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**The Use of Visual Aids for Teaching English
Vocabulary: A primary Schools Perspective.
The case of primary school pupils and teachers in
Ouled Djellal.**

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DECLARATION

I, Ztaitou Isra ,hereby declare that this work titled “the use of visual aids for teaching English vocabulary :A primary schools perspective.” Is my own original research conducted at the University of Biskra, Department of English Language, under the supervision of Dr.Chenini Abdelhak this dissertation has not been previously presented for the award of any other degree.

The information and data gathered from the literature review have been properly cited and referenced. This study was conducted and completed for the academic year 2024-2025 As part of my Master’s degree in the specialty of Science and Language

Certified,

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Dedication

To little Israa,

May you always chase your dreams with wonder in your eyes and courage in your heart.

To my family,

Your love, support, and endless encouragement have been my greatest strength.

Thank you for everything.

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All praise and thanks are due to Allah, the Most Gracious, the Most Merciful, for granting me the strength, patience, and guidance to complete this journey. Without His divine will and blessings, none of this would have been possible.

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Abstract

This study explores the impact of visual aids on English language vocabulary acquisition and retention among primary school pupils in Algeria. The main objective is to examine how visual tools enhance pupils' understanding, recall, and use of English vocabulary, and to assess the extent to which their use improves pupils' engagement and performance in vocabulary lessons. Grounded in major language learning theories and pedagogical approaches. Adopting a qualitative methodology, data were collected through structured interviews with seven English language teachers and classroom observations across six primary schools in Ouled Djellal. The findings reveal that visual aids are widely and effectively used to support vocabulary instruction, enhancing pupils' motivation, retention, and participation. However, challenges such as limited resources, lack of digital tools, and time constraints hinder optimal use. Despite these barriers, teachers demonstrated creativity and adaptability in their visual aid strategies. The study concludes that visual aids are essential for effective, inclusive, and engaging vocabulary instruction at the primary level, and recommends increased institutional support and teacher training to maximize their impact.

Keywords: Visual aids, Vocabulary acquisition, English Language

List of Abbreviations and Acronyms

ALM	Audio-Lingual Method
CLT	Communicative Language Teaching
DM	Direct Method
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
EYL	Teaching English for Young Learners
IT	Information Technology
LA	Language Acquisition
L1	First-Language
LAD	Language Acquisition Device
LASS	Language Acquisition Support System
LTM	Long-Term Memory
GTM	Grammar Translation Method
PSE	Picture Superiority Effect
RFT	Relational Frame Theory
STM	Short-Term Memory
TBLT	Task-Based Language Teaching
TPR	Total Physical Response
UG	Universal Grammar
VLS	Vocabulary Learning Strategies
WM	Working Memory
ZPD	Zone of Proximal Development

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General introduction

Introduction

Algeria has made significant strides in integrating the English language into its primary education system. Historically, English was introduced at the middle school level, with French being the primary foreign language taught in earlier years. However, in July 2022, Algeria's Ministry of education announced plans to introduce English in primary schools as a second foreign language alongside French for third-grade pupils. The introduction of English has been met with support from many parents and educators who view proficiency in English as essential for future opportunities. Algeria's commitment to incorporating English into primary education signifies a strategic move towards embracing linguistic diversity. ESL teachers face several challenges, including large class sizes that limit individual attention and a lack of resources such as teaching materials and technology. Many lack specialized training in ESL pedagogy, making it difficult to apply effective teaching strategies. Cultural and linguistic diversity within classrooms can further hinder communication and the adaptation of lessons to meet all pupils' needs. Additionally, without access to modern teaching aids or training in innovative methods, it is challenging to incorporate engaging, age-appropriate activities. Visual aids—tools that use visual elements to support learning—are especially valuable in ESL contexts, as they clarify complex concepts, illustrate relationships, and enhance student engagement.

Statement of the Problem

Visual aids are powerful tools in education across the world, enhancing learning by making concepts more accessible and engaging. Their use spans various educational settings from schools to higher education and even cooperating their use in Algeria has grown significantly, especially in recent years, as a part of an effort to modernize the educational

system and improve teaching and learning outcomes. The use of visual aids in primary schools can significantly enhance the learning experience for young learners. They are very helpful for pupils with learning disabilities or those who struggle with reading and writing. Facilitating the teaching of English involves creating an engaging and supportive learning environment while employing effective instruments. Incorporating visual aids in English lessons makes learning more dynamic, memorable and accessible to a diverse range of pupils. Despite extensive research on the benefits of visual aids in language learning, there is limited empirical evidence on their specific impact on young learner's engagement and comprehension in Algerian primary schools. While studies highlight the general advantages of visual aids few focus on how different types influence English language acquisition at the primary level. Additionally, there is a lack of research addressing teacher's perspectives on the challenges of integrating visual aids in classrooms with limited resources.

Research Questions

The central focus of the study is integrating visual aids in primary schools for facilitating teaching English to pupils.

- 1 -How do visual aids impact vocabulary acquisition in primary school pupils?
- 2-What types of visual aids are most commonly used by primary school teachers to teach vocabulary?
- 3-How do primary school teachers perceive the effectiveness of visual aids in vocabulary teaching?
- 4- What challenges do teachers face when using visual aids to teach vocabulary in

primary schools?

5- How does the use of visual aids affect pupils' motivation and engagement in vocabulary lessons?

Aims of the Study

The research aims to identify different visual aids that used in teaching process. To assess how visual aids enhance pupil's comprehension and retention of English language concepts.

To determine how visual aids cater to diverse learning styles and improve outcomes for all pupils to assess the impact of visual aids on the engagement and the motivation of pupils. To examine teacher's perspectives and experience on incorporating visual aids in English language teaching. To determine the challenges and barriers in integrating visual aids effectively into English lesson in primary schools.

Research Methodology

a) Research Approach

This research tends to investigate the use of visual aids in primary schools for facilitating learning English vocabulary. The study leans toward the use of qualitative data. So it used the qualitative approach, to explore and understand the perspectives, experiences and practices of primary school teachers.

b) Research Design

The research represents a case study of primary schools teachers. The research is shaped into three chapters. The first two chapters are about the two variables and their relationships. the third

chapter talks about research methodology of the field of work beginning from implementing the tools, followed by gathering data ,data analysis and finally presenting results.

c) Data Collection Methods

Classroom observation: observe the reaction and the interaction of the pupils with visual aids and how teachers actually use them during the session.

Interview: by asking the teachers about the use of visual aids and its outcomes on pupils' learning process.

Population and Sampling Techniques

The teachers of primary schools are the intended population to measure. The sample of this study is composed of the teachers of six primary schools of third, fourth, fifth years in Ouled Djellal. The purpose behind choosing the three levels that the English language is newly entered in the system of Algeria primary education. Both teachers and pupils face difficulty so they are in need to the visual aids.

The Significance of the Study

This study emphasizes the importance of visual aids in enhancing English language teaching at

the primary level a crucial stage for language acquisition. It contributes valuable insights into how visual

tools support vocabulary development, reading comprehension, grammar understanding, and classroom

engagement. The research demonstrates the positive impact of visual aids on the confidence,

participation, and overall learning experience of pupils. By offering practical strategies for integrating visual aids

into lesson plans, the study supports teachers in creating more effective and inclusive learning environments. Ultimately, it addresses a key need in primary education and provides a meaningful contribution to improving English language teaching and learning practices.

The Provisional Structure of Dissertation

This dissertation is divided into three chapters, where the first one focuses on visual aids While the second chapter explores teaching Vocabulary and the third chapter is dedicated to the methodology, data collection, analysis and interpretation of the results.

Chapter One: Visual Aids

Introduction

Visual aids hold a significant place in the field of education, serving as valuable tools that support and enhance the teaching and learning experience. These aids include a variety of materials such as flashcards, pictures, diagrams and cartoons ... all of which contribute to making lessons more engaging and easier to understand. Their primary purpose is to simplify complex concepts and present information in a way that captures pupils' attention and strengthens their comprehension. The use of visual aids creates an interactive and stimulating classroom environment, fostering better retention of knowledge and encouraging active participation. With the integration of such tools, teachers are able to present lessons more clearly and maintain the interest of pupils throughout the learning process. This chapter will explore the role and impact of visual aids in foreign language education, with particular attention to their effectiveness in supporting vocabulary instruction. It will also examine the different types of visual aids, their connection to various learning styles, the benefits they offer in classroom settings, and the use of mnemonics as a supportive technique in enhancing vocabulary acquisition through visual elements.

1.1 Visual Aids

Education is essential for everyone, as it plays a crucial role in shaping a good life. Teaching and learning are fundamental aspects of education, and teachers employ various approaches and materials to enhance the engagement and active learning. Over time, new methods and techniques have emerged, leading educators to incorporate different aids to improve learning effectiveness. Visual aids stimulate pupils' interest and assist teachers in explaining concepts more effectively. These instructional tools support the learning process by making lessons more engaging and comprehensible. According to Burton, visual aids are sensory objects

or images that initiate, stimulate, and reinforce learning. Similarly, James (n.d) defines visual aids as any devices that enhance the learning experience by making it more realistic, precise, and interactive. Visual aids clarify and simplify complex topics, making them easier for pupils to grasp. They include tools such as pictures, models, charts, maps, videos, slides, real objects, and more. These aids can be classified based on their reliance on visual perception, including models, actual objects, charts, pictures, maps, flannel boards, flashcards, bulletin boards, chalkboards, slides, and overhead projectors. Among these, chalkboards and chalk remain the most commonly used tools. Classroom instruction becomes more challenging when a course requires interactive activities that are integrated into textbooks. To address this, visual aids are increasingly being used as supplementary resources to enhance the learning experience. In modern education, visual aids play a vital role in facilitating effective teaching. Kishore (2005) said “visual aids stimulated thinking and cognize”. They serve as valuable tools to encourage pupils’ engagement, simplify learning, and make lessons more interesting. By using visual aids, teachers can improve knowledge dissemination and create a more impactful learning environment. (Shabiralyani et al., 2015, p. 226).

1.2. Visual Aids and Teaching

1.2.1. Teaching Grammar:

Grammar is essential in language learning, as it serves as a dynamic tool that enables us to express our thoughts and emotions while also understanding others' spoken or written communication. Many pupils find grammar to be one of the most challenging aspect of learning English. Traditional methods tend to focus on the teacher, whereas the emphasis should be on pupil-centered learning. Consequently, incorporating visual elements into grammar instruction

offers an alternative to conventional teaching approaches. By shifting the focus from rote memorization to interactive learning, teachers can create a more engaging environment that fosters language acquisition. Despite studying grammar from primary school, pupils often struggle to apply their knowledge in communicative tasks such as speaking and writing. This gap between knowledge and practical use highlights the need for innovative teaching methods that enhance both comprehension and application this difficulty can lead to a negative attitude toward learning English. A learner-centered approach enriched with visual support, can bridge the gap between theoretical knowledge and real- life communication. Therefore, teachers should develop interactive and low-anxiety grammar instruction, making lessons engaging, meaningful, and motivating. One effective approach is incorporating visual aids. These can be used to capture and sustain pupils' interest, enhancing their understanding of specific grammatical rules, clarifying complex concepts, and supporting long-term retention of the material. Visual tools such as charts, diagrams, and digital animation can transform abstract grammar rules into concrete, comprehensible elements. Consequently, visual aids promote a deeper understanding by providing real and engaging contexts for grammar learning, helping pupils relate the material to their own experiences. According to Scott and Ytreberg, children acquire a language more easily when teachers engage them in meaningful activities. Similarly, Cameron (2001) emphasizes that grammar extends beyond a set of rules and can be taught to children without relying on meta-language. Instead, Scrivener (2003) suggests that teachers create scenarios where pupils can actively practice language patterns. With this approach, grammar can be introduced implicitly through engaging lessons that incorporate enjoyable activities and visual materials. For instance, using storytelling with illustrated sequence can help pupils grasp tense usage naturally, while color-coded sentences structures can reinforce syntactic patterns Visual aids can simplify the

learning process and encourage pupils to engage with a foreign language. They serve as valuable tools for clarifying fundamental grammar patterns and creating opportunities for practice. By making grammar instruction more dynamic and less intimidating, visual aids contribute to a more positive learning experience. Incorporating visual support at various stages of an English lesson—whether introducing new topics, practicing, or providing feedback maximizes their benefits. Visual aids help teachers clarify concepts, establish connections, and enhance comprehension, making learning more concrete, effective, engaging, inspiring, and meaningful. Introducing grammar at an early age supports the development of both productive and receptive language skills. Since pupils' process information differently from adults and may not always be interested in grammar, teachers must carefully select appropriate materials and techniques. Engaging pupils through visually rich materials, such as games, interactive worksheet and digital applications, can significantly improve their motivation and retention. Using pictures, realia, and contextualization can make grammar lessons more relevant and engaging. Both implicit and explicit approaches play a role in effective grammar instruction. Incorporating visual aids in grammar instruction is a logical approach, as most pupils are either naturally visual learners or have developed a preference for visual learning due to their constant exposure to various visual stimuli. (Mamaliga, n.d.)

1.2.2. Teaching Vocabulary

Visual aids play a crucial role in vocabulary acquisition by improving understanding, retention, and pupil' engagement. They provide a visual context that makes abstract words more concrete, aiding comprehension and recall. By offering a direct and engaging representation of words, visual aids reduce reliance on rote memorization and enhance active learning. Tools such as images, diagrams, and videos help illustrate word meanings, particularly when direct

translations are unavailable (Chambers, 2017). Research indicates that combining visual and verbal input strengthens memory retention. According to Dual Coding Theory (Paivio, 1971), processing information through both visual and verbal channels enhances recall. This means that when pupils associate words with corresponding images, they create stronger cognitive links, making retrieval easier in real-life communication. Additionally, visual aids showcase words in real-life contexts, helping pupils understand their meanings, appropriate usage, and common collocations (Nation, 2001). For example, presenting food vocabulary through restaurant menus allows pupils to see how words are used in authentic settings. By making vocabulary lessons more interactive and stimulating, visual aids also capture pupils' attention and spark curiosity. The use of visual aids significantly enhances vocabulary acquisition in EFL classrooms by promoting engagement and active participation, thereby creating a positive learning atmosphere (Dörnyei, 2001). Interactive elements such as flashcards, storyboard and digital animation further encourage pupils to interact with new words in meaningful way. These aids expose pupils to a broader range of vocabulary, as images often introduce words that may not appear in traditional text-based exercises (McQuillan, 2006). They simplify complex or abstract concepts by presenting them in a more accessible visual format, making it easier for pupils to grasp and retain challenging vocabulary (Schmitt, 2000). Visual aids play a crucial role in vocabulary learning by providing context, improving comprehension, strengthening memory retention, and encouraging interactive learning. They are essential tools that cater to diverse pupil's needs and preferences, facilitating more effective language acquisition. By integrating visuals into various stages of instruction from introducing new words to reinforcing and assessing understanding teachers can create a more immersive and effective learning experience. Visual aids play a vital role in language instruction by enriching the learning experience and supporting pupils in acquiring and

retaining new language skills. Tools such as images, diagrams, and charts offer visual representations that help pupils understand complex concepts, particularly when dealing with abstract or challenging language structures. Mayer (2009), in their research on multimedia learning, emphasizes that visual aids enhance comprehension and promote knowledge transfer. This is particularly beneficial in multilingual classrooms, where images help bridge linguistic gaps and support pupils with varying proficiency. Additionally, they serve as effective tools for introducing and reinforcing vocabulary, as they provide a visual context that helps pupils associate the target language with real-world objects and concepts more easily. (Chung,2023).

1.3 Visual Aids and Learning

1.3.1. Learning Speaking Skill

Speaking is a crucial productive skill that pupils must develop when learning a language. It enables them to share their opinions with others, express their emotions, and be recognized for their communication abilities. Speaking has been defined as the ability to express one's thoughts confidently and without fear. It is not just verbalizing words but also effectively organizing thoughts and delivering them in a meaningful way. It is considered an aural-oral skill, as it involves the structured production of verbal expressions to convey meaning. Speaking serves multiple purposes, requiring different abilities, such as building relationships, engaging in conversations, sharing or seeking opinions, persuading others, and clarifying information. For learners speaking is more than just an academic skill. It is a tool for social interaction and personal growth. It is an active and productive skill that primarily relies on oral communication, typically occurring in face-to-face interactions. Developing competent speaking skills is a complex process that requires of grammar, vocabulary, pronunciation, and fluency. Based on the

definitions of speaking mentioned above, it can conclude that speaking skills encompass various aspects of oral communication. It serves as a means of pupils to share and express their ideas confidently without fear of making mistakes or feeling embarrassed. When pupils develop speaking confidence, they become more willing to participate in discussion, engage in real-life conversations and use language in diverse situations. This means that no matter when or where they are, they will feel comfortable speaking and practicing their English without hesitation. Speaking is a verbal expression used to convey meaning, often applied in face-to-face interactions. Ultimately, it is a complex skill that requires proficiency in grammar, vocabulary, pronunciation, and fluency to support pupils in this process; teachers can use various instructional strategies, one of which is the incorporation of visual aids. The use of illustrations, visuals, pictures, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, and other visual elements can help pupils immediately grasp the meaning of a language. These aids assist in clarifying messages and serve as valuable tools to reinforce or supplement language learning in a positive way [4]. One key advantage of using visual aids is that they help pupils better understand spoken material. It has been stated that various types of visual aids can be effectively utilized to deliver content [2]. Visuals not only enhance comprehension but also make learning more engaging and interactive, which is crucial for pupils. Visual aids can also be presented in various forms, such as picture descriptions, spotting differences between images, identifying common elements, creating shopping lists, and solving problems. In these activities, pupils have a visual aid, such as a picture or a chart, in their hands. They then begin speaking based on what they observe. This process encourages active learning, where pupils develop their ability to describe, analyze and communicate ideas using visual prompts. Visual aids are highly

effective tools that support pupils in enhancing their speaking skills. (Gistituati, Refnaldi, & Syaifullah).

