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| ***UNIVERSIDADE LICUNGO***  **FACULTY OF EDUCATION**  **HONOURS’ DEGREE IN ENGLISH LANGUAGE TEACHING WITH MINOR IN PORTUGUESE**  **ALIMA ISAC LATIBO**  **USING VISUAL AIDS TO ENHANCE ENGLISH LANGUAGE VOCABULARY IN GRADE 1O STUDENTS: A CASE OF SANGARIVEIRA SECONDARY SCHOOL- QUELIMANE**  **Quelimane**  **2025** |
| **ALIMA ISAC LATIBO**  **USING VISUAL AIDS TO ENHANCE ENGLISH LANGUAGE VOCABULARY IN GRADE 10 STUDENTS: A CASE OF SANGARIVEIRA SECONDARY SCHOOL- QUELIMANE**  Dissertation submitted to the department of Language Teaching, for the attainment of the Honours’ degree in English Language Teaching.  Supervisor: Gregório Jorge Gonçalves, PhD    **Quelimane**  **2025** |

**Declaration**

I declare that this dissertation work is a result of my personal investigation under the guidance of my supervisor, its contents are original and all the sources are cited in the work, in the notes as well as in the reference list of the work. Not only, I also declare that this work has not been yet presented in any other academic institution for the attainment of any academic degree.

Quelimane, \_\_\_\_\_\_ / July, 2025

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Alima Isac Latibo

**List of abbreviations**

ELT English Language Teaching

Etc Et Cetera

N.d No date

PhD Doctor of Philosophy

Q Question

St Student

T Teacher

UNODC United Nations Office on Drugs and Crime

**Dedication**

To my beloved father Isac Latibo Gulamo Ossene Mussa

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All the things learnt and achieved during the classes were useful at the moment of writing this dissertation. First of all, I would like to thank Allah (God) for the power that always gives me because I would not have enough power for my achievements. Second, my gratitude goes to my family for emotional and finatial support given during the course.

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**Abstract**

Latibo, Alima, Isac. (2025). *Using Visual Aids To Enhance English Language Vocabulary In Grade 1o Students: A Case Of Sangariveira Secondary School- Quelimane*. Universidade Licungo, Faculty of Education. Quelimane, Moçambique.

This study examined the effectiveness of visual aids in enhancing English vocabulary acquisition among Grade 10 students at Sangariveira Secondary School in Quelimane. Through qualitative approach, employed with observations and interviews, where the target population constituted of 285 people, 280 grade 10 students and five teachers of the English language, the study highlights the role of visual materials such as images, flashcards, and classroom objects in improving comprehension and retention of new vocabulary. So, visual aids are instructional tools or materials that are used to support teaching and learning by providing visual representation of information. So, these aids are designed to complement verbal explanations and enhance comprehension, retention, and engagement among learners. Visual aids are effective tools for promoting active learning, and encouraging student participation. Therefore, when used appropriately, they can make complex concepts more accessible, memorable, and engaging for learners of all ages and backgrounds.Additionally, findings indicated that students engage more actively when visual aids re used in lessons, aiding their ability to associate words with meanings. However, challenges such as limited resources, unfamiliar images, and insufficient interactive activities restrict the potential of visual aids. In addition, teachers acknowledge the benefits of using visual aids but often face constraints related to accessibility and budget limitations. To optimize vocabulary learning, the study recommends a more structured approach, including interactive exercises, clear and culturally relevant visuals, and additional support for teachers in acquiring materials. The integration of student-centered activities can enhance retention and application of new vocabulary. By addressing the observed limitations and reinforcing pedagogical strategies, this research contributes to improving English language teaching methodologies in Mozambique, specifically at Sangariveira Secondary School.

**Key words**: *Visual Aids. Vocabulary. Student Engagement.*

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# CHAPTER I: INTRODUCTION

# 1 Introduction

Teaching English language is not a static process, thus it involves teaching various aspects of the language. Meanwhile, there are different aspects of language the students should learn in order to achieve fluency in English language such as grammar, speaking, listening, vocabulary, reading, and others. Likewise, there also different methods and materials the teachers of English language can use to enhance the English language. Since, as sustained by Mendoza (2019), the English language is importante in global communication and economic advancement, nevertheless, its acquisition or learning remains a challenging task, particularly in environments where learners may lack exposure and resources.

The current research was about “*Using Visual Aids to Enhance English Language Vocabulary in Grade 10 Students: A Case of Sangariveira Secondary School- Quelimane*”. So, the vocabulary serves as the foundation for proficient communication and comprehension in English language. Thus, it is crucial to enhance it so that the grade 10 students may enhance their proficiency in English language.

Visual aids, according to Chrystal (2010, p.278), are tools “which use sense of vision”. Accordingly, they encompass a wide range of instructional materials such as, charts, images, and multimedia presentations; they offer a multi-sensory approach to learning demands and different learning styles. Hence, by integrating visual aids into language instruction, teachers of English language can create engaging learning experiences that facilitate the retention and application of vocabulary in real-world contexts. This study, may contribute to the constant learning using modern pedagogical practices in English language education, particularly in multicultural settings like Mozambique. The study may also provide teachers of English language with practical strategies to enhance the language learning experience and foster linguistic proficiency among students at Sangariveira Secondary School.

Ultimately, the current study wass structured in four chapters, namely Chapter I: Introduction, which encompasses introduction, research topic, delimitation of study, statement of the problem, research objectives, research questions, rationale of study and research methodology. Secondly, the Chapter II is about literature review in which different aspects related to the topic under research are discussed. In Chapter III, the researcher presented and discussed the data collected at Samgariveira Secondary School. Int he last chapter, chapter IV, it was presented the conclusion and suggetions for teachers and students.**Parte superior do formulário**

# Background of the study

There are various studies conducted on Using Visual Aids to Enhance English Language Vocabulary, some of them were used to construct the literature of the current study. In this vain, Rosario, Carmen & Alicia (2019), conducted a study on the topc “*Effective Methods To Use Audio Visual Aids For Vocabulary Learning In First Grade Students “Salomon Ibarra” Elementary School During The First Semester Of 2019*”, with the purpose of pointing out the effective methods for using audio Visual aids for vocabulary learning in first grade in EFL students.

Mendoza, Flores, Hernández (2019), also researched on “*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*” aiming at determining the effects of visual aids on vocabulary acquisition in Basic Intensive English students at the Foreign Languages Department of the University. 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 describing 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.

Additionally researchers such as Thornbury (2002), Chacko (1981) and Allen, K., & Marquez, A. (2000), have written about the use Visual Aids to Enhance English Language Vocabulary, believing that good learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the student. However, all the identified previuos researches with related topics to the current study did not address the problem taking into consideration the Mozambican setting, specifically at Sangariveira Secondary School, Quelimane in Zambézia Province. Therefore, the current study sought to fill this gap and examined the use of visual aids when teaching English language vocabulary to grade 10 students at Sangariveira Secondary School.

# 1.2 Research topic

The current research is about “Using Visual Aids to Enhance English Language Vocabulary in Grade 10 Students: A Case of Sangariveira Secondary School- Quelimane”

# 1.3 Delimitation

This study focused on enhancing English language vocabulary using visual aids. So, it did not address other aspects of English language learning such as grammar, writing, or speaking skills. Additionally, the research was restricted to Sangariveira Secondary School, Quelimane in Mozambique. Moreover, the research employed qualitative research techniques, such as classroom observations and interviews.

Ultimately, this study only focused on grade 10 students, stream A and B and, specifically to teachers of English language teaching the same grade. Through these delimitations, the study maintained focus, clarified its scope, and provided context for interpreting the findings within the specified parameters of Grade 10 English language education at Sangariveira Secondary School.

# 1.4 Statement of the problem

English language education in Mozambique faces numerous challenges, particularly regarding vocabulary learning among secondary school students. Yet, Wanjohi (2006, p. 22) states that “when defining the research problem, it is important to be deal with a topic or field of interest which the researcher is well versed with and has vast literature in or where the research will take place”.

The problem of this study, firstly, was found out informally in situation in which one of the colleagues in ELT course at *Universidade Licungo* (UL), invited the researcher to observe his lessons. Definitely, the vary some problem was found during the researcher’s Final English Teaching Practice at Sangariveira Secondary School, where most of the students faced problems to contribute in the lesson due to the lack of English Language vocabulary. Moreover, despite the recognized importance of vocabulary in language proficiency at Sangariveira Secondary School, traditional teaching methods often fail in engaging students and facilitating effective retention. In the context of grade 10 English language education at the aforementioned school, there is a need to explore alternative pedagogical approaches that address these challenges and enhance vocabulary learning.

