

## ORIGINAL ARTICLES

### The Perception of English Language Teachers in the Use of Visual Learning Aids

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#### ABSTRACT

The main aim of the study was to determine the effectiveness of using visual aids in facilitating the learning English language for primary schools children especially for increasing their vocabulary knowledge by application of Dual –Coding-Theory under interviewing 15 experienced- teachers in relation to the use of visual aids in the English language learning classrooms who were studied in English language in University Technology Malaysia as the sample. The study was conducted to seek solutions of teachers' attitude as well as being unmotivated to the use of visual aids in learning process. It was tried to find out to what extent the use of visual aids were able to attract teachers to use them in their learning. Based on findings, there is a positive impact in the use of visual aids on teachers' attitude for using of them in their teaching classrooms especially in communication skill. One small picture can encourage the learners to make short sentences and express their feeling to the pictures and convey their information about the picture to the other learners; in this way they will learn more vocabulary. Thus, it minimized attitude problems as teachers become more interested with the using visual aids.

**Key words:** Visual learning aids, dual coding theory, language education, pre and post- test

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#### Introduction

*The Significant Implications of the Dual Coding Theory for Language Education:*

As Benson (1997, p.141) has pointed out, the poet Simonides has described how —words are the images of things|| and the great philosopher Aristotle long ago held that —without image, thinking is impossible||. Yet the importance and usefulness of using visual learning aids in the classrooms is only once again becoming general understood and commonplace in education. However, few language teachers seem to be either aware or interested in this development. This is perhaps because the written and spoken word is the central focus of the language teaching pedagogy and curriculum. Dual coding theory (Allen Paivio,1971) may be able to assist with changing attitudes of language teachers. This is because it recognizes how the verbal foundations of learning are inextricably linked to and substantially supports the visual aspects and tools of learning.

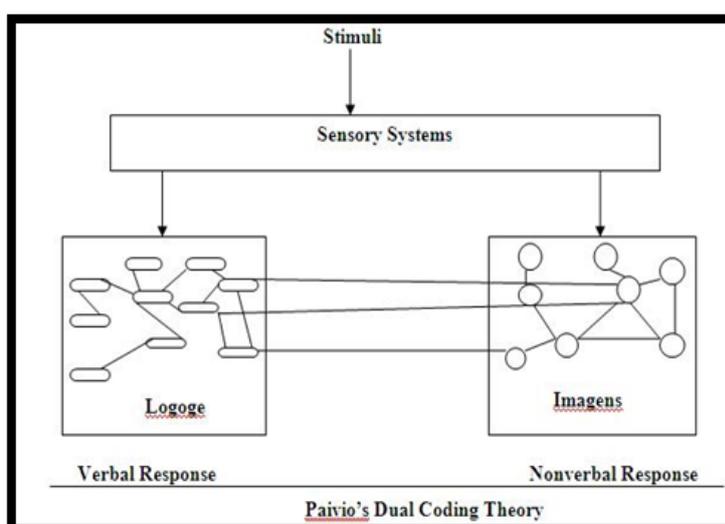
Paivio's (1986) dual coding theory basically outlines the idea that the cognitive process of the human brain proceeds in relation to the processing of information derived through interplay of both verbal and visual elements. It is a theory which therefore has had significant implications for education. Its importance has been especially recognized by those interested in the use of multimedia in education (e.g. Mayer, 1994). Early childhood educators have perhaps been more enthusiastic as they more clearly recognize the role of visual learning aids to motivate and assist the learning of younger students.

But as time goes on all educators are realizing that learners of all ages can benefit from teaching where an appropriate and effective use of visual learning aids is demonstrated. Such aids can help to translate complex verbal processes into easy-to-grasp visual/verbal messages. Naturally also visual and verbal abilities change as learners get older and the process of learning gets faster. This informs the understanding needed to better harness visual learning aids in the language classroom.

Verbal codes and non verbal codes interlink. The *verbal code* is a mental code specialized for dealing with verbal language. Verbal language provides a remarkable means for the encoding, communication, and decoding of messages that symbolize our experiences and ideas, both abstract and concrete. On the other hand, *non verbal codes* deal with nonlinguistic knowledge of the world. They are often referred to as the imagery code because the generation of mental images is a chief function. The nonverbal code provides a means for us to retain, manipulate, and transform the world around us mentally or in our imagination. Connections between the two codes vary with both language use and experience. Abstract language evokes little mental imagery but rather more concrete forms of representation. Hence, abstract language is understood primarily in intra-verbal terms of

mental paraphrasing, translation, and other verbal elaboration. Together words and images play a role in knowledge acquisition or knowledge construction. Mayer, (2001) defines multimedia instructional messages as presentations involving both words and pictures that are intended to faster learning .Words refer to speech and printed text and images may refer to static and dynamic graphics.

Representational, referential and associative are three different levels of processing that can happen within or between the visual and verbal system (Paivio, 1991). One of the particular types of memory codes which have activation belongs to the *representational* mode by the corresponding type of stimulus. For example, the words —cat —initially activates the verbal memory code whereas a picture of a cat activates the visual system. The second level of processing refers to *referential processing* which belongs to the cross – activation of the two types of memory codes .In this case, the word —cat activates the corresponding images in the visual system and the picture of a cat activates the related logogen in the verbal system. However, Reiber, (1994) points out, the relations between the two systems are not always one-to-one, since an image has the potential of evoking many different verbal labels. *Associative processing* refers to activation of additional information within each system. As Reiber suggests, there may be a conversion of visual information into a semantic form for storage in long-term memory.



