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Undergraduate Research:

"Visual Aids and their Effects on Vocabulary Acquisition in the Students of Basic English during Semester I- 2019, at the Language Department at the University of El Salvador"

To obtain the degree of:

Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés

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TABLE OF CONTENTS

ABSTRACT

The students of basic English course of the bachelor in Modern Languages and Teaching at the Central Campus of the University of El Salvador are expected to achieve a good level of the foreign language within a time frame of about sixteen weeks.

Taking into consideration these students have to be able to accomplish the basic English level successfully, they have to learn a large number of words, simple and compound nouns, verbs, adjectives, etc., it is of high importance to evaluate the uses that teachers do of visual aids during the learning process of vocabulary. For this situation, the purpose of this research was to describe the different methodologies of teaching vocabulary through visual aids during the first semester of the students in their chosen major, either Modern Languages or Teaching, knowing that both majors are mixed in some English courses.

To achieve this, the research process included the observation of the majority of courses for basic level, a focus group questionnaire to know the opinion of the students and habits of learning vocabulary, and finally the teachers in charge of the courses were interviewed. The results describe the proficiency of the students of basic English; in other words, the success in acquiring vocabulary after four months of classes. Subsequently, the research allowed to describe the progress of the student in the vocabulary learning process among the visual aids given by the teachers and what those students used on their own time, apart from the class.

Furthermore, the conclusions of the research can be considered as a feedback for the improvement of the basic English for the future generations.

1.   STATEMENT OF THE RESEARCH PROBLEM

1.1   TOPIC

Visual Aids and their effects on vocabulary acquisition in the students of Basic English during Semester I- 2019, at the Language Department at the University of El Salvador.

1.2   STATEMENT OF THE RESEARCH PROBLEM

Visual learning aids such as pictures, drawings or dynamic video is often designed to facilitate learning and have a positive effect. A research on Tanzania stayed that from the learning and instruction point of view, the effectiveness of the visual information is concerned with cognitive learning and retention. Moreover, the performance criteria of learning materials are mainly focused on comprehension and recall.

However, Watson et al. (2010) state that, the performance criteria should be focused on the effect of the actual action than on the retention if the learning aids real applied to a procedural motor task. Surveys show that many teachers in developing countries such as Tanzania stop using visual learning aids after leaving college. This is probably because they tend to be involved in extra work and more demanding organizational techniques on the part of the teachers. Macharia and Wario (1989) provide that; "I hear and I forget, I read and I remember and I see and I understand".

Teachers should rely on some strategies for using visual aids without sacrificing course content. First directly communicating to students what is hoped for them to see (or interpret) based on the lesson at hand, telling students to explore why the visual was selected and what the key characteristics are and specify what it intends for them. Another good idea is to activate discussion, most teachers encourage the class discourse when presenting a visual aid, but they should go a step further, promoting a conversation about how the visual helps in processing the course content; for example, asking students to share how the visual reinforces what they previously learned about

relevant vocabulary terms, processing opportunities to get students talking about what makes a visual useful vs. the qualities that seem less important to understanding the theme or central message of the graphic or its connection to other content. To finish, it is important to involve students in the design of visual aids is essential to learning ownership. It's not enough for a visual to capture attention—it should help students become more engaged with course content, with appropriate attention, teachers can ensure that their visual aids are windows to the lessons' purpose and construction.

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from the student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne&Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.

Unfortunately, at the University of El Salvador not all teachers understand the power of visual aids, forgetting visual aids help students grasp content, value the support that they lend to

classroom instruction, encouraging students to make associations between pieces of information, soak up chunks of course content quickly, and function as a memory aid. But sometimes teachers do not approach the use of visual aids carefully, not monitoring how students interpret visuals (allowing the oversimplification of content) or how students create visuals (which shows whether they understand what should be included). As a result, students struggle to make the needed connection with course content.

The Bachelor in Modern Languages as the Bachelor in English Teaching require that students' progress in the knowledge of English language very quickly, being the basic level of English during the first semester of the year, the one that brings the challenge to the students: they will be under the pressure of learning as many words as needed for every content that is designed in advance in the program of the course. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. We have asked some English students in a basic level and most of them said it is easier for they to learn through visual input and also that motivates them because they have a dynamic class however they said not all teachers use that type of material and basically they use just the book all the time. As a result, this research work is aimed on exploring and describing the visual Aids and their effects on vocabulary acquisition in the students of Basic English during Semester I- 2019, at the Language Department in the University of El Salvador.

1.3   RESEARCH QUESTIONS

General Question

- What are the effects of visual aids on vocabulary acquisition in Basic Intensive English students at the Foreign Language Department of the University of El Salvador semester I- 2019?

Specific Questions

- How do visual aids help in enhancing Basic Intensive English Students' acquisition of vocabulary at The Foreign Language Department of The University of El Salvador Semester I- 2019?

- What are the most effective visual aids that help Basic Intensive English Students at the Foreign Language Department of the University of El Salvador semester I- 2019 to retain new vocabulary?

- What are the types of visual aids that teachers use to teach new vocabulary in Basic Intensive English students at the Foreign Language Department of the University of El Salvador semester I- 2019?

1.4 RESEARCH OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To determine the effects of visual aids on vocabulary acquisition in Basic Intensive English students at the Foreign Languages Department of the University of El Salvador semester I- 2019.

1.4.2 SPECIFIC OBJECTIVES:

1. To describe how visual aids, help in enhancing Basic Intensive English Students' acquisition of vocabulary at The Foreign Language Department of The University of El Salvador Semester I- 2019.

2. To identify the most effective visual aids that help Basic Intensive English Students at the Foreign Language Department of the University of El Salvador semester I- 2019 to retain new vocabulary.

3. To explain the types of visual aids that teachers use to teach new vocabulary in Basic Intensive English students at the Foreign Language Department of the University of El Salvador semester I- 2019.

1.5   JUSTIFICATION

The research team presents this project as a guide that describes the visual aids strategies applied by the teachers of the Foreign Language Department for the students of Basic English during the semester 1-2019.

Visual aids override grammar in the learning vocabulary process, methods that have predominated for long years. Learners come up to succeed in becoming more skilled in speaking when vocabulary learning process has been wisely taught (Magdalena-Ferreira, 2010). Lately there's been an important improvement is the visual aids methods, teachers have more access to the media and devices that allow them to use them more often, so this research group considers that through and after the investigation there will be positive conclusions about how well the Foreign Language Department at the University of El Salvador, is taking advantage of new resources.

However, it is well known that the University of El Salvador, does not count on the most recent resources, since the yearly bid is not as high as it should. On the other hand, is also known that teachers who have a passion for teaching in this university, make their personal effort in amount of time and basic resources to apply the methods that will suit their students.

In order to make EFL teaching more effectual, there has to be a coordination of the department on how well they are pushing students forward to learn quickly with a high number of words after finishing the first semester. The research will monitor this process thru observation, questionnaires to students participating and thru interviews to teachers that belong to the Basic English courses.

At the end the team will be committed to give recommendations to the Foreign Language Department in order to be taken into consideration for future references when planning the Syllabus beforehand of starting semester one in 2020.

1.6   SCOPES AND LIMITATIONS

The research team dealt with different kinds of limitations from the beginning of the investigation, after having confirmed that the topic was approved by the Thesis Administrator, the group members had to decide which of the days within the week could be the best for the advisories, this at some point interrupted the development of the research in a timely manner, since it was not accomplished as though at the beginning, becoming this one of the factors for not to reach the calendar activities in a hundred percent. To meet each other sometimes and the advisor, they had to make some work schedule changes to attend to the advisory sessions and perform the investigation. However, the challenge was covered and still met the target of the calendar that required to arrive to the instruments in the semester I-2019, since this was described in the topic.

Within the topic selection it was then crucial to finish chapters one, two and three of the research works, the researchers selected a topic depending on study population, places and available time to collect the information from all team members. This was then another limitation found within the research process, that the group had to meet the target population mentioned in chapter three. For the Class Observation instrument of investigation, the group had said there were eight groups of Basic English, however when arranging the visits to the classroom, it was discovered the course was going to start a week of evaluations (students would have different kinds of evaluations the four days of the week attended) by that time, and after that week there would be no more class by final exams. It was not for all of the groups, since even if they were very well synchronized but still there were six groups that would have normal class the selected and the group was able to arrange with the teacher observation visits.

Another conflict was when arranging the focus group. The target was 22 students and they had to be taken from the variety of groups available during semester I-2019 of the Basic English; in order to meet the target, the research groups had to visit the groups and make the verbal invitation and it was necessary a verbal confirmation as well since it needed to be no more than the target; the group was able to coordinate a short meeting with this number of students and the students attended the invitation. In addition, only 6 out of 10 teachers who delivered the Advanced Intensive English II course were interviewed, since some of them just work part time schedules in

the University and was really difficult for them to meet the researchers before or after their class time.

Despite the previously described situations, the research group arrived to the instrumentation process at the end of the semester I-2019 and the limitations were overcome. So, even if the chronogram was not fulfilled in a hundred percent, the rest of the chapters did not require as much organization as the first ones when in comes to involve more people to participate in the process. The time frame for the undergraduate research was one crucial factor to be considering the whole time, the group had to run in providing the analysis and presenting the advances to the thesis advisor, because there were always some observations the group had to apply the necessary corrections.

2. LITERATURE REVIEW

In this chapter, the research group presents the literature that informed the theoretical framework for the study. The role of the literature review process is to develop an understanding of research that has been done on the phenomenon and to identify gaps in the research (Cook, Kathleen E. and Elise Murowchick, 2014). Engaging with the process to frame the conceptual and theoretical thinking about learners who were being taught in a language that was not their mother tongue, the role of language in effective learning and the use of educational tools that could facilitate educational outcomes. The literature also informed decisions about the methodology for the study.