Therefore, at Sangariveira Secondary School, the efficacy of the current teaching methods in fostering vocabulary learning remains questionable. Subsequently, traditional approaches often lack the engagement and multisensory stimulation necessary for effective learning. Furthermore, limited aids intensify these challenges, hindering students’ ability to achieve proficiency in English language vocabulary. This problems, made the researcher to raise the following question: How can the visual aids be integrated into English language instruction to enhance vocabulary learning among grade 10 students at Sangariveira Secondary School?

# 1.5 Objectives

Research objectives give the way for the achievement of research goal, thus the present research encompasses two types of objectives, general and specifics.

# *1.5.1 General objective*

1. To examine the use of visual aids when teaching English language vocabulary to grade 10 students at Sangariveira Secondary School.

# *1.5.2 Specific objectives*

1. To identify grade 10 students’ problems in learning the English language vocabulary through visual aids at Sangariveira Secondary School;
2. To describe the problems faced by grade 10 students in learning the English language vocabulary through visual aids at Sangariveira Secondary School;
3. To propose possible solutions to minimize grade 10 students’ problems in learning the English language vocabulary through visual aids at Sangariveira Secondary School.

# 1.6 Research questions

The current study is intended to respond the following research questions:

1. What problems do grade 10 students face in learning the English language vocabulary at Sangariveira Secondary School?
2. To what extent the problems faced by grade 10 students at Sangariveira Secondary School affect the learning of English language vocabulary?
3. What strategies can be used to help grade 10 students minimize problems in learning the English language vocabulary at Sangariveira Secondary School?

# 1.7 Rationale of the study

English language proficiency is recognized as a crucial skill for academic and economic advancement in Mozambique. However, achieving proficiency in English, particularly in vocabulary, presents significant challenges for students. In this context, the rationale for investigating the use of visual aids to enhance English language vocabulary, focusing on grade 10 students at Sangariveira Secondary School, is vast.

The current study may be helpful for both teachers and students. Hence, English proficiency is essential for accessing educational and economic opportunities. Thus, by helping students with strong English vocabulary skills, we empower them to participate more effectively in international exchanges, higher education, and the global job market. Moreover, the integration of visual aids offers an innovative pedagogical approach that provides different learning styles, enhances engagement, and promotes deeper understanding and retention of vocabulary.

Despite the growing interest in innovative teaching methods, there is a lack of research specifically focused on the use of visual aids to enhance English vocabulary in Mozambican classrooms, particularly at the grade 10. By addressing this gap in the literature, this research may provide valuable insights for future researchers and contribute to the development of strategies for improving English language education in Mozambique. Ultimately, this research has the potential to inform policy and practice in English language education and contribute to the broader goal of improving educational outcomes.

# 1.8 Chapter summary

The current research is about “Using Visual Aids to Teach English Language Vocabulary in Grade 10 Students: A Case of Sangariveira Secondary School- Quelimane”. Additionally, this study sought to fill this gap and examine the use of visual aids when teaching English language vocabulary to grade 10 students at Sangariveira Secondary School. Subsequently, this study focused on grade 10 students, stream A and B and, specifically to teachers of English language teaching the same grade.

The problem of thi study was found during the researcher’s Final English Teaching Practice at Sangariveira Secondary School, where most of the students faced problems to contribute in the lesson due to the lack of English Language vocabulary. Therefore, this research may be helpful for both teachers and students. Hence, English proficiency is essential for accessing educational and economic opportunities.

# CHAPTER II: RESEARCH METHODOLOGY

In this chapter, we describe the research methods used during the production of the study, the methodology section is crucial as it is seen as the heart of the research proposal.

# 2.1 Research approach and design

Research approach and design section, described the approach and the design of the research that was employed during the drawing of the study. Thus, the current research used qualitative approach, which entails at exploring the understanding of participants regarding the topic under study rather than providing figures. Furthermore, MacDonald & Headlam (n.d, p. 12), explain that “qualitative is concerned with a quality of information; qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them”. In order to explore the understanding of participants regarding the topic under study the study applied exploratory research design. Merkus and George (2021, p. 2) state that “explanatory research answers “why” and “how” questions, leading to an improved understanding of a previously unresolved problem or providing clarity for related future research initiatives”.

Additionally, for the organization and collection of data, the current research applied narrative research design, which according to Riessman (2008), cited in Creswell & Creswell (2018, p. 61), isthe “design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives”.

Therefore, qualitative approach allowed the researcher gathering complex information regarding the use of visual materials to help the students learning the English language vocabulary. So, the researcher decided to use this research type in order to bring qualitative and detailed information about the topic. On the other hand, the narrative research design was valuable for the presentation of the data collected at Sangariveira Secondary School.

# 2.2 Techniques and tools for data collesction

Techniques for data collections are the means used by the researcher for the the process of data collection, on the other hand, the tools for data collection are the physical instruments containing questions to be assigned to the participants.

# *2.2.1 Observation*

In observation technique, the researchers usually gather information without asking any question to the participants. Moreover, PandeyA & PandeyB (2004, p. 64), state that “observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities”. For Khothari (2004), observation is a method that implies the collection of information by way of investigator’s own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behaviour or future intentions or attitudes of respondents. This method is no doubt an expensive method and the information provided by this method is also very limited.

The observation technique allowed the researcher to validate the responses that was provided by the participants in interview. So, for this research, the researcher used participant observation; hence, the researcher went to the field to observe directly 12 lessons in three classes, four lessons in each class, when collecting data. To sustain, Leod (2015, p. 7) argues that “in participant observation the researcher joins in and becomes part of the group he is studying to get a deeper insight into their lives”. So, in this technic, the researcher used as a tool, observation check list, which is a paper containing some aspects or guide questions related to the topic under investigation, which the researcher responded when observing the lessons. *See adendix I*

# *2.2.2 Interview*

Interview technique is the mean by which the researchers gather data bay asking questions oraly or involving face to face contact between the participant and the researcher. According to Abawi (2014, p. 11) “interviews consist of collecting data by asking questions”. For the data collection the researcher will employ semi-structered interview. For, Canals (2017):

In semi-structured interviews the interviewer has more flexibility when it comes to adding questions or asking for clarifications. Generally speaking, they facilitate the collection of personal data, given that the participant feels more comfortable and relaxed, making the interview more of a conversation than a calculated interrogation of questions and answers. These interviews tend to be used to gather qualitative data, usually last a little longer, and allow the interviewers to explore questions in greater depth. (p. 398)

Thus, this type of interview enabled the researcher to gather data regarding the students’ difficulties in leraning the English language vocabulary. The interview was used in order to gather information or perspectives from the students and teachers of English language regarding the topic under investigation. Therefore, for this process to take place there was designed an interview guide sheet containing open ended questions assigned to 12 students and two teachers of English language from Sangariveira Secondary School, selected purposively. *See appendix II and III*.

# 2.3 Target population

Target opulation is the group of subjects that the research intends to study. According Casteel & Bridier (2021, p. 344) “the target population is the specific, conceptually bounded group of potential participants to whom the researcher may have access that represents the nature of the population of interest”. Aditionaly, Creswell (2009, p. 139), adds that the researcher sould “identify the population in the study. Also state the size of this population, if size can be determined and the means of identifying individuals in the population”.

Thus, the target population of the current study were grade 10 students and teachers of the English language teaching grade 10 classes at Sangariveira Secondary School. Subsequently, at the aforementioned school there are five teachers of the English language and four streams of grade 10, and each stream has aproximetely 70 students. Therefore, the target population of this research constituted of 285 people, 280 grade 10 students and five teachers of the English language.

# 2.4 Sample

Sample is the selected group to represent the target population. Likewise, Kothari (2004, p. 55), states that “the selected respondents constitute what is technically called a ‘sample’ and the selection process is called ‘sampling technique”. Thus, for the selection of sample, the researcher will use purposive sampling procedure, in which, according to Creswell (2009), not each individual in the population has an equal probability of being selected.

The sample of this research was 12 students who were assigned to the interview and two teachers of English language who also participated in the interview. Therefore, the sample frame of the current study constituted of 14 participants including teachers of the English language and grade 10 students from Sangariveira Secondary School.The selection of this sample enabled the researcher to save the buagets and time during the process of data collection and discussion.

# Data analysis procedures

Data analyisis procedures are means used by researchers to analyse data, to sustain, Pajares (n.d, p.7), points that, in data analysis procedures the researcher should “specify the procedures will use, and label them accurately, this helps the researcher and the reader to evaluate the choices made and the followed procedures.” So, as the approach of the current research proposal is qualitative, the researcher used qualitative data analysis which according to Kelley (2023, p. 7), it “derives data via words, symbols, pictures, and observations. This method doesn’t use statistics.”

