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**THE IMPACT OF VISUAL AIDS ON THE
TEACHING OF VOCABULARY IN THE
BEGINNERS' CLASSES: A CASE STUDY OF
CEG 1 APLAHOUE AND CEG 1 AZOVE**

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DEDICATION

I dedicate this work to:

- ❖ My parents Kèdèkè KELLAH and Célestine KOUECHI for their love and care, their moral and financial assistance. May God bless and take care of them for all they are doing in my life.
- ❖ My daughter Juvénale Adonäi KELLAH. She will do better.
- ❖ My sisters and brothers.
- ❖ My friend Dieu-Donné LOFA.
- ❖ My friends Pascal MEDEDA and Prisca LIGAN.

May God provide them with all they need

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LIST OF ACRONYMS USED

EFL: English as Foreign Language.

INFRE: Institut National pour la Formation et la Recherche en Education

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INTRODUCTION

As human beings, we are so immersed in our daily lives that often we think of fulfilling successful communication. Quite often, the question of “how can we communicate the way we do?” occurs to those who strive to make successful communication with their collocutors. Communication calls for integration of many skills one of which is vocabulary build-up. As such, vocabulary is an essential component of language, and one’s vocabulary repertoire can be a direct link with the success of communication.

Learners learn effectively the foreign language skills when the teacher organizes well his or her class. To do so, he or she needs teaching materials among which there are visual aids which are necessary in the teaching of English language especially vocabulary. This study concerns mainly those visual aids in teaching vocabulary. Usually, the term ‘visual aids’ suggests in the first instance, things brought into the classroom, like wall charts, slides and films etc. something extra, possibly non-essential, which helps the teacher to do his job better. This may be a reasonable point of view when thinking about the geography lesson, but in the language classroom, it is too far narrow. The language teacher cannot do his job at all without visual help or without resorting to translation Corder (1964). But, what do I mean by visual aids? I would like to mean by visual aids, all that can be seen by the learners and that are related to the spoken words.

When I consider the teaching of vocabulary, visual aids help both learners and teachers for a better class session. For the teachers, visual aids help them to reduce the necessity of using translation and at the same time yield better learning through visual association. Besides, they help learners to keep in mind the meaning of what they see because people say that it is better to see an object once than to hear people talk about it hundred times. For example, it is better to show a window to the learners than defining it.

In our country, I have noticed during class observations that the students only use the ‘document d’accompagnement’ in which pictures are not clear and are uncoloured. This situation in which learners are learning is not satisfactory and as consequence they are hampered in the process of better vocabularies learning. Visual aids help the teacher to teach effectively vocabulary that the reason why I have chosen to work on the following topic: “The impact of visual

aids on the teaching of vocabulary in the EFL beginners' classes" Case study of CEG1 APLAHOUE and CEG1 AZOVE.

This study is generally organized as follows:

CHAPTER ONE which includes the purpose of the study, the problem statement, the limitation of the study and the clarification of concepts.

CHAPTER TWO is about the literature review which is the report of the entire related documents me have read during the data collection.

CHAPTER THREE shows the methodology me have used to collect the data.

CHAPTER FOUR deals with the presentation of the data, their analysis and comment.

CHAPTER FIVE is framed for the recommendations and suggestions I have addressed to all the actors intervening in the field of education in Benin.

CHAPTER ONE: IDENTIFICATION OF THE STUDY

The first chapter shows the objective I intend to reach, the problem which leads me to choose the topic for investigation, the importance of the study, the limitation of the study and the definition of the concepts related to the theme.

1-1- Problem statement

Before starting teaching a new lesson, the teacher aims at having the learners to do what they could not do at the beginning of the session. English as Foreign Language is taught in Benin with many difficulties among which the lack of visual aids. Through my investigation, I have noticed that when learners are learning with visual aids, they do well especially in vocabulary classes; that is, they are motivated to learn effectively. Besides, in many classes today, learners are not actually taught with visual aids and as result, they learn by memorizing expressions and words. Taking into consideration the above remarks, can those visual aids actually better English vocabulary teaching in the beginners classes? Will the learners be interested in those materials?

If that is the case, the following step of this work is going to deal with the purpose of the study.

Purpose of the study

Through my investigation and, I have found out that the teaching and the learning of English require many implications. There are some unavoidable strategies teachers should use in their teaching so as to have it match with their learners' effective learning. Taking into account this remark and in the purpose of showing the positive influence of the use of teaching materials that increases learners motivation in the beginners EFL classes, I have chosen to work on the theme: "The impact of visual aids on the teaching of vocabulary in the beginners classes: case study of CEG1 AZOVE and CEG1 APLAHOUE"

In fact, the teaching materials , whether they are auditory or visual have their influence on learners motivation in the classroom context and when they are absent, the learners reaction may often turn out bad. I have noticed that learners like visual aids in their learning strategy and want teachers to respond to their needs. Therefore, the objectives of this research work is to draw teachers awareness on the great role visual aids play in the teaching of English especially in the teaching of vocabulary in the beginners classes and after, I will analyse the hindrance of learners lack of performance in vocabulary and suggest some solutions to remediate it. Another objective of this research work is to impart to the improvement of the use of visual aids in classroom, mainly in the teaching of vocabulary in the beginners classes.

1-2- Significance of the Study

This theme is thoroughly relevant so as it can bring our EFL teachers to have a positive idea on the use of visual aids while teaching vocabulary in the beginners' classes and to learn how to use them congruently.