1.3.2. Learning Reading Skill

Reading is an essential activity that provides numerous benefits and valuable information to readers. Engaging in reading through newspapers, books, and other sources helps expand knowledge. Some primary school pupils struggle with reading, which becomes a concern for both parents and teachers. Pupils who face difficulties in learning, particularly in reading, often need to attend special remedial classes in primary school. These classes aim to improve their reading skills and prevent academic failure. Parents should begin developing their children's reading skills at home to prevent difficulties when they enter primary school. There are various methods parents can use to enhance their children's reading abilities, including the use of teaching aids. Teaching aids are an effective approach to supporting children's learning, particularly in reading. According to Nor Syamimi Samsudin (2018), teaching becomes more effective when children are given opportunities to explore and apply their understanding in practical ways. Similarly, Gu and Guo (2017) emphasize that with the continuous expansion of multimedia learning resources, it is essential to provide methods that enable pupils to explore and acquire relevant information efficiently. (Sharil, Che Daud, & Shaharudin, 2022). According to Dalali (2021), visual aids play a crucial role in enhancing learning by creating a stimulating environment and increasing pupil's vocabulary more effectively than traditional methods. They also help teachers save time and energy, allowing them to manage other classroom activities. When used in reading comprehension, visual aids like pictures, diagrams, and videos make texts more engaging, boost pupil's thinking abilities, and encourage curiosity. Pham and Nguyen (2023) highlight that visual aids provide relevant context, enhance pupils' participation, and

reduce anxiety about speaking in class. Hashemi and Pourgharib (2013) add that visual aids improve pupil's interaction and motivation, with pictures and diagrams being particularly effective. Rohman (2016) and Carolina (2019) emphasize that images increase pupil's eagerness to learn by helping them focus on important details. PowerPoint can be used to display images efficiently, allowing for variations in size and color. Pictures also aid in vocabulary retention and provide visual representation of concepts that cannot be physically brought into the classroom. Visual aids are powerful tools for improving reading comprehension and language learning, A diagram is a simplified drawing that visually represents the structure or workings of something. In reading comprehension, diagrams help readers visualize the content of a text, making it easier to understand key ideas and relationships between different parts of the text. Regularly summarizing reading materials with diagrams improves comprehension and recall. According to Henderson (1999), drawing diagrams encourages active thinking, enhancing pupils analytical, synthesis, and creative skills. It also promotes independent learning and problem-solving. Many pupils struggle with reading due to a lack of interest or vocabulary, but diagrams help make learning more engaging by incorporating creativity, colors, and symbols. According to Coleman(2018) This interactive approach makes reading less monotonous and improves comprehension and retention. (Pham & Nguyen, 2023).

1.4. Types of Visual Aids

1.4.1 Flashcards: a flashcard is a picture card that includes words, originally introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. These flashcards are categorized into different themes, such as animals, fruits, colors, shapes, the alphabet, numbers and professions. Children use these cards in a fast-paced manner, reading each one aloud as they are shown. Flashcards are often designed with vibrant colors to capture children's interest and

engagement (Kusumawardhani,2020) .This tool is seen as effective due to it is various benefits educators can utilize flashcard for introducing new vocabulary and reinforcing learning through repetition (Sitompul,2013).They are one of the simplest and most effective teaching tools for teaching English to young learners (EYL) because they feature colorful and visually appealing images. These cards categorized into different groups based on type or theme, such as food, fruits ,vegetables ,household items ,transportation ,and clothing.(Kusumawardhani,2020).

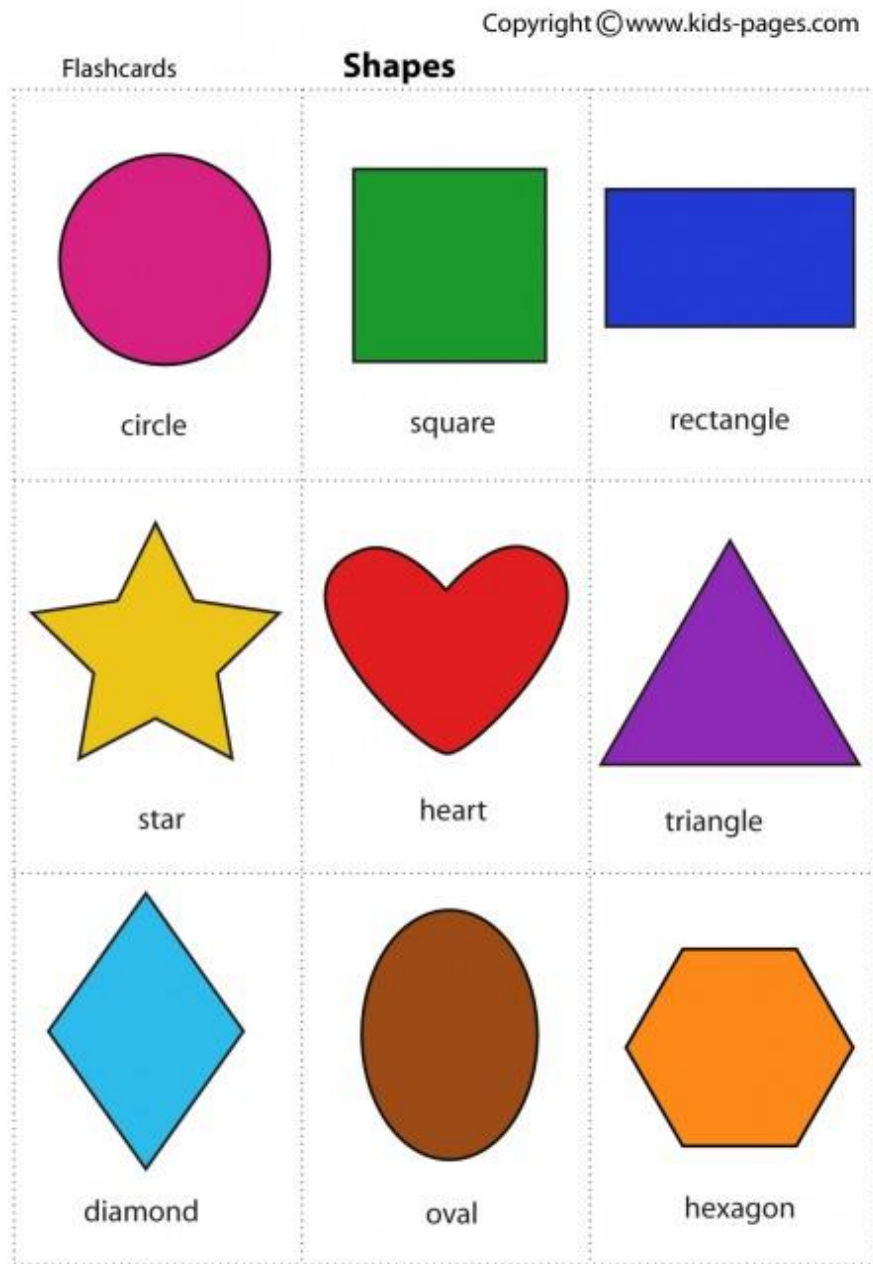


Figure 1: Flashcards for Teaching Shapes.

1.4.2 Cartoon: A cartoon is a type of visual material that helps teachers create an enjoyable learning environment while encouraging pupils to think creatively and develop their own ideas. As a form of visual media rich in humor, cartoons can appear as single images or a sequence of pictures, with or without captions. They are commonly found in newspapers, magazines, books, and television. Cartoons are two-dimensional illustrations and a recognized form of artistic

expression. The word "cartoon" originates from the Italian "carton" and the Dutch "Karton," both of which refer to thick, sturdy paper or pasteboard. According to Tamblyn (2002), cartoons enhance engagement and intrinsic motivation while also alleviating boredom, academic stress, and anxiety. (Srinivasalu, 2016).

Social Skills Cartoon: Make an I Statement for Sad

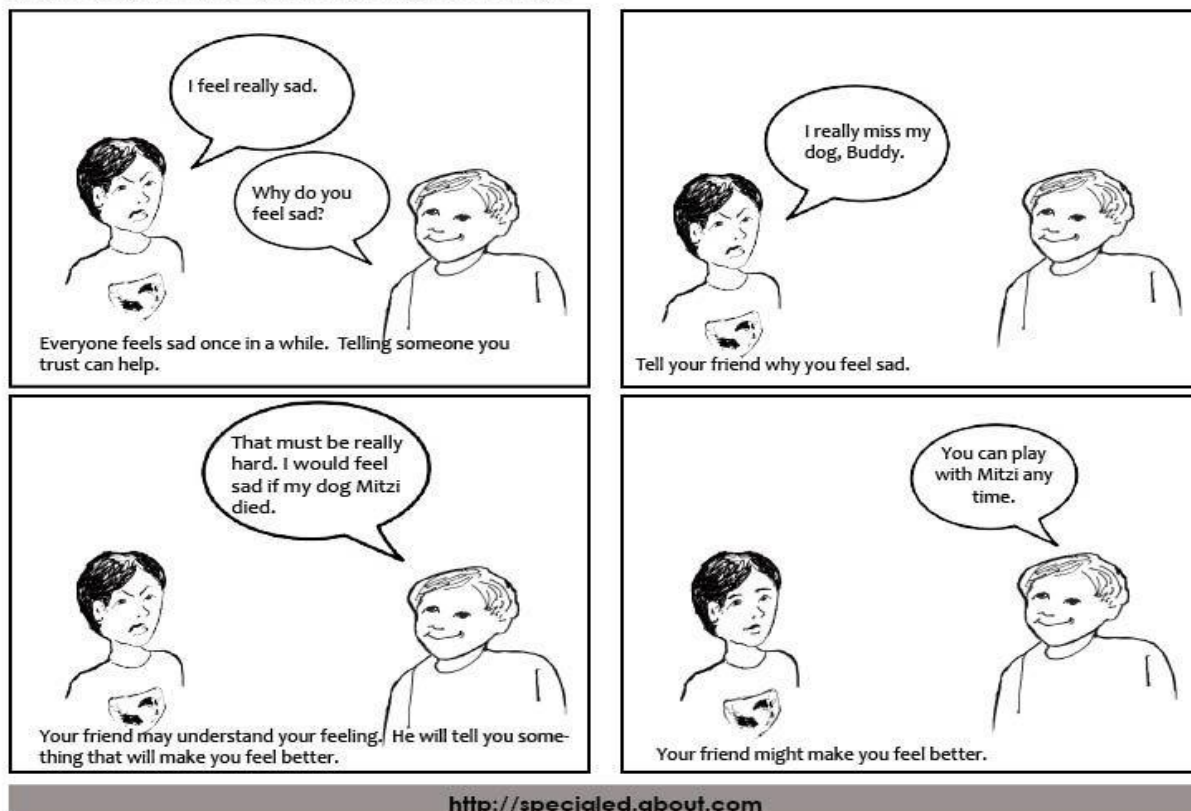


Figure 2: Children Expressing Emotions through Dialogue in Comic Strip.

Note: this figure illustrates how children can express their emotions and support one another.

1.4.3 Pictures: A picture is one of the valuable aids which bring real world images into the artificial environment of the language classroom. (Hill,1990). They help to bridge the gap between abstract concepts and real-world experiences, making learning more meaningful and

engaging. They are also useful to attract pupil's attention to the materials being taught. (Mansourzadeh,2014).

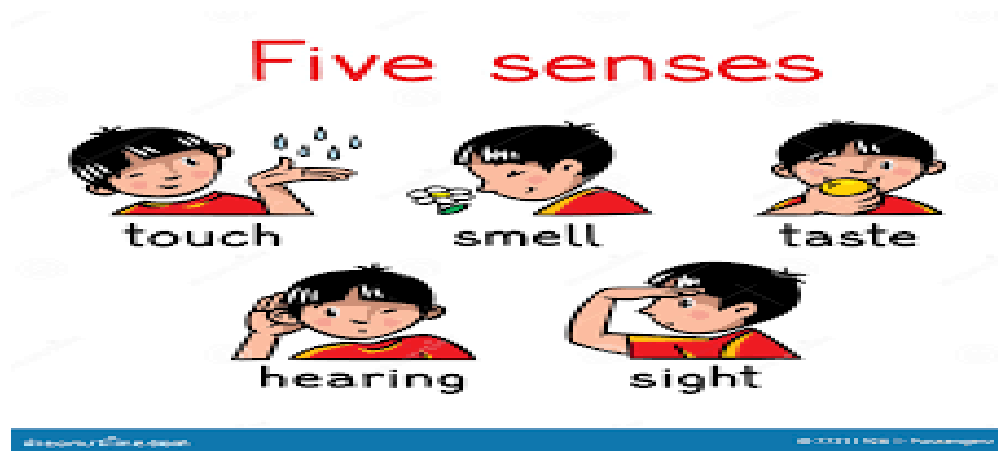


Figure 3: The Five Human Senses.

1.4.4. Posters: are a powerful tool for raising awareness and serve as the main non-digital communication method for reinforcing key messages within a communication strategy, when placed in strategic locations, they capture attention and encourage individuals to engage with a program. Typically found in high-traffic areas such as hallways, common rooms, meeting spaces, and offices, posters differ from billboards, which rely on their large size to draw attention. Instead, posters are designed to be mounted on walls and convey clear, engaging, and informative messages. They serve various purposes, including advertising events or films and supporting non-profit organizations in promoting social awareness (Nishtar et al., 2004). Posters are created to catch the eye of passersby, encouraging them to take a closer look at the message being conveyed. They are commonly used in health promotion as they offer a cost-effective method of delivering written information to a broad audience. (Gobind Ukpere,2014).



Figure 4: Typical Farm Environment.

1.4.5 Diagrams: A diagram is a composite visual representation that includes a graphic space, various components, and the relationships between them. The graphic space can take different forms, such as a metric space, a distorted metric space (like a solar system diagram), or a non-meaningful space such as a food web). The components of a diagram consist of several elements: illustrative elements (such as drawings of animals and plants), textual elements, diagrammatic elements (like arrows and grid lines), informative elements (such as legends and captions), and decorative elements. The relationships within a diagram involve the spatial positioning of these components and their arrangement within the graphic space. Diagrams involve both spatial and attribute-based relationships between their components, such as connections, alignment, and variations in color or shape, a single component can be a composite graphic itself, making this structure recursive. (Kembhavi et al., 2016)



Figure 5: Labeled Diagram of Human Body Parts.

1.4.6 Using realia: is a widely used tool in ESL/EFL classrooms and is highly valued for creating an engaging and interactive learning environment. By incorporating various media, realia enhances the clarity of English language input and establishes a meaningful connection between the classroom and the real world (Heaton, 1979). According to Berwald (1987), realia consists not only of cultural artifacts that reflect traditions and customs but also serves instructional tools that help recreate experiences from the target culture. Realia offers pupils a multi-sensory approach to language acquisition, as Rivers (1983) highlights, emphasizing that language is learned, at least in part, through visual, auditory, and tactile experiences. Engaging with authentic materials helps ground learning in real-world contexts, allowing pupils to interact with language as it is naturally used. (Smith, 1997)



Figure 6: English Learning Toy Box for Primary School Children.

1.4.7 Using Drawings: is an effective technique for teaching vocabulary in English language learning. This method helps pupils to enhance their ability to imagine and visualize concepts, leading to faster learning. Teachers should recognize that drawing captures pupil's attention, making lessons more engaging and improving their focus. Drawing promotes pupil interaction, as they ask each other questions and engage in discussions, naturally enhancing their conversational skills. While traditional teaching methods may be outdated in modern classrooms, drawing remains a highly practical and relevant tool for effective learning. (Altun,2015).



Figure 7: Passerby Asking For Directions.

1.5. Learning Styles

Learners have different ways of processing and understanding information, often referred to as learning styles. Visual aids play a key role in supporting these differences. An individual's learning style refers to their unique approach to acquiring and processing information, as well as demonstrating their understanding. It encompasses their preferred methods of thinking and engaging with new concepts, along with the strategies and habits they use when learning deliberately. These habitual mental behaviors influence how a person solves problems and develops skills, shaping their learning experience. (Cited in Pritchard, 2009, p. 41)

Brown (2000) defines learning styles as the tendency to prefer one learning situation over another, emphasizing that learning preference is a key aspect of learning styles. In contrast, Celcia-Murcia (2011) offers a broader perspective, describing learning styles as approach, pupils take when acquiring new knowledge, such as being global or analytic, or favoring auditory or visual learning. Similarly, Richard (2009) views learning styles as an individual's preferred way of gaining knowledge. According to Neuro-Linguistic Programming (NLP), which focuses on communication and learning (as referenced in Pritchard, 2009, pp. 44-45), there are three primary learning styles: visual, auditory, and kinesthetic. Ledge and developing skills. (Cited in EL-Hebaishi, 2012, p. 511)

1.5.1 Visuals

Visual pupils absorb information best through images and visuals. They understand concepts more effectively when presented with pictures, posters, maps, diagrams, films, and other visual aids. (Houjli & Ramadan, 2016)



Figure 8: Pupils Using Flashcards for English Letters.

1.5.2 Auditory

Auditory pupils rely on their listening skills to absorb information. They enjoy engaging in discussions, role-plays, and problem-solving activities. (Houjli&Ramdan,2016)



Figure 9: Pupil Listening For English Music.

