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The Role of Visual Contexts in Enhancing Vocabulary Learning

A case study of Algerian Primary Schools - Ouargla

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Abstract

Vocabulary Learning is a fundamental component of English as a Foreign Language (EFL), particularly in primary education where learners have limited exposure to the target language. Visual Contexts such as pictures, flashcards, posters, videos, and realia are considered effective pedagogical tools that support vocabulary acquisition by linking words to meaningful visual representations, thereby enhancing newly presented vocabulary comprehension, retention and use. Therefore, this study aims to investigate the effectiveness of visual contexts in improving vocabulary learning among Algerian primary school EFL learners through a mixed-methods design, with a sample consisting of 9 structured classroom observations in third- and fourth-year primary classes in Ouargla during the academic year 2025–2026, in addition to 30 EFL to primary school teachers selected through purposive sampling via a questionnaire. The findings from the classroom observations revealed that 67 % of learners showed comprehension and 78 % of pupils demonstrated higher engagement in classroom activities. Furthermore, the teachers' questionnaire confirmed the positive effectiveness of visual context in vocabulary learning , as 67 % of teachers evaluated the use of visual context as "effective," while 33 % considered it "very effective, ". These findings indicate that visual contexts significantly enhance participation, vocabulary items comprehension, and retention among EFL learners. The study concludes that integrating visual contexts in EFL primary classrooms contributes positively to vocabulary development and provides important pedagogical implications for language teaching practices.

Keywords: Vocabulary Learning – Visual Contexts – EFL – Primary Education - Mixed - Methods

Dedication

To my Mother and Father, my guiding stars so bright, Whose love and wisdom lit my academic flight.

To my dear siblings, kin of heart and soul, Your cheers and strength have made my spirit whole. To faithful friends, companions true and near, Your encouragement chased away all fear.

To my dearest partner, who stood by me in research's quest, Your precious aid turned trials into success.

In gratitude profound, this thesis I bestow, To all whose love and support helped me grow.

RANIA

Dedication

This thesis is humbly dedicated, with deepest gratitude, to the individuals who have been my anchors throughout this academic pursuit.

To my esteemed parents, whose profound sacrifices laid the firm bedrock of this scholarly edifice.

To my devoted husband, whose true patience and steadfast encouragement saw this journey through.

To my four cherished children, my ever-bright joy and perpetual motivation, guiding my light.

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List of Abbreviations

CBA: Competency-Based Approach

EFL: English as a Foreign Language

ICT: Information and Communication Technology / Technologies

SPSS: Statistical Package for the Social Sciences

TBI: Task-Based Instruction

TBLT: Task-Based Language Teaching

TEYL: Teaching English to Young Learners

UDL: Universal Design for Learning

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General Introduction

I. Research Background

English has been formally introduced in Algeria's primary education system at the third and the fourth grade, placing young learners in a complex multilingual environment where they simultaneously navigate Arabic, Tamazight, and French (Cheriguene, 2025). Vocabulary learning is critical for establishing basic proficiency in this context (Nation, 2013), and young learners benefit significantly from concrete, multimodal input such as images, gestures, realia, and videos, which support dual verbal and non-verbal cognitive processing as outlined by Paivio's Dual Coding Theory (Paivio, 1991; Mayer, 2009; Harmer, 2015). While Benyahia (2015) demonstrated that advanced vocabulary learning strategies enhance Algerian EFL learners' confidence and outcomes, that study neglected the specific role of visual contexts in primary classrooms, leaving a critical gap in empirical evidence regarding the correlational impact of visuals on comprehension, retention, and productive use among (8–9) year-old pupils.

Significant limitations persist in existing research on visual aids for EFL vocabulary instruction in Algeria. Most studies focus on middle school (first year middle school) or university students rather than primary pupils where English is first encountered (Belkadi, 2017; Ghrara, 2024); others examine textbook visuals or general audiovisual aids without distinguishing between specific visual types such as images versus videos or gestures. Furthermore, research rarely accounts for how Algeria's unique Arabic-Tamazight-French multilingual interference modulates visual processing, and most studies measure only immediate post-test performance without assessing long-term retention or delayed recall (Boufares, 2019). Recent work confirms that vocabulary remains a major difficulty for primary pupils exacerbated by limited out-of-school exposure and cognitive overload from concurrent French-English introduction, yet no large-scale mixed-methods study has isolated the effects of visual context among 3rd–4th grade pupils in southern Algerian contexts like Ouargla (Cheriguene, 2025).

This study directly addresses these empirical voids by investigating the effects of visual context on vocabulary learning among 3rd–4th grade pupils in Ouargla primary schools during the academic year 2025–2026, specifically examining the correlational impact on comprehension, retention (including delayed recall), and productive use while accounting

for multilingual interference and documenting actual classroom integration patterns. Unlike prior small-scale quasi-experimental designs with limited samples (n=40) or purely textbook-based analyses (Belkadi, 2017; Ghrara, 2024), this research employs a rigorous mixed-methods approach to generate practical, evidence-based guidelines for which visual types work best for which vocabulary categories in Algeria's multilingual primary classrooms, thereby contributing much-needed empirical data to an underexplored but pedagogically critical domain

II. Aim of the Study

Vocabulary learning constitutes a central component of foreign language learning for young learners, especially in contexts where exposure to English is limited. Emphasis is placed on examining the relationship between the use of visual context and vocabulary learning among Algerian primary school learners, considering how different types of visual aids such as pictures, flashcards, realia, and videos may be associated with learners' ability to learn, retain and use new words.

III. Statement of the Problem

Algerian primary school learners encounter difficulties in learning and retaining foreign language vocabulary, as many pupils rely mainly on translation to understand the meaning of new words rather than associating them with contextual support, which limits deeper lexical processing and long-term retention. In addition, the abstract presentation of vocabulary in many EFL classrooms further restricts learners' ability to fully comprehend and internalize lexical items, especially during the early stages of language development where concrete and meaningful input is essential.

Moreover, learners at this stage require instructional approaches that correspond to their cognitive and developmental needs; however, the limited integration of visual context in classroom practices may reduce engagement and hinder meaningful vocabulary acquisition. In spite of this significant issue, little empirical research exists on how visual contexts function in Algerian primary EFL classrooms.

IV. Research Questions

The study formulated the following main research questions and sub-questions

1- The Main Research question

- To what extent does visual context improve learners' vocabulary?

2- Sub research questions

- How does the frequency of visual context use in Algerian EFL classrooms correlate with learners' vocabulary comprehension, retention, and use?
- What challenges do EFL primary learners- teachers face when using visual aids?

V. Research Hypothesis

- **H₀ (Null Hypothesis):** Visual context has no significant effect on learners' vocabulary learning.
- **H₁ (Alternative Hypothesis):** Visual context significantly improves learners' vocabulary learning.

VI. Research Methods

The study adopts a mixed-method descriptive design combining structured classroom observations and learner questionnaires to explore the role of visual context in vocabulary learning among Algerian primary EFL learners. Data collection occurred in primary schools within the municipality of Ouargla during the academic year 2025–2026. An online questionnaire using Google Form was administered to 30 teachers to examine their perceptions and classroom practices related to vocabulary instruction. Additionally, nine structured classroom observations using a checklist specifically designed for this study were conducted in Ouargla primary schools during the same academic year 2025- 2026 to measure the actual use of visual aids in lessons with third- and fourth-grade learners. The quantitative data from the Google Form questionnaire and structured checklist were analyzed using SPSS, version to answer the research questions.

VII. Ethical Considerations

To ensure the integrity of the research and the protection of all participants, several ethical protocols were strictly followed during the data collection process during the 2025–

2026 academic year. These measures were designed to align with the general principles of beneficence, non-maleficence, and respect for autonomy as stated by (Miteu, 2024). Before conducting the nine structured classroom observations and selecting the 30 EFL teachers, formal permission was obtained from the relevant educational authorities in Ouargla. Informed consent was obtained from the teachers after providing them with a detailed explanation of the study's aims and procedures. Since the learners are minors, parental consent was sought and verbal assent was obtained from the students to ensure that they felt comfortable during the observation sessions (UNESCO, 2025). To safeguard participants' privacy, all collected data were anonymized. No real names of teachers or students were recorded during the observations; instead, alphanumeric codes such as Teacher A and Student 1 were used to maintain confidentiality (UNESCO, 2025). In addition, any identifying information related to the primary schools involved in the study was kept confidential to avoid any potential professional or personal repercussions. Participation in this study was entirely voluntary, and all participants were informed of their right to withdraw from the study at any time without providing any justification and without any negative consequences on their academic or professional standing. Furthermore, in accordance with the University Charter of Ethics and Conduct in Algeria, this study adhered to strict standards of academic honesty and integrity (Makhlouf, 2025). All sources used throughout the theoretical framework and the interpretation of findings were appropriately acknowledged and cited in order to avoid plagiarism and ensure transparency in the research process.