My research work is significant because it can help learners to be permanently active during vocabulary classes. Undoubtedly, when in a classroom, a teacher uses words to explain words, that is, words are explained by words and without any concrete objects or visual materials in beginners' classes, learners seem not to understand anything. Therefore, this study shows how learners will be interested in English classes and understand words in a short time through the use of visual aids. Both teachers and learners will find out, through this work, the prominence of visual aids in the classroom context.

This research work can draw school administrations attention on providing schools with those teaching materials so as to have success in teaching and learning English.

Finally, I know this present research work is not the best one but an attempt to show the influence visual aids have on the teaching and the learning English.

1-3- Scope of the study

In attempting to show the positive impact of visual aids on the teaching of vocabulary in the beginners' classes, I have chosen as beginning classes, 6ème and 5ème in two different secondary schools so as to have information from teachers and students. My own experiences are not sufficient to make the study trusting to the readers. Therefore, my research work lies also on the desk research and the reading of some related documents.

1-4- Clarification of concepts

This part of the work deals with the definition of some keywords and concepts related to the topic under consideration.

Impact: Oxford Advanced Learners' Dictionary (new 8th edition) defines *impact* as: “*the powerful effect that something has on somebody or something*”. The same word is defined by some other dictionaries as a significant or strong influence that something has on somebody.

Visual aid: It is an aid that helps in teaching languages and that can be seen. The Oxford Advanced Learners' Dictionary defines the concept as, a picture, a video, etc. used in teaching to help people to learn or understand something. We will find more explanation of it in the literature review.

Vocabulary: According to the Oxford Advanced Learners' Dictionary, the term vocabulary is the collection of words a person knows and uses.

CHAPTER TWO: LITERATURE REVIEW

In a multilingual country like Benin where English is taught as foreign language, both the teaching and the learning of this language require much effort. Learners are confronted with many difficulties. I have noticed that, encouraging the use of visual aids can make the English language more understandable for learners and can increase their motivation especially in learning new words or concepts.

This study is not new; some researchers have already worked on it where their point of view toward visual aids can help me to carry out effectively this research work. Therefore, my literature review is the report of all the related documents or materials I have read while collecting pieces of information, their analysis, and then the comparison with the purpose of our study. It is organized as follows:

2-1-The Definition of Visual Aids

Whilst talking about visual aids, I of course refer to teaching materials and any gestures teachers use in order to give information about anything in classroom context. Donn (1980) is entirely of this opinion when he defines visual aids as: *“Anything which can be seen while the language is being spoken may be a visual aid”*. That is, apart from concrete objects, the gestures are included in visual aids. For example, the wrinkles which are formed when the teacher frowns are visual aids that give meaning to his “I’m not satisfied with your behaviour Pascal”. They are: real objects or realia, human beings, plants, a blackboard in the classroom, pictures, posters, wall charts, flashcards, gestures, dramatization, photos, postcards, magazines, brochures and maps. There are so many other visual aids.

2-2-The Global function of visual aids and their impact

The use of visual aids is very crucial in teaching English especially vocabulary as they are the real source of learners motivation. Their use makes an English class vivid and interesting to the students. Wright (1976) elaborates:

Visual aids are used to motivate the student to speak, to create a context with which his speech will have meaning; to provide the student with information to use in speech, including objects, actions, and events; to provide the student with the non-verbal clues for manipulation work and to provide non-verbal prompts to dialogue reproduction or to dialogue invention.

I understand by this quotation that, with the use of visual aids, learners are not only motivated but also they can touch what they are talking about to. Wright and Haleem (1991) 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 ones 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. In addition, deciding which techniques to use, for which language teaching purpose is often problematical.

This means that even though it is obvious that the use of visual aids is very important, teachers do not often apply them to their teaching or then find it hard to use them despite their qualification. But this does not mean that they ignore the importance of visual aids. Singh (2005) also supports this idea by saying that teachers know the value of certain visual aids, but they fail to utilize them to the fullest because they do not take time to plan their use.

Doff (1988) asserts *“The use of real objects, pictures and mime for suitable vocabulary is a very effective method as it is direct, interesting, and it makes an impression on the class.”* Here, Doff reinforces the positive idea some teachers already have on the use of visual aid and calls on those teachers who

still use the method of ‘words translate words’ which, to my opinion, is outdated by the efficiency of the use of visual aids. The opinion of this author implies that using visual aids holds the attention of the learners on meaning, and helps them to make the language used in the class more real and alive. Visuals evoke an immediate response from learners in a class which is a vital seed of all meaningful language-learning in general and vocabulary in particular Hill (1990).

Visual materials stimulate presentation, accelerate learning and group activities. Events, concepts and processes become more meaningful to the students; they better conceptualize the printed or spoken words, attempt to desire through visual materials. Allen (1983) adds that children have an uncanny ability for learning languages and an instinctive avenue to success. Visual materials actually economize time; ensure more effective learning of vocabulary and permanent retention than do verbal instruction.

In general, the use of various types of visual materials helps the learners in order to negotiate meaning, actively interact with one another and exchange views while their attention is on meaning, which in turn, develops their vocabulary knowledge. The visual expressive teacher can overcome customary mental resistances of the learner with the support of the striking graphic image. Thus I cannot forget Bumpass (1961) who talks much about the importance of the use of visual aids. He states pointing out that the teachers who use visual aids are taking into consideration one of the most important aids in teaching a foreign language without the help of translation. If they use them properly, they may, in the end, reach their students to think in the new language, p.126. So, when Bumpass emphasizes the properly use of visual aids, he suggests in a study by Raja T. Nasr (1972) , the bases that must be developed in order to enable the teacher to select and use the best aids available which are the following:

- *Each aid must make clear the purpose for which it is introduced.*

It is true otherwise it may lead to confusion in the mind of the learners.

