



أثر استخدام الوسائل المرئية في تحسين تعلم مفردات اللغة الانجليزية في المدارس الإعدادية الليبية إبريك دين الجهمي. فاطمة عبدالسلام غيث عبدالهادي

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المستخلص : إن تدريس طلاب اللغة الثانية ليس بالأمر السهل ويتطلب تقنيات مختلفة لتسهيل عملية التعلم. وتعتبر المفردات أهم جزء في عملية التعلم. وهي قضية مهمة لتعلم اللغة الثانية للغة الإنجليزية كلفة أجنبية. يساعد استخدام الوسائل البصرية المختلفة في الفصل الدراسي الطلاب علي فهم معني الكلمات بطريقة فعالة. تجعل الوسائل المرئية تعلم مفردات جديدة اسهل لطلاب اللغة الثانية لأن الطلاب يحفظون الكلمات ويتذكرونها بطرق سهلة. تم التعرف علي مفردات التعلم كعامل رئيسي في تعلم اي لغة. لذلك تم استخدام تقنيات مختلفة لتدريس المفردات في مستويات ومجالات مدرسية مختلفة بما في ذلك اللغة الانجليزية كلفة اجنبية. الهدف من الدراسة: هو التحقق من مدي فاعلية استخدام الوسائل المرئية في تعلم طلبة المدارس الليبية مفردات اللغة الإنجليزية. تتطلب الدراسة استخدام المنهج التحليلي ويتم ذلك من خلال تجميع بياناتها عن طريق توزيع استمارة الاستبيان إلي تسعين طالبا ليبيا من مختلف المدارس الإعدادية في مدينة سبها لجمع البيانات وتم إجراء اختبار لمجموعتين من الطلاب. اظهرت النتائج أن استخدام الوسائل المرئية في التعلم كان فعالا لحد كبير. كما اظهرت النتائج أن متعلمي اللغة الإنجليزية كلفة أجنبية لديهم تصورات إيجابية تجاه استخدام الوسائل البصرية في تعلم مفردات اللغة الإنجليزية.

الكلمات المفتاحية: الوسائل البصرية، تعلم المفردات ، اللغة الانجليزية.

The Impact of Using Visual Materials in Enhancing Learning English Vocabulary at Libyan Preparatory Schools

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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 an 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. Visual aids assist in helping students pay attention, memorize and understand the words. The purpose of this study is to investigate the effectiveness of visual aids such as photos, slides, and other visual relies on the learning of the new vocabulary words for preparatory Libyan students. To further explore this issue questionnaire was administered to 90 Libyan preparatory school students from different schools at Sebha, and a vocabulary test was carried out to offer deeper understanding of objectives of the study. The results reveal that using visual aids in teaching vocabulary was effective to a great extent. Further, the findings showed that the use of visual aids was effective. The findings also demonstrate that Libyan EFL learners have positive perceptions towards using visual aids in learning English.

Keywords: visual materials, vocabulary learning, English Language.

INTRODUCTION

Teaching foreign language vocabulary is important in language learning. It is essential component for all language skills. Teachers of 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 the present time, 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 in order 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. Shrum& Glisan (1994) recommended the use of visuals for introducing new vocabulary, which is an effective tool for learning. It assists students to strengthen and reinforce what they have learned. The Libyan English language program involves a short period of time in which students have to learn English from elementary schools to high schools. Many Libyan English teachers rarely use visual aids in the classroom. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. In this occasion, Hatch and Brown(1995) vocabulary is a list of words that speakers of a language use. Many other scholars state the importance of vocabulary. For instance, McCalrtly(1990) underlines that most of the teachers recognize that vocabulary is an important element in any language. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered. Without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. Therefore, teaching vocabulary is an important field in learning language. Visual materials help young learners and motivate them to speak in order to create a context with which their speech will have meaning. Porter and Margael (1992) assert that using visual materials not only make what you have to say more comprehensive to young learners, but they can make it more interesting as well. Most of what we have learned, we obtain through visual materials, so this is why the use of visual materials is very important in teaching English, as they commit information long term memory.

THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the effectiveness of visual aids such as photos, slides, and other visual relies on the learning of the new vocabulary words for preparatory Libyan students. Based on the importance of vocabulary and its key role as an important element in learning the second language, this study was an attempt to find out if the Libyan preparatory students follow the same pattern of vocabulary acquisition by using vocabulary or not. This study attempts to answer the following research questions by knowing students' performance in English language course through using visual aids at Sebha schools:-

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

Q2- To what extent do teachers use visual aids in English as a foreign language classroom with young learners?