1.5.3 Kinesthetic

Kinesthetic pupils are individuals who learn best through physical interaction with their environment. They absorb information effectively when they are actively involved in hands-on activities or tactile experiences. They enjoy exploring concepts, ideas, and challenges through movement and direct engagement. They enjoy moving while working and do not like just listening to someone speak. Instead, they prefer to walk around or stand while completing tasks. (Houjli&Ramdan,2016)



Figure 10: The Formation of Letters Using Colored Dough.

1.6 Teacher's Roles

Visual aids support and enhance the teacher's role as facilitator of learning.

1.6.1 Teacher as a Guide

A teacher serves as a guide, philosopher, and friend to pupils, offering enthusiastic support. Since pupils spend most of their time at school under the teacher's supervision, it is the teacher's responsibility to recognize their strengths and talents. By identifying these qualities, teachers should provide pupils with opportunities to develop their potential. Teachers can encourage pupils to participate in various school programs to enhance their growth. (Jagtap, 2016, p. 3904).

1.6.2 Teacher as a Counselor

Teachers play a crucial role as counselors by understanding and addressing pupils' problems. These may include difficulties in study habits, low academic performance, frustration, financial struggles, or family issues. By offering guidance and support, teachers help pupils overcome these challenges and create a positive learning environment. Teacher as an Information Provider to effectively educate pupils, teachers must stay updated on their subject matter, the education system, and global trends. Keeping up with new research and

advancements in education helps teachers expand pupil's knowledge. Teachers should inform pupils about inter-school competitions such as essay writing, elocution, sports, and cultural events, motivating them to participate and learn beyond the classroom. .(Jagtap,2016,p.3904).

1.6.3 Teacher as an Inquirer

A teacher should actively inquire about pupil's backgrounds and circumstances. Schools consist of pupils from diverse backgrounds—some may come from slum areas, rural villages, or urban settings, while others may have irregular attendance. It is important for teachers to understand these differences and support pupils accordingly. (Jagtap,2016,p.3904).

1.6.4 Teacher as a Facilitator

Teachers play a vital role in providing pupils with learning materials and resources. This includes subject-related materials, newspapers, magazines, and motivational storybooks. By facilitating access to knowledge, teachers inspire pupils to develop their skills and clarity while maintaining the original meaning. (Jagtap,2016,p.3904).

1.6.5 Teacher as Role Model

Teacher educators play a dual role—not only do they support pupils teachers in learning how to teach, but they also serve as models of effective teaching through their own instructional practices. This makes teacher education a unique profession, unlike fields such as medicine, where doctors who teach do not demonstrate the actual practice of their profession by treating their pupils. In contrast, teacher educators simultaneously engage in teaching while also instructing future teachers on how to teach, whether intentionally or not. (Lunenberg,Korthagen,&Swennen,2007)

1.7 Benefits of Visual Aids for Teaching and Learning

Incorporating visual elements into the curriculum can significantly enhance pupils' engagement and improve retention rates by 29-42%. By making abstract concepts more concrete, they help pupils process and retain information more effectively. It helps develop higher-order thinking skills and strengthens the ability to interpret and conceptualize visuals. This cognitive engagement fosters critical thinking and problem-solving abilities, which are essential for academic success. Visual learning also fosters better hand-eye-mind coordination, aiding memory recall and knowledge retention. It benefits pupils who primarily learn through visuals while supporting diverse learning needs, including those with learning differences or exceptional abilities. Visual teaching strategies play a crucial role in effective interventions for individuals on the autism spectrum, making them a valuable tool for inclusive education. (Sharapova, 2021).

Integrating visual aids and IT tools such as pictures, graphic organizers, charts, videos, and computers can make it easier for pupils to grasp key concepts from lessons. Since pupils come from diverse educational and cultural backgrounds, their reactions and interpretations of these tools may vary. Visual aids and IT help pupils gain a deeper understanding of topics by highlighting similarities and differences. In foreign language learning, these tools serve as essential strategies, as memorizing vocabulary and language structures can be challenging. In ELT classrooms, they reinforce learning by engaging an additional sensory channel, making information more accessible and memorable. When teachers consistently incorporate visual aids and IT into lessons, pupils come to expect these tools as part of their learning experience, viewing them as engaging and effective methods for studying new topics. By fostering an interesting learning environment, teachers can enhance pupils' English skills, which is a primary objective in English teaching. These tools also give pupils the opportunity to brainstorm and

express their ideas freely allowing them to create their own stories where there is no right or wrong answers. Pupils can also engage in collaborative activities such as paired reading or small group tasks. These activities provide opportunities for them to create their own stories based on their personal experiences. Through group discussions, they can compare and contrast different interpretations of a picture, fostering deeper understanding and diverse perspectives. Visual aids and IT support teachers in delivering lessons by highlighting key concepts and reinforcing learning objectives. Effective visual tools enhance pupils' comprehension, making the material clearer and more engaging. They help convey messages effectively and clarify important points.

The role of a teacher has evolved significantly over the past decades. Previously, teachers were primarily responsible for filling pupils' minds with knowledge. Modern educational trends and theories now emphasize a more dynamic role, where teachers act as monitors, advisors, and counselors, guiding pupils in constructing meaning as they learn English. The successful integration of technology in the classroom often depends on proactive teachers who take the initiative to implement these tools effectively. Advancements in technology have created opportunities for integrating multimedia visual aids into language classrooms, these tools are not being utilized to their full potential. Beyond aiding language acquisition, visual aids create a more meaningful learning context for pupils. These benefits encourage greater participation and communication, helping pupils become more active members of the classroom.

According to the Comprehension-based Approach, video tapes were once considered the most suitable visual aid for non-native teachers. This method was founded on the idea that second language learning mirrors first language acquisition, emphasizing extensive audiovisual input in the early learning stages. In contrast to approaches focused primarily on input, recent years have seen the rise of various communicative teaching methods. These approaches prioritize real-world

communication, highlighting the importance of incorporating authentic experiences into the classroom to enhance language learning. Teaching aids play a vital role in every classroom, offering numerous benefits. They enhance reading comprehension, reinforce concepts and skills, support differentiated instruction, and make learning more engaging by reducing anxiety and boredom. By presenting information in fresh and stimulating ways, teaching aids help capture pupils' interest. They activate multiple senses, as there are endless possibilities for incorporating various aids to complement a lesson. With pupils reading less independently, teachers are noticing a decline in reading comprehension skills. Teaching aids play a crucial role in bridging this gap and improving pupil's understanding of texts. Materials such as magazine and newspaper articles, print advertisements, and even comic books serve as effective tools to enhance reading comprehension in the classroom. Teaching aids serve as valuable tools for reinforcing skills and concepts, providing pupils with additional practice opportunities. They present information in diverse ways, allowing pupils to engage with the material from different perspectives. This approach is essential for accommodating various learning styles within the classroom. As noted earlier, reaching all pupils in a classroom is essential. Teaching aids help achieve this goal by supporting differentiated instruction. Tools like graphs, charts, flashcards, and videos offer pupils diverse ways to engage with the material, enhancing their understanding.(Rasulova,2024).

1.8 Mnemonics for Young Minds

1.8.1 What Are Mnemonics?

A mnemonic (pronounced “ne-mo-nic”) Mnemonics are memory-enhancing techniques that have been used for centuries. The fundamental principles were established by the ancient

Greeks over a thousand years ago (Yates, 1966) and have since evolved into various forms. These range from simple acronyms designed to recall specific concepts to more advanced methods that convert numbers into distinctive words or phrases. Research on memory has demonstrated that mnemonics can be highly effective in certain situations, such as remembering lists of concrete items (Bower, 1970). Most experts agree that mnemonics work by leveraging natural memory processes, including visual imagery, organization, and elaborative encoding. (Putnam, 2015)

1.8.2 Strategies

Memory strategies significantly contribute to vocabulary learning, as they help pupils overcome difficulties and enhance retention. Oxford (1990) describes them as valuable cognitive tools that facilitate learning by making it more efficient, engaging, independent, and adaptable to different contexts. These strategies also promote learner autonomy, support vocabulary growth, and ensure long-term retention. Research by Nation (2002) and Hsiao and Oxford (2001) highlight the role of mnemonic techniques in transferring information to long-term memory, making it easier to recall when necessary.

1.8.2.1 Peg Word Strategy: pupils associate numbers (1–10) with rhyming words and link them to new vocabulary through visualization (McCabe, 2010).

1.8.2.2 Loci Method: Words are mentally placed in a familiar location, and pupils recall them by taking an imaginary walk through the space (Bakken & Simpson, 2011).

1.8.2.3 Keyword Method: New vocabulary is linked to a similar-sounding English word, reinforced with mental imagery. Research shows this method improves learning and retention more than rote memorization (Keskiniliç Sünbül, 2011; Safa Hamzavi, 2013).

1.8.2.4 Acrostics: Sentences are created where each word starts with the first letter of the target vocabulary, aiding recall (Khabiri, 2004; Dunphy, 2010).

1.8.2.5 Crossword Puzzles: Encourage active learning by requiring inference, word evaluation, and spelling practice. They also cater to different learning styles (Ratnawati, Bindarti et al., 2013).

1.8.2.6 Acronyms and Backronyms: Words are remembered through abbreviations or specially constructed phrases that form meaningful connections (Oxford, 1990).

1.8.2.7 Word Family Strategy: pupils understand word formation by recognizing root words and their variations with prefixes and suffixes (e.g., clear → unclear, clearance, clearly). This strategy enhances vocabulary knowledge and helps pupils deduce meanings of unfamiliar words (Lavoie, 2016; Nation, 2001).

1.8.2.8 Word Network Strategy: This method connects new vocabulary to related words through semantic, phonemic, syntactic, or morphological links. It promotes deep processing, leading to better retention and understanding (Lavoie, 2016; Aitchison, 2012).

1.8.2.9 Use of Imagery: Visual aids improve memory recall, as images are processed more efficiently than text or auditory information. This phenomenon, known as the picture superiority effect (PSE), enhances learning and comprehension (Kordjazi, 2014; Hockley, 2008). (Ghoneim Elghotmy, 2016).

1.8.3 Reasons to Use

1-Mnemonics serve as mental shortcuts, linking new information to familiar images, sentences, or words.

2- Instead of recalling complex details directly, pupils first remember the simpler mnemonic device.

3- Beyond just a study aid, mnemonics function as an effective instructional tool.

4-These adaptable strategies apply across various subjects, aiding memory retention of key facts and abstract concepts.

5- By connecting new knowledge to familiar imagery, pupils enhance their ability to retain and recall information. (Akpan, Notar, Beard, 2021)

1.8.4 Impact of Mnemonic Techniques in Learning English Vocabulary

Increased Enjoyment: pupils preferred mnemonic techniques over traditional methods, finding them more engaging and enjoyable.

Improved Memorization: Mnemonics helped pupils memorize English words more effectively.

Faster Word Recall: pupils could retrieve vocabulary more quickly using mnemonic associations.

Stronger Word-Meaning Links: Mnemonics created firm connections between new words and their meanings.

Expanded Vocabulary: pupils learned and retained a greater number of words compared to traditional methods.

Longer Retention: Words learned through mnemonics stayed in memory for a longer time.

Simplified Learning Process: pupils only needed to remember a simple clue to recall a word. (Azmi, Najmi, Rouyan, 2016).

Chapter Two: Teaching Vocabulary

Introduction

In English language teaching, vocabulary plays a crucial role in helping learners grasp the meaning of lessons. When learners have a solid vocabulary foundation, they can better understand what their teacher communicates during classroom activities. This understanding leads to more effective learning. Having a rich vocabulary allows learners to express themselves clearly, both in classroom discussions and in real-life situations. Many teachers still struggle to teach vocabulary effectively, often due to a lack of engaging and practical methods. Since the teacher is the primary guide in the classroom, it is important for them to be creative in designing and applying effective teaching strategies. One useful approach is the use of visual aids, which come in various forms and can greatly enhance vocabulary instruction.

2.1 Theories and Approaches in English Language Teaching

2.1.1 Behaviourism

The linguist B.F. Skinner is known for advocating the behaviorist approach, which emphasizes an empirical perspective on language acquisition (LA). Their theory, based on observations of children, suggests that LA is a learned process influenced by social and environmental experiences. This perspective was largely criticized by Chomsky in their review of *Verbal Behavior*, where they argued that behaviorist theories relied heavily on studies of animal behavior and failed to account for the complexity of human language. Despite this criticism, later research in behavioral analysis suggests that Skinner's ideas may still hold some validity. For instance, they proposed that children develop language skills through imitation and mimicry, learning from parental guidance and external influences, whether explicitly taught or acquired unconsciously. Stephen Hayes' work on Relational Frame Theory (RFT) supports Skinner's

notion, emphasizing that exposure to language models in early childhood is crucial for LA development. Empirical studies driven by RFT indicate that new methods could be developed to foster relational skills aligned with typical language and cognitive development milestones. Conversely, the absence of such relational skills may be linked to developmental impairments. Skinner also suggests that early learning is shaped by conditioned responses, with parents reinforcing behaviors that encourage or discourage children's language development. A crucial aspect of this process is error correction (Hopkins, 2017). It overlooks internal mental processes and treats learners as passive recipients of stimuli.

2.1.2 Cognitivism

Cognitive theory focuses on how individuals process and organize information using mental structures called schemata (Baron Byrne, 1987). These structures help store, interpret, and retrieve information by integrating new knowledge into existing frameworks. Learning is just one of many cognitive processes, with emphasis varying among theorists—some focus on information-processing skills, while others study mental models or cognitive development (Mayer, 1981). A central feature of cognition is an executive monitor that manages sensory input and organizes it based on personal interests, motivations, and perceptions (Blumenthal, 1977). During learning, attention determines what is noticed, while encoding prepares information for storage. Instead of copying information exactly, schemata modify it to fit pre-existing mental frameworks (Bell-Gredler, 1986). Similarly, memory retrieval is selective, recalling only information relevant to active scripts (Mayer, 1981). Learning and knowledge application depend on how schemata structure and process information, influencing how individuals understand and interact with the world. Cognitive information processing involves the selection, encoding, storage, and retrieval of information through mental structures called schemata. An

executive monitor manages sensory input, filtering and encoding information based on interests, motivations, and perceptions (Blumenthal, 1977; Bell-Gredler, 1986). Information first enters a sensory buffer, where attention determines whether it moves to short-term memory (STM), which holds about seven items (Mayer, 1981). Working memory (WM) is used for active thinking, while long-term memory (LTM) stores information permanently, categorized into semantic memory (facts) and episodic memory (personal experiences) (Bell-Gredler, 1986). Learning is most effective when stored knowledge is retrieved into STM and integrated with new input, emphasizing internal mental associations over external motivation (Bell-Gredler, 1986). (Grider, 1993) .It can be overly focused on individual mental processes, ignoring social and cultural influences on learning.

2.1.3 Constructivism

Is a learning theory that views learners as active participants who construct their own understanding through experience and reflection, rather than passively receiving information. It emphasizes that new knowledge is built upon prior experiences, and learners either assimilate new information into their existing frameworks or accommodate by adjusting their understanding. Key principles include active learning through exploration and problem-solving, the influence of prior knowledge, and continuous reflection and adaptation. Unlike objectivism, which treats knowledge as fixed and transferable through direct instruction, constructivism promotes hands-on learning and critical thinking. Such as constructivist environments foster meaningful engagement and real-world application, making them particularly effective for teaching complex skills (Bada, 2015).It may lack structure, making it challenging for some learners who need more guidance and direction.

2.1.4 Innativism

In 1965, Chomsky introduced their generative theory of language acquisition (LA) in *Aspects of the Theory of Syntax*. They proposed that humans possess an innate, pre-programmed ability for language learning, known as the Language Acquisition Device (LAD). This concept, which they refer to as the Language Organ, enables the complex processing of communication and is a universal human trait. Building on this idea, Chomsky developed their Universal Grammar (UG) Theory, suggesting that humans are born with a neurocognitive capacity for language that is not learned through direct instruction or experience. They first presented this perspective in their critique of Skinner's *Verbal Behavior*, emphasizing that language acquisition is driven by an inherent linguistic framework rather than solely by environmental influences. Chomsky asserts that language is independent of external stimuli, meaning children can quickly acquire semantically and pragmatically complex language skills. They can recall and use these skills as needed, forming grammatically coherent sentences to express an infinite range of meanings, even without prior exposure to specific language patterns. Chomsky acknowledges that while lexical and grammatical accuracy may vary during language development, effective communication is still possible even without full mastery of vocabulary or grammar. Errors are seen as part of the natural developmental process rather than barriers to conveying meaning. Their theory of language acquisition is not solely a critique of Skinner but also stands in contrast to several prominent empiricist theories from the early 20th century. Interestingly, Sapir's ideas align to some extent with Chomsky's implicit notions of Universal Grammar (UG). They recognize that all languages share certain structural universals, such as morphemes, phonemes, words, and systematic sentence structures that convey symbolic meaning, they argue that this does not imply a universal, cross-cultural understanding of concrete or abstract human

experiences. Instead, they emphasize that such concepts are shaped by cultural differences and are fundamentally distinct. They explore this idea in their posthumously published work, *American Indian Grammatical Categories*.(Hopkins, 2017).It underestimates the role of environments and experiences in language development.

2.1.5 Interactionist

Vygotsky's (1978) interactionist theory emphasizes that children's language development is shaped through social interactions with more knowledgeable individuals. While biological factors initiate basic cognitive processes, higher mental functions such as problem-solving and logical thinking depend on socio-cultural influences. A key concept in this theory is the Zone of Proximal Development (ZPD), which highlights the gap between what a learner can achieve independently and what they can achieve with guidance. Teachers play a crucial role in bridging this gap through instructional scaffolding, which supports cognitive growth.