Additionally, the researcher used narrative analysis, which according to Kelley (2023, p. 7) “is used for working with data culled from interviews, diaries, or surveys, and it is used to interpret research participants’ stories, things like testimonials, case studies, interviews, and other text or visual data. Therefore, narrative analysis were used to analyse data that were collected through interview guide sheet and observation check list.

# 2.6 Ethical issues

Before going to the field for the process of data collection, it was crucial to sate some ethical issues which enabled the researcher to be well received and gather valid data. Israel & Hay (2006), cited in CreswellA & CreswellB (2018, p. 166), state that “researchers need to:

* protect their research participants;
* develop a trust with them;
* promote the integrity of research;
* guard against misconduct and impropriety that might reflect on their organizations or institutions; and
* cope with new, challenging problems

Thus, in order to avoid harming the participants the researcher considered the above ethical aspects. Moreover, before starting with the process of data collection the researcher introduced herself at the school, showing the credential which highlighted her identity and after being accepted to gather the data, explained the relevance of the study to the participants and tell what is it about.

# 2.7 Chapter summary

The present research used qualitative approach, which entailed at exploring the understanding of participants regarding the topic under study rather than providing figures, for the organization and collection of data, the current research applied narrative research design. Regarding techniques for data collesction, this study applied *Observation* and *Interview techniques.* Additionally, the target population of this research constituted of 285 people, 280 grade 10 students and five teachers of the English language.

The researcher used narrative analysis, which is used for working with data culled from interviews, diaries, or surveys, and it is used to interpret research participants’ stories, things like testimonials, case studies, interviews, and others. Ultimately, before starting with the process of data collection, the researcher introduced herself at the school, showing the credential which highlighted her identity and after being accepted to gather the data, explained the relevance of the study to the participants.

# CHAPTER III: LITERATURE REVIEW

The chapter II is about literature review, according to Kothari (2004), literature review refers to all available sources that a researcher must examine, in order to get himself acquainted with the selected problem. That is, in order to be able to explain the selected problem and get engaged with, a researcher should examine different available sources that discuss about the selected problem. In this perspective, in this chapter is constructed the theoretical aspects regarding the topic “Using Visual Aids to Enhance English Language Vocabulary in Grade 10 Students”.

# 3.1 Vocabulary

Vocabulary is known as all the words that compose or make part of a language, moreover, 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), cited in Mendoza (2019, p. 31). Hanson e Padua (n.d, p. 5), argues that “vocabulary refers to words we use to communicate in oral and print language”.

The above definitions convey the fundamental role of vocabulary in facilitating effective communication, whether through understanding others or expressing oneself. So, the researchers view regarding definition of vocabulary is that, vocabulary refers to the set of words known and used by an individual or within a particular language, field, or context. A person’s vocabulary is continually developing as they encounter new words through reading, listening, speaking, and other forms of communication. Therefore, having a rich and diverse vocabulary, for grade 10 students from Samgariveira Secundary School, is essential for effective communication and comprehension in various contexts, including academic, professional, and social settings.

# *3.1.1 Receptive vocabulary*

Receptive vocabulary is the group of words that the students are not able to use them in their daily lives, however, they recognize them when reading or in lesting certain statement. Aditionaly, “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) cited in Mendoza (2019, p. 32).

Hanson e Padua (n.d), refers to receptive vocabulary the words we understand through reading and listening. In the same line of ideas, Stuart (2009) cited in Alqahtani (2004, p. 25), states that “receptive vocabulary are words 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”.

These perspectives reveal thet receptive vocabulary refers to the set of words that an individual can understand when he/she encounter them in spoken or written language. It encompasses words that a person can comprehend when listening to others speak or when reading written text, even if they may not actively use those words in their own speech or writing. Accordingly, for grade 10 students from Samgariveira Secundary School, receptive vocabulary is essential for understanding communication in various contexts, such as listening to lectures, reading books, following instructions, or engaging in conversations.Parte superior do formulário

# *3.1.2 Productive vocabulary*

On the other hand, productive vocabulary is the group of words that the students are able to use daily, and also recognize in reading or listening. For Mendoza (2019, p. 32) “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”.

Stuart (2005), cited in Alqahtani (2004, p. 25), points out that “productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus 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”. Likewise, Hanson e Padua (n.d), refers to productive vocabulary the words we use to communicate through writing and speaking.

Differently from receptive vocabulary, productive vocabulary refers to the set of words that an individual can actively use or produce in his/her own speech or writing. These are the words that a person is capable of incorporating into their verbal or written communication to convey thoughts, ideas, and messages effectively. Productive vocabulary encompasses words that grade 10 students from Samgariveira Secundary School, can freely use in various contexts, such as conversations, presentations, essays, or other forms of written communication.

# 3.2 Factors leading students to lack the English language vocabulary

Certainly, as stated in the problem of current research, most of grade 10 students from Sangariveira Secundary School lack the English language vocabulary. Undoubtedly, there are various factors leading the students to lack the English language vocabulary such as lack of exposition to English language, frequent use of traditional methods by the teachers, lack of students’ interest in learning the English language, and others. In Oxford book (1990) cited in Tuan & Mai (2015, p. 9), it is affirmed that:

One of the most important influences on vocxabulary learning success or failure is probably the affective side of the learner, a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety. (p. 9)

From this view, we can understand that affective factors refer to the emotional factors that influence vocabulary learning. So, in improving English language vocabulary, affective factors such as motivation, self-esteem, anxiety, and willingness to communicate are important. Hence, students who are motivated, have high self-esteem, manage anxiety, and are willing to communicate are more likely to improve their English language vocabulary.

According to Suryani et al (2020), one of the factors leading students to lack the English language vocabulary is cognitive factor, Suryani et al (2020, p. 51), says that “cognitive factor becomes the other main factor inhibiting students in learning vocabulary. It mostly deals with students’ knowledge of English. The result of cognitive factor might improve students’ anxiety feeling and nervousness”. This factor, according to Humaera (2015) cited in Suryani et al (2020, p. 52):

Students feel inhibited in learning vocabulary and to speak as they do not master knowledge of grammar. Grammar is also known as sentence pattern and formula; it starts to inhibit students to speak English. They do not have any eagerness to participate actively in the classroom for they have lack of knowledge in sentence pattern and formula of oral and written English. (p. 52)

In this way, Suryani et al (2020, p. 52) says that “students who have problems in learning new words and combining words triggered vocabulary as the factor inhibiting students in speaking to start appear and inhibit students in learning to speak English as a foreign language”.

Notably, cognitive factors in improving students' English language vocabulary refer to mental processes such as attention, memory, and thinking. Thus, enhancing cognitive factor can help grade 10 students to improve their vocabulary, including understanding and producing spoken English.

# 3.3 Teaching aids

Teaching aids are resourses used by the teachers to enhance the teaching and learning process, the aids can be divided in different types namely, audio aids, visual aids and audio visual aids. Yet, the current study focuses on visual ainds. In this perspective, Ahmed (2018), argues that eaching aids can be a helpful tool in the language classroom as Mannan (2005), cited in Ahmed (2018, p. 110), points out that they “help the teachers 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”.

Ahmed (2014, p. 5), explains that “a teaching aid is a tool used by teachers, facilitators, or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom, since many teaching aids are like games”.

With these ideas, it can be understood that teaching aids refers to the use of supplementary materials or resources by teachers to enhance the teaching and learning process during the classes. Hence, teaching aids are tools that support the teaching process and help make learning more engaging, interactive, and effective.

According to Chandra et al, (n.d, p. 3), “teaching aids are tool and equipment used in teaching as a supplement in class room instruction to enhance the interest of students”. Moreover, “teaching aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating” (Rather, 2004) cited in Ahmed (2018, p. 111).

Undoubtedly, effective use of teaching aids requires careful selection and integration in teaching process, ensuring association with learning objectives and instructional strategies. Additionally, teachers of English language need to consider the diverse needs and backgrounds of their students when incorporating teaching aids into their teaching practices. So, when used attentively and creatively, teaching aids can significantly enhance the teaching and learning process, fostering a more dynamic and enriching educational experience for both teachers and students.

# *3.3.1 Visual aids*

Visual aids can be verry effective in teaching and learning process, accordingly, visual Aids, according to Ahmed (2014, p. 10), are “the aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones”.

Rosario, Carmen & Alicia (n.d, p. 4) argue that “visual means have the potential to make the act of teaching and learning of English an active process from the students’ perspective. With this, they can grasp new information and knowledge in the forms of images rather than plain text”. According to the British Council website, cited in Mendoza (2019):

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 (p. 18).

