



REPUBLIQUE DU BENIN



**MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE**

UNIVERSITE DE PORTO-NOVO

ECOLE NORMALE SUPERIEURE DE PORTO- NOVO

OPTION : LETTRES

FILIERE : ANGLAIS

**MEMOIRE DE FIN DE FORMATION POUR L'OBTENTION DU BREVET
D'APTITUDE AU PROFESSORAT DE L'ENSEIGNEMENT SECONDAIRE
(B.A.P.E.S)**

THEME

**IMPACT OF THE USE OF VISUAL AIDS ON THE TEACHING OF
VOCABULARY IN EFL CLASSES: A CASE STUDY OF BEGINNER
CLASSES IN A SECONDARY SCHOOL IN BENIN**

Présenté par:

HOUEZE Amos

Sous la direction de:

Dr. Juvenale AGBAYAHOUN

Maitre-Assistant de didactique

anglaise à l'ENS

Année académique: 2014-2015



I dedicate this work to my adored parents Lucien HOUEZE and Rebecka TETEH for their
love, affection and everyday support to my brothers and me.



ACKNOWLEDGEMENTS

It is a duty for me to address my sincere thanks to all those who, in whatever way, have contributed so far to my education and guidance. Therefore, my thanks to:

-Dr Juvenale AGBAYAHOUN whose constant advice and assistance have helped me to complete this work;

- All the teachers who taught me from the first year to the third of my training at the Teacher Training College of Porto-Novo;

-My uncle Raymond Codjo NATO-WEZE;

-My uncle Remy HOUZE and to his spouse;

-My brothers Jean-Galbert and Lionel HOUZE;

-All those who kindly accepted to answer my questions and taken part in my interviews;

-All those who contributed in one way or the other to this research.

God bless you all



ACRONYMS

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure (Secondary School Teacher Training College)

CEG: Collège d'Enseignement General (Public High School)

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF ACRONYMS	iii
GENERAL INTRODUCTION.....	1
CHAPTER ONE: INTRODUCTION TO THE STUDY.....	3
1-1- Problem Statement.....	3
1-2- Purpose of the Study.....	4
1-3- Research questions.....	4
1-4- Significance of the Study.....	4
1-5- Definition of key concepts.....	5
CHAPTER TWO: LITERATURE REVIEW.....	7
2-1-Definition,functions and advantages of visual aids.....	7
2-2-Different types of visual aids.....	9
CHAPTER THREE: METHODOLOGY	14
3-1- Introduction.....	14

3-2- Design of the study.....	14
3-3- Setting.....	14
3-4-Participants.....	15
3-5- Data collection instruments.....	15
3-5-1- Questionnaire.....	15
3-5-2- Class observations.....	16
3-6- Data collection procedure.....	16
3-7- Data analysis procedure.....	17
CHAPTER FOUR: THE FINDINGS OF THE STUDY.....	18
4-1- Analysis of the collected data.....	18
4-2- Analysis of the findings.....	26
CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS.....	28
5-1- Recommendations.....	28
5-2- Suggestions.....	30
GENERAL CONCLUSION.....	35
REFERENCES.....	37
APPENDICES.....	39



LIST OF TABLES

Participants

Table1: Information on EFL teachers of lycee Behanzin secondary school...15

Table2: Information on EFL learners of lycee Behanzin secondary school....15

Teachers' responses

Tablen.1:Frequency of using visual aids in teaching vocabulary lesson.....18

Table n.2: Kinds of visual aids used to teach vocabulary lesson.....19

Table n.3: The visual aids available at school.....19

Table n.4: Ways of getting the visual aids.....20

Table n.5: Reaction of learners towards the visual aids.....20

Table n.6: Feelings of students after the use of visual aids.....21

Table n.7: Promotion of visual aids in E.F.L classes.....21

Learners' responses

Table n.1: English preference.....22

Table n.2: Ways of teaching vocabulary lesson.....23

Table n.3: Frequency of the use of visual aids.....24

GENERAL INTRODUCTION

The process of teaching a foreign language and precisely a vocabulary lesson depends upon the different types of equipment available in the classroom. Many visual aids have much importance in teaching a foreign language. Teachers also have to make learning interesting and exciting by using adequate materials designed for implementing the activities. To help keep our students on the learning curve, it will be better to familiarize them with different sort of visual aids. For that, what are visual aids?

According to the BBC English Dictionary, 14th Edition (1990), visual aids are any objects or materials used in teaching to help people learn or understand something. By visual aids, we would also like to mean everything we can see or touch which can help comprehension. According to Corder (1996), *“everything a student can see in his/her classroom or in his/her immediate environment is visual elements in language teaching”* p32. They can be classroom furniture, pictures, gestures, a blackboard, cartoon, photographs, flash cards, collage and posters, art gallery etc. In teaching a foreign language, visual aids are used to motivate learners, to provide them with information to refer to, to help them to keep in mind the meaning of the given materials. They are also used to provide non-verbal, cues for drills in manipulative or linguistically structured activities.

Through my experience in the beginners ‘classes, the pictures of the books (English student’s book) of the New Teaching programme (Competency Based Approach), have revealed that visual aids have impact in teaching E.F.L in Benin Secondary schools. Unfortunately, I have noticed during class observations that the students only use the ‘document d’accompagnement’ in which pictures are not clear. This situation in which

learners are learning is not satisfactory and as a consequence they are hampered in the process of better vocabulary learning. That is why we have set our choice on this topic. Thus, we have centered our work in the beginners 'classes of 6eme and 5eme in secondary schools of Lycée Béhanzin.