Bruner (1983) expands on Vygotsky's ideas by introducing the Language Acquisition Support System (LASS), where caregivers and teachers provide structured support to facilitate language learning. This involves designing collaborative tasks, adjusting language input, and offering feedback. As learners develop independence, support should gradually decrease. Crawford (1996) reinforces that complex language tasks are best tackled in a collaborative learning environment, where both teachers and learners share responsibility for language acquisition. (Alharbi, 2023). The Grammar-Translation Method (GTM) has long been used in foreign language teaching. (Alharbi,2023) .It may not fully explain language development in contexts where interaction is limited.

2.2 Methods Used in English Language Teaching

2.2.1 Grammar Translation Method (GTM)

Originally known as the classical method and used for teaching Latin and Greek in the 16th century, was later refined by German scholars and became the dominant language teaching approach from the 1840s to the 1940s, continuing in some regions today. Known as the Prussian Method in the U.S, GTM emphasizes grammar and vocabulary acquisition through translation, with a focus on reading comprehension rather than spoken communication. It is characterized by a teacher-centered approach, memorization of grammar rules and vocabulary, and limited development of oral proficiency. Translation-based exercises dominate the classroom, prioritizing accuracy over fluency and offering minimal opportunities for real-world language use. While GTM helps learners build a strong grammatical foundation, it often fails to develop communicative competence or critical thinking skills due to its rigid and text-focused nature (Rosi & Suharyadi, 2024). It emphasizes written language and translation over communicative competence often making it impractical for real world use.

2.2.2 The Direct Method (DM)

It emphasizes a direct connection between the learner and the target language, avoiding translation into the native language. Its primary goal is to equip learners with practical communication skills. Rather than translating material, teachers are expected to use the target language exclusively in the classroom, as language is best learned through active use. Instead of explanations, teachers convey meaning through actions and demonstrations. Grammar rules are introduced inductively through illustrations and examples. This method encourages both teacher-learner and learner-learner interaction. Proper pronunciation is a key focus, and new vocabulary is introduced using familiar words. The Direct Method has several advantages, including the use

of gestures and expressions to enhance understanding, fostering interest in the English language by linking words to their meanings, encouraging active participation from all learners, and being adaptable for employees across different job levels. It also has drawbacks, such as neglecting systematic written work, being costly due to the reliance on expensive teaching aids, and being more effective for beginners rather than advanced learners. When teaching oral language using this method, teachers should maintain a balanced speaking pace, avoid speaking too fast or too slow, refrain from raising their voice, remain patient, avoid using books, and ensure speech consists of complete sentences rather than single words. (Batool et al., 2017). It may not suit all learners, especially beginners as it avoids the use of the native language and explicit grammar explanations.

2.2.3 The Communicative Language Teaching (CLT)

Is based on the idea that language is primarily a means of communication. Dell Hymes introduced the concept of communicative competence to emphasize the ability to use language effectively in real-life contexts, contrasting with Chomsky's focus on abstract linguistic competence. Hymes argued that linguistic theory should incorporate communication and culture. Halliday also contributed with a functional view of language, emphasizing the role of speech acts and meaningful language use. The approach promotes task-based and meaningful learning activities. Krashen's theories, though not directly part of CLT, align with its principles, distinguishing between unconscious language acquisition and conscious learning, highlighting the importance of real communication in language development. It emphasizes learning a language through real communication. Language use should be appropriate to context, roles, and register. Communicative activities like games and role-plays are essential, ensuring constant interaction and exposure. The four language skills—speaking, listening, reading, and writing—

are integrated from the start, with topics chosen based on learners needs and interests. Motivation plays a key role, and teachers act as guides rather than traditional instructors. Trial and error are part of the learning process, and evaluation focuses on both fluency and accuracy. Meaning takes priority over memorization, with language taught in context. Real communication is the main driver of learning, while drilling and translation play a minor role. Clear pronunciation is encouraged, and reading and writing begin early. The ultimate goal is to develop communicative competence through active interaction. (Nandihally, 2019).It can sometimes neglect accuracy and grammar in favor of fluency, leading to fossilized errors.

2.2.4 Task- Pased Language Teaching (TBLT)

With the rise of the communicative language teaching approach in the early 1980s and the growing focus on learners' ability to communicate effectively over the past two decades, Task-Based Language Teaching (TBLT) has become widely recognized in the field of Second Language Acquisition. It has played a significant role in developing process-oriented syllabi and designing communicative tasks that enhance learners' practical language use. Although TBLT has been interpreted in various ways in classroom settings, recent research highlights three common characteristics: it aligns with learner-centered education (Ellis, 2003; Nunan, 2005; Richards & Rodgers, 2001), it includes essential components such as goals, procedures, and specific outcomes (Murphy, 2003; Nunan, 2004; Skehan, 1998), and it prioritizes meaningful, content-focused activities over traditional grammar instruction (Beglar Hunt,2002; Carless, 2002; Littlewood, 2004). Ongoing theoretical advancements and extensive empirical research have further strengthened the field, as evidenced by numerous in-depth studies and edited collections (Ellis, 2003; Bygate et al., 2001; Leaver Willis, 2004; Edwards Willis, 2005; Ellis, 2005; van den Branden, 2006; García Mayo, 2007).From its inception, the primary objectives of

TBLT have been twofold: first, to describe, analyze, and predict how learners use language and engage in communication while completing tasks; second, to determine how these communicative interactions contribute to Second Language Acquisition. In this context, TBLT addresses key issues in Second Language Acquisition research, such as how learners perceive process, produce, and acquire the target language. The ultimate goal has been to establish a strong connection between the learning environment (tasks), the resulting communicative behavior (task-based language performance), and the process of acquiring a second language (task-based learning). As Long and Crookes (1987) suggested, tasks should be categorized based on their effectiveness in promoting language learning, considering both psycholinguistic and psychological factors. (Izadpanah, 2010). It can be difficult to implement effectively without careful planning and learner readiness.

2.2.5 The Audio-Lingual Method (ALM)

Is developed by American linguists in the 1950s, is a language teaching approach that emphasizes spoken language over written forms, viewing language primarily as a system of sounds used for communication. Rooted in behaviorist psychology, ALM focuses on habit formation, where learners acquire correct speech patterns and eliminate native language interference through repetition and imitation. Learners practice dialogues modeled by the teacher and engage in drills such as substitution and transformation exercises to internalize grammatical structures and pronunciation. The method prioritizes accuracy, discouraging errors to reinforce proper usage, with the ultimate goal of developing automatic and fluent speech through constant practice and reinforcement (Mart, 2013). It relies heavily on repetition and drills, which can lead to rote learning without true understanding.

2.2.6 The Total Physical Response (TPR)

Is developed by James Asher in 1965, is a language teaching approach that connects speech with physical movement, based on the idea that second language acquisition mirrors the natural process of first language learning, where comprehension comes before speaking. Key principles of TPR include the coordination of speech and action, inductive grammar learning, a strong focus on meaning, delayed speech production, a stress-free learning environment, and a central role for the teacher who gives commands and models actions. Learners initially act as listeners and responders, physically reacting to commands before producing language verbally, often supported by realia to aid comprehension. Implementation involves starting with simple commands, using teacher modeling, limiting correction to encourage confidence, and incorporating games, storytelling, and music to enhance engagement. The method is highly engaging, especially effective for beginners and young learners aged 7–11, supports kinesthetic learning, requires minimal preparation, and promotes natural language development. Its limitations include limited suitability for advanced learners, minimal emphasis on reading and writing, and reduced effectiveness for teaching abstract or complex structures. Despite these drawbacks, TPR remains a valuable, interactive tool for early-stage language instruction (Inçiman Çelik, Çay, & Kanadlı, 2021). It is limited in scope, as it primarily supports beginner level learning and struggles to address advanced language structures and abstract concepts.

2.3 Definition of Vocabulary

Learners must develop proficiency in four key English language skills: reading, listening, writing, and speaking. In addition to these fundamental skills, there are essential language components that support their development. These components include pronunciation, grammar, spelling, punctuation, and vocabulary. Among them, vocabulary plays a crucial role

and must be mastered by learners. Syafrizal (2018) emphasizes that vocabulary is fundamental for learners aiming to achieve language mastery. Similarly, Sanjaya et al. (2022) highlight that vocabulary serves as a primary element of language proficiency, supporting the development of the four main language skills. Enhancing learner's vocabulary knowledge offers numerous advantages, particularly in advancing their language competence (Ana, 2018). With a solid vocabulary foundation, learners can effectively convey their thoughts, comprehend written information, interpret spoken language, and articulate their ideas and opinions. Consequently, vocabulary is essential for effective communication (Uspa, 2020). Given the importance of vocabulary in learning English, it should be introduced to learners at a young age. According to Jannah (2019), young learners are typically aged between 5 and 12 years. This period, often referred to as the golden age is characterized by heightened cognitive abilities that enable children to absorb new information quickly. As noted by Sukarno (2008), young learners demonstrate exceptional intelligence and adaptability, making it an ideal time for language acquisition. English teachers play a significant role in enhancing learners' vocabulary skills by implementing effective teaching strategies, providing appropriate learning resources, and creating engaging educational experiences. By designing meaningful and interactive vocabulary activities, teachers can help young learners expand their language knowledge and develop better communication skills. (Pradini & Adnyayanti, 2022).

2.4 Types of Vocabulary

2.4.1 Receptive Vocabulary

It includes the words that learners can identify and comprehend when encountered in reading or listening. Even though learners grasp the meanings of these words, they do not

necessarily use them in their own speech or writing. Teaching receptive vocabulary typically involves defining the word, showing it in context, and helping learners pronounce and spell it correctly (Maskor & Baharudin, 2016).

2.4.2 Productive Vocabulary

It refers to the set of words that learners are not only familiar with but are also able to actively use in their spoken or written communication. It goes beyond recognition and involves recalling and correctly applying words in context to express thoughts and feelings clearly (Webb, 2005). This type of vocabulary shows a learner's command over both the meaning and form of words (Laufer et al., 2004; Webb, 2008). Learners often rely on productive vocabulary when translating ideas from their first language into the target language (Webb, 2009). Laufer (1998) divides productive vocabulary into:

2.4.2.1 Controlled Productive Vocabulary: The ability to use vocabulary when given specific cues or prompts.

2.4.2.2 Free Productive Vocabulary: The spontaneous use of vocabulary without external guidance, such as during free writing or conversation. (Maskor & Baharudin, 2016).

2.4.3 Active Vocabulary:

It includes words that learners commonly use in daily speech and writing. These words are deeply familiar, allowing the user to recall and apply them instantly without conscious effort. Laufer (1998) further classifies active vocabulary into two types: words used in response to cues (controlled active vocabulary) and words used freely in spontaneous communication (Dakhi & Fitriai, 2019).

2.4.4 Passive Vocabulary

It consists of words that learners may recognize but do not fully understand or use regularly. These words are typically not part of the learner's everyday language use but form a crucial base that supports the development of active vocabulary. As individuals progress in their language learning, passive vocabulary often transitions into active use. This category also considers differences between content words (which carry meaning) and function words (Dakhi & Fitrai, 2019).

2.4.5 Content Words

Have referential meaning, as they represent entities, actions, and qualities (e.g., book, run, good), and they can be defined independently in a dictionary. In contrast, function words carry relational meaning, establishing connections between words (e.g., of, for, too), and their meaning depends on context. Another key difference is their number; content words are vast, with around half a million in English, whereas function words are limited to approximately 300.(Ozturk,2019).

2.4.6 Function Words: tend to be more frequent in language use, dominating higher frequency bands in word lists, while content words appear less frequently but are crucial for conveying meaning. This frequency imbalance poses challenges in vocabulary learning and assessment, as mixed word lists can lead to an overload of function words, making it difficult to create balanced syllabi or effective vocabulary tests. (Ozturk,2019).

2.5 Aspects of Vocabulary

2.5.1 Form

2.5.1.1 Pronunciation

Refers to the way sounds are produced when speaking a language. According to Cook (1996, as cited in Pourhosein Gilakjani, 2016), it involves creating English sounds accurately through practice and correction. Learners often need to develop new habits and overcome challenges caused by their native language. Similarly, Yates (2002, as cited in Pourhosein Gilakjani, 2016) described pronunciation as the use of sounds to convey meaning. Paulston and Burder (1976) emphasized that effective pronunciation allows clear communication without confusion for both speakers and listeners. Otłowski (1998) defined it as the accepted way of articulating words. Additionally, Richard and Schmidt (2002) explained that pronunciation involves the correct production of specific sounds. (Pourhosein Gilakjani, 2016)

2.5.1.2 Spelling

Writing is a crucial skill in education, as it enables us to express and preserve our thoughts, share ideas, and search for information efficiently. Unlike spoken language, which quickly fades, writing provides a lasting record of ideas, making them more widely accessible. While writing is undeniably valuable, the importance of correct spelling may seem questionable in some cases. For instance, a learner typing walris instead of walrus in a search engine may still find the desired information. Learning proper spelling remains essential. Firstly, misspelled words can lead to misunderstandings and hinder comprehension. Secondly, readers may judge the writer's credibility based on spelling errors. Lastly, knowing conventional spellings enhances reading fluency, allowing readers to focus on the meaning of the text rather than decoding the

words. Becoming a skilled speller involves more than memorizing familiar words. As learners' vocabulary expands, they encounter new and unfamiliar words. Effective spelling requires an understanding of how the writing system functions, enabling them to generate accurate spellings for both known and unknown words. Since writing systems can be intricate, mastering them is a gradual process. (Treiman, 2018)

2.5.1.3 Morphology

In linguistics, specifically, morphology is crucial because it helps us understand how words are constructed from smaller units of meaning called morphemes. Morphemes are the smallest grammatical units in a language — they can be roots, prefixes, suffixes, or inflections. For example:

□ Unhappiness consists of three morphemes: un- (prefix meaning not), happy (root), and -ness (suffix indicating a state or quality). Morphological analysis involves breaking down words to identify and understand these components. It is essential for language learners, especially in primary school, as it can enhance vocabulary development and reading comprehension. Since your research is on ELT, incorporating morphology through activities like word formation exercises can be very effective. (Aronoff Fudeman, 2011)

2.5.2 Meaning

2.5.2.1 Denotation

Refers to the literal, dictionary definition of a word—it's most basic and direct meaning without any emotional or cultural associations. It is the objective meaning that is commonly understood by speakers of the language. For example, the denotation of the word "home" is simply the place where a person lives. This meaning is straightforward and does not carry any

extra emotional weight or implied significance. Denotation is essential for clear communication, especially in formal or academic contexts, where precise understanding is important. It allows words to be used in a neutral, factual way, without being influenced by personal feelings or social context. (Rao,2017).

2.5.2.2 Connotation

Refers to the additional meanings, emotions, or ideas that a word suggests beyond its literal definition. These associations can be cultural, emotional, or subjective, and they often shape how a word is perceived or used in different situations. For instance, while "home" denotes a place of residence, it also connotes warmth, comfort, safety, and emotional attachment—feelings that go beyond the basic definition. Similarly, the word "steed" has the same denotation as "horse", but it carries a romantic or heroic connotation due to its use in literature and tales of chivalry. Connotations can vary depending on context, tone, and individual experience, and they play a powerful role in language, especially in literature, advertising, and everyday speech, where emotional impact and nuance matter. (Rao,2017).

2.5.2.3 Synonym

Is a word or phrase that has a similar meaning, either fully or partially, to another word or phrase. For instance, smart girl and intelligent girl convey the same idea because smart and intelligent are synonyms. These two words are considered absolute synonyms since they share an identical meaning. In many cases, synonyms only partially overlap in meaning, while some are quite distant in their similarity. Take the verb look, which simply means to direct ones gaze, and compare it to its synonym stare, which implies looking for an extended period with wide-open eyes. These words are not entirely synonymous but rather partial synonyms. The English

language contains a vast array of synonyms, some of which are nearly identical in meaning, while others differ slightly. Although synonyms help enrich language and expression, selecting the most appropriate one can be challenging, particularly for English learners and writers striving for precision in their communication. (Al-Nuaimi, 2023)

2.5.2.4 Antonym

Is a word that has the opposite meaning of another word, even though they may be similar in some ways. Antonyms are commonly found among verbs, adjectives, and adverbs, while only a few nouns have true antonyms. Most words can have more than one antonym. The concept of antonyms is about words that have opposite meanings. In everyday life, we often come across antonyms, such as on traffic lights or restroom signs labeled (Ulfa, Imamah, & Angga, 2019).

2.5.3Use

2.5.3.1 Collocations

The word “collocation” has been studied and discussed by many language experts over the years. One of the first people to talk about it was Firth in 1957. They described collocation as the idea that a word is known by the other words it usually appears with. Since then, many researchers have tried to explain collocations in different ways because they are important for learning vocabulary and becoming fluent in English. For example, Nation (1990) looked at the parts that make up the word “collocation.” they explained that “col” means “together” and “loc” means “to place,” so the word as a whole means “placing together.” On the other hand, Halliday and Hasan (1976) described collocation as a type of “lexical cohesion.” This means that when words are chosen carefully and naturally, they help sentences and ideas stick together smoothly.

Other language experts have offered slightly different views. Celce-Murcia (2000) said that collocations are groups of words, or “chunks,” that native speakers often use when they speak or write. These chunks help people understand and express ideas more easily. In the same way, McCarthy (2008) explained that collocations are pairs of words that appear together often and with a high chance of being used in that way. Colin and his team (2019) also said that collocations are about how words naturally go together to make speech and writing sound fluent and correct. Even though these experts describe collocations in different ways, they mostly agree on one thing: collocations are words that commonly go together in a natural way. Understanding these word combinations helps learners speak and write more like native speakers. In short, collocations are about how words connect and work together in sentences, which is an important part of vocabulary learning. (Bui,2021).