**Fig. 1:** (Schematic representation of dual- coding theory).

The basic tenet if this theory is that information may be mentally represented either in a verbal system or a nonverbal system. As the above figure shows,

1. Each system contains different kinds of information.
2. Each concept is connected to other related concepts in the same system and the other system.
3. Activating any one concept also leads to activation of closely related concepts.

Visual language is explained as the tight combination of words and visual basics and as having individualities that distinguishes it from natural languages as a separate communication device as well as a distinctive subject of research. It should thus be called *visual-verbal* language instead of *visual* language. The three domains of syntax, semantics, and pragmatics inform the concept of visual language (Horn, 1998).In the last 50 years, with the coming together of component visual vocabularies from such widely separate domains as engineering, diagramming and technologies developed in medical illustrations. Likewise the world of cartooning involves hundreds of expressive visual conventions resembling a full, robust visual verbal language (Tufte, 1983, 1990).

#### *The relevance of visual learning aids to learning:*

Paivio's dual coding theory (1986) has been of interest to many teachers as it is a theory with many implications for learning. In general it suggests that an effective use of visual aids and tools should have a positive enhancement of learning. In this way the concept of the visual literacy of learners has emerged as an influential concept (e.g. Galda, 1993). For language teachers, the use of different visual-verbal aids will hopefully help teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge (Danan, 1992).The use of different types of visual aids can help teachers to reflect on the educational importance of visual literacy (Horn, 1998a). 'Visual aids' can provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than a verbal textbook. During the lesson, students use their own vocabulary and are introduced to new words

provided by the teacher and classmates which they apply to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context (Dolati & Mikaili, 2011).

Although there has been much less research on the visual as distinct from verbal nature of learning, there is an interesting body of research evidence which supports the idea that student learning is positively affected by presenting visual and verbal aids together (Mayer & Sims, 1994). This reminds us of a popular saying: ‘a picture is worth a thousand words’. An understanding of visual – verbal language enables better structures and efficiencies of communication. For example, it has been shown that when human use the integrated visual – verbal “stand-alone” diagrams their performance increase from 23% to 89% (Chandler & Sweller, 1991; Mayer 2001, Horton, 1991). “Stand-alone” diagrams refer to diagrams that have all of the verbal basics and elements necessary for complete understanding without reading text elsewhere in a document.

#### *The Verbal Code:*

The verbal code is a mental code specialized for dealing with verbal language. Verbal language provides a remarkable means for the encoding, communication, and decoding of messages that symbolize our experiences and ideas, both abstract and concrete. The specific units and arrangements of verbal language that appeal to our different senses are well known.

In the auditory and articulatory senses, the units and arrangements are phonemes, word pronunciations, stress intonations and rhythms, and so on. In the visual sense (tactile in the case of Braille), the units and arrangements are letters, written spellings, punctuation marks, lines of verse, and so on. General language concepts such as morphology, grammar, and usage apply to both sense modalities.

A key variable in verbal language is concreteness. Concrete language readily evokes mental imagery (e.g., steaming jungle) whereas abstract language does not (e.g., climatic variation). Some words hover in between – equator is a physical place but also an abstract concept – there isn’t literally a line around the earth there. Decades of laboratory studies have determined that concrete language in words, phrases, sentences, and texts is comprehended and remembered better than abstract language. DCT explains why: When language can be encoded verbally but also as nonverbal mental imagery, the potential for comprehension and memory increases by a factor of two (i.e., dual coding). Furthermore, different languages appear to draw dual coding and poetic text on a common code of nonverbal images as part of their meaning base. For example, the English phrase steaming jungle and its German translation dämpfenschungel would likely refer to the same images in a bilingual reader’s nonverbal code.

#### *The Nonverbal Code:*

The nonverbal code is specialized for dealing with nonlinguistic knowledge of the world. It is commonly referred to as the imagery code because the generation of mental images is a chief function. The nonverbal code provides a remarkable means for us to retain, manipulate, and transform the world around us mentally, in imagination. Even more than language, the imagery code is represented in multiple senses. We can imagine sights, sounds, smells, tastes, and touch sensations, although visual imagery is most apparent to most people. Sometimes imagery is multimodal and approaches actual experience, if vicariously.

Imagine slogging through an equatorial jungle – the sticky, humid, heat; the slippery mud underfoot; the dense, green foliage; the calls of the jungle birds; the vivid color and exotic scent of a delicate jungle orchid. The units and arrangements in this code are more fluid than in the verbal code. Images tend to occur in overlapping nested sets and are not constrained by the stricter sequences found in phonology, grammar, or verse. We can mentally switch perspective or surreally “dissolve” one image into another without regard to logical convention. Imagery is the stuff of dreams, fantasies, and nightmares.

#### *Connections between Codes:*

The connections between the two codes are many, but they vary with both language and experience. Abstract language evokes little mental imagery, concrete language more. Hence, abstract language is understood primarily as an intraverbal puzzle, through mental paraphrasing, translation, and other verbal elaboration. Dictionaries or textbooks in any language might define the equator in the abstract as latitude in a plane perpendicular to the axis of the earth and equidistant from the poles with climatic maxima determined by the equinoxes.

They might also define the equator in more concrete terms, as in describing the river basin geography and rainforest climate of the Amazon or much of central Africa. Concrete language therefore enjoys the advantage of verbal elaboration, but it also evokes images formed from our experience. Our fund of experience limits the images that we might form in response to a text, so that someone who has seen an equatorial jungle firsthand can imagine its sensory character better than someone who has only experienced the frozen Arctic, and vice-versa.