- *The aid must represent one point and only one point at a time, not a combination of several.*

Thus, this stage creates a clear impression, avoids confusion, and is likely to become a permanent part of the mental equipment of the learner.

- *The aids must draw attention not to itself, but to the purpose for which it was intended.*

That is for example, pictures or photographs which attract more attention to themselves than to the activity which they are explaining should seldom be used.

- *The aid should tie in with the previous experience.*

We understand that, in this way, a minimum of explanation is needed and learners move from one point to another.

- *The aid must be of a size that is convenient to handle.*

Here, it is clear that the aid must be big enough to be easily seen, but not too big for easy use.

- *The aid must be excellent from the technical point of view.*

What eyes can see must be clear. Therefore, in this stage, neat printing and cleanliness are absolute essentials.

- *The aid must fit in with the best principles of education.*

It should be presented at the right time and in such a manner that, its use will disturb as very little as possible. It is most useful when it is attractive enough to stir up interest.

Till here, I have been dealing with the general functions of visual aids in the teaching of vocabulary in EFL beginning classes. The next subtitle will deal with the specific functions of some of them.

2-3-The specific functions of visual aids and their impact

This subtitle of the literature review deals with some amount of visual aids and the opinion of some researchers toward their use and the importance they have on the teaching and the learning of English as foreign language.

2-3-1-Board

The simplest classroom aid for all is the board. It has great possibilities for pictorial representation. The use of board in schools is crucial because it seems to be the first equipment that characterizes a classroom in almost all the schools in the world. Raja (1972) cites H. A. Cartledge and M. R. Snodin who are entirely of this opinion when they state: “*The blackboard is symbolical of school*”. Meredith puts clear the meaning of blackboard when she says that it is the main equipment in most schools.

In fact, Raja underlines that the use of blackboard is crucial for vocabulary in drawing and suggests that the best type of blackboard drawing is a rapid sketch. Here I understand that, when the teacher wants to use drawing in a specific situation that occurs during classes where he or she is obliged to draw a sketch rapidly for learners’ better understanding or the simple drawing that requires less effort, the blackboard is the important reference. What teachers must put in their mind is that apart from knowing simply the importance of the use of blackboard, they should think of its clear use. Meredith is of this point of view when she states:

This board is for drawing students’ attention to new language, checking understanding and summarizing your lesson. Consider that what you write on it and how you write it will be copied into notebooks and imprinted on students’ mind....

When the teacher is aware of the way learners are interested in what he is doing, once on the board, he or she must know how to behave. In general, it would be a mistake to imagine that we can use the blackboard in language only by writing on it. There are many occasions when simple lines drawing, shapes, sketches, and diagrams can be used to describe meaning and show relationship. It cannot be stressed too strongly that here it is not a question of the teacher being an artist. Cable (1997) mentions that the blackboard is the most conveniently available instructional device to display lettering and diagrams, drawn on the spot in front of the class. Even if teachers have little talent as an artist, they can make stick figures to represent people and draw simple outlines of subjects which they can then use as elements in the composition of a dialogue, an improvisation, or a story as discussion topics in general. According to Doff (1988), teachers or learners do not need to be wonderful artists to draw a picture that can be used in teaching vocabulary; the most important thing is to communicate the message.

2-3-2- Pictures, charts, flashcards and postcards

Talking about pictures and charts, Raja states: *“What a person sees and does, he remembers much longer than what he hears” p.157*. Here, I agree with him because the use of eyes speeds up in all fields including language. In vocabulary classes, pictures and charts reduce the necessity of translation and at the same time yield better learning through visual association. Then, it would be better to check learners’ pictures understanding so as not to blame them for any bad reaction. Therefore, the teacher must know the pictures which are understandable for learners. Coppen (1969) 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 be direct in such a way that they observe, what is important and are able to draw conclusion from what they see.

It can be understood from the above quotation that pictures assist learners to negotiate words meanings during task performance; they are attending towards meaningful context, with immediate opportunities to use the new items in communication. Wright (1976) summarizes the role of picture in teaching vocabulary by saying "*A picture can often show an action more easily than even a talented actor can demonstrate.*" P.4. Besides, Dobson (1974) explains that if teachers have a set of flashcards that show a figure or figures performing different activities such as sleeping, getting up, eating a meal, reading the newspaper, driving, working in an office and so on, they can have a student put the flashcards into a logical sequence and tell a story based on the sequence. Flashcards and postcards develop the learners' self-study and create fun as they are easily shuffled. A teacher can draw a picture on the flashcards, or stick on a picture from a magazine that can be used for presenting and practicing new words as well as for revision purpose.

Drawing finds huge potential in teaching language. I find it unavoidable to agree with Wright (1990) that in the first place, simple drawing can possibly substitute other form of pictures. Although some teachers may not be exactly proficient in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. Wright states that drawing provides an immediately available source of pictorial material for the activity. Students and teachers drawings have also a special quality, which lies in their immediacy and their individuality. Here, the element of individuality might have a significant impact on remembering, whether it is a unique expression of the teacher or even better, the expression of students when creating the pictures themselves.

While talking of drawing on the board, it is highly flexible during presentation and therefore bears several advantages, as Wright and Haleem (1996) listed among their board characteristic: “Texts and pictures can grow in the front of the class”... “can be erased, added to or substituted quickly.”

This feature widens the teacher’s option on how to present or review language in 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. 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; Wright and Haleem.

