# 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.