

Research paper

## The Effect of Visual Aids on Vocabulary Learning among Iranian EFL Learners

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### Abstract

Vocabulary learning in a foreign language is challenging and requires using an appropriate method. Teachers need to find an appropriate technique to improve vocabulary learning. Using visual aids is one of techniques for improving vocabulary learning. Therefore, the present research aimed to investigate the effect of visual aids as a teaching and learning tool on high school EFL learners' vocabulary learning. This research is a quantitative research with a quasi-experimental design. It was conducted in the Imam Khomeini High School during the academic year 2022/2023 in Tabriz, East Azerbaijan. To conduct the study, out of 79 high school EFL learners 60 homogeneous students were chosen as participants. All of them were intermediate level learners of English. Then, they were assigned to two classes each with 30 learners. The homogeneity of the groups was checked through the PET test. Besides, a pre-test was used to check their vocabulary knowledge at the onset of research. The experimental group experienced vocabulary learning through visual aids. In contrast, the control group was taught the same materials through the conventional method. It means teacher explained the meaning of words in English, Persian or Turkish. Students also tried to find the meaning in dictionary. A vocabulary-based test, acting as a post-test, was conducted after the treatment. The results of the Independent-Samples t-test on the post-test scores of both groups showed that the experimental group acted better than the control group. The study proves the need for visual aids in teaching English vocabulary to bring about better outcomes in students' achievements in the English language. The researchers suggested some practical implications that can be useful and instructional to syllabus designers as visual aids are effective means to stimulate further activities.

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## Introduction

Vocabulary affects four aspects of language learning. Therefore, we cannot ignore how important it is in learning and improving language skills. This is evidenced by the following quote: “No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way” (McCarthy, 1990, p. 265). In the 21st century, technology has become a part of almost every aspect of life, including second language learning and teaching (Blake, 2013). The rapid development of technology in recent years has required changes in education and learning systems. Although technology cannot completely replace traditional methods, its availability can improve the educational process (Keengwe et al., 2012). Foreign language teachers have long used authentic materials as visual aids for teaching vocabulary. Visual aids are aids in various forms such as pictures, diagrams, objects, flashcards, photographs, diagrams, tables, etc. They are considered comprehensive aids for making the meaning of vocabulary clear to learners (Gairns & Redman, 1986, cited in Kakavand, 2018).

Visual aids provide detailed information about the given material. They present information that is not easy or impossible to convey with words alone. Visual aids are particularly useful for teaching vocabulary (Kakavand, 2018). It is important to mention that the visual aids used in this study are reading objects, pictures, and pictures on a blackboard. Visual aids in language teaching refer to any visual or non-verbal materials and tools used to support and enhance the teaching and learning of a language. These aids are designed to help students understand and retain language concepts, vocabulary, and cultural elements. Visual aids in language teaching can take various forms, including: images, such as photographs, illustrations, and diagrams, provide a visual representation of concepts, objects, or situations. (Mayer, 2009). Visual aids as learning language strategy have had an acceptance in learners of a second language. When students are actively involved in the learning of words through the use of technological devices such as computers, smart boards, cell phones, videos, songs, blogs and other kind of tools able on web sites, which attract their curiosity to explore it and use it. Nowadays, students ask for information immerse in technological environments that fulfill their expectations and demands in the modern world. Also, visual aids such as flash cards, and posters are useful for learners to help them to organize their building network with meaningful association of their previous knowledge or context. Learning training vocabulary could be more effective when learners use different strategies. For example, mnemonics are techniques for remembering things, which contains visual elements in order to connect the pronunciation of the second language words with the meaning of a first language word (Chung, 2023). A collection of flashcards, diagrams, websites, and photographs was used for teaching vocabularies of the taught book in the present study. With so many words, it seems difficult to learn new vocabulary just by looking up words and terms in a dictionary. According to Kang (2004, cited in Azma, 2017), visual aids help to understand and memorize new words. Visual aids can easily retrieve and share information for learners.

Azma (2017) believes that visual aids make the difficult task of learning vocabulary easier for learners and help them acquire a large amount of vocabulary in a short period. Visual aids allow students to engage more deeply with learning tasks. This is confirmed by the large number of studies (e.g., Akbaba-Altun, 2018; Azma, 2017; Chung, 2023) conducted demonstrating the positive effects of using visual aids on improving vocabulary learning. There are different studies on vocabulary teaching. However, teaching vocabulary through using visual aids in state high schools where teachers have to follow the dictated methods assigned by education organization in the Iranian context has rarely been investigated. Therefore, the researcher decided to find the effect of using visual aids on vocabulary learning in the present study.