2-3-3- Dramatization

Dramatization may be a very helpful addition to pictures and charts. It involves action which may be performed by the teachers and the learners Raja (1972). He adds “*This action, besides its educational benefits, creates an active atmosphere in the classroom*” p.129. Raja is right because an action which requires the moving of the teacher or the learners can make the class more enjoyable. Here, with the understanding of the book by Raja, as in the case of pictures and charts, a situation is created that is related to the language used even if there is a difference between dramatization and pictures and cards. The major difference is that, in pictures, the situation is still, whereas in dramatization, it is moving. The same author says that dramatization have one advantage over pictures and states: “*very little (if any) materials are needed*” p. 119 and says informing that dramatization requires greater ability on the part of the teacher; that is, the teacher must be vigilant so as not to disrupt the class. Raja puts accent on dramatization in action words such as *sit, run, walk, jump...* and quality words such as *fast, slow, big, small...* Here, I understand that the teacher can

perform these actions without a compulsory need of any other visual aids apart from him, himself. For example, in showing the meaning of the word *jump*, the teacher may make the jumps from a place where he supposes that all the learners might see him; by saying *I'm jumping, I'm jumping, I'm jumping.....*

2-3-4- Realia

Hubbard, Jones, Thornton and Wheeler (1983), altogether have written that realia is mainly used for presenting vocabulary. That means that vocabulary is the first skill teacher teaches through realia. That is true because, who talks of realia, talks of concrete objects. Learners may find it interesting when the teacher points at the real object like *duster* by saying: *This is a duster*. Allen (1983) points out that the real objects are better than pictures whenever we have them in the classroom. He states, “*When there are real window, door, wall, floors, desks, etc. in the classroom, it is foolish not to use them in our teaching*” p.24. I entirely agree with him because, for example, when we are to teach the word *window* to learners, there is no point using pictures or drawings since window is part of our classroom. Harmer (1991) also states,

If a teacher wishes to introduce the word ‘ring’ which is worn on finger, it is by far easier to show the material to the students instead of devoting time on other techniques.

It is easier by doing so than the teacher shows a picture of a person with a ring worn.

I can conclude that any visual aid is important in teaching vocabulary because much of what we say in any language is prompted by what we see or have seen around us. We, therefore, have to give our learners practice in reacting in English to objects, or pictures. Apart from this, aids are an addition to our ‘armoury’. They allow us to explain a word or concept simply, by showing a

picture, or pointing at an object. Abstraction can be often expressed in way where mime or word is insufficient. Again, the maneuverability of objects or pictures is a great advantage. Time can be saved by passing pictures or objects round the class and getting group work going; revision can derive from the reintroduction of visual aid; tempo can be accelerate because showing or pointing is a more rapid process than speaking or explain.

Naturally, we choose aids for specific purposes. On the one hand, objects can be more evocative than pictures, for example real money, stone, fan, etc. and on the other hand, some pictures can be more evocative than objects and easier to handle. For example, food displays, fashion pictures, etc. Wall charts bring more ideas, or things, together than simple pictures, and are used for extensive descriptions and provoking dialogues, situations and stories.

CHAPTER THREE: METHODOLOGY OF THE STUDY

This chapter deals with the methodological procedure I have used in this research work. Indeed, to carry out this work entitled “The impact of visual aids on the teaching of vocabulary in the beginners’ classes: A case study of CEG1 APLAHOUE and CEG1 AZOVE, I have followed these methods to collect data.

3-1- The target population

To achieve my goal, I have needed human help. This necessity leads me to consider the school actors who are learners and teachers chosen randomly. I have found that their presence in the investigation is crucial because they have helped me to know what happen actually in the teaching of vocabulary. The detail on those school actors will be found in the questionnaires and the class observation as the research instruments.

3-2- The research instruments

To collect reliable data, I have used the following instruments:

3-2-1- Documentary research

To deal effectively with my research work, I have chosen firstly to work in libraries in order to collect reliable pieces of information through the reading of some documents. Therefore, this method led me to many libraries where I have searched for information through the reading of some books. Among those libraries, I have been into the library of Teacher Training College of Porto Novo, the national library of Porto Novo and the research center of INFRE in Porto Novo. In addition to the desk research, I have also used information I have searched on internet. But, these two sources of information seem to cope with the abstract part of my investigation. Therefore, questionnaires, and class observations play a lot in this work as they give chance for practical part of it.

3-2-2-Questionnaires

As I have introduced them in the end of the documentary research, questionnaires have played a great role while collecting the data for this study. In fact, I have designed two types of questionnaires; one for the EFL teachers and other for the learners and most of the questions were polar questions. Their model in the work can be found in the annex. In the purpose of getting beginners fill appropriately the questionnaire, I have opted to write them in French. The way I have introduced the questionnaire is a mean of motivating learners to be serious in their responses. Though we were at the end of the year, I tried to reach 97 students in the two schools. I always waited to collect the papers I distribute to them on the spot. The chance I have got at that time is that, teachers were calculating their note.

Teachers welcomed me very well and were serious in their help. The chance for me here is that most of them were my tutors when I was in secondary school as a student. They are 21 and within two weeks, I have tried to collect all the papers; this means that 100% of them gave me back their filled form. The next sessions were consecrated to class observations.

3-2-3-Class observations

The class observations have taken place at the two selected schools I have mentioned above. 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. This method is very crucial for the effectiveness of our information because it helps us to compare it, to some extent, with the questionnaires. Before any observation session, the school administration and the teacher are informed in advance. I have also told them about my purposes and the importance of my study that are to draw EFL

teachers' attention on the use of visual aids in the teaching of vocabulary. The learners are also told that my presence in the classroom aims at observing their English session and always come on agreement. I always sat down at the back of the classroom so as to see what happened. My interest is to pay attention to the learners' reactions towards the strategy the teacher uses to teach them vocabulary. At the end of any session, I come on agreement with the teacher about the prominence of visual aids in in the teaching of English to EFL learners.