Films, videos, and still pictures serve as approximations for most of us. But we are not prisoners of our experience. Imagination is the act of taking apart and putting together our images in new and perhaps novel arrangements. We have all been hot and sweaty, felt mud underfoot, and seen green plants and flowers. In this way, meaning emerges from the intricate interplay of activity within and between the verbal and nonverbal codes.

#### *Pictures versus text:*

It has been proved that pictures play an important role in the process of learning. Previous studies of learning in general and learning the vocabulary of a second language in particular, have investigated the value of visual information in the learning process. For example, Underwood, (1989) as cited in Chun and Plass (1996), suggested that, "A commonplace principle for human learning is visual memory. We remember images better than words; hence we remember words better if they are strongly associated with images. Koren, (1999) showed that foreign words associated with actual objects or imagery techniques are learned more easily than words without these associations.

In a different types of study involving subtitling, Danan, (1992) found that a combination of video input and bilingual verbal input (subtitles in the second language only with audio in the learners' first language) aided vocabulary acquisition and reading comprehension. Danan attributed her result to the dual coding theory of Pivio, (1986), which emphasizes the importance of providing input for both the verbal representational system and the visual representational system because visual traces are remembered better than are verbal components and also have an additional effect when items are encoded dually. In the case of learning second language, she adds, students learn new words when they can establish a direct connection between a term in their mother tongue, the corresponding images of an object or action, and its foreign equivalent.

In different between learn from text and learning from pictures result from the different types of representations of knowledge: text represent information in symbolic structures of a language and is processed sequentially, that is, word by word or sentence by sentence (Schnotz, 1993 cited in Chun and Plass .1997). On the other hand, pictures convey their information by means of a visual – spatial structure (i. e., the spatial arrangements of the components of the pictures) , and thus represent the subject matter by employing an analogy based on common structural properties and encoded information in parallel or simultaneously (Clark and Paivio, 1991). Levie and Latz (1982) have identified four functions for graphics (pictures):

1. *Attentional*: pictures or graphics attract to the material or direct attention within the material – hopefully using graphics in this way will heighten the likelihood that a user will remember the material.
2. *Affective*: pictures enhance enjoyment or affect emotions and attitudes.
3. *Cognitive*: the cognitive use of graphics involves using pictures to increase comprehension (for example, providing elaboration for text information); to improve that is not otherwise available.
4. *Compensatory*: the compensatory use of pictures involves helping poor learners by adding pictorial clues to decode text.

The study seeks to answer the following research questions according Paivio's dual coding theory in the 1960s which posits that there are two distinct memory stores for conceptual representations, and image –based store and a language –base one. The very important technique that recently has come under closer inspection in the area of second language acquisition research is visual – verbal teaching. Several studies have specifically examined the relationship between visual and verbal teaching in learning which can have powerful effect on the ability of learners to think effectively. There are questions that:

1. What are the different types of visual aids that language teachers might use in a language classroom?
2. How might dual coding theory assist teacher to think about using visual language aids in the language classrooms?

#### *Methodology:*

The researcher interested to understand the experienced- visual aids teachers' experiences of encountering and negotiating major contextual factors in their practice and experience. The subject selected for the study will be fifteen (15) International teachers aged between 25 to 40 years old who are studying at the UTM Faculty of Education, enrolled in Teaching English as a second language (TESL) course, their level proficiency and

experience of teaching English as a second/ foreign language is for 2-10 years. This study will involve written and interview questionnaires (focus group interview were recorded by researcher).

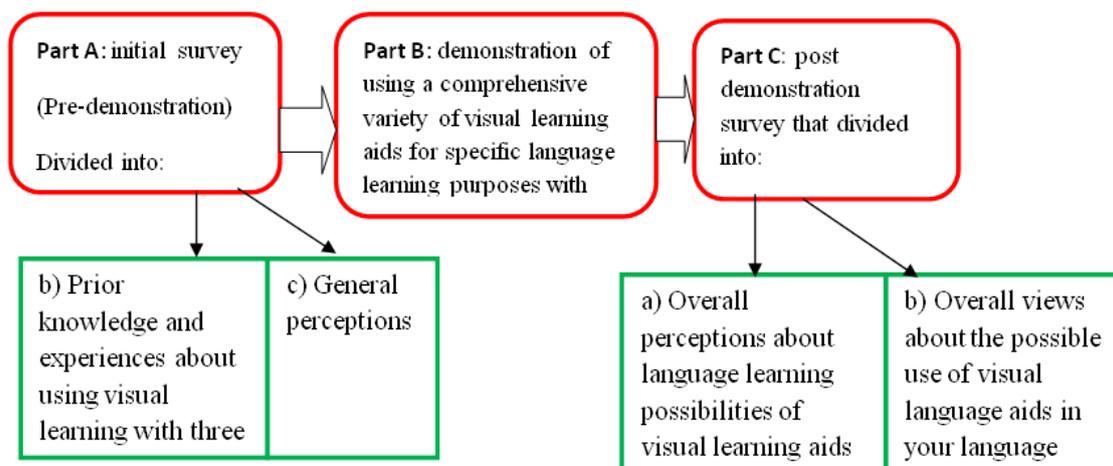


Fig. 2: (Brief overview of survey questionnaires).