## Literature Review

### Visual Aids and second language acquisition

Generally, visual aids are seen as educational materials that can be used to increase motivation, support, and create positive attitudes towards learning and teaching English, and maintain language skills. To be precise, visual aids for language presentation, training, and teaching have existed since the 1920s and 1930s, and consist primarily of film strips, photographs, slides, and handouts (Mathew & Alidmat, 2013).

Clark and Lyons (2004) explain that the learning process involves working memory and long-term memory. The virtual capacity of working memory is influenced by how closely the knowledge in long-term memory is related to the area under study. The stronger is the connections the greater is the virtual capacity. When a graphic is described by words presented audibly, learning new information is easier than when the words are presented in text format (Clark & Lyons, 2004). Visual aids help students focus on the object or subject matter being taught. Romero and Bobkina (2021) explored the perceived benefits and drawbacks of using visual materials method learning objects in pre-service English teacher inverted instruction. In this study a group of 25 pre-service teachers studying M.A in Teaching English as a Foreign and Second Language (TEFL) was involved. Researchers investigated participants' perceptions of the advantages and disadvantages of using visual learning objects (henceforth, LOs) as learners, active classroom discussion leaders, and pre-teaching English in the context of reverse classroom instruction of teachers were surveyed. The results of this study showed that LO is perceived as an attractive tool in teaching in reverse settings because it enabled a shift in classroom dynamics towards a learner-centered approach. No significant differences were found between the views of students, debate her leaders, and teachers before the service began. However, preschool teachers expressed concerns about the implementation of LO. This suggests that more emphasis should be placed on supporting the use of LO in the classroom. Materials are things that teachers, facilitators, or tutors use to facilitate learning. These materials will help you improve your language skills, show you how to do something, and make learning less stressful. Barani, et al (2010) tried to consider the effects of audiovisual aids on vocabulary learning of young Iranian EFL learners'. After the first and during the succeeding sessions, the experimental group went through using audiovisual aids, i.e., watching and listening, watching and copying, listening and drawing, looking and drawing,

and so on. The results obtained throughout the study indicated there was a significant difference between the means of pre-test and post-test of the experimental group.

Zarei and Khazei (2013) presented a study that sought to examine how Iranian English learners learn L2 vocabulary through the provision of visual elements on laptops. To conduct the study, members were selected from those who were taught EFL courses in the Iranian English dialect. The results showed that, except for the visual and verbal groups, the other three groups that covered vocabulary with pictorial and written annotations significantly improved their test performance. This result suggests that learners' cognitive styles should be considered when teaching vocabulary. The study of Eslahcar and Khodareza (2012) was conducted to examine the effect of using vocabulary cards on the vocabulary knowledge of pre-university students in Iran. The purpose of this quantitative study is to increase the students' vocabulary knowledge using flash cards as visual aid strategy. The investigation was based in an experimental study design on 50 female learners divided in two homogeneous group of 25 each one. The control group does not receive the implementation of teaching vocabulary with the use of visual aids and the experimental group received the flash cards strategy. Pre-test and post-test were prepared in order to determinate the effectiveness of the strategy in learners. The results demonstrated relevant differences between the two groups. The study concluded that students in experimental group obtained a higher level of vocabulary improvement once the strategy was applied.

Hashemifardnia, et al (2020) examined the effectiveness of using visual vocabulary application on Iranian EFL learners' vocabulary knowledge. To this end, 42 intermediated EFL learners were selected as the participants of the study and divided into two groups of 21- experimental and control. Then, the groups took a pre-test of vocabulary. After that, the experimental group received the treatment thorough visual vocabulary application. On the other hand, the control group participants were taught vocabulary items traditionally. After teaching all vocabulary items, a vocabulary post-test was administered to the participants of both groups to measure the effect of the treatment on their vocabulary development. The results of paired samples t-test and independent samples t-test indicated that that the experimental group outperformed the control group on the post-test. The results also indicated that there was a significant difference between the post-tests of both groups in favor of the experimental group. Finally, implications arising from the findings and suggestions for further research were explained.