The class observations help me to know the learners' reactions in the vocabulary sessions when they are working with visual aids and to see whether they are affected positively or negatively.

CHAPTER FOUR: THE FINDINGS OF THE STUDY

This chapter deals with the results of my investigation and their analysis and then their comments.

4-1- Analysis of the collected data

This part of the study, as it is indicated, is concerned with the presentation of the responses to the questionnaires and the presentation of the class observations with their analysis.

4-1-1- Questionnaire and their analysis

In this part, I have studied the data collected from the responses to my questionnaires. The strategy I have used to do it leads me to divide it in two parts in such a way that the first one has dealt with the results from the teachers followed by their analysis and the second one with the results from the learners followed by their analysis.

4-1-1 1- Teachers data presentation with their analysis

Questions n°2 and n°4: Teachers' qualification and their pedagogical training before starting teaching.

Table1: The teachers' qualification and their pedagogical training.

Qualification	Number	Percentage
BAC	01/21	5%
DUEL	05/21	24%
LICENCE	07/21	33%
BAPES	04/21	19%
MAITRISE	02/21	10%
CAPES	02/21	10%

This table deals with the qualification of the teachers in the two secondary schools I have chosen: CEG1 APLAHOUE and CEG1 AZOVE. The table shows the amazing percentage of the qualified teachers, those teachers who have been trained before starting teaching. In fact, the qualified teachers are 39%. The remaining part of the teachers is 61%; that is most of the teachers involved in our investigation in the two selected schools have not received any professional training before starting teaching. But, we cannot affirm directly that they are bad teachers since some try their best. It is during my visit in their area that I know they lack training even initial one. Therefore, the learners are the ones undergoing the consequences brought out by this lack of performance of their teachers. In the copy-books of those learners, the teachers show their lack of efficiency by translating word into French. They hardly teach new words in context as recommended. Teacher Talking Time (TTT) is more than student one. Sometimes, I have noticed that even qualified teachers are not equipped with aids. That may derive from the way they are paid in their job but they are trying their best to show that they are qualified; some are devoted, ready to sacrifice themselves for an effective teaching. As conclusion, despite the effort of some teachers to do their job, we can say that the learners are not well taught.

Let's have a glance at the following table to see whether learners are motivated in working in this state.

Questions n°5: Table n°2

QUESTIONS	RESPONSES				
	Yes	%	No	%	Total
Do your learners like your way of teaching?	21	100	00	00	21

This question seems to be a silly question because I do not know this teacher who will his or her do not like his or her way of teaching. But the logic I follow obliges me to ask it. Therefore, the first glance makes us know that, all the learners are interested in their teachers teaching. These results are not amazing since the learners are about to start learning the new language, e.g. of those who are in 6e. The teachers may err by missing up the learners joke with the new language and their motivation. The learners may be influenced by the way the teacher is manipulating the new language. One point of these results is that the teachers may find it hard to confess that their learners are not interesting in their teaching. Another point may be that the teacher has his or her particular way of teaching which matches with the need of the learners; maybe he uses pictures or drawing on the board or generally, visual aids.

Once more let's see whether they use those teaching materials or not.

Questions n°6 and n°7: Table n°3

QUESTION	RESPONSES				
Do you use visual aids in teaching vocabulary?	Yes	%	No	%	Total
	21	100	00	00	21

In this table above, we can say that all the teachers use visual aids in teaching vocabulary but which ones? I don't yet know. The following table is the answers.

Question n°8: Table n°4

QUESTION	RESPONSES						
Which visual aid do you use?	Pictures	%	Drawings	%	Concrete objects	%	Total
	12	57	6	29	3	14	21

This table shows that most of the teachers involved in this investigation use pictures than any other visual aids. Those who use drawings are not as many as they are because the table shows that 57% use pictures and 29% use drawings, that is the great majority teach with pictures and drawings, 86%. I can affirm that those who use pictures stick to the student's book. The remaining percentage, 14% only use concrete objects. This shows that the teachers do not possess those materials or the schools do not have them at their disposal. Anyway, another table will provide us with the verification of this hypothesis.

But when we agree that all the teachers use visual aids, we must also check the frequency of their use. This following table which is the responses to the question n°9 deals with this frequency.

Question n°9, Table n°5

QUESTION	RESPONSES						
How often do you use Visual aids?	Always	%	Sometimes	%	Never	%	Total
	5	24	16	76	00	00	21

This table shows that very few always use visual aids when many sometimes use them. We can confess that this table is encouraging because all the teachers have an idea of the use of visual aids even though the minority uses concrete ones. 00% never use visual aids. That's not surprising since 21/21 of the teachers in the table n°2 mentions that they use visual aids. This table is, to some extent the confirmation of the table n°2.

The next table deals with the reactions of the learners while using visual aids in teaching vocabulary.

Question n°10, Table n°6

QUESTION	RESPONSES				
	Positively	%	Negatively	%	Total
How do the learners react to the use of visual aids?	21	100	00	00	21

A glance at this table shows that all the learners are interesting in learning vocabulary with visual aids on the teaching of vocabulary in the beginners' classes. That's the table deals with our topic, the positive impact of visual aids. In fact, the great analysis is that the teachers use the visual aids congruently according to the need of their learners and when they are not used appropriately, those learners will not react positively. From a comparison of this table with the table n°4, I can draw that students try to understand the uncolourful pictures because most of the teachers use pictures of the student' book. When the learners were not interested in visual aids, their reactions would be negative. That means at the same time that when the learners like visual aids and the teachers do not use them, their reactions will be negative. The following table is designed for justification.