CHAPTR ONE: INTRODUCTION TO THE STUDY

1-1- PROBLEM STATEMENT

Vocabulary is generally a matter of remembering, unlike learning grammar which is a system based mainly on rules. There is famous Chinese proverb which says: “one seeing is worth, a hundred words. If we hear we forget, if we see we remember, and if we do something we know it”. Through my personal experiences and observation, I found out that in order to be able to teach vocabulary in context as effectively as possible, it is important to know how words are remembered and stored in students’ minds and how long term memory is organized. During my practicum I noticed that students, especially the beginners, had a lot of difficulty in participating actively when vocabulary lesson is being conducted. These beginners’ students find the class boring because words and concepts are sometimes abstract. Teachers seldom use visual aids in the classroom, and they are tempted to often speak more French than English (a phenomenon called grammar translation) while explaining words. Wright and Haleem (1996) also state:

“One of the most important aspects of language teaching is the role of visual material: the importance of using visual media to make teaching more effective, communicative and interesting is well-known. However, many teachers even experienced teachers; do not exploit the potential of visual materials to the full.” p72

1-2- PURPOSE OF THE STUDY

Teaching English as a foreign language should imply teaching its four skills which are listening, speaking, writing, and reading. During my practicum, I find it very difficult for beginner students to understand some words. In the purpose of showing the positive influence of the teaching of the use of teaching materials that increases learners' motivation in the beginners EFL classes, we have chosen to work on the theme: "The impact of visual aids on the teaching of vocabulary in the beginners' classes: A case study of Lycee Behanzin."

Our purpose of this research is to investigate the importance of using visual aids, from teachers and students perspective, to teach vocabulary lesson to beginner EFL students in order to facilitate the increment of their English vocabulary.

1-3- RESEARCH QUESTIONS

What are teachers and learners opinion about the use of the visual aids and what are the recommendations and suggestions we can draw from their view point so as to supply schools with authentic teaching materials which the teachers will use to perform teaching?

1-4- SIGNIFICANCE OF THE STUDY

I have chosen to work on this topic because I want vocabulary teaching and learning to be more effective especially in the beginner's classes. My study will enable teachers to know what to do when they are about to teach vocabulary effectively. They will be aware of the benefits related to the use of visual aids in vocabulary teaching.

My study is significant because every individual, included students have the tendency to forget. Therefore, proper use of visual aids helps to retain the meaning of more concepts. Students can learn better when they are motivated properly through different visual aids. Visual aids develop the proper image when the students see, hear, taste, and smell. Visual aids create the environment of interest for the students and help to increase the vocabulary of the students. Visual aids multiply the learners' level of understanding of the material presented, and they can send clear messages and clarify points from teachers.

In addition, my research is still useful because learners are more fascinated by gestures and movement in the classroom .Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable learners to use more than one sense at the same time and visual learners can benefit from visual stimuli such as pictures, videos, charts, posters and so on because they benefit from being shown rather than told.

1-5- DEFINITION OF KEY CONCEPTS

Impact: According to the BBC English Dictionary 14th edition, (1990) it's a strong effect something has on a situation or person.

Visual aid: According to the BBC English Dictionary 14th edition, (1990), Visual aids are things you can look at, such as films, maps, or slides , to help you understand something, or to remember information.

In this study, Visual aids also include real objects or realia, human beings, plants, blackboard in the classroom, pictures, posters, wall charts, flashcards, gestures, dramatization, photos, postcards, magazines, brochures, maps, computer...

Beginner: According to the BBC English Dictionary 14th edition, (1990), Beginner is someone who has just started learning to do something and cannot do it well yet. In this study, **beginners' classes** refers to the class of 6eme and 5eme.

CHAPTER TWO: LITERATURE REVIEW

This chapter aims at giving more explanation about the impact of visual aids on the teaching of in the beginners' classes. I will focus on the conception of some authors to get more information about the use of visual aids in teaching vocabulary and the role that it can play in motivating the class.

2-1- DEFINITION, FUNCTIONS AND ADVANTAGES OF VISUAL AIDS

Visual aids are reproductions, or anything that helps one "see" an immediate meaning.

Ozaslan & Maden (2013) explained that visual input can also come in the form of signs or symbols. Moreover, these visuals can come in concrete and recognizable forms or as abstract images that may or may not indicate relationships.

Research has shown that people prefer illustrations that are colored, contain a story, related to previous experiences and that can be associated with places, objects, persons, events or animals for which they are familiar.

Visual aids are very useful for many different levels of learning from beginners to advanced learners because it is a very good source of motivation. Yunus, Salehi & John (2013) explained that it helps the learners to be immersed in the foreign culture, to discover meaning from gestures and emotional clues. Visual aids help to transmit the message to the learners. They are useful in creating a good atmosphere and cooperation among the learners. Visual aids can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, Ozkan (2002) explained that it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. If you can get your students involved and excited with pictures and real objects, you

are well on the way to help them retain facts and concepts. Students can learn better when they are motivated properly through visual aids; it develops the proper image when the students see, hear taste and smell properly. Visual aids create the environment of interest for the students; it helps to increase the vocabulary of the students. Visual aids provide direct experience to the students. Subathra (2012) explained that the class becomes interesting to the learners and they are motivated and highly engaged in the class activities.

