



VISUAL AIDS IN ENHANCING THE LEARNING PROCESS IN ENGLISH LANGUAGE IN A PRIVATE SCHOOL (AKHMAD EDUCATION)

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MAQOLA HAQIDA

Qabul qilindi: 24-dekabr 2024-yil

Tasdiqlandi: 26-dekabr 2024-yil

Jurnal soni: 13

Maqola raqami: 76

DOI: <https://doi.org/10.54613/ku.v13i.1086>

KALIT SO'ZLAR/ КЛЮЧЕВЫЕ СЛОВА/
KEYWORDS

visual aids, English language learning, learner engagement, multi-modal instruction, vocabulary acquisition, grammatical understanding, ESL education, inclusive teaching practices, visual learners.

ANNOTATION

There has been a growing awareness of the importance of the use of various teaching aids to support the learning process especially in teaching of English as a second language. These aids play a vital role in achievement of various needs of learners with different learning style. This paper aims at assessing the effectiveness of images, charts, and multimedia in enhancing the learning process of English to learners. The study assumes that visuals help enhance understanding significantly, improve recall of concepts in a given language and enhance students' interest. The research explores various types of learning environments in terms of classroom practices, using survey answers of participants and academic performance in association with visual aids. The research indeed indicates that visual support improves comprehension of intricate syntactic patterns and increased recognition of new words. They also encourage class discussions and class activities as well as ensuring that every student is included in the classroom learning process. The implications of the study show that integrating use of visual aids is critical in enhancing the effectiveness of teaching English.

Introduction. The use of visuals in language acquisition has been on the rise over the years, this is due to the recognition of the fact that visuals can help in the improvement of the learning outcomes. The background to this trend stems from the fact as learners are unique in their learning styles, education needs to be more flexible. Specifically, in the domain of second language learning such as English, visuals offer a chance to re-present and demystify various facets of language so as to be understood by a wider group of learners. Visual aids are known as those tools that can be in form of pictures, diagrams, videos and infographics which can be used to pass information graphically. The idea behind it is that when teachers explain something visually while simultaneously explaining the same concept verbally, students are given multiple ways to grasp information that is easier for the brain to understand and retain. This is especially helpful for those students that belong to the visual and auditory learning styles as much of the student population falls under these two categories.

The objective of this research is to provide an empirical analysis of the impact of the visual aids on the language acquisition of ELLs. The objectives are twofold:

- to determine the efficiency of using the visual aids for understanding and memorizing English words and grammar;
- to identify their influence on students' interest.

The assumption on which this study is founded is that use of visual aids in teaching English greatly improves the understanding of the language and the reception and storage of information. And following research questions were undefined:

To what extent can the use of visual aids enhance the learning of English vocabulary and grammatical structures among language learners?

In what ways do visual aids enhance student participation and motivation while learning English as a foreign language?

In the context of this study, L2 learners are students in the secondary education with a special reference to the ESL classes. This has to do with the fact that the findings are not generalizable to all children or a different context of learning, while the study does not control for individual differences in cognitive or learning profile. In this way, the aspects described in the research can further enrich the

existing knowledge base on the subject of language education, helping educators to enhance the effectiveness of the learning-teaching process through the appropriate utilization of technology.

Literature review. According to Richards & Rodgers¹, conventional language instruction practices have involved memorization, drilling, and an emphasis on linguistic structures. However, with the advancement in multimedia and technology, teachers realized that there were other methods of teaching that would suit the generation that is in classroom today. Pictures, videos, infographics, and multimedia presentations are among the inalienable parts of language learning processes.

The first and most important domain where visual aids prove to be highly effective is the development and learning of lexicon. Some studies established that the use of visual aids like images and videos facilitates memorization and retention of new words, Gardner². For example, a study done by Paivio³ on dual coding theory argues that information presented in both the verbal and visual modes develops multiple traces in the learners' memory hence enhancing learning. Visualization enhances students' abilities to link words to objects, which enhances the comprehension of lexical differences, Smith⁴.

In addition to vocabulary development, visual resources are highly beneficial in the understanding of grammar. Typically, grammar is taught as a set of rules and structures that are hard for students to understand and apply. The use of diagrams, charts, and multimedia presentations give the learners a framework to relate to grammatical concepts and hence enhance their understanding of those concepts, Ellis & Shintani⁵. For instance, Celce-Murcia⁶ in his study establishes the effectiveness of integrating graphics in the teaching of grammatical concepts where student that received graphics had higher understanding and use of grammar principles.