Nation etal., (1990) cited in Ahmed (2018), claim that visual aids are materials that used to convey meaning to students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing and action, photographs, blackboard drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language).

The authors’ perspectives reveal that, visual aids are instructional tools or materials that are used to support teaching and learning by providing visual representation of information. So, these aids are designed to complement verbal explanations and enhance comprehension, retention, and engagement among learners. Visual aids are effective tools for promoting active learning, and encouraging student participation. Therefore, when used appropriately, they can make complex concepts more accessible, memorable, and engaging for learners of all ages and backgrounds.

# 3.4 Teaching vocabulary using visual aids

The teaching and learning vocabulary is a vast process, it requires the use of effective materials and strategies. So, the English language vocabulary can be taught using visual aids, likewise, Shejbalová (2006, p. 10), states that “learning vocabulary is a complex process. The students’ aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

Mendoza (2019), believes that 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. I the same sequence of ideas, Marquez (2011), stipulates that:

In second language learning, using visual aids is an essential teaching strategy in the English as Second Language classroom and English as Foreign Language classroom. Most foreign language research has recognized that memorizing language forms and words is a very ineffective strategy for learning a target language. In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the information through an additional sensory perception (p. 3).

The above citations highlight the importance of incorporating visual aids into language instruction to facilitate vocabulary learning and enhance language acquisition for students at various proficiency levels or grades. Consequently, visual aids provide valuable support by making vocabulary more accessible, memorable, and comprehensible, thus, contributing to the effectiveness of language teaching and learning.

Sapkota (2017), explains that visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. It helps them to recall the words easily. If the learners only hear a new word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teachers to give emphasis on what is being taught and presented. Clear visual aids multiply the learners’ ability of comprehension. Generally, knowing a word involves knowing its form and its meaning at the basic level. According to Harmer (1993), cited in Shejbalová (2006, p. 10):

* **Meaning**- relate the word to an appropriate object or context;
* **Usage**- knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have;
* **Word formation**- ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes);
* **Grammar**- to use it in the appropriate grammatical form.

Definitely, learning vocabulr implies knowing it at all, that is, its meaning, and how to use it. Moreover, Harmer, emphasizes that learning a new word involves not only understanding its meaning but also grasping its usage, word formation, and grammatical context. So, visual aids play a crucial role in facilitating these aspects of vocabulary learning by providing contextual and visual support.

Teaching vocabulary using visual aids can be an effective strategy to enhance comprehension, retention, and engagement among learners. Thus, incorporating visual aids into vocabulary instruction, teachers of English language can create an engaging learning environment that supports vocabulary learning and retention among grade 10 students from Sangariveira Secondary School.

# *3.4.1 Flashcard*

Flashcard is a type of visual aids disigne by the teachers before the lessons in order to facilitate students’ comprehension on a certain topic, and they are forms of cards in which the teachers writes what he/she intends to enhance. For Syndeon and Soft (2016) cited in Carmen & Alicia (n.d, p. 4) “a flashcard is essentially a note card with a question on one side and the corresponding answer on the other side. Students can learn and repeat pieces of information by reading the questions and trying to recall the answer. You can then check if your answer was correct by flipping the card”.

Clearly, a flashcard is a small card, typically made of paper used as a learning aid to study and memorize information. Flashcards can be used in educational settings, particularly for learning vocabulary. Hence, a typical flashcard consists of two sides, one side presents a word, phrase, question, or concept, while the other side provides the corresponding answer, definition, explanation, picture or solution.

Sapkota (2017, p. 20), highlights that “flash cards are of different types such as picture flash cards, word flash cards etc they are very much beneficial to enhance word meaning, synonym, antonym etc. They are used in teaching of reading and writing skills”.

Doff (1988, p.87) assumes that “flash cards play a very important role in the teaching process, for they can be used for displaying single pictures, or object or action. He highlights that other purpose for using flash cards is to practice words and can serve as prompts for practicing new language structures.”

For the teaching of English language vocabulary, the teachers of English language, first, can create the flashcards by writing vocabulary words on one side of the card and their definitions, translations, or corresponding images on the other side. After that, the teachers should introduce the vocabulary words to the students, the teachers can display each flashcard one at a time and say the word aloud, providing its pronunciation and a brief explanation or example sentence to give context. Afterward, the teachers should encourage grade 10 students from Samgariveira Secundary School, to repeat the pronunciation of each word and, correct any pronunciation errors. Thus, visual aids can help the students reinforcing the meaning of the words and make them memorable.

# *3.4.2 Projector*

Projector is also a type of visual aid which the teachers use to project contents to be taught. However, using this aid can be challenging for the context of Coalane Secondary School due to the school environment and its lack. For this type of visual aids, Mendoza (2019), explains that 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 teachers display are most useful to them. Additionally, students can ask the teachers to repeat a slide if they missed information, or even ask that the teachers to email the presentation for further review.

From this view, it can be said that a projector is an electronic device used to display images, videos, or presentations onto a screen or surface. It works by projecting light to show an expanded image of the content being displayed. Projectors are commonly used in various settings, including classrooms, to share information, deliver presentations, or enjoy multimedia content. Moreover, Chakrabarti et al, (n.d, p. 5), argue that “projected Aids include Power point presentations, slides, film-strips, filmstrip projector, films, transparencies, overhead projector, TV/VCR as they can be projected on screen or even against white-washed wall to give an enlarged image of the material”.

The teachers of English language can use the projector to display the vocabulary words along with their definitions, translations, or images. The teachers can present each word, that is, one at a time, highlighting its pronunciation and providing examples of how it is used in context. After that, to teach its use the teachers can use the projector to display sentences, short passages, or dialogues that incorporate the new vocabulary words. This can help grade 10 students from Samgariveira Secundary School understand how the words are used in real-life situations and contexts.

# *3.4.3 Wall charts*

Differently from flashcard, wall charts are tools that display information, often in the form of words, images, diagrams, or symbols, and are typically placed on classroom walls to support learning. They serve as visual reinforcements of content and are especially effective in language classrooms. According to Harmer (2007), wall charts help to make vocabulary more noticeable and memorable by providing visual cues that aid learners in making associations between words and their meanings. This visibility and permanence promote exposure, which is essential for vocabulary retention.

In the teaching of vocabulary, wall charts function as references that students can consult throughout the learning process. In his vain, Mendoza, Ramírez & Hernández (2019), highlight that these materials contribute to vocabulary development, particularly in classrooms with diverse learners. Wall charts help to contextualize new vocabulary through illustrations and thematic organization, making it easier for learners to grasp and remember unfamiliar terms. Furthermore, wall charts promote learner autonomy and participation in the language classroom. As Harmer (2007) points out, such resources not only supplement verbal explanations they also encourage students to engage actively with the language.

To use a wall chart for teaching vocabulary, the teacher of English should first select a specific topic, such as food, animals, or classroom objects, and prepare a chart that includes both images and corresponding words. So, during the lesson, the teacher introduces the vocabulary by pointing to each image and saying the word aloud, encouraging students to repeat it for pronunciation practice. For this, the chart should be visible in the classroom to all the students, allowing them to see and do every activity prepared by the teacher. Thus, through this aid, the teacher can engage students in tasks such as matching games, fill-in-the-blanks to help thgem learn the vocabulary.

# *The human body*

The human body can also used to enhance the English language vocabulary. Harmer (2007, p.116) believes that “there are many different ways teachers can help their students to understand the target language; such ways can be mime and gestures”. Therefore, teachers can use mime and gestures and facial expressions as well, to convey meaning and to creating an environment in which students learn healthily. So, by using mime, teachers can pretend to be drunk or sad, or they can even demonstrate the meanings of words such as frightened or old easily.

Harmer (2007), recommends all ELT teachers to take much care when using gestures, for the simple fact that there are gestures that in other students’ culture can mean an offence, which can be harmful for them. As a matter of fact, Harmer (2007), indicates pointing students as a gesture that can affect negatively the students’ feelings, so using the upturned palm of the hand, is inclusive and well coming for the students.

Certainly, Harmer’s viewpoint is helpful because on the other way, it says that the teachers can act as a visual aid by modelling the language. The above perspectives, explain that teachers can model dialogues just by drawing, on the blackboard, and then stand in front of the students, when the time to voice out their line comes. Thus, the author recommends teachers to make sure that students are hearing their voices, to make their performance very funny with an enthusiasm just like that appropriate for the conversation they are modelling. Finaly, teachers can use their body for the gteaching of vocabulary.