Naserpour and Zarei (2021) aimed to probe the impact of visual scaffolding using input and output-oriented tasks with different levels of involvement load on Iranian EFL learners' comprehension and production of lexical collocations. The results also indicated that the output-oriented tasks had a significant positive effect on the comprehension and production of lexical collocations. In addition, tasks with higher involvement load indices were more effective on the comprehension and production of lexical collocations. These finding can have significant pedagogical as well as theoretical implications.

Mansourzadeh (2014) compared two techniques for teaching vocabulary to young Iranian EFL learners: static images and audiovisual materials to find out whether one is more effective than the other. One group received instruction through audiovisual vocabulary materials and the other group received instruction through still images. Based on the results, using pictures was more effective than audiovisual aids in teaching vocabulary to Iranian EFL beginners.

Choi and Yi (2015) studied the use of multimodality and considered it a subset of visual aids in English language teaching by teachers with little teaching experience in online education. Qualitative data analysis shows that by using multiple teaching support modes to improve language texts, teachers can help EFL students understand subject content, clearly express what they have learned, and improve psychological issues. They also confirmed that multimodal learning increases learners' self-esteem and satisfaction.

In another study, Romero and Bobkina (2021) investigated the perceived advantages and disadvantages of using learning objects in a visual aids method in a flipped classroom with pre-service English teachers. The results showed that LO is considered an attractive tool when teaching in flipped environments, as it allows for a shift in teaching dynamics to a learner-driven approach. More recently, in our context, Alizadeh Mahmoud Alilo and Hour (2022) found out the positive effects of BBC News lessons as audio-visual materials on vocabulary learning of EFL learners in secondary schools. Chung (2023) found out that learners in the visual aids group demonstrate enhanced comprehension, retention, and engagement. The research findings also reveal that visual aids worked better for low level of proficiency students. In recent years, we have found researches about multimodality in teaching English and the importance of vocabulary retention. However, further studies about the effect of visual materials in learning vocabulary in Iran are needed to be sure of the effectiveness of visual aids on improving vocabulary learning. Most of studies have considered using visual aids in English institutes where teachers have the opportunity to use new approaches. However, in Iranian high schools teachers don't have the opportunity to use different approaches for improving different skills in our case vocabulary learning. So, the researcher tries to explore the impact of visual aids on developing vocabulary among Iranian high school EFL Learners.

Based on the aim of the study, the following research question is posed:

1. Does using visual aids have any effect on developing vocabulary among Iranian EFL Learners?

## Method

### Design

The study employed Quasi-experimental research. We had a pre-test and a post-test. Furthermore, we had an experimental group and a control one. English vocabulary learning was the dependent variable and visual aids were the independent variable.

### Participants

The participants of this research were 60 female Azerbaijani students within the age range of 17-18 studying at Imam Khomeini High School in Tabriz, Iran. They were at intermediate

level of English. They were studying English language as a foreign language. They had participated in extra classes to improve their English. They were passing New Headway Books with the researcher as their teacher. The researcher chose the participants out of 79 students. For having homogeneous groups, the researcher used a PET test. A modified PET test with 25 vocabulary questions and 25 grammar questions was used. A pilot study was conducted to choose these questions. Those students who got  $\pm 1SD$  over the mean score were chosen for this study. They were randomly divided into two groups of control (30 students) and the experimental (30 students). Both groups had the same class hours (20), class timing (1/5 hours), and eight-week treatment. The EFL teacher provided the necessary instructions for the experimental group. They had the same book and the same courses.

### **Instrumentation**

A quantitative method was used in this study. A PET test was used for homogenizing two groups. It included 25 vocabulary questions and 25 grammar questions. 90 minutes was given to students for answering the PET test. Furthermore, to be sure of their initial vocabulary knowledge, we had a vocabulary test. A pre-test and post-test were used to assess vocabulary knowledge. The questions were based on New Headway Book 1. They consisted of 40 multiple choice questions. 90 minutes was allotted for answering the questions. An expert checked the validity of the two tests.

