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Title:

*ASTUDY ON THE IMPACT OF VISUAL AIDS
IN TEACHING AND LEARNING ENGLISH
VOCABULARY IN GRADE 8: THE CASE OF
EMDIBER JUNIOR SECONDARY SCHOOL IN
HCEHA WOREDA, GURAGE ZONE*

BY:

DerejeGetachew

ID.No: GSR /6013/04

Advisor: MekuriaAbera (PhD)

june, 2015

Adama, Ethiopia

RESEARCH TITLE

A Study on the Impact of Visual Aids in Teaching and Learning
English Vocabulary in Grade 8: The Case of Emdiber Junior
Secondary School in Cheha Woreda, Gurage Zone

BY

Dereje Getachew

ID. No: GSR/6013/04

Advisor: Mekuria Abera (PhD)

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Program) In Partial Fulfillment for the Degree of Master of Arts in
Teaching English as A foreign Language (TEFL)*

june, 2015

Adama, Ethiopia

APPROVAL SHEET

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PG Candidate	Signature	Date
Approved By:		
1. -----	-----	
AdvisorSignature	Date	
2. -----	-----	-----
Chairperson Signature	Date	
3. -----	-----	-----
Internal ExaminerSignature	Date	
4. -----	-----	-----
External ExaminerSignature	Date	

STATEMENT OF AUTHOR

First, I would like to declare that this thesis is my work and that all sources of materials used in this thesis have been heartily acknowledged. This thesis has been submitted in partial fulfillment of the requirements for second degree in teaching English as foreign language (TEFL) at Adama Science and Technology University.

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LIST OF ACRONYMS AND DEFINATIONS OF KEY TERMS

I. LIST OF ACRONYMS

ESL: English as a Second Language

L1: First Language

L2: Second Language

T1: Test One

T2: Test Two

NR: Number of Respondents

M: Students' mark

N: number of students.

II. DEFINITION OF TERMS

Vocabulary: words used in a particular language or in a particular sphere.

Visual aids: Visual representations that support presentation in the form of pictures, maps and charts, cartoons, illustrations and photographs.

Control group: The group that does not receive any experimental treatment.

Experimental group: The group that is given the independent variable treatment or is exposed to some independent variable.

Pre-Test: The test administered to the subjects before the independent variable is applied.

Post-Test: The test administered to the subjects after the independent variable is applied

Abstract

The main purpose of this study is to investigate teachers' use of visual aids in teaching and learning English vocabulary. The researcher took a sample of grade 8 students and all their English language teachers at Emdiber Junior secondary School in Cheha woreda, Gurage zone. 25 students out of 115 and all English language teachers (2) were participated in the study. Among these 13 students were selected for experimental group and the remaining kept as controlled group. Five research instruments: test, questionnaire, interview, classroom observation and textbook analysis were used to collect the reliable data. The entire subjects filled in the questionnaire, whereas interview was conducted to five students and two teachers. Four vocabulary lessons for four successive periods were observed while teachers were presenting in grade 8. Both experimental and control groups who participated in the study were given a pre-test. After the treatment was given for the experimental group, post-test was employed. Based on the data analysis, it can be seen that there was a significant difference in the result of students' pre-test and post-test. The average achievement of the students' pre-test was 49% and 71.52% in the post-test as a whole respectively. The average achievement of the post-test for control group and treatment group was 60.08% and 84.54% respectively. Therefore, it can be concluded that students who were learning vocabulary through visual aids were seen well in their vocabulary learning than those who were not learning through visual aids. Moreover, the finding data depicted that almost all of the language teachers were not seen using visual aids to teach vocabularies in a more organized and consistent ways that hindered the students' vocabulary skills. Finally, based on the research findings necessary conclusion and recommendations were forwarded.

Table of contents

Contents	Page
Approval Sheet-----	i
Research title-----	ii
Statement of Author-----	iii
Biography-----	iv
Acknowledgment-----	v
List of Abbreviation and Acronyms-----	vi
Abstract -----	vii
CHAPTER-ONE-----	1
1. INTRODUCTION-----	1
1.1 . Background of the study-----	1
1.2 . Statement of the problem -----	3
1.3 . Objectives of the study-----	4
1.3.1. General objectives-----	4
1.3.2. Specific objectives-----	4
1.4. Research Questions -----	4
1.5. Scope of the study-----	4
1.6. Research setting-----	5
1.7. Significance of the study-----	5
1.8. Limitations of the study-----	5
CHAPTER TWO	
2. REVIEW OF RELATED LITERATURE-----	6
2.1. Characteristics of Elementary school student -----	6
2.2. The concepts of vocabulary-----	7
2.2.1. Vocabulary definition-----	7
2.2.2. Teaching vocabulary-----	7
2.3. Teaching English Vocabulary to grade 8-----	8

2.4. The Concept of Visual Aids-----	9
2.4.1. The use of visual aids in teaching vocabulary-----	11
2.4.2. Types of visual aids in teaching vocabulary-----	12
2.4.3. Visual aids for activities of vocabulary-----	14
2.4.4. Teachers attitude towards using visual aids in teaching vocabulary-----	14
2.4.5. Using visual aids effectively-----	14

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY-----	17
3.1. Research design-----	17
3.1.1. Experimental study-----	17
3.1.2. Pre- test post- Design-----	18
3.1.3. True experimental design-----	18
3.1.4. Randomized groups, pre-test post- test design-----	19
3.1.5. Procedure for experimental research-----	19
3.2. Participants of the study-----	21
3.3. Sampling-----	21
3.4. Data gathering instruments and procedures-----	21
3.4.1. Test-----	22
3.4.2. Questionnaires-----	23
3.4.3. Interviews-----	23
3.4.4. Classroom observation-----	24
3.4.5. The criterion of the evaluation-----	24

CHAPTER FOUR

4. METHODS OF DATA ANALYSIS-----	25
4.1. Data description of from teachers' response-----	26
4.1.1. Pre- test analysis-----	28
4.1.2. The analysis of the experimental study-----	30
4.1.2.1. The first treatment-----	30
4.1.2.2. The second treatment-----	31
4.1.2.3. The third treatment-----	32
4.1.2.4. The fourth treatment-----	32
4.1.3. Analysis of the posttest-----	33

4.1.4. Analysis of the Questionnaires-----	36
4.1.5. Analysis of the interview-----	37
4.1.6. Analysis of the classroom observation-----	37
4.1.7. Textbook Analysis-----	38

CHAPTER FIVE

5. Summary of Major finding, Conclusion and Recommendation.....	39
References-----	42
Appendixes-----	45
Appendix 1-----	45
Appendix 2-----	46
Appendix 3-----	48
Appendix 4-----	49
Appendix 5-----	51
Appendix 6-----	54
Appendix 7-----	55
Appendix 8-----	64

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

English as an instrumental language is used in countries though out the world, including Ethiopia. People to express their ideas, opinions, feelings, likes and dislikes use it. English has become very important in the recent years. It is also the key to international technologies, science as well as business. Therefore, Ethiopian government has given special status to English language. According to Ethiopian educational policy, English has been taught and the necessary steps have been taken to strengthen English language teaching as a subject starting from lower level to higher education. Effective communication couldperform based on the overall communicative competence of the learners with appropriate words in sentences. Many scholars also pointed out that vocabulary is the backbone of communication. For instance, McCarthy (1990:34) underlines the importance of vocabularythat“No matter how well the students learn the grammar, no matter how successfully the sounds of L₂ are mastered without words to express a wide range of meanings communication in an L₂ just cannot happen in any meaningful way.” This implies that, having good knowledge of vocabulary is mandatory in order to understand or convey message in communication and to read carefully and succeed inlearning. On the other hand, Harmer (1991:153) also states the importance of vocabulary that,even though the grammar aspect of the language is crucial for communication, it is vocabulary that plays a great role in conveying the appropriate and intended message to the decoder. Harmer further states that an ability to operate grammatical structure does not have any potential for expressing meaning unless words are used. This implies knowing only the grammatical aspect of the language is not enough for having interactive communication ability. Therefore;to have good communication skill one should have ample vocabulary knowledge and this may come true when the teachers use visual aids in teaching English vocabulary. Moreover, in order to improve learners’ word

power; vocabulary has to be taught as the most essential element of the language. It is easier to be onlooker than students have been exposed to vocabulary items at some stages but cannot remember them when they need for interaction. In this situation, either communication breaks down or what they have said and what actually have in their mind is not match; therefore the teacher has to apply some appropriate strategies.

A scholar like Edward (1997:98) states that since Vocabulary is one of the essential elements in all language teaching, Students have to learn words persistently as they learn other elements like grammar and speaking. This implies that the frequent uses of verbal techniques, translating it in to students' mother tongue and giving definition of words may not make our students effective user of the vocabulary of the language for actual communication. Therefore, Teachers have to use visual aids in addition to the technique mentioned above to enrich students' power of vocabulary knowledge.

Children like visual aids and they are highly motivated to learn vocabulary because it makes the students understand the lesson easily and it may help the teachers from burdensome speaking.

Wright (1976:14) clearly elaborates that Visual aids used to inspire the student to speak, to generate a situation with which his speech will have importance to offer the learner with information, to use in dialogue, together with pictures, objects, actions and events, to provide the students with non-verbal hints for handling work and to provide non-verbal prompts to dialogue imitation or to dialogue creation. It implies that visual aids assist the teachers by giving them time for classroom activities like drills, exercises, instruction and explanation for which their personal influence is indispensable. Furthermore; to enrich our vocabulary knowledge, visual aids play a great role and prevent our isolation from the world of scientific and technical knowledge that can be gained by English as a means of communication in real life situations. Apart from this, Calder (1966:41) cited in Girma (1983), states that psychologists have found that 84% of what we learn we get from seeing; 13% of what we learn we get from hearing; and only 3% we learn in other ways. This implies that most of what we learn we get through visual aids. Therefore, visual aids have an invaluable role in making children enrich in vocabulary.