# 3.5 Advantages of teaching vocabulary using visual aids

There are various advantages of teaching vocabulary using visual aids, according to Susanto (2017, p. 183) “the learning of vocabulary is essential for successful foreign language use, and it plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing)”.

According to Chandra et al, (n.d, p. 4) “n teaching language, teaching aids/ materials are important because every individual has tendency to forget but proper use of these aids, help to remember lessons permanently. All teachings aids can be effectively used in class to motivate the students to learn better”.

These definitions emphasize the role of vocabulary acquisition in language learning and the value of using teaching aids to support and enhance the learning process. So, by incorporating appropriate teaching aids into language instruction, the teachers of English language can facilitate vocabulary learning, improve its retention, and motivate grade 10 students to actively engage with the material, leading to more successful language learning.

Hammer (2007) cited in Carmen & Alicia (n.d), explains that the advantages of visual means include the use of realia in the classroom is helpful for teaching the meaning of words and motivating students. Besides that, the learning process is more interesting for the learners when realia is applied, as it can provide a good starting point for a variety of language work and communication activities.

Undoubtedly, visual aids provide additional context and visual clues that help students to better understand the meanings of new words. Thus, seeing images or illustrations together with vocabulary words can helps the grade 10 students to reinforce their meanings and makes abstract concepts more concrete. Moreover, visual aids also help the students to make vocabulary more memorable by creating strong mental associations between words and their visual representations. Ultimately, visual aids capture students’ attention and interest, making the learning process more engaging and enjoyable. Students are more likely to stay focused and actively participate in lessons when visual aids are used, leading to higher levels of motivation and enthusiasm for learning.

# 3.6 Disadvantages of teaching vocabulary using visual aids

By the contrast, visual aids can negatively impact the teaching and learning of English language vocabulary. Chandra et al, (n.d, p. 13), argue that “There are some downsides in teachers designed aids. Generally, course books are well organized according to the steps of teaching. It can be boring but it gives a kind of security while teachers designed materials may lack clear direction. They may also lack quality. Due to lack of experience or understanding they may contain errors”.

Despite these potential disadvantages, the aids also offer several advantages, including customization to meet the specific needs and preferences of students, flexibility to adapt to diverse learning contexts, and opportunities for creativity and innovation in teaching. With careful planning, review, and revision, teaching aids can effectively support student learning and enhance the overall teaching experience. So, Tamo (2009, p. 79) says that some disadvantages of teaching vocabulary using visual aids can be the following:

* Visual aids may be too culturally biased, so unnecessarily difficult to be understood outside the language community;
* The vocabulary might not be relevant to the student’s immediate needs;
* Special preparation is necessary which can be time consuming;
* Some visual aids can become out-dated easily;

Notably, visual aids may not always represent the meaning or usage of vocabulary words. Thus, some concepts may be difficult to convey visually, leading to misunderstandings or misconceptions among students. Aditionaly, visual aids may unconsciously introduce cultural prejudice, especially if the images used are not culturally sensitive or inclusive. This can hinder students’ understanding of vocabulary and disseminate stereotypes or misconceptions.

In some cases, visual aids may disturb students from the main learning objectives or content. Moreover, access to suitable visual aids, such as high-quality images or multimedia resources, may be limited or costly for teachers of English language or institutions with limited resources. So, this can pose challenges in providing equitable access to effective visual materials for all students. Ultimately, creating or selecting appropriate visual aids can be time consuming for teachers, especially when teaching a wide range of vocabulary topics. Therefore, incorporating visual aids into lessons may require additional time for preparation and implementation.

# 3.7 Strategies for teaching vocabulary using visual aids

The teaching and learning process is always supported by teaching strategies, thus, the teaching strategies are known as tactics the the teachers use to enhance the teaching and learning process. So, below it is discussed some strategies the teachers of English language at Sangariveira Secondary School can use with visual aids to enhance vocabulary.

Certainly, there are different strategies which teachers can use to enhance vocabulary. As one of the strateggy that can be used to enhance vocabulary, Doff (1988), states that we can enhance vocabulary by saying the word clearly and write it on the board, get the class to repeat in chorus, draw a picture to show what the word means, give an English example to show how the word is used and ask questions using the new word. Although vocabulary can be taught without any teaching material, visual aids are effective in teaching English vocabulary, because they bring the real referent to the students’ mind.

In the same line of ideas, Harmer (1991, p. 229), stipulates that "when the teachers uses the visual aids to enhance vocabulary can start by showing or drawing pictures, or miming the actions. The words are carefully modelled, and the teachers may well conduct a rapid cue-response drill where he or she points to a picture or mimes the action and then nominates a student to say walk or climb". Accordingly, students can be asked to put the correct verb in the sentences. These can be projected or written onto the board, provided that the students can still see the pictures. This can be done with the whole class or the students can work in pairs. The students can be asked to write new instructions using the new words, Harmer (1991, p. 230).

Another strategy proposed by Harmer (2007) is, students are shown a picture of a lake or a river where people are rowing each other around. In the foreground, a woman is talking to a young man with a broken arm. We tell the students that they should read a certain dialogue and see if they can guess the word or words that are missing in each of the blanks. Moreover, we can also give to the students a sequence of description. The sequence starts when students talk to each other in pairs or groups and discuss situations in which they need to explain things to visitors, family and friends. They then read some descriptions and have to say (guess) what is being described.

However, the pictures, or all selected visual aids should be visible to all the students, because when showing anything to students they all tend to be attentive, and if it is not visible students will get frustrated and start disturbing the lesson, and the lesson might not be effective to all the students. First, teachers selects suitable visual aids for a lesson and include the vocabulary that in the wordlist of the course book units. Second, the teachers designs tasks according to the materials chosen, Mohamed (2018, p. 189). Not only the tasks should also be designed taking into considaration the level of the students. Third, "students try to understand the materials given", Mohamed (2018, p. 189).

Fourth, teachers promotes discussion and encourages students to discuss and talk in order to understand the new vocabulary. Here, the teachers may answer questions give comments to highlight the target vocabulary, and encourage students to use their dictionaries. Fifth, students are encouraged to personalize chunks of language taken from the materials. Finally, students complete the tasks given using the target vocabulary as keywords, Mohamed (2018, p. 189).

Defenitely, the teachers should not only relay on the discussed strategies above, there are plenty of them which can be employed to foster students English vocabulary. Yet, language is dynamic, which means it is possible to have some changes in its structure and more vocabulary can be added, so, teachers should be creative when planning the visual aids. Thus, the strategies for teaching language are also dynamic because teachers enhance different lexicons, strategies can vary according to the vocabulary, and according to the level and needs of the students, and creativity is needed when deciding which strategy to use to enhance the English language vocabulary.

* 1. **Chapter summary**

Visual aids can be verry effective in teaching and learning process, they are instructional tools or materials that are used to support teaching and learning by providing visual representation of information. So, these aids are designed to complement verbal explanations and enhance comprehension, retention, and engagement among learners. Moreover, 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.

Furthermore, 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. Some types of visual ais are, Flashcard, Projector, Flip charts and the human body. Undoubtedly, teaching aids/ materials are important because every individual has tendency to forget but proper use of these aids, help to remember lessons permanently. All teachings aids can be effectively used in class to motivate the students to learn better. However, visual aids may be too culturally biased, so unnecessarily difficult to be understood outside the language community.

# CHAPTER IV: DATA PRESENTATION AND DISCUSSION

This chapter presents and discusses the data collected from teachers and students through interviews and lessons observation under the topic “Using Visual Aids to Enhance English Language Vocabulary in Grade 10 Students: A Case of Sangariveira Secondary School- Quelimane”.

# 4.1 Data presentation and discussion from observation checklist

**1. Does the teachers assess students' understanding after using visual aids?** This question was addressed to examine the use of visual aids when teaching English language vocabulary to grade 10 students at Sangariveira Secondary School. So, the observation confirmed that the teachers assesses students’ understanding after using visual aids, as the teachers asked questions after the lesson. Certainly, this practice is important because assessment allows both teachers and students to reflect on what has been understood. Thus, the visual aids observed included body movements, printed photos with illustrations and corresponding vocabulary, as well as some real classroom materials. Definitely, these tools served to introduce vocabulary and to reinforce it visually. Moreover, this aligns with Ahmed (2018), who emphasized that meaningful interaction around teaching aids is a crucial component of active learning. However, more structured forms of assessment, such as guided tasks or formative checklists, could further enhance effectiveness.