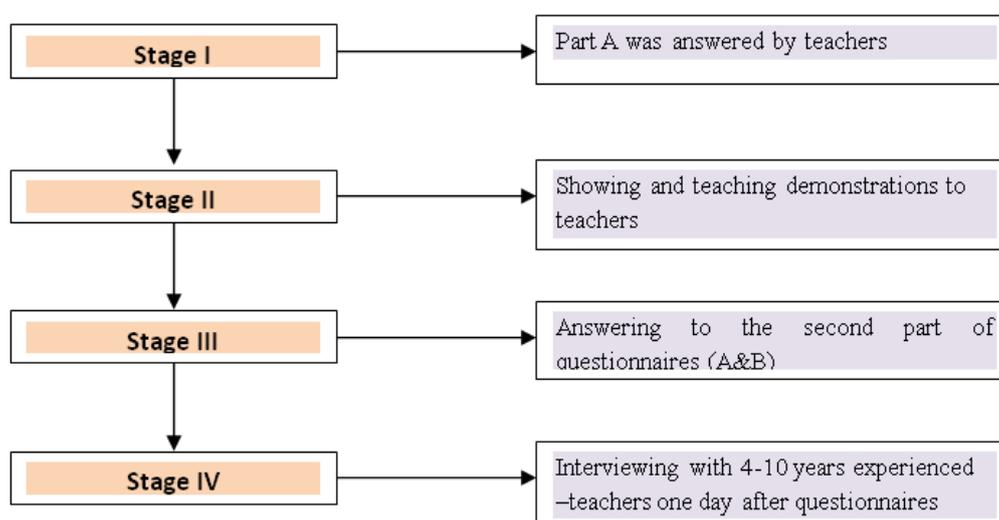


Fig. 3: (Showing the procedures of data collection).

The researcher seeks to show how the results of answers analysis can respond the (How might dual coding theory assist teachers to think about using visual language aids in the language classrooms?) research questions.

#### *Integrating visual learning aids in language education:*

This part of the paper will involve two sections that were answered to the first research question and also are demonstrations based on the first and second figures. The first section provides an overview of samples of learning activities designed to both look at (a) the different kinds and uses of visual aids in language learning classrooms; and (b) kinds of learning design required to effectively use visual aids for language learning. The second section will more directly discuss the use of these samples as part of a project investigating the perceptions of language teachers. In the project a number of language teachers with little or no experience in using visual learning aids with their learners were interviewed before and after be exposed to a series of demonstrations of not only different types of visual learning aids but different ways in which these might be integrated into language learning lessons and classes.

#### *Different visual aids for different aspects of learning:*

Table 1 below has a dual purpose. It provided an overview of a range of types of visual learning aids which might be adapted to a language learning context. It also provides an overview of a series of example language

learning lessons which were developed and demonstrated as part of a research project to familiarize some participating language teachers. The learning outlines themselves are included in the appendix.

**Table I:** The use of different visual aids for teaching different modes of language learning

Types of Visual aids	Examples	Age of students	Objective	duration	Role of Teacher	Role of Students
Flash card	Double sided cards with picture and spelling	8-12	Building up new vocabularies	15 minutes	Organizing and providing the correct pronunciation	Recognizing the right words and pronunciation
Movie and animation	Educational movies	9-12	Developing speaking and listening skills	20 minutes	Persuading and triggering the discussion	Core participants in following the discussion
Authentic role plays	Restaurant exchange	9-12	Introducing authentic situation	25	Simulating the conversation in different contexts	Communicating in different situations
Computer-based or multimedia interface	Educational sites	9-12	Surfing and getting info	30	Familiarize the students with useful websites	Exploring new information
models	Bodily organs: e.g. the human heart	9-12	Getting familiar with the function and location of organs	10	Presenting and simplifying the concepts	Exploring new concepts

The initial visual learning example here involves the use of flash cards which especially lend themselves to teaching and learning new words in vocabulary exercises. The second example focuses on the use of movie excerpts or other kinds of animation to provide either a background to or specific examples which might provide a focus for learning activities. The visual-verbal learning link is initially activated in terms of listening skills but this activity can also then provide a focus for a range of communication activities lead by the teacher. Going beyond this the third example is the use of authentic role plays where students interact performatively using non-verbal actions and gestures to supplement the verbal aspects of communication and interaction.

The next example focuses on how different kinds of visual literacy and learning are made possible by the multimedia and related functions of the computer interface. This can range from providing students with activities of searching for authentic and interesting resources on the internet to providing students with particular software or programs which can directly or indirectly assist learners. The last example involves a hybrid mixture of different visual media to assist with language learning class focusing on naming and explaining the bodily organs. This can be assisted by the use of special multimedia programs or through different kinds of physical models which represent the human body – including diagrams and pictures or even a replica model in some classrooms. From these examples we can see that various visual learning aids can be harnessed by language teachers as well as by teachers in other subject areas.

These different examples of visual aids in language learning were incorporated into a study of participating language teachers who participated in some demonstration classes or activities involving a wide range of visual aids and different activity designs for integrating these into the language classroom. Before and after interviews were conducted with these participants. This study focused on several distinct areas of investigation. The first was to identify the use of different visual aids in language learning classrooms that might teachers find helpful. Secondly the project focused on how different kinds of visual aids might be integrated to assist with different kinds or aspects of language teaching and learning.

Generally speaking most of the participating teachers were not very receptive initially to the idea that visual learning aids can have a significant role in the language classroom. However the ‘after’ interview indicated that access to useful demonstrations in practice and also to new design ideas for using visual aids in the language classroom can lead to a changed mindset in The key benefit noted by participants is that visual aids can strongly assist with more effectively motivating learners in various ways.