1.2. Statement of the problem

It is impossible to be successful in studying English language without mastering the vocabulary. Vocabulary is a center of language and of critical importance of typical language. Without having sufficient vocabulary knowledge, people cannot communicate effectively or express their ideas in both oral and written forms. To support the speaker's interaction in communication, vocabulary becomes important because it used as a foundation to construct a word in to sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

Hocket (1978:129) states that learning vocabulary, as a second language is not as tranquil as first language. It needs strict thoughtfulness in the schoolroom. Another scholar, Finnochiaro (1974:73) states, "There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words that the students understand, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they don't use the words in speaking or in writing." These definitions imply that there are words that are easily remembered and known when someone speaks to us and there are words that are not remembered easily both in speaking and listening. Furthermore, the more vocabulary the learners have, the easier for them to develop their four language skills and learn English as the foreign language.

In Ethiopia, some research works related to vocabulary are conducted. For instance, Abebe (1997), Tesema (2005), Girma (1983) and Jeylan (1999) are among the author who conducted research on vocabulary. They mentioned the use of vocabulary learning and various types of vocabulary learning strategies in English as a second language. For instance, Girma indicated

that the importance of visual aids for maximizing individualized instruction in teaching English language for beginners. Nevertheless, none of them relates the teaching of vocabulary with visual aids except Tesema who conducted a research on the role of visual aids. However, he did not clearly show how teachers use visual aids and its importance by doing experiment.

As some teachers who have been teaching in Emdiber Junior secondary school and as far as my experience is concerned, grade 8 English language learners and teachers of Emdiber Junior Secondary School didn't have experience of using visual aids in teaching and learning vocabulary and this may affect students' communication and their interaction with teacher. This is the gap that the researcher wants to fill.

What triggers the researcher to investigate this study is that as it is known grade 8 is a transitional time for joining high school, the place where all instructional media is in English language. Therefore, as the teachers who have been teaching in the aforementioned school and as far as my experience is concerned, students face a great challenge in interacting, communicating and understanding each other and with their teacher due to lack of sufficient vocabulary knowledge. Furthermore, they have sometimes used words wrongly during writing, reading and speaking activities. This discussion indicates that using visual aids in teaching vocabulary is a crucial point to enhance learners' interaction with each other, with books and with their classroom and/or plasma teacher.

1.2. OBJECTIVE OF THE STUDY

1.3.1. GENERAL OBJECTIVE

The main objective of this study is to awaken grade eight English language learners and teachers at all elementary schools in general and grade eight English language learners and teachers at Emdiber Junior secondary school in particular to use visual aids in teaching English vocabulary and developing the four language skills.

1.3.2. SPECIFIC OBJECTIVES

The specific objectives of this study are:

- Analyzing how visual aids help the learners in learning English vocabulary.
- Investigating the common ways of visual aid implementation in teaching English vocabulary.
- Identifying whether the students are achieving the expected level or not by using visual aids in learning English vocabulary.
- To make the learners achieve the expected level using visual aids to learn English vocabulary.

1.4. RESEARCH QUESTIONS

To meet the research objectives mentioned above, the following sample questions were established.

- To what extent using visual aids helps the learners achieving English vocabulary.
- What are the common ways of implementing visual aids in teaching English vocabulary?
- What makes the learners achieving the expected level to learn English vocabulary in the classroom?
- How visual aids help learners in learning English vocabulary?

1.5. SCOPE OF THE STUDY

The scope of this study is limited to one primary school of the number of subjects it involved and its area of investigation. The focus of the study is also limited to teachers' utilization of visual aids in vocabulary teaching and learning. However, conducting research about using visual aids in teaching vocabulary in all language skills and kinds of visual aids is time consuming. So, to manage the study the researcher has limited to conduct this research on teachers' use of visual aids in teaching English vocabulary in grade 8 at Emdiber Junior Secondary School.

1.6. RESEARCH SETTING

The study has been conducted in Gurage Zone Cheha Woreda at Emdiber Junior secondary School particularly in grade 8. It is found in urban, 187km to South east of Addis Ababa and it is the specific sight of the researcher.

1.7. SIGNIFICANCE OF THE STUDY

Based on the objectives above, the significance of the study can be stated as follows: For the **students**, learning vocabulary by using visual aids can motivate the learners in order to be more interested in learning English vocabulary. For **teachers**: to provide better technique for teaching English vocabulary in the classroom. The researcher hopes that the result of the research can be used as a reference for those who want to conduct a research in teaching vocabulary using visual aids. It may give feedback for the syllabus designers and course book writers in order to make further improvements in the attempts to include adequate numbers of pictures, diagrams, charts and photographs in the textbook.

1.8. LIMITATION OF THE STUDY

It stated that the study had gone through some limitations. It is believed that the study certainly have been more reliable if it was possible to increase the size of the sample population and the number of the subject school because the larger the sample size, the better reliability to get more information. The smaller the sample cause the larger the information blocked.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. CHARACTERISTICS OF ELEMENTARY SCHOOL STUDENT

Dealing with the development of curriculum in Ethiopia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learners. There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from one another both physically and mentally. The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through lot of cheerful activities in a bright and colorful room. While adults are expected to use abstract notions since they can think rationally. As Harmer (2001:40) asserts that adults often comprehend clear thoughtful of why they are learning and what they wish to comprehend out of it. It implies that visual aids that the teachers use for teaching vocabulary to young learners and to adult learner should be unlike considering students 'age and understanding level. In other words; teaching elementary school students is not the same as teaching adults because it possesses different characteristics as maintained by Haley (1987:49): Unlike adults, children are not energetic and do not have an immediate need to gain knowledge of English because they do not concerned about career or joining higher educational institution, the place where much vocabulary knowledge of English requires. Rather they highly immersed on their every day games, actions of concentration to them, new knowledge that may come across and question that their inquiry may ask. In general, the elementary school students

are the children at the age of between seven to fifteen years old, which are keen to know and learn everything. Therefore, teachers have to identify visual aids, which are suitable for teaching vocabulary to young learners and to adult learners. Harmer (2001:38) states some common characteristics of children concerning their perception when they learn vocabulary. These are:

- *They respond to meaning even if they don't understand the words*
- *They often learn indirectly than directly*
- *Their understanding comes not just from the explanation, but also from what they see, hear and crucially have a chance to touch and interact with each other.*
- *They generally display an enthusiasm for learning and curiosity about the world around them.*
- *They have a need for individual attention and approval from their teacher.*
- *They are taken on talking about themselves and responding well to that use themselves and their own lives as main topic in the classroom.*
- *They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after sometimes.*

Based on the characteristics stated by Harmer above, the researcher concluded that elementary school students are very eager in finding out, understanding and learning everything.

2.2. THE CONCEPTS OF VOCABULARY

2.2.1. VOCABULARY DEFINITION

Vocabulary is one of the materials studied by the students of all level of schools in Ethiopia. It can be mastered if students want to master English. Silverman(2005:69) states that, learning vocabulary is an important precondition for other language elements to literacy. And it should be investigated the worth storybook reading in improving vocabulary to young children. Implies that vocabulary is the first to be mastered and it is a matter of remembering, unlike learning grammar, which is a system based mainly on rules. Thornbury (2004:94) asserts that to be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students mind. According to Ur (1996:78) there are different ways of teaching vocabulary. These are definitions, examples, detailed description, illustration, (picture objects), demonstration, context, synonyms, opposition, translation, associated ideas, and collocations. It is a fact that

teaching vocabulary is a significant factor in language teaching since words play an important role in expressing our ideas, feelings, and emotions to others during the act of communication.

Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are critical to the great structure. Language is made up of words. If we want to use language effectively, we have to have good stock of vocabulary. We cannot use the language, if we do not know the words of the language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities. Thornbury (2002:173) asserts that if one employs most of her/his time studying the language structure, her/his English will not improve very much. You will see most progress, if you learn more words and expressions. You can say very little with the grammar aspect of the language, but you can say almost anything with words. In other words, without mastering vocabulary, communication is impossible; so in order to have word power and to maintain the words in our mind, vocabulary should be thought vividly through visual aids.

2.2.2. TEACHING VOCABULARY

Vocabulary learning is very important for second language learners and plays a crucial role in language acquisition because the mastery of vocabulary can help the students to master all the language skills. Finnochiaro (1974:38) stated that vocabulary has the power to make the learners strong and confident enough in their belief that English can be used to express the same ideas or feelings they express in their native language. Furthermore, in teaching vocabulary, the teacher should introduce the list of vocabulary that taken from textbook. The teacher uses and adds other vocabulary which is relevant to the students from outside. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. When teachers have to teach the students about vocabulary, they should know vocabulary words and their meaning that can be spoken and written.

Wallace (1982:207) explains some points that teachers take into account when teaching vocabulary and it should consider the following factors:

- **Aims**-The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.
- **Quantity**-The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get too many new words. Therefore, the teacher should select new words depending on the level of students' proficiency.
- **Need**-In teaching vocabulary the teacher has to choose the words really needed by the students in communication.
- **Meaningful presentation**-In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly and unambiguous.

From the explanation above, the researcher concluded that teachers have to be rich enough in word power together with the element that should be included in the teaching learning process before getting in to the actual class. Besides, understanding what has been mentioned above are very important for teacher before teaching vocabulary to elementary school because as children are vary in their understanding level, it is advisable to know their need and to set appropriate objective of the lesson in advance.

2.3. TEACHING ENGLISH VOCABULARY TO GRADE 8

Teaching English to elementary school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skills using selected topics related to their environmental needs. Related to the objective above, the materials for the 8th grade have topics about center of interest that they often face in their life. The topics include things inside a class and things around the school. It is easier for them to perform and observe the words given which are about things inside the class and things around the school. To help the learners in learning the foreign language Merry Slattery and Jane Willis (2003:4) suggest some ways to teach them. These ways are:

- *Make learning English more enjoyable and fun*
- *Do not worry about mistakes, encourage them, and make sure children feel comfortable and not afraid to take part in.*
- *Use a lot of gestures, action, visual aids to demonstrate what you mean*
- *Talk a lot to them using English, especially about things they can see.*
- *Play games, sing songs and say rhymes and chants together. Tell simple stories in English using visual aids and acting with different voices.*

From the explanation above the researcher concluded that in teaching vocabulary to 8th grade, teachers shouldn't give the students too many new words in a lesson. Even though there is no basic rule on how many words should be given to the 8th grade per lesson, it is better about seven and eight words rather than giving them many words. It is better to practice the words given in order to achieve intellectual capacity. Few words can help them memorizing the words quickly and to internalize them.