2.5.3.2 Pragmatics

Pragmatics is a field of study that examines the relationship between the structure of a semiotic system—particularly language—and how it is used within specific social and communicative contexts. It is one of the two main branches of the general theory of meaning, the other being semantics, which focuses on the literal or conventional meanings of words and sentences. While semantics is concerned with meaning as encoded in language itself, pragmatics delves into how meaning is constructed and interpreted in real-life situations. It deals extensively with implicit meaning, the role of inference, and aspects of communication that are not explicitly stated but are nonetheless understood based on shared assumptions, social norms, and contextual cues. A central concern of pragmatics is how speakers use and understand language in ways that go beyond the literal interpretation of words. This includes examining how listeners read between the lines, infer intentions, and grasp unstated implications. In this way, pragmatics

highlights the dynamic and interactive nature of communication, emphasizing how meaning often depends on what is implied rather than what is directly said. For instance, when someone says, "It is cold in here," the intended meaning might be a request to close a window, rather than a simple observation about temperature. Pragmatics has become increasingly important in modern linguistic theory for several reasons. First, it has a rich and distinct subject matter that explores fundamental aspects of human communication. Second, it provides explanatory tools for understanding various linguistic phenomena that traditional grammatical theories may overlook. Third, it emerged partly in response to the limitations of idealized models of grammar—such as those found in Generative Grammar—that often ignore the complexities of real-world language use. Pragmatics has grown into a truly interdisciplinary field, enriched by contributions from philosophy of language, theoretical and applied linguistics, cognitive psychology, and sociolinguistics. These diverse perspectives have deepened our understanding of how language functions in social interaction, how people use language to perform actions, and how meaning is negotiated between speakers and listeners in different cultural and situational contexts. (Levinson,1983).

2.4.3.3 Idiomatic Expressions

Idioms are generally understood as fixed combinations of words whose meaning cannot be predicted simply by analyzing the meanings of the individual words they contain. In other words, the meaning of an idiomatic expression often bears little or no relation to the literal interpretation of its separate parts. Take the phrase "shoot the breeze" as an example: if one attempts to interpret it by looking at the usual meanings of the words "shoot", "the", and "breeze", the intended message—engaging in light, casual conversation—would not be apparent. This is in stark contrast to more straightforward phrases like "eat the soup," where the meaning

can be easily constructed from the individual words and their syntactic arrangement. Because idioms operate in this non-literal way, they pose a challenge to the conventional model of sentence comprehension. According to that model, understanding a sentence involves recognizing each word, accessing its meaning from one's mental vocabulary (or lexicon), and then assembling those meanings according to the sentence's grammatical structure. Idiomatic expressions disrupt this process, as their meaning often cannot be grasped through such compositional analysis. (Cacciari&Taboosi,1988).

2.6 What are The Essential Components of Vocabulary Instruction?

The core components of meaning in language are known as metafunctional components. These include the ideational, interpersonal, and textual functions. The ideational function helps individuals comprehend and represent their experiences of the world, while the interpersonal function enables interaction and social engagement. The textual function ensures that language is coherent and contextually relevant, supporting the other two functions. Functional grammar integrates all linguistic units—such as clauses and phrases—into a unified system. (Panggabean, 2011,p.8)

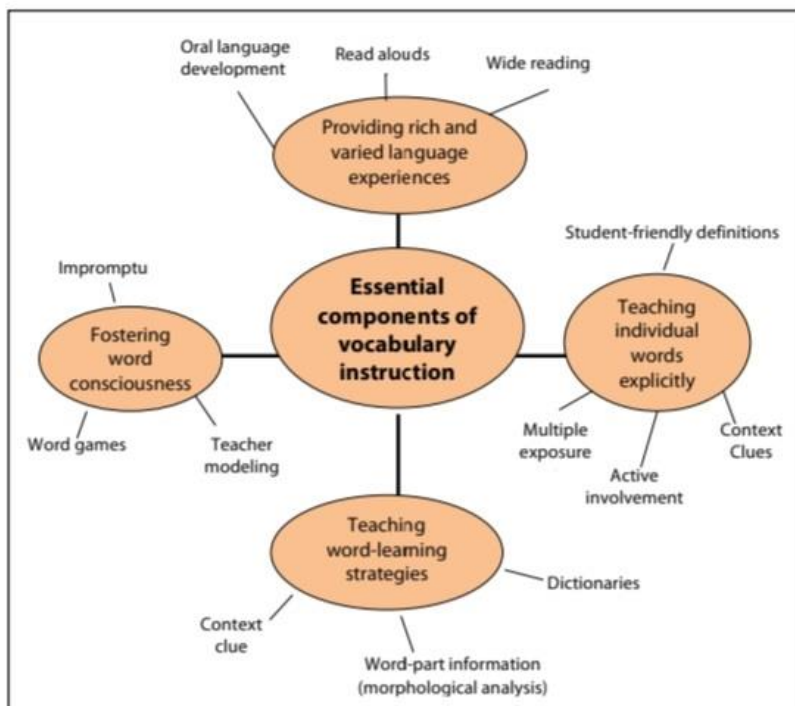


Figure 1. The four essential components of vocabulary instruction. Adapted from Graves, 2006.

Figure 11: The four essential components of vocabulary instruction. Adapted from graves,2006.

2.6.1 Providing Rich and Varied Language Experiences

Graves (2006) highlights the importance of exposing learners to diverse language experiences—such as read-aloud sessions and independent reading—as a key part of vocabulary development. Research shows that learners build their vocabulary when they are introduced to new words through reading, speaking, and listening in different contexts. Exposure to a variety of texts, including biographies, fairy tales, and instructional books, helps learners learn a wide range of vocabulary. To develop a more advanced and academic vocabulary, it is important for learners to spend time both listening to books being read and reading on their own. Studies have shown that read-aloud can play a major role in expanding children’s vocabulary (Lehr et al., 2004). When paired with discussions and supported by independent reading outside of school, these strategies become even more effective (Cunningham, 2010). It is also crucial that learners

have chances to talk about what they read, both in the classroom and at home. Research has found that children's books often include more unusual words than everyday adult conversations (Hayes Ahrens, 1988). These rare words help learners prepare for more complex reading materials they will face as they move through school (Cunningham Stanovich, 1991). For instance, the popular children's book *The Very Hungry Caterpillar* (Carle, 1987) uses the word cocoon—a more academic term—to describe a stage in a butterfly's life. The amount of reading learners does have a strong impact on their vocabulary growth (Cunningham Stanovich, 2001). Learners who read fluently tend to read more challenging texts and are exposed to a broader range of uncommon words. Even learners who find reading difficult can build their vocabulary if they read regularly, though they are often less inclined to do so. Keith Stanovich (1986) described this as the “Matthew Effect”—where successful readers continue to grow in skill and vocabulary, while struggling readers fall further behind. (Hanson Padua, 2011,p.9)

2.6.2 Fostering Word Consciousness

An important part of vocabulary development is fostering word consciousness, which refers to an awareness of and curiosity about words and their meanings (Graves, 2006). This concept also includes engaging with language through wordplay, idioms, and figurative expressions (Lehr et al., 2004). Teachers can enhance learners' vocabulary by encouraging them to take an active interest in words, recognize new ones, and enjoy learning them. When learners develop a love for words, this enthusiasm can spread, making them lifelong word learners. Strategies for promoting word consciousness include word games, tongue twisters, jokes, and highlighting unique or interesting words in texts (Lehr et al., 2004)..(Hanson Padua, 2011,p.9)

2.6.3 Teaching Individual Words Explicitly

While learners naturally expand their vocabulary through reading and writing, they also benefit from direct instruction of specific words (Graves, 2006). Even though many words are learned through everyday language experiences in the classroom, direct teaching of carefully chosen vocabulary is necessary for understanding subject-specific texts. When teachers explicitly introduce key words, learners gain a deeper understanding of their meanings and are better prepared to encounter them in reading. Research from the National Reading Panel has shown that direct vocabulary instruction is highly effective (NICHD,2000). Four effective strategies for explicitly teaching vocabulary include:

1. Providing definitions that are clear and learner-friendly
2. Using the words in meaningful contexts
3. Offering multiple encounters with the words over time
4. Creating opportunities for learners to actively engage with the word.(Hanson Padua, 2011,p.9)

2.6.4 Teaching Word-Learning Strategies

Word-learning strategies equip learners with the tools they need to figure out unfamiliar words on their own and expand their vocabulary. Explicitly teaching these strategies helps learners become more independent in their word learning (Baumann, Edwards,& Boland).According to researchers (Olejnuk Kame enui, 2003; Blachowicz Fisher, 2000; Graves, 2006; NICHD, 2000), the following strategies are effective for helping learners learn new vocabulary:

Using context clues to infer meaning

Understanding word parts such as prefixes, suffixes, and roots

Using dictionaries correctly and efficiently. (Hanson Padua, 2011,p.9)

2.7 Strategies for Teaching and Learning Vocabulary

2.7.1 The Ripple Effect

As noted by Sweetser (1990), a polysemous word typically begins with a central or core meaning, and additional meanings emerge from this base through metaphorical extensions. This process is likened to ripples in water, starting from a central point and spreading outward. The central meaning often refers to a tangible object or concept in the physical world. From there, it can be extended to similar physical concepts and eventually to abstract notions through metaphor. Application in teaching this method is particularly effective with learners at the tertiary level. Teachers can guide learners to recognize that many English words carry multiple, interrelated meanings. These meanings often originate from a core idea and are connected through mental imagery and associative thinking. To illustrate this clearly, Mu Fengying developed ripple diagrams using specific word examples. For instance, the word light begins with the basic meaning related to visibility. It then expands to meanings like well lit, not dark, to ignite, and a perspective. Further extensions lead to abstract terms such as light-hearted, light up, light year, and enlightenment. Teachers consider the Ripple Effect to be an effective strategy for enhancing learners' understanding, recall, and usage of vocabulary. It encourages learners to form connections and engage their imagination during the learning process. This method deepens their grasp of word meanings. Using visual diagrams, learners can see not only the various meanings of a word but also how those meanings are interconnected. When words are chosen

thoughtfully, this strategy can also highlight common collocations and idiomatic expressions. The visual links in the diagram help learners make sense of unfamiliar or abstract ideas more easily. The approach promotes awareness of cultural aspects of language. While metaphorical language exists across cultures, the specific associations often vary. The Ripple Effect helps make this distinction clear. In classroom settings, the diagramming process can be simplified. Once learners understand the concept, the main task becomes encouraging them to use their imagination to explore word meanings. (Anuthama, 2010)

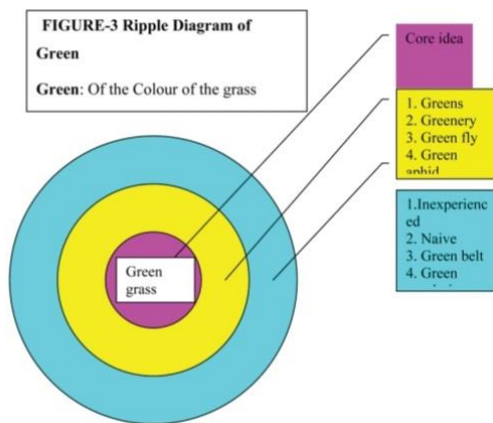


Figure 12: core and extended meanings of green.

2.7.2 Teaching Vocabulary Using Color

Another effective technique for vocabulary instruction is the use of color, as explored by Gnoinska (1998), an English teacher at the Teacher Training College in Sosnowiec, Poland. Their classroom-based research showed that incorporating color into vocabulary teaching yields positive results. They presented their findings in the online journal Forum (Volume 36, No. 3, July–September 1998, page 12). Gnoinska emphasizes that colors significantly impact both physical health and emotional well-being. An imbalance—whether too little or too much exposure to certain colors—can lead to health or psychological issues. In fact, color therapy is used to treat various physical and mental conditions. Even the colors in the classroom

environment, such as wall paint, curtains, or the teacher's attire, can either calm or distract learners. Color also plays a key role in visual learning, helping to organize and separate ideas for better clarity. It draws and maintains attention. Traditional note-taking methods can become more engaging and effective when color is added—for example, through color-coded notes, maps, diagrams, or drawings (Williams, 1983). Wittrock (1977) also suggested that defining concepts and creating personalized visual images enhances learning more than simply copying. Similarly, using color helps learners stay focused, spend more time processing vocabulary, and find the learning experience more enjoyable. In practical terms, teachers can use colored chalk or pencils to teach spelling, pronunciation, grammar points, semantic groups, word distinctions, and even word formation. Colorful elements can also spark discussion and maintain learner interest.

Advantages of Using Color in Vocabulary Teaching

Highlighting or coloring vocabulary helps learners focus more deeply on the task, increasing the amount of time and attention given to each word. Simple activities like underlining or decorating words with colored pencils are easy for all learners to succeed at, which builds confidence, color-coded texts and exercises feel more personalized and approachable during revision, making them easier and more enjoyable to review compared to plain materials. (Anuthama, 2010)



Figure 13: Colors word family caterpillar for kids.

2.7.3The Word Wall

Research on vocabulary acquisition has highlighted three key findings. Grabe and Stoller (1997) emphasize that learning new words requires repeated exposure across different contexts. Encountering vocabulary items multiple times, in varied and meaningful situations, gradually contributes to building a broad recognition vocabulary. Another important point is that effective vocabulary learning happens when learners create meaningful links between unfamiliar words and those they already know. This process helps them apply familiar terms in new ways and integrate new vocabulary into practical contexts, allowing for quicker word retrieval through semantic associations. Stahl (1999) adds that while learning vocabulary from context is beneficial, it tends to be a lengthy process. Through direct instruction, teachers can significantly speed up vocabulary acquisition. The Word Wall Approach effectively incorporates all three of these principles. It gives learners repeated exposure to new words, helps them connect unfamiliar vocabulary with words they already understand, and provides context-rich opportunities for learning. This method encourages active participation, which is essential for meaningful and lasting learning. Developed by Green (1993), the Word Wall Approach was originally designed to help learners internalize vocabulary and enhance word-learning strategies. Green decorated their classroom with wall panels filled with words, each panel color-coded to represent different language elements, such as phonics, grammar, parts of speech, and spelling patterns. These walls of words became a central feature of their teaching environment. The Word Wall was not used in isolation, it served as a reference tool during writing tasks, much like a thesaurus or a spell-check. Learners also used it as a resource during language- focused lessons. Teachers designed specific activities and competitive games centered around the Word Wall to make learning more dynamic. These included word-finding tasks, categorizing exercises, and sentence creation

games, all of which helped reinforce vocabulary in an interactive way. The constant visual presence of the Word Wall provided ongoing exposure to vocabulary, aiding in retention and incidental learning. Because the words were always visible, learners could easily refer to them during tasks, which reduced the mental effort required to recall unfamiliar vocabulary. The Word Wall Approach supports proven strategies for effective vocabulary learning. It combines repeated exposure, meaningful connections, and direct teaching in a way that actively engages learners, making it a powerful tool for language development. In Greens classroom, the Word Wall was not the sole method for teaching vocabulary. Learners used it as a tool similar to a thesaurus or a spell-checker when completing writing tasks. It also served as a helpful reference during language development activities. Teachers designed targeted lessons and fun, competitive games around the Word Wall to help learners develop effective vocabulary strategies. This approach enhanced learners' vocabulary skills through a mix of direct instruction, incidental learning, repeated exposure, and chances to form meaningful word associations. By allowing learners to engage with words visually, verbally, and physically—through seeing, saying, hearing, touching, and writing—the Word Wall supported better vocabulary retention and sparked greater interest in learning new words. (Anuthama, 2010)



Figure 14: interactive word wall activity: sorting sight words under letters.

2.8 Word-Learning Strategies: Understanding Word Parts, Using Context Clues, and Dictionaries

The second key part of vocabulary instruction is teaching learner's strategies to figure out the meaning of unfamiliar words. These strategies include analyzing word parts, using context clues, and referring to dictionaries. This section begins by explaining what word parts are and how to teach them. It then explores how to guide learners in using context clues and dictionary skills. (Hanson Padua, 2011,p.17)

2.8.1 What are Word Parts, and Why Do They Matter?

Morphology refers to how words are formed and their internal structure. A morpheme is the smallest unit within a word that holds meaning. When readers can break down and interpret these parts, they are more likely to understand the entire word (Baumann et al., 2010). For instance, the word unhappy consists of two morphemes: un (meaning "not") and happy (meaning

“feeling joy”). Together, they form the meaning “not happy.” Morphemes are commonly recognized as roots or base words along with affixes (prefixes and suffixes). One study involving learners in grades 4 and 5 showed that those who had knowledge of word structure performed better in learning academic vocabulary and understanding texts (Kieffer & Lesaux, 2007). Other researchers suggest that understanding how words are built can significantly expand a learners’ vocabulary knowledge (Edwards et al., 2004). Understanding Word Parts: Base Words, Root Words, and Affixe Many learners do not realize that breaking words down into smaller parts can help them determine their meanings (Stahl, 1999). For this reason, it is essential to provide explicit instruction on word parts. One effective way to teach this is by focusing on new vocabulary derived from common roots, rather than simply using a word list (Rasinski, Padak, Newton, & Newton, 2008). Word study sessions, typically lasting between 10 and 20 minutes, take place two to three times a week. During these sessions, teachers provide detailed instruction on prefixes, suffixes, and root words. Once learners develop a solid understanding of these concepts, the frequency of sessions can be reduced or reserved for those needing additional support. (Hanson Padua, 2011,p.17)

2.8.1.1 Base Words

A base word is the simplest form of a word that can stand alone with meaning (PREL, 2008). For example, care is a base word that functions as both a noun and a verb (e.g., Joseph cares for his plants by watering them daily; Mrs. Smith is now under the care of a doctor). Because care is a base word, it can be modified by adding prefixes or suffixes to create words like careful, caring, and uncaring. (Hanson Padua, 2011,p.18)

2.8.1.2 Root Words

A root word is similar to a base word in that it carries the core meaning, but it often requires prefixes or suffixes to form a complete English word. Many root words originate from Greek or Latin. For example, the root *struct* means to build or form but it is not a word on its own. To make it a complete word—such as construction, destruction, or obstruction—additional word parts must be added. While some root words, like *meter*, *script*, and *port*, can stand alone as words, most need affixes to form meaningful words in English (PREL, 2008). (Hanson Padua, 2011,p.18)

Affixes: is a word part that can be attached to the beginning or end of a root or base word to modify its meaning.