VIII. Structure of the Dissertation

This dissertation is composed of two parts: a theoretical part and a practical one. The theoretical part contains one chapter entitled Theoretical Framework. This chapter is divided into two sections. The first section focuses on Visual Contexts in EFL classrooms, including their types, functions, implementation in the Algerian primary school context, and related challenges, whereas the second section is concerned with Vocabulary Learning in EFL contexts, including its definitions, dimensions, types, and learning mechanisms. The practical part is composed of one chapter devoted to the methodology adopted in this study, including structured classroom observation and a teachers' questionnaire as data collection tools, in addition to the analysis and interpretation of the obtained results. The

dissertation ends with a general conclusion concerned with the main findings of the study, pedagogical implications, and recommendations to improve vocabulary learning through visual contexts.

Chapter one Visual Context and Vocabulary Learning

Introduction

In the realm of English as a Foreign Language (EFL), vocabulary learning serves as the fundamental pillar for developing communicative competence, particularly for young learners within the Algerian primary education system. While traditional methods often present linguistic items in isolation, the integration of visual context has emerged as a pedagogical necessity rather than a luxury. By bridging the gap between abstract linguistic concepts and concrete reality, visual tools facilitate a deeper cognitive connection that enhances the integration of lexical form, semantic meaning, and contextual application. Consequently, this chapter explores the intersection of visual contexts and vocabulary learning, underscoring how sensory-rich input fosters long-term linguistic assimilation and learner engagement in early language education. This chapter is divided into two sections. Section one focuses on Visual Context explaining what, how, when and why it should be used. While section two sheds light on Vocabulary Learning main aspects, definitions, types, dimensions and prominent theories related to how primary EFL learners learn vocabulary.

1. Section One Visual Context in EFL Classrooms

1.1 Definition of Visual Context

According to Kang (2004) visual contexts refer to visual frameworks such as figures, diagrams, charts, etc. used to present structural knowledge in a given area with the intention of enhancing comprehension and learning. Visual context is the experience that helps activate meanings in the human mind, where language becomes contextualized through real-world related items. Ellis (2008) views visual context as an involvement of the use of images, objects, pictures, gestures and other elements to support learners' understanding of language by connecting linguistic input with meaningful and contextualized representations. The researcher defines visual contexts as the aids such as pictures, flashcards, images, videos, graphic organizers, realia, etc. that help learners better understand abstract language by connecting it to concrete and relatable images.

1.2 Theoretical Foundations

Visual Context plays a key role in EFL classrooms by supporting EFL vocabulary comprehension, retention and use through cognitive theories like Dual Coding Theory, Multimodal Theory, Schema Theory, and the eminent approach of Visual Engagement.

1.2.1 Dual Coding Theory

Dual Coding Theory, proposed by Paivio (1990) posits that information is processed through two interconnected channels: verbal (words) and visual (images). Building on the foundational principles of Dual Coding Theory (DCT), the simultaneous integration of verbal and nonverbal stimuli significantly enhance long-term vocabulary retention in primary (EFL) learners (Aryanto, 2020). In EFL settings, pairing vocabulary or grammar with visuals like diagrams or animations creates stronger mental representations, enhancing recall and meaning making. The key idea is that visual context does not only decorate vocabulary input, it increases a second mental route for storing and retrieving meaning alongside the verbal route (Paivio, 1986). In the Algerian multilingual classroom, Dual Coding Theory explains why pairing English words with meaningful images is particularly helpful (Paivio, 1986). Learners can then store both the word and its visual representation in memory, which supports recognition and retrieval even when their verbal proficiency is low. When teachers combine spoken or written English with locally adapted pictures or simple diagrams, they strengthen the dual representation of vocabulary and enhance long-term retention (Nation, 2001).

1.2.2 Multimodal Theory

Multimodal Theory is a social semiotic framework that examines how multiple modes such as language, image, sound, and gesture interact to create meaning. In the context of visual design, the theory posits that images are not merely decorative but are structured systems of communication with their own grammar (Kress & Leeuwen, 2020).

The most significant contribution to the visual aspect of Multimodal Theory comes from Social Semiotics. Grammar of Visual Design: Kress and Leeuwen (2020) adapted Halliday's (1996) systemic functional linguistics to the visual mode. They argue that images, like language, fulfill three metafunctions:

Ideational: How the image represents the world (e.g., narrative vs. conceptual structures).

Interpersonal: How the image interacts with the viewer (e.g., through gaze, camera angle, and distance).

Textual: How elements are arranged to create a coherent message (e.g., layout, framing, and salience).

Modes and Affordances: A "mode" is a socially shaped resource for making meaning (Jewitt, 2013). Each mode has different affordances—inherent potentials or limitations. For example, images are better at representing spatial relationships and simultaneity, whereas speech is better at representing temporal sequences (Kress, 2010)

Multimodal learning integrates multiple semiotic modes (e.g., text, images, colors) to construct meaning, as seen in EFL textbooks with infographics or interactive visuals. It fosters engagement by simulating real-world communication, where visuals clarify abstract language and stimulate curiosity among primary pupils. In practice, this supports vocabulary building but requires supplementary teacher strategies in EFL environments

1.2.3 Schema Theory

Schema theory posits that learners comprehend new information by integrating it into pre-existing cognitive frameworks known as schemata. Developed by researchers like Frederic Bartlett and David Rumelhart, the theory emphasizes a "top-down" processing approach where prior knowledge acts as a mental scaffolding to interpret incoming data.

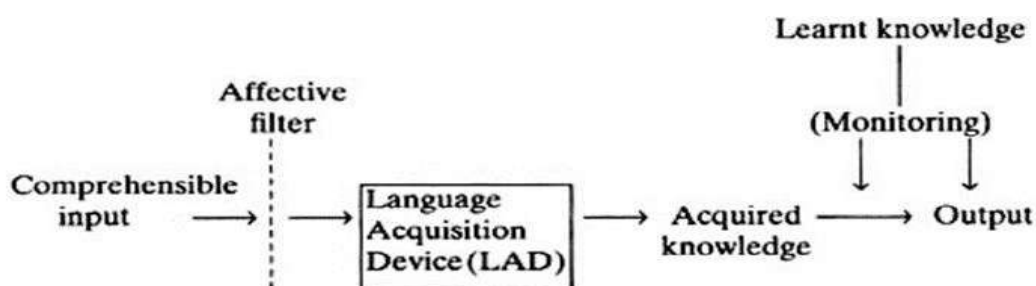
Schema theory also suggests that people understand new information by connecting it to existing knowledge structures, or schemata, already stored in memory (Rumelhart, 1980). Visual contexts help activate these schemata by providing learners with familiar scenes, objects, or situations that they can relate the new vocabulary to. For instance, when beginners see a picture of a typical Algerian family sitting around a table, they can use their existing knowledge of family meals to interpret words such as father, mother, and eat. For example, a picture of a classroom activates pre-existing Schema theory suggests that people understand new information by connecting it to existing knowledge structures, or schemata, already stored in memory (Rumelhart, 1980). Visual contexts help activate these schemata by providing learners

with familiar scenes, objects, or situations that they can relate the new vocabulary to. For instance, when beginners see a picture of a typical Algerian family sitting around a table, they can use their existing knowledge of family meals to interpret words such as father, mother, and eat. For example, a picture of a classroom activates pre-existing schemas about school, which in turn help learners interpret and remember words such as desk, board, or teacher more effectively (Rumelhart, 1980).

1.2.4 Krashen's Input Hypothesis

Krashen's Input Hypothesis argues that learners acquire language when they are exposed to comprehensible input slightly above their current level, often referred to as $i+1$ (Krashen, 1982; Schmitt, 2008; Lightbown & Spada, 2013). In vocabulary learning, this means that students need understandable exposure to new words in context rather than only memorizing word lists. For example, if pupils read a short story about animals and repeatedly see the word *forest* next to a picture of trees, they can infer its meaning more easily and remember it better. Another example is when the teacher says, "The boy is running," while acting the movement, which makes the word clearer and more memorable (Krashen, 1982; Nation, 2001).

Figure 1.1 The Input Hypothesis Model of L2 learning and production



Note. From *Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition* (p. 45)

1.2.5 Constructivist Theory

Constructivist theory views learning as an active process in which learners build new knowledge by connecting it to prior knowledge and experience (Bruner, 1966; Vygotsky, 1978). In vocabulary learning, learners do not receive words passively; instead, they construct meaning through interaction and use. For example, students may learn the word *giant* by comparing it with *big* and *small*, then using it in a sentence such as *The giant tree is very tall*. Another example is group work, where learners discuss a picture and try to guess the meaning of a new word from the context together.