### *Findings and discussion:*

#### *Part A: Initial demonstration:*

Some of the teachers emphasized that hearing as well as seeing simultaneously helps the learners to have a better input they can refer to in the productions process and along it verbal complicated concepts could be understandable with visual aids. Based on their belief by using some visual aids like movie the verbal language will be much clear and the learners will be comprehend and it also will be easy to them to explain and deliver the meaning of the words and whole story of movie. Again they emphasized to watching TV and movie that the

language can be obtained easily, children pay more attention to the action and their favorite characters and try to remember some speech of them due to this it can help them to have verbally explanation and communication. A few of the teachers mentioned that visual aids encourage the learners to have communication and they like to express based on whatever they were understood by seeing the aids and they are interesting to exchange their knowledge and information this is the best way for having verbal language along visual aids, thus, their vocabulary and grammar knowledge will increase. Visual aids are helpful for learning and by using them the learners learning will be better and they will never forget whatever they have taught but in relation to the verbal language she emphasized that kids have no enough vocabulary knowledge to declare their words. Most of the teachers have showed that using visual aids in the language learning classes has positive effects and it will be very useful in teaching. Some of them stated that improving the learners learning encourage the other teachers to use the visual aids. The visual aids were showed that they are usable for teaching and the learners understand the content of tasks in shortest time and they do not need to explain more about the practice or words. By communicative approaches the teachers were found that vial aids are the best tools for increasing speaking skill.

A few of them mentioned that nowadays teachers don not show the pictures or flash cards to the learners however, they use of Internet and online web sites to learn. Using visual aids take their time for preparing the aids and they try to obey of traditional methods for teaching. In this condition some of them said that the old teachers use the visual aids and they have used to bring some aids in the classrooms but the younger teachers prefer to the shortest method which is repetition and translating methods. And in some schools the usable methods is dependent on the teacher's way.

#### *Part B: Post demonstrations:*

In the qualitative analysis of the use of different kinds of visual aids in the classrooms the findings show that almost all of teachers (13 out of 15) stated that they use flash cards in their classes. The method selected by most of these teachers involve repetitions of the names for a few times; however , one of the teachers argued that he prevents and instead asks the students to look at the pictures ; this way they will encode the meanings in their minds.

About types of flash cards used in the classes, almost all of the teachers mentioned that they use flash cards of various types such as flowers, maps and even alphabets. Some of the teachers also mentioned that their using of flash cards is especially for spelling and dictations; however one of them declared that his using of flash cards is for teaching whole-word dictation.

Findings showed that one of the teachers use flash cards to teach pronunciation by asking the students to repeat the word of picture until acceptable master of pronunciation is achieved. This process involves group repetition followed by spot checks.

A few of them who do not have using of visual aids due to the lack of their knowledge and familiarity with this method but after the researcher's explanations and demonstration of visual aids and activity they were interested to use of that and they mentioned that it is will be useful and they will use this method in the future. Finally all of the teachers expressed their satisfactory with using flash cards and stated that flash cards make the class aerospace fun and more interesting.

Almost most of them strongly agreed about the advantages of using flash cards that can improve it among students' learning. Their speeches about flash cards was same in using it in different subjects and increase the learners' understanding of content and the aim is the learners' better understanding. Most of them stated that children are interesting in seeing and when they see the tools and feel that they can touch it and see every detail their understanding will increase special in learning vocabulary and formatting of the sentences. One of the other reasons for improving learning among students is due to being interesting time in the classrooms. Naming the animals and planets and the other different tools is enjoyable for them. Some of them mentioned that flash cards are good aids for improving the learners' writing, thus, the teacher shows the flash cards and ask the learner to explain about it and write a short sentence and in high level they can mix the pictures and write a paragraph for pictures.

A few of the teachers stated that playing game with flash cards improve their learning and it helps to the teachers in short time introduce the subjects and contents. Flash cards have allowed them to encourage students in being in group working and pair for learning.

Few of the teachers stated that flash cards are good visual aids for remembering the name and meaning of the pictures and words, in this way, their memory will be active for recalling and remembering the words. They will increase their knowledge of their lessons and their environmental issues and will recognize the differences among them. It can be declared limited –time for English classes is in the core of the Problems (Dolati & Mikaili,2011); and the time of class do not let them to practice more and use some different kinds of visual aids.

Generally, the degree of the effectiveness of using visual aids would be explained in terms of its capability of engaging teachers in the use of visual aids designed. Thus, led students achieved greater performance in their vocabulary learning. In considering whether using visual aids can be considered as effective in English learning,

the data gathered from the teachers who use the visual aids in their learning classroom of the following measurements were analyzed. This part, thus, comprised of discussion on the findings of the using of visual aids by teachers in their learning classrooms, their prior knowledge and experiences about using visual learning and how they use them in classrooms, how visual aids assist them in their teaching and what kinds of obstacles there are for using of visual aids.

In comprising the means of the use of visual aids, the results revealed insignificant differences of visual aids among teachers is using visual aids in contrast who they don't use and also follow their own way. With regards to the interpretation of the findings in the use of visual aids in the language learning, three different investigations were carried out in terms of overall analysis, the levels of using visual aids analysis and the process of using visual aids in the learning language analysis. In the general finding in the use of visual aids and the kinds of visual aids, the results demonstrate that exposure to previously known or unknown visual aids through special viewing and reading of answers by the teachers using of visual aids had a positive answer to use of them in high level of using and they have used different kinds of visual aids in their teaching classrooms. And their ability of using visual aids was high and their knowledge of using visual aids was perfect. However, it is not useable for some of teachers and it would not expected that many of the teachers enter to use of visual aids in their teaching classrooms because the methods are various and they can choose their own way to teach. In the answers the teachers have mentioned that the learners prefer see the subjects and touch it, thus, the learners remember every pictures and their meaning in their mind and as Paivio (1991) has mentioned the learners can code to each picture and remember it for long term of learning and seeing the pictures of subjects help to the learners to active their brain in recalling the words and the name or meaning of the words.

