Which animal is known to walk slowly?

A.Fox B.beetle C.turtle

6. What animal is known for its long neck?

A.Gorilla B.Giraffe C.ostrich

7. Which animal can change its color?

A.Butterfly B.snake C.chameleon

8. What animal has a pocket in its stomach?

A. Fox B.Rhino C.giraffe

C -Answer the questions below:(points12)

Q1- What animal can change its color according to the thing it touches?

.....

Q2 -What pet is found in almost every home?

.....

Q3- What is the largest animal in the world?

.....

Q4- What is the farm animal that produces eggs for us?

.....

Q5- What animal do we get all dairy products from?

.....

Q6- What is the smartest animal in the world?

.....

Q7- What animal is known to be the slowest animal on earth and its food  
can be digested for two weeks?

.....

Q8- What is the name of the male snake or viper?

.....