1.3 Types of Visual Context

Given the focus on primary school EFL classrooms, visual contexts are categorized according to their pedagogical function and interactivity in the classroom. Hence, visuals can be classified into distinct types based on the domain intended to tackle:

1.3.1 Tangible and Concrete

Pictures, images, drawings, posters, and flashcards are widely used for describing activities, sequencing stories, or eliciting language, as Singleton highlights their prominent role in activating visual memory of the learner (Singleton, 2000). According to Nation and Newton (2009), a card fronting a flamingo with dorsal script prompts anticipation besides to enhancing chances of high level of inference rather than depending only on verbal explanation.

Figure 1.2 Flashcards and Pictures



Note. From a Facebook post by Little English (2026), Facebook.URL <https://www.facebook.com/share/14cHk7Ei9oz>

Another important type of concrete visual aids are **graphic organizers** (GOs) that can be defined as the structured, visual-spatial tools such as (concept maps, Venn diagrams, flowcharts, or matrices) that make the relationship among ideas, facts, or language items explicit through layout, icons, colors, and graphic cues, thereby scaffolding learners' comprehension, organization, and retention of information in a given task (Dexter & Hughes, 2011). According to (Kansizoglu, 2017), graphic organizers serve as a visual map that combines linguistic information (words and phrases) with non-linguistic structures to engage both channels simultaneously making it easier for learners to encode, infer, and retrieve information.

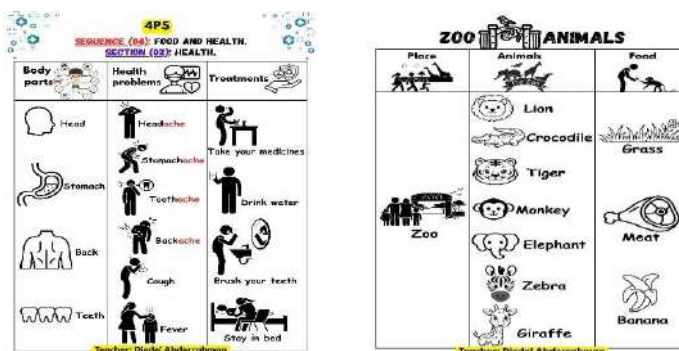
In a deeply rooted connection with several foundational theories of educational psychology, graphic organizers may contribute in:

Cognitive Load Reduction: by offloading information, the brain can focus on analyzing rather than just remembering. Sweller (1988)

Pattern Recognition: the use of advanced graphic organizers reveal connections between data points that might be missed in standard text Ausubel (1960)

Increased Engagement visual summaries are more accessible and easier to review than overcharged texts. Hyerle. (1996)

Figure 1.3 Graphic Organizers



Note. From a Facebook post by Djedie Abderrahman (April 26,2026) URL <https://www.facebook.com/share/1BKa9NoRX1>

1.3.2 Realia

According to Riaz et al. (2024), using realia to enhance vocabulary skills in young learners is a highly effective and engaging approach. Basically, realia refers to bringing real items to the classroom to help learners build direct connections between vocabulary and their physical representations (Riaz et al., 2024). As Turner (2020) highlights, realia is a sensory engagement, contextualization, and authentication tool that bridges the gap between abstract language and the real world (Turner, 2020)

1.3.3 Technological and Multimedia Contexts

The integration of digital visuals in EFL classrooms aims to provide an immersive environment for learning vocabulary. Among this type of context are digital tools such as laptops, data projectors, speakers, and the role of animated videos as a prominent tool in EFL vocabulary learning applications, and animated videos. This approach leverages Dual Coding Theory and the Cognitive Theory of Multimedia Learning. As Minalla (2024) emphasizes the prominent role of digital tools in EFL classrooms.

1.3.4 Non-verbal Contexts

Non-verbal contexts are essential tools used by teachers with resource -constrained and overcrowded classes to help learners get the meaning of new concepts, for example, gestures, pointing, and miming. Non-verbal visuals refer to any communication tools that convey meaning without relying primarily on spoken or written words. These include gestures, facial expressions, and body language (Manolov, 2023). For example, in a primary EFL classroom, a teacher may use hand movements to illustrate concepts such as big by spreading the arms wide, or small by bringing the hands closer together. Facial expressions can also be used to show emotions such as happy, sad, or surprised, helping learners understand meaning in context

1.4 Importance of Visual Context in Vocabulary Learning

Visual context plays a significant role in vocabulary learning by helping learners connect new words with meaningful situations, images, and experiences. In EFL settings, visual support enhances comprehension and facilitates the interpretation of unfamiliar vocabulary

through contextual clues rather than direct translation. According to Harmer (2000), vocabulary is more effectively learned when presented in context and supported by meaningful exposure. Similarly, research on Dual Coding Theory by Allan Paivio suggests that combining verbal information with visual representation improves learners' memory retention and understanding. Therefore, visual context contributes not only to vocabulary comprehension, but also to learners' engagement, motivation, retention, and ability to use vocabulary appropriately in real-life communication.

1.4.1 Contextualization

Visuals provide an immediate situational framework instead of relying on definitions or translation. According to Harmer (2007), vocabulary should be presented to show its actual use in context, rather than in isolation. Visuals function as a tool to clarify a word's literal meaning by depicting it in real-world scenarios (Harmer, 2000)

1.4.2 Scaffolding in Vocabulary Learning

The term scaffolding in education refers to the temporary support provided to learners to assist them in a specific domain. Aligning with Dual Coding Theory (Paivio, 1971), using visuals allows EFL learners to grasp concepts before they have the linguistic ability to understand verbal definitions, making scaffolded information easier to process (Paivio, 1971)

1.4.3 Vocabulary Retention

Harmer (2001) emphasizes that remembering a word requires learners to encounter it in different situations multiple times, a role that visuals effectively fulfill by providing these repeated exposures. According to Dual Coding Theory, when a learner sees a picture of an apple while hearing and reading the word, the brain creates two separate processing channels, making the word stick more effectively; if one trace is forgotten, the other facilitates retrieval (Paivio, 1971; Harmer, 2001)

1.4.5 Learner's Engagement and Motivation

Plenty of researches emphasize the significance of affective factors (emotions) in learning, noting that the more emotionally relaxed learners feel, the higher will be their

motivation and engagement (Dörnyei, 2001). Colorful pictures, comics, and short videos trigger curiosity and positive emotions, especially for younger learners, and help sustain attention during lengthy tasks. Putcha and Williams (2011) highlight that using vivid visual materials and multi-sensory input is an effective strategy for overcoming the short attention span typical of young learners at this age (Dörnyei, 2001; Putcha & Williams, 2011)

1.4.6 Cultural Awareness

Visual contexts play a key role in EFL classrooms by embedding cultural elements into language learning, fostering deeper intercultural competence beyond rote memorization (EFL Cafe, 2024). Visuals like images, videos, and infographics convey cultural nuances such as gestures, festivals, and social norms that words alone often miss (EFL Café, 2024)

1.5 Introduction of English in Primary Education in Algeria.

English as a Foreign Language (EFL) was introduced first in 1993, when the Algerian Ministry of National Education attempted to include English into primary school curriculum (Nawel, 2017; Dekhil, 2025). Due to political decisions, the initiative was ultimately short-lived then finally phased out by the year 2000 (Dekhil, 2025). Later on, as a major educational reform in Algeria English was introduced again during the academic year (2022-2023) to meet global demands for English as a universal communication language (Benmoussa, 2016). The current Algerian EFL primary school syllabus explicitly recommends the visual aids use. This alignment with the Competency-Based Approach (CBA) emphasizes that teachers should implement age-appropriate strategies using audiovisual materials such as songs, videos, and realia (Didactic Guide of English, 2023/2024). Furthermore, visual contexts serve as scaffolding (Wood et al., 1976), providing the necessary support for young learners to negotiate meaning in a language they have yet to master. In the Algerian context, these visuals act as a primary source of input that compensates for the lack of an English-speaking environment outside the classroom (Guemide & Benachaiba, 2022)

1.6 Implementation of Visual Contexts in Algerian EFL Classrooms

The implementation of visual contexts in Algerian EFL classrooms has become essential because learners often have limited prior exposure to English and rely heavily on concrete

supports to decode meaning. By integrating pictures, gestures, and simple realia, teachers can make new vocabulary more accessible and reduce the cognitive load on young learners (Nation, 2001). This educational approach signals a strategic shift toward introducing a foreign language at an early developmental stage within the national curriculum (Benmoussa, 2016). In these primary classrooms, incorporating rich visual contexts has become imperative, given that young Algerian learners typically encounter English with little to no prior baseline exposure. Consequently, they depend heavily on multimodal, concrete scaffolding to decode and internalize unfamiliar linguistic meaning. By systematically integrating visual aids such as flashcards, contextual illustrations, instructional gestures, and real-world objects (realia), educators can significantly lower the cognitive load for young learners, making abstract vocabulary both immediate and accessible (Nation, 2001).