There is a known English idiom that says "a picture is worth a thousand words". Visual aids have a major role to play in language classroom. They are an effective resource for the teaching/learning process and contribute to the progression of language skills. Moreover, these aids are precisely used in teaching to beginners since they are not yet able to understand words and long phrases, so the use of a didactic aid is required in this process. Showing pictures to what is being taught is a good way to build the engagement of the students. It also enriches the memories of the learners in which they can store vocabulary. Furthermore, this aid helps to bring the outside world into the classroom easily, it triggers the imagination of the learner and creativity. Additionally, the use of pictures during the lesson delivery can likely sustain the attention and interest of the student and make it enjoyable (Magdalena-Ferreira, 2010). Hence, this chapter covers the importance of understanding the visual aids and their effects on vocabulary acquisition.

In this research, the group share the importance of Language acquisition through visual aids. Language is a multifaceted and complex process that according to Dednam (2011) can be described as the process of using a set of symbols in a specific manner for the purpose of making meaning and to enable a person to describe this meaning to others. Dednam (2011) further states that the process of language consists of various dimensions, namely form, content and function. The dimension of form refers to the system of rules that governs all languages and includes the components of phonology, morphology and syntax. The dimension of content, also known as semantics, refers to the meaning of words in a specific sentence and consists of four forms, namely

lexical semantics, sentence semantics, semantic relations and interpretive semantics. Lastly, the dimension of function, also known as pragmatics, has to do with the use of language. It describes the way in which people alter the use of language to correspond to the conversational requirements of different contexts and includes the nonverbal expressions of the person in different situations (Dednam, 2011). It is this wide range of factors that are involved in having a specific language of instruction that creates barriers for second-language learners within the South African school context.

According to DeKeyser (2009), second-language learners have, apart from the knowledge that they transfer from their first language, a variety of different kinds of second-language knowledge. He states that they have procedural and declarative knowledge, explicit and implicit knowledge, and knowledge of rules and items. Declarative knowledge, according to DeKeyser (2009), is factual knowledge and can be divided into semantic memory and episodic memory. Semantic memory denotes words, facts and knowledge of concepts while episodic memory refers to the knowledge associated with events that were experienced. Procedural knowledge is knowledge of how to do certain things and can include psychomotor skills or cognitive skills. With regard to the learning of a second language, DeKeyser (2009) suggests that there should be a shift from relying on declarative knowledge to relying on procedural knowledge. However, DeKeyser (2009) points out that second-language learners tend to struggle more with grammar than with vocabulary. This would suggest that the grammatical or procedural system is less accessible to them than the lexical or declarative system. I argue that for science, a much more specialised vocabulary is required and therefore declarative knowledge is necessary for procedural knowledge tobe applied in practice.

The second language-learner has both explicit and implicit knowledge. Explicit knowledge refers to knowledge that one is consciously aware of and can therefore access. This type of knowledge can be verbalized if the person has the cognitive and linguistic means to express the knowledge clearly. Implicit knowledge, however, cannot be verbalized as it is outside of awareness; it can only be inferred from behavior. For second-language learners, the degree to which they are aware of the grammar knowledge that they possess will depend on the formalized training that they received in learning the language. According to DeKeyser (2009), second-language learners can either display implicit knowledge by knowing that a sentence is wrong

although they do not know why or they can display explicit knowledge by applying certain linguistic behaviors that they were taught.

Research shows that second-language learners store chunks of high-frequency word forms as an item that can then be retrieved much faster rather than necessarily learning the rule. Thus, they have knowledge of items that are used most and they remember these forms accurately. However, when confronted with low-frequency forms, they do not always know how to apply the rule, being used to only recalling items, and fall back on the high-frequency word forms. These items may be grammatically inappropriate, leading to errors, or the learner could be expressing certain word forms that do not convey the meaning that he/she intended to convey, ultimately leading to challenges (DeKeyser, 2009).

2.1   DEFINITIONS OF VISUAL AIDS

As defined by Harris and Caviglioli (2000), visual tools are powerful to retain information and increase the understanding. In addition, Gilbert Weaber and Elroy Bollinger (1949) define visual aids as "any specifically prepared drawing, illustration, model, motion picture, film strip, or other device that will expedite learning through the sense of vision" (p.1).

Also, according to the British Council website, visual aids can be defined in two ways: as a picture or a diagram you show learners to help their understanding, or in a broader sense as anything you show learners in a classroom to do something; this definition names photographs of people, pictures, videos, slides, modeling, posters, graphic organizers, symbols, gestures and facial expressions as visual aids, if they are designed to supplement written or spoken information so it can be understood more easily.

Here we have some other definitions:

"Make lectures or presentations more compelling to the brain by using objects, photographs, slides, graphs, bulletin board displays, and color. Visuals are important for

remembering information. Change things up: use vivid posters, drawings, videos, and other ways to grab attention," (Jensen, 2008, pg. 104).

"Using visual facilitation and pre-drawn flip charts not only helps draw in learners, but it makes it easier for students to remember the concepts they've just learned. The simple pictures and words about the topic offer an easy way for people to link the concept to the picture," (Stancampiano, 2013).

Generally speaking, visual aids are considered instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills. Visuals have been an important component of the language classes over the years. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects (García, 2013). They have been considered a useful tool for teachers in almost every trend of second language teaching. Such was an impact of visual materials that several universities have even created catalogues of visual aids that trace the history of using visual literacy and visual education (Clark and Lyons, 2004).

Recent research by Turkoguz (2012) shows that when learners are able to visualize abstract concepts, it allows them to adapt their existing knowledge based on the newly acquired knowledge. With regard to chemistry concepts, such as molecular structures, Turkoguz (2012) states that the use of visual imagery such as videos and animations can be very effective. His findings suggest that learners understand symbolic representations better because they can visualize them and thus can construct accurate mind models (Turkoguz, 2012). His study shows that visual aids therefore help to clarify details and concepts, which can stimulate interest in learning. It increases learners' critical thinking and problem-solving skills as well as their social skills in terms of group discussions (Turkoguz, 2012). These skills are the cornerstone of learning science as learners are required to think critically about how different processes work and to figure out what they are observing. Visual aids can thus stimulate communication and promote learner-centered learning (Turkoguz, 2012).

2.2   A COGNITIVE APPROACH: THE IMPORTANCE OF THE INPUT, DUAL-CODING THEORY AND IMAGE SCHEMA THEORY.

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach, considering the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world, they also allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004). It is assumed that the meaning constructed through the language is not independent module of the mind, but it reflects all of the human beings' experiences (Geeraerts, 2006). Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes. In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. Gass (1997) asserts that 'second language acquisition is shaped by the input one receives' fitting their needs and level simplifying the grammar activities or physically highlighting the important points of a particular topic (grammar structures or vocabulary) in the presentations or in the prints that they hand to them (Fotos, 2000).

This directs our attention to the dual-coding theory: it explains part of the way the brain processes new information (the input). As Paivio (1991) wrote, cognition is formed by two subsystems, a verbal one and a non-verbal one. The first is in charge of dealing directly with the language, and the second is specialized in dealing with non-linguistic objects and events. These two systems are assumed to work together in the language acquisition. Therefore 'combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level' (Paivio, 1991, p.163).

Another point developed by cognitivists, as it has been mentioned before, is the image schema theory. It derives from the claim that knowledge is not static, propositional and sentential, but is grounded in and structure by various patterns of our perceptual interactions, bodily actions

and manipulation of objects (Gibbs, 2006). Following Johnson and Latkoff studies, they suggest that over two dozen different image schemas and several image schema transformations appear regularly in people's everyday thinking, reasoning and imagination (as cited in Gibbs, 2006). These image schemas are defined as 'dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of our visual, auditory and kinesthetic bodily experience' (Gibbs, 2006, p. 240).

Lakoff and Johnson also coined a new term called the Experiential Realism that is based on the assumption that there is a reality "out there", and that the purpose of our perceptual and cognitive mechanisms is to provide representations of this reality (as cited in Evans and Green, 2006). According to this, if teachers want to set our students in a meaningful context, they should be placed in the reality they live in. In order to do it we must bring the reality "out there" inside the classroom.

Many recent studies, however, have focused on visual aids as they apply to e-learning and the use of various smart devices and software. Moore (2015) suggests that visual communication is used by classroom instructors in many forms, including drawing diagrams and pictures and even using their own hands as props to try and illustrate various concepts. Moore further states that all of these forms must be recreated digitally to accommodate the age of e-learning that has dawned for education and that, based on the literature, currently makes up the largest part of visual teaching methods. Within this recreation, still and moving images should be included by sourcing different images, videos and animations from different books and online sources and creating images and animations by using various graphics and software programs (Moore, 2015). Although all of this information is based on the perspective of using computer technology as visual aids, there are some applications that Moore (2015) talks about that I argue can be transferred to other forms and uses of visual aids as well. Animations and videos, for example, can be helpful to illustrate certain scientific processes and to demonstrate actions. These could be accompanied by short, concise texts to call attention to important content (Moore, 2015).

2.3   VISUALS AIDS IN SECOND LANGUAGE ACQUISITION.

Research shows that there are many challenges experienced by learners who are being taught in a language that is not their mother tongue. According to Hummel (2014), second-language acquisition is different from acquiring a first language. This needs to be taken into account when working with second-language learners as there are some challenges that arise from these differences. Learners learning a second language are already equipped in some way to reflect on and use language as a tool for thought as they have already gone through the fundamental cognitive stages of language learning and development. They therefore have metalinguistic awareness and most probably prefer a certain method for learning language that needs to be taken into account (Hummel, 2014).