2.4. THE CONCEPT OF VISUAL AIDS

Visual aids are non-verbal materials alluring to the sense of sight. They used in the teaching process to provide visual refreshment that reinforces what students are learning and it is the most efficient teaching aids. Since ancient time man has always made visual representation of reality and used visual stimuli to transmit information. The evidence can be drawings on the walls of pre-historic caves; Egyptian murals and hieroglyphs as well as contemporary pictograms. Today we also live in a highly visual world, dominated by visual messages. In most public places all over the world we can find information in the form of words and pictures combined. **Oxford word Power Dictionary** (Oxford: Oxford University Press, 2005), 836. The aids that can help in teaching vocabulary languages and that can be seen are called visual aids. They are used in the teaching process to provide visual stimulants, which reinforce what students are learning. Many authors confirm that visuals are among the most efficient teaching aids. For example, Knowledge Industry Publications provide us with information that visual aids have been found to improve learning by up to 400%. Furthermore, they provide practical solutions to the problems of language teachers, whose equipment, as a rule consists of nothing more than book and classroom. They include blackboard, pictures, models, charts and maps that facilitate the process of teaching. The function of each of these in helping the teaching process is discussed below.

Blackboard is a big strong of wood and the oldest association of the teacher but an essential teaching aid. It is used for writing and reading to the learners. Anything, to which the teacher wants to draw the attention of the students, is written on it. For instance, difficult words, phrase patterns, structure patterns, grammar works, questions to test comprehension. In this way, a teacher finds his lesson more interesting, lovely and effectively.

Chart is an important means of picture composition. Since not all diagrams can be drawn on blackboard, maps and charts need to be made on charts. A good number of sentences illustrating some points can be written on the chart with some diagrams. Besides sentence charts, teachers may have substitution table charts and vocabulary charts. Charts are very important for presenting and practicing structures, vocabulary items and compositions. Maps may be displaying the location of places, mountains, rivers etc.

Pictures comprise text pictures and class pictures. Text pictures are to be found in the textbook designed primarily for beginners. The meaning of a single word could show in different pictures. For example, the very first lesson of the beginners' texts may have different patterns of heads of persons and animals to teach the word head. Class pictures may be picture cards and wall pictures. Picture cards or post cards are extremely helpful in language teaching. They may be captioned or uncaptioned in front or on reverse side. Wall pictures include maps, posters, photographs etc. They may be used in place of things such as clouds, sea, mountains, etc. which cannot be brought in to the classroom. They are excellent in practice for oral communication questions and answer drill. Pictures have great importance in the sense that what cannot be described by words, can be described through them. Pictures provide us with information, increase learners' interest, and are enjoyable. Wright (1976:4) states that the role of picture in teaching vocabulary often shows an action more simply than even a talent actor can display. Learners expect their lesson to be visualizing the language they experience outside the classroom is strictly connected with images and colors. Young learners, who are not proficient enough in writing or reading, learn much about the world depending on various stimuli. It implies that their understanding comes through hands, eyes and ears, but sight is thought to be the strongest of the sense. The younger the students are, the more they need perceptual stimulation to understand and memorize new language.

Allen (1983:24), "Real objects are better than pictures whenever we have them in the classroom. When there are real windows, doors, walls, floors, desks etc. in the classroom it is silliness not to use them in our teaching." This implies that teachers have to provide actual objects in their students of teaching vocabulary since real objects are easy to use and have the power to show real world vividly. Harmer (1991:161) also states that, it is easier to show the material to the

students instead of devoting time on other techniques if a teacher wishes to introduce the word 'ring' which is worn on her/his finger.

Wright (1976:4) states that the role of pictures in teaching vocabulary can always show an action more simply than even a talented actor can demonstrate. But drawing finds huge potential in teaching language.

The researcher agreed with Wright (1990:203) that in the first place simple drawings can possibly substitute other forms of pictures. Although some teachers may not be exactly proficient enough in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. Wright (1990:210) stated that drawings deliver directly existing source of pictorial materials for the activities. Students and teachers drawings also have a special quality, which depends on their immediacy and their individuality. The element of individuality might have a significant impact on remembering, whether it is a unique expression of the teacher or even better expression of students when creating the pictures themselves.

Drawing on the board is highly flexible during presentation and therefore bears several advantages, as Wright and Haleem (1996:5) listed among their characteristics, texts and pictures can be drawn on the board in front of the class....can also be removed, added to or substituted quickly. This feature widens the teachers' option that how to present, review language in a meaningful way and this is true for teaching vocabulary. For instance, in reviewing, the teacher draws only a piece of picture on the board and invites students to guess what he/she is drawing. This makes students' enquiring, they want to know what the answer actually is and it makes them guess and reason their opinion and so on.

2.4.1 THE USE OF VISUAL AIDS IN TEACHING VOCABULARY

Visual aids provide students with new ideas, introduce them with the topic of the text they read or listen to help them to organize a written or spoken text and inspire to express their thought, feelings, opinions and emotions. One of the objectives of visual aids used in language teaching is

helping the students to understand meaning of words. Besides, by using visual aids as tools, the students can hear, see, assume and describe something directly. It provides opportunities for them to create and add variety of character, roles and events. The use of visual aids can encourage and support their participation in many language activities. Students who are reluctant to speak in-group settings may participate in oral activities and increase confidence with the aid. As Mahoney (1998:72) states there are two main purposes of teaching English by using visual aids. These are:

- *To develop students imagination and creativity,*
- *To provide opportunities for students to share oral interpretations and support environment for experimenting with voice and language.*

From the explanation above the researcher concluded that teachers as material presenter should have purposes which can be achieved at the end and choose appropriate visual aids based on guidelines. In other words, they should use visual aids that match the topic, vocabulary or structure they teach. Many ideas are understandable for students only when they can see them in the pictures, models, photos or in the film. Visual aids ensure students that their way of thinking is correct.

2.4.2. TYPES OF VISUAL AIDS IN TEACHING VOCABULARY

There are ranges of the types of visual aids, which are in different media. Pictures are perhaps the simplest and commonly used. Visual aids provide practical solutions to the problems of language teachers, whose equipment, as a rule consists of nothing more than book and classroom. They include blackboard, pictures, flash card, models, charts and maps that facilitate the process of teaching. The function of each of these in helping the teaching process is discussed below.

Pictures

Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Wright (1996:4-6) demonstrated this fact on an example where he used one compiled picture and illustrated the possibility of use in five very different areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four English language skills. Furthermore he pointed out that “potential of pictures is so great that only a taste of their full potential can be given” in his book.

Pictures encompass text pictures and class pictures. Text pictures are to be found in the textbook designed primarily for beginners. The meaning of a single word can be shown in different pictures. For example, the very first lesson of the beginners' texts may have different patterns of heads of persons and animals to teach the word head. Class pictures may be picture cards and wall pictures. Picture cards or post cards are extremely helpful in language teaching. They may be captioned or uncaptioned in front or on reverse side. Wall pictures include maps, posters, photographs etc. They may be used in place of things such as clouds, sea, mountains, and sky etc. which cannot be brought in to the classroom. They are excellent in practice for oral communication questions and answer drill. Pictures have great importance in the sense that what cannot be described by words, can be described through them. Pictures provide us with information, increase learners' interest, and are enjoyable. Learners expect their lesson to be visual the language they experience outside the classroom is strictly connected with images and colors.

Real Objects

Allen (1983:24), "Real objects are better than pictures whenever we have them in the classroom. When there are real windows, doors, walls, floors, desks etc. in the classroom it is silliness not to use them in our teaching." Harmer (1991:161) also states, "If a teacher wishes to introduce the word 'ring' which is worn on finger, it is by far easier to show the material to the students instead of devoting time on other techniques.

Drawing

Drawing finds huge potential in teaching language. The researcher agrees with Wright (1990:203) that in the first place simple drawings can possibly substitute other forms of pictures. Although some teachers may not be exactly proficient enough in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. Wright (1990) stated that drawings could give a speedy solution the ongoing activities in the classroom. Students and teachers drawings also have a special quality, which lies in their immediacy and their independence. The element of independence might have a significant impact on remembering, whether it is a unique expression of the teacher or even better, the expression of students when creating the pictures themselves.

2.4.3. VISUAL AIDS FOR ACTIVITIES OF VOCABULARY

All visual aids are particularly useful for communication activities in language classes. The students can write their own plays, games, make the puppets in art craft class help the learners to improve their spelling. For example, students love drawing, therefore exercises with drawing are rather popular, especially among young learners. Learners can relax while doing this calming activities and the combination of fun and wellbeing forms a solid ground for successful learning. Visual aids (drawing pictures) as an activity might serve many goals in learning languages. It is often used to support developing particular language skills mostly listening and speaking. Furthermore, it meets a great benefits and usefulness in practicing or learning vocabulary, especially when talking about elementary English, since a lot of essential vocabulary here are concrete and easy to draw.

2.4.4. TEACHERS ATTITUDE TOWARDS USING VISUAL AIDS IN TEACHING VOCABULARY

Educational literature reveals that there is a strong tie between the attitudes of teachers towards visual aids and their utilization. Erkyhun et al cited in Tilahun (1999) indicated that teachers with positive attitudes towards teaching were found to show better mean scores in producing, borrowing and utilizing teaching materials than those with low attitudes. Thus, teachers' attitude towards visual aids materials plays a great role in utilizing the materials. To this end, great efforts should be done in developing a favorable attitude towards visual aid materials for it determines the effective use of them and consequently the whole instruction process.

2.4.5. USING VISUAL AIDS EFFECTIVELY

At this time, it could be reasonable to expect that vocabulary would be given a major place of interest in language teaching. Using visual aids, which apply in most cases in time planning the lesson, training session or workshop where visual aids are to be used or produced to prepare the physical environment too. Difficult visual aids should be set according to one can teach the lesson.

Toys or easy visual aids displayed ensure that there will be no distraction from noise or other interrupt icons. In addition, through touching visual aids help teaching vocabulary and reach the objectives by providing emphasis to whatever is being said. Clear pictures multiply the students'

level of understanding of the vocabulary through, and they should be used to reinforce the message, clarify points and create excitement. Visual aids involve one's audience and require a change from one activity to another from hearing to seeing. When one uses visual aids, the students must be encouraged gestures and movements on one's part must support the students' learning. This extra movement reinforces the control that used the teacher needs over teaching vocabulary. The uses of visual aids are mutually beneficial to the students and the teachers.