Prefix: is a word part added to the beginning of a base or root word, while a suffix is added to the end (Stahl & Kapinus, 2001). More than half of all words include familiar prefixes or suffixes, or are compound words (Stahl & Kapinus, 2001). The base or root word carries the main meaning in many academic and complex words. For instance, the root *graph* means writing or printing. When learners understand this root, they can better understand words like *biography*, *telegraph*, and *photograph*.

A Compound Word is made up of two distinct words, such as *backpack*, *raindrop*, or *sunlight*. Unlike words formed with prefixes and suffixes, compound words can be separated into smaller words that each have their own meaning (e.g., *back* and *pack*, *rain* and *drop*, *sun* and *light*). It is important for learners to apply their understanding of prefixes, suffixes, and root/base words to figure out the meanings of unfamiliar words. The process approach is a more effective method

for learning word parts compared to just identifying them as prefixes, suffixes, or roots. .(Hanson Padua, 2011,p.18)

2.8.2 Context Clues

Are elements like words, phrases, sentences, paragraphs, pictures, and other features in a text that help reveal the meaning of unfamiliar words. Using context to understand unknown words is a highly recommended strategy for vocabulary development (Blachowicz, 2005; Graves, 2006). Teaching how to use context clues requires careful planning, direct instruction, and plenty of practice opportunities for learners, along with feedback through the gradual release of responsibility (Blachowicz, 2005; Pearson Gallagher, 1983). Baumann (2010) emphasizes the importance of teaching learners how to use context clues effectively, as they are often key to understanding unfamiliar vocabulary. Sometimes, the meaning of a new word is clearly stated in nearby sentences, while at other times, useful hints may be found either before or after the word in question. Even when the meaning is explicitly provided, learners might overlook it if they are not trained to recognize these clues. The most valuable hints are located within the same sentence as the unfamiliar word, but learners may still miss them due to a lack of awareness or attention. Not all context clues are reliable—some may be misleading, so it is crucial for learners to evaluate whether the inferred meaning makes sense within the context. To support learners in developing this skill, teachers can introduce various types of context clues using tools like anchor charts, which visually categorize the different types of clues that aid in understanding word meanings. Instructional strategies such as the "Word Detective" method, as described by Hanson and Padua (2011), can be effective in guiding learners to become more independent and analytical readers who actively search for and assess clues in the text. (Hanson Padua, 2011,P.30)

2.8.3 Using Dictionaries

Learners will frequently need to use both print and online dictionaries throughout their education and beyond. While adults often rely on context clues to help them choose the correct definition from a dictionary, learners may struggle with this process. They tend to pick the first or simplest definition they encounter, which may not always be accurate. Teachers should guide learners on how to identify the correct meaning of a word by considering how it is used in context (Stahl Kapinus, 2001). Learners need to learn essential skills like alphabetizing and using guide words at the top of dictionary pages to find words quickly. To help learners effectively use a dictionary, teachers can follow these steps (Graves, 2006). Similar to other strategies, teachers should model this approach, and learners will gradually internalize it with practice. (Hanson Padua, 2011, P.34)

2.9 Challenges in The Process of Teaching_ Learning vocabulary

Vocabulary has also been recognized as one of the most challenging aspects of second language learning (Meara, 1980). This could be due to the vastness and complexity of vocabulary systems, which lack the clear rules found in grammar and pronunciation. As Oxford (1990) explains, vocabulary is often the largest and most difficult part of language learning due to the enormous number of meanings associated with words. Despite these challenges, vocabulary remains a key component in language assessments (Schmitt, 1999). Learners also tend to view vocabulary acquisition as central to learning a second language, often dedicating significant effort to memorizing word lists and using bilingual dictionaries. Consequently, language teachers and applied linguists increasingly recognize the importance of vocabulary instruction and are seeking more effective strategies to support vocabulary learning. One major

area of research is the study of vocabulary learning strategies (VLS), which this paper will further explore. (Alqahtani,2015).

2.9.1 Learner-Related Difficulties

- Limited knowledge of word meanings and pronunciation: Many learners struggle with understanding and pronouncing new vocabulary, partly due to unfamiliarity with phonetic symbols.
- Poor memorization and lack of motivation: learners tend to forget words easily and show low interest in learning vocabulary, especially when classroom activities are not engaging or the environment does not support language use.
- Lack of a supportive environment: In EFL contexts like Indonesia, learners often lack opportunities to practice English outside the classroom, which weakens motivation and vocabulary retention.

2.9.2 Teacher-Related Difficulties

- Limited knowledge of vocabulary and teaching techniques: Some teachers find it hard to explain word meanings in context, often resorting to direct translation due to a lack of alternative strategies.
- Reliance on translation: While translation can be useful, it is often overused due to insufficient training in other vocabulary teaching methods.
- Time constraints: Teachers often have limited time to focus on vocabulary due to tight schedules and curriculum demands.

- Word selection in materials: The presence of too many technical or complex terms in learning materials can confuse learners and make vocabulary instruction more difficult. Careful word selection is essential for effective teaching.(sari&wardani,2019).

2.9.3 Solutions to Overcome the Challenges

To overcome the common challenges faced in vocabulary teaching, such as limited time, complex vocabulary in materials, low learners motivation, and difficulties in comprehension, teachers implement a variety of practical and effective strategies. As noted by Sari and Wardani (2019), one widely used method is the incorporation of structured vocabulary programs, such as a “vocabulary of the day” or “weekly vocabulary” which not only ensures consistent exposure to new words but also encourage learners to develop independent learning habits. Teachers further support vocabulary acquisition by regularly checking learners' understanding through diverse and interactive activities, including defining words, constructing sentences, engaging in word-based games, miming actions, and completing speaking tasks. For learners with lower English proficiency, first-language (L1) translation is often employed as a valuable tool to bridge comprehension gaps when English explanations prove too challenging, word games—such as guessing games—make the learning process more enjoyable and engaging, which increases learners' enthusiasm and improves their ability to retain new vocabulary. Visual aids, including pictures, teacher drawings, real-life objects (realia), and flashcards, are frequently used to visually represent word meanings, making abstract or unfamiliar words easier to understand and remember. Repetition is another key technique, as hearing and using words multiple times reinforces memory and builds learners' confidence in using the vocabulary in context. Teachers also encourage the use of dictionaries to help learners explore word meanings, grammatical forms, and usage, while providing guidance to prevent overreliance on this tool. While some

teachers use rewards to maintain motivation, many prefer more creative and meaningful teaching methods that foster long-term engagement and a genuine interest in language learning. These varied strategies form a comprehensive approach to vocabulary instruction that addresses both cognitive and motivational challenges, supporting more effective and enjoyable learning experiences for learners.(sari&wardani,2019).

Chapter three: Data collection and analysis

Introduction

This study aims to explore the impact of visual aids on vocabulary acquisition and retention among primary school pupils. The research investigates how visual support strategies contribute to enhancing pupils' ability to understand, recall, and use new vocabulary in English language lessons. It also seeks to examine whether the frequency and manner of using visual aids influence the level of pupil' engagement and performance in vocabulary tasks.

To guide the investigation, the study is based on the following hypotheses:

1. H1: The use of visual aids significantly improves vocabulary retention among primary school pupils.
2. H2: Teachers who use visual aids report higher learners' engagement during vocabulary lessons than those who do not.

In order to assess these hypotheses, the research is conducted in two stages, employing both qualitative and observational methods. In the first stage, teacher's interview is distributed to a selected group of primary school English teachers. It is designed to collect data regarding teachers' perspectives, experiences, and practices concerning the use of visual aids in vocabulary instruction. It includes both closed and open-ended questions to allow for comprehensive insights into their attitudes and perceived outcomes related to visual aid usage.

In the second stage, direct classroom observations are carried out. These observations aim to analyze the practical application of visual aids in real teaching contexts, focusing on how teachers integrate images, flashcards, videos, charts, and other visual materials into vocabulary lessons. The observations also look at the pupils' reactions, participation levels, and ability to recall vocabulary during and after lessons involving visual aids. The combination of these two research tools allows for triangulation of data, enhancing the reliability and validity of the findings. The data collected will be carefully analyzed, interpreted, and discussed in this chapter in light of the stated hypotheses and the existing literature on vocabulary instruction and visual learning strategies.

3.1 Design of the Study

3.1.1 The Choice of the Method

Given the nature and objectives of the present study, a qualitative research approach has been adopted. This methodological choice is appropriate because the study seeks to gain in-depth insights into the relationship between the use of visual aids and the processes of vocabulary acquisition and retention among primary school pupils. Qualitative research allows the researcher to explore the subjective experiences, perceptions, and practices of teachers in natural educational settings, which is essential for understanding how visual aids influence vocabulary teaching and learning. To effectively address the research hypotheses and gather rich, descriptive data.

3.2 The Target Population

The target population of this study comprises both teachers and pupils from primary schools, with a particular emphasis on those who are actively engaged in the teaching and learning of English as a foreign language. This population was carefully selected as it is directly aligned with the overarching aim of the research, which is to examine and explore the role and effectiveness of visual aids in the instruction of English vocabulary within the primary education context. The choice of this specific demographic stems from the recognition that primary school teachers serve as pivotal agents in shaping the foundational stages of pupil's language acquisition. Their pedagogical approaches, classroom practices, and instructional tools greatly influence how young pupils acquire and retain new vocabulary in a foreign language setting. Pupils at the primary level, on the other hand, are at a critical juncture in their cognitive and linguistic development. This stage is characterized by a heightened capacity for learning languages, especially when instruction is delivered through engaging, interactive, and visually stimulating methods. Visual aids, such as flashcards, pictures, realia, videos, and digital resources, are believed to play an essential role in enhancing comprehension and retention, particularly for young pupils who benefit from concrete and sensory-based learning experiences. Investigating how these aids are used in actual classroom environments, and assessing their perceived effectiveness from both teacher and pupil perspectives is vital for gaining a comprehensive understanding of vocabulary teaching practices in Algerian primary schools. The study specifically focuses on teachers who are currently teaching English in public primary schools, as well as the pupils enrolled in their classes. By involving both educators and pupils, the research aims to capture a balanced and multidimensional view of the teaching-learning process. This inclusive approach is intended to shed light on current methodologies, highlight

any challenges or limitations faced by practitioners, and identify areas for improvement in the use of visual aids. The findings of this research are expected to contribute to the enhancement of English language teaching practices, particularly vocabulary instruction, and support the development of more effective, engaging, and pupil-centered strategies within the Algerian primary education system.

3.3 The Target Sample

This qualitative research study, a purposive sampling technique was employed to carefully select a sample of participants who could provide rich, relevant, and diverse data related to the use of visual aids in vocabulary teaching in primary schools. The research specifically focused on seven English language teachers from six different primary schools of Ouled Djellal, This sampling method was chosen due to its effectiveness in qualitative research, particularly when the aim is to gain in-depth understanding of a specific phenomenon from individuals who are directly involved in it. The selection of participants was not random but was instead based on specific inclusion criteria. These criteria included the participants' current role as English language teachers in public primary schools, their experience in teaching vocabulary to young learners, their familiarity with visual teaching aids, and their willingness to participate in both classroom observation and interview. This ensured that the sample would consist of information-rich cases that could contribute significantly to answering the research questions. The decision to include teachers from six different schools allowed for a comparative perspective across various educational settings within the same geographical area. Some schools had access to technological tools such as projectors, computers, and printed flashcards, while others relied on more traditional forms of visual aids such as pictures drawn on the board or posters prepared by the teacher. The variety in school environments helped the researcher identify not only the

common practices but also the challenges and disparities that exist in the implementation of visual aids in English language classrooms. The sample included teachers with varying years of teaching experience, ranging from newly qualified teachers with less than five years of service to veteran educators with over a decade of classroom experience. This allowed the study to capture a range of perspectives and teaching strategies, from more modern approaches integrating digital visuals to more traditional, low-cost methods. Each teacher participated in the interview designed to explore their perceptions, experiences, and attitudes toward the use of visual aids in vocabulary teaching. In addition to the interview, classroom observations were conducted to gain a first-hand understanding of how visual aids were actually used in real teaching contexts. This dual method of data collection helped validate the findings by comparing what teachers reported during interview with what they practiced in their classrooms. The purposive sampling technique played a crucial role in the success of the research by ensuring that the participants were not only relevant to the topic but also diverse in terms of school context, teaching experience, and pedagogical approaches. It allowed for the generation of in-depth, nuanced data that shed light on both the benefits and limitations of using visual aids in vocabulary teaching at the primary level. By focusing on a manageable yet varied sample, the research was able to draw meaningful conclusions about current practices, highlight areas for improvement, and suggest recommendations that are grounded in the actual experiences of primary school teachers working in real-world classroom settings.

3.4 Data Collection Tools

The qualitative method used in this study ,through classroom observation and teacher's interview, which are designed to provide a comprehensive understanding of the use of visual aids in vocabulary instruction by primary school teachers.

3.4.1 Classroom Observation: allows the researcher to directly observe and record how teachers implement visual aids in their teaching practices. This method provides rich, real-time data on the specific ways visual aids are incorporated into lessons, including the types of visual materials used, the strategies employed by teachers, and the engagement of pupils with these resources. It also enables the researcher to note contextual factors such as classroom dynamics, the effectiveness of visual aids in enhancing vocabulary retention, and any challenges faced by teachers when using these tools in practice. Through detailed observations, the researcher can capture both the verbal and non-verbal elements of instruction, providing a deeper understanding of how visual aids contribute to the teaching and learning process.

3.4.2 Teacher's Interview: is conducted with the seven selected teachers to gain deeper insights into their perspectives on using visual aids in vocabulary instruction. Interview's format is particularly useful because it ensures that all participants are asked the same set of questions, which facilitates comparability of responses. Through the interview, the researcher can explore teachers' personal experiences, attitudes, and beliefs regarding the role of visual aids in supporting vocabulary acquisition. Teachers are also encouraged to discuss any strategies they have developed or challenges they have encountered when integrating visual aids into their teaching. The interview's format allows for a more focused exploration of the topic, enabling the researcher to gather specific information that complements the data obtained through classroom observations. By combining the responses with the observational data, the researcher can develop a well-rounded understanding of how visual aids are used and perceived in the classroom. Both the interview data and the observational findings will be analyzed together to form a comprehensive understanding of the role visual aids play in vocabulary teaching. This combined analysis will help validate or refute the research hypotheses and contribute to a deeper

understanding of effective vocabulary instruction practices in primary school settings. The integration of multiple qualitative methods ensures a holistic approach to the research problem, allowing for more nuanced interpretations and a richer exploration of the educational dynamics at play.

3.5 Description and Analysis of Data Collection Tools

Thematic analysis was employed to identify and examine patterns within the data collected from classroom observations and teacher's interview. The analysis involved coding the data, grouping related codes into themes, and interpreting these themes to answer the research questions. This approach enabled a deeper understanding of how primary school teachers use visual aids in vocabulary instruction and the challenges they encounter in the classroom.

3.5.1 Classroom Observation

Classroom observation was used as a primary data collection tool to gain direct insight into how visual aids are implemented in real teaching contexts. Over a period of two weeks, the researcher conducted multiple observation sessions in different primary schools in Ouled Djellal, covering a range of grade levels. These sessions allowed for a deeper and more comprehensive understanding of teaching practices involving visual aids. Through direct observation of English lessons, the researcher was able to document the frequency, type, and manner in which visual materials were used to support vocabulary instruction. The observations also revealed valuable information beyond what was reported in interviews, such as pupils' spontaneous reactions, their level of engagement, and how effectively the visual aids contributed to learning outcomes. Moreover, the researcher was able to identify common challenges faced by teachers, including time constraints, limited resources, and occasional technical difficulties. Also the researcher took

on a passive observer role, meaning they remained present in the classroom without participating, interacting or influencing the lesson in any way. The observations also highlighted the creative strategies teachers employed to adapt available materials in resource-limited settings. This method enriched the study by offering a grounded and practical understanding of how visual aids are used in everyday classroom situations.

1- Effective Use of Visual Aids in Vocabulary Instruction

A recurring theme across all observed classrooms was the strategic and purposeful use of visual aids to introduce and reinforce vocabulary. Teachers used a wide range of visual materials such as flashcards, posters, drawings, pictures, realia (real-life objects), diagrams, and maps to facilitate learning. These visuals supported the teaching of diverse vocabulary sets including fruits, vegetables, drinks, toys, colors, seasons, animals, prepositions, directions, traffic signs, and body parts.

Visual aids served multiple instructional functions. Teachers used them to introduce new words, clarify meanings, demonstrate spelling, and model pronunciation. For example, one teacher used a diagram of a girl to introduce body parts, where pupils repeated after the teacher while pointing to the visuals. Another used pictures of food items and traffic signs to teach categories and safety instructions, respectively. In multiple cases, teachers integrated visuals with realia, bringing actual toys to the classroom to enhance authenticity and contextual learning. These methods provided a strong sensory connection that facilitated immediate recognition and understanding of the targeted vocabulary.