Learners already have a linguistic system in place that they can use to communicate effectively. However, it is not in the language that is used as the medium of instruction. Having to learn a second language can have emotional and affective challenges for learners. Using a language other than their strongly rooted native language, for example in the case of immigrant learners, can lead to feelings of exclusion as these learners' deeply embedded emotions are already linked to their first language. They might experience an increase in anxiety when having to speak in a language that they have not yet fully mastered (Hummel, 2014).

Another difference that needs to be taken into account according to Hummel (2014) is the context in which a second language is learned. Second-language learning normally takes place in an educational setting and is facilitated by a teacher. As teachers' methods and preferences differ, the focus of different learning outcomes may also differ and this influences the content that the learner will be exposed to. Learners might therefore learn certain linguistic features rather than others, especially if also taking into account the previously mentioned preference of the learner for certain methods of instruction. Related to this aspect of context, Hummel (2014) further states that the amount of time that learners are exposed to their second language is limited and that this also influences the learning and understanding of the second language.

According to most teachers, visuals aids help them to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000). Bamford (2003) said visual literacy is the key to obtaining information, construct knowledge and build successful educational outcomes due to the increase of the number of images in the world; students bring to the classroom their own background, that nowadays is associated with images provided by mass media, video games etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

Early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) seem to agree with the idea that the memory for picture-word combination is superior to memory for words alone or pictures alone (Petterson, 2004). More recent research on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004). Visual aids can be a helpful tool in the language classroom as Mannan (2005) points out they help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid' (p.108). They can give an immediate meaning or clarify the message, if the visuals enhance or supplement the language point, as Canning-Wilson making a task or situation more authentic (Canning-Wilson, 1998).

Barry (1998) has claimed that persuasion tends to be accomplished in both children and adolescents almost exclusively through imagery, and that those images and visuals speak directly to us in the same way experience does: holistically and emotionally. Taking this into account Piaget and Inhelder (2000) states that young students have little knowledge of the living world and developing conceptions. Therefore, they need more visual information to represent their thoughts (as cited in Arif and Hashim, 2009). Moriarty (1994) also claims that human beings develop their visual language skills before the verbal language, this is a possible explanation for the need of pictorical information rather than textual among young students (Arif and Hashing 2009). Paivio (2009) had already explained this with his theory based on the idea that cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning.

Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners.

Clark and Lyons (2004) explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. When the visual and phonetic information is received then it is organized to form a cohesive idea. Finally, this idea must be integrated with active prior knowledge from long term memory. The two memories work together in complementary ways, to form what is called an updated mental model that will be stored in long-term memory, where it lasts indefinitely (Clark and Lyons, 2004). The virtual capacity of the working memory is affected by how much related to the knowledge of the long-term memory is with the domain studied. The more it is related; the more is the virtual capacity.

Taking into account that in a learning environment this related knowledge may not be too much, cognitive overload can take place if the working memory cannot process all the new information during learning. In order to avoid this cognitive overload, the two subcomponents of working memory should be used in their best way. One of these subcomponents is specialized in visual input and the other one in auditory input. For example, if a graphic is explained by words presented in audio, learning the new information is better than if the words are presented in text (Clark and Lyons, 2004, p. chapter 6) The mental models that have been mentioned before are the schemas stored in the long-term memory and are the basis of thinking, and visuals are claimed to help build them.

2.4   THE CRITERIA OF A GOOD PICTURE

Visual aids are one of the teaching techniques that can be used for presentation, practice and others portraying things that cannot be explained by simple words. Therefore, teachers have

to use this aid in the teaching process, especially when teaching and learning vocabulary. Furthermore, it is necessary for teachers to have good criteria to choose good pictures (visual aids) that should be used. According to Wright, there are some criteria for selecting good pictures for the learners, for instance:

✓ Pictures should be easy to prepare by the teacher.

✓ Pictures should be organized by the teacher.

✓ Pictures should be interesting.

✓ Pictures should be meaningful and authentic to help learners to acquire a language and use it effectively.

The main purposes of teaching through audio-visual aids are:

✓ They help to avoid excessive, empty and meaningless verbalization in teaching English.

✓ They provide direct sense experience to students.

✓ They help students to form clear and accurate concepts in English.

✓ They make teaching and learning effective.

✓ They provide variety to teaching.

✓ They provide interest and inspiration.

✓ They create language atmosphere.

✓ They reduce teachers talking.

✓ They clarify the subject-matter.

✓ They save time and energy.

2.5   DIFFERENT TYPES OF VISUAL AIDS

An alternative name to visual aids can be found, this is Instructional Aids in Teaching English. This one is a synonym and if looking for its definition, it will be found as if looking for Visual Aids in Teaching English. But in this other way, more complete details are explained, as the following:

The word instructional aid refers to any material or device used to assist the instructor in preparation of the lessons (Coates, 1990).

Generally, instructional aids can be grouped in three main categories

- ✓ **Audio aids:** They are used to facilitate our audio senses and they appeal the learner's sense of hearing and help to develop the skill of listening. They include radio and many types of audio recording (Coates, 1990). Examples are:

    a) Radio: we can broadcast different kinds of educational programs.

    b) Tape recorders: record and broadcast educational activities, listening activities

     from the text books.

    c) Lingua-phones: they are used to tease the students the lingua states and the

    pronunciation of sounds.

- ✓ **Visual aids:** these types of instructional aids facilitate the visual senses and it   encourages the observation. There are two main categories:

Printed

a) **Text books:** they are especially useful if a presentation is highly technical or complex, supporting data that is not included in a presentation, such as contact information, case studies, key points, references, literature review, or other collateral materials.

b) **Paper handouts:** they are especially useful if a presentation is highly technical or complex, supporting data that is not included in a presentation, such as contact information, case studies, key points, references, literature review, or other collateral materials.

c) **Flip chart:** flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during a presentation, to show progression from point to point.

Non-Printed:

(whiteboard, pictures, charts, flashcards, maps, models, slide projectors, etc.)

a) White or Black Board: it is useful to explain the sequence of ideas or routines, particularly in the sciences, it can be used to clarify titles or to record key points as to introduce a presentation.

b) Artefacts or props: sometimes it can be very useful to use artefacts or props when making a presentation (think of the safety routine on an airplane when the steward shows you how to use the safety equipment).

c) Projector: they enable teachers to create bulleted PowerPoint presentations or other highly organized notes for the class. With the use of projectors in the classroom, students can take better notes with the ability to discern what information the teacher displays is most useful to them. Additionally, students can ask the teacher to repeat a slide if they missed information, or even ask that the teacher to email the presentation for further review.

Projector has become a "must use" in nowadays classes. (Mary, 2018). Some reasons are:

Easier Note Taking: projectors enable teachers to create bulleted PowerPoint presentations or other highly organized notes for the class. With the use of projectors in the classroom, students can take better notes with the ability to discern what information the teacher displays are most useful to them. Additionally, students can ask the teacher to repeat a slide if they missed information, or even ask the teacher to email the presentation for further review.

Greater Teaching Versatility: projectors release teachers from being bound to chalk and dry-erase boards to present information to their students. With the use of projectors, teachers can now use films, slides, and images to teach students about the world and places they have never

seen and can't imagine. Students can listen to lectures given by worldwide experts. Teachers will also find that the Internet is more useful since projectors can display web content to an entire class, rather than each student accessing information on small individual computers. Many projectors also deliver exceptional sound quality, which is advantageous when listening to music or nature films (Whitaker, 2013).

Better Use of Class Time: prior to the use of projectors in the classroom, teachers had to spend time writing notes on the board, as well as erasing information due to limited space. Projectors facilitate the planning process so teachers can decide on lecture content and important points ahead of time instead of making decisions spontaneously. Projectors require a simple click of a button or mouse, thus, freeing valuable class time. By using projectors, teachers can more easily prepare all notes prior to class for easy presentation. Teachers may also find that they spend less time repeating or rewriting information that is now accessible with a simple click (Whitaker, 2013).

Better Student Presentations: students will appreciate the use of projectors as they prepare class projects that they can now create in PowerPoint or other electronic mediums. Consequently, students will find that presentation creation will go faster with each person using their own computer to create their section of the presentation. Presentations on a projector, additionally, reduce the need to make copies of materials to pass out to classmates during presentations that can now be displayed for the entire class to view at once (Whitaker, 2013).

Audio-Visual Aids: They appeal to both hearing and seeing, they include sound motion pictures, slides on sound and television, these are more impressive and more interesting. All kinds of schools are increasingly investing in software, classroom computers, iPads and simulation laboratories. Commonly used SMART Boards project the teacher's computer screen and allow the class to touch a big white board and play interactive educational games. You can find great audio-visual aids ideas online that are age appropriate.

Audio visual aids help hold the students' attention. For instance, showing a video of places your students have never visited can help them better grasp a geography lesson. Films about earlier

times can help children imagine what their life may have been like if they had been born decades or centuries ago. Different types of audio-visual aids save time when trying to explain or learn a new concept and to understand how it builds on ideas presented earlier. Learning languages is aided when students can hear native speakers while looking at a word and interacting with teaching software (Coates, 1990).

Disadvantages of Audio-Visual Aids: Overuse or incorrect use of audio-visual aids can backfire. For example, even PowerPoint presentations with video clips can put students to sleep if the slides are dry, detailed and presented in a monotone voice. Showing films can leave students with many unanswered questions if time isn't set aside for discussion. The types of audio-visual aids selected should match the age and attention span of the students, or they will quickly lose interest. Too much noise and classroom stimulation can be overwhelming and distracting for some students (Mary, 2018).