### **Data Collection Procedure**

The same book (new headway Book 1) was taught for a period of 18 sessions. The teaching process in both groups was similar; with both groups followed the same syllabus. The class was held three times a week and lasted for 8 weeks. The book consisted of seven units. Each unit included different parts for four language skills. In this research, the main focus was on vocabulary learning. One week before the treatment, a proficiency test named PET Test was administered to select a homogeneous sample out of 79 EFL students at Imam Khomeini High School in Tabriz in the autumn term of 2023. Immediately after the PET test, the researcher scored the test results and chose the learners whose scores were  $\pm 1SD$  of the mean score. At this phase, 60 learners were selected. A vocabulary test was applied as a pre-test to be sure of their homogeneity. The researcher divided the learners randomly into the experimental group (those who were taught vocabulary through visual aids) and the control group. Students in the experimental group first read the reading passages in their course book here NEW Headway book 1 and underlined the words that were new and difficult to them; then teacher used multimodality/visual aids to teach those words; students were asked to read the passages again by themselves and write the summary by using the new words. It must be mentioned that by visual aids the researcher means using posters, photos, websites or even objects for describing the meaning of words instead of referring to its direct meaning from dictionary. In the control group, they underlined new and difficult words and translated them into Persian or even Azerbaijani Turkish while reading the text and the teacher asked students to write sentences for these words for the next session. After eighteen treatment sessions, a vocabulary test as a post-test was taken from learners. SPSS 22 was used to assess the data.

## Data Analysis Procedures

SPSS 22 was used for quantitative analysis of the data. An independent samples t-test was used for the pre-test, post-test, and assessing PET test to check whether there was any difference between scores in the pre-test, post-test, and PET scores. Also, Shapiro-Wilk was used to check the normalness of data. KR-21 formula was used to check the reliability of the pre-posttest scores. In this regard, the required assumptions were also checked and the alpha level for significance testing was set at .05.

## Findings

In this section, the findings regarding descriptive and inferential statistics are presented and explained.

### Results of PET Test

The results from the analysis of the PET test administered to both groups are presented in Table 1.

**Table 1**

*PET-test Scores of both Groups to check the homogeneity of the groups*

Test	Groups	N	Mean	Std. Deviation	Std. Error Mean
PET Test	Control	30	32.36	2.22	.405
	Experimental	30	32.63	1.97	.360

Based on Table 1, the results revealed the mean scores of the PET test in the experimental group ( $M= 32.63$ ,  $SD= 1.97$ ) and control group ( $M= 32.36$ ,  $SD= 2.22$ ), respectively. Before running the Independent-Samples t-test to check the homogeneity of the groups, Normality test was carried out (see Table 2).

**Table 2**

*Test of Normality of PET Test Scores*

Test	Groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PET	Control	.232	30	.040	.880	30	.053
	Experimental	.159	30	.051	.928	30	.063

a. Lilliefors Significance Correction

As Table 2 reflects, the p-values for the PET test in the Shapiro-Wilk part were more than the alpha level ( $\alpha = .05$ ). Therefore, the assumption of normality was met, which legitimize conducting the parametric test of Independent-samples t-test on the mean scores of the PET test (see Table 3).

**Table 3**  
*Independent Samples Test on PET Scores*

		Levene's Test for				t-test for			
		Equality of Variances				Equality of Means			
		F	Sig.	t	df	tailed)	Difference	Difference	
PET	Equal	.503	.481	.492	58	.625	-.26667	.54238	
variances	assumed								
	Equal			.492	57.214	.625	-.26667	.54238	
	variances								
	not								
	assumed								

Based on the results in Table 3, the assumption of equal variances was assumed for the pre-test, which indicates the homogeneity of variances for the experimental and control groups. In addition, the results of the Independent-Samples t-test also showed non-significant difference between the mean scores of the experimental and control groups' proficiency levels,  $t(60) = -.492, p = .625$ . Totally, the results indicated that the mean difference between the experimental ( $M = 32.63, SD = 1.97$ ) and control ( $M = 32.36, SD = 2.22$ ) groups was not statistically significant with a 95% confidence interval ranging from -1.352 to .819. In this regard, the results of the PET test showed a non-significant difference between the proficiency levels of the two groups at the outset of the study. The results of pre-test scores are shown in Table 4.

**Table 4**  
*Pre-test Scores of both Groups*

Test	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental group	30	19.95	6.720	1.542
	Control group	30	19.00	8.367	1.745

Based on Table 4, the results obtained from the pre-test revealed the mean scores of the pre-test in the experimental group ( $M = 19.95, SD = 6.720$ ) and control group ( $M = 19.00, SD = 8.367$ ), out of 40, respectively. Before running the Independent-Samples t-test to check the initial knowledge of the groups, Normality test was carried out (see Table 5).