2. Enhanced pupils' Engagement and Participation

One of the most prominent outcomes of using visuals was the noticeable increase in pupils' engagement and participation. Visuals acted as attention-grabbing tools that maintained pupil's interest throughout the lesson. Pupils responded enthusiastically when visuals were introduced, showing signs of excitement, focus, and motivation. Participation was often spontaneous and widespread. Learners were eager to answer questions, participate in games, and engage in role-plays when visual aids were involved. For example, during a lesson on directions, pupils followed a map to point out amenities, showing high levels of interaction with both the teacher and peers. Visuals in the form of flashcards and pictures were used to prompt pupils to ask and answer questions about their favorite toys or foods, often leading to dialogue practice and group discussions. The use of visuals significantly reduced pupils' hesitation and increased their confidence in using new vocabulary.

3. Improved Comprehension and Retention

The data consistently demonstrated that the use of visual aids greatly improved learners' comprehension and retention of vocabulary. Visuals provided concrete representations of abstract words and helped make new concepts more accessible and understandable for young learners. When learners were shown pictures alongside the vocabulary, they were better able to remember and use the words correctly. In many observed instances, learners were able to recall words, spell them correctly, and pronounce them more accurately due to the visual context. Teachers also used visuals to support reading and writing activities—such as dictation games, fill-in-the-blank dialogues, and matching exercises—that further reinforced learning. For example, in a session where learners were shown pictures of animals, they could easily identify the correct vocabulary and associate it with the corresponding sounds and spellings. Pupils

retained the information better, especially when visuals were paired with songs, repetition, and interactive tasks.

4. Positive and Inclusive Learning Environment

Visual aids were found to contribute significantly to creating a positive, inclusive, and learner-centered learning environment. They catered to different learning styles—particularly visual and kinesthetic learners—by making content more accessible and engaging. Teachers frequently adapted their materials to suit pupils' needs and age levels, ensuring that all learners could follow and participate in the lesson. Classrooms using visual aids were described as well-organized, supportive, and conducive to learning. Teachers were able to maintain discipline and focus more effectively, and learners responded positively to the structure and clarity that visuals provided. In cases where visuals were linked to pupils' real-life experiences, such as using real toys or familiar food items learning.

3.5.1.1Description of English Session

Preparing to Teach

Before the lesson, the teacher spent time carefully planning and preparing a variety of visual materials to support the learning objectives. These included flashcards with images of study-related items (like books, pencils, and schoolbags), large illustrated posters showing children engaged in study activities, and real classroom objects (realia) such as an actual notebook and pen. The teacher also prepared a PowerPoint presentation with colorful visuals and simple English sentences to guide the lesson. The goal during the preparation phase was to ensure that the visuals were age-appropriate, engaging, and directly linked to the vocabulary being taught. Additionally, the teacher arranged the classroom environment to make the materials easily

accessible, placing visuals on the board and setting up a small display area. This careful preparation showed the teacher's intention to create a visually rich learning atmosphere that supports both comprehension and retention for young learners.

While Teaching

During the lesson, the teacher effectively integrated visual aids into every stage of instruction. The class began with a warm-up activity using flashcards, where the teacher showed a picture and asked pupils to guess or say the corresponding word. For example, when showing a flashcard of a book, the teacher said, "What is this?" and the pupils responded, "A book!" This was followed by the introduction of key vocabulary through images and real objects. The teacher held up each item or image and used simple sentences like "I write in my notebook" or "I read my book," encouraging pupils to repeat after them. These visuals made it easier for pupils to connect the words with real-life objects and actions. Throughout the lesson, the teacher also used gestures and facial expressions to support understanding. Pair and group activities included matching games, where pupils had to match words to pictures, and sentence-building exercises using image cards. The visuals kept the pupils engaged and allowed them to participate actively, especially those who were visual learners or had lower levels of language proficiency. The lesson was dynamic and interactive, with the teacher using the visuals not only for vocabulary input but also as a tool for assessment and correction during practice.

Post-Lesson

After the main lesson, the teacher conducted a brief review activity to reinforce the vocabulary and sentence structures introduced. This review involved a visual quiz on the board, where pupils had to choose the correct image to match a spoken or written sentence. The teacher reflected on

the lesson by reviewing pupils' responses and participation, noting which visuals were most effective and how learners reacted to them. Based on this reflection, the teacher planned to reuse certain visual aids in future lessons for revision purposes. The post-lesson phase demonstrated how visual aids not only supported immediate understanding but also contributed to long-term learning and lesson continuity. It confirmed that visual aids are a valuable tool in helping young learners remember new vocabulary, construct meaningful sentences, and stay motivated in the learning process.

3.5.2 Teacher's Interview

The teachers' interview is a research tool designed to gather data about the use of visual aids in teaching English vocabulary in primary schools. It aims to explore teachers' practices, preferences, challenges, and needs related to the integration of visual aids in the classroom. The interview follows a semi-structured format with closed and open-ended questions, allowing for both consistency across participants and the flexibility to explore individual responses in depth. The interview was conducted face-to-face to facilitate clearer communication and richer data collection. This research was carried out during the 2024–2025 academic year. The interview is divided into two main sections:

The interview is divided into two main sections:

Section One: Teaching Experience

This section consists of one closed-ended question that aims to determine the frequency of visual aid usage in English lessons. It provides insight into how often teachers rely on visual tools as part of their instructional strategies.

Section Two: Teaching Vocabulary Using Visual Aids

This section includes both closed and open-ended questions. It explores the types of visual aids teachers commonly use, their perceived effectiveness, and the impact on learners' learning and engagement. It also investigates the challenges teachers face when using visual aids and the types of support they believe would enhance their use. The combination of closed and open-ended questions allows for both quantitative data (e.g., frequency and types of visual aids) and qualitative insights (e.g., teacher opinions and experiences), providing a well-rounded understanding of the current practices and needs regarding visual aids in primary English language classrooms.

1-Teaching experience duration

Teachers	Number of years
Teacher N°:1	7
Teacher N°:2	3
Teacher N°:3	3
Teacher N°:4	3
Teacher N°:5	3
Teacher N°:6	7
Teacher N°:7	3

Table 1: teacher's experience duration.

The interview responses indicate that the majority of the teachers participating in the study have 3 years of teaching experience. Specifically, five out of the seven teachers (Teachers 2, 3, 4, 5, and 7) reported having 3 years of experience. This suggests that most participants are relatively early in their teaching careers, possibly still in the phase of building and refining their classroom strategies and teaching methodologies. In contrast, two teachers (Teachers 1 and 6) reported

having 7 years of teaching experience, indicating a more seasoned perspective on teaching practices. The presence of both early-career and more experienced teachers provides a balanced viewpoint in the data, allowing for a comparison of insights that may be influenced by the length of professional experience.

This distribution implies that the findings of the study could reflect both the enthusiasm and adaptability of newer teachers, as well as the practical wisdom and tested strategies of more experienced educators. It also suggests that professional development efforts or training related to the use of visual aids in teaching may need to be tailored to accommodate varying levels of experience.

2-grade levels taught

Levels	Number of teachers
3rd ,4Th ,5th	7

Table 2: levels taught by teachers.

According to the data collected, all seven teachers reported that they are currently teaching 3rd,4th,5th and grade levels. This means that each teacher is responsible for delivering English instruction across all three primary levels within their schools. This distribution suggests a multi-level teaching structure, where one teacher handles English language instruction for multiple grade levels. This could be due to the organization of English teaching in Algerian primary schools, where teachers might rotate or be assigned to different classes due to staffing limitations or curriculum structure.

The fact that all teachers work with these three foundational grades highlights the importance of adapting teaching strategies—such as the use of visual aids—to suit different developmental

stages. It also reflects the need for teachers to be flexible and skilled in differentiating instruction across age groups and learning abilities.

3-the frequency of visual aids usage in English lesson:

Options	N° of the teachers
Always	4
Often	3
Sometimes	0
Rarely	0
Never	0

Table 3: integration of visual aids in the sessions.

The data shows that all seven teachers regularly integrate visual aids into their English lessons. Specifically, four teachers (57%) stated they always use visual aids, while the remaining three teachers (43%) reported using them often notably, none of the teachers selected “sometimes,” “rarely,” or “never.” This high frequency of visual aid use highlights the importance teachers place on visual tools in supporting English language learning at the primary level. It suggests a strong awareness among educators of the benefits visual aids offer in terms of engaging learners, simplifying complex ideas, and enhancing vocabulary retention. The absence of any teachers choosing lower frequency options indicates a consistent reliance on visual aids across the board. This could be due to curriculum demands, positive classroom outcomes, or institutional encouragement to use such tools as part of effective teaching strategies.

4-Types of visual aids used in your English lessons

Types	N° of teachers
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Flashcards	7
Posters and charts	2
Videos and animation	3
Digital presentations	0
Story books with illustrations	2
Pictures and drawings	5

Table 4: kinds of visual aids.

The data reveals that flashcards are the most widely used visual aid, with all seven teachers (100%) reporting their use. This indicates that flashcards are considered an essential and accessible tool for vocabulary instruction in primary English classrooms. Their popularity may stem from their simplicity, effectiveness in repetition-based learning, and ease of use across various topics.

Other visual aids used include:

- Pictures and drawings: Used by 5 teachers making them the second most popular type. These visuals likely help to stimulate pupil' imagination and support comprehension, especially for young learners.
- Videos and animation: Chosen by 3 teachers, these resources offer dynamic and engaging content, although they may require more technological access.
- Posters and charts and storybooks with illustrations: Each used by 2 teachers suggesting a moderate preference for static but rich visual content.
- Digital presentations: Not used by any of the teachers, possibly due to lack of access to digital tools or limited training in using such resources. This variety indicates that while traditional,

low-tech visual aids dominate classroom practice, there is some openness to more modern tools like videos. However, the absence of digital presentations highlights a possible area for development in teacher training or resource provision.

5. Effectiveness of Visual Aids in Teaching English

The responses indicate that visual aids are perceived as highly effective tools in English language instruction. This strong positive perception suggests that visual aids are not only commonly used but also highly valued for their impact on learning. Their effectiveness likely encourages teachers to integrate them consistently into lessons.

6- The main benefits of using visual aids in teaching English

Benefits	N° of teachers
Increases pupil's engagement	7
Improves vocabulary retention	7
Supports pupils with different learning styles	7
Makes lessons more enjoyable	7
Helps in explaining complex concepts	7

Table 5: positive impact of visual aids.

Visual aids play a crucial role in enhancing the effectiveness of English language teaching, particularly in primary school settings. They significantly increase learners' engagement by capturing learners' attention and maintaining their interest throughout the lesson. When learners are more engaged, they are more likely to participate actively, which contributes to better understanding and retention of the material. One of the key benefits of using visual aids is their ability to improve vocabulary retention. By linking new words with images, symbols, or diagrams, learners are more likely to remember and recall vocabulary accurately, as the visual

context reinforces the meaning of the words. Visual aids are highly effective in supporting learners with different learning styles. While some learners grasp concepts better through reading or listening, others may benefit more from visual input. By incorporating a variety of visual tools such as flashcards, charts, pictures, and videos, teachers can create inclusive learning environments that address the diverse needs of their pupils. Visual aids contribute to making lessons more enjoyable and stimulating. When learners find the learning process fun and visually appealing, they are more motivated to learn and less likely to lose interest. Furthermore, visual aids are especially helpful in explaining complex or abstract concepts that may be difficult for young learners to understand through verbal explanation alone. By simplifying information and providing concrete representations, visual aids enhance comprehension and make the learning experience more meaningful and accessible for all pupils.

7- Challenges faced when using visual aids

N° of teachers	Challenges
4	Lack of resources
7	Time constraints in lesson materials
2	Difficulty in finding suitable materials
6	Technical issues with digital aids

Table 6: obstacles faced the teachers for using visual aids.

Despite the well-documented advantages of using visual aids in English language teaching, many teachers encounter a range of practical challenges that hinder their consistent and effective use in the classroom. One of the most pressing issues is the lack of resources, particularly in underfunded schools or rural areas, where basic teaching tools such as flashcards, posters, and multimedia equipment are often unavailable or outdated. Without access to these essential

materials, teachers may struggle to provide the kind of visually enriched instruction that supports pupils' engagement and comprehension. Another significant obstacle is the constraint of time, both in terms of lesson planning and classroom instruction. Teachers often have to follow a tight schedule, leaving little room to search for, prepare, or implement visual aids that align with specific learning objectives. Planning time is often consumed by administrative duties or the pressure to meet curriculum demands, making it difficult to prioritize the integration of visual tools.

The teachers frequently face difficulties in finding or creating suitable visual materials that are age-appropriate, culturally relevant, and tailored to learners' language proficiency levels. Generic resources may not meet the specific needs of a particular class, and customizing materials can be both time-consuming and demanding. For those who rely on digital visual aids, additional challenges arise in the form of technical issues. These include malfunctioning projectors or interactive whiteboards, poor internet connectivity, or a lack of access to updated software and digital platforms. Many teachers also express a lack of training or confidence in using technology effectively in their lessons, which can result in underutilization or inefficient use of digital visual aids. These combined challenges—ranging from resource shortages and time limitations to technical barriers and material suitability—highlight the gap between the potential of visual aids in language education and the practical realities faced by many educators. Addressing these obstacles is essential to fully leverage visual aids as a powerful tool in English language teaching.

8-Availability and adequacy of school support and resources for visual aids in teaching

Options	N° of teachers
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Yes	00
No	7

Table 7: school support and resource provision for visual aid integration in teaching.

There is a clear gap between teachers' needs and the institutional support currently available. It reinforces the earlier concerns about limited resources and technical difficulties.

9- Additional support or resources would help the teachers to use visual aids more effectively

N° of teachers	What they want
1	Training on visual aids
6	More access to digital materials

Table 8: supporting teachers to use visual aids more effectively.

The primary need is access, not necessarily training—although at least one teacher emphasizes the importance of professional development. As technology becomes increasingly integrated into education, digital resources such as interactive presentations, videos, online games and visual content have proven highly effective in enhancing learners' engagement.

10- Examples of how visual aids have helped improve learner's English learning

N° of teachers	Example
Teacher N°:1	Communication improved during the session
Teacher N°:2	With 5th years, when teaching amenities lesson
Teacher N°:3	In lesson of food it facilitates the explanations because it contains many pieces of information

Teacher N°:4	Diagrams when teaching body parts
Teacher N°:5	Reinforcing and expanding their repertoire in English vocabulary so they related between the outside life(world) and the inside the class
Teacher N°:6	All visual materials are effective but I select each effective material for specific lesson
Teacher N°:7	In the lesson of teaching animals in the farm

Table 9: real-life examples to show the benefits of visual aids.

Each teacher provided a practical example from their classroom experience, highlighting the significant role visual aids play in enhancing teaching effectiveness. Teacher 1 observed that visual aids improved communication during lessons, helping learners better grasp the content being delivered. Teacher 2 shared an experience where visual aids supported comprehension when introducing the topic of amenities to 5th-year pupils, making abstract concepts more concrete and relatable. Teacher 3 explained that during lessons about food, visual aids played a crucial role by offering detailed, visually engaging content that made explanations clearer and more meaningful. Teacher 4 described how diagrams were effectively used to teach body parts, helping pupils visually connect terms with corresponding body parts. Teacher 5 pointed out that visual aids helped expand learners' vocabulary by linking classroom learning to real-world references, thereby deepening their understanding and retention of new words. Lastly, Teacher 6 emphasized that while all visual aids can be effective; choosing the right one for a specific lesson enhances learning outcomes significantly. These diverse examples collectively demonstrate that visual aids are not only supportive teaching tools but also essential in promoting learner's engagement, contextual learning, and improved comprehension across different topics and grade levels.

11-Suggestions to enhance the use of visual aids in teaching English

N° of teachers	Suggestions
Teacher N°:1	We need more than 45mn (SESSION)
Teacher N°:2	Choose the right type of visual aids and design your visual aids with clarity and simplicity
Teacher N°:3	Give more time and support with materials
Teacher N°:4	The use of digitals to enhance listening skills
Teacher N°:5	To have special classroom full of visuals
Teacher N°:6	Smart board, curtains for data show, apply some games in schoolyard, English competitions to act for example play scene (eg :jobs, sing songs)
Teacher N°:7	Support with internet connection and data show

Table 10: suggestions given by the teachers to ameliorate the use of visual aids.

Each teacher provided thoughtful and practical suggestions aimed at improving the use of visual aids in the classroom, emphasizing the need for better time management, appropriate resources, and supportive infrastructure. Teacher 1 proposed increasing the duration of teaching sessions beyond the standard 45 minutes, arguing that more time would allow teachers to effectively integrate visual materials without rushing through the content. Teacher 2 stressed the importance of carefully selecting the right type of visual aid for each lesson and designing these materials in a simple, clear, and age-appropriate manner to avoid confusion and ensure better comprehension among young learners. Teacher 3 called for greater institutional support, specifically in terms of time allocation and access to well-prepared teaching materials, which would enable educators to

implement visual aids more effectively and consistently. Teacher 4 recommended the use of digital tools to enhance listening skills, pointing out those audio-visual resources such as videos and animated clips can significantly improve pupils' ability to understand spoken language, particularly in English language classes. Teacher 5 envisioned a more immersive learning environment by suggesting the creation of a special classroom filled with rich visual content—such as posters, charts, and themed decorations—that would continuously stimulate learners' curiosity and reinforce vocabulary and concepts visually. Teacher 6 advocated for a more

3.6 The Correlation between Teachers Interview and Classroom Observations

In this study, the correlation between classroom observation and the interview conducted with primary school teachers proved to be both significant and insightful, offering a well-rounded and multi-dimensional understanding of how visual aids are used to support vocabulary teaching in English language classrooms. The classroom observations provided a direct, real-time view into how teachers implemented visual aids in their lessons, revealing actual teaching practices, classroom interactions, pupil reactions, and the ways in which visual materials were integrated into vocabulary instruction. On the other hand, teacher's interview allowed teachers to share their personal insights, beliefs, intentions, and challenges related to the use of visual aids. By comparing and connecting data from both methods, it became clear that the interviews often confirmed what was observed, while also offering additional context and explanation that could not be captured through observation alone. For instance, during observations, the researchers noticed that teachers regularly used flashcards, realia, and picture-based games to introduce and reinforce new vocabulary. When asked about these strategies in interview, teachers expressed that visual aids helped learners understand word meanings more easily, supported retention

through imagery, and maintained classroom attention—especially among younger learners who responded well to colorful and concrete visual stimuli.