2.6   THE DEFINITION OF VOCABULARY

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea; a useful convention is to cover all such cases by talking about vocabulary "items"rather than "words". From these definitions, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning.

The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. But some authors state that vocabulary instruction was traditionally undervalued and teachers gave little attention to techniques to help students learn vocabulary as well. According to Carter & McCarthy (1988), in the past, vocabulary was considered a "neglected aspect" in the process of language instruction. Some authors present some reasons for neglecting vocabulary and

vocabulary techniques in the past. Allen (1983) argues that for many years, vocabulary instruction was not given the recognition and attention that it deserves in the foreign language classroom. She suggests that in methodology courses so little was said about how to teach words and their meanings. Some specialists in methodology seemed to believe that the meaning of words could not be adequately taught, so it was better not to try to teach them. Many teachers began to notice that vocabulary instruction is not a simple matter. In fact, this view is true in the sense that vocabulary instruction is not only a matter of teaching that a certain word in one language means the same as a word in another language. Much more needs to be learned and there were many teachers who felt unconfident to teach vocabulary in the classroom. So, specialists gave the impression that it was better not to teach vocabulary at all.

2.6.1 KINDS OF VOCABULARY

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Haycraft, quoted by Hatch and Brown (1995), indicated two kinds of vocabulary as well, but explained differently: receptive vocabulary and productive vocabulary. Receptive vocabulary is wording that learners recognize and understand when they are used in context, but which they cannot produce, it is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009). While Productive vocabulary is the wording that the learners understand and can pronounce correctly and use constructively in speaking and writing, it involves the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

2.7   THE TECHNIQUES IN TEACHING VOCABULARY

This section reports the techniques used by teachers of English in presenting the meaning and form of vocabulary. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008). This makes teachers usually combine more than one technique. Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

a) Objects: using this technique includes the use of realia, visual aids, and demonstration. Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary, it often helps learners to memorize the word through visualization.

b) Drawing: either drawn on the blackboard or drawn on flash cards. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c) Illustrations: pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. Options are: posters, flashcards, wall charts, magazine, board drawings, stick figures and photographs.

2.8   TEACHING VOCABULARY

Sökmen (1997) listed some key principles of teaching vocabulary:

a) Build a large sight vocabulary.

b) Integrate new words with old one.

c) Provide a number of encounters with a word

d) Promote deep level of processing.

e) Facilitate imaging.

f) Make new word "real" by connecting them to the student's word in some way.

g) Use various techniques

2.9 TECHNIQUES IN TEACHING VOCABULARY

Teachers must vary using different techniques in presenting and explaining the meanings of new vocabulary items to their learners. Thus, their intervention is required. Gains & Redmen (1986) reviewed the most common way in presenting and conveying the meaning of the new vocabulary items. The techniques are divided into two groups: visual techniques and verbal techniques.

2.10 VISUAL TECHNIQUES

Generally, visual techniques constitute two main techniques which are visuals, mime and gesture. Visual techniques include flashcards, photographs, black board drawing, wall charts and realia; these techniques are used for conveying meanings, and they are especially valuable for teaching tangible items of vocabulary for instance, food or furniture, and other areas of vocabulary such as places, professions, and descriptions of people, actions and activities. Mime and Gesture techniques are used additionally as another way of conveying meanings, when teaching an item such as "to swerve", a teacher might build a situation to illustrate it on the blackboard, and then he can use gestures in order to give clear interpretation to the concept.

2.10.1 VERBAL TECHNIQUES

There are two main techniques (Coady. J, Huckin. 1997 p.239):

a) Use of synonymy and definition: this technique is generally used with the low-level students; teachers can use synonyms to explain the meaning of items. For example: to explain the meaning of "humorous", the teacher directly use the synonym "funny". Moreover, definition is an important technique in conveying meaning. Accordingly, clearly contextualized illustrations are required to clarify the limits of the item.

b) Translation: it is considered as an effective way of transmitting meaning and messages. Besides, translation does not consume a lot of time, and it is obviously one way to solve the problems of explaining the difficult word.

2.11   STEPS OF TEACHING VOCABULARY IN EFL CLASSES

According to Nation and Newton cited in (Coady. J, Huckin. 1997 p.239) the decision about what vocabulary will be selected for teaching is very important, as well as how it will be sequenced.

a) **Selection:** Lot of researchers fetched for appropriate and useful vocabulary that contributes to successful learning and acquiring it. They provided lists of the most widely used words in early stages of learning (they estimated 2000 words). Furthermore, they add as a second factor of vocabulary selection the range of words used in spoken language. Nevertheless, their interest does not just on frequency and range but also they added other factors such as, combination (the ability to combine with other words), definition (the ability to help define other words), and the substitution which means the ability to replace one word with another. The most appropriate learning strategy here is "Selective attention", in other words, the teacher should draw the learners' attention to the target word and he ensures that he notes it. The teacher can do this through underlining, bold-facing and circling. (Coady, J. J, Huckin.T. 1997, p.239).

b) **Sequencing:** The second step of teaching vocabulary is sequencing. There are two main sequencing which the teacher should follow: first, is the sequence of levels of vocabulary. Second, is grouping and ordering of words. The ordering means the way in which the word is presented, simply it is concerned with the form and meaning, which one is presented first. The division for the levels for vocabulary is demonstrated in the following table adapted from Nation (1990). The process of acquiring English vocabulary contains many levels. First, at the very beginning of studies learners have to acquire 2000 high frequent words which its text coverage is 87%, in order to use them in productive skills. Next, if the learners want to carry on their studies, she/he must learn some academic words that arrived

to 800 words and text coverage is 8%. Technical vocabulary is listed around 200 it is used with specific. Though, low frequency words cover 2%, this percentage transferred to an approximately number 123 words. They are learnt for the use of English for social purposes.

During the lesson, teachers have to be aware about the way of explaining new items. It is better to present unconnected items in meaning and form rather than presenting items that are synonyms or opposites. For example: the learners mixed the forms and meanings of words such as "inside" with the word "outside" have been taught at the same time. After the lesson, learners cannot be certain if inside means "inside" or "outside". Therefore, it is important for teachers to bear in mind the knowledge of grouping new items. Teaching English vocabulary has another important factor which is ordering of items. different items should not be taught separately. It means that for the sake of producing meaningful sentences, there must be a kind of combination between these words.

c) Presentation: after selecting and sequencing the items to be taught, the next step to be dealt with in presentation, teachers use vocabulary exercise or individual learning in teaching high frequency vocabulary because it occurs in few numbers. In contrast, low frequency words are numerous in number. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995, p.240). Both teachers and learners are concerned with development strategies, here the teacher's role is to provide the effective development strategies which help to enhance learners' learning.

There are different principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly; the realization of these approaches calls for reflection and planning from the teacher. In a direct approach of teaching includes word building for instance crossword puzzles activities, or using pictures in activities, it means that instructors have to use explicit activities. While, in an indirect approach to vocabulary teaching, the activities should be implicit, consequently vocabulary learning depends on communicative activities such as listening

to stories. Finkelstein and Samsonov's (2008) research explored the use of PowerPoint to promote effective teaching and learning and found it to be a flexible and versatile visual aid. PowerPoint is a computer software program that incorporates various elements such as images, animations, videos, sound and text in the form of slides that can be projected. Finkelstein and Samsonov's (2008) findings include PowerPoint's promotion of constructivist teaching if it is used to engage learners through problem-based activities that necessitate active participation instead of the traditional one-way presentation that it is commonly used for. Most of the research on visual aids has been undertaken in developed nations and is Northern Hemisphere contextualized.

2.12   IDENTIFING MULTIPLE INTELLIGENCES TO TEACH VOCABULARY

One of the theories that have recently emerged in the educational science is the Multiple Intelligences Theory (MI) initiated by Gardner (1983). He identifies eight central intelligences:

- Linguistic intelligence: capacity to use words effectively, orally or in writing;

- Logical-mathematical intelligence: capacity to use numbers effectively and to reason well;

- Visual-spatial intelligence: ability of using mental imagery for discerning orientation in space;

- Bodily-kinesthetic intelligence: capacity of using physical body movements to express emotion and ideas;

- Musical intelligence: capacity to perceive, transform, and express musical forms; - Interpersonal intelligence: ability to perceive and make distinction in the moods, intentions, motivations and feelings of other people;

- Intrapersonal intelligence: self-knowledge and ability to act adaptively on the basis of that knowledge;

- Naturalist intelligence: expertise in the recognition and classification of the numerous species—the flora and the fauna—of an individual environment.

If a teacher that is aware of MI among students may wish attempt to identify which intelligences his students are strong in (Armstrong, 2009). There are several instruments available for assessing the various intelligences in students by asking them to rank statements that they agree with most strongly (McClellan & Conti, 2008); Nolen, 2003). Armstrong (2009) recommends observing students' behavior, how they spend free time, and work products to determine intelligences. These may have value for a teacher, to choose methods and activities.

In conclusion, visual aids are necessary technique in teaching English language to EFL classes, because they help teachers in explaining the lessons and introducing new vocabulary, as well as, the students can understand and memorize easier the new items. Moreover, the learning process is more entertaining and beneficial, because they stimulate pupils to participate, retain information and engage with the language activities such as drawing, matching the word with its picture, writing the missing words, etc.

3. METHODOLOGY

3.1   TYPE OF STUDY

In this research, the investigation group used the descriptive research type and it was carried out among a qualitative research. This methodology made possible to observe, discover and interpret characteristics and elements of information in their context, this is its greatest strength that combines direct observation (participant or not) and different documentary sources relating to the practices and discourses relevant to the object of study (Gibson G, Timlin A, Curran S, Wattis J. 2004). In this opportunity, this methodology explains thru the different instruments, how visual aids aim the vocabulary acquisition in the students of basic English, semester I-2019. The qualitative research is understood as the one that allows the capture of non-quantifiable data in a starting point, based on observation, although it offers a lot of information, the data obtained are subjective and not very controllable and do not allow a clear explanation of the phenomena, it only focuses on descriptive aspects (Pope C, Mays N.1996).