Question n°11, Table n°7

QUESTION	RESPONSES				
	Positively	%	Negatively	%	Total
How do they react without visual aids?	00	00	21	100	21

It is obvious to draw from this table that when teachers are teaching vocabulary without visual aids the learners' reactions are bad. The results in this table are the opposite of the ones we have seen in the previous table.

The next table will give us information about the two selected schools in providing teachers with visual aids. In other words, we will find out through the question, whether the school administrations provide the schools with some visual aids.

Question n°12 and n°13, Table n°8

QUESTION	RESPONSES				
	Yes	%	No	%	Total
Are there any visual aids in your school?	00	00	21	100	21

This table shows directly that all the two schools do not have visual aids. Many others schools are in the same situation where even teachers suffer from documents. The student' books are unavailable. Here, from the authorities to the school administration, there is not any interest in providing the schools with teaching materials. So, only teachers cannot succeed in equipping classrooms

with visual aids because of their salary conditions. The teachers who got some photocopied documents find it hard to teach vocabulary mainly by using pictures. Some learners are confused in the beginning classes where the book they get contained pictures without colour.

The fourteenth question which is the last question in this questionnaire leads the teachers to tell us what they suggest to improve the teaching of the vocabulary.

Question n°14: Considering the problems you are confronted with and the will of making teaching vocabulary easy in the beginners' classes, what do you suggest could be done?

The teachers have suggested that instead of waiting for someone else to provide them with visual aids, they can show the meaning of words by miming, by gesture or some concrete objects around them (tree, chalk, windows, door, desk, etc.). They have also suggested that they have to learn how to draw on the board or flashcards.

They are right, because they cannot strike for visual materials regardless their salary conditions and other risks related to the strike. They should then, plan their lessons beforehand and know about the materials at their disposal in order to select the appropriate ones.

4-1-1-2- Learners' data presentation with their analysis.

Question n°1 and n°2, Table n°1

QUESTION	RESPONSES				
	Yes	%	No	%	Total
Do you like English?	86	89	11	11	97

This table shows that very few beginning learners do not like English. They are only 11/97 with 11% as percentage. This is not surprising. 89% like English language, that is, they are motivated to learners this new language. The beginning of any language is almost interesting because the learner is encouraged and mistakes are gently corrected. Those learners who confess that they dislike English language may have their personal reasons. Maybe the fact that they are in French speaking country or their relation with the beginning teacher does not favour their interest in the language or they always get bad marks. Besides, liking English does not entail directly understanding it. Therefore, there would be learners who just like it because they hear people manipulating the language very well. But the fact remains that they make a step forwards because they can easily learn a language they like and show devotion for it.

The next table deals with the check of the teachers' vocabulary teaching frequency proved or not by the learners' responses.

Question n°3 and n°4, Table n°2

QUESTION	RESPONSES				
	Once	%	Twice	%	Total
How often a week do you have vocabulary lessons?	70	72	17	28	97

Here, most of the students, that is, 72% have answered that they have vocabulary lessons once a week. This may be true since the student' book contains learning situations subdivided into sequences and the latter contain many other skills. But those who have responded that they have vocabulary lessons twice a week are 28%. They may tell the truth because the speed and the efficiency of the teachers differ from one another or while teaching another skill,

vocabulary may come accidentally where the teacher is obliged to go back to some vocabulary teaching strategies.

Questions n°5, Table n°3

QUESTION	RESPONSES						
	Yes	%	No	%	more or less	%	Total
Do you understand your vocabulary lessons?	59	61	11	11	27	28	97

A glance at the table shows that 61% of the learners understand their vocabulary lessons. This is not surprising since most of them are interested in English and ready to learn it. The teachers play a great role in this process despite their qualification. Those who say that they do not understand their lessons at all show that they are not interested in the language. When we go back to the table 1, we realize that they are exactly 11% to confess that they do not like the language. They need motivation and to be told the importance of English in all over the world. Here, we think that, if those learners were in contact with visual aids, they would be motivated. Another result in this table is that some learners understand more or less their lessons. They are 28% to say it. We agree because the teaching materials are not all the time appropriate. They are only learning with the information brought by the teachers.

Question n°6, Tablen°4

QUESTION	RESPONSES							
	By translation	%	In context	%	By miming	%	By picture	%
How does your teacher teach vocabulary lessons?	6	6.18	00	00	8	8.24	83	85.56

This question allows us to confirm how vocabulary lessons are taught by the teacher. In fact, most of the teachers use pictures to teach vocabulary lessons. They represent 85.56%. This shows that teachers are using the “Document d’accompagnement” of 6e, 5e in which pictures are available even if they are not clear and colourful due to the photocopy of those documents. Teachers who mime and translate word are few.

4-1-2- Analysis of class observation

As I have said it so far, the class observations were the strategy I have used to see what is going on in the two selected schools. In other words, they were good occasions for me to know actually whether the vocabulary is taught with visual aids or not. I was mainly centered on the study of the way English vocabulary is taught and the way learners react.

Here is a session of class observation with its analysis.

This session has been taken place in CEG1 AZOVE; especially in 6è E 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’ book as follows:

Activity 1: Listening and saying.

-“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, the teacher asks the learners 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. They would be more interesting and attractive if they were 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 teacher asks 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 overcrowding 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 the front gain much more than the ones at the bottom. 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 were still in the primary school.