CHAPTER THREE: METHODOLOGY

3. RESEARCH DESIGN AND METHODOLOGY

The aim of this research paper is to show how visual materials are used in the EFL classroom when vocabulary is being taught and what their effect on Young Learners is in grade 8: The case of Emdiber Junior secondary school in Gurage zone Cheha woreda.

This chapter discusses the research design, participants of the study, sampling, data gathering instruments and procedure as follows.

3.1. RESEARCH DESIGN

3.1.1. EXPERIMENTAL STUDY

In this study the researcher attempted to use an experimental research as methodology in teaching English vocabulary to young learners particularly to grade 8 at Emdiber Junior secondary school. People who want to do something on the development of the theory conduct experimental research. Experimenters undertake a study because they want to see something through the measurement of their outcomes. **C.R.Kothari (2002:35)** states that, Experiment is a situation in which one or more factors are systematically varied according to the preconceived plan in order to determine the effects of the lesson of theory.

Selinger and Shohany (1989:135) state that, Experimental study should be constructed carefully in order to control and manipulate the variables. This implies that the researcher in the experimental research designs all variables necessarily in order to attain the desired goals.

Nunan (1992:25) noted that:

Experiments carried out in order to explore the strength of relationships between variables. A variable as the term itself suggests, is anything, which does not remain constant. It includes language proficiency, aptitude, and motivation and so on. Language researchers often want to look the relationship between variables, such as a teaching method and a second variable, such as test scores on a formal test of language proficiency. In such a case, it is customary to distinguish between two variables by giving them different labels. The labels given to the variable that the experimenter expects to influence the other called the independent variable. In our case, this would be the teaching method. The variable upon the independent variable acting is called the dependent variable-in our case the test scores. Experimental research is used to determine and evaluate the adequacy and effectiveness of the educational and instructional objectives through the measurement of their outcomes.

3.1.2. PRE-TEST and POST-TEST DESIGN

In this design, the participants were randomly assigned into two groups. Then each group presented on the development of variables. According to **Gliner (2009:65-66)**, “Any time a treatment group is compared with a control group across two time periods usually pre-test and post-test.” this is the design that is used in this research and it is a randomized experimental because the participants are randomly assigned in to two groups.

3.1.5. Procedure for experimental research

Throughout this experimental research; planning the experiment, sources of data instruments, data collection and data analysis discussed as follows.

A. Planning the experiment

Most experimental designs rely on pre-test as it is important to plan the experiment. It is also necessary to design the experiment so that assignment to treatment and control group follow the requirements to rigorous experimentation.

B. Source of data and instruments

Experiments lend themselves to a wide range of data sources provided they are qualitative. Typical data includes counts of events, test scores, recorded observation and even physiological measurements. They range from standardized, paper and pencil tests to attitude scales.

C. Data collection

Experimental methods tend to emphasize standardized data collection. The testing condition need to be the same, including the behavior of the experimenter, the environment and anything else that could affect the result.

D. Data analysis

A classic experimental design uses an analysis of difference approach and the experiment designed to fulfill the conditions for valid statistical hypothesis testing. Thus, various factors in the experiment, such as method of instruction or student gender comprise a framework with a series of cells, each of which define experimental conditions. The data collected classified in to cells and the statistical procedure indicates which if any, effects are statistically significant.

Experimental study conducted with mixed-methods approach to achieve a maximum understanding of how visual aids processed by students learning new vocabulary. A quantitative procedure followed to establish numerical percentage data.

After tests were analyzed, questionnaires, interview, classroom observation were analyzed at the aforementioned school with English language teachers and sample students qualitatively to ensure that the results were valid.

Regarding the experiment, the researcher used both control group and treatment group. Here, the researcher used tests (pre-test and post-test). As far as methodology concerned, the pre-test was conducted at the beginning. The researcher gave pre-test for sample 25 students to find out how conscious they were regarding word meanings.

The pre-test consisted of 40 vocabulary items. After knowing the students' problem on vocabulary, the treatment using visual aids was followed by the researcher. After treating the

experimental group for 4 consecutive weeks with visual aids, post-test was conducted to check the students' improvement. The result of the pre-test and post-test were compared in percent(%) in order to find out whether the students were benefited from the special treatment. In the pre-test, an attempt was made to examine the area of difficulty for sample students. It helped them realize the problematic areas where they needed more practice and thus can avoid errors in the future. Error analysis was also beneficial for the researcher too. It enabled the researcher to develop his teaching methodology. Teaching new vocabulary by using visual aids was followed to make the teaching effective and interesting.

3.2. Participants of the Study

The general objective of the study was to investigate teachers' use of visual aids in teaching and learning English vocabulary in grade 8 at Emdiber Junior secondary school. In order to achieve this objective, this school has chosen as target sample with all (2) English language teachers and sample students' of grade 8. The total number of students learning at grade 8 was 115. Out of these, 25 students and all teachers were selected based on the total number of students in grade 8 through simple random sampling and comprehensive sampling method respectively to be the focus of the study. From the total participants 18 and 7 were male and female students respectively. On the other hand, since they are small in number, all teachers were participated in the study.

The reason to choose this grade is that, it is the stage at which the students make adequate preparation in order to attend the next grades. In other words, as it is known, grade 8 is a transitional time for joining high school, the place where all instructional media is in English language, therefore, as the teachers who are teaching in the aforementioned school and as far as my experience is concerned, students face a great challenge in interacting, communicating and understanding each other and with their teacher due to lack of sufficient vocabulary knowledge.

3.3. Sampling

At Emdiber Junior secondary school, 25 students and all English Language teachers participated in the study based on the available sampling technique because they are the target group of the study.

As **Kothri (2002:55)** states, “sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.” Similarly, in this study, the researcher selected 25 students randomly as a sample from the population of 115 student’s. And since their number is so small, all their teachers are chosen using comprehensive sampling technique.

3.4. Data Gathering Instruments and Procedures

Data gathering was done according to the researcher’s determination and the kinds of information needed to answer the research questions. So, the researcher used the following instruments: Tests (pre-test and post-test), questionnaire, classroom observation, text book analysis and interview. To obtain the necessary information from the respondents the researcher used these instruments.

The focus of these instruments was to collect data in order to study teachers’ utilization of visual aids in teaching vocabulary. The instruments were selected because of their suitability for gathering important data and for the study and to ensure the validity of the data and in order to know what each instrument is and to collect sufficient and reliable data from the selected samples, they had been discussed as follows.

3.4.1. Test

As far as methodology is concerned, the test (pre-test) was conducted at the beginning. The researcher gave this to the randomly selected 25 students to find out how conscious they were regarding word meanings. The pre-test consisted of 40 multiple-choice questions. After conducting the pre-test, the researcher grouped the students into control and treatment groups through simple random sampling system before checking the pre-test result. The number of treatment group was 13, which were nine males and four females. Whereas, the number of controlled group was 12, which were nine males and three female students. After this, the researcher checked the students’ pre-test result to know the problems of the students in understanding vocabulary. The researcher began to treat the treatment group by using different visual aids to teach vocabulary words for four consecutive weeks. After these weeks treatment, post-test was conducted to check whether the students revealed progress or not. The result of the pre-test and post-test were compared in order to find out whether the students benefited from the

special treatment. The purpose of giving a pre-test was to know the students' perception in mastering English vocabularies before giving the special treatment.

Formation of groups after conducting the pre-test

Control group: The group that did not receive any experimental treatment by the experimenter.

Treatment group: The group that was given the independent variable treatment or experiment with visual aids for 4 weeks to teach vocabulary after conducting the pre-test. The students' pre-test result has kept recorded and the researcher checked whether it was fulfilled the criterion of Ethiopia educational policy pass mark or not. After 4 consecutive week treatment with visual aids, the researcher administered post-test which contained 40 multiple choice questions. Administering the post-test helped the researcher to compare the changes between the result of pre-test and post-test because the post-test was a test that administered to the subjects after the researcher manipulated the experiment.

3.4.2. Questionnaires

It is believed that questionnaires are helpful to collect the necessary information from the respondents. The questionnaire has three parts. The first consists of eight specific items, which dealt with the extent use visual aids help the learners in developing vocabulary. The second part has 4 specific items, which asked about the common ways/techniques and procedures of implementing visual aids in teaching and learning vocabulary. Finally, the third part has three specific questions, which asked about what makes learners achieving the expected level in learning vocabulary. During the administration of questionnaires, respondents were told the purpose and how they fill in the questionnaire orally. They were also informed to fill in based on what actually happened in the classroom and about the use of visual materials in teaching learning vocabulary. Besides, the students were also told to use any of the two languages (English or Guragigna) for the questionnaires in order to express their ideas clearly. All English language teachers in the sample school were filled the questionnaires prepared for them. The questionnaires administered for teachers have both close-ended and open-ended part in which the respondents give answer about the role of visual aids in presenting vocabulary lesson.

3.4.3. Classroom Observation

Wallace (1991:112), observation allows to have true picture of classroom realities an interview may not reach. It helped the researcher to get practical data about the use of visual aids in teaching vocabulary. The researcher used observation check list because as Patton (1990) argues, observational data are attractive as they afford the researcher the opportunity to gather live data from live situations. Observation checklist helped the researcher to observe classroom activities of teachers and students concerning to the use of visual aids in teaching vocabulary. Classroom observation was made in both grade 8 sections that were selected purposely. The observation was made three times in two sections to get reliable data. The researcher used the observation checklist in order to examine the type of visual materials used in the classroom and the extent to which these visual materials enhanced vocabulary learning. Moreover, observation helped the researcher to check the reliability of the data those were collected from the teachers.

3.4.4. Interviews

Both structured and semi-structured interview was used to get additional information about the title to crosscheck the data collected through questionnaire and classroom observation. The interview was conducted with 5 students randomly selected from the 25 selected grade 8 students at Emdiber Junior secondary school.