RESEARCH PROBLEM

Learning and teaching vocabulary has been developed years ago and it has become an integral part of modern teaching. Although visual aids have become an integral part of 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 knowledge of the effective use of visual aids and its important role affect teachers' performance. As a result teachers fail to play important role in helping students to learn the new vocabulary words. This problem has been taken as a problem for investigation in this research Mastering this issue will playing an important role in making teaching and learning process effective and meaningful. However, this study will shed light on the use of visual aids to facilitate the meaning of words for EFL students in Libya. This study may also be useful for teachers in preparatory schools to improve students' learning and teachers' teaching of EFL. It is also hoped that the findings of the study will help language teachers to know more about the effectiveness of using visual aids. This study will be a future guideline for the English language teachers regarding the issue.

Methods followed for collecting data

This study is an experimental type of investigation. Therefore, its nature dictates and shapes the type of methods to be followed for collecting data.

Sample size of the investigation

Ninety male and female intermediate students participated in this study. The participants were randomly assigned to the controlled and experimental groups.

BACKGROUND OF THE STUDY

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 community speaking a different language. As a result, language is learnt as a way of communication not as a subject matter. That is

why with the modified necessity of learning language, the teaching methods and approaches have also been adopted. Language teachers are trying to bring new innovations into their teaching. Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of learners. For this reason, language teachers adopt different techniques to teach language more effectively and more interestingly with the rapid growth and availability of technology. Language teachers are incorporating different additional aids along with the text books to teach language.

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. Visual aids help students to understand the meaning of the word by showing them the objects. It also, helps teachers to give emphasis on what is being taught and presented. 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). According to Allen, Kate and Marquez(2011) visual aids impact and add interest to the lesson and enable students to use more than one sense at the same time. Some authors believe that visual aids in the ESL classroom enhance teaching methods and improve students' perceptions. Printed visual and materials such as posters and cartoon strips may be used in a second language classroom to increase students' comprehension. Arnhein(1994) and Chanlin(1998) stressed that visual learning tools uniquely enhance students' cognitive understanding of concepts. Shrum and Glisan(1994) recommended the use of visuals for introducing new vocabulary, which is an effective tool for learning new words. Whereas Rieber (1997) believes that the visual aids like printed pictures have some limitation where this strategy is not very useful for adult learners. On the other hand EFL teachers cannot use the printed pictures to convey the meaning of abstract words. According to Brown(1988) pictures and slides must be prepare based on the topic and EFL students' understanding. However, Burt (2006) mentioned that a good way to convey the meaning of the new words is by using the visual printed materials such as pictures that contain several items on there. According to Yoshii(2002) learning vocabulary is a basic part of learning language. The learners of foreign language have to learn many vocabulary words to enable them produce the language well. Also, to understand the vocabulary words and their meaning.

The use of pictures in teaching vocabulary has become common in most second language classrooms. Pictures are effective aids in EFL classroom. Pictures make the class interesting and active. They help both teachers to present the vocabulary words and learners to pay their attention and understand the meaning of the word. When using pictures to present the meaning of the word, it becomes more real and contextualized. Porter and Margaret(1992) asserted that using visual materials not only helps the meaning to be understood but also makes the instruction interesting. Atkins (1996) stated that teachers should be aware of appropriate methodologies for introducing and consolidating the new vocabulary items. Using different kinds of visual materials and appropriate methods help learners to develop vocabulary knowledge.

Underwood (1989) elaborated that visual memory plays an important role in learning. For learners, memorizing words by using visual objects is more effective than memorizing them without using visual materials. Remembering vocabulary words is sometimes hard for students that is why the teachers encourage learning them through visual aids.

Visualization is another useful technique in teaching new words. Here, Allen(1983) explained that ESL teacher can draw simple pictures on the board to imply the meaning of the vocabulary. As we know chalk-board is usually the most basic part of classroom equipment. Daves and Pears (2000) pointed out that teachers could draw simple pictures to convey clear concepts visually, for elementary level detailed drawing are not so clear. We can also ask the students to draw pictures on the board to interact them on the teaching process. According to Schwartz (2001) using visual aids is a good idea for small classroom with limited students. He believed that using this method may take fewer times than others.