Vocabulary is essential part of language learning. To communicate with others using a language, one must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. Craig & Amernic (2006). It helps them to recall the words easily. If the learners only hear a new word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners' ability of comprehension. According to Allen, Kate & Marquez (2011), *“Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words”* .p.5.

2-2- DIFFERENT TYPES OF VISUAL AIDS

2-2-1-PICTURES:

Pictures can be used with different types of appropriate task. They must be held up in front of the class by the teacher, or propped up on his desk, or hung by strings from nails or passed around the class. Pictures should be simple in outline, not complicated with details, easy to draw quickly, big enough and clear enough to be easily visible to all the class. Any teacher who is eager to improve his/her teaching should be creative and inventive so as to put into practice the techniques of teaching which will make things easier for him. Coppen(1996) explains:

“Children have to learn to read pictures and charts just as they have to learn to read printed words. The pictures must be simple and unambiguous, should not include irrelevant matter, and should be so designed that the visual emphasis fall on the teaching point. Colours should contrast well and all the main items should be large enough to be clearly visible to all children. In presenting the material, the children’s attention must direct in such a way that they observe, what is important and are able to draw conclusion from what they see.” p34

Visual aids can help you to reach objectives by providing emphasis to whatever is being said. Clear pictures multiply the students' level of understanding of the material presented, and they should be used to reinforce message, clarify points, and create excitement. Visual aids involve students and require a change from one activity to another: from hearing to seeing. With pictures, the concepts or ideas are no longer simply words - but words plus images. If students don't clearly grasp the spoken word, a visual may help them to better absorb information. Visuals can help to make complex information more understandable.

Harmer (2001) explained that they provide a change from just listening, and pictures typically stimulate interest more easily than words.

2-2-2-DRAWING AND THE BLACKBOARD:

THE BLACKBOARD:

A simple blackboard can be a very effective tool if used properly. Every teacher should teach himself how to write clearly, firmly and neatly on the blackboard, so that pupils easily read his handwriting, and his blackboard work can be a model to them. A good handwriting motivates the students a lot.

So the teacher, after writing on the board must go around the classroom and check if all the learners can see what is written on the board. A good use of blackboard makes the class vivid and the lesson can be taught and learnt in a healthy atmosphere.

DRAWING:

Drawing finds huge potential in teaching languages. Simple drawings can possibly substitute other forms of pictures. This feature widens the teacher's options how to present or review language in a meaningful way. This is true for teaching structures as well as vocabulary. For example, in reviewing, the teacher draws only a piece of a picture on the board and invites students to guess what he or she is drawing. Wright & Haleem (1996) explained that this makes students curious, they desire to know what the answer actually is and it makes them speculate and reason their opinions and so on.

2-2-3- FLASH-CARDS,CHARTS AND POSTCARDS

They are cards on which words or sentences are written. The aim of the flash-cards is to teach the students how to read rapidly. Using flash-cards, charts and postcards in the classroom motivate a lot of students. It is a challenge to read quickly the sentences and to memorize them. Flash-cards can be used for competitive game. They can also be used as an introduction or warming up to reactivate students' language. The teacher has to make up a lot of cards with different words. Cards are small pieces of stiff of papers which can be particularly used in some sections like spelling, repletion, reproduction, manipulation and composition.

2-2-4- REALIA

They are actual objects and items which are brought into the classroom to be talked or written about and used in teaching. They are examples of outside world brought into the classroom and may include such things as photographs, articles of clothing, kitchen objects etc. They are very useful for presenting new structures and vocabulary. They help students get into character when acting out a dialogue or a role play.

2-2-5- MIND MAP

Mind Map can be very useful for new students who have lot information to absorb or for any student who need a clearer view of the subject. With words pictures, patterns, drawing symbols and different colors, it is possible to build up understanding by simplifying complex ideas and topics.

2-2-6- GAMES

A lot of games such as bingo, riddles, puzzles, guessing cards, scrabble, etc. are useful for teaching English. EFL teachers use them to motivate and to have a relaxed atmosphere which is one of the crucial aspects of the learning process. In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams. Freeman (2000). As it happens, in the dictation game students run as fast as possible, remember as much as they can and speak as loudly and clearly as they can. They run quickly back and forth, trying to memorize the content as much as possible. While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

2-2-7-DRAMATIZATION,MIMES

Miming or dramatization is a means of practicing language. Mime is silent acting. It can be used to demonstrate comprehension of what they have or read. The teacher can use miming to teach some classroom commands as stand up/ sit down/ open your book/ clean the board etc. The class can show that they understand by carrying out these actions silently and it creates a relaxed atmosphere in the classroom.

Dramatization is very useful because actions which require the moving of the teacher or the learners can make more enjoyable. For example, in order to show the meaning of the jump, the teacher may make the jumps from a place where he supposes that all the students might see him; by saying *I'm jumping...*

CHAPTER THREE: METHODOLOGY OF THE STUDY

3-1 INTRODUCTION

This section of the research report deals with the methods and procedure used while collecting data for the investigation. It will take into account the size and selection of the sample, the sources of data, the instruments and methods of gathering data, and reliability of instruments and statistical procedures used in the analysis.