According to dual coding theory learners can be encouraged to think about their learning style and how it affects their work by trying a quiz to identify their preferences. If they understand how they prefer to think then they can learn how to optimize their work in the classroom, and also try alternative ways. Thinking and imagination is one of the styles that children like to use it in their learning ,thus, they imagine and think how they can remember the words and other aspects of learning therefore they use coding and decoding for their learning by using visual aids unconsciously. Dual coding theory is a good opportunity for teachers to think about the how they can use this theory in their all subjects that they can teach. In this study it has attempted to show how the teachers use this theory in their daily teaching classrooms without thinking about the special theory that they use.

#### *Interpretations between the findings and dual coding theory:*

Generally, the degree of the effectiveness of using visual aids would be explained in terms of its capability of engaging teachers in the use of visual aids designed. Thus, led students achieved greater performance in their vocabulary learning. In considering whether using visual aids can be considered as effective in English learning, the data gathered from the teachers who use the visual aids in their learning classroom of the following measurements were analyzed.

Therefore, comprised of discussion on the findings of the using of visual aids by teachers in their learning classrooms, their prior knowledge and experiences about using visual learning and how they use them in classrooms, how visual aids assist them in their teaching and what kinds of obstacles there are for using of visual aids.

In the first part of investigation of the study, the overall result of the pre- questionnaire aimed to elicit prior knowledge and information of the teachers 'knowledge about using visual aids in language learning classrooms and their experiences and exposure to the L2 revealed that more than half of the learners had more interest of seeing and touching objects, Watching the movie and English materials. This was reflected in the percentages of using visual aids by teachers in their teaching classrooms.

In interpreting the findings regarding to the using visual aids, it was recalled that most of teachers' initial knowledge of using visual aids was taken into consideration prior to use of them.

In comprising the means of the use of visual aids, the results revealed insignificant differences of visual aids among teachers; 86.7% using visual aids in contrast with 13.3% who they don't use and also follow their own way . With regards to the interpretation of the findings in the use of visual aids in the language learning, three different investigations were carried out in terms of overall analysis, the levels of using visual aids analysis and the process of using visual aids in the learning language analysis. In the general finding in the use of visual aids and the kinds of visual aids, the results demonstrate that exposure to previously known or unknown visual aids through special viewing and reading of answers by the teachers using of visual aids had a positive answer to use of them in high level of using and they have used different kinds of visual aids in their teaching classrooms. And their ability of using visual aids was high and their knowledge of using visual aids was perfect. However, it is not useable for some of teachers and it would not expected that many of the teachers enter to use of visual aids in their teaching classrooms because the methods are various and they can choose their own way to teach. In the answers the teachers have mentioned that the learners prefer see the subjects and touch it, thus, the learners

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According to dual coding theory learners can be encouraged to think about their learning style and how it affects their work by trying a quiz to identify their preferences. If they understand how they prefer to think then they can learn how to optimize their work in the classroom, and also try alternative ways. Thinking and imagination is one of the styles that children like to use it in their learning ,thus, they imagine and think how they can remember the words and other aspects of learning therefore they use coding and decoding for their learning by using visual aids unconsciously. Dual coding theory is a good opportunity for teachers to think about the how they can use this theory in their all subjects that they can teach. In this study it has attempted to show how the teachers use this theory in their daily teaching classrooms without thinking about the special theory that they use.

The finding shows not only that DCT (Paivio1998) provides a unified explanation for diverse topics in education, but also that its mechanistic framework accommodates theories cast in terms of strategies and other high-level psychological processes. Although much additional research needs to be done, the concrete models that DCT offers for the behavior and experience of students, teachers, and educational psychologists further our understanding of educational phenomena and strengthen related pedagogical practices. The learners behavior during learning has one of the major items that teachers should attention to it since the learners behavior is different the teachers should have appropriate accuracy for choosing visual aids. As it has mentioned the teachers have used variety of visual aids like Internet, charts, flash cards and map. Each of them has different effectives on children learning, the strengths and weakness of aids should be attentive. Dual coding theory (DCT) explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality-specific verbal and nonverbal (or imagery) representations. The research demonstrates that concreteness, imagery, and verbal associative processes play major roles in various educational domains: the representation and comprehension of knowledge, learning and memory of school material, effective instruction, individual differences, achievement motivation and test anxiety, and the learning of motor skills.

#### *Limitations and Recommendation for Further Research:*

It is recommended that more researches should be done on the use of visual aids in the low level of learning to facilitate English language learning especially in learning vocabulary. This is in line with the education system that teachers should be exposed with as much as techniques and methods information as possible to prepare themselves with the current cyber and borderless world. Further research on the use of visual aids in the field of language learning should be carried out, the methodology and findings of pervious research can be drawn on for guidance. And the most and important recommendation from the researcher is about finding the knowledgeable supervisor who is master about all theories and lead the researcher in the right way.

Based on the study carried out, it is recommended that teachers become more familiar with the dual code theory and its application in their teaching methods. Other researches can, thus, focus on the effectiveness of teachers' prior knowledge of DCT and its application in language classes.

#### *Conclusion:*

Language teachers are so focused on the verbal nature of the language learning classroom that many seem to underestimate or ignore the potentially useful role visual learning aids can play in the language classroom. This paper has explore how visual learning aids are becoming more widely used in education, and suggested that this might be extended to include the language classroom. In particular it has explored how dual coding theory might assist with changing the attitudes of language teachers in particular to the use of visual learning aids in the language classroom. On this basis the paper has gone on to provide an overview of the most common kinds of visual aids and their potential teaching and learning applications. It has linked this also to a research project which investigated the extent to which language teachers might be more inclined to use visual aids if they could be provided with some useful and typical examples. Good examples will indeed encourage language teachers to be more experimental harnessing visual aids for their language learning classroom.