**Table 5***Test of Normality for Pre-test Scores*

Test	Group	Statistic	Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk		
			df	Sig.	Statistic	df	Sig.
Experimental control	.122	30	.200*	.974	30	.851	
	.148	30	.200*	.938			

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As Table 5 reflects, the p-values for the pre-test in the Shapiro-Wilk part are more than the alpha level ( $\alpha = .05$ ). Therefore, the assumption of normality was met, which legitimize conducting the parametric test of Independent-samples t-test on the mean scores of the pretest (see Table 6).

**Table 6***Results of Independent-Samples T-test on Pre-test Scores*

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-test	Equal variances assumed	.148	.702	.398	60	.692	.947	2.378
	Equal variances not assumed			.497	59.979	.686	.947	2.328

Based on the results in Table 6, the assumption of equal variances was assumed for the pre-test, which indicates the homogeneity of variances for the experimental and control groups. In addition, the results of the Independent-Samples t-test also showed non-significant difference between the mean scores of the experimental and control groups' vocabulary knowledge,  $t(60) = .398, p = .692$ . Totally, the results indicated that the mean difference between the experimental ( $M = 19.95, SD = 6.72$ ) and control ( $M = 19.00, SD = 8.37$ ) groups was not statistically significant with a 95% confidence interval ranging from -3.858 to 5.753. In this regard, the results of the pretest showed a non-significant difference between the vocabulary knowledge of the two groups at the outset of the study. The results of post-test scores are shown in Table 7.

**Table 7***Post-test Scores for Both Groups*

Test	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental group	30	33.68	7.92	1.82
	Control group	30	25.52	8.22	1.71

For the scores of the both groups, first the normality test was run. Table 8 demonstrates the results of normality test.

**Table 8***Test of Normality for Post-test Scores*

Test	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Experimental	.150	30	.200 <sup>*</sup>	.958	30	.529
	Control	.168	30	.092	.919	30	.062

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

As Table 8 shows, the p-values in the Shapiro-Wilk part are more than the set alpha level (.05) for the post-test scores of the experimental group ( $p = .529$ ) and control group ( $p = .062$ ). Therefore, the parametric test of Independent-samples t-test was carried out on the groups' post-test scores in order to find out whether there was a significant difference between the mean scores of the experimental ( $M = 33.68$ ,  $SD = 7.92$ ) and control ( $M = 25.52$ ,  $SD = 8.22$ ) groups. The results are presented in Table 9.

**Table 9***Results of Independent-Samples T-test on the Post-test Scores*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
								Post-test
	Equal variances not assumed			2.068	59.015	.045	5.16	2.50

Based on the results shown in Table 9, considering the equality of variances of both groups, there was a significant difference between the mean scores of the experimental and control groups;  $t(60) = 2.06$ ,  $p = .046$ . The mean difference in post-test scores was 5.16 with a 95% confidence interval ranging from .10 to 10.23. Therefore, the null-hypothesis indicating that

there is no significant difference between scores of the experimental and control groups after the treatment was rejected. As a result, it can be suggested that visual aids can be viewed as an effective tool in English classes in general, and in vocabulary teaching classes, in particular. In this case, the research question was positively answered.

### Discussion

In this study the researchers tried to find the effect of visual aids on improving vocabulary learning in the Iranian context and among high school learners. Q1: Does using visual aids have any effect on developing vocabulary among Iranian EFL Learners? The findings of the study provided an empirical support for the effectiveness of visual instruction on Iranian EFL learners' vocabulary learning. The null hypothesis was rejected. The results showed that experimental group who used visual aids here using photos, pictures, websites, or objects for describing the meaning of words outperformed the control group who had to learn vocabulary traditionally through using dictionary or just telling the meaning of words in their first language. The results are in line with the findings of Wright (1976) who found out that visual vocabulary teaching increases learner motivation and captures learner attention.

The results of this study are also able to support those of Romero and Bobkina (2021) who specified that visual activity is useful for checking object vocabulary, prepositions, colors, and numbers. Similar to the findings of Agrawal (1996), visual aids release ways to explain the meaning of new words and languages through images. Moreover, the results support the findings of Choi and Yi (2015) who believed that using visual aids helps learners improve their vocabulary.