3-2 DESIGN OF THE STUDY

In this research work I have used the quantitative research method. Quantitative research method comes into play in the extent that it helps to deal with statistics and numbers. In this research, I am exploring the impact visual aids on students' learning from the teachers' point of view, and the learners' opinions about the visual aids they have been exposed to during vocabulary lesson. I have chosen Lycée Béhanzin secondary school in Porto-Novo as site of the research because almost all the learners have lower proficiency in English. It is proved that, some of them cannot express their opinions in English and also they have little vocabulary.

3.3. SETTING

The study has taken place at Lycée Béhanzin secondary school in Porto-Novo. Created the 31st of July in 1913, it is one of the first public institutions of training in French-speaking West Africa.

3.4. PARTICIPANTS

Table 1: Information on EFL teachers of Lycée Béhanzin secondary school

Nb. of EFL teachers	Status		Years of experiences			Level in charge		
	Permanent	Not permanent	1-10	10-20	20-30	Beginner	Intermediate	Advance
30	7	23	19	9	2	10	13	7

Table 2: Information on EFL learners of Lycée Béhanzin secondary school

Nb. of EFL learners	Class of 6eme	Class of 5eme	Male	Female	Aged from 08 to 16
80	41	39	54	26	80

3-5 DATA COLLECTION INSTRUMENTS

3-5-1 QUESTIONNAIRE

The questionnaire is a set of written questions that are given to the respondent. The questionnaire can be very useful in carrying out research. Questionnaire is the most commonly used method of gathering information because it is the less costly way to reach more people. In my research work, the questionnaire is designed in such a way that the data obtained are both qualitative and quantitative. Before writing the questions, it is obvious to base them on the purpose of one's research. There are different forms of questions: closed questions and open questions. A closed question or closed-ended question is a question for which the researcher provides a suitable list of responses. This produces mainly quantitative

data. As far as open question or open-ended question is concerned, it is a question where the researcher doesn't provide the respondent with a set answer from which to choose. The respondents are asked to answer in their own words. As a result, this produces mainly qualitative data. For my research work, I have prepared a set of closed questions; which means that questions to which there are a limited range of responses. These kinds of questions are useful for questionnaire because they are quick to complete, and they provide answers that are easy to analyze.

3-5-2 CLASS OBSERVATIONS

The class observations have taken place at Lycee Behanzin. They consist in observing English classes especially vocabulary classes in the beginners' classes of 6e and 5e so as to see if those learners are taught by the teachers with visual aids or not. During our practicum, our interest is to pay attention to the learners' reactions towards the strategy the teacher uses to teach them vocabulary. At the end of every session, I come on agreement with the teacher about the prominence of visual aids in the teaching of English to EFL learners. The class observations help us to know the learners' reaction in the vocabulary sessions when they are working with visual aids and to see whether they are affected positively or negatively.

3-6 DATA COLLECTION PROCEDURE

The two techniques used to collect the data were questionnaire and class observations. Regarding the questionnaire, it was addressed to teachers and learners. It was used as an efficient way to obtain data from thirty EFL teachers to better represent their positions. A sample of the questionnaire can be found in the Appendices. Thirty (30) copies of the questionnaire were distributed to EFL teachers of Lycée Béhanzin secondary school. At the beginning, the questionnaire appeared as a test according to some teachers. In fact, some

considered it as a trap. As a result, many respondents were reluctant to fill in the questionnaire. But after some explanation that I tried to give them to have their confidence, they accepted to cooperate. I have explained to them that their identity would be kept confidential and only the answers they would provide would be used as illustration in my research work. Indeed, I explained to them the purpose, the interest and the importance of the study. As a result, the explanations generated a trustful atmosphere between them and me. Through the questionnaire, I intended to find out the impact of visual aids on students' learning from the teachers' point of view, and the learners' opinions about the visual aids they have been exposed to during vocabulary lesson. The questions addressed to teachers are nine. The questions addressed to learners are eight. It has taken me three weeks to get through with it. The data I obtained from the questionnaire and the class observations have helped me to be aware of the impact of visual aids. The results of my questionnaire and the class observations will be shown in the chapter four of this research work.

3.7. DATA ANALYSIS PROCEDURE

As stated earlier, questionnaire and class observations were the two instruments used to secure relevant data for the study. The data gathered through these tools in the stated order were analyzed as follows:

- The responses obtained from the teachers' questionnaire were tallied and the frequencies were converted to percentage. The open-ended parts of the questionnaires were sorted out and summarized.
- Class observations data obtained were summarized and presented.
- The data obtained through the two instruments are presented and interpreted.

CHAPTER FOUR: THE FINDINGS OF THE STUDY

This chapter presents data collected through the questionnaire and classroom observations and their analysis.

4-1- PRESENTATION OF DATA

4-1-1 PRESENTATION AND ANALYSIS OF TEACHERS' RESPONSES TO THE QUESTIONNAIRE

Question n.1 : Table 1 : Frequency of using visual aids in teaching vocabulary lesson.

RESPONSES					
Question	Yes	%	No	%	Total
Do you always use some visual aids to teach vocabulary?	09	30	21	70	30

These results confirm that very few teachers always use visual aids to teach. The respondents who said " YES" know the importance of visual aids in teaching. They know that aids are not only pictures when they complete their answers by saying. I quote: "I use gestures, songs and miming".

Question n.2/ Table n.2: Kinds of visual aids used to teach vocabulary lesson.