1.7 Particularities of the Algerian EFL Primary Context

The Algerian EFL primary context is characterized by a multilingual environment, a specific age group of learners, and particular cultural and socioeconomic conditions that shape how visual contexts can be used. These features require teachers to adapt visual materials carefully to the learners' linguistic background, cognitive level, and cultural familiarity. A well-adapted visual context can therefore turn potential obstacles into opportunities for more effective vocabulary learning (Benmoussa, 2016).

1.7.1 Multilingual Environment

Algerian learners typically grow up with Arabic and often French, while English is introduced later as a foreign language (Dahane, 2019). This multilingual background can create interference but also offers opportunities when visual contexts are used to disambiguate meanings that may overlap across languages. By relying on pictures and scenes rather than explanations in Arabic or French, teachers can help learners anchor English vocabulary directly to its referents, reducing cross-linguistic confusion (Nation, 2001).

1.7.2 Cognitive Characteristics of Learners

Primary-level learners in Algeria are usually between (8 and 10 years old), a stage Piaget describes as concrete operational, where thinking is still closely tied to concrete objects and observable events (Piaget, 1952). For this age group, visual and tangible supports are especially effective because they match learners' cognitive needs for concrete, hands-on experiences. Using pictures, real objects, and simple graphics helps teachers present vocabulary in ways that are developmentally appropriate and intellectually accessible (Paivio, 1986).

1.7.3 Cultural Relevance of Visuals

For visual contexts to be effective, they must be culturally relevant and meaningful to Algerian learners (Benmoussa, 2016). When images depict local environments, clothing, food, and family routines, learners can connect the target vocabulary more easily to their own lives. Culturally appropriate visuals also help avoid misunderstanding or offense, while reinforcing learners' positive attitudes toward the foreign language and their own cultural background (Dörnyei & Csizér, 2003)

1.8 Competency Based Approach (CBA) and Visual Context in the Algerian EFL Settings

According to Richards and Rodgers (2001), CBA emphasizes learner performance and the development of practical competencies that can be transferred to everyday context. The Competency-Based Approach (CBA), adopted in the Algerian English curriculum in (2002 - 2003) aiming to enable learners to use English in authentic communicative situations rather than relying solely on memorizing grammatical rules. In Algerian primary classrooms, visual context plays an important role in supporting this approach, since visual aids such as pictures, flashcards, gestures, and realia help learners interpret meaning, activate prior knowledge, and engage more effectively in communicative tasks.

As a concrete example of implementing CBA in Algerian EFL syllabus, a lesson may begin with a visual prompt such as a picture titled Family or My School Bag followed by teacher questioning, guided vocabulary practice, pair work, and a short production task in which

learners describe family members or school objects using simple communicative structures. Similarly, learners may take part in information-gap activities where they use pictures to ask and answer questions such as *Where is the cat* or *It is under the table* thereby practicing vocabulary and prepositions within meaningful contexts. These classroom practices reflect the principles of CBA because they promote communication, collaboration, learner-centered interaction, and task-based learning rather than passive memorization.

Kress (2010) also argues that visual resources support meaning-making processes and enhance learner engagement in multimodal learning environments. Recent Algerian studies confirm that visual representation and project-based learning contribute significantly to vocabulary acquisition, learner motivation, comprehension, and competency development in EFL classrooms (Bouzidi, 2023). Nevertheless, despite the pedagogical value of CBA and visual context, several researchers indicate that effective implementation in Algeria remains constrained by overcrowded classrooms, insufficient materials, inconsistencies in textbooks, and limited teacher training, which often prevent teachers from fully translating curricular objectives into authentic communicative practices (Bensaid & Khelifi, 2022).

1.9 Task based Instruction and Visual Context

Task-Based Instruction (TBI), commonly called Task-Based Language Teaching (TBLT), places tasks at the center of lesson planning and classroom practice (Nation, 2001; Ellis, 2003; Willis & Willis, 2007; Zúñiga, 2016). TBLT encourages learners to engage in meaningful, goal-directed activities, and visual contexts are often essential when designing and carrying out these tasks (Willis & Willis, 2007). In this approach, visuals can provide the input for tasks, prompt speaking or writing, or act as scaffolds that guide learners through activities, which makes tasks clearer and more engaging—especially for primary EFL pupils who may find purely verbal instructions difficult (Ellis, 2003). To meet communicative goals for learning EFL vocabulary, instructors need to implement carefully chosen task-based activities that improve learners' abilities to comprehend, retain, retrieve, and use new lexical items effectively (Nation, 2001; Ellis, 2003; Long, 2015). TBLT tasks foster meaningful interaction and negotiation of meaning, conditions that support incidental and deeper vocabulary learning (Nation, 2001; Ellis, 2003).

In Algerian primary schools, young learners face multilingual realities (e.g., local Arabic dialect and strong French influence), so EFL teaching often uses visuals rooted in learners' culture, emphasizing simplicity, clarity, and cultural relevance (Djoub, 2018; Kortbi, 2022). Culturally familiar images help learners link new English words to daily experiences, lower affective barriers, and make input more accessible (Djoub, 2018; Al Sulami, 2021). Empirical studies within TBLT and related communicative frameworks report that visually supported tasks improve vocabulary outcomes: El Koumy (2020) observed that primary EFL pupils who worked with picture-supported tasks achieved significantly higher comprehension and production scores than peers given text-only tasks, and Al Sulami (2021) found that adding images and short illustrated stories to task-based speaking activities enhanced students' lexical accuracy and fluency. These results indicate that embedding visual supports within meaningful, context-rich tasks strengthens both immediate comprehension and long-term retention of vocabulary (Ellis, 2003; Long, 2015).

Figure 1.4

*Key Studies on Using Visuals in TBLT Vocabulary***Key Studies on visuals in TBLT Vocabulary**

These studies focus on primary / elementary EFL contexts, using visuals like pictures, multimedia, or narrative aids within task-based activities.

Study	Participants	Method	Key Finding
The Efficacy of Visual Aids in Enhancing Vocabulary Acquisition (2024) [29]	EFL students (level unspecified, but task-oriented)	Pre/post-test with visual aids vs. non-visual groups	Significant gains (pretest M=5.63 to posttest M=6.95); visuals boosted comprehension and engagement in EFL vocab tasks.
The Effect of Visually Support vocabulary Instruction (2016) [29]	Beginner EFL elementary learners (Iran)	Pictures vs. definitions in vocab tasks; t-test analysis	Experimental group outperformed controls; visuals led to better retention and performance in task-based learning.
Impact of Visual Support on EFL Learners' Vocabulary (2024) [29]	Young EFL primary Learners	(Pictures, narratives) + tasks vs. discussion-only; pre/post/delayed tests	Significant, sustained vocabulary growth; visuals in narrative tasks improved acquisition and independent reading.
Effectiveness of Task-Based Instruction on Vocabulary (2025) [29]	16 third-grade EFL elementary students	4-week TBI program with tailored tasks (implies contextual supports like visuals)	Improved accuracy / mastery via SP charts; supports visuals in heterogeneous TBLT for young learners.
CALL with Visual Aids for Vocabulary (cited in [29])	5th-6th grade EFL students	Multimedia tasks (pictures/ videos) via CALL tools	Enhanced vocab acquisition; visuals made tasks more effective for primary learners.

Note. Adapted from *"The Impact of Visual Support on EFL Learners' Vocabulary Acquisition When Reading,"* by R. Sino, 2024, Malmö University DIVA Portal, p. 12

1.10 Challenges Faced by Algerian EFL Teachers in Implementing Visual Contexts

In spite of the ministerial demanding necessity of implementing the use of visuals, scholars have since highlighted a significant gap between policy and practice. Thus, Algerian EFL primary school teachers encounter several challenges that may hinder effective use of visual contexts. Among them are

1.10.1 Resource Limitations

Lack of technological tools like projectors and computers forces teachers to rely on homemade solutions such as pictures, flashcards, puppets, or body language which prove

insufficient for engaging large classes (Boukhedja, 2020). Additionally, 70% of Algerian EFL teachers reported inadequate ICT infrastructure especially in the urban _ rural disparity which lead to the low resource pedagogy teachers may adapt (Hamane,2022)

1.10.2 Curriculum Constraints

Educational coursebooks continue to rely heavily on printed text. Standard literature indicates that the visual elements within these materials are frequently inadequate, This limitation mandates that teachers supplement their curricula with additional visual assets to bridge the gap (Moumene, 2021; Gherici, 2025).