Whiteboards and chalkboards are two good aids in the ESL class, Lucas(1998) believed that whiteboards and chalkboards are most often used in classroom settings or board meetings and work well for presenting key points as a presentation progresses. A good ESL teacher must be able to present the materials on the board. In addition, he should be able to present, organized, and underline the important features, for example, by writing with different chalks or marker color or may draw tables to clarify the meaning. A study by Myatt and Carter(1999) suggested that most learners prefer color visuals to black and white visuals and indicated that young English language learners prefer simple visuals than complex ones.

Flash cards could be useful in a second language class; an instructor could use these cards in several ways such as card games. According to Budden (2004) flash cards are really handy resource to have and can be useful at every stage of the class. They are great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class. They can be emerged to be used in small groups. The ESL teacher has to prepare students before watching the pictures by telling them what to expect or what to look for and then follow up with discussion. This is because if the teacher does not mention, his or her purposes, the students misunderstanding will be the result. Byk (2002)

One main concern in teaching second language vocabulary is developing effective methods. Davies and Pears(2003) stated that the new words should not be taught in isolation and they should be taught in context to understand their meaning correctly. The context should also be clear enough to get the right meaning of the word. More recently, pictures demonstrate the meaning of the words for learners as well as computer programs that include sounds make the meaning more clearly to understand.

Nation(1990) explained that the meaning can be illustrated to the learners by using pictures, real objects, performing an action, photographs, blackboard drawings or diagram. Shrum and Glisan (1994) stated different methods for teaching vocabulary. They stated that new words should be learned in context to be understood and teachers should use visual aids to present new words.

Danan(1992) and Horn (1998) mentioned that the use of different visual materials by the teachers increases students' interaction and motivation in classroom and it can be helpful for teachers' too. As for Levin and Mayer(1993), visual materials increase students' learning as there is more emphasis for them. Some teachers have concluded that there are benefits of using visual aids in teaching vocabulary like Koren(1997) states that learning vocabulary words by using pictures can be easier and memorable than learning them without pictures. Because of that, most of teachers use photo dictionaries to increase the extent of vocabulary skills of the learners.

As 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 the ESL students to learn the vocabulary more effectively. Some researchers such as Harmer, Winn, Kleinman and Dwyer have parallel ideas where as 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

METHODS

The sample of the present study comprise ninety male and female students who were randomly selected from different schools from Sebha, Libya from (Oqba Bin Nafaa, Tareq Bin Ziad, and Alqods) preparatory schools. Their ages ranged between 12- 15 years old with elementary level of language proficiency. All students are nonnative speakers of English with their native language Arabic. The experiment included fifty English language teachers from these different schools who have been teaching English for more than five years participated in this study. The teachers were asked to complete questionnaire with some questions focusing on the use of visual materials in the classroom. The current study applied both questionnaire and vocabulary test. The aim of the questionnaire was to examine the extent of teachers' use of visual aids in the classroom. The questionnaire has two sections. The first part consists of 10 items which deal with the extent teachers' use visual materials. The second part has 20 questions, which asked about to what extent visual materials enhance vocabulary learning. During the administration of questionnaire respondents were informed the purpose and how they fill in the questionnaire. They were also informed to fill in based on what actually happened in their classrooms and about the use of visual materials in teaching vocabulary. The questionnaire administered for teachers has both close-ended and open-ended parts in which the respondents give answers about the use of visual materials in presenting vocabulary words. Additionally, vocabulary test was deployed to gather data about the Libyan students' attitude towards the use of visual materials in the classroom. The vocabulary test which was used as the pre-test in the study, included ten words which were selected from the English short story book for children. A book which is taught in grade three in guidance schools in Libya. The aim of such a test was to cross out the words which are known for the participants of both groups. The other instrument used in the study was a post test. It included all the unknown words of both groups' partic-

ipants, which is ten words. The test was used as a post-test at the end of the study. In terms of the process of data collection methods, the following procedures were done: concerning the questionnaire, the researcher gained permission from the teachers to see the students. Afterward, the researcher met the students and notified them about the main aim of her study. Before distributing the questionnaire to the participants, they were told that the data obtained from them will be used for research purposes only and they will be confidential. The questionnaires were given to the students in the class and the main instructions had been clarified for them. Items, that were not clear or not understandable, were translated into the participants' mother tongue to ensure that they understand what they are required to do. The researcher was around to help the students and to make things clear. Students were more welcomed to ask any questions. The participants filled in the questionnaire within few minutes. The data gained from the questionnaire were analyzed using Statistical Package for the Social Sciences, and they were displayed in the form of percentage and frequency