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## Appendix

### APPENDIX A

#### SURVEY QUESTIONNAIRE:

#### USE OF VISUAL LEARNING AIDS FOR LANGUAGE LEARNING

##### Dear Respondents,

We would like to express our greatest gratitude and appreciation for your willingness to spend some of your valuable time answering this survey. The purpose of the study is to investigate the effectiveness of using different kinds of visual learning aids in language learning classrooms.

The survey questionnaire is divided into three sections. Section A focuses on collecting information on the respondents' prior knowledge, experience and perceptions about the use of visual learning aids for language learning. Section B is linked to the demonstration of a range of particular visual learning aids for specific language learning purposes. Section C. is a post-demonstration survey which focuses on the overall perceptions of respondent teachers and their possible plans to further use visual learning aids in their language learning classrooms.

By getting the required information, we hope to investigate the possible uses of visual learning aids for language learning purposes. Please read each question carefully and answer it to the best of your ability. We are merely interested in your personal point of view.

Thank you.

#### SURVEY: USE OF VISUAL LEARNING AIDS FOR LANGUAGE LEARNING

##### PART A. Initial Survey (pre-demonstration)

##### 1. Personal Information

Answer and underline the following questions:

Age: \_\_\_\_\_ Gender: Male Female

Nationality: \_\_\_\_\_

How many years have you taught children English language?

0-2 years 3-4 years 5-7 years more than 7 years

Typically how old are your students in your classroom?

3-6 7- 9 10- 12

## 2. Prior knowledge and experiences about using visual learning

- Have you used visual aids before in your teaching? Yes No
- (If yes) what kind of visual aids have you used in your classrooms?
- (If yes) Has your experience of using visual aids been generally a positive or negative one? Discuss

## 3. General perceptions

- Do you think visual language aids can significantly enhance the teaching of language learning? Yes No

If yes - how? If no – why?

- Do you think verbal language learning can be improved by using visual language aids? Yes No

If yes - how? If no – why?

- Do you think other teachers are generally positive or negative about using visual aids in their teaching? Yes No

If yes - how? If no – why?

## PART B. RE: Demonstration of using a comprehensive variety of visual learning aids for specific language learning purposes

### EXAMPLE #1 – FLASH CARDS

This questionnaire is designed to assess the perception of teachers in the use of visual learning aids in the language classrooms.

- Have you used flash cards of visual aid before? Yes No  
If Yes, how?
- Do you think flash cards can be used to improve language learning among your students? Yes No  
If Yes, how?
- Has the demonstration provided you with some idea about using flash cards aids in language learning classrooms? Yes No

If Yes, how?

- Would you be prepared to consider the use of flash cards in your teaching classroom? Yes No

If Yes ,how? If No, why?

## PART C. Post-demonstration survey

### A. Overall perceptions about language learning possibilities of visual learning aids

- To what extent do you think visual language aids can significantly enhance the teaching of language learning?
- To what extent do you think verbal language learning can be improved by using visual learning aids?
- Do you have a new or changed view about possibility of other teachers using visual aids more widely in the classroom? Yes No

How? Why?

**B. Overall views about the possible use of visual language aids in your language learning classroom?**

- a. In general, what place do you see visual learning aids having in a language learning classroom?
- b. What do you see as the main obstacles to better use of visual learning aids in the language learning classrooms?

**Interview questions:**

- a) Let me know if you have used visual aids in your teaching classroom?
- b) How have you used it? Explain it please.
- c) How do visual aids assist you in your teaching?
- d) Does it have positive or negative effect in your student's learning?
- e) How can visual aids improve the different aspects of language learning? (Grammar, vocabulary, pronunciation and ....)
- f) How visual aids facilitate language learning in education system?

**APPENIDX B****1. Activity for Movie****Level: grade 9 -12****Objects:**

- Remembering the names of characteristics
- Explain some part of movie
- Increasing their speaking and listening
- They will be able to make a short story for the end of movie
- By visualization their understanding of movie will increase and will be better

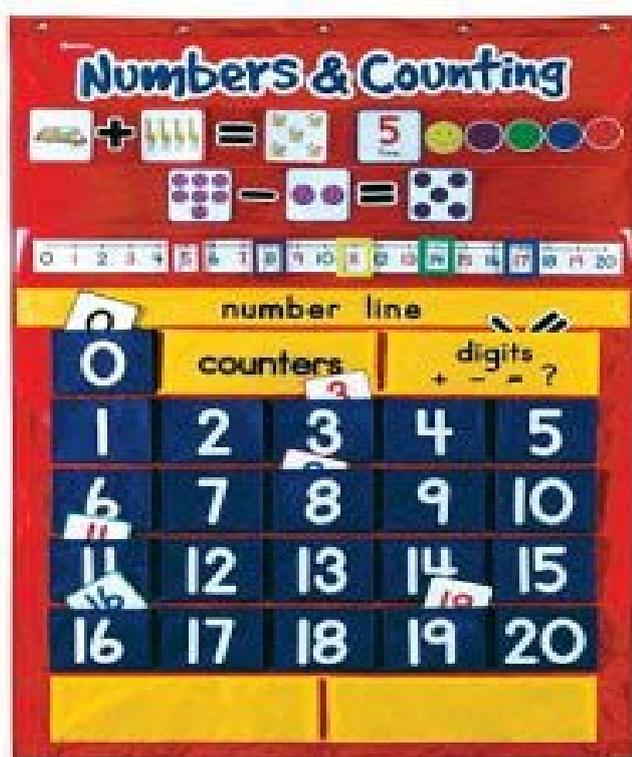
Some part of movie or animation will be shown the children and they will be asked to guess the name of title or some part of the movie, cartoon or animation. The teacher has written the name of that movie name and some other cartoons or movies names on the board like: Lion king, Black sheep. They will be asked the names of characteristics and their roles in the movie and which character they are in interesting. They will be asked to guess the end of movie.