4-2- Comment on the results

This part of my study deals with the remarks I have made during my investigation in the two selected schools. These comments are based on the questionnaires we have addressed to the EFL teachers and students, and the class observations. However, the conditions in which the teachers and the learners are working are not good. The large size of the classes (about 65 students in a class) does not allow teachers to act as controllers. All the students do not have their books and therefore have to move from their place to where they can see the books. Those who have got were complaining because of the unclarity of their pictures. These are factors which prevent the teachers from moving on in their programme. After that, I have noticed that some of the teachers lack pedagogical training because they step in the education field just after they have completed a part of their university studies. They are not even equipped with the basic materials (“Guide Pedagogique, Programmed’étude”). They just prefer the student’s book for their underfunding state. But, considering the “reversés”, there is a kind of improvement even though they found it hard to apply the skills they have been taught during their training to their teaching due to the phenomenon of fossilization. The critical look at the class observations makes me realize that we have to work hard if we want to have English language teaching and learning successful.

We cannot reach good results with all those problems displayed by our schools. And we think that encouraging visual aids in teaching vocabulary lessons can, not only better learners understanding, but also motivate them in learning the language with fewer difficulties. These materials can also help teachers to save time unless they not well planned. Students who try to

understand their vocabulary lessons through simple pictures in their books would do better if they are in contact with real objects and those who seem not to understand anything will hence improve.

I have been experiencing the positive impact of visual aids on the teaching of vocabulary in the beginners' classes of 6^e and 5^e till here and we have found out that when the teachers use visual aids, the learners understand the lessons but their many factors which do not favour the effectiveness of those materials. Indeed, with the intention to find solutions to this situation, the following and last chapter will deal with the alternatives through our recommendations and suggestions and then the general conclusion of this study.

CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS

After having analyzed the difficulties teachers and learners are confronted with in teaching and learning English as a foreign language in Benin while dealing with the vocabulary lessons, we have insisted on the use of visual aids. This choice is made with the purpose of making English teaching and learning easy through the appropriate use of visual aids in motivating learners. To complete this purpose, we have made some recommendations and suggestions as follows:

5-1- Recommendations

During my investigation and especially through my questionnaires about “The impact of visual aids on the teaching of vocabulary in the EFL beginners’ classes of 6è and 5è” I have experienced many problems related to teaching and learning in the two secondary schools of CEG1 APLAHOUE and CEG1 AZOVE. Considering those problems, my recommendations are addressed mainly to the government.

In fact, the overcrowding in the classes is the first remark I have made during class observations sessions in the schools. To solve this problem, the government should build in the existing schools, some classrooms or create new schools throughout the country. All these measures will contribute to the reduction of the number of the students piled up in a classroom.

In addition to that, while going back to the qualification level of the teachers in the two selected schools and with a glance at other schools, the government has the necessity of recruiting qualified teachers since most of them have not been trained before coming in the education field. We would hereby like to thank the government for the reopening of the Teachers Training College where better training courses are delivered and the event of “reversement”. The initial training for teaching English language is recommendable for better

results, later in the education. Therefore, like drivers, teachers should be trained in order not to driver their learners astray. We were surprised for the fact that in the recruiting test of 2014 in secondary schools, they allows those who have got LICENCE to apply for teaching job. We do not accuse the government for this since they must have their reason. But what we have raised here is to recruit them for at least an initial training and think of those who have been already trained. In addition to the above recommendation, the government should improve the conditions in which teachers are living and working. Thus, the teachers should be paid on time and be satisfied for their legal claims. The government in collaboration with the “Direction de l’Inspection Pedagogique” should also provide the schools with appropriate teaching aids. Hence, the student’s book will be available that is, it will be in the schools according to the number of the learners who need it. This book must be well printed with colourful pictures. This allows students to be motivated and interested in learning the new language.

The government should also equip the schools with library of recent books, with a room of teaching aids in which we can find visual materials, audio- visual aids for more English practice. Those materials should be useful, that is, they should be conceived according to what are planned in the student’s books. Most of the recommendations are government centered ones and can be summarized as follows:

- The necessity of providing the schools with appropriate teaching and learning materials such as student’s book with colourful pictures, visual aids, books, libraries, maps, recorders ;
- The necessity of initial training of the teachers before starting teaching ;
- The necessity of recruiting qualified teachers ;
- The necessity of training permanently the teachers according to the innovation in the teaching field through seminars and conferences ;

- The necessity of ameliorating the working conditions, that is, their salaries should be raised ;
- The necessity of satisfying the teachers' requests in order to avoid strikes every year (example of the dreadful strike of the year 2013- 2014).

My recommendations are not only for the government. That's why I recommend the school authorities to have an attitude toward the good conditions required by the teaching. Therefore, they should:

- reduce the size of the classes ;
- organize periodic training and recycling of teachers ;
- provide the schools with adequate didactic materials;
- encourage teachers' staff meeting ;
- inform students' parents about their children's behavior.

The next part of this chapter is devoted to the suggestions I have found they would be necessary to regulate the problems related to the teaching and learning English as foreign language.