The students were asked to reflect about the use of visual aids in learning English vocabulary the common ways or techniques their teacher used to teach vocabulary, the extent to which visual materials enhance vocabulary learning and teachers use visual aids with the integration of words in order to get their meaning. Besides, the students explained in detail about the techniques that helped them in developing good knowledge of word power in order to communicate effectively and efficiently in their mother tongue (Guragigna). Teachers' interview was made again with all teachers from the sample school. Teachers were asked about the use of visual materials, whether they supplement the teaching vocabulary with the visual materials, the way they recommended to teach the meaning of words, the extent to which English textbook consists of different visual materials in vocabulary sections and other related questions were inquired.

Kumara (1996) states, interviewing consents the researcher to extract inner feelings and behaviors of the participants. That is why the researcher used semi-structured interview. The researcher may raise new and related question based on the respondents answer.

3.4.5. The Criterionofthe Evaluation

The students' success or failure in doing the question in general and the aboveexperiments in particular are evaluated by referring to the criterion issued by Ethiopian educational policy pass marks. In other words, a student can be said to be pass the test if she/he can solve 50% of the whole problems and a class is said to be successful if 80% of the members pass the test.

CHAPTER FOUR: DATA ANALYSIS

4. METHODS OF DATA ANALYSIS

This part deals with results and discussion of the data collected from the sample school respondents through different tools like tests, questionnaires, interviews, textbook analysis and observation. The responses gathered from teachers and students through different instruments were analyzed based on their theme relations in order to show the results clearly. In this study, the researcher used methods of both qualitative and quantitative to process the data. The researcher used qualitative in the area of teachers and students through questionnaire and interviews to analyze their responses and quantitative to process the data, specially pre-test and post-test to analyze students' result in percent.

4.1. DATA DESCRIPTION FROM TEACHERS' RESPONSE

Table.1. Responses of teachers regarding to what extent visual aids help the learners in the classroom in developing vocabulary.

Data collected from teachers regarding their **use of visual aids** were analyzed below.

No	Items	Responses													
		Frequently						sometimes		Rarely					
		Frequently		Always		Total				never		rarely		total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1	Drawing on the board	-	-	-	-	-	-	2	100	-	-	-	-	-	-
2	pictures	-	-	-	-	-	-	2	100	-		-	-	-	-

3	Real objects	-	-	-	-	-	-	2	100	-	-	-	-	-	-
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NR=number of respondents

The above table showed that the teacher respondents use all the items “sometimes” to teach vocabulary in the classroom. Two teachers’ respondents (100%) mentioned that they use visual aid sometimes the classroom. Nevertheless, from the students’ interview and classroom observation, teachers use visual aids rarely as shown in table 2 below.

Table 2.Responses of the students regarding teachers’ use of the common ways of implementing visual aids to teach vocabulary in the classroom.

No	Items	Responses													
		Frequently						Sometimes		Rarely					
		Frequently		Always		Total				Never		Rarely		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1	Drawing on the board	-	-	-	-	-	-	8	32	2	8	15	60	17	68
2	pictures	-	-	-	-	-	-	3	12	2	8	20	80	22	88
3	Real objects	2	8	5	20	7	28	5	20	-	-	13	40	13	52
4	Charts and Mas	-		-	-	-	-	3	12	-	-	22	88	22	88

Table 2. Responses of students regarding teachers' use the common ways of implementing visual aids to teach vocabulary in the classroom.

No	Items	Responses													
		Frequently						Sometimes		Rarely					
		Frequent ly		Always		Total				Never		Rarely		Total	
		N R	%	N R	%	NR	%	NR	%	NR	%	NR	%	N R	%
1	Drawing on the board	-	-	-	-	-	-	8	32	2	8	15	60	17	68
2	Pictures	-	-	-	-	-	-	3	12	2	8	20	80	22	88
3	Real objects	2	8	5	20	7	28	5	20	-	-	13	40	13	52
	Charts and Maps	-	-	-	-	-	-	3	12	-	-	22	88	22	88

NR=Number of Respondents.

The above table showed teachers use drawing pictures on the blackboard to teach vocabulary in the classroom. 32% of the students' respondent said sometimes, 68% rarely. The finding showed that visual aids (drawing pictures on the blackboard) used rarely in the classroom to present vocabulary lessons. Besides, the researcher collected similar responses from the students' interview, regarding the use of pictures, maps and charts 12% of the students said sometimes, and 88% rarely respectively. Regarding real objects 28% is used frequently, 20% sometimes, and 52% is rarely. As indicated in the review literature part, using pictures to present vocabulary help the learners in order to interact with each other and to express what they feel regarding the information included in the pictures. However, the findings showed that pictures rarely employed in teaching the meaning of words. As indicated in table 2 above, items designed to obtain information about the common ways of implementing different visual aids in teaching vocabulary. Nevertheless, the responses of the majority of the students (68%) in table 2 and the information collected during interview showed that teachers rarely use visual aids to teach vocabulary lesson. Here, what the majority of the students mentioned seem reasonable that teachers use visual aids rarely in the classroom. Perhaps, that is why teacher's respondents shift to sometimes instead of rarely in table 1 due to lack of awareness.

Table 3. Responses of teachers regarding learners expected in achieving their level in learning vocabulary in the classroom. (if visual aids used)

No	Items	Responses													
		Frequently						somet		rarely					
		frequently		Always		total		imes		never		rarely		total	
		NR	%	N R	%	N R	%	N R	%	N R	%	N R	%	N R	%
1	Drawing on the board	-	-	2	100	2	100	-	-	-	-	-	-	-	-
2	Pictures	1	50	1	50	2	100	-	-	-	-	-	-	-	-
3	Real objects	2	100	-	-	2	100	-	-	-	-	-	-	-	-
4	Charts and maps	-	-	2	100	2	100	-	-	2	100	-	-	2	100

NR=Number of Respondents

The above table indicated that two teacher respondents said if item No 1, 2, 3 and 4 are frequently used, it could keep and achieved students' level in learning vocabulary in the classroom. The question raised to teachers and students during interview, they indicated that the use of integrated visual aids in teaching vocabulary assist the learners in getting clear ideas about the meaning of words. During interview, both teacher and student respondents said that the use of different material facilitates students' vocabulary learning. The finding of the research indicates that the use of visual aids frequently facilitates students' effort to understand the meaning of words. Here, the problem was, teachers did not use but understood to what extent visual aids help the students in learning vocabulary.

4.1.1. PRE-TEST ANALYSIS

Before teaching and learning activities were undertaken; the researcher performed a pre-test and followed by 25 students. The researcher gave 40 multiple choice vocabulary items on Wednesday February 18, 2015 in the first plan and provided 40 minutes for the students to do this pre-test but they consumed more time than the researcher had expected. Most of the students took about 50 minutes to finish this pre-test. This case occurred, probably because they felt that the items were too difficult for them. After they had finished, the researcher kept recorded students result as follows.

Table.4 The result of the pre-test

No	Name of students	Pre-Test score (40%)	Pre-test score (100%)
1	Bilatu Zeberga	8	20
2	Abdi Hussien	23	57.5
3	Abdulmelik Kefa	27	67.5
4	Aberakerga	19	47.5
5	Abdulwahid Sh/omer	36	90
6	Aliya Awel	19	47.5
7	Anwar Aman	22	55
8	Ayisha Abdu	16	40
9	Awol Ibrahim	16	40
10	Birtukan Estifanos	6	15
11	Fasika Adamu	18	45
12	Fedliya Hussien	18	45
13	Idris H/Alo	13	32.5
14	Kalab Solomon	17	42.5
15	Keyru Adem	19	47.5
16	Mohammed Osman	27	67.5
17	Mubarik Ahmed	28	70
18	Munit H/Maryam	17	42.5
19	Nebiyu Hashim	28	70
20	Suleyman Idris	25	62.5
21	Tofiya Ahmed	16	40
22	Yibgeta Walelign	18	45
23	Zalika Hussien	23	57.5
24	Zerihun Tamirat	15	37.5
25	Ziyad Issa	16	40
	Total	490	1225
	Mean	19.6	49%

The result of the pre-test explanation is as follows:

To get the average mark: $\text{Average mark} = \frac{\sum M}{\sum N} \times 100$, $M = \text{students' Mark}$,

$N = \text{students' Numer}$

The average achievement of the pre-test mark = $\frac{\sum M}{\sum N} \times 100 = \frac{1225}{25} \times 100 = 49\%$

According to the Ethiopian educational policy criterion pass mark, learning process can be said to be fair if students' achievement is 50%. But the result of the pre-test is only 49%. The researcher concluded that the students did not achieve the Ethiopian educational policy criterion provided.

4.1.2. THE ANALYSIS OF THE EXPERIMENTAL STUDY

4.1.2.1. THE FIRST TREATMENT

The researcher has grouped 25 total sample students in to treatment and control group. The division was systematic simple random sampling methods.

Gliner (2009:65-66), "Any time a treatment is compared with a control group across two time periods usually pre-test and post-test, this is the design that is used. It is a randomized experimental because the participants are randomly assigned two groups." The number of experimental group and controlled group was 13 and 12 respectively. There are 8 vocabulary lessons in English for grade 8 textbook and depending on this, the researcher began to treat the experimental group (13 students) using the appropriate visual aids to treat them. Then, the first treatment was conducted on Thursday, February 12 2015. Before the treating was on, the researcher took several minutes to govern the experimental group to sit on the seats that had been rearranged before. After everything was controlled, the researcher checked their readiness to start the lesson by asking them, for example, to stand up, to touch their head etc. When the students ready, the class had begun. The students asked, for example,

What games do you like? (By showing the picture of football, volleyball, tennis game,

Athlete etc.)

Do you like playing football?

What animals do you like? (By showing picture of a hyena, horse, Sheep, an elephant etc.)

Do you like Elephant? All students answered the teacher's questions. Also in the next treatment, the researcher took some visual aids from the pedagogical center to the students. The researcher introduced the name of a picture to the students and gave to them. All the students looked at the picture. The aim was to give the time for the students to enjoy the lesson by looking at the picture.

The researcher did not do anything for those who were claimed as controlled group rather than giving them pre-test. While the experimental group looked at the picture, the researcher asked them the following questions.

What picture is this? (By showing flag picture)

What animal is in this picture? (By showing a tiger picture)

Do you know these animals? By showing pictures of Deer, Buffalo, and Lion etc.