The qualitative characteristics of the information of this study, were used to know the necessary aspects that help to describe the different activities implemented by the facilitator in the Department of Foreign Languages and also to show the benefits that could bring these visual aids techniques in the students of the intensive Basic English course of the department. Qualitative research focuses on understanding a research query as a humanistic or idealistic approach (Gibson G, Timlin A, Curran S, Wattis J. 2004). Though a qualitative methodology, the research team agreed that is was going to be easier to understand beliefs, experiences, attitudes, behavior, and interactions of the involved people, since one of the qualitative research characteristics, is the ability to add a new dimension to non-interventional study, to evaluate human behavior.

Qualitative research gave voice to the participants in the study, it permitted the participants to share their experiences about how their progress succeed or not, mainly from the observation but also from their answers provided in the instruments, the research team used with them. Qualitative study enhances the involvement of everyone related to the study.

3.2   RESEARCH DESIGN

A Qualitative Research Design was used to perform this research task by observing and conversing with individuals whose are the participants of the Basic English courses. The investigation process aspiration was to enumerate the different mechanisms to teach vocabulary through visual aids that are used in the Language Department for all basic English level groups. In most cases, the qualitative design is based on a social constructivism perspective and as its name says, it requires a social environment to be able to be developed. For this research, the process required to observe situations in which individuals were interacting with other individuals trying to learn something. But not only observing but also getting closer to the individuals, by applying questionnaires and interviews to hear their opinions.

Social constructivism (Vygotsky, 1978) focus on the social nature of cognition, and suggests approaches that gives researchers the opportunity for concrete, contextually meaningful experiences and perceptions through the search of patterns, contradictions, similarities, raise their own questions, and decide their methods. Under a qualitative research design, research problems become research questions based on prior research experience. At first, the investigation is about identifying and framing research questions to demonstrate the importance or relevance as an area of inquiry is essential because the research questions were the guidelines for the subsequent methodological choices. This qualitative research is meant to proceed inductively, not deductively; the researchers are not proposing to test hypotheses or make a deductive type of study, but answer some research questions. Instead, the researchers proposed an investigation from which understandings and findings could emerge (Robert Wood Johnson Foundation, 2006).

The investigation needs to maintain a link between reviewing the literature review and developing a framework with fundamental theories descriptions about visual aids strategies and how they help to develop vocabulary, by proposing at the beginning inductive qualitative inquiries and answering these questions eventually in order to find and establish conclusions and provide some recommendations. To prepare this qualitative research, it is necessary to develop a theoretical

framework, using some of the available literature, that support and help to the research team for performing a qualitative descriptive study. The methods for data collection for this qualitative study were selected based on the research questions. The research questions were aimed to get answers from Basic English students and teachers. They were designed to understand the thoughts, experiences, feelings, perceptions of Basic English students and the teachers that were delivering the course.

Cohen and Crabtree (2006) explained in their Qualitative Research Guideline Project that a qualitative research requires researchers to ask members of a group and/or individuals questions to gather data. There are a variety of approaches for interviewing people to collect data. The goals of the project often shaped the method chosen. However, other important considerations as budget, time and access might influence methods decisions. Since, this research design may require a combination of interviewing methods, a personal interview for teachers and a focus group to gather data from a group of students. The research team decided to implement a qualitative research design because they are concerned with making inference based on perspectives, points of views, though, feelings and experiences from sources, teachers and students (Qualitative Research Design, n.d.). As a result, it is extremely important to get as much data as possible for later analysis from both sides. Interviews and Focus Groups are designed to generate participant perspectives about ideas, opinions, and experiences; this was the main reason of selecting these data collection methods, because through them it is possible to highlight contradictions and similarities, confirming theories and details by performing a deeper analysis

3.3   STUDY POPULATION AND SAMPLE

To ensure the recruitment of participants, it is important to make relevant processes that is going to be developed in the following steps: for the first step it was necessary to make a request for permission to the coordinator of the Languages Department of the University of El Salvador. The second step was among the contact with the facilitator of the Intensive Basic English Course and also ask for verbal permission to allow the investigative group to practice supervised observation in which the development of the class without register.

Also the group spoke directly with the students of the course and asked if they were interested in participating in taking the instrument that had a questionnaire of 10 items and explained the indications necessary for students to answer the questionnaire without difficulty; moreover, the only personal information that he had to put was not only very general information (sex and age) and that this data respected, protected and did not used for reporting the results.

It is important to mention the performance of an interview with an expert professor in the field of teaching and learning who shared his personal experience and theoretical and practical knowledge in the field of visual aids.

3.3.1   CONVENIENCE SAMPLING

✓ **POPULATION**

The participants of this research were 240 students of the Modern Languages and Teaching from the Foreign Language Department, whom were taking the Basic English during the semester 1-2019. The 240 students belonged to 6 different English courses that the research group was able to attend to their classes in order to observe the development of the visual aids' usage.

- ✓ **STUDY POPULATION**

The study population was approximately 20 students that belong to different groups of the Basic English course, the students were chosen by a convenient sampling. The inclusion criteria is that students must be officially enrolled in the English I course, 2019. Nevertheless, free auditors were not taking into consideration in this study.

3.4   DATA COLLECTION

There were three research instruments to collect information. A teacher's interview to get their point of view on visual aids; a class observation to verify the normal reaction of students among the visual aids given in class; and a student́s focus group to find out about their knowledge and opinion about visual aids as well.

3.4.1   FOCUSED GROUP

A focus group is defined as a talk, an exchange of remarks and ideas in a good-humored teasing way, as defined by Tremblay, Hevner and Berndt (2010). A focus group explored needs, thoughts and feelings and listening strategies perceptions in the particular case of this investigation process. This technique is the well appropriate to gather data, since it permits to explore students' determination to visual aids strategies and influential factors. The main characteristic of a focus group is the existing interest of the target population and sample on the study that researchers carry out, the possible benefits and improvements they might get as a positive effect of being active participants during the research process while gathering data and information. A focus group should be small and diverse, since it is aimed to determine the reactions that can be expected from a larger population (Marczak and Sewell, n.d.)

For this particular research work, it was composed of students of all different morning and afternoon groups from Bachelor in Modern Languages and English Teaching and whose reactions were determinant in a guided open discussion about theories and approaches intended to support students to develop listening comprehension skills. A focus group approaches directly to the purpose of the investigation. In order to get the necessary data for the investigation, the focus group needed to be developed with an interesting agenda to avoid students get bored, the researchers had come up with the idea of having a fun discussion and shared a lunch time so that participants could talk about their visual aids strategies and techniques and how they do to develop the listening skills during their learning process.

The development of this activity requires to create a harmonious environment in which students feel comfortable at the time to give their personal opinions about the topic with the objective to get accurate information.

According to Cohen and Crabtree (2006), focus groups are a data collection method, generally used to collect data on a specific topic and are moderated by a group leader to introduce the questions and clarify doubts of participants. For this research, data was collected through a semi-structured questionnaire of ten open-ended questions conducted for all research team members. The design of the focus group was based on the research questions being studied. The purposes to carry over the focus group in this study is:

1. Standardization of questions: A semi-structured questionnaire composed by open-ended questions permitted discussion to emerge.

2. Number of focus groups conducted or sampling: A single focus group conducted. This was previously explained in population and sampling selection process; this depends on the 'segmentation' or different conveniences that are identified as important for the research topic.

3. Level of researchers' involvement: Research team members must participate actively as moderators by introducing the questions and clarifying doubts. For this research work, the focus group was used to explore and describe the research areas, to explore a topic that is difficult to

observe and not easy to gain access, since researchers might be able to observe what students and teachers do sometimes in class, but not at home by themselves.

The main purpose of the focus group was to compare and look for contradictions in research findings in contrast with the teachers' interviews. Both data collection sources were selected to provide access to comparisons between the focus group participants' perceptions and teachers experiences gathered from the interviews. This information was really valuable, reliable providing access to consensus and diversity of experiences on a topic.

3.4.2 TEACHER´S INTERVIEW

As a backup and support of all the gathered information, all the teachers delivering the Basic English course for both majors were allowed to participate, through a semi structured interview, a set of 10 open-ended questions conducted for all the research team members and with the purpose to get specific information from teachers' experiences, points of view and perception towards the use of visual aids strategies from their own perspective. The interviews were scheduled as individual appointments. During each interview, researchers took notes or make an audio recording of teachers' answers. The qualitative research instruments as the questionnaire for the focus group and the interview for the teachers provided the research team with really important facts about the subject in question, a lot of factors might interfere in the objective to get the most accurate results, such as lack of time, external distractions, lack of interest to be part of the investigation, among others. In order to provide a solution to reduce bias in the results and resolve the issues and discrepancies that are very likely to happen by just applying a questionnaire in a very traditional way, going to the classroom and ask students to write their answers on a paper, or just performing the teachers' interviews, as single research instrument; the focus group session was planned and carried over to allow the researchers learn and be able to describe by exploring the Basic English students' opinions and experiences, teachers' points of view and perspective towards the topic.

3.4.3   OBSERVATION OF THE CLASS:

The observational guide was used to obtain information about the teaching methodology and didactic material used during all the stages within a class, warm-up, presentation, practice, production and wrap-up. The observes remained seated in the class without disturbing, and taking notes of what the teacher and students do in each stage of the class respectively to get a full description of how the class is developed.