5-2- Suggestions

Apart from the recommendations I have addressed to the government, we have suggested what EFL teachers should do to increase learners' motivation through the use of visual aids, what learners, learners' parents and heads of schools should do for better education

5-2-1-Suggestions to EFL teachers

In order to increase learners' interest in the learning vocabulary through visual aids, I would like teacher to:

- tell learners the importance of English language in all over the world;
- create the conditions in which learners will learn effectively;

- avoid humiliating learners by praising them in any response;
- try to have a collection of teaching materials such as books of colourful pictures, photos, images, flashcards, and postcards, to make their lessons interesting especially while teaching vocabulary lessons.
- plan all their lessons. This allows them to choose the appropriate teaching materials beforehand;
- define correctly the objective of the lessons and let the learners know about what they are expected to do at the end of the lessons;
- teach vocabulary to the beginners with the instruction: look, listen and repeat;
- behave well as a model for the learners;
- avoid gender bias and any kind of discrimination;
- establish English Clubs in order to promote English language practice;
- always attend the teachers of English staff meeting.

5-2-2- Suggestions to EFL learners.

Learners should know that the teachers are not there to put everything in their mind. So, they must have some attitudes toward their learning since the new approach is competency- Based approach. Therefore, we would like them to:

- know that the Competency-Based Approach is just Learners-Centered approach;
- keep in their mind that English language is important as well as other subjects they are learning;
- bother their parents to buy them the required learning materials the teacher has prescribed;
- learn English for succeeding as well as for real life communication,

- to feel free while expressing themselves, regardless the mistakes;
- attend English Club sessions.

5-2-3- Suggestions to EFL learners' parents.

The results brought out by the learners depend partly on what their parents do to help them. However, we would like learners' parents to:

- feed well their children on time;
- motivate their children to work hard;
- to ask for their children note report or have the relation with their teachers;
- buy the prescribed materials for their children;

5-2-4- Suggestions to heads of schools.

The success in teaching and learning also depends on the contribution of the head of the school. So we suggest heads of the schools should:

- establish code of conduct in order to ensure discipline;
- buy the appropriate materials teachers need to do well their job;
- encourage teachers staff meeting;
- increase their relationship with the teachers and avoid discrimination;
- inform learners' parents about their children' performance and behaviour.

CONCLUSION

I can say that I have completed the different parts of my work as I have announced them in the introduction. During the work, I have mentioned what brings me to choose the topic, what I aim at, and the importance of the study. After that, I have pointed out through the point of view of some researchers the importance of visual aids and the way some of them are used to have teachers achieve their goal. And then, the methodology I have adopted to collect data and the analysis of the data followed by their comment. My investigations allow me to discover the non-effectiveness of visual aids and the conditions in which learners are working that this work intends to denounce and tries to solve. I am convinced that the use of appropriate visual aids increases learners' motivation and makes the learning more interesting. It helps teachers to save time, and work effectively with the beginning learners.

In fact, this brief study is not without its limitations and faults but it emphasizes the necessity to adopt a visually aided approach to teach vocabulary to young people learning English as a foreign language in order to jump-start learner achievement. The results reported here can shed light on the practicality of the method, and at least in our country in which English is not the second language, the institutes can make improvements if they take the results into account.

The current findings are, however, open for confirmation by further research and I recommend my fellow researchers to use this as the basis to start others aspects of vocabulary teaching as well as teaching other aspects of EFL in a variety of proficiency level and classroom context. Although different learners may prefer different learning styles, what can be learned from this small-scale research study is that supplementing traditional teaching techniques with some sort of visual aids has the potential to help learners better internalize the input

they receive in the vocabulary or any other language skill. The implication is that combining various teaching and adopting a visual-based method can facilitate the learning process to a great extent, although right combinational conditions for various activities at various levels may require further research to be revealed.

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ANNEX

QUESTIONNAIRE FOR TEACHERS

Dear teacher,

We are prospective teacher, carrying out a research work on the topic ‘‘the impact of visual aids on the teaching of vocabulary in the beginners’ classes’’. The present questionnaire is framed to collect trustworthy information from you; your sincerity in ticking the box which reflects your personal response will help us get reliable data.

1. How long have you been teaching English?

I have been teaching English for Year (s)?

2. What is your grade ?

BAC DUEL LICENCE

BAPES MAITRISE CAPES

3. In which level do you teach?

First level Second level Both of them

4. Have you been trained for teaching English as a foreign language?

Yes No

5. Do your learners like your way of teaching?

Yes No

6. Do you teach vocabulary?

Yes No

7.If yes, do you use visual aids in teaching vocabulary?

Yes No

8. Which visual aids do you use?

Pictures Drawings Concrete objects

9. How often a week do you use visual aids?

Always Sometimes Never

10.How do your learners react to the use of visual aids?

Positively Negatively

11.How do they react without visual aids?

Positively Negatively

12.Are there any visual aids in your school?

Yes No

13.If yes, which ones?

.....
.....
.....

14. Considering the problems you are confronted with and the will of making teaching vocabulary easy in beginners' classes, what do you suggest could be done?

.....
.....
.....

QUESTIONNAIRE POUR LES APPRENANTS

Cher apprenant, voici un questionnaire d'enquête sur le thème *l'impact des supports visuels dans l'enseignement du vocabulaire en Anglais*. Tu voudras bien nous aider dans la réussite de cette tâche, en répondant aux questions ci-après. Tu cocheras la case qui convient à ta réponse ou tu donneras une réponse où il le faut. Merci pour ta collaboration, coopération et aide.

1. Quelle est classe ?

6eme 4eme
5eme 3eme

2. Aimes-tu l'Anglais ?

Oui Non

3. Votre professeur vous enseigne-t-il le vocabulaire au cours d'Anglais ?

Oui Non

4. Si oui, combien de fois l'enseigne-t-il par semaine ?

Une fois Deux fois

5. Comprends-tu les leçons de vocabulaire ?

Oui Non

6. Comment ton professeur enseigne-t-il les leçons de vocabulaire ?

Par la traduction Selon le contexte
Par les gestes Avec les images

Merci !