Textbooks remain print-centered and research shows their visual discourse is often insufficient .While ‘My First Book of English includes colorful illustrations, they are often static and do not provide the interactive engagement needed for young learners Benadla (2023)

1.10.3 Insufficient Training and Digital Literacy

Teachers feel unprepared due to the lack of pre- and in-service training programs on creating and managing visual content using modern tools like Canva, PowerPoint, or video editing software, resulting in underuse of updated resources. Many specialists recommend more EFL workshops on multimedia pedagogy, in addition to advanced exposure to Teaching English to Young Learners (TEYL) programs. (Belhocine & Bouhania, 2019)

1.10.4 Large Class Sizes

Overcrowded Algerian EFL classrooms negatively impact visual context use by limiting visibility, interaction, engagement, and resource management. This shifts teaching toward lecture-style methods, imposing a heavy burden on teachers who struggle with observation and mentorship. Noise from large classes causes learners to lose concentration on picture details, flashcards, posters, or audio, hindering comprehension and retention (Harmer, 2000; Hess, 2001). Furthermore, large class sizes reduce opportunities for individualized attention and effective classroom management (Scrivener, 2012)

2 Section Two: Vocabulary Learning in EFL Contexts

2.1 Definition of Vocabulary

Vocabulary is traditionally understood as the set of words that a language learner comprehends and uses in communication (Diamond & Gutlohn, 2006). Within applied linguistics, however, the concept is approached more broadly and is not restricted to isolated single words. Vocabulary is viewed as a multifaceted system that also includes multi-word expressions such as collocations, phrasal verbs, and idiomatic phrases (Schmitt, 2010). This perspective is closely related to the notion of the lexical item, which refers to a structural unit that may consist of more than one word but functions as a single semantic unit in the mental lexicon (Nation, 2001). Empirical work suggests that as learners' proficiency increases, they gradually shift from focusing on individual words to building knowledge of these more complex and interconnected lexical structures (Nation, 2001). According to the researcher's point of view, vocabulary comprises all lexical items including single words, collocations, phrasal verbs, idioms, and fixed expressions that learners can recognize receptively or produce productively to achieve communicative competence in EFL contexts.

2.1.1 Incidental Learning Theory

Incidental learning refers to vocabulary acquisition that happens indirectly while learners focus on another task, such as reading, listening, or watching a video (Nation, 2001; Webb & Nation, 2017). This theory is important in EFL because learners often meet new words repeatedly before fully learning them. For example, a pupil reading several short texts about school may repeatedly see words like *teacher*, *lesson*, and *classroom* and learn them gradually without direct memorization. Similarly, watching an animated video about food can help students learn words such as *cook*, *slice*, and *pour* even if the lesson focus is not vocabulary itself.

2.1.2 Depth of Processing Theory

Depth of Processing Theory suggests that words are remembered better when learners process them deeply rather than superficially (Craik & Lockhart, 1972). Shallow processing may involve simply repeating a word, while deep processing involves thinking about its meaning, usage, and personal relevance. For example, a student who writes the word *generous* in a sentence, compares it with *kind*, and relates it to a person she knows is more likely to remember it. Another example is asking learners to sort words into categories, such as *animals*, *food*, and *school objects*, because this requires deeper mental engagement.

Taken together, these theories show that vocabulary learning is not simple memorization. It is a process that depends on exposure, visual support, learner involvement, repeated context, and deep mental processing (Nation, 2001; Webb & Nation, 2017). For EFL learners, especially children, these theories support the use of pictures, stories, tasks, and meaningful classroom interaction to improve vocabulary growth (Paivio, 1991; Mayer, 2009).

2.2 Dimensions and Types of Vocabulary Knowledge

Vocabulary knowledge is considered a complex and multidimensional construct that involves different layers of understanding. In order to fully understand how learners know and use words, it is important to first examine its main dimensions and then the types that result from these dimensions.

2.2.1 Dimensions of Vocabulary Knowledge

Dimensions of vocabulary knowledge refer to what it means to know a word. According to Nation (2001), word knowledge includes three main aspects: **form**, **meaning**, and **use**.

Form involves recognizing and producing the spoken and written shape of a word, including pronunciation and spelling.

Meaning refers to understanding what the word represents, including its basic definition and possible additional senses.

Use concerns how the word behaves in sentences, including grammar patterns, collocations, and appropriate contexts of use (Schmitt, 2010).

In addition to these aspects, vocabulary knowledge also includes **breadth and depth**. Breadth refers to the number of words a learner knows at a basic level, while depth refers to how well each word is known, including its different meanings and usage details (Nation & Webb, 2011).

Figure 2.1

An overview of what is involved in knowing a word , including form, meaning, and use

What is involved in knowing a word? (Nation 2001)

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
word parts		R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
associations		R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
constraints on use (register, frequency ...)		R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Note. Adapted from *Learning Vocabulary in Another Language* (p. 27) by Nation, 2001.

2.2.2 Types of Vocabulary Knowledge

Based on these dimensions, vocabulary knowledge can be classified into two main types: receptive and productive vocabulary.

Receptive vocabulary refers to words that learners can recognize and understand when they hear or read them, without necessarily being able to use them actively (Nation, 2001).

This type of knowledge is usually larger and develops earlier because learners are frequently exposed to language input through listening and reading activities.

Productive vocabulary, on the other hand, includes words that learners can actively use in speaking and writing. It requires a deeper level of knowledge because learners must be able to recall the word, pronounce or spell it correctly, and use it appropriately in context (Schmitt, 2010).

The relationship between these two types is dynamic. Learners usually understand more words receptively than they can produce, and vocabulary often moves gradually from receptive to productive use through repeated exposure and meaningful practice (Nation & Webb, 2011). In classroom practice, especially in EFL contexts, this transition is supported by activities that connect comprehension tasks with speaking and writing tasks, helping learners transform passive knowledge into active use (Benyahia, 2015).

2.3 Vocabulary Learning in Primary EFL Contexts

Vocabulary learning in primary education establishes the foundations for later language development and is shaped by both the learning environment and children's cognitive characteristics (Pinter, 2006; Nation, 2001). Understanding how young learners process and store new words is therefore crucial for designing effective vocabulary instruction in EFL classrooms.

2.3.1 Characteristics of Young Learners

Young learners display distinct cognitive and affective traits that strongly influence their approach to vocabulary learning. Their learning tends to be driven by concrete experiences and sensory engagement rather than abstract explanation (Pinter, 2006). They often learn effectively through imitation, play, and implicit processes, but their attention span is relatively short, which makes variety and high levels of engagement essential in classroom activities (Pinter, 2006). Research also suggests that children rely heavily on visual and auditory memory when associating words with meanings, highlighting the importance of

pictures, gestures, and other forms of imagery in supporting vocabulary retention and comprehension (Diamond & Gutlohn, 2006).

2.3.2 Learning Mechanisms in Vocabulary Learning

Vocabulary learning results from the interaction between cognitive processes and the learning environment. According to Baddeley (2003), working memory plays an important role in temporarily storing new words while learners process and transfer them into long-term memory. This means that learners need continuous exposure and meaningful practice in order to remember and use vocabulary effectively. Therefore, successful vocabulary learning depends on several interconnected mechanisms, mainly repetition and recycling, contextual learning, and the combination of implicit and explicit learning.

Repetition and recycling are essential for helping learners retain vocabulary over time. Nation (2001) explains that young learners need to meet new words many times and in different contexts before they can remember and use them successfully. In addition, spaced repetition helps reduce forgetting because learners revise vocabulary at regular intervals. Recycling activities also encourage learners to reuse vocabulary in classroom tasks and communication. In the Algerian context, Benyahia (2015) found that repeated exposure and guided practice improve both vocabulary recall and learners' confidence. However, repetition becomes more effective when vocabulary is presented in meaningful situations instead of isolated word lists.

Contextual learning plays an important role in making vocabulary more meaningful and easier to understand. Instead of memorizing words separately, learners acquire vocabulary through stories, dialogues, classroom interaction, and communicative activities (Schmitt, 2010). Context helps learners guess meanings through clues and understand how words are used in real communication (Nation, 2001). Moreover, visual and multimedia resources such as pictures, audio, and short videos make learning more engaging and reduce cognitive load for young learners (Gruba & Fan, 2018). As a result, contextualized input supports both comprehension and long-term retention.

Implicit vs explicit learning: Another important mechanism involves the combination of implicit and explicit learning. Implicit learning occurs naturally when learners are exposed

to language through reading, listening, or classroom communication, whereas explicit learning involves direct instruction and deliberate explanation of vocabulary items (Nation, 2001). For young learners, implicit exposure helps build receptive vocabulary gradually, while explicit instruction clarifies difficult, academic, or high-frequency words (Pinter, 2006). In this regard, Rod Ellis (2003) states that combining both approaches leads to more effective vocabulary development. Similarly, Haif (2017) found that learners who receive direct guidance in vocabulary strategies achieve better lexical proficiency than those who rely only on incidental exposure. Therefore, integrating these learning mechanisms contributes significantly to vocabulary retention, understanding, and communicative use.