3.5   INFORMATION ANALYSIS PLAN

The first stage of the analysis was a classification process of the information obtained from interviews and focus groups, this was completed by reviewing notes and discovering common "themes". Themes describe the patterns/phenomenon as results. The second step, was selecting the analysis method for both sources of information. The selected method was triangulation, explained as a cross examination process, often used when there are two data collection sources and instruments as in this research work. Triangulation could be performed because researchers have used at two different instruments and two types of data collection methods. Since, a single method could have never adequately shed light on a phenomenon, using multiple data sources could help to facilitate deeper understanding. (Cohen and Crabtree, 2006). 40 To analyze the collected data in this research work, triangulation was applied as a method for corroborating findings and as a test for validity. According to Rahman and Yeasmin (2012) the main purpose of triangulation in educational and social science research is to increase the credibility and validity of the results. In contrast, Patton (2001) explained that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches. In fact, inconsistencies may be likely the relative strengths coming of the different data sources. In Patton's view, these inconsistencies should not be seen as weakening the evidence, but should be viewed as an opportunity to uncover deeper meaning in the data. Four types of triangulation were identified by Denzin (1978) and confirmed by Patton (1999): Methods triangulation, triangulation of sources, analyst triangulation and theory/perspective triangulation. However, for a descriptive and qualitative research design a triangulation of sources was the best option for this research work purposes. O'Donoghue and

Punch (2003) have confirmed and supported the researchers' selection, since they defined triangulation as a "method of cross-checking data from multiple sources to search for regularities in the research data" Triangulation of sources is defined as examining the consistency of different data sources. For example: At different points in time, in public vs. private settings (Robert Wood Johnson Foundation, 2006). In the case of this investigation, the focus group vs private interviews were conducted to compare teachers and students' different points of view and perspectives, etc. This type of triangulation, where the researchers used different sources, is perhaps the most popular because it is the easiest to implement. The reasons to triangulate, to consider in this research work, were the weaknesses in one data source were compensated by strengths from another source, collected data from 41 both instruments were corroborated and confirmed from each other, and contradictions were analyzed. In addition, conclusions, recommendations for teachers, students and the Academic Administration of the Foreign Language Department were proposed based on the findings that have been obtained. As conclusion for this chapter, rather than seeing triangulation as a method for validation or verification, in a qualitative research this technique generally is applied to ensure that results and findings are comprehensive and well-developed (Robert Wood Johnson Foundation, 2006). The analysis for interviews and focus groups findings were conducted through triangulation to gain insight into participant perspectives to propose outcomes after the analysis stage. Finally, feedback from the participants was compared to determine areas of agreement as well as areas of divergence.

4. DATA ANALYSIS AND RESULTS PRESENTATIONS

In this chapter, the data analysis has been presented. The findings of the study have been analyzed and organized in order to answer the research question. The first section shows the results and analysis from the class observation. The second section presents the data collected from the teacher's interview. Finally, the results from the Students Focus Group have been analyzed.

4.1   OBSERVATION RESULTS AND ANALYSIS

Within the observation of the class, the research group could attain information about the behavior of the students among the visual aids used by their teachers. As discussed on the "Sample" information of this report, there were 6 groups of Basic English class during the semester I-2019 whom were the target proposed to observe. The population of the 6 groups compound at least 240 students taking the course. However, due to some changes on the date of end for the classes, the research group did not obtain details for all 6 groups. Nevertheless, the class observation was able to provide valuable details about the questions the groups was trying to discover for this investigation.

The six English language classes that were observed to have ideas of the usage of audio-visual materials were facilitated with different visual and audio materials. The most common audio materials used in those classes were phonemic chart, songs, conversations etc. The visual aids used in the classes were pictures, video clips, movie clips, documentary etc. Most of the materials were used in the speaking and listening classes. These audio-visual aids were mostly used either in the ice breaking session or at the beginning of any task. Also, the audio clips were used to provide the learners with the correct pronunciation and to check the understanding of the learners. Besides, audio clips were used to test the listening skills of the students with follow up activities.

During semester I-2019, according to the schedules published at the beginning of this period, there would be ten groups available in different time frames. The Foreign Language Department, that counts with two majors, it opens English class groups for each major separately,

but changes are allowed depending on student's needs; this fact concedes teachers and students a mixture of skills from the students' knowledge. All the English class are beforehand of the beginning of the semester, well prepared and organized in content matters and in calendar matters; teachers try to be aligned within the groups at the same time, sharing class contents and evaluation dates. Classes should last sixteen weeks, including the final evaluations; but sometimes evaluations may take more than one day and this can become "a week of evaluations" for the students. In happened to the research group then, when trying to follow the calendar of activities and the time table designed, some teachers were evaluating students during the whole week.

Hence, Basic English level, semester I-2019 in the Foreign Language Department, six groups were presumed to be the ones providing data for this instrument. For a target of observing six courses, the research group was able to observe four of them during a week. A total of sixteen classes were observed: four days each of the four groups and this lasted for a week only, we assisted from Monday through Friday. As the instrument was designed to "observe", the group assisted to the classes not to interact with the population, but to monitor the development and reaction, students among visual aids; the teachers covered same topics among the 4 English groups, using a variety of techniques for the students to reach the learning objectives. The observed population became around 160 students and not 240 as expecting at the beginning of the research process. The diversity of students was mainly for their gender, males and females, leading females in number; as well a diversity of ages but most around their early twenties. And also, the group can count other factors as how the time of the class influences with the behavior of the students, noticing that students participate more during the morning classes than in the afternoon classes. Other factors were present on the behavior of the students, such as when a topic was introduced by a teacher helper: students seemed to be more friendly therefore more excited participating in the activities. Students were very much responsive in the classes where the teachers used audio-visual aids. Students paid more attention to the lessons, understood the lessons well and thus participated in the class with enthusiasm, providing different response.

In the instrument of class observation, there were four main questions the group was trying to pay attention, these were related to visual aids usage and reactions. First question was to confirm

if teachers used the visual aids, and indeed they are an important resource of each facilitator during every day class. Secondly, the group was interested in checking how many visuals teachers need to develop a topic, this has a variety of answers because some teachers used only the textbook as support, but others also used more than that, like handouts to explain the same contents found on the textbooks. Then the group intended to observe what are the main visual aids used, and followed by the Power Point presentations, the textbook the most used, and the last one videos. Finally, the observation grants that the main reaction of students among the use of visual aids was to pay more and closer attention to the class; but this is not consistent in a hundred percent, because for example, PowerPoint presentations can get boring and stressful to be paying attention in they were too long or had plenty of information.

As conclusion of this segment of instrumentation, visual aids were taken into consideration for all of the teachers to help students learn not only vocabulary but structures of the second language. However, the use of visual aids was not always favorable for the students, this could depend on how the teacher designed the visuals or on the student's mood. The textbook in the main resource for the teachers to develop the class contents, but other strategies help students to learn quicker and more effective, by that is mean to say the use of visual aids has a huge impact in the learning process. The use of audio-visual aids made the class interactive and dynamic. It brought variation in the class which removed the monotony of the lecture-based class. These also helped the teachers to

draw the attention of the students. Teacher could clarify the subjects to the students clearly and easily with the help of audio-visual aids. It made the class alive and participatory. Moreover, it lessened the pressure of the teachers. Teacher could easily convey the message to the students by using different audio-visual aids which would otherwise be difficult. Besides, different audio materials helped the teacher to check the listening skills of the students which could also be difficult in additional ways. Thus, the use of audio-visual aids helped the language teachers in teaching language skills.

4.2   STUDENTS' FOCUS GROUP QUESTIONNAIRE RESULTS AND ANALYSIS

The analysis of the data collected through the focus group interview reveals the Visual Aids and their Effects on Vocabulary Acquisition in the Students of Basic English during Semester I- 2019, at the Language Department at the University of El Salvador.

The focus group interview was recorded and carefully listened and transcribed by the research group. The names of the participants on the tape recording were omitted. Then the research team scanned the transcript to classify the keywords and concepts. After that, the key concepts and similar answers were grouped and categories were formed. The central themes of discussion were derived and the following findings were generated.

4.2.1   LEARNING STYLE: VISUAL OR LISTENING?

According to most students the best way to learn is visual because when they see a picture, image or even something written on the board it is easier for them to retain information because the brain saves an image for a long period of time, also because they can associate those elements with experiences, persons or objects they know and in that way it will be difficult for them to forget the vocabulary acquired. Some others think that it is essential to look at a picture to activate the photographic memory to remember the details of what it is learnt to associate it when taking an exam. Moreover, they mentioned the long term memory works better through visual learning. On the other hand, 3 of them mentioned it was better for them to learn by listening because they can get information better by listening with the rhythm and sound, also because it was easy to repeat and pay attention to the pronunciation and because the brain saves what we hear. They claimed that audio clip helps them to learn the correct pronunciation because the speakers of the conversations are mostly the native speakers. Besides, audio clips help them to know variety of accent of English language. Also, they can know different styles of speaking and the supporting non-verbal expressions watching the videos of English speakers. By listening to the conversations of the native speakers, they can improve their listening skills, which is not always possible by listening only to the class lectures. They also think that these types of audios and videos provide them extensive language exposure which is very important for learning the target language.

4.2.2 THE USE OF VISUAL AIDS DURING THE CLASS

All students mention their teachers use visual aids during class to motivate them and explain topics in an easy way so they can easily remember and retain information, also they said they take advantage of those aids because they can take notes about what they consider most important and then study after classes or depending on the material used they can have digital copy to keep it and study later on.