What fruits are in this picture? By showing picture of Apple, lemon, mango etc.

Mention fruits those you like. Oranges. Tomatoes, mangoes etc.

The experimental group of students was very enthusiastically raising their hands when the researcher asked them the questions above. Majority of the group students answered the questions correctly in this session. From this view, the researcher thought that most of the vocabularies were new for them, and they were so curious to know the meanings of the words. The researcher pronounced the words correctly and wrote them on the board. After that, the researcher asked the students to repeat up him many times, and then asked them to write in their exercise book. At the end of the lesson, the researcher asked the students to check their understandings about the lesson.

4.1.2.2. THE SECOND TREATMENT

This was conducted on Monday, February 16th 2015. 13 students followed it. Before beginning the treatment, the researcher took 5 minutes to review the previous vocabulary lessons in order to refresh their mind. The meeting in this treatment was nearly the same as the first meeting, but the topic was about the road signs. The researcher discussed some pictures about road signs and the students asked the following questions.

What picture is this? (By showing road sign picture)

What do this road sign mean? (Round about)

Do you know the meaning of this road sign? (Zebra cross)

The treatment group was highly participated while the researcher asking them and they become alive group due to visual aids.

4.1.2.3. THE THIRD TREATMENT

It was conducted on Monday, February 23/2015. 13 students followed it. The topic was about parts of the body. The researcher checked their readiness to start the lesson by asking them stand up, touch your head, and touch your hair etc. when the students ready, the class began. At the first, the researcher gave a picture about parts of the body.

Then the researcher discussed the picture and asked the students.

What picture is it? (By showing leg picture)

Do you have legs?

What is the function of eyes? (Watch)

How many fingernails do you have?

How many nose trills do you have?

The majority of the students gave the answers to the questions above. Nevertheless, some students had some difficulties in understanding the words. The researcher drilled the words repeatedly to check whether the students had memorized the words given or not, the researcher asked each student to pronounce the words in front of the class.

4.1.2.4. THE FOURTH TREATMENT

The researcher conducted the fourth treatment on Monday, march 2nd 2015 followed by 13 students. The researcher reviewed the previous lesson in order to refresh their mind and in this treatment, the topic was about things in the classroom. The researcher drawing a window picture on the board and ordered the students to perform on a piece of paper and the researcher informed the students to make a picture about things in the classroom like their desk, duster, etc. Before giving a post-test, the researcher reviewed again all the words given during those treatments.

Finally, the last activity was post-test preparation. Then the researcher gave a post-test for the whole sample population. The researcher conducted the post-test on Monday; March 16th 2015. The post-test was 40 visualized vocabulary items similar concept with the test items in the pre-test.

4.1.3. ANALYSIS OF THE POST TEST

Table.5. the average result of the post-test for both treated and controlled group.

No	Name of students	Post-Test score	
		40%)	100%
1	BilatuZeberga	33	82.5
2	AbdiHussien	20	50
3	AbdulmelikKefa	35	87.5
4	Aberakerga	23	57.5
5	AbdulwahidSh/omer	39	97.5
6.	AliyaAwel	21	52
7	Anwar Aman	31	77.5
8.	Ayisha Abdu	24	60
9	Awol Ibrahim	32	80
10.	BirtukanEstifanos	25	62.5
11.	FasikaAdamu	30	75
12.	FedliyaHussien	28	70
13	IdrisHashim	34	85
14	Kalab Solomon	20	50
15.	KeyruAdem	36	90
16	Mohhamed Osman	26	65
17	Mubarik Ahmed	34	85
18	MuftiAhmed	25	62.5
19	NebiyuHashim	38	95
20	SuleymanIdris	29	72.5
21	Tofiya Ahmed	29	72.5
22	YibgetaWalelign	25	62.5
23.	ZuleykaHussien	31	77.5
24	ZerihunTamirat	25	62.5
25	ZiyadaIssa	22	55
	Total	715	1788
	Mean	28.6	71.52

The result of the post-test explanation is as follows:

To get the average mark:

$$\text{Average mark} = \frac{\sum M}{\sum N} \times 100, M = \text{students' Mark}, N = \text{students' Numer}$$

$$\text{The average achievement of the post-test mark} = \frac{1787.5}{25} \times 100 = 71.5\%$$

As a whole, the result of the post-test was better than the result of the pre-test because of due to conducting special treatment.

Table.6. THE AVERAGE ACHIEVEMENT OF THE POST-TEST MARK OF TREATMENT GROUP

No	Name of students	Post-Test score	
		40%	100%
1.	BilatuZeberga	33	82.5
2	AbdulmelikKasim	35	87.5
3	AbdulwahidShehumer	39	97.5
4.	AniwarAman	31	77.5
5.	Awel Ibrahim	32	80
6.	FasikaAdamu	30	75
7.	IdrisHashim	34	85
8	KeyruAdem	36	90
9	Mufti Ahmed	34	85
10	NebiyuHashim	38	95
11.	Sofiya Ahmed	29	72.5
12	ZuleykaHussien	31	77.5
13.	ZiyadaIssa	37	92.5
	Total	439	1099
	Mean	33.76	84.54%

The result of the post-test explanation is as follows:

To get the average mark:

$$\text{Average mark} = \frac{\sum M}{\sum N} \times 100$$

$M = \text{students' Mark}$

$N = \text{students' Numer}$

$$\text{The average achievement of the post-test mark} = \frac{1099}{13} \times 100 = 84.54\%$$

Here, a treated group had scored good result because of the researcher used different strategies of vocabulary teaching methods, like grouping, participating, and motivating the learners with visual aids.

Table.7. the Average Achievement of the Post-Test Mark of Control Group

No	Name of students	Post-Test score	
		40%	100%
1	AbdiHussien	20	50
2	AbdulnasirKasim	23	57.5
3	AliyaAwel	21	52
4	Aysha Abdu	24	60
5	BirtukanEstifanos	25	62.5
6	FedliyaHussien	28	70
7	Kalab Solomon	20	50
8	Mohammed Osman	26	65
9	Mubarik Ahmed	25	62.5
10	SuleymanIdris	29	72.5
11	YubeWalenso	25	62.5
12	ZerihunTamirat	22	55
	Total	288	721
	Mean	24	60.08%

The result of the post-test explanation is as follows:

To get the average mark:

$$\text{Average mark} = \frac{\sum M}{\sum N} \times 100, M = \text{students' Mark}, N = \text{students' Numer}$$

$$\text{The average achievement of the post-test mark} = \frac{721}{12} \times 100 = 60.08\%$$

Although the mean average post-test result of control group was somewhat showed progress, it was not equal to the average post-test result of treatment group. There was a great variation between the two groups. This implies that, using visual aids is the way of success in learning vocabulary.

4.1.4. ANALYSIS OF THE QUESTIONNAIRES

Table.8.the result of students' questionnaires.

No	Item number	"yes" answer	"No" answer
1	1	9(63.3%) students	4(30.7%) students
2	2	13(100%) students	0(0%) students
3	3	8(61.5%) students	5(38.5%) students
4	4	7(53.8%) students	6(46.2%) students

To gain reliability, the researcher used questionnaires in addition to test. The purpose of giving questionnaires is to support other data collection tools. Therefore, the researcher distributed the questionnaires on Thursday, February 19th 2015 and was responded by 13 students. The researcher gave 4 items to be answered. The task of the students was just to answer with “yes”, or “no.”

Question No 1 asked about the students’ opinion whether the students were interested to learn with visual aids given or not. There are 9(69.3%) students answering “yes” and only 4(30.7%) students answering “no”. Based on the answer question No 1, it is clear that majority of the students were interested with visual aids given.

Item No 2 asked about whether the visual aids help the learners in learning or not. The whole students 13(100%) answered “yes”. It was surprising that visual materials were interesting to the students. Item No 3 asked about whether there is different result of the vocabulary mastery both before and after the visual aid was given. There were 8 (61.5%) students answered “yes” and only 5(38.5%) students answered “no”. based on the answer question No 3, it is clear that the majority of the students took benefit of visual aids. Besides, it proves that visual aids could improve the vocabulary mastery.

Item No 4 concerned with the question whether the vocabularies that the students often used are needed in their daily lives or not. There were 7(53.8%) students who said “yes” and 6(46.2%) students said “no”. It is clear that the vocabulary offered in the topic in this experiment has a relation with the vocabulary that the learners used in their daily lives.

Based on the result of the questionnaires, the researcher concluded that: The students were very interesting in the visual aids given by the researcher. The visual aids have advantages, they can help the students in mastering vocabulary at their level and they used to increase their motivation. There is different result of the vocabulary mastery before and after the visual aids are given. The relation between the vocabularies in the topic offered in this research and the vocabularies that the students often used in their daily lives were relevant.

4.1.5. ANALYSIS OF THE INTERVIEWS

It helped the researcher to crosscheck the data collected though questionnaires and classroom observation. The researcher interviewed five students randomly selected from the 13 students. The researcher asked the students to reflect about the use of visual aids in teaching learning

English vocabulary. The types of visual aids teachers use to teach vocabulary and the extent they feel fun while learning with the help of visual aids. Teachers' interview was made with two teachers. The researcher asked them about the use of visual aids, the types of visual aids used, the extent visual aids help them to teach vocabulary and other related questions. The interview and open-ended questions revealed that the majority of the techniques, which teachers use in the classroom, did not meet the interest of the learners.

4.1.6. ANALYSIS OF CLASSROOM OBSERVATION

It is an instrument used to collect information about what was going on during the actual teaching learning process. The participation of students in vocabulary learning activities and the use of visual aids were examined during classroom observation. The researcher observed while teachers were using the techniques on the students' textbook to teach the meaning of certain words. The students did not take part actively like that of when teachers used visual aids on student's textbook. Nevertheless, there was less students' participation in the remaining consecutive observation, when teachers did not use visual aids. Besides, the researcher did not observe any visual aids that teachers brought to the classroom from outside during four vocabulary lessons.

As a whole from this classroom observation, the researcher has seen that teachers rarely use visual aids to teach vocabulary even if they know that visual aids facilitates vocabulary learning to a greater extent as teachers explained in table 3 above. It needs teachers' readiness and devotion to use the locally available materials to present vocabulary lessons. The presence of visual materials in the student's textbook may also encourage the students to use the book and to do their own independent learning. As far as there are numerous visual aids in the pedagogy center, teachers, did not bother to use visual aids in the classroom to help their students due to lack of awareness.