PROCEDURE

Different procedures were followed to collect data with different instruments. Firstly, a pre and posttest were done to check the students understanding of the meaning of vocabulary words. Then questionnaire was conducted one day with the students. After giving their consent, all students took a pretest to determine their level of English proficiency and then students were divided into two groups, each group had forty-five students and the direct method was used. 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 is 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. During the first session, the researcher distributed handouts to their subjects; the handouts contained four short stories based on the students' level of proficiency. The researcher read a text for students in group A and they tried to convey the meaning of the new words in easy words in second language (English) or paraphrasing. The researchers certainly used slides and printed photos to help the students get the meaning of the new words that were there in the text, whereas the students in the group B learned the new words just by paraphrasing in the second language(English). The researcher did not use real (pictures, slides, etc.) with this group. At the end of each session both groups must take a similar vocabulary test; these tests were prepared based on the new words that the learners learned from the tutoring classes and the result of the test of each group were compared to determine the most efficient techniques of learning new vocabulary. Subjects names and identifiers were not collected or assigned. The project director implemented four classes per week for four weeks and compared the students' level of understanding by tak-

ing the several tests. Investigating students' problems in vocabulary and show the solution for these problems is the final goal for the researchers.

As previously stated, the present study applied questionnaire which was used in this study to collect data from teachers to investigate the use of visual aids in teaching vocabulary words and its impact on students' understanding. The teachers gave information about the extent they use visual aids and variation of their use.

FINDINGS

This study was based on vocabulary test and questionnaire as instruments for data collection. These instruments were structured because they were based on different instructional techniques and routines conducted and designed for the study. The project director implemented four classes per a week for five weeks and during this period, students' level of understanding compared by taking several tests. Investigating students' problem in vocabulary and seeking the solution for these problems was the final goal of the researcher. The questionnaires were used to collect data from both teachers and students. All instruments practiced focused on the importance of using visual aids to explain the meaning of the vocabulary words. In addition, the techniques and strategies that teachers used to explain the meaning of the vocabulary words by using visual aids in the classroom were considered. Both classes were observed equally during the English language instruction.

The first part of the discussion starts with the analyses of the results gathered from the questionnaires. The total number of the teachers who taught English vocabulary for first and second grade was 30 teachers while the number of teachers in the third grade was 20 teachers. They were asked if they used visual materials in their classes. All of them answered that they used them. The only difference in their answers is that they use them with variation according to their students' levels and to the variance of lesson. The data table show their answers:

Table1: Students' Responses about the Extent Teachers Use Visual Materials in Classroom

| No | Item | Response | | | | | | | | | | | | | |
|----|--------------|----------|------|--------|------|-------|------|-----------|------|------------|------|--------|------|-------|------|
| | | Never | | Rarely | | Total | | sometimes | | frequently | | always | | Total | |
| | | Nr | % | No | % | No | % | No | % | No | % | No | % | No | % |
| 1 | Real objects | 12 | 10 | 36 | 30 | 48 | 40 | 43 | 35 | 10 | 7.5 | 18 | 15.3 | 28 | 23.8 |
| 2 | Pictures | 19 | 14 | 45 | 36 | 64 | 50 | 42 | 33 | 9 | 7.5 | 2 | 1.7 | 11 | 9.2 |
| 3 | Flash cards | 42 | 34 | 32 | 27.5 | 74 | 61.5 | 17 | 14.5 | 12 | 10 | 16 | 13.2 | 28 | 23.2 |
| 4 | Post cards | 56 | 46 | 20 | 16.7 | 76 | 63 | 25 | 20 | 10 | 8.3 | 7 | 5.8 | 17 | 15 |
| 5 | Black board | 35 | 29 | 45 | 37 | 80 | 66.6 | 20 | 16.5 | 9 | 7.5 | 8 | 6.5 | 17 | 13.5 |
| 6 | Computer | 50 | 41 | 40 | 34 | 90 | 75 | 15 | 12.5 | 17 | 14.2 | 17 | 14.2 | 34 | 28.3 |
| 7 | Gestures | 27 | 22.5 | 34 | 28.3 | 61 | 50.8 | 23 | 19.2 | 22 | 18.3 | 14 | 11.7 | 36 | 30 |

| | | | | | | | | | | | | | | | |
|----|------------|----|------|----|------|----|------|----|------|----|-----|----|------|----|------|
| 8 | Video | 44 | 36.7 | 25 | 20.8 | 69 | 57.5 | 36 | 30 | 25 | 20 | 35 | 29 | 60 | 49 |
| 9 | Television | 20 | 16.5 | 34 | 28 | 54 | 44.5 | 25 | 20 | 9 | 7.5 | 10 | 5.8 | 19 | 13 |
| 10 | Graphics | 38 | 31.7 | 32 | 26.7 | 70 | 58.3 | 28 | 23.3 | 9 | 7.5 | 13 | 10.8 | 22 | 18.3 |