This alignment between what teachers said and what was seen in the classroom strengthened the reliability of the study and demonstrated a strong correlation between the two data sources. The interview helped to explain some of the reasoning behind observed decisions, such as why certain visual aids were chosen over others or how teachers adapted visuals to meet different learner needs. For example, one teacher explained in the interview that they often created their own visual materials due to a lack of resources at the school, which was consistent with observations where handmade posters and drawings were prominently used. At the same time, the combination of methods also brought to light some inconsistencies. In a few cases, teachers reported in interviews that they used digital visual aids like projectors or videos frequently, but such resources were not evident during the observed lessons. This discrepancy raised questions about access, lesson planning, or the representativeness of the observed lessons, and highlighted the importance of using both observation and interview data to capture the full complexity of classroom realities.

The correlation between the classroom observations and the teachers' interview served not only to validate the findings but also to enrich them, offering a fuller picture of how visual aids function in vocabulary teaching. While observations revealed the “what” and “how” of classroom practice, interview provided the “why,” creating a complementary relationship between the two methods. This triangulation enhanced the credibility and depth of the study, and it demonstrated that combining multiple qualitative data sources is essential for understanding both the practical and pedagogical dimensions of using visual aids in primary English language education.

-Consistency between Observed Practices and Teacher Perspectives

Both classroom observation and teacher interviews consistently revealed that visual aids are a central element in vocabulary instruction. During lessons, the researchers observed teachers using a variety of visual tools such as flashcards, labeled pictures, wall charts, real objects (realia), and handmade drawings to introduce and reinforce new vocabulary. In the interview, teachers confirmed this practice and explained that they intentionally selected these aids to enhance learners understanding and retention. Several teachers noted that visual aids helped young learners grasp abstract concepts by linking words to concrete images. This consistency between observed behavior and teacher explanations illustrates a strong correlation, showing that what teachers claim to do is largely reflected in their classroom actions. The alignment also highlighted the importance placed on visual aids by teachers as a pedagogical tool to support learners with diverse needs and language levels.

-Visual Aids as a Tool for Engagement and Memory

Another theme that emerged from both data sources was the use of visual aids as a strategy to increase learner' engagement and aid memory retention. During observations, it was evident that pupils were more focused and responsive during vocabulary lessons that involved colorful images, physical objects, or interactive visual games. Teachers interviewed echoed these findings, emphasizing that visual aids kept pupils interested and motivated, especially in large or mixed-ability classrooms. They explained that learners tended to recall vocabulary more easily when it was associated with a visual image or real object. One teacher stated that learners "remember the picture even if they forget the word," indicating the strong cognitive link between imagery and memory. This theme demonstrates that both observations and interview consistently

highlighted the role of visual aids not just in teaching vocabulary, but in maintaining attention and enhancing long-term learning.

-Adaptation and Creativity in the Use of Visual Aids

A third key theme was the creativity and adaptability teachers demonstrated in selecting or creating visual aids. From classroom observation, it was clear that some teachers used printed materials, while others relied on handmade visuals or improvised resources. Interview provided further context to this practice. Teachers explained that due to limited school resources or a lack of access to digital tools, they often created their own materials or reused existing ones in creative ways. For instance, one teacher repurposed food packaging to teach vocabulary related to meals, while another drew their own picture cards. This correlation between observed actions and teacher explanations highlighted how resource constraints encouraged innovation and flexibility. It also revealed how teachers adapted their visual materials to match learners' needs, lesson goals, and classroom conditions.

- Discrepancies between Claimed and Observed Practices

While there was a strong correlation in most areas, some discrepancies emerged between what teachers reported in interview and what was observed in the classroom. For example, several teachers mentioned that they often use digital visual aids such as videos, projectors, or PowerPoint slides; such tools were not present in the observed lessons. This raised questions about whether such practices were omitted on the days of observation due to technical limitations, time constraints, or lesson planning choices. These inconsistencies suggest that while interviews provide valuable insight into teacher intentions and broader practices, they may not

always reflect day-to-day classroom realities. This theme highlights the importance of using both data sources to gain a fuller, more accurate picture of teaching practices.

The thematic analysis revealed a strong and meaningful correlation between classroom observations and teachers' interview. Each method complemented the other: observations provided an objective account of actual classroom practices, while interview offered insight into the reasoning, challenges, and experiences that shaped those practices. Where the data sources aligned, they reinforced the reliability of the findings; where they differed, they invited deeper reflection and understanding. Together, they provided a comprehensive and nuanced perspective on how visual aids are used to teach vocabulary in primary school English classrooms, revealing not only what teachers do.

Implications

The findings of this study have several important implications for English language teaching in primary schools. Firstly, the positive impact of visual aids on vocabulary retention, learners' engagement, and comprehension suggests that educational policymakers should prioritize their inclusion in both curriculum design and teacher training programs. By formally recognizing visual aids as essential pedagogical tools, authorities can promote more consistent and effective teaching practices across schools. Secondly, the study highlights the need for continuous professional development that equips teachers with both the theoretical understanding and practical skills necessary to integrate visual aids effectively. Such training should not only cover traditional tools like flashcards and realia but also embrace modern technologies such as interactive whiteboards, digital storytelling apps, and online visual resources, school administrators and curriculum developers should consider the cultural relevance and accessibility

of visual materials to ensure they resonate with learners' backgrounds and meet the diverse needs of all learners, including those with learning difficulties. Another key implication is the potential for visual aids to support learner autonomy and creativity; encouraging learners to participate in creating visual materials can foster a more learner-centered and participatory learning environment. Finally, this study suggests that a more strategic and reflective use of visual aids can enhance the quality of English instruction in primary schools, particularly in contexts where language exposure is limited outside the classroom. These implications point to the importance of institutional support, adequate resource allocation, and collaborative efforts among teachers, school leaders, and policymakers to maximize the pedagogical benefits of visual aids.

Limitations

Despite the valuable insights gained from this study, several limitations must be acknowledged. Firstly, the research was conducted with a relatively small sample size, consisting of only seven primary school teachers from a limited number of schools. This small and localized sample may not fully represent the broader population of primary English teachers in Algeria, thereby limiting the generalizability of the findings. Secondly, the study relied primarily on qualitative data collection methods, namely classroom observations and teachers' interview. While these methods provided rich, detailed information, they are inherently subjective and may be influenced by researcher bias or participant responses tailored to social desirability. Classroom observations were limited to a few sessions per teacher, which may not capture the full range of their teaching practices or the variability in their use of visual aids over time. Another limitation is the focus on teachers' perspectives, which, while valuable, excludes the direct voices and experiences of learners. Understanding how learners themselves perceive and respond to visual aids could provide a more comprehensive picture of their effectiveness. The study did not

explore the long-term impact of visual aids on language retention and academic performance, which would require a longitudinal approach. Constraints related to time, access, and school policies also limited the scope of data collection and the depth of analysis in some areas. Lastly, technological limitations in some schools, such as a lack of digital equipment or internet access, may have affected the teachers' ability to fully implement visual aids, yet these infrastructural factors were not explored in depth. These limitations suggest areas for further research and indicate that findings should be interpreted with caution.

General conclusion

conclusion

This dissertation has explored the integration of visual aids in the teaching of English vocabulary in primary schools, focusing on how these tools can enhance both teaching effectiveness and learning outcomes. Throughout the research, it has become evident that teaching English to young learners requires innovative, engaging, and supportive strategies that address their cognitive and developmental needs. Among the many pedagogical tools available, visual aids stand out as highly effective resources that support learners' comprehension, memory, and motivation, especially in the area of vocabulary acquisition. This study sought to examine visual aids not only as supplementary classroom tools but as central components of vocabulary teaching methods that contribute to a more interactive, inclusive, and learner-centered environment.

Chapter One of the dissertation presented an extensive review of visual aids, exploring their definitions, classifications, and pedagogical relevance. It established that visual aids encompass a wide range of tools, including pictures, flashcards, charts, real objects (realia), videos, and digital media. These tools play a vital role in supporting the teaching and learning process by making abstract concepts more accessible, engaging learners' attention, and enhancing retention. The chapter discussed the connection between visual aids and learning theories such as cognitive load theory and dual coding theory, which highlight how visual and verbal input can be combined to improve learning outcomes. It also explored how mnemonic devices, which often involve visual elements, can be used to strengthen memory and support long-term vocabulary retention. The analysis showed that visual aids are not simply decorative but serve essential instructional functions that are especially relevant for primary-aged learners.

In Chapter Two, the dissertation shifted its focus to vocabulary itself, providing a detailed analysis of its types (e.g., receptive vs. productive vocabulary), its aspects (form, meaning, and use), and its importance in the overall language learning process. The chapter examined various theories of vocabulary acquisition and methods of instruction, including direct instruction, incidental learning, and communicative approaches. It emphasized the importance of vocabulary mastery for reading comprehension, writing fluency, and oral communication. The chapter also introduced components of effective vocabulary learning such as depth of knowledge, frequency of exposure, and contextual use. It reviewed a variety of vocabulary learning strategies and teaching techniques commonly used in primary education, such as using visuals, games, songs, storytelling, and contextual guessing. It became clear through the literature that visual aids are closely aligned with many of these strategies and can enhance their effectiveness, particularly by supporting memory, motivation, and comprehension.

Chapter Three presented the methodological framework of the study, which employed a qualitative research design based on classroom observations and teacher's interview. This approach enabled an in-depth exploration of teachers' perspectives, classroom practices, and experiences with visual aids. The data collected from seven primary school teachers revealed both the benefits and challenges associated with using visual aids. On the positive side, teachers noted that visual aids increased pupils interest, made lessons more interactive, and improved vocabulary retention. On the other hand, several constraints were identified, including a lack of access to quality materials, insufficient training on how to use visual aids effectively, and limited time for preparation. The findings confirmed that while visual aids are widely valued and frequently used, their impact depends on how they are selected, adapted, and integrated into lessons.

The results of this dissertation underscore the importance of integrating visual aids into the teaching of English vocabulary in primary education. Visual aids help bridge the gap between unfamiliar language and learners' existing knowledge, especially for young children who benefit from concrete and multimodal input. They also accommodate diverse learning styles and support inclusive education, offering particular benefits to learners with special needs or language difficulties. To fully realize these benefits, Teachers must receive adequate training, ongoing support, and access to appropriate resources. Schools and educational authorities should also encourage the development of curriculum materials that incorporate visual elements and support their use in the classroom.

This dissertation contributes to the field of English language teaching by providing both theoretical insight and practical evidence regarding the value of visual aids in vocabulary instruction. The integration of visual aids is not a luxury but a necessity in modern language classrooms, particularly at the primary level, where learners are still developing foundational language skills. The study offers meaningful recommendations for teachers, policymakers, and curriculum designers to support more effective, engaging, and learner-centered vocabulary teaching. Future research may build on these findings by exploring the long-term impact of visual aids on language proficiency or by examining their use in other subject areas. The integration of visual aids can play a transformative role in shaping language education and helping young learners achieve greater success in English language learning.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance the integration

of visual aids in primary school English language teaching, with a specific focus on supporting vocabulary

acquisition.

Firstly, regular training for teachers on the effective use of visual aids such as flashcards, storyboards,

realia, and digital images should be prioritized. Such professional development will equip teachers with

the skills to select and apply visual tools strategically to introduce, reinforce, and review vocabulary,

making abstract words more concrete and memorable for young learners.

Secondly, schools should establish a centralized resource bank containing a variety of age-appropriate

and culturally relevant visual materials that align with the curriculum. Easy access to such resources

enables teachers to consistently use visuals to introduce new vocabulary, illustrate meanings, and create

contextual learning environments that support retention.

Integrating visual aids directly into curriculum design and textbooks is also crucial. When vocabulary is

consistently supported by visuals in teaching materials, it helps learners make stronger word-image

associations, reinforcing comprehension and usage across different subjects and lessons.

Furthermore, the incorporation of technology, such as interactive whiteboards, educational videos, and

mobile applications, should be encouraged. These tools offer dynamic and multimodal ways to present

and practice vocabulary, catering to diverse learning styles and increasing learner engagement through

interactive and visually stimulating content.

Involving pupils in the creation of visual aids, such as drawing or making posters related to new vocabulary, not only fosters creativity but also strengthens word retention through active participation

and personal investment in learning. When learners illustrate new terms themselves, they form deeper

cognitive links between the word and its meaning.

It is also recommended that school leaders monitor and evaluate the use of visual aids in classrooms to

ensure that they are effectively supporting vocabulary learning. Providing feedback and recognizing best

practices can help maintain high standards and encourage innovative approaches to vocabulary instruction.

Lastly, visual aids should be designed to be inclusive and accessible to learners with special educational

needs. Using simplified, high-contrast visuals, and pairing them with clear verbal cues ensures that all

learners, regardless of ability, can access and engage with vocabulary content in a meaningful way.

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Appendix

Teacher's interview:

Dear Teacher,

Thank you for agreeing to take part in this interview. My name is Isra Ztaitou and I am conducting a research study as part of my Master's degree thesis at Mohamed Kheider university. This study focuses on the use of visual aids in teaching English vocabulary in primary schools.

The purpose of this interview is to gather insights from your experiences about how visual aids are used in the classroom, what benefits and challenges you have observed, and how they affect pupils' learning and engagement. Your input will be very valuable to better understand the practical use of visual tools in language teaching.

The interview will take about [15–30] minutes. Everything you share will be kept confidential and used only for academic purposes. With your permission. Please feel free to skip any question or stop the interview at any time.

Section 1: General Information

1. What is your name? (Optional) 2. What is your teaching experience in years?

Less than 1 year

1-3 years

4-7 years

More than 7 years

3. What grade(s) do you currently teach? (Select all that apply)

Grade 3

Grade 4

Grade 5

Section 2: Use of Visual Aids

4. How often do you use visual aids when teaching English?

Always

Often

Sometimes

Rarely

Never

5. What types of visual aids do you use in your English lessons? (Select all that apply)

Flashcards

Posters and charts

Pictures and drawings

Videos and animations

Storybooks with illustrations

Digital presentations (PowerPoint, interactive boards, etc.)

Others (Please specify)

6. How effective do you think visual aids are in enhancing pupils' English learning?

7. What are the main benefits of using visual aids in teaching English? (Select all that apply)

Increases pupils' engagement

Improves vocabulary retention

Supports pupils with different learning styles

Makes lessons more enjoyable

Helps in explaining complex concepts

Others (Please specify)

Section 3: Challenges and Support

8. What challenges do you face when using visual aids? (Select all that apply)

Lack of resources

Time constraints in lesson planning

Difficulty in finding suitable materials

Technical issues with digital aids

Limited pupils' attention span

Others (Please specify)

9. Do you think schools provide enough support and resources for using visual aids?

Yes

No

10. What additional support or resources would help you use visual aids more effectively?

Training on using visual aids

.More access to digital tools and equipment

Ready-made visual materials

Others (Please specify)

Section 4: Open-Ended Questions

11. Can you share an example of how visual aids have helped improve your pupils'

English learning?

12. Do you have any suggestions on how to enhance the use of visual aids in teaching

English?

Thank you for your valuable input! Your responses will help to improve the integration of visual aids in English language teaching.

الملخص

ستكشف هذه الدراسة تأثير الوسائل البصرية على اكتساب المفردات وتثبيتها لدى تلاميذ المرحلة الابتدائية في الجزائر. الهدف الرئيسي هو معرفة كيف تساعد الوسائل البصرية المتعلمين على فهم الكلمات الإنجليزية وتذكرها واستخدامها، وكذلك تقييم مدى مساهمتها في تحسين تفاعل التلاميذ وأدائهم في دروس المفردات.

بالاعتماد على نظريات تعلم اللغة والمناهج التربوية، تدرس هذه البحث تأثير أدوات مثل البطاقات المصورة، الصور، الأشياء الحقيقية، والفيديوهات في عملية التعليم والتعلم.

تم اعتماد منهج نوعي، وجمعت البيانات من خلال مقابلات منظمة مع سبعة معلمي لغة إنجليزية، بالإضافة إلى ملاحظات صيفية في ست مدارس ابتدائية في أولاد جلال.

أظهرت النتائج أن الوسائل البصرية تُستخدم بشكل واسع وفعال لدعم تدريس المفردات، حيث تساهم في زيادة دافعية التلاميذ، وتحسين تذكرهم للكلمات ومشاركتهم في الدرس.

ومع ذلك، هناك تحديات مثل قلة الموارد، نقص الأدوات الرقمية، وضيق الوقت، مما يعيق الاستخدام الأمثل لهذه الوسائل.

ورغم هذه الصعوبات، أظهر المعلمون إبداعاً وقدرة على التكيف في استخدامهم للوسائل البصرية.

وتخلص الدراسة إلى أن الوسائل البصرية ضرورية لتعليم المفردات بشكل فعال وشامل وجذاب في المرحلة الابتدائية، وتوصي بتوفير دعم مؤسسي أكبر وتدريب للمعلمين لتعزيز فعاليتها.