4.2.3 VISUAL AIDS FREQUENCY

According to the students, the frequency in which the teachers use visual aids depend on the content they study, for example, most of them confirmed their teachers use visual material in all classes not only to teach new vocabulary but also to teach different lessons. On the other hand, one student mentioned the teacher sometimes used visual aids to teach them vocabulary and another one said the teacher never uses visual aids during the class.

4.2.4 TYPES OF VISUAL AIDS USING DURING CLASS

According to some students the type of visual aid used the most during the English class are PowerPoint Presentations and Flashcards to teach general content, but when teaching vocabulary, they use videos, photos or pictures. On the other hand, the third-biggest number of the students mentioned that their teachers use their action and performance to present words meaning, as well puppets or posters. Some other mentioned that their teachers use realia to teach vocabulary and unfortunately, a few of them said their teachers rarely use this material in classes.

4.2.5   VOCABULARY ACQUISITION THROUGH VISUAL AIDS

According to some student's visual aids help to learn new vocabulary because they increase the student's interest and help the teachers to explain the concepts easily, also it makes the learning process enjoyable and memorable. Some other said using visual aids to learn new vocabulary can increase the students understanding and retention level and develop the oral skill because that allows them to have the chance to brainstorm ideas in the case when a picture is presented.

4.2.6 VISUAL AIDS AND VOCABULARY ACQUISITION DURING LEARNING PROCESS ASSOCIATED TO SPEAKING.

According to all students the learning vocabulary process more efficient if the class includes visual aids because they said that when they learn words visually, they can easily remember them and make sentences more than the time they learn words verbally. Also they mentioned it helps to have interesting classes, because they are interested in looking at the pictures and in this way is enjoyable and attractive for them to retain the information easier, moreover it also helps teachers to overcome the problems of translation since that have multiples sources to explain the word meaning through a picture, flashcard, their own performance, mimics, etc.

Additionally, students mentioned that different visual aids have an important role in facilitating their speaking skills. They mentioned that visual aids help them to generate ideas. One student said, "If a teacher asks me to speak about any topic suddenly, it may be difficult for me to generate ideas. But if the teacher shows a picture it would be easier to brainstorm ideas." Another student said that speaking is difficult for him, especially when teachers suddenly ask him to speak for a few minutes on a given topic without previous preparation; he expressed in that scenario he get nervous and does not know how to start and what to say. However, the task becomes easier if he has something visual in front of him because he can get ideas from the visual material and explain.

4.2.7   VISUAL AIDS OUTSIDE THE CLASSROOM

Most of the students said they use visual outside the classroom to learn new vocabulary since they find easy to remember and retain information when looking at a picture than when listening, they said the visual aid they used the most are videos, flashcards, photos or images. On the other hand, just one student said he did not use visual aids outside the classroom to learn new vocabulary.

Moreover, students expressed they use visual aids outside the classroom this type of material motivates them in reading in diverse ways, especially when there are colorful pictures in any reading material. There were some students that mentioned they are always interested in the suggestions and like to read the books or other visual materials suggested by the teachers. One students said he does not like to read because it is boring for him. However, if the reading materials is visually attractive it creates an interest for him and also helps him to easily understand and retain vocabulary.

Another student supported that the use of visuals aids outside the classroom help them to understand any content, especially if the material proposed by the teacher has enough pictures it helps him for better comprehension and inference. Also, if there is something very complicated to understand from a reading text, especially any data or description of a location, related pictures or graphs can help him to get the message.

4.2.8   PREFERED VISUAL AIDS BY STUDENTS

Students said the visual aid they would like their teacher use depend on the activity or topic during the class, for example, they said that for a class discussion they would like to have videos and then answer questions or pictures to describe and noun them, on the other hand they would like to have PowerPoint presentations in all classes so they could take notes about important words or vocabulary they do not know so they can study after classes.

4.2.9   THE USE OF THE BOOK AS A VISUAL AID

All students mentioned that the use of the book is not the best visual aid to enhance vocabulary acquisition and always extra material is needed because they said some books do not have in-depth details about the topic or they are not complete and there is a lack of information, so that is why it is always to bring additional information since the one that appears on the book it is to limited, moreover books are just focused on limited and formal areas and they not present enough graphics.

4.2.10 USE OF VISUAL AIDS TO MAKE CLASS INTERESTING

Almost all the students came with the idea that use of different visual materials makes the class interesting and enjoyable. They said that a one hundred minutes' class becomes really boring for them if the teacher cannot make it interesting. They mentioned they lose their attention and interest soon from the lesson. Moreover, they think that when the class is based on lecture or just following the book's instructions it becomes monotonous and annoying for them. However, different types of interesting videos or pictures can make the class interesting and motivate them to pay attention and understand the topics or vocabulary.

Also they supported that they pay more attention to the class when it is attractive ad dynamic. Moreover, they assured that they understand the lesson better if the teachers visualize the contents relating with any visual materials such as PowerPoint slides because it makes the class more interesting and stimulating.

4.3 TEACHERS' INTERVIEW RESULTS AND ANALYSIS

This report is about the findings of the interviews made to the specialists in teaching English on the University of El Salvador. In this interview we have found that for one of the teachers tend to use more, or be guided, by the book and sometimes by extra materials like pictures, flash cards or short videos specialist express that it's important not to exceed the use that can one activity per week (considering that the courses of basic English level for the first semester are four per week) or as often like the teacher consider necessary for helping the student to make the learning process easy and efficient.

For the specialist it is important the use of visual aids because they help the students to improve their skills, like listening, reading and speaking, for example for the speaking skill. In the second interview we have found that for the specialist is necessary at least one visual aid activity but you do not have to exaggerate because the class objective is to make the learning process efficient making use of papers with brilliant colors, tape recorders, projector, laptop, posters, the board etc. The teacher considers that it is necessary either to use the technological resources like projector, laptop, etc., the ones the teacher considers necessary.

The interviewed teachers expressed that teachers can develop visual aids activities to enhance the learning process for every skill, for example, the teacher can make use of images to help students to get the meaning of new vocabulary and not just that if not to help to get the writing, pronunciation and intonation of a word. The speaking skill can be inducted to the students with help of images of people, places or anything that the teacher need to teach, making the students guessing about the person or the teacher can work grammatical structure such as present tense or past tense.

The advantage of visual aids is that there are unlimited options to help students to learn in an easy way that benefits students and teachers. Help students to get use to the topic vocabulary or structure in a easy way, the teacher make the student involve 100% in the class and also make him/her feel comfortable in what they are learning. visual aids can help to develop more than one skill.

In conclusion, it is necessary to say that visual aids are not mandatory for the learning process. Visual aids are used to enhance the learning process, so during the process teachers need to analyze if the activity is giving results.

4.4   TRIANGULATION ANALYSIS

Triangulation analysis is important to know the results found next to do the observation, the compilation of information made on the focus group and the answers get from the teachers of the courses of Basic English all this whit the objective of contrast the results found about visual aids and how they are used, the frequency in which they are used and their effectiveness.

4.4.1   THE IMPORTANCE OF VISUAL AIDS TO FACILITATE THE LEARNING PROCESS.

Talking about the importance of visual aids the experts said that visual aids help the learning process in a good way because teacher can infer in the development of different skills such as speaking. They can explain abstract content and associate previous knowledge and experiences. On the other hand, Students support that idea, because when the teachers make use of visual aids students show more interested in looking at the pictures for example, in this way it is enjoyable and attractive for them to retain information, making the learning process easier, moreover visual aids help teachers to overcome problems like to translate the information of the new vocabulary that is unknown by students, also to deal with the meaning, writing, pronunciation and intonation, whit only one visual aid activity if it is good oriented. On the observation we have seen that when students were exposed to visual aids they were more active and they brainstorm ideas by guessing about the pictures and students were more interested in class when the teacher showed them a picture or poster. Additionally, one of the specialists considers that visual aids are not essential and can be used only when the teacher considers necessary.

4.4.2 THE USE OF THE BOOK AS A VISUAL AID

The necessity of visual aids. For the teacher they consider books are necessaries but you need some other helps, helps like visual aids because they help students to facilitate the learning process and not only to facilitate if not to accelerate and transmit knowledge from teacher to students more efficient. Furthermore, students mentioned that books are not so complete and there is a lack of information, so they consider it is necessary visual aids to reinforce the contents in class and refer the vocabulary when they do not know. On the observation it was seen that only with the book they did not look motivated contrary when they were developing visual aids they were more confident to share information questions or doubts about the topic with the teacher and other students.

New vocabulary and visual aids. According to the professional on English teaching is not necessary not only for new vocabulary if not with whatever topic. One of the specialists said that it is necessary to show visual aids in every class because students can take advantages in giving meaning without translating words the specialist said too that whit help of visual aids its easier guide the students to get the meaning of a word by making gestures, mimics or by images making the students to think and create their own knowledge. Students remark than is easy to remember a word remembering the images, or making reference about an activity made in class to remember how to say a word in english, furthermore most of the students expressed that almost all of their teachers use visual aids except one that said that the teacher only uses the book and never use visual aids to reinforce the class content. According to the observation visual aids were used in every session and the students reflect more interest in class when they were making visual aids activities. So we can consider that Visual aids are a good tool than can help to teachers to teach new vocabulary.

More used Visual Aids. One of the teachers mentioned that the most common and better visual aids used in class are poster and PowerPoint presentations. Students also supported that the most common visual aids used by their teachers are posters, videos, photos, PowerPoint

presentations and their own performance or mimic to give the meaning of an unknown word during the observation we have found that the most used were flash cards and posters. But all whit the objective to make easier to the student the learning process.