4.1.7. TEXTBOOK ANALYSIS

Textbook analysis helped the researcher to examine the textbook very closely about teachers' utilization of visual aids incorporated together with other techniques used throughout the textbook to teach English vocabulary. This tool also assisted the researcher to strengthen the data collected through other methods. It used to get other information about techniques used in the

textbook to teach English vocabulary. Kinds of pictures and drawing included. The integration of visual aids with vocabulary in the textbook, and the idea of textbook analysis were seen by some to be closely linked to the selection of textbook. The analysis helps the selection, which served as an important decision-making. **Hutchinson (1987:124)** suggests an interactive view of materials evaluation. During textbook analysis, the researcher-analyzed teachers' guide and students' textbook based on the question, 'To what extent visual aids designed match with the current vocabulary lesson in the textbook?' As the result, the students' textbook contains eight vocabulary lessons and each lessons classified in to activities and exercises.

To sum up, using visual aids in teaching vocabulary in relation to the students' textbook of grade 8 was better organized for vocabulary teaching visually as the researcher observed and analyzed. The textbook is designed in the way that vocabulary can be taught with visuals. It is possible to say that teachers are not adequately used visual aids in teaching vocabulary in the classroom in grade 8 as the researcher observed.

CHAPTER FIVE:

Summary of Major Findings, Conclusion and Recommendation

5.1. Major Findings

In seeking to hit the high standard of visual aids that is becoming the standard for students today, most educators are using some form of visual aids in the language classroom. The modern use of visual aids is directly related to humans recall memories of visuals easier than they recall memories of language. Canning-Wilson (2001:54). So, the result of the study showed in two parts. The first part was investigating teachers' use of visual aids in teaching vocabulary in grade 8 at Emdiber Junior secondary school. As it was analyzed from the teachers' questionnaires, teachers knew the use of visual aids. Moreover, almost all the respondents mentioned that visual aids facilitate students' vocabulary learning, but the results of the study showed that almost both of the teachers use visual aids rarely as it revealed from the responses of students in table 2 and the information collected during interview asserted that teachers use visual aids rarely in the classroom.

The second part was the experimental study that was the researcher's main work in his research. He used to grouping his sample students in to treatment and controlled groups immediately after giving the pre-test. 40 vocabulary items pre-test was prepared depending on their level about words they were using in their everyday lives like games, things around their school, things in the classroom, road signs, about their body parts and animals, which have direct relations with their textbook. Their pre-test result recorded which 49% was. Then the researcher gave special treatment for that experimental group, using visual aids with the help of new teaching method and taught the controlled group the same vocabulary lesson without using visual aids and old teaching method for four consecutive weeks. The post-test conducted after four weeks. Here, the researcher has great differences between the two groups. The average result of the post-test of treatment group was 84.52% and 60.08% for that of the controlled group. This implies that visualizing vocabulary lesson to the learners is upgrading the learners' perception.

5.2. Conclusion

The aim of this research paper is to show how visual materials used in the EFL classroom when vocabulary taught and what their effect on Young Learners in grade 8 and to answer the questions how and why this works and in what method exactly help the learners remember the words they studied.

Based on the data analysis in the previous chapter, the researcher draws the following conclusions.

The students' mastery of vocabulary name of animals, parts of body, things in the classroom and seasons have improved after they got special treatment by visual aids. It was supported by the significant average results of the pre-test that was lower (49%) than average results of post-test which was (84.54%). Even visual aids brought changes among controlled and treatment groups. The result of post-test was better than that of the pre-test result due to intensive treatment for experimental group. In the post-test analysis of the treatment group, average result was 84.54% and the post-test analysis of control group, average result was (60.08%). This showed us using visual aids to teach vocabulary is no alternative to make the students mastering their vocabulary lesson.

Based on the questionnaires, majority of the students said that the use of visual aids could help them in mastering vocabulary. Moreover, visual aids could increase the students' motivation in learning English language vocabulary. Therefore, it answered the problems of the study whether the visual aids motivate to learn vocabulary. The students understood that kinds of treatment were necessary for them and they expected that teaching by using visual aids would give regularly and continuously. This relationship gave positive effect to them and they enjoyed more in English subject, because the researcher gave a new teaching method to learn English vocabulary that had never given by their classroom teacher.

Above all, depending on the data(result) of test and other instruments, utilization of visual aids in teaching and learning English Vocabulary in the classroom enhance students' vocabulary power and teachers may achieve their objective easily and effectively.

Students who have enough vocabulary knowledge can communicate and interact with each other and can understand their teacher as well as their textbook easily.

5.3. Recommendations

First, the use of visual aids should be maintained frequently and recommended to English language teachers, especially to teach children around 7-15 ages in order to attract their motivation in learning English vocabulary to be more interested. Second, a teacher should be clever enough in creating conducive situation; try to apply other teaching strategies so that the class becomes alive.

As to the literature used, the researcher decided to study primarily Andrew Wright, Scott Thornbury, Michael McCarthy, Jeremy Harmer and Penny Ur, as they are respected specialists in the visual aids field and have the necessary experience and education. The researcher found many of their ideas interesting as well as very true and for this reason decided to cite or restate them. Writing this thesis is beneficial to the researcher in several ways. Being a teacher himself, the researcher gained a better insight in to the matter, got familiar with many interesting of view and facts, learned how to optimize the process of teaching vocabulary using visual aids and was forced to reconsider and improve his own teaching by treating and the researcher does hope the same will go for the reader.

As a good outlook of the researcher, this thesis may function as a guide to some other researchers through vocabulary teaching and providing visual aids in the form of treatment included in the experimental part.

After analyzing this study, the researcher recommend that teachers should use visual aids without any hesitation while teaching vocabulary in the classroom in order to help the students in understanding the meaning of words. Using visual aids, students exposed to both the picture and the language at the same time. Other researchers can choose this topic to expand this study.

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APPENDICES

Appendices 1

Observation checklist

Observer Name-----Observation time-----date-----

Name of the school-----Grade level-----No of students-----

This observation provides information about the usage of visual aids in teaching-learning vocabulary in grade 8 at Emdiber Junior School Cheha Woreda, to evaluate teachers' use of visual aids in teaching-learning vocabulary in the classroom.

The researcher would be used Yes or No by putting (✓)

No	Items	Yes	No
1	Opening the lesson with review questions		
2	Making vocabulary contents appropriate to the level of the students		
3	Efforts a teacher makes to teach vocabulary using visual aids		
4	The specific teaching activities the teacher does to foster the integration of using visual aids to teach vocabulary		
5	The suitability of the classroom to teach vocabulary using visual aids		
6	The motivation of students and their participation during using visual aids		

Checking the extent to which the following items used while teaching vocabulary in the classroom

No	Items	Frequently	Sometimes	rarely	never
1	Blackboard drawing				
2	Pictures				
3	Real objects				
4	Post cards				
5	Mime action and gesture				

6	models				
---	--------	--	--	--	--

Appendices -2

Questionnaire for Teachers of Emdiber Junior secondary School.

Dear Teachers, I am conducting MA in TEFL Thesis on A study on teachers' use of Visual Aids in Teaching and learning Vocabulary In grade 8: The case of your school. The objective of this questionnaire is to investigate teachers' use of visual aids in teaching and learning vocabulary at your school. The purpose of this questionnaire is to collect data regarding to the research title. For this reason, the researcher has chosen you expecting to give accurate data on how you utilized visual aids in teaching vocabulary in your school; specifically in grade 8. Therefore your genuine responses have grant value for this study. So, you are kindly requested to give your response by putting (✓) under the given rating scales.

1. Personal information

Male ☐ female ☐ age

2. Educational background M.A ☐ Deg. ☐ Dip. ☐ Certificate ☐

I. To what extent using visual aids help the learners in developing vocabulary?

No	items	Frequently	sometimes	Rarely	Never
1	To what extent visual aids help the learners to learn vocabulary in the classroom?				
2	How often do you use visual aids in the classroom while teaching vocabulary?				
3	How often do you use drawing pictures on the board during vocabulary teaching?				
4	To what extent learners feel fun while learning vocabulary with the help of visual aids in the classroom?				
5	How often visual materials enhance learners understanding/their perception in teaching vocabulary?				
6	To what extent visual teaching aids in pedagogy center match with the current vocabulary lesson in the textbook?				
7	How often visual materials provide practical solutions to the problems of vocabulary teaching in your classroom?				

8	How often do you use visual materials integrating with words to get their meaning?				
---	--	--	--	--	--

II. What are the common ways of implementing visual aids in teaching vocabulary?

No	items	Frequently	Sometimes	Rarely	Never
1	To what extent do you integrate visual aids with vocabulary words to teach the meaning of words in your classroom?				
2	To what extent do you match pictures, charts, real objects etc. to teach vocabulary lessons?				
3	How often making your learners discuss in group while teaching vocabulary lessons by using visual aids?				
4	To what extent your students participate while learning vocabulary without visual aids?				
5	To what extent gesture and mimes help the pupils in teaching vocabulary?				

III. What make the learners achieving their expected level in learning English vocabulary?

No	Items	yes	No
1	Can visual aids help your learners in achieving their level in the class room?		
2	Is there any contribution of visual materials in your classroom to overcome English language skills?		
3	Do you use simple stories to teach vocabulary using pictures and acting with different voices?		

4	Does understanding the context of a visual aid in one's native language before being taught the ESL language, increase the ability to learn the foreign language?		
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Appendix-3

Interview questions for teachers prepared by the researcher.