N.R. =Number of Respondents

Teachers use of real objects to teach vocabulary accounted for (40%) of students responded rarely (35%) sometimes and (23.8%) stated that the teachers frequently use real objects to teach English vocabulary. The findings indicate that teachers rarely use real objects to teach vocabulary words.

The second item in the questionnaire shows the extent of teachers use pictures to teach vocabulary. (50%) percent of the students said rarely, (30%) sometimes and 9.2% frequently. As it was accounted in the literature review that using pictures to teach vocabulary helps the students to interact with each other and to express their feelings toward the use pictures. As showed in Table 1 above, flash cards were used to teach vocabulary. From the student responses (61.5%) said rarely, (14.5%)sometimes and (23.2%) frequently that teacher use flashcards. Similarly, (63%) of respondents were rarely for post cards used, (20%) sometimes and (15%) frequently. The questionnaire was used to achieve information about blackboard. Students referred that (66.6%) rarely (16.5%) sometimes and (13.5%) frequently. As for computer used to teach vocabulary, (75%)of the students said rarely, (12.5%) sometimes and (28.3%) frequently. The responses of the students for the use of blackboard and computer revealed that teachers use them rarely for teaching the meaning of vocabulary. The use of television was indicated by the student that (50.8%)rarely, (19.2)% sometimes and (30%) frequently Regarding graphics ,(58.3%) said rarely, (23.3%) sometimes and (18.3%) frequently, as well as video was(44.5%) rarely, (20%) sometimes and (13%) frequently.

Table2: Teachers Response about the Extent they Use Visual Materials in Classroom.

| N O | Item | Response | | | | | | | | | | | | | |
|--------|--------------|----------|------|--------|------|-------|------|----------------|------|----------------------|------|--------|------|-------|------|
| | | Never | | Rarely | | Total | | Some- times | | Fre- quent- ly | | Always | | Total | |
| | | No % | | No % | | No % | | No % | | No % | | No % | | No % | |
| 1 | Real objects | | | 3 | 37.5 | 3 | 37.5 | 4 | 50 | 1 | 12.5 | 1 | 12.5 | 1 | 12.5 |
| 2 | Picture | 1 | 12.5 | 2 | 25 | 3 | 37.5 | 2 | 25 | 2 | 25 | 12.5 | 12.5 | 3 | 37.5 |
| 3 | Flash cards | 2 | 25 | 5 | 62.5 | 7 | 87.5 | 1 | 12.5 | 1 | 12.5 | | | 1 | 12.5 |

| | | | | | | | | | | | | | | | |
|----|-------------|---|------|---|----|---|------|---|------|---|------|---|------|---|------|
| 4 | Post cards | 4 | 50 | 2 | 25 | 6 | 75 | 1 | 12.5 | | | | | | |
| 5 | Black board | | | 2 | 25 | 2 | 25 | 1 | 12.5 | | | 1 | 12.5 | 1 | 12.5 |
| 6 | Com-puter | 5 | 62.5 | | | 5 | 62.5 | 2 | 25 | 3 | 37.5 | | | 3 | 37.5 |
| 7 | Ges-tures | | | 2 | 25 | 2 | 25 | 5 | 62.5 | | | 2 | 25 | 2 | 25 |
| 8 | Video | 4 | 50 | | | 4 | 50 | 2 | 25 | 3 | 37.5 | 1 | 12.5 | 4 | 50 |
| 9 | Televi-sion | 2 | 25 | | | 2 | 50 | 3 | 37.5 | 1 | 12.5 | 2 | 25 | 3 | 37.5 |
| 10 | Graphi cs | 4 | 50 | 2 | 25 | 6 | 75 | 3 | 37.5 | 2 | 25 | | | 2 | 25 |

N.R. =Number of Respondents

Table 2 shows how extent teachers use visual materials to teach vocabulary words. Although a large number of teachers indicated that they use real objects sometimes, the students' responses in table 1 shows that teachers rarely use real objects to teach vocabulary words. A certain number of teachers (37.5%) stated that they use pictures to teach vocabulary, majority of the students (50%) indicated that it seems reasonable that teachers use pictures rarely from outside the class. Perhaps, that is why some of teachers responses changed to sometimes instead of rarely. The above Table shows that flash cards, post cards, and blackboard used rarely by teachers. The students responses in first table and teachers in second table for the three items have similarities that word flashcards, post-cards, and blackboard were used rarely by teachers. This was also confirmed by teachers while they use visual aids to teach vocabulary words. The responses of the teachers illustrated that (25%) of the teachers said rarely and (62.5%) sometimes that they use gestures.