RESPONSES									
Question	Real objects	%	Drawings	%	Pictures	%	Myself and students	%	Total
Which visual aids do you use?	03	10	12	40	04	13,33	11	36,66	30

This table shows that there are few uses of real objects and pictures, in English language lessons Lycee Behanzin. 07 teachers 23, 33% indicated that they use pictures and real objects to teach their vocabulary lessons. However, only twelve teachers 40% use drawing but scarcely as they said in their answers through the selected schools.

Question n.3: Classes where visual aids are used.

For this question, all the respondents asserted that visual aids can be used in all classes from the first form to the final year. These answerers show that teachers cannot do without aids. But they scarcely used them as they said in their answers.

Question n.4 / Table n.3 : The visual aids available at school.

RESPONSES					
Question	Yes	%	No	%	Total
Does your school have some visual aids?	02	06,66	28	93,33	30

Secondary schools are suffering from the lack of teaching materials. This lack is acute in some schools. Even teaching documents (textbooks) are not available. Those textbooks have a positive part to play in the teaching/learning of Vocabulary lesson. They serve as a syllabus and provide ready-made teaching texts and learning tasks. It is unthinkable that a secondary school should not supply teachers with such materials.

Question n.5 / Table n.4 : Ways of getting the visual aids.

RESPONSES					
Question	I buy my own visual aids	I'm a good drawer	I ask some students to draw for me	I make some cut off	Total
How do you manage?					

The results in this table show that the students are happy and they recognize that the lessons are interesting and they wish the teacher would teach the coming lessons the same way. They are satisfied with what they have been taught. Another aspect of these 100% results is that their teachers show a special and appropriate way of teaching which enables them to draw the learners' attention. They can't help congratulating their teachers.

Question n.8 / Table n.7 : Promotion of visual aids in E.F.L classes

RESPONSES					
Question	Train teachers in workshop how to devise their own visual aids	Have a bank of visual aids in each school	Make the effort to buy your own visual aids	Ask the coloration of foreign donors	Total
What can be done to promote the use of visual aids in EFL classes in Benin?	04	18	06	02	30

A glance at the results on table 7 shows that each school must have a bank of visual aids to promote the use of visual aids in EFL classes in Benin. In addition each EFL teachers should make the effort to buy visual aids in order to make his class vivid and keep students busy. EFL teachers must have their own personal stock of pictures, everyday objects, useful for teaching the names of concrete objects at the lower levels.

Question n.9: Suggestions to make the teaching of E.F.L in the beginners' classes easy.

Here are the answers given by the teachers who were asked that question.

- Make use of visual aids regularly;
- Motivate students and tell them the importance of English nowadays in the world;
- Speak frequently English with the students;
- Motivate learners through songs, presents etc ;

- Make role play with students and make them speak very often;
- Schools should provide teachers with enough materials and visual aids;
- Get always prepared before going to the class;
- Put the learners at the center of the learning;
- Consider the social realities in teaching;
- Do various activities with the students;
- Make learners work individually, in pair/ group or collective work;
- Go around the classroom so as to help them correct their sentences.

4-1-2 PRESENTATION AND ANALYSIS OF LEARNERS' PRESENTATION AND ANALYS OF LEARNERS' RESPONSES TO THE QUESTIONNAIRE

Question n.4 / Table n.1: English preference.

RESPONSES					
Question	Yes	%	No	%	Total
Do you like English?	74	92,5	06	07,5	80

As English is a new subject for the learners of 6e and 5e, these results with 92,5% of students who like English are not surprising. With our teaching experience, the beginners of 6e and 5e are interested in English. There are 07,5% who dislike English; may be they have no clear idea of the importance of English or they find English language difficult or their teachers' behavior are not conducive to their learning or they often get bad marks.

Question n.5: If yes, why?

For this question, a lot of students tick the four answers. Perhaps they didn't understand the answers given about the question n.5. Nevertheless, we know that English is very important nowadays in the field of technology.

Question n.6/ Table n.2: Ways of teaching vocabulary lesson.

RESPONSES									
Question	By pictures	%	By miming	%	By translation	%	By explanation	%	Total
How does your teacher of English make you understand the vocabulary lessons?	61	76,25	07	08,75	05	06,25	07	08,75	80

To see clearly how the teacher of English use visual aids in the selected schools, the answers got are not the same as indicated in this table. There is much use of pictures. This explains that many pictures are available in the books used in Benin secondary schools: Document d'Accompagnement 6e, 5e.

Question n.7 / Table n.3: Frequency of the use of visual aids

RESPONSES									
Question	Regularly	%	Once in a while	%	Rarely	%	Never	%	Total
How often does your teacher of English use pictures in classes?	65	81,25	13	12,5	02	2,5	00	00	80

As far as the results in this table are concerned most of the students have ticked ‘regularly’, perhaps because the teacher uses various aids such as real objects, pictures,

drawing and the pictures of the books ‘‘English student’s book’’ in the classroom. The table shows that the teachers make use of visual aids to perform teaching because none of the students ticked ‘‘never’’. They are interested in the lesson when the teacher uses visual aids.

Question n.8: What do you think of the use of visual aids by your teacher?

Answering this question, they have said that they are happy when the teacher uses visual aids. It helps them to understand the lesson easily. They are interested in the lesson when the teacher uses visual aids.

4-1-3 CLASS OBSERVATIONS

We were mainly centered on the study of the way English vocabulary is taught and the ways learners react.

Here is a session of class observation with its analysis.