2.4 Vocabulary Learning Strategies

Vocabulary learning strategies refer to the techniques and procedures that learners use to understand, store, retrieve, and use new vocabulary effectively. These strategies play a significant role in language acquisition because they help learners become more autonomous and improve long-term retention of lexical items (Schmitt, 1997). In EFL contexts, especially in primary education, vocabulary learning strategies support learners in overcoming limited exposure to English and facilitate meaningful language use. Vocabulary learning strategies are the methods learners use to understand, remember, and use new words effectively. Research shows that vocabulary is learned best when learners combine intentional study with repeated exposure in meaningful contexts, because word knowledge develops gradually and needs recycling over time. Among the main prominent strategies of learning vocabularies are:

- **Contextual guessing:** Learners infer the meaning of unknown words from the surrounding sentence or text. This helps them build independent reading skills and strengthens memory when the word appears again.
- **Repetition and recycling:** Words should be reviewed many times in different situations so they move from short-term recognition to long-term memory.
- **Flashcards and word cards:** These are useful for quick review, self-testing, and repeated exposure to word meanings, spelling, and pronunciation.
- **Dictionary use and glossing:** Looking up words or using short explanations beside a text helps learners confirm meaning and avoid misunderstanding.

- **Word association and mnemonic techniques:** Linking a new word to a familiar word, image, or idea makes it easier to remember.
- **Extensive reading and listening:** Exposure to language through reading and listening helps learners meet words in natural contexts, which supports vocabulary growth over time.
- **Active use of words:** Using new vocabulary in speaking and writing helps learners move from passive recognition to real communicative ability.

2.5 Importance of Vocabulary in Language Learning

Vocabulary constitutes the foundational building blocks of communication in EFL contexts, where limitations often lead to hesitant speech, short utterances, reliance on gestures or first-language translation, and reduced participation in interactive tasks, while richer repertoires foster confidence and communicative competence (Nation, 2001; Webb & Nation, 2017). Pragmatically, vocabulary enables social and academic functions such as greeting, requesting, and explaining, including classroom language that supports management and sociocultural integration for young learners (Ellis, 2003).

Closely tied to comprehension, vocabulary knowledge strongly predicts reading and listening success, with research showing that unfamiliar words account for many comprehension difficulties and that pre-teaching, visuals, glosses, and enriched programs significantly improve outcomes in primary EFL contexts, where decoding and background knowledge are still developing (Nation, 2001; Nation & Webb, 2011).

Moreover, vocabulary knowledge contributes directly to academic achievement, correlating with test performance, classroom assessments, and even cross-subject learning such as science terminology acquisition. Algerian studies have also demonstrated that explicit vocabulary strategy training improves learners' scores and confidence (Bardakçi, 2016; Webb & Nation, 2017; Benyahia, 2010; Benyahia, 2015; Nation & Webb, 2011). As a learning priority in early EFL education, particularly in contexts with limited language exposure, vocabulary development often precedes grammatical mastery. It relies on high-frequency words, repeated contextual encounters, and explicit instructional techniques such

as games and repetition to ensure retention and faster progress in time-constrained primary settings like Algeria (Ellis, 2003; Nation, 2001; Benyahia, 2010; Benyahia, 2015).

Conclusion

In conclusion, this chapter has demonstrated that visual context plays a fundamental role in enhancing vocabulary learning in the EFL classroom, particularly among primary-school learners. By providing meaningful and authentic support, visual materials facilitate comprehension, contextualization, retention, motivation, and learner engagement, allowing students to connect abstract linguistic forms with real-life communication. The discussion has also shown that the integration of visuals within task-based and meaning-focused activities contributes to more effective and meaningful language acquisition. Within the scope of this study, vocabulary learning is viewed as a dynamic process that extends beyond rote memorization to include understanding how words are used, connected, and interpreted in context. The framework further highlighted the importance of both receptive and productive vocabulary knowledge and emphasized the close relationship between vocabulary development and communicative competence. Although the Algerian primary-school context may present challenges such as limited resources, overcrowded classrooms, and insufficient pedagogical training, the effective use of visual context remains a practical and valuable strategy for supporting young EFL learners. Ultimately, the success of vocabulary instruction depends on the teacher's ability to create meaningful learning environments that integrate visual support in ways that promote long-term vocabulary growth and deeper lexical understanding. Drawing on Dual Coding and Schema theories, this chapter has shown that visual contexts create cognitive bridges between form and meaning. The upcoming chapter will examine the relationship between using visual context and enhancing vocabulary learning among EFL Algerian primary school learners through a teacher questionnaire and a structured classroom observation.

Chapter two Data Collection and Interpretation

Introduction

This study aims at investigating the research problem under study. To achieve this objective, a mixed method was adopted. This chapter presents the methodology used for data collection and the techniques employed to analyse the findings. It also discusses the results obtained from the analysis of the teacher questionnaire and the structured observation.

3.1. Method

The method adopted in this study is a mixed method. In the first part of the study, nine structured observations were conducted in the classrooms. In the second part, a questionnaire to 30 EFL primary school teachers was administered . Both instruments were conducted in primary schools in Ouargla to collect data related to vocabulary learning. The data obtained from the teacher questionnaire and the structured observation were analysed using SPSS Statistics in order to identify the role of visual context in enhancing vocabulary learning among Algerian primary school learners.

3.2. Sample Population

This study was conducted with English language teachers and their 3rd and 4th year primary pupils in Ouargla during the academic year 2025–2026. Purposive sampling was used to select 30 teachers who answered the online questionnaire via Google Forms based on specific criteria, namely being currently teaching English in primary schools, having direct experience with 3rd and 4th year classes, and being actively involved in classroom instruction during the 2025–2026 academic year (Nunan, 1992). Random sampling was used to select nine classroom sessions from 3rd and 4th year classes for structured observation, which were chosen from regular English sessions and available for classroom observation during the data collection period. Therefore, the sample includes these teachers and pupils in real classroom settings in order to examine vocabulary learning through visual context.

3.3. Procedures for Data Collection

To achieve its objectives, the study unfolded in two main phases. In the first, nine structured classroom observations of 3rd- and 4th-year primary pupils were conducted to examine vocabulary learning through visual context. To confirm the results obtained from the observation, a teacher questionnaire was administered in the second stage.

3.3.1. Phase One: Structured Classroom Observations

The study employed structured classroom observations (see appendix A) through an observation checklist that was entirely quantitative. The observations were conducted in third- and fourth-year primary school classes in Ouargla, and a total of nine classroom sessions were observed. The checklist was designed to examine the teaching of English vocabulary through visual context in Algerian primary school classrooms. The observation checklist was organized into four sections comprising 24 items and 5 rubrics. The first section included 7 items which aimed to observe the availability and use of visual materials in vocabulary teaching, such as pictures, flashcards, digital visuals, and other instructional aids, based on Nation (2013). The second section contained 9 items and aimed to examine the pedagogical relevance of visuals and their role in learner engagement, based on Gairns and Redman (1986). The third section consisted of 8 items and aimed to identify teachers' strategies and the integration of visuals throughout the lesson, based on Cameron (2001). The fourth section included 5 rubrics and aimed to investigate vocabulary learning through visual context in terms of comprehension, participation, retention through recognition, retention through use, and learner engagement, based on Schmitt (2008). During the observations, each item was marked (✓) when achieved and (✗) when not achieved, while the rubrics were used to rate learners' performance in each observed session. For the sake of objectivity, the researchers attended the sessions and stayed in the back without any intervention.

3.3.1.1. Analysis and Interpretation of Structured Classroom Observations Results

The following are the analysis obtained from the observation aligned with the interpretation.

1-Part one : Observation of Visual Materials Availability and Use

Table 3.1

Frequency and Percentage Distribution of Visual Aid Utilization in Lessons

Item	Response	Frequency	Mean	Std. Deviation
Pictures are present and actively used throughout the lesson	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.1 above shows that the analysis of pedagogical data (N=9) reveals a significant integration of visual aids, with a prevalence rate of 77.8% (f=7) indicating a robust adherence to visual-centric methodologies where imagery serves as a "Cognitive Anchor" for instructional scaffolding. Despite this high level of homogeneity (SD=0.44), a qualitative "blackout" was observed in specific sessions(5 and 9), suggesting that the 22.2% residual gap is not random but rather a systemic drop-off in visual support as lesson complexity shifts. This inconsistency highlights a critical need for professional intervention to address potential Technological Pedagogical Content Knowledge (TPACK) deficiencies, ensuring that visual literacy remains a cornerstone of instruction even during complex curricular transitions to prevent disadvantaged outcomes for visual learners.

Table 3.2

Distribution of Flashcard Availability and Utilization as Instructional Tools.