With the question **2. Do students participate in vocabulary activities involving visual aids?** the researcher wanted to *i*dentify grade 10 students’ problems in learning the English language vocabulary through visual aids. During the observation, no specific activities involving visual aids were observed. Visual aids were present in the classroom, however, there were no visible student-centered activities using them for vocabulary reinforcement. Definitely, this indicate a missed opportunity for active engagement, where students could have interacted more, as highlighted by Konomi (n.d.), active participation with visual aids helps learners process language through multiple modalities. The lack of interactive activities could also imply that students are passive recipients rather than active users of vocabulary, which can limit long-term retention and use.

To examine the use of visual aids when teaching English language vocabulary, it was raised the question**3. Do students seem to remember vocabulary better when visual aids are used?** from the observed lessons, it was clear thatstudents appeared to remember vocabulary when visual aids were used. This was evident when the teachers employed some materials already available in the classroom. Thus, students responded with familiarity and correct use of words introduced through those materials. According to Allen & Marquez (2000), the dual-channel processing involved when learners both see and hear vocabulary helps store it in long-term memory. Therefore, the presence of visual aids enhances comprehension and recall information, particularly when integrated meaningfully within the lesson.

Concerning the question **4. Are the visual aids appropriate for the students’ level?"** the researcher wanted to describe the problems faced by grade 10 students in learning vocabulary through visual aids. Subsequently, the materials observed during the lesson were appropriate for the students’ level. Meanwhile, students showed attentiveness and appeared to connect with the content presented. Hence, this suggests that the complexity and format of the visual aids matched their cognitive and linguistic level. Certainly, visual aids that are well-aligned with students’ levels can boost their engagement and comprehension, as emphasized by Brinton (2000), who noted that visual materials make learning more exciting and meaningful when suited to learners' developmental needs. Therefore, this implies that the teachers has some level of awareness regarding the selection of appropriate materials.

**5. Is there a clear connection between the visual aids and the lesson objectives?** this question, was used to examine the connection between the visual aids and the lesson objectives. The observation showed that the visual aids used were connected to the lesson objectives. Thus, the alignment between what was visually presented and the vocabulary targeted in the lesson was clear. So, this linkage plays a critical role in ensuring that visual materials are not just decorative but pedagogically functional. As the UNODC (2004), emphasizes, visual aids must serve as integral parts of the learning process to foster better retention and transfer of learning. Therefore, this coherence enhances learning outcomes and ensures that visual aids are used with purpose and direction.

With the question **6. Are students given opportunities to describe or use the vocabulary shown in visual aids?** the researcher wanted to*identify students’ problems in learning vocabulary using visual aids.* From the observation, it was noticed that students were given opportunities to describe vocabulary during the lesson but were not engaged in follow-up activities to practice or use the vocabulary. Certainly, this partial usage limits the effectiveness of visual aids, as exposure without usage often leads to limitations in learning process. According to Konomi (n.d.) and Ur (1991), repeated interaction with new vocabulary in context, especially through speaking or writing tasks is vital for effective learning. Therefore, while the teachers initiated the learning process visually, student involvement could improve retention and application.

*To describe and propose solutions to challenges in vocabulary learning through visual aids it was used the question.***7. Is there any challenge in using visual aids during the lesson?** during lessons observation, a challenge was noted concerning the visibility of the printed photos used in class. Thus, some were too small or placed in locations difficult to see for students at the back. This issue reduces the instructional value of visual aids, as the UNODC (2004) manual recommends, visual aids should be clearly visible to all learners. Therefore, addressing these issues through larger prints, digital projection, or better classroom positioning could enhance accessibility and ensure all students benefit equally from visual support in vocabulary instruction.

# 4.2 Data presentation and discussion from students’ interview guide sheet

In order to identify grade 10 students’ problems in learning the English language vocabulary, it was raised the question **1. What Challenges do you face when trying to learn new English Language vocabulary­?** so, **St2** said *the challenge I face is to pronounce the vocabulary that the teachers enhancees*". For **St6** "*the challenge I face is remember the words and use them correctly*". **St8** stated "*the challenges I face when learning new vocabulary is using it in a daily interactions, sometimes we forget how to use them properly but we remember later*".

Thus, students indicated issues such as difficulty in pronunciation (**St2**), memorization and correct usage (**St6**), and integrating vocabulary into daily speech (**St8**). Certainly, these reflect barriers in vocabulary acquisition. In this vain, Ahmed (2018), sustains that learners’ difficulties are often tied to their limited exposure to context-based learning and the absence of real-life linkage to vocabulary. So, visual aids can help in reducing these problems by reflecting words to images or actions, making them more concrete and easier to retain, as supported by Mannan (2005) who notes that teaching aids can make learning more concrete, effective, and meaningful.

The question **2. How do Visual Aids help you to understand new English Vocabulary?** was assigned to scrutinize the effectiveness of using visual aids to enhance English language vocabulary to grade 10 students at Sangariveira Secondary School. For this question, **St1** stated that "*visual Aids help us to better understand new vocabulary because after seeing them, we can describe a new word*". **St3** responded that "*They help me in the sense that I see that the object and the word that is used to refer it*". Additionally, **St7** said "*they help because most of the times when I see the object that the teachers used in the class, I remember its meaning or how it is called in English*".

Clearly, students (**St1, St3, St7**) reported that visuals help them to associate images with vocabulary, reinforcing retention and understanding. Hence, this aligns with the dual-coding theory (Paivio, 1986), as discussed in the work by Allen & Marquez (2000), where verbal and visual representations together strengthen memory encoding and retrieval. Additionally, Konomi (n.d.) also emphasized that visual aids transmit information to long-term memory, particularly for young learners.

With the question **3. How do you Compare learning Vocabulary with Visual Aids versus learning without them?** The researcher wanted to scrutinize the effectiveness of using visual aids to enhance English language vocabulary. So, According to **St1** "*learning vocabulary with visual aids is better than learning without them*". For **St6** "*when visual aids are used I easily understand what a certain word means, so learning vocabulary with visual aids is better than learning without them*". Additionally, **St9** stated that "*learning vocabulary with the use of visual Aids help us to understand new words better, while without them we have difficulties learning*". For this question, **St10** said "*depends on the material, if the teachers bring something that we have never seen, we can forget the words easily as we do not know when we will see them*".

From these responses, it is clear that most students (**St1, St6, St9**) favored visual aids, citing that they improve comprehension and retention. On the other hand, **St10's** remark about unfamiliar visual aids, this suggests that familiarity with the context of visual aids matters. So, this is supported by Brinton (2000), who emphasizes that visual aids must connect to learners' existing knowledge and experiences. Moreover, when learners interact with visual aids related to real objects or actions, they show higher motivation and better vocabulary usage (Konomi, n.d).

Concerning the question **4. Do you think Visual Aids make English lessons more interesting? Why yes or Why not?** the researcher wanted to explore how visual aids influence students’ engagement and interest. For this question, **St3** said "*The use of Visual aids makes the lesson more interesting because students can easily understand and feel motivated to learn*". **St5** responded "*yes, because we enjoy how the teachers teachers when he brings visual aids*". **St6** "*yes, visual aids make English lessons more interesting, however, if the materials are not visible is difficult for us who seat at the back to see the images*". Similarly, **St8** and **St10** also responded "*yes*", claiming that "*the lessons seem to be different to other days, so we enjoy it*".

From the responses, it is obvious that Students (**St3, St5, St6, St8, St10**) agreed that visual aids increase interest and enjoyment in lessons. So, teaching aids make lessons more interactive and participatory. Additionally, visual aids create a multisensory learning experience that sustains attention, a concept reinforced in the UNODC (2004), which states that visual aids support attention and create a vivid and lasting impression.

**5. What challenges do you face when learning new vocabulary with visual aids?** this question investigated students' difficulties related to the use of visual aids. Regarding it, **St4** said "*I do not face any challenge*". Additionally, **St6** said "*the challenge I face, sometimes, is to remember the words of the visual aids used to enhance when the teachers asks me at the end of the lesson*". For this question, **St8** said "*The challenges I face are with the pronunciation of the words*".

Clearly, responses were mixed, **St4** reported no issues, whereas others (**St6, St8**) cited difficulty in recalling vocabulary or pronunciation. Accordingly, this aligns with research by Konomi (n.d.), who noted that although visual aids support comprehension, they may not always aid in pronunciation unless supplemented with phonetic input or audio aids. Visuals must therefore, be complemented by teachers-guided pronunciation drills or audio-visual tools.

With the question **6. Do you think using visual aids inside the classroom can help you to learn vocabulary better? Why yes or Why not?** The researcher wanted to examine student perceptions about the effectiveness of visual aids in vocabulary learning. For this question almost all the students said "*yes*". So, **St3** said "*because it is easy to learn a word seeing what it refers to*". In the same line, **St9** added that "*visual aids in the classroom can help us to learn English better not only inside the classroom but also outside of it*".