The results in both tables show that (50%) of the students and teachers were used gestures rarely to teach the meaning of vocabulary. The finding show that teachers use sometimes certain figures to explain the meaning of words. So, the overall findings from the data analysis with different tools indicate that computer and television were used rarely. Video and gesture used frequently. From the results obtained in the discussion above, teachers use certain types of visual materials to teach vocabulary. Post cards, flash cards, pictures, real objects, computer, television, and different types of visual materials utilized by teachers to teach the meaning of vocabulary words.

Table 3: Responses of the Students Regarding the Extent Visual Materials Enhance their Vocabulary Learning.

| No | Item | Response | | | | | | |
|----|------|----------|--------|-------|------------|-------------|--------|-------|
| | | Never | Rarely | Total | Some-times | Frequent-ly | Always | Total |
| | | No % | No % | No % | No % | No % | No % | No % |

| | | | | | | | | | | | | | | | |
|----|--------------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|
| | | | | | | | | | | | | | | | |
| 1 | Real objects | 5 | 3 | 32 | 27 | 37 | 30 | 28 | 23 | 18 | 15 | 30 | 28 | 48 | 43 |
| 2 | Picture | 4 | 2.3 | 20 | 16 | 23 | 19 | 37 | 30 | 40 | 35 | 25 | 20 | 65 | 55 |
| 3 | Flash cards | 25 | 20 | 30 | 25 | 55 | 45 | 44 | 30 | 25 | 21 | 15 | 12.5 | 40 | 33.5 |
| 4 | Post cards | 15 | 12.5 | 16 | 13 | 31 | 25.5 | 35 | 29 | 30 | 25 | 27 | 23 | 44 | 48 |
| 5 | Black board | 2 | 25 | 2 | 25 | 4 | 50 | 1 | 12.5 | 4 | 30 | | | 4 | 30 |
| 6 | Computer | 4 | 50 | | | 4 | 50 | 1 | 12.5 | 1 | 12.5 | 1 | 12.5 | 2 | 25 |
| 7 | Gestures | | | 1 | 12.5 | 1 | 12.5 | 2 | 25 | 4 | 30 | 2 | 25 | 6 | 55 |
| 8 | Video | 1 | 12.5 | 1 | 12.5 | 2 | 25 | 4 | 30 | 2 | 25 | 1 | 12.5 | 3 | 27.5 |
| 9 | Televisions | 2 | 25 | 1 | 12.5 | 3 | 27.5 | 2 | 25 | 1 | 12.5 | 2 | 25 | 3 | 37.5 |
| 10 | graphics | 1 | 12.5 | 2 | 25 | 3 | 37.5 | 4 | 30 | | | 2 | 25 | 2 | 25 |

No. of R. =Number of Respondents

Table 3 in the questionnaire shows the degree to which real objects enhance vocabulary learning. (30%) of the student respondents indicated rarely, (23%) sometimes and (43%) frequently. On the other hand, teachers replied the same answer where (12.5%) rarely, (50%) sometimes and (37.5%) frequently that the uses of real objects facilitate the process of learning vocabulary.

From this point we can indicate that larger number of (40%) of 2student replied that the use of real objects enhances their vocabulary learning frequently. A number of teachers also support this idea in which accounted for about(37.5%) of respondents. Both teachers and students indicated that the using real objects in teaching vocabulary help students in reaching clear ideas about the meaning of vocabulary. Another trying was made discover the extent of using pictures to enhance vocabulary learning. (19%) of the students replied as rarely, (30%)sometimes and the larger numbers (55%) said frequently that using of pictures enhance students vocabulary learning. Teachers also said(12.5%) rarely, (37.5%) sometimes and(50%) frequently in their responses. According to this finding we can say that pictures facilitate students' vocabulary learning. A large number of teachers and students reported that pictures enhance their vocabulary learning.