4.4.3 REASONS OF USING VISUAL AIDS

Retaining vocabulary by Visual Aids. Teachers consider that is easier for students to retain vocabulary in a long term memory when they are exposed to visual materials because they are more attentive and interested about the content and they feel included directly in the learning process. Students confirmed that the learning process is more effective when teachers include visual aids during class because they enjoy the class and retain the content easily for a long period of time rather than when they only follow the book instructions. On the observation when the teacher showed a picture or PowerPoint presentation the students were more attentive and participate more.

Teachers interviewed mentioned the use of visual aids make the class interesting and make students feel motivated because it created an enjoyable atmosphere that makes students to understand and produce words in an easy way and in the long term. Students expressed that they better understand the topics and new vocabulary when they get visual input since it is easier for them to remember and associate images to previous knowledge. On the observation students seemed to be more interested when teacher show visual material and when the teacher was just talking or working on book they looked bored and did not understand easily.

Teachers said it is important the use of visual aids inside the classroom to reinforce knowledge, make the learning process meaningful and the vocabulary acquisition easy for a long period of time. For students is easier to learn and get the meaning of vocabulary and new contents.

5. CONCLUSIONS AND RECOMMENDATIONS.

5.1   CONCLUSIONS

The main purpose of this research was to find out how the use of audio-visual aids facilitates language teaching and learning. After the data analyses it has been found that both the teachers and the students show favorable attitude toward the use of audio-visual aids agreeing that they facilitate language teaching and learning in diverse ways. Different visuals bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. It is always better to have something visuals in front of the students so that they can understand the lesson well. As suggested by Gardner's (1983) multiple intelligences, all the learners do not learn in the same way. Some learn better by watching, some learn better by listening and so on. Therefore, having something visuals on the lesson are always helpful for the learners. Harmer (2001) also stated that use of pictures in the class makes the lessons appealing. He mentioned the recent textbooks and the design of the newspapers which are intentionally designed in ways for grabbing readers' interest. Also, it enhances the text giving readers a view of the outside world (p.135). Moreover, different related pictures and videos provide the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related visuals beforehand.

According to the concern of the teachers and the students, the use of the audio-visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Also use of audio-visual aids gives the learners extended language exposure to the learners giving them better idea of the target language culture. The study of Cakir (2006) supports this result as he mentioned, "Moreover, the students have a general idea of the culture of the target language. The data shows that one of the very useful visual aids for the language teachers is PowerPoint presentation because teachers can visualize their lecture which make the class live, besides, it helps the teachers to draw the attention of the learners. The teachers can use this effective tool for language teaching in diverse ways, they can use the slides for preparing the lecture, showing pictures and other visuals to the learners and so on. As a result, it has become one

of the essential tools for the teachers in the recent time. Mutar (2009) also found the similar results of the advantages of using PowerPoint slides in classroom to give lecture; he mentioned that the use of PowerPoint slides helps the teacher to deliver their lectures in dynamic ways which becomes interesting to the learners (p. 3).

It has been found that the participants think that a great advantage of using the audio-visual aids is the contextualization of the lesson. Teachers can make lessons effective and create contexts using visual aids. Learners can easily make a correlation with the visual aids and the lessons. Moreover, it creates a long-term impact on learners' mind if there are visuals with the lessons. Mathew and Alidmat (2013) found similar results in their study. They found that audio-visual materials can make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. The result of the study also indicates that the audio-visual materials motivates learners and helps them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom. These work as hints to the learners about the topics and give them ideas for discussions which ultimately make them ready for speaking. Listening practice becomes more effective when the teachers use interesting audio/video clips. However, the teachers need to be careful in selecting the audio visual materials for teaching speaking and listening because the listening tracks should be comprehensible and appropriate for the learners, otherwise the objective will not be fulfilled. Besides, the visual aids should contain sufficient information for learners so that they can generate ideas for speaking. There should be a good link between the audio-visual materials and lessons; else the students will be confused which will spoil the whole purpose.

Moreover, teachers need to consider cultural accuracy while selecting any visuals. If teachers use any picture or video that does not match with their cultural acceptance, it can be offensive to them. Moreover, before using any audio-visual materials in the classroom, teachers need to check those by themselves carefully to make sure the quality of the materials. To match with the proficiency level of the learners, teachers can adapt those according to their own ways. For example, if the teachers find the language of the audio materials more advanced than the proficiency level of the learners, they can record their own voice keeping the content the same. It will be easier for the learners to comprehend the text.

All the findings from the data collection support that visual aids facilitate language learning. Both the teachers and learners are benefitted from different visuals materials in language classrooms. Visuals make the language teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can use the visual aids prudently, the language teaching and learning become effective.

5.2   RECOMMENDATIONS

5.2.1   RECOMMENDATIONS FOR TEACHERS

1- Words and images can be used throughout a presentation from the introduction to the conclusion. However, it is necessary to remember to restrict their use to key moments, if it is a presentation, an over use of visual aids can be hard to follow. Whenever possible, teachers can use photos around town/school (that students would recognize) in PowerPoints or games. These activities make class much more interesting and memorable for the students, so words will stick that much easier.

2- Teachers should be aware or general interests on his student's population, this will help him to use visual aids with content that will capture their attention. Likewise, if the use pictures of a well-known celebrity (whether local or global) in activities, presentations or games, students will perk up and the teacher will have captured their attention more than before.

3- Teachers can use the simplest way of visual aid, the white board, to make the class interesting. Draw with when all else fails, use the simple drawing or stick figure. Stick figures take only a second to draw, can be used to teach just about anything, and are guaranteed to get a chuckle (or at least mine are).

5.2.2   RECOMMENDATIONS FOR STUDENTS

1- Students should take advantage of the handy material teachers provided. Even PowerPoint Presentation can be carried by the students after the class, even shared through social media. In this way they will practice the Vocabulary more than just a few minutes a day. They should motivate themselves to look for their best learning strategies even teachers have not recommended and look for more.

2- Students should go beyond and exercise themselves to avoid getting only the material teachers provided. They can consider the contents provided to look for alternate material to have it also handy.

3- Students should expose themselves to practice their English competences; they should look for conversation clubs or interact with international people to communicate using English language and to be continuously exposed to real daily life speaking production.

5.2.3 RECOMMENDATIONS FOR THE AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

1. Authorities of the Foreign Language Department should encourage teachers to evaluate students confirming if students apply the material promoted in class and identify areas of opportunities to work on for future courses.

2. Authorities of the Foreign Language Department should add up the most relevant visual aids activities and techniques on the semester curricula for each developed English class in the Foreign Language Department.

3. Authorities of the Foreign Language Department should create co and extracurricular trainings for English teachers where they can learn more about visual activities and techniques to teach and guide students to develop their speaking and comprehension skills in a higher specialization way.

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7. ANNEXES

7.1 CLASS OBSERVATION

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Topic: "Visual Aids and their effect on Vocabulary Acquisition in Basic English Students at the Language Department at the University of El Salvador".

CLASS OBSERVATION

Objective: To find out what and how visual aids are used by the English Teachers in the classroom and the effect of his students.

Teacher's name: _____
Date: _____ N* students: _____ Group: _____
Subject:_____

      1. Did the Teacher use visual aids during his class?
Never ___ Seldom ___ Often ___ Recurrently ___
Why? _____
_____
_____

      2. How many visual aids did he use per topic?
1 to 2 ___ 3 to 4 ___ 5 to 6 ___ More than 6 ___
_____
_____
_____

      3. What kind of visual aids did he use during his class?
PPP ___ Videos ___ Audios ___ Handouts ___
_____
_____
_____

      4. What is the reaction and assimilation of new vocabulary taught through visual aids material?
Most students: Talk in class _____ Pay attention _____ Participation _____
_____
_____
_____

7.2   FOCUS GROUP

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Topic: "Visual Aids and their effect on Vocabulary Acquisition in Basic English Students at the Language Department at the University of El Salvador".

STUDENTS' INTERVIEW

Objective: To know the usage of visual aids by Basic English Teachers in the classroom.

1. When it comes to learn new vocabulary, do you prefer to learn by images or words?

_____

2. Why do you prefer visual aids to learn new vocabulary?

_____

3. Does your English Teacher use visual aids during his class? Yes _____   No ___

_____

4. What kind of visual aids does he use?

_____

5. How often does he use these aids?

_____

6. Do you consider visual aids help to learn new vocabulary?

Yes _____   No ___

7. Do you consider the learning vocabulary process more efficient if the class includes visual didactic

material? Yes _____   No ___

8. Why do you think visual aids help to learn more efficiently?

_____

9. Do you use visual aids outside the classroom to learn new vocabulary?

Yes _____   No ___

10. What visual aids would you like your teacher uses when he teaches vocabulary?

_____

7.3   TEACHER´S INTERVIEW

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Topic: "Visual Aids and their effect on Vocabulary Acquisition in Basic English Students at the Language Department at the University of El Salvador".

TEACHER´S INTERVIEW

Objective: To know the usage of visual aids by Basic English Teachers in the classroom.

1. Do you use visual aids during your class?   Yes _____   No ___   Why?

    _____

2. What kind of visual aids do you use?

    _____

3. How often do you use these aids to help your students learning?

    _____

4. Do you consider that visual aids are important for the learning process? Yes _____   No __

    Why? _____

5. Do you consider visual aids help to learn new vocabulary? Yes _____   No ___ Why?

    _____

6. Do you consider the learning vocabulary process more efficient if the class includes visual didactic

    material? Yes _____   No ___   Why?

    _____

7. Do you consider learning through visual aids helps students to develop the speaking skill of the basic

    English level? Yes _____   No ___   Why?

    _____

8. Do you consider that visual aids can help to develop speaking skills?

    Yes _____   No ___   Why?

    _____

9. Can you mention some visual aids activities to teach new vocabulary?

    _____

10. Can you share some visual aids activities to help to develop speaking skills?

    _____