Points will be analyzed from teachers' interview

1. What barriers did you face while teaching vocabulary using visual aids in the classroom?

2. What specific treatments do you do to foster vocabulary teaching with visual aids?

3. What efforts do you make to teach vocabulary using visual aids?

4. What does it mean role of visual aids in teaching vocabulary to you?

Appendix-4

Questionnaires and Interview for Students

Dear students, I am conducting MA Thesis on investigating teachers' use of Visual Aids in teaching and learning Vocabulary In grade 8: The case of your school. The objective of this questionnaire is to investigate teachers' use of visual aids in teaching and learning vocabulary in your classroom. The purpose of this questionnaire is to collect data regarding to the research title. For this reason, the researcher has chosen you expecting to give accurate data on how you utilized visual aids in learning vocabulary in your school; specifically in grade 8. Therefore your

genuine responses have grant value for this study. So, you are kindly requested to give your response is yes or no. Use (✓) Thank you in advance

No	Items	yes	no
1.	Do you have an interest while you learn vocabulary lesson with the help of visual aids in the classroom?		
2.	Do you think that visual aids help you to learn vocabulary in the classroom?		
3.	Is there any improvement in learning vocabulary after using visual aids?		
4.	Is there any relation that the vocabulary you learn in the classroom with your daily lives?		

As the researcher proposed in his proposal, the **students' questionnaires** should be translated in to their mother tongue to minimize all the possible misunderstandings that might face them. So, the following questionnaires are prepared in their mother tongue.

N o	የቃርኤነት	አንክ	አንክረ
1	ይትመረዩበረዳግብር ት/ት ትይዩቃልዮፍዳትይረዳዊ?		
2	ቢትመቸክፍልዳኔቲትማሪይትማተግብርጠበጦምቲያስተምር?		
3	ይትማተግብርበጠቀምትቃልትመሮዊ?		
4	በከረከረታትመሮዊ ት/ት ፍቶትተከረዊ ት/ት ይትራከብዊ?		
5	ቃርፍቸቶትትመሮቃርይቸትግብርትተቀምዊ?		
6	ት/ት ይረጃትግብርቤግርብትመሮይትዳቃይነረወዊ?		

Students' interview will be conducted in their mother tongue as follows

ይትቁፖርፖ

1. በክፍልዳኔ የቃላት-ፍቶትኤማመምር?

2. የቃላት-ፍቶት ት/ት ትትመርከስተማሪያሁየት/ት ተማርትይረዳግብርይጠቀምዎ?

3. በክፍልዳኔ ቃላትይትረጉምፔይረዳመላሪያይረክዩ?

4. ትትመርትክፍልደኔይትማፔይትመችዎ?

5. ቃላትም፤ ቃላትይትረጉምቸግብርባትራክቦትትትመርዎ?

6. አስተማሪያሁየትመርቸግብርጠበጣንታያስተምሬምርያህርቃርጠማስጃድይብር?

Appendices-5

Pre-test

Vocabulary test

For Grade 8 Students at Emdiber Junior secondary school

Name-----Grade-----Age--- Sex----

Choose the correct answer from the alternatives given below

1. They like swimming. They are in the ----- A. water B. land C. air
2. A teacher uses a----to draw a house on the blackboard. A. pencil B. chalk C. pen
3. You will learn different games if you join----
A. sports club B. handcrafts club C. language department
4. You have to do your class work in the---- A. class B. home C. field
5. Our----used to sense things by touching. A. ear B. finger C. nose
6. Our----used us to watch our surroundings. A. eyes B. nose C. tongue
7. A teacher uses his/her----to teach his/her students in the classroom. A. book B. table C. shoes
8. ----is a fruit. A. potato B. orange C. tomato
- 9----- need water to grow. A. Flowers B. Stone C. metal
- 10.'m tall. I have a long neck. Who am I? A. giraffe B. elephant C. zebra
11. A nose used to----, a tongue used to taste. A. touch B. smell C. hear
12. A----has sweet taste. A. sugar B. grape C. lemon
13. Pupils means----- A. learners B. teachers C. both
14. The day after Friday is----- A. Thursday B. Saturday C. Monday
15. Cows give us----- A. milk B. meat C. both
16. -----is a man who sells meat. A. shopkeeper B. butcher C. carpenter
17. May I have a bar of -----, please? A. soup B. soap C. bread
18. A teacher uses a-----to draw pictures on the board. A. pencil B. chalk C. both
19. It is Animal Park. A. zoo B. field C. none
20. I am waiting for mum to have my lunch. Mum means----- A. father B. mother C. sister
21. Another word to mean chop is----- A. cook B. cover C. cut
22. Students are sitting on----in the classroom. A. sofa B. desk C. both
23. -----can cause malaria. A. Bees B. Mosquitoes C. flies
24. An----is a bird. A. eagle B. pig C. rat
25. It is a bird but cannot fly. A. ostrich B. bat C. vulture
26. It is a bird but cannot lay egg. A. ostrich B. bat C. vulture
27. Bees give us----- A. meat B. honey C. egg
28. I need a loaf of ----with tea. A. bread B. apple C. orange.

29. A-----is used to climb up trees. A. table B. stool C. ladder
30. We can see times on a----- A. dictionary B. watch C. calendar
31. An-----a farm animal. A. cat B. lion C. ox
32. An animal that can run very fast. A. horse B. donkey C.cow
33. My father is a donkey and my mother is a horse. Who am I? A. mule B. donkey C. horse
34. -----is a dry season in Ethiopia. A. winter B. summer C. autumn
35. You are chewing meat with your----- A. lip B. tongue C. teeth.
36. A ----- is used to make coffee. A. kittle B. jog C. none
37. A carpenter used his-----to cut wood. A. saw B. knife C. razor blade
38. There are seven-----in a week. A. times B. days C. months
39. Mother likes making traditional Doro wet.
- She dissected the----into twelve parts. A. Chicken B. goat C. sheep.
40. Female students are playing rope skip at their break time. Skip means----
- A. run B. jump C. hide

Appendices-6

Answer key of the pre-test

1. A	11.B	21.C	31.C
2. A	12.A	22.B	32.A
3. A	13.A	23.B	33.A
4. A	14.B	24.A	34.A
5. B	15.A	25.A	35.C
6. A	16.B	26.B	36.A
7. A	17.B	27.B	37.A
8. B	18.B	28.A	38.B
9. A	19.A	29.C	39.B

10. A

20.B

30.B

40.A

Appendices-7

Post-test

Vocabulary test

For Grade 8 Students at Emdiber Junior Secondary school

Name-----Grade-----Age--- Sex-----

Choose the correct answer by looking at the picture.



1. There is a father, a mother, a boy, and two daughters. They are a-----
-
A. family B. brothers' C. sisters D. relatives



2. Jibat has two-----.
A. heads B. ears c. mouths D. eyes



3. Shikur is walking on his-----
A. hand B. foot C. finger D. leg



4. She is watching her surrounding by her---
A. eyes B. tongue C. nose



5. A----used to sense things by touching.
A. ear B. finger C. nose D. hand



- 6.. -----used to chew meat. A. lip B. nose trills C. teeth D. tongue



7. Tensay and *Jamal* are-----in the pool.
A. swimming B. running C. sleeping D. studying



8. X: What are they doing?
 Y: They are playing-----
 A. tennis B. volleyball C. football D. hand ball



9. These are----. They are running.
 A. elders B. patients C. athletes



10. T: What are they doing?
 S: They are playing-----
 A. volleyball B. tennis C. jumping D. hand ball



11. They are playing-----in the field.
 A. football B. tennis C. Rugby ball D. no answer



12. A-----sewing a dress.
A. driver B. tailor C. player D. Actor



13. A ----uses her book to teach vocabulary.
A. tailor B. teacher C. farmer D. Planter



14. ----need water to grow.
A. stones B. Flowers C. pots D. Jar



15. A key is used to open a-----
A. door B. book C. coat pocket



16. Seble used an-----to cut a tree.
A. knife B. axe C. razorblade D. Blade



17. A carpenter used-----to driven the nail into the wood.
A. stones B. hammers C. Knocks D. shingle



18. A-----helps us to climb up trees and others.
A. ladder B. table C. stool D. Bench



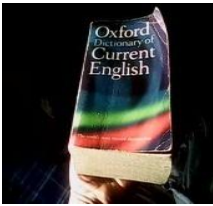
19. ----is a rainy season in Ethiopia.
A. summer B. winter C. autumn D. Spring



20. Our ----- has three different colors.
A. national anthem B. flag C. Red cross D. all



21. Aysha wears a----in her finger for her wedding ceremony.
A. ring B. watch C. ear ring D. necklace



22. ----helps the students to refer the meaning of words.
A. Book B. Dictionary C, NewspaperD.manuscript



23. ----is a cultural seat made of wood.
A. Stool B. table C. cupboard D. desk



24. Awel: What is this?
Kasim: It is a-----.
A. table B. stool C. deskD.bench



25. Maryamawit used an----to protect herself from rain and sun
A. umbrella B. hat C. scarf D. sunshade



26. A bird lies its eggs in the-----.
A. sky B. nest C. firmament D. both A& B



27. I would like to come and live in your----
A. house B. office C. No answer



28. Shemsu: Is this a head?
Kasim: No, it is not, it is a-----
A. ball B. orange C. stone D. tomato



29. This house is bounded in the-----
A. fence B. field C. garden D. all



30. Tesfaye buys -----from the shop to eat.
A. orange B. bread C. soap D. Potato



31. S: Is it----shop?
T: yes it is
A. fruits' B. clothes' C. shoes D. all



32. -----is a kind of fruit that provides us heat and energy.
A. Potato B. Tomato C. Banana D. Orange



33. -----are fruits which have sour taste.
A. Eggs B. Lemons C. Sugar D. Oranges



34. A-----is running towards his home.
A. horse B. donkey C. mule D. Lion



35. A-----is a fast runner animal and has big ears.
A. tortoise B. rabbit C. rat D. Sheep



36. Sahile is a farmer. He used his -----to plough the land.
A. ox B. cow C. Buffalo



37. -----gives us meat.
A. goat B. sheep C. Dear D. Fox



38. I am big. I have a trunk. Who Am I?
A. giraffe B. an elephant C. zebra D. Buffalo



39. A-----is a team animal that does not eaten.
A. bird B. dog C. an eagle D. Sheep



40. A-----is a carnivores animal and eats dead animals.
A. lion B. hyena C. both A & B

Appendices-8**Answer key of the post-test**

1. A	11.A	21.A	31.A	
2. B	12 B	22. B		32.C
3. B	13. B	23.A	33.B	
4. A	14. B	24.C		34.A
5. B	15. A	25.A		35.B
6. C	16. B	26.B		36.A
7. A	17.B		27.A	37.A
8. A	18.A	28.A		38.B
9. C	19.A	29.A		39.B
40.B				