The teachers replied that they have few hours in arrangement to use the means of teaching in their English curriculum. The schools are another resource as they provide the teachers with televisions, videos and computers; the students resources as well, with their word calendars, and picture books guided by the English teachers. Teachers provide information about the impact of visual materials have on learners. Visual materials enhance the students' credibility, they also make teaching clear. Learners are more interested in learning new words when they are involved. To learn in more effective way, students use visual aids in learning process. English books usually have their visual

aids, such as pictures but teachers should use other visual aids. This benefits the students and helps them learn the meaning of vocabulary words easily.

The study was based on pretest and post-test as a major method for data collection. The purpose of the pretest was to indicate a baseline for comparison of participants' prior knowledge of the target vocabulary. The means of the pretest scores for all independent sample groups were calculated and were found to be relatively similar. These tests were based on different techniques conducted and designed before the beginning of the study. The tests were written by experts in language teaching, they have a high validity. Moreover, these tests were selected for the purpose of the research. The researchers were asked to teach consecutively vocabulary words for forty five minutes. the students attendance was counted as a bonus for their class participation. At the end of each tutoring session both groups must have taken similar vocabulary tests. These tests were based on different techniques conducted and designed before the beginning of the study. The result of the test prepared in table 1

Table 1 vocabulary test result

| Subject | T1 | T2 | T3 | T4 |
|------------|----|----|----|----|
| 1(group A) | 18 | 19 | 18 | 19 |
| 2(group A) | 19 | 18 | 19 | 20 |
| 3(group B) | 18 | 18 | 19 | 18 |
| 4(group B) | 19 | 18 | 20 | 18 |

The row score was 20

The calculation of mean for group A and group B are:-

Group A $\bar{x} = 18.75$

Group B $\bar{x} = 18.5$

The calculation of variance for score obtained after each tutoring session for group A is 4.25 and the standard deviation is 2.06. The calculation of variance for the score obtained after each tutoring session for group B is:- 4 and the standard deviation is: 2

Table 2 indicates the test results after one day, which was held on the next day of tutoring session.

Table 2 vocabulary test result

| Subject | T1 | T2 | T3 | T4 |
|------------|----|----|----|----|
| 1(group A) | 17 | 17 | 16 | 18 |

2(group A) 18 17 17 15

3(group B) 16 17 15 15

4(group B) 18 14 15 16

The calculation of mean for group A and group B are:-

Group A $\bar{x}=16.87$

Group B $\bar{x}= 15.75$

The calculation of variance for the score obtained after one day of each tutoring session for group A is 1.71 and the standard deviation is 1.31. group B is 1.43 and the standard deviation is 1.19

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 showed that there's no significant difference between them in the pretest. The data in table 1 showed that their performance almost the same in the test. The descriptive statistics of the posttest was revealed that the experimental group using visual aids in learning vocabulary compared to the controlled group. Table 2 shows that there is a significant difference between the two groups in the posttest. Moreover, this study showed that the use of visual materials improved the vocabulary learning of the Libyan students. Also, help learners acquire more vocabulary words. The results of this study are in line with those who adherent that using pictures and real objects are helpful for learning vocabulary like Raims, (1983) Moreover, Cuning Worth, A (1984) the use of different kinds of visual aids enhance students learning of vocabulary words.

RESULTS AND DISCUSSIONS

The main purpose of this study was to find out how the use of visual aids facilitates language teaching and learning. Our findings confirm that visual aids such as printed pictures, flash cards and slides enhance the learning vocabulary in Libyan preparatory schools. The data analysis has shown that both teachers and students think that the use of visual materials in the class facilitate language teaching and learning in diverse ways. As suggested by Gardner's (1983), not all students learn in the same way, some learn better by watching, some learn better by listening and so on. Therefore, using visual aids in teaching always helpful for learners. Harmer (2001) also stated that using pictures in the class makes the lessons appealing. Moreover, different related pictures and videos provide the opportunities to learners to be engaged more with the lessons. Visual aids motivate and draw learners' attention and provide a sense of stimulus. Teaching vocabulary words through visual aids good for many reasons:- one reason is because it is attractive especially for young learners. Also, teachers felt that visual aids attract students attention and deepen their understanding of words. The analysis of the results showed that most of the teachers (95%) believed that the use of visual aids is relevant and enjoyable. This was because the use of visual aids makes it easier for

students to understand the vocabulary words. Majority of teachers explained positive response towards the use of visual aids in teaching vocabulary words because it's easier, attractive and motivate students' understanding. Carpenter and Olson(2011) stated that the effect of teaching new vocabulary through pictures left positive attitudes for both teachers and students. As a result the present study indicated that visual materials are an effective method in teaching vocabulary for Libyan students. Indeed my subjects whose learned new words with visual aids, remember the meaning of the new words more effective than other the group who learned vocabulary without any visual aids. According to table1, there was a slight difference in score of subjects who they taught new words with visual aids and without visual aids. The mean for group a was but was for group b. In fact, the small differences among these two groups are obvious.