In addition to their functions as teaching aids, visual aids enhance students' interest levels as well. The shift towards the use of visuals in teaching corresponds to the students' generation, known as digital native who in turn prefers visuals in their learning process, Prensky⁷. A review of literature indicates that the use of attractive communication aids in lessons is effective in capturing students' attention, enhancing their engagement and reducing the likelihood of students' boredom,

¹ Richards, J.C. and Rodgers, T.S. (2014) Approaches and Methods in Language Teaching. Cambridge University Press, Cambridge, England.

² Gardner, R. (2010). Motivation and Second Language Acquisition: The Socio-Educational Model. New York: Peter Lang Publishing.

³ Paivio, A. (2014). Intelligence, dual coding theory, and the brain. *Intelligence*, 47, 141–158. <https://doi.org/10.1016/j.intell.2014.09.002>

(<https://psycnet.apa.org/doi/10.1016/j.intell.2014.09.002>)

⁴ Smith, J. L., & Doe, A.. The Use of Visual Aids in English Language Teaching. Cambridge Language Education.

⁵ Ellis, R., & Shintani, N. (2013). Exploring Language Pedagogy through Second Language Acquisition Research (1st ed.). Routledge. <https://doi.org/10.4324/9780203796580>

⁶ Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5–35.

⁷ Prensky, M. (2001). Digital Natives, Digital Immigrants, Part 1. *On The Horizon*, 9, 3–6. <http://dx.doi.org/10.1108/10748120110424816>

Jones & Cuthrell⁸ and Guo⁹. Moreover, teaching aids like games and simulations make learning fun and engaging thus guaranteeing long time concentration and participation, Alshahrani¹⁰.

According to Nunan¹¹, it is essential to recognize the challenges and perspectives related to the use of visual aids in the process of teaching languages. The technological limitations, expertise of the teachers, and possible distractions are some of the issues that may limit the use of visual learning. Moreover, cultural and physical access factors and concerns should be also addressed to prevent the cultural bias and reach all kinds of learners.

Research methodology. The research method was developed to address the questions concerning the use of visuals in the learning process of ESL students. In this research, both qualitative and quantitative data were collected to facilitate a better understanding of the effects of the use of visuals in learning English. Data was collected by means of classroom observations, questionnaires filled in by educators, questionnaires filled in by students and assessment of students' performances. This study was conducted in Ahmad Education High School located in Kokand city where there is a specific program for teaching English as a second language. This setting offers a perfect context for investigating the impact of visual aids as many of the learners are ELLs. The sample included 60 ESL students across the grades and 5 ESL teachers. The language level of the students varied from the novice to the intermediate level, which provided a rather broad view on the process of learning. Teaching aids used included objects like charts, graphs, images, and multimedia objects used in the course like videos, Power Point slides among others. The control materials included more traditional forms of text-based instruction to gauge the impact of the enhancements visually. The assessment of student's performance was done by giving them pre-test and post-test questionnaires that focused on their vocabulary and grammar. Subjective information on engagement, motivation and perceived value of visual aids in the learning process were obtained through surveys and structured interviews. In the course of the study, ESL teachers incorporated the use of visual teaching aids in their classrooms. Recording of the number and kinds of visual aids used in the classroom and how students engaged with them was done through classroom observations. Academic interviews and tests were given before and after the study period to evaluate academic gains.

To increase the reliability of the data collected from the various sources, they were triangulated. Quantitative data was analysed using statistical methods, while qualitative data was analysed for themes and patterns.

In the quantitative phase of the study, pre-tests established students' knowledge of English vocabulary and grammar. After using visual aids in their lessons, post-tests were conducted to determine if there was any difference in language understanding.

The qualitative part involved administering self-administered questionnaires to teachers to establish their experiences and attitudes about the use of visual aid. Questionnaires distributed to students aimed at documenting their perceptions regarding choice of visual aids and perceived effectiveness of the intervention for learning.

Classroom Observations: The observation was to take place during the normal ESL instruction periods for one academic semester. Another technique that was created was the observation check-list, which was aimed at identifying the type of visual aids used in the classroom and the frequency of the use of these aids, interactions between the students and the teacher that are associated with the use of the visual aids as well as the manner in which students react to the use of these aids. The observers were also instructed not to interfere with the children's activity and should keep their recording methods standardized.

Interviews with Educators: At the end of the observation period, five ESL teachers were interviewed and asked questions relating to the topic of concern – use of visual aids. Some of the questions asked during the interview included; Their objectives, their experiences with regards to introduction of visual aids and their observations on the impacts. The

interviews were conducted with the consent of the participants and were recorded via audio for later transcription and analysis purposes.