The results of the present study contradict the findings of Gazimbe, et al (2015), who found that teachers did not consider visual aids an effective tool in their lessons. They studied to see whether teachers in primary schools in Nkayi district effectively use visual aids when delivering lessons; it was found that teachers were not effectively using visual aids to deliver lessons. This type of knowledge can be verbalized if the person has the cognitive and linguistic means to express the knowledge clearly. Implicit knowledge, however, cannot be verbalized as it is outside of awareness; it can only be inferred from behavior (DeKeyser, 2009). So, when learners see a photo, picture or a website for describing the meaning of a vocabulary implicitly learn it. However, explicitly teaching the meaning of vocabulary through telling its meaning can't have the same effect. Besides in implicit leaning, the learner tries to discover the meaning and it helps the retention. As a whole, this study proved that using visual aids to teach vocabulary leads to better learning for EFL learners.

### Conclusions

In this research, the effect of visual aids on High School EFL learners' vocabulary learning was considered. The researcher found the positive effect of visual aids on the students' vocabulary learning. The experimental group had better scores on the post-test. Besides, the positive results indicate that visual aids can motivate students to learn vocabulary, thus eventually increasing their learning power to a greater extent than traditional materials. Moreover, visual aids are interesting tools in the teaching/learning process.

This perception is admitted by the students who get a different atmosphere when visual aids are implemented. Considering the mean scores it is proved that the visual aids can develop students' vocabulary learning at the high school. In this method, the claim in a sense is that learners get both the main idea of the visual aids and increased vocabulary mastery. Therefore, this method is worth experimenting with and can also be recommended for ESL/EFL classes.

As an English teacher, today's students are different from the students of yesteryear, so you should be able to find creative, cutting-edge programs that are close to your students' world. When it comes to using visual aids, it has been found that visual aids can be one of the most effective aids. Additionally, visual aids like using photos, pictures, websites or even objects for describing a vocabulary are easy and interesting sources of material. Usually, language teachers in EFL educational institutions constantly face the problem of an insufficient supply of vocabulary learning materials due to insufficient curriculum. Visual aids are free and easily accessible, so they can be used for educational purposes both in and out of the classroom. This study also aims to uncover educational implications that can help researchers increase interest in conducting research in unfinished areas.

You can learn while having fun and help improve your vocabulary. The results help curriculum designers and decision makers to integrate visual aids into the educational process of Iranian educational institutions and provide a curriculum with diverse vocabulary that improves English language skills. In other words, since visual aids are an effective means of stimulating further activity (Jewitt & Kress, 2010), they can be used in conjunction with educational materials aimed at developing other skills. In addition, school administrators must provide schools with equipment (LCDs, computers, video projectors, dedicated rooms, etc.) to enable schools to use a variety of English visual aids. Education in Iran still needs further research utilizing all the information from the education system. These contributions are reflected in policy, teachers, students, curriculum, and local communities.

Further research should be conducted by administrators to investigate the usefulness of such programs in different aspects of education in the Iranian context. Teachers' perception of utilizing language-learning skills and visual aids in teaching English language should be assessed. Strategies and techniques employed by teachers in Iranian schools should also be considered. These studies can be helpful in the renewal of teaching vocabulary.

This study could be further expanded to include subjects with different levels of vocabulary knowledge, for example, higher education students who do not need to take additional English courses. In addition to vocabulary acquisition, the effects of treatment on attitudes should also be examined. Instruments could be developed to measure whether subjects' overall attitudes toward learning English changed after the experiment. If so, this research itself will have a broader impact not only on the field of vocabulary learning but also on EFL. It is recommended to explore the possibility of using other types of authentic materials, such as animated images or graphic organizers, to teach vocabulary. Additionally, it would be interesting to compare visual aids with other types of sample multimodality to determine whether visual or audio mode

is a better way to increase students' vocabulary. Some researchers have concluded that visual aids have weaknesses because students pay more attention to text, colors, and techniques within the material than to the content of the material, which reduces student concentration (Samuels, 1970).

Further research can be conducted using other tools such as questionnaires and interviews that can collect both quantitative and qualitative data. According to Shehadeh (1994), men and women use different learning activities. For instance, women try to engage in activities of a social, legal, or cultural nature. On the other hand, Men have a political or historical nature. All participants in this study were women. Therefore, the results cannot be applied to all EFL learners. Therefore, further studies with different genders and language proficiency may yield different results.

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