The unanimous "**yes**" from students is strong evidence of their positive perception. Hence, **St3** and **St9** highlighted the role of visual aids inside and outside the classroom. Certainly, this is validated by Ortega et al. (2016), who argue that learners absorb information through additional sensory perception which helps to bridge classroom and real-life contexts. Furthermore, visual aids reduce language anxiety and increase confidence, by bringing real life issues in the class, which is essential for language learners.

**7. What advice would you give to teachers about using visual aids to help students learn vocabulary better?** This question sought students’ suggestions, which informs recommendations for improving teaching through visual aids. Hence, **St3** "*I would advise the teachers to use almost always the visual aids, in this way we can learn the English language*" **St6** " *I advise the teachers prepare material that are easy to remember, after that can bring the difficult one*". Regarding this question, **St7** said "*the advice I give to teachers regarding the use of visual aids to help students lean more vocabulary better is to be more patient, improve their explanations and bring more materials*".

Students advised more frequent use, better material design, and improved explanations. For instance, **St6** suggested starting with simple materials, while **St7** emphasized teachers patience and clarity. Thus, these align with UNODC (2004), which suggests visual aids should be simple, bold, and relevant to the learners' level. Furthermore, Ahmed (2018) recommends that teachers not only use teaching aids but also design them to suit learners’ needs and contexts.

# 4.3 Data presentation and discussion from teachers’ interview guide sheet

The objective of the question 1. **How do you usually enhance vocabulary in your Grade 10 English classes?** was to explore the current methods and strategies used by Grade 10 English teachers in teaching vocabulary. So, regarding it, **T1**, stated that: "*I usually enhance vocabulary through reading texts, context-based explanations, and using examples in sentences. I also encourage students to use new words in speaking and writing*". In the same line, **T2** said: "*I enhance vocabulary in different ways, by using synonymous and antonymous, reading texts and writing compositions*".

Notably, the data revealed that teachers employ traditional approaches to vocabulary instruction, such as text reading, the use of synonyms and antonyms, and sentence construction. These strategies align with the literature, which emphasizes the importance of context and repetition in lexical learning (Thornbury, 2002). Additionally, the use of both written and oral production by students confirms the application of the principle that "vocabulary needs to be used actively in order to be retained" (Mannan, 2005, p. 108). However, as Walters (2004) highlights, many teachers still have doubts about the most effective vocabulary teaching practices, which emphasizes the need for on-going professional development, and use of students-centered methods.

In order to assess the effectiveness of visual aids in enhancing vocabulary acquisition among Grade 10 students, it was raised the question 2. **In your experience, how effective are visual aids in improving students’ vocabulary learning?**. Thus, **T1** said: "*Visual aids are very effective. They help students understand and remember new words better, especially when they can see what the word represents*". Form **T2**: "*They are positively effective, although sometimes it is time spending to prepare them*". From these responses, it is clear that teachers consider visual aids effective in enhancing vocabulary learning, as they help students visualize the meaning of words. So, this is supported by Paivio’s Dual Coding Theory (1991), who argues that information processed both verbally and visually is better retained. Moreover, Clark and Lyons (2004), adds that the use of visual aids also enhances long-term memory and facilitates the formation of enduring mental models, corroborating reports that students recall words better when they are associated with images.

With the question3. **What criteria do you use to select appropriate visual aids for teaching vocabulary?** the researcher wantedto identify the criteria used by teachers in selecting suitable visual aids for vocabulary instruction. In relation to it, **T1** stated that: "*I consider the relevance to the topic, clarity, simplicity, and whether the visuals are suitable for the students' level and cultural context*". On the other hand, **T2** said: "*I just think on my students, I mean the levels, the materials I use in grade 8, are different from the material I use in grade 10*".

Remarkably, teachers demonstrated awareness in choosing visual materials, taking into account their appropriateness to students’ levels and sociocultural realities. So, this is in line with what Cunningsworth cited in Chandra (2015) argues, affirming that materials should be connected to the real world and to learners' characteristics such as age, maturity level, and social context. Additionally, Wright also lists clarity, relevance, and authenticity as key criteria in the selection of effective images (as cited in Mendoza et al., 2019).

Regarding the question **4. What challenges do you encounter when using visual aids to enhance vocabulary?** The researcher wanted to examine the challenges faced by teachers in the use of visual aids for teaching vocabulary in Grade 10. So, **T1** said: "*Sometimes there is a lack of resources like projectors or printed materials. Also, some students may not relate well to certain images*". For **T2**: "*The challenges are too many, sometimes the budgets, the needed material, for a specific lesson, sometimes are not available*".

From given responses, it clear that challenges reported by teachers include a lack of materials, budget constraints, and difficulties contextualizing images. Certainly, these barriers are common in under-resourced teaching contexts, as Kapur (2015) points out, reinforcing that the absence of adequate resources hinders the teaching-learning process and may limit the effectiveness of visually based teaching strategies. Therefore, in such contexts, teachers improvisation and creativity are essential to overcome these challenges.

Concerning the question 5. **Have you noticed any difference in vocabulary retention between students taught with visual aids and those taught without them? If yes, what are they?** the researcher wanted to compare vocabulary retention levels between students taught with visual aids and those taught through traditional methods. Thus, **T1** said: "*Yes, students taught with visual aids usually remember words better and use them more confidently. The visuals help create stronger memory connections*". In the same line, **T2** said: "*Exactly, when using visual aids the students understand the meaning of the words right in the moment I enhance. Whereas, when not using, I should find different ways to explain a single word*".

Notably, for the question 5, both teachers affirmed that students retain vocabulary more effectively when it is taught with the support of visual resources. Thus, research by Clark and Lyons (2004) confirms that visual learning enhances retention by integrating visual and auditory memory, thereby creating lasting mental models. Furthermore, studies by Brinton (2000) and Bamford (2003) indicate that images facilitate meaning-making and stimulate students’ emotional engagement, both of which are crucial for the consolidation of new terms.

To analyze how teachers adapt and tailor visual aids to meet the diverse learning needs of Grade 10 students, it was raised the question 6. **How do you ensure that visual aids are appropriate and effective for different grade 10 students?** for it, **T1** said: "*I choose visuals based on the students' age, background, and interests. I also check if the images are easy to understand and support the lesson goals*". For this question, **T2** said: "*Knowing the level and needs of the students helps me to ensure that. Although sometimes it fails, I can prepare material, and during the lesson notice that are not effective*".

Notably, teachers expressed concern in adapting visual resources based on students’ age, interests, and level of comprehension. So, this aligns with the principles of differentiated pedagogy and with Canning-Wilson’s (1998) assertion that visual aids should be adapted to learners’ profiles in order to foster effective and motivating learning. Nonetheless, the difficulty in predicting material effectiveness highlights the importance of on-going assessment throughout teaching practice.

For the last question7. **How do you address the limitations of visual aids, such as availability or student accessibility?** the researcher wantedto investigate the strategies teachers use to overcome limitations related to access and availability of visual aids. So, **T1** stated that: "*I use low-cost materials like drawings, posters, or flashcards. Sometimes I also describe the visuals verbally or encourage students to create their own*". In the same point, **T2** said: "*Sometimes I draw on a paper, or use low-cost materials, as most of the times we don’t receive any support from the school*".

In response to resource scarcity, teachers reported using low-cost materials such as drawings and posters, and even creating materials with the help of students. Thus, this practice is supported by Arif and Hashim (2006), who advocate for the use of simple and accessible visual aids as a means of democratizing education and ensuring active student participation. Furthermore, Kapur (2015) also emphasizes that the creative use of local resources can enrich the learning experience even in resource-constrained environments.

# 4.4 Discussion of the findings

The findings from the study on the use of visual aids to enhance English language vocabulary in Grade 10 students at Sangariveira Secondary School highlight several key aspects. Firstly, the observation confirmed that teachers integrate visual aids such as body movements, printed images, and real classroom materials when introducing new vocabulary. These aids play a role in reinforcing vocabulary retention and comprehension. However, structured assessment of student understanding remains limited to questioning, without follow-up activities to consolidate learning. Thus, the findings suggest that while visual aids are valuable, their effectiveness could be enhanced through more interactive learning strategies.

Additionally, students reported various challenges in vocabulary acquisition, including pronunciation difficulties, memorization issues, and trouble integrating words into daily speech. Hence, many students acknowledged that visual aids support their learning by linking words to images and real objects, consistent with Paivio’s Dual Coding Theory (1991). However, they also noted that unfamiliar visual representations sometimes hinder retention. Furthermore, students expressed concerns over the visibility of certain materials, particularly for those seated at the back side.