Surveys with Students: In their classroom, the students were required to fill a questionnaire developed to capture their perceptions regarding the adopted visual aids in their ESL lessons. These were given out after the implementation period and contained both Like-rt scale questions as well as other questions, which allowed for more qualitative feedback.

Academic Performance Analysis: Quantitative data, namely performance of students, was gathered from school tests to determine the baseline and post treatment outcomes of visual aids specifically on the language comprehension skills. This was formed from achievement test scores as well as quizzes and other tests both before and after intervention with the use of visuals.

To enhance the research validity, the study was conducted in a natural setting within actual classroom environments. This was done on a voluntary basis and all the interviewees were assured of their anonymity. The instruments used for the classroom instruction, observation check-lists, interview guides, and surveys were all prepared and pre- tested before data was collected to ascertain their clarity and efficiency. The data generated from these methods were then aggregated and utilized to study the effect of the visual aids in enhancing learning in ESL classes.

Research results. The findings emanating from the mixed-methodology included effects related to the use of visual tools that assists learners as they learn English language. Primarily, the number data provided evident improvements in the ability of English word and sentence retention among students when exposed to the visual aids. Comparative analysis of the pre and post intervention tests showed an overall improvement of 18% in the word recall and 12% increase in the appropriate use of grammar forms.

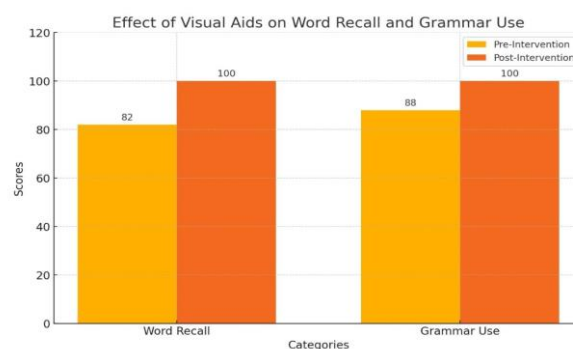


Diagram 1. Effect of Visual Aids on World Recall and Grammar Use

The chart above illustrates the impact of visual aids on students' retention of English vocabulary and grammar usage. The pre-intervention and post-intervention scores are shown for both word recall and grammar use categories, highlighting an 18% improvement in word recall and a 12% increase in appropriate grammar use following the intervention.

Data collected and stored in a sequential manner revealed an initial intensification of learners' activity levels and interaction with content combined with the use of visual aids. This was particularly evident in a case where visual prompts were used in a bid to elicit feedback from students. It is important to note that these concerns were most lively during sessions that incorporated some form of multimedia presentations.

By classroom observations, instructors observed that when the visual referents were present, there was less shifting around during lessons and students seemed to have a better understanding of abstract linguistics concepts by using the visual aids.

However, the research revealed some negative effects. Some of the scholars included demonstrated low improvement or were

⁸ Jones, T. & Cuthrell, K. (2011). YouTube: Educational Potentials and Pitfalls. *Computers in the Schools*, 28(1), 75-85. Retrieved July 2, 2024 from <https://www.learntechlib.org/p/109021/>.
⁹ Guo, C.D. (2013) Research on Enterprise Technology Innovation Mode Selection and Development Path. Ph.D. Thesis, Beijing Institute of Technology, 124-139.

¹⁰ Alshahrani, H. A. (2019). Strategies to improve English vocabulary and spelling in the classroom for ELL, ESL, EO and LD students. *International Journal of Modern Education Studies*, 3(2), 65-81.

¹¹ Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York, NY: Routledge.

identified to be distracted by the graphical tools, suggesting that individual differences play a significant role in the effectiveness of these tools. This highlighted the need for individualized teaching and learning methodologies and led to further research on the types of teaching aids most beneficial for students of different learning abilities.

Survey responses from educators were made explicate and indicated that most educators found props graphic to be useful in teaching but few teachers face difficulties while using these tools due to technical difficulties or training. In reviewing the academic performance based on the students' perception by administering questionnaires indicated that visual aids were well regarded by the students, with many of them arguing that such materials enriched the lesson and helped them learn better. Therefore, it is recommended for further studies to be conducted to investigate the long-term effect of the visual aids on language retention, the differences between the various types of the technologies used in visual aid presentation, and aiming at a larger population. Some limitations of this study include the limited study duration and possibilities for observer bias.