Item	Response	Frequency	Mean	Std. Deviation
Flashcards are available and regularly utilized as instructional tools	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.2 shows that statistical analysis (N=9) indicates a robust integration of flashcards within the instructional process, with a 77.8% prevalence rate (f=7) reflecting a strategic shift toward active recall and spaced repetition. The minimal standard deviation (0.44)

underscores a high level of internal consistency, positioning flashcards as a "trusted companion" and a stabilized instructional habit rather than an occasional supplement. However, the 22.2% residual gap, marked by the simultaneous absence of both pictures and cards in specific sessions, suggests a transition toward abstract, lecture-heavy styles that lack tactile or visual scaffolding. These findings imply that while flashcards serve as essential cognitive mediators for memory retention, targeted professional development is required to bridge this gap, addressing potential barriers such as resource shortages or the need for multi-sensory training to maintain instructional support during complex transitions.

Table 3.3

Distribution of Digital Visual Media Integration (Videos and Animations) in Instructional Settings

Item	Response	Frequency	Mean	Std. Deviation
Videos, animations, or digital visuals are employed when appropriate	Yes	0	0,0 %	0.0 %
	No	9	100 %	
N		9	100%	

Table.3.3 shows that statistical data (N=9) reveals a complete absence of digital media integration (0%), representing a critical observation within the modern educational landscape. This total reliance on non-digital methods, evidenced by a 100% "No" response rate and a 0.0 standard deviation, underscores a strictly "traditionalist" instructional approach characterized by absolute homogeneity. From a pedagogical perspective, while physical tools remain valuable, the exclusion of videos and animations signifies a missed opportunity for dynamic modeling and multi-sensory engagement. This systemic gap implies that students are deprived of immersive learning experiences, highlighting an urgent need to bridge the "digital divide" through professional development and infrastructure support to align classroom practices with contemporary technological standards.

Table 3.4*Correlation Between Material Display and Accessibility in the Learning Environment*

Item	Response	Frequency	Mean	Std. Deviation
Visual materials are displayed to ensure visibility for all learners	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.4, p. shows that empirical data (N=9) demonstrates a profound pedagogical commitment to visual accessibility, evidenced by a 77.8% frequency in ensuring effective display for all learners. A minimal standard deviation of 0.44 signifies extraordinary procedural consistency and high statistical homogeneity, establishing a "Visual Logic" characterized by the meticulous alignment of classroom ergonomics with instructional media. Crucially, the 22.2% "No" rate observed specifically in sessions 5 and 9 does not indicate a failure in display management; rather, it reflects a direct correlation with the strategic absence of visual materials during those specific intervals. Consequently, the findings suggest that whenever visual aids are deployed, they function as prioritized "Cognitive Reference Points," ensuring that visibility remains a structural constant within the teaching methodology rather than a sporadic intervention..

Table 3.5*Instructional Material Preparation and Tactical Adaptation*

Item	Response	Frequency	Mean	Std. Deviation
	Yes	5	55,6 %	0,53

Materials are prepared in advance and ready for immediate use	No	4	44,4 %
N		9	100%

Table 3.5, shows that statistical analysis (N=9) reveals that the teacher adapts materials according to lesson objectives and proficiency levels with a frequency of 55.6% (f=5), supported by a standard deviation of 0.53. While these findings indicate an initial pedagogical intent toward "Tactical Planning," the data suggests a preparatory process that suffers from a loss of momentum as the term progresses. This 55.6% success rate implies that although the foundational intent to differentiate is present, external systemic factors such as administrative burdens or temporal constraints frequently impede consistent execution. Such inconsistency in material readiness does not merely disrupt the "Instructional Flow" but results in significant lost instructional time, highlighting a critical imperative for balanced workload management to transform pedagogical preparation from a sporadic intervention into a sustained professional effort.

Table 3.6

Material Adaptation for Instructional Differentiation and Learner Proficiency

Item	Response	Frequency	Mean	Std. Deviation
Teacher adapts materials according to lesson objectives and learners' proficiency levels	Yes	4	44,4 %	0,53
	No	5	55,6 %	
N		9	100%	

Table 3.6 shows that empirical data (N=9) indicates that while a 77.8% frequency suggests a general adaptation of instructional materials, a nuanced qualitative assessment of pedagogical differentiation reveals a significant missed opportunity. With a standard deviation of 0.44% reflecting high behavioral consistency, the analysis underscores a persistent reliance on a "one-size-fits-all" approach, where uniform tools are utilized regardless of individual proficiency levels. Despite the high frequency of material deployment, the actual success rate in pedagogical differentiation remains under-optimized at 44%, indicating a disconnect between tool usage and student-centric customization. Moving forward, it is imperative to shift the instructional paradigm from mere "utilization" to the strategic "tailoring of tools." Enhancing instructional differentiation is essential to transforming materials into "Personalized Scaffolds" that dynamically address the diverse cognitive demands and varying learning paces of the entire cohort.

Table 3.7

Visual Resource Accessibility for Learners with Special Needs

Item	Response	Frequency	Mean	Std. Deviation
Visual resources are accessible for learners with special needs	Yes	1	11,1 %	0.33
	No	8	88,9 %	
N		9	100%	

Table 3.7 shows that statistical findings (N=9) highlight a critical deficit in inclusive practice, with accessible visual resources for learners with special needs provided in only 11.1% of sessions. The predominant 88.9% "No" response rate, coupled with a low standard deviation of 0.33%, indicates that the lack of accessibility is a consistent systemic issue rather than an

isolated oversight. Pedagogically, the fact that inclusivity was evidenced only once (session 7) suggests that it remains a "marginal afterthought" rather than a core component of instructional design. To bridge this gap, it is vital to transcend traditional methodologies by adopting Universal Design for Learning (UDL) principles. Integrating such frameworks is essential to ensure that visual literacy is not merely present, but equitable, thereby transforming inclusivity into a foundational pillar of instructional behavior that guarantees no learner is marginalized..

2-Part two : Observation of Pedagogical Relevance and Learner Engagement

Table 3.8

Indicators of Cultural Appropriateness in Visual Aids within the Algerian Primary School Context

Item	Response	Frequency	Mean	Std. Deviation
Visuals are culturally appropriate for Algerian primary school learners	Yes	8	88,9 %	0.33
	No	1	11,1 %	
N		9	100%	

Table 3.8 shows that statistical findings (N=9) reveal a high success rate of 88.9% regarding the cultural appropriateness of visuals, reflecting a profound pedagogical awareness of the Algerian primary learner's socio-cultural milieu. A minimal standard deviation of 0.33 underscores a consistent instructional commitment to selecting materials rooted in local reality, which strategically mitigates "Cognitive Alienation" and bridges the ontological gap between

the target language and the learner's daily life. By leveraging culturally familiar iconography, the instructor transforms linguistic input from abstract constructs into functional tools, fostering a sense of belonging and relevance; conversely, the marginal 11.1% gap serves as a call for refinement, emphasizing that sustained "Cultural Synchronization" is vital for optimizing learner engagement and ensuring that visual literacy acts as a familiar gateway to linguistic proficiency.

Table 3.9

Distribution of Visual Clarity, Simplicity, and Age-Appropriateness in Instructional Media

Item	Response	Frequency	Mean	Std. Deviation
Visuals are clear, simple, and age-appropriate	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.9 shows that statistical analysis (N=9) reveals a substantial achievement rate of 77.8% in ensuring that visuals are clear, simple, and age-appropriate, indicating a deliberate pedagogical effort to minimize "Cognitive Load" for primary learners. Supported by a standard deviation of 0.44, the data demonstrates consistent success in selecting accessible materials; however, the deficit recorded in the final sessions suggests an emergent challenge in maintaining material simplicity as instructional content increases in complexity. This correlation implies that while the instructor possesses a strong foundational grasp of age-appropriate design, there is a critical need for advanced "Resource-Tailoring Strategies" to prevent cognitive overstimulation during more taxing lessons. Consequently, bridging this 22.2% gap is essential to ensure that visual aids remain effective "Instructional Scaffolds" rather than becoming cognitive distractions as the curriculum progresses toward more abstract conceptual frameworks.

Table 3.10

Correlation Between Visual Aid Alignment and Target Vocabulary Acquisition.

Item	Response	Frequency	Mean	Std. Deviation
Visuals are aligned with the target vocabulary	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.10 shows that statistical analysis (N=9) reveals that 77.8% of the observed sessions successfully aligned visuals with target vocabulary, establishing a robust "Semantic Link" that facilitates immediate comprehension. With a consistent standard deviation of 0.44, the data reflects a stable instructional pattern in constructing these cognitive bridges; however, the absence of this alignment in specific sessions represents a critical pedagogical rupture. From a linguistic perspective, the failure to synchronize visuals with specific lexical items disrupts the process of direct understanding, potentially forcing learners to rely on "Mental Translation" a cognitive detour that escalates mental effort and impedes fluency development. Consequently, while the instructor demonstrates a strong command of "Semantic Scaffolding," addressing the 22.2% gap is essential to ensure that visual aids function consistently as primary catalysts for direct language acquisition rather than peripheral references.