This session has been taken in lycee Behanzin, especially in 6e A during a vocabulary lesson *entitled what are they?* They were dealing with the sequence n.1: Occupations in the Learning Situation n.3: Social Environment. The teacher follows the instructions in the student’ books as follows:

-‘‘Listen and repeat’’

Here, the teacher asks the students to listen and repeat the words after him(mason, mechanic, electrician, seamstress, tailor, and carpenter). After that, the teacher jumps on the next stage of the work.

-‘‘Match the pictures with the words in the box’’: here, learners are asked to do as indicated in their books. The pictures related to the words they have repeated so far are available. This is

satisfactory because the teachers have at least some pictures already made in the books which can help the learners to complete the tasks even though they are not colourful.

-“ Compare your answer with your neighbour’s”: here, wrong answers have been suggested in the student’s book. The teacher asks the learners whether the answers are correct. All the learners have answered ‘no’ and then, the teachers ask them to write the right answers and compare them with their neighbour’s. This stage was not too difficult for learners since words such as mason, mechanic, electrician, and carpenter seem to be passive vocabularies. A student who sees pictures related to those words can respond on the spur of the moment. But it is interesting because the student comes fresh from primary school and cannot, in the beginning cope with the difficult task in the new language.

The only problem here is that the learners will find it hard when the words and the pictures are entirely new to them; for example, words like trousers, jacket, socks, shorts, skirts, tie etc. with their pictures. They cannot match them directly after listen and repeat activity. In this case, the teacher must show the pictures to the learners by adopting the strategy of “look, listen and repeat”. The advantage is that the learners know the name of each item directly and the real pronunciations. The next activity may be “what is this?” activity. Another problem in the schools is the overcrowd in the classes. The teachers and the learners are negatively affected by this situation because of the lack of interaction between them. The teachers cannot reach all the students and those who are in front gain much more than the ones at the back. The students make noisy because some move from place to place in the search of where they can stay to have access to the books. In addition to that, they behave as if they still in the primary school.

4-2- ANALYSIS OF THE FINDINGS

With the questionnaire to the English learners, to EFL teachers, class observations, we noticed several problems the EFL teachers face during their teaching and the unsatisfactory conditions in which our learners work.

Indeed, the teacher cannot control every learner because of the large size of the classes because about sixty-five (65) learners in a classroom for only one teacher; the using of text books is not likely to make learners enjoy what the teacher is doing in class. What is sad, is the learners who do not get the book usually disturb those who have got it. This entire attitude prevents the teacher from making progress in his or her lesson plan. In addition, most of our secondary teachers are not trained for teaching.

Another problem is the lack of adequate materials which does not favour a good English learning condition to learners and teachers. We can notice that we still have to work hard to make English learners understand English. Generally, teachers must make use of visual aids to implement English teaching. Some teachers seem never to use aids in classroom. They only explain or translate the different activities to their learners through the skills they make their students do in the classroom. To achieve this noble duty, teachers mustn't rely on prescribed textbooks only but should devote much time to selecting framing visual aids.

The following chapter will deal with appropriate alternatives through our recommendations; suggestions and the general conclusion to this research work.

CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS

The aim of this chapter is to give some recommendations and propose suggestions before providing a general conclusion to our investigation. But before doing all these, we shall do a brief summary of our findings. After our investigation, we have collected a certain number of data that we shall summarize in this part of the research paper and make a clear conclusion of our findings.

5-1-RECOMMENDATIONS

Taking to teaching into account the results of our investigation about using visual aids to teach E.F.L in Benin secondary schools, we would like to draw the attention of Benin government to some urgent arrangements to be taken in order to facilitate the teaching and learning of English in Secondary Schools particularly in the classes of 6eme and 5eme. The government, the ministry of education, the school authorities should work hand in hand to equip the schools with necessary visual aids.

5-1-1 RECOMMENDATIONS TO THE GOVERNMENT, THE MINISTRY OF EDUCATION AND THE SCHOOL ADMINISTRATION

Taking into account the data analysis, it is noted that visual aids are important in the process of teaching and learning English language because nowadays it represents the worldwide language of communication; therefore, the government, the ministry of education and the school administration have to fight against all the odds to put at teachers' disposal all the visual aids which they need to improve teaching.

- The government must tackle the problems of visual aids in our schools. It is recommended that at the beginning of every school year, the schools should be equipped with visual aids such as pictures, charts, maps, blackboard etc.

- The ministry of education has the duty to organize field trips, and educational tours to let teachers and students go for immersion. Each school will be offered various visual aids which will be kept in the school library.
- The government should sensitize some willing people such as businessmen, students, parents, NGOs, in order to supply schools with visual aids.
- To help teachers use efficiently aids, the government should organize training for them. They should be shown how the different devices should be used and kept in a safe place.
- The government should also train teacher in the way they can help their learners not only to be moved up but also to have the ability to communicate fluently.
- The government should supply secondary schools with adequate materials that should help learners listen to native English speakers' pronunciation and this should improve their listening skill and allow them to speak English well during English classes.
- The government should organize periodic trainings in order to make all the teachers know about Competency Based Approach. The government should supply each secondary school with a well-equipped library with update books.
- In many classrooms, we can see more than four learners using one book. We would like to ask the School Administration to:
 - Supply schools, not only with adequate teaching documents (English Student's Book) but also with well-printed and illustrated books with colorful pictures in order to increase learners' motivation in reading
 - Put at the disposal of schools, teaching aids related to the items mentioned in the teaching documents (English Student's Book) and these aids should be available for all levels.