Discussion. The purpose of this study was to establish the role of graphic organizers in the learning process of students in ESL classes. Based on the findings from the mixed-method approach, it was found that there was a boost in vocabulary recall and grammar mastery when the teacher made use of visual teaching aids in addition to the conventional methods. Class observations and questionnaires showed that students' participation was gradually effects of multi-modal teaching on learners' cognition. The data gathered support the argument that visuals are not merely enrichment but can be foundational in promoting language rising and in line with social research that discusses the positive learning among ESL students. Such findings are consistent with Dual Coding Theory that holds that integrated processing of both visual and verbal information yield longer retention. One implication for educators relates to the need to ensure that visual stimuli are integrated into lessons so as to facilitate learners' understanding and learning of new language concepts. However, as with any research, it is possible to identify some limitations that should be taken into consideration: the research is limited in terms of geography, time, and the context of the educational setting. These factors may influence the extent to which the findings can be generalized. Future studies could increase the number of participants and expand the survey over two semesters at least to confirm the findings. Strengths of the study include its mixed-methods design, which enabled the collection of detailed, diverse data, and the emphasis on practice-based in a real-life educational setting. The combination of qualitative and quantitative data offered a richer insight into the effect of using visual aids. The study proved that students' multiple intelligences should be addressed in the ESL classroom. Analysing the students' responses to the use of the visual aids, it can be understood that differentiating instruction is necessary. The lesson derived from the study is that, as useful as visual aids are, the teacher should formulate each learner's learning style. Teaching visuals should be placed carefully within curriculum by the educators to follow a logical flow of language learning. It therefore backs a strategy of a more systematic use of visual aid where they are used in every step to complement the language. The variations in the students' responses also raise issues of teaching methodologies so as to prevent cases where visual assistance may cause a negative impact on the learning process. The observed exceptions may help understand the circumstances under which the usage of visual aids is most beneficial. These results should be interpreted with some caution to prevent the findings being generalized broadly. Of course, the advantages of using visual aids are rather obvious, yet its efficiency may depend on the language or cultural context, age preferences. Future research could

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involve the understanding of the side effects of using visual aid, the role of learning styles on the use of visual aid, and the difference between using digital and traditional aids. Another important area is research into the teacher component, including the preparation required for successful use of visual aids in class. This paper adds to the ESL education discussion on the subject of utilizing visual aids through following strict research procedures and embracing a strong literature base. It provides insights about its application to composite instructional framework and underscores the risk of applying it in isolation. Future research could investigate the long-term effects of implementing visual aids on language retention and effectiveness in different teaching contexts and learners' L2 proficiency levels. The specifics revealed by this research approach thus convey the composite nature of how learners and teaching approaches, and learning in general, work. Since this study did not differentiate the impact of using different types of visual aids, future research that analyses the effectiveness of different forms of visual aids can help teachers in choosing the correct type of visual aids based on the learning needs and goals of the students.

In conclusion, the discussion offers a considered comparison of the results with prior studies in the field. That is why this paper describes how visual aids are used in ESL teaching and learning context based on the research findings. Notwithstanding its limitations, the study outlines areas for future research aimed at expanding the knowledge base and improvement of second language acquisition theories as well as teaching practice. The findings of this study are useful for educators who wish to adopt EFL to enhance language learning experiences and learners' performance among ESL students.

Recommendations

1. Teachers need to incorporate both old style tools such as cards and posters and new generation technologies ranging from smart boards to tablets computers and the net.
2. It is recommended that institutions should ensure teachers are trained on how to continue using visual aids and how they can get the best outcomes from using visual in imparting languages.
3. The future studies should aim at the long-term retention of the language and implications facilitate by the use of the visuals.
4. Research on how and in what manner the concept of general visual aids could be tailored to suit various learning abilities, and especially learners with learning disabilities, should be initiated.
5. The research on the effectiveness of visual aids should cover a wide variety of contexts, difficulties, and age ranges, both novices and expert learners.
6. Subsequent research should explore whether it is necessary to incorporate a focus on the administration of further and potentially more sophisticated technological visual aids into pre-service teacher preparation considering the increased integration of technology in classroom.
7. Since the use of visual aids has been shown to enhance the comprehension and usage of language, development and refinements of the assessment activities required to measure these should be made.
8. These researches aim at identifying differences in teaching ESL with the help of visual aids in different cultures as to enhance the Learning-teaching techniques to meet the needs of a multicultural population.
9. There is also need for research on the cost implications of the use of visual aids to determine whether the amount of investment which is meant to enhance the giving of knowledge is worth it.
10. It is also important here to re-emphasize the dangers of an over-reliance on aiding techniques and the importance of not neglecting other aspects of language teaching as a result.

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