Based on the students' level the teacher will write the new words on the board and practice with them for some minutes. In this case the student were not force to guess as the aim is understanding the content of movie and, accent not the learning the meaning of vocabularies word by word . In the end of film they were asked to chose one of the characteristics and declare one or two sentences of him/her.

**2. Activity for Chart (Using charts for learning numbers and alphabets)****Level: 8-9****Objectives:**

- Familiar with numbers and alphabets
- They will be able to count numbers with pictures and without pictures
- They will declare the alphabets
- They will enjoy of learning with pictures( Interesting Time)

Teacher shoos a colorful and numerical chart for learning numbers .In this activity teacher shows the first home (picture of apple ) which is the symbol of numbers 1 and then teacher says ,(ok here we have one apple) and shows it with his finger as 1 and then shows the second pictures ( two apples ) and count 1 apple ,2 apples (ok here we have two apples) and it continues till number 10 . Finally they will learn the numbers and can practice with their friends.



### 3. Activity for Flash Cards

**Level: 8-12 in different subjects**

**Objectives:**

- Their vocabulary will increase
- Their dictation will be correct and better
- They will be familiar with different pictures (Animals, Plants, Staffs and ...)
- They will be able remember all the names and words and meanings
- They will familiar with( the life or history ) of each pictures

Firstly teacher should persuade students to look at her and her flash cards in her hand. Then she chooses the easiest flash cards and words for the first practice. She shows the picture of flash cards without their names (words) on the opposite site. Teacher makes it clear completely with definition. For example she shows the picture of Fish and says (this is the animal that is living in water and doesn't have hand or foot but it can swims by his ballets and tail) then the learners can guess the name of picture and they will have some information about it.

Approximately 10 (words) flash cards are necessary for the first step of learning vocabulary; it is based on the children level. After showing the words the teacher will write the words on the board and practice the name and dictation and all students should write a short sentence for every word and they will come and write their sentences on the board to share them with other learners.



### 4. Activity for the using Map

**Level: 8-12**

**Objectives:**

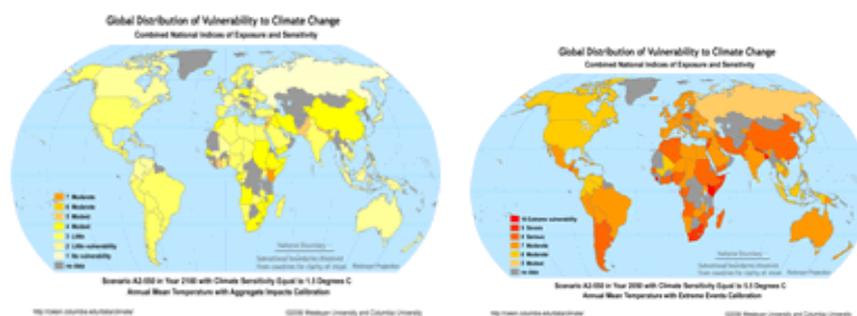
- Familiar with four main directions (North, South, East, West)
- Familiar with the map directory

- They will be able how to work with map directions
- Familiar with big jungles and oceans
- Familiar with some famous countries and their capitals
- Increasing the world and map information and knowledge

Firstly, the map should be big and colorful and it should be in suitable place to all children to see it. The first step is learning the directions, north, south, east and west. Teacher can show the 4 directions to children by standing as cross shape. The second step is learning the colures like green as the symbol of jungles, blue the symbol of seas and oceans and yellow colure is the symbol of deserts.

The teacher will say the name of famous oceans, jungles and deserts and repeats the name and shows each of them on the map and each student should find the location of them. Children will learn and show the location of each seas, jungles and deserts on the map .in this way they will learn the name of directions, famous places like Amazon jungles, India Ocean and etc.

Depending on the learning level of students, teacher can develop her teaching. For example the children will be asked about the famous cities and countries in the world and the countries capital, and they should find their situation and location on the map and after finding and leaning the name and dictation they can write the words and make a short sentence for each name.



## 5. Activity for pictures (Photo dictionary)

**Level: 9- 12**

### Objectives:

- Familiar with working with Photo dictionary
- Familiar with different subjects in photo dictionary
- Knowing the names of staffs and everything name
- Fast learning and increasing their vocabulary knowledge
- Increasing their writing format
- Learning the comparison situations
- 

One of the photo dictionary activities is that each of students has a picture of their home kitchen (for example) and compares it with the kitchen picture of their photo dictionary. By using it they can compare and name the staffs and their location in their own home and in the photo dictionary. And they can write the tools' name and their locations and a short sentence for each of them.



### 6. Using Human Frame for learning the different parts of human body

Level: 9-12

#### Objectives:

- Familiar with their body organs (their names and working)
- They will increase their vocabularies
- They will know their location in inside of body
- Their knowledge of human body organs working will increase

The student will begin the class by copying the Daily Science Question that has been displayed into their science journals. The students will answer the question to the best of their ability. After approximately 5 minutes, the teacher will introduce the different inside parts of body and will show the statures and name them. Then teacher takes out each one and shows their places and will write the name of them on the board then the children will be asked to repeat their name and the teachers will ask them to put them inside of frame and name them and show the place of them. They will work in group and finally they should write the name and sentences for each part and about their working and locations.