-The Government through the ministry of Education should organize periodic trainings for teachers. The best use of visual aids is a source of motivation of the students because they learn efficiently and have fun while getting knowledge. The students are so happy that they dare not miss the class because they know that the teacher will show them some new items which reinforce their knowledge.

5-2- SUGGESTIONS

In the process of teaching, we suggest English teachers should have some attitudes and methods to improve their way of conveying knowledge; we also suggest ways and means should be found for the EFL learners and their parents and Heads of secondary schools, for a general and satisfactory outcome in English learning process.

The teacher has to tell the students the importance of English language all over the world; and that the communication in English helps them to open all the doors of fortune and be connected to people. Using visual aids in teaching English leads to concreteness and the learner is happy to see and to touch aids while learning.

5-2-1- SUGGESTIONS TO EFL TEACHERS

To enhance motivation through the use of visual aids in English, we suggest English teachers should:

- Be a model for learners by promoting the English language, by showing its importance and role in communication nowadays;

- get everything ready before coming to school;
- Choose the appropriate visual-aids taking into account the objective they are supposed to reach.
- Try to get books from English speaking countries;
- Define properly teaching objectives by choosing relevant teaching materials;
- Have a supply of teaching aids: a teacher of English should be a permanent collector of pictures, photos, flashcards, postcards, magazines in order to make his/her lessons attractive for learners;
- Avoid negative criticism and humiliation in order to create a safe learning environment;
- Encourage students by using positive feedback;
- Speak English to learners not only during an English lesson but also outside the classroom in order to increase their motivation in learning English;
- set up English clubs to allow learners to practice spoken language;
- be good performers, full of energy, good speakers.

5-2-2- SUGGESTIONS TO EFL LEARNERS

Learners should know that English is as important as the other subjects they learn at school. They should know that English language is stuck to our life because most of new invention leads us into an era of communication where all the catchy words for advertising those devices are in English.

The mastering of English can help learners in every field. Thus, they should:

- Know that success in the English language learning is neither a matter of fate nor hereditary aptitude;
- Stop disregarding English, especially students studying science;
- Know that it is a powerful tool of communication;
- Show willingness and determination to learn English language;
- Bother their parents to buy them the set documents or books;
- Try to express themselves in English without fearing mistakes;
- Use bilingual and unilingual dictionaries;
- Be able to practice the English language both inside and outside the classroom;
- Listen to their teachers' advice and be committed to learn the language;
- Use any visual aids which can help them to improve their level in learning the language;
- Be friends with native speakers such as the Peace Corps volunteers from the USA, Nigerians, Ghanaians and anyone who can speak good English with them;
- Set up English club under the supervision of an English teacher;
- Read a lot English books which contain words and expressions to communicate fluently.

5-2-3SUGGESTIONS TO HEADS OF SCHOOL

To increase teachers' motivation at work, the head of schools must give to them much attention. For this, the heads of our schools should:

- Buy adequate teaching materials that teachers need;
- Improve relationships between head masters and teachers;
- Control all that happens within the school.

5-2-4-SUGGESTIONS TO EFL LEARNER'S PARENTS

Parents must take care of their children because their success depends greatly on the way they help them at home. As suggestions, parents should:

- put at the learners' disposal all the means that can help them get knowledge;
- supply their children with the most elementary school things especially some books;
- encourage them to learn and speak English language;
- purchase unilingual and bilingual dictionaries to their children;
- motivate them by promising presents to them;
- be in close contact with school leaders and teachers in order to follow the learners' progress in their school work;
- know that their children's success is not only the school leaders' affair but also theirs;
- work hand in hand with the school administration and teachers;
- help their children work harder to master English language which is very useful;
- offer to their children all the tools (books, visual aids..) useful to learn the language easily;
- encourage their children to be in an English club;

-send their children to the neighbouring countries where English is spoken if they have possibilities.

GENERAL CONCLUSION

The purpose of this research was to investigate about the importance of using visual aids to teach vocabulary lesson to beginner EFL students in order to facilitate the increment of their English vocabulary. This thesis came about from the problem that teachers faced while having to teach new words and expressions to beginner EFL students. It became imperative to find a systematic approach that could be used to motivate students. According to research foreign learners can see immediate meaning in terms of vocabulary recognition provided the item exists in the first language.

Visual aids which are meaningful can help the learner associate words with the objects they see in daily life. The visuals make the task or situation appear more authentic. Visuals can also help to identify or manipulate structures, vocabulary, functions, situations, and skills to determine what the learner has learned and/or acquired. Furthermore, visuals used as testing prompts can be used to measure semantic and associative clusters.

The advantages of visual prompts suggest that the learner is able to focus on a whole or a part of the item giving the students a better chance at finding direct or indirect ways to play with the language and its structures. Images can give or not give a context depending on what needs to be tested. It can also be argued that visual testing prompts can aid in measuring syntactic, phonological, lexical and cultural proficiency. For example, a visual cue may also be accompanied by a written cue to focus students' attention on the specific lexical unit being furnished or scoring can be modified to allow for a certain range of correct responses. To foster effectively the use of the visual aids in the teaching of vocabulary lessons in our schools, some recommendations are made to the government, the suggestions to EFL teachers, parents on the other hand. Together they have to work hands in hands so as to supply the schools with authentic teaching materials which the teachers will use to perform teaching.