In the same line, teachers recognized the benefits of visual aids but cited challenges such as resource constraints, budget limitations, and difficulties in selecting culturally appropriate materials. Despite these limitations, they attempt to mitigate the issues by using low-cost materials such as posters and drawings. However, improvisation alone cannot fully address the need for more engaging and interactive visual aids. Therefore, the researcher suggests that institutional support in providing adequate teaching resources would improve the integration of visual aids in vocabulary instruction.

Above all, to optimize the impact of visual aids in vocabulary learning, several improvements are recommended, ensuring the use of visible and relevant images, integrating student-centered activities, and structuring interactive assessments can reinforce retention. Additionally, teachers should consider incorporating audio elements alongside visual materials to address pronunciation challenges. Therefore, research by Clark and Lyons (2004) emphasizes that visual aids must be pedagogically functional rather than merely illustrative, reinforcing the need for purpose-driven implementation. Ultimately, a combination of accessibility, engagement, and support can support the effectiveness of visual aids in Grade 10 vocabulary instruction.

# 4.5 Chapter summary

Chapter IV presents and discusses data from classroom observations, student and teachers interviews regarding the use of visual aids in teaching English vocabulary to Grade 10 students at Sangariveira Secondary School. Observations confirmed that visual aids like body movements, printed photos were used to support vocabulary introduction. However, there was a lack of interactive student-centered activities, limiting engagement. Visual aids were appropriate and aligned with lesson objectives but suffered from visibility issues. Interviews revealed students faced challenges such as pronunciation, retention, and applying vocabulary in daily use. Nonetheless, most students agreed that visual aids enhanced understanding, made lessons more interesting, and supported long-term retention, especially when the materials were familiar and well-integrated.

# CHAPTER V: CONCLUSION AND SUGGESTIONS

# 5.1 Conclusion

Visual aids are instructional tools or materials that are used to support teaching and learning by providing visual representation of information. These aids are designed to complement verbal explanations and enhance comprehension, retention, and engagement among learners. So, this study examined the effectiveness of visual aids in enhancing English vocabulary acquisition among Grade 10 students at Sangariveira Secondary School in Quelimane.

The findings of this study highlight the relevance of visual aids in teaching English language vocabulary to Grade 10 students at Sangariveira Secondary School. Thus, through observations and interviews, it was evident that visual aids contribute to better vocabulary retention and comprehension. The data, emphasize that students improve word retention and understanding when images, charts, and real-world objects are incorporated into lessons. However, in observation it was noticed that while visual aids were present, they were not always used in interactive or student-centered activities, limiting their full potential in vocabulary acquisition.

Despite benefits of visual aids, the study identified challenges faced by both students and teachers when incorporating them. That is, students struggled with pronunciation, memorization, and contextual usage of new vocabulary. Accordingly, some also found that certain unfamiliar visual representations hindered understanding rather than facilitating learning. Teachers, on the other hand, encountered issues such as limited resources, budget constraints, and difficulty in selecting culturally appropriate materials. So, these barriers affected the integration of visual aids into lesson planning and implementation,

To enhance vocabulary learning through visual aids, the study recommends structured activities that actively involve students in the process, rather than passive observation. The use of larger and clearer images, integration of interactive tasks, and support from educational institutions in providing materials would greatly improve their effectiveness. Furthermore, combining visual aids with audio input can address pronunciation difficulties, ensuring students acquire word meanings and correct pronunciation.

In conclusion, visual aids serve as an essential tool in vocabulary instruction, however, their potential is realized only when they are well-integrated into interactive and purposeful learning experiences. Thus, addressing the challenges identified in the study require collaboration from teachers of English, school, and also, curriculum designers.

# 5.2 Suggestions

***5.2.1 Suggestions for Teachers of English***

1. English language teachers should incorporate student-centered activities such as group discussions, role-playing, and games using visual aids to ensure active engagement. This may increase student participation and motivation; and promotes vocabulary usage in real contexts.
2. English language teachers should choose images and illustrations that align with students’ real-life experiences and cultural backgrounds to make learning more meaningful in order to boost comprehension and retention.
3. English language teachers should integrate pronunciation guides, audio clips, and verbal descriptions alongside visual aids to reinforce vocabulary comprehension and correct usage. It may reinforce vocabulary, listening and speaking skills.
4. English language teachers should use vocabulary flashcards with images and words to introduce new terms during lessons, especially nouns and adjectives. It helps in recalling the vocabulary, especially for concrete nouns and adjectives.
5. English language teachers should bring real items (e.g., fruits, tools, clothes) to class to teach vocabulary through observation and interaction. This may stimulate multiple senses (seeing, touching), leading to effective vocabulary learning.

***4.2.2 Suggestions for Students***

1. Grade 10 students should engage actively with visuals, instead of passively observing, describe, analyse, and use new vocabulary in sentences to reinforce retention, this helps the students using the vocabulary in meaningful way and enhancing its retention.
2. Grade 10 students should associate vocabulary with familiar images or experiences to improve memory retention and word recall. This can foster personal connections strengthen memory and make the vocabulary learning faster and easier.
3. Grade 10 students should make a habit of revisiting visual-based vocabulary in daily conversations, journals, or presentations to solidify learning. This process, promotes long-term retention and vocabulary integration into daily use.
4. Grade 10 students should make own flashcards with the word on one side and a picture or example on the other to practice at home. So, it encourages self-study and develops understanding through personal involvement.
5. Grade 10 students should install and use vocabulary learning apps that include image-based word learning. So, language learning apps provide interactive, consistent exposure to words in a fun and game format.

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# Appendices

**Appendix I: Observation guide sheet**

**Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| The purpose of this interview guide sheet is to collect data regarding the Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane. The data to be collected will only be used, exclusively, for the accomplishment of English Language Teaching Course at Universidade Licungo, and the researcher will maintain confidence of the information that will be shared by the students. |

Date: \_\_\_\_/\_\_\_\_/2025

|  |  |  |  |
| --- | --- | --- | --- |
| Questions | Options | | Comments |
| 1. Does the teachers assess students' understanding after using visual aids? | a) Yes | b) No |  |
| 1. Do students participate in vocabulary activities involving visual aids? | a) Yes | b) No |  |
| 1. Do students seem to remember vocabulary better when visual aids are used? | a) Yes | b) No |  |
| 1. Are the visual aids appropriate for the students’ level? | a) Yes | b) No |  |
| 1. Is there a clear connection between the visual aids and the lesson objectives? | a) Yes | b) No |  |
| 1. Are students given opportunities to describe or use the vocabulary shown in visual aids? | a) Yes | b) No |  |
| 1. Is there any challenge in using visual aids during the lesson? | a) Yes | b) No |  |

Source: the author, 2025

**Appendix II: Interview guide sheet for the students**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/2025

**Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane**

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| The purpose of this interview guide sheet is to collect data regarding the Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane. The data to be collected will only be used, exclusively, for the accomplishment of English Language Teaching Course at Universidade Licungo, and the researcher will maintain confidence of the information that will be shared by the students. |

1. What challenges do you face when trying to learn new English language vocabulary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. How do visual aids help you to understand new English vocabulary better?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. How do you compare learning vocabulary with visual aids versus learning without them?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Do you think using visual aids makes English lessons more interesting? Why yes or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What challenges do you face when learning new vocabulary with visual aids?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Do you think using visual aids inside the classroom can help you to learn vocabulary better? Why yes or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What advice would you give to teachers about using visual aids to help students learn vocabulary better?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Appendix III: Interview guide sheet for the teachers**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/2025

**Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane**

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| The purpose of this interview guide sheet is to collect data regarding the Using Visual Aids To Enhance English Language Vocabulary In Grade 10 Students: A Case Of Sangariveira Secondary School- Quelimane. The data to be collected will only be used, exclusively, for the accomplishment of English Language Teaching Course at Universidade Licungo, and the researcher will maintain confidence of the information that will be shared by the teachers. |

1. How do you usually enhance vocabulary in your Grade 10 English classes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. In your experience, how effective are visual aids in improving students’ vocabulary learning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What criteria do you use to select appropriate visual aids for teaching vocabulary?

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1. What challenges do you encounter when using visual aids to enhance vocabulary?

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1. Have you noticed any difference in vocabulary retention between students taught with visual aids and those taught without them? If yes, what are they?

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1. How do you ensure that visual aids are appropriate and effective for different grade 10 students?

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1. How do you address the limitations of visual aids, such as availability for student?

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