With reference to Shrum and Glisan (1994) who suggested the effectiveness of visual aids on learning new words, our findings are compatible with these researchers. Moreover, Underwood (1989) mentioned that students remember new words easily when their learning parallel with visual aids. The result of our investigation is also parallel with Budden(2004) as he mentioned the good effects of flash cards 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 experimental group who received visual instruction were able to develop understanding of vocabulary successfully than the learners in 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. The findings show that the majority of students preferred the visual instruction activities because that helped them more to have positive attitudes and motivation about vocabulary learning.

CONCLUSION

Based on the results of the present study, it is clearly deduced that the use of visual aids such as, pictures, flash cards etc. have 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 grade 1,2 and 3 of preparatory schools in Libya. The data collected from the instruments in the study was helpful in reaching a conclusion that teachers use visual materials in teaching English vocabulary in different ways.

Finally, both teachers and students argued that visual materials enhance students' vocabulary learning. We can say that the positive effects of visual aids on learning vocabulary was completely clear. A further research is needed to extend our knowledge about the effectiveness of visual aids on other aspects of English language. It is concluded that learning by use of visual materials is more effective than learning without visual materials. The use of visual materials gave the students opportunity to express their ideas and feelings with the language they have in their exposure. More research is also needed to further investigating the use of visual materials in the Libyan schools as there is a lack of studies in this area. It is also suggested that future research explore the influence of age on

the use of visual materials in EFL classroom, which would be worth of investigation. To yield comprehensive and inclusive results in the future.

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Appendix

APPENDIX: MULTIPLE-CHOICE POSTTEST TASK

Vocabulary Test

1- The word allocate mean:-

- A- Assign
- B- Design
- C- Defues

The answer is A

2- The word project mean:-

- A- predict
- B- present
- C- estimate

The answer is C

3- The word accompanied mean:-

- A –converge
- B- coordinate
- D- co-occur

The answer is C

4- The word canopy mean:-

- A- Lack of sunlight
- B- Lack of oxygen
- C- Lack of water

The answer is A

5- The word beef means :-

- A- The meat of lamb
- B- The meat of cow
- C- The meat of fish

The answer is B

6- The word grilled means

- a- Cooked under high heat
- b- Cooked under low heat
- c- Cooked at the oven

The answer is A

7- The word limerick mean:-

- a- a short song
- b- ashort poem
- c- a short story

The answer is B

8- The word pilot mean

- A- a person who works at school
- B- a person who work at garden
- C- a person who works at airport

The answer is C

9- the word litter bin mean:-

A- a place to freeze food

B- a place to put rubbish

C- a place to save clothes

The answer is B

10- The word impolite mean:-

A- With respect for other people

B- Without respect for other people

C- With confidence to other people

The answer is B

11- The word trapped mean

A- Not able to go out

B- able to get in

C- able to make it

The answer is A

12- The word report mean

A- To go outside

B- To describe a person

C- To describe an event

The answer is C

13- The word printer mean:-

a- Somebody who edit books

b- Somebody who prints as a job

c- Somebody who type articles

The answer is B

14- The word waiter mean:-

a- a person who work at hospital

b- a person who work at library

c- a person who serves food and drink in a restaurant or a cafe

15- The word volunteer mean:

a- a person who does a job without pay

b- a person who does job with pay

c- a person who does not work

The answer is A

16- The subjects working mean:

- a- Things to learn at home
- b- Things to learn at school
- c- Things to play with

The answer is B

17- The word equipments mean:

- a- Things needed for a job
- b- a kind of sport
- c- Things to eat

The answer is A

18- The word cartoon mean:

- a- Books to read
- b- Funny stories with small pictures
- c- Article about schools

The answer is B

19- The word passport mean:-

- a- a kind of books to read
- b- a special document which lets you visit other countries
- c- a kind of food

The answer is B

20- The word jokes mean:-

- a- a short article to read
- b- an issue that is difficult to answer
- c- Short funny stories

The answer is C.