In addition, Beninese teachers of English should frequently go to libraries, and other centers which are adequately equipped to provide them with useful information about new language teaching methods likely to make our language classes more interesting.

This research work, far from being complete, can be considered as our trivial contribution to promote and facilitate the teaching and learning of English language in Benin secondary schools.

BIBLIOGRAPHY

BOOKS:

-Corder, S.P. (1996). *The visual Element in Language Teaching*. London: Cheung Printing

- Freeman, D. L. (2000). *Techniques and principles in language teaching*. New York:

Oxford University Press.

- Harmer, J. (2001). *The practice of English language teaching*. England: Longman.

- Wright, A. & Haleem, S. (1991). *Visuals for Language Classroom*: Longman L.T.D

- Wright, A. & Haleem, S.(1996). *Visuals for the Language Classroom*. Essex:

Longman Group UK Limited.

WEBSITES

<http://www.goole.com> Title : Using Visual aids to teach E.F.L : Accessed on 27 July 2015,
14:05

[http://www.encyclopedia yahoo.com](http://www.encyclopedia.yahoo.com). Title : L'utilisation des images dans l'enseignement :
Accessed on 19 July 2015, 15 :00

<http://www.google.com/the> role of Visual aids in the teaching of vocabulary: Accessed on
22 June 2015, 18:00

<http://www.google.com/teaching> vocabulary through visual aids : Accessed on 16 June
2015,17:20.

ARTICLES:

-Allen, Kate, & Marquez, A. (2011). *Teaching vocabulary with visual aids*. Journal of Kao Ying Industrial & Commercial Vocational High School, 1(9), 1-5. Retrieved from <http://210.60.110.11/reading/wp-content/uploads/2012/10/10022007.pdf>

-Craig, R. J., & Amernic, J. H. (2006). *PowerPoint presentation technology and the dynamics of teaching*. Innov High Educ, 31, 147-160. doi: 10.1007/s10755-006-9017-5

-Ozaslan, E.N., & Maden, Z. (2013). *The use of PowerPoint presentation in the department of foreign language education at Middle East technical university*. Middle Eastern & African Journal of Educational Research, 2, 38-45. Retrieved from: <http://www.majersite.org/issue2/ozaslanandmaden.pdf>

-Ozkan, B. (2002). *The use of video cases in teacher education*. The Turkish Online Journal of Educational Technology, 1(1), 37-40. Retrieved from: tojet.net/articles/v1i1/116.pdf

-Subartha, P. (2012). *The audio-visual aids in English teaching*. National Conference on Developing Scenario in Applied Science and Communicative English. Kumaraguru College of Technology, Coimbatore. Retrieved from: <http://codebreakerskct.site50.net/conference/assets/pdf/English/14.pdf>

-Yunus, M. M., Salehi, H., & John, S. A. (2013). *Using visual aids as a motivational tool in enhancing students' interest in reading literary text*. Recent Advances in Educational Technologies, 114-17. Retrieved from <http://arxiv.org/ftp/arxiv/papers/1305/1305.6360.pdf>

APPENDICES

QUESTIONNAIRE FOR E.F.L TEACHERS

Dear teacher,

As an ENS trainee, I have been carrying out a research work entitled ‘‘ IMPACT OF THE USE OF VISUAL AIDS ON THE TEACHING OF VOCABULARY IN EFL CLASSES: A CASE STUDY OF BEGINNER CLASSES IN A SECONDARY SCHOOL IN BENIN’’.I would be grateful if you could answer the following questions as truthful as possible. Thank you in advance.

Please tick only one box which expresses most your answer to each question.

1- Do you always use some visual aids to teach vocabulary lesson?

- Yes

- No

2- Which visual aids do you use?

- Real objects

- Drawings

- Pictures

- Myself and students

3- In what classes do you use visual aids? Circle your answers: 6eme;5eme;4eme;3eme;2nd;1ere;Tle;all the classes.

4-Does your school have some visual aids?

- Yes
- No

5- How do you manage?

- I buy my own visual aids
- I'm a good drawer
- I ask some students to draw for me
- I make some cut off

6- How do your learners react with visual aids in classes?

- Positively
- Negatively

7- Give your students' feeling after one of your classes where you have used visual aids.

- Happy
- Angry
- Unhappy
- Bored

8- What can be done to promote the use of visual aids in E.F.L classes in Benin?

- Train teachers in workshop how to devise their own visual aids

- Have a bank of visual aids in each school

-Make the effort to buy your own visual aids

- Ask the collaboration of foreign donors

9- What do you suggest could be done to make the teaching of vocabulary in the beginners' classes easy?

.....

.....

.....

.....

Thanks for your participation.

QUESTIONNAIRE FOR E.F.L LEARNERS

Here are some questions that you are going to answer by choosing among the possibilities of answers. Tick the box of your choice. Thank you for your contribution.

1- Age - M - F

2-Sex

3- Form

4- Do you like English? - Yes - No

5- If yes, why?

- English is an international language
- I need English in my future professional life
- English is the language of technology
- Not speaking English is a form of illiteracy

6- How does your teacher of English make you understand the vocabulary lessons?

- By pictures
- By miming
- By translation
- By explanation

7- How often does your teacher of English use pictures in classes?

- Regularly

- Once in a while
- Rarely
- Never

8- What do you think of the use of visual aids by your teachers?

.....

.....

.....

.....

-THE END-