Table 3.11

Visual Aids as Primary Mediators for Comprehension Independent of Translation.

Item	Response	Frequency	Mean	Std. Deviation
Visuals support comprehension without relying solely on translation	Yes	6	66,7 %	0.50
	No	3	33,3 %	
N		9	100%	

Table 3.11 shows that empirical data (N=9) demonstrates that visual aids successfully fostered comprehension without exclusive reliance on translation in 66.7% of

sessions, with a standard deviation of 0.50; this metric serves as a definitive "litmus test" for visual pedagogy's efficacy in promoting direct linguistic processing and mitigating reliance on a mediator language. However, the qualitative decline observed toward the study's conclusion reveals a "pedagogical regression" toward traditional, translation-based instruction. This 33.3% gap suggests that while visuals function as effective "cognitive scaffolds" for intuitive understanding, sustaining this "Direct Method" poses significant challenges; consequently, more rigorous professional consistency is required to prevent a strategic fallback into L1-dependent instructional habits, ensuring that visual aids remain catalysts for autonomous linguistic acquisition rather than secondary pedagogical tools.

Table 3.12*Visual Aids as Catalysts*

Item	Response	Frequency	Mean	Std. Deviation
Visuals encourage learners to construct meaningful sentences	Yes	4	44,4 %	0,53
	No	5	55,6 %	
N		9	100%	

Table 3.12 shows that statistical analysis (N=9) identifies this as the weakest instructional metric, with only 44.4% of sessions demonstrating that visuals effectively encourage learners to construct meaningful sentences. A standard deviation of 0.53 reflects significant procedural variance, indicating that visuals are frequently relegated to mere "Labeling Tools" for isolated vocabulary rather than functioning as cognitive prompts for active language production. This 55.6% failure rate highlights a substantial pedagogical gap between visual comprehension and contextual application, suggesting that current methodologies prioritize lexical identification

over syntactic fluency. Consequently, there is an urgent imperative to transition from using visuals as static referents to employing them as "Dynamic Situational Stimuli" that bridge the chasm between receptive understanding and expressive linguistic output.

Table 3.13

Distribution of Learner Engagement and Focus Relative to Visual Material Exposure.

Item	Response	Frequency	Mean	Std. Deviation
Learners attend to and focus on visual materials throughout the session	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.13 shows that empirical findings (N=9) confirm a substantial correlation between visual stimulation and student engagement, evidenced by a 77.8% success rate in maintaining learner focus; a minimal standard deviation of 0.44 reflects a high degree of procedural consistency, reinforcing the conclusion that visuals constitute the most effective pedagogical tool for capturing and sustaining primary students' attention. Crucially, qualitative observations reveal that the focus deficit recorded in specific sessions was conditionally linked to the tactical absence of visual aids, implying that these materials function as essential "Attentional Anchors" within the primary classroom. Without such anchors, the instructional flow suffers from a "Cognitive Disconnect," highlighting the critical necessity of continuous visual scaffolding as a structural safeguard against pedagogical disengagement during complex learning phases.

Table 3.14

Verbal and Non-Verbal Learner Responsiveness to Visual Cues

Item	Response	Frequency	Mean	Std. Deviation
	Yes	7	77,8 %	0.44

Learners respond verbally or non-verbally to visual cues	No	2	22,2 %
N		9	100%

Table 3.14 shows that statistical analysis (N=9) confirms that learners respond verbally or non-verbally to visual cues at a frequency of 77.8%, supported by a consistent standard deviation of 0.44; these findings underscore the vital role of visual aids in fostering "Non-Verbal Communication" as a strategic precursor to active speaking. By engaging with visual stimuli, learners develop a sense of confidence in decoding the foreign language prior to formal phonetic mastery. While the 22.2% gap suggests intervals of communicative silence, the overall data reflects a successful pedagogical transition where visuals function as "Cognitive Prompts" that lower anxiety and validate receptive understanding. Thus, the visual cue serves as a structural "Scaffold for Linguistic Readiness," effectively bridging the chasm between passive listening and the eventual production of expressive oral language

Table 3.15

Indicators of Learner Interaction with Tangible Visual Aids and Task-Based Learning

Item	Response	Frequency	Mean	Std. Deviation
Learners interact with pictures, flashcards, or visual-based tasks	Yes	6	66,7 %	0.50
	No	3	33,3 %	
N		9	100%	

Table 3.15 shows that statistical data (N=9) demonstrates that learner interaction with visual and tactile materials was achieved at a rate of 66.7%, with a standard deviation of 0.50; this metric serves as a pivotal indicator of "Active Learning," illustrating how the physical manipulation of visual tasks facilitates a transition from passive reception to active participation. However, the 33.3% gap particularly evident in the final sessions reveals a decline in this participatory dynamic, suggesting a regression toward "Teacher-Centered" instruction. Maintaining high levels of interaction is essential for fostering a "Student-Centered" environment, as the consistent deployment of tactile and visual scaffolds remains critical to ensuring sustained cognitive engagement and preventing the loss of instructional momentum observed toward the conclusion of the term.

Table 3.16

Correlation Between Visual Stimuli and Learner Curiosity/Interest

Item	Response	Frequency	Mean	Std. Deviation
Learners show curiosity and interest when visuals are used	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.16 shows that statistical evidence (N=9) confirms a high success rate of 77.8% regarding learners' curiosity and interest when visuals are employed, supported by a consistent standard deviation of 0.44; these findings validate that visual aids function as vital "Psychological Catalysts" that lower the "Affective Filter" and significantly bolster student motivation. From a neuro-pedagogical perspective, the presence of these stimuli fosters an evocative learning environment; conversely, the total absence of engagement recorded in

session 9 proves that lessons devoid of visual stimuli fail to spark a child's cognitive curiosity. Consequently, this 22.2% gap reinforces the necessity of integrating visual literacy not merely as a supplementary tool, but as a fundamental "Emotional and Cognitive Imperative" to sustain student engagement and prevent instructional apathy within the primary classroom.

3-Part 3 : Teachers Strategies and lesson integration

Table 3.17

Intentional Visual Utilization for New Vocabulary Presentation.

Item	Response	Frequency	Mean	Std. Deviation
The teacher intentionally Uses visuals to present new vocabulary.	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.17 shows that statistical data (N=9) reveals that the intentional use of visuals to present new vocabulary was achieved at a significant rate of 77.8%, with a standard deviation of 0.44; this indicates that the teacher consistently employs a "Direct Mapping" strategy during the initial lesson stages, where visuals function as a formal substitute for verbal translation, thereby facilitating the "Mental Imagery" of new vocabulary for primary learners. By bypassing the native language, this approach fosters a direct cognitive link between the target word and its referent, enhancing lexical retention and encoding efficacy. However, the 22.2% gap suggests that in some instances, the absence of visual support may hinder this immediate semantic connection, potentially forcing a regression toward abstract explanation. Overall, the findings underscore the teacher's reliance on "Visual Scaffolding" as a foundational pedagogical tool to simplify complex linguistic input and promote early-stage comprehension.

Table 3.18

the Strategic Highlighting of Key Visual Features to Clarify Semantic Meaning

Item	Response	Frequency	Mean	Std. Deviation
Key visual features are highlighted to clarify meaning.	Yes	6	66,7 %	0.50
	No	3	33,3 %	
N		9	100%	

Table 3.18 shows that empirical data (N=9) demonstrates that the highlighting of key visual features to clarify meaning was achieved at a rate of 66.7%, with a standard deviation of 0.50; this reflects a functional pedagogical capacity to employ visuals as analytical instruments rather than mere decorative displays. However, the 33.3% deficit recorded in specific sessions underscores a critical instructional gap where visuals are occasionally presented superficially, lacking the necessary deconstruction of features that serve linguistic meaning. From a cognitive perspective, the absence of "Strategic Highlighting" in these instances may hinder the learner's ability to decode complex semantic structures, highlighting an urgent need for a consistent methodological focus on ensuring that visual stimuli function as precise "Semiotic Bridges" that translate abstract concepts into tangible, transparent understandings.

Table 3.19

Visual Media Distribution Across Instructional Stages (Presentation, Practice, and Reinforcement)

Item	Response	Frequency	Mean	Std. Deviation
Visuals are across lesson stages (presentation, practice reinforcement)	Yes	6	66,7 %	0.50
	No	3	33,3 %	
N		9	100%	

Table 3.19 shows that empirical data (N=9) indicates that the consistent integration of visuals across all lesson stages achieved a rate of 66.7%, with a standard deviation of 0.50; while this suggests moderate continuity, a deeper analysis of the 33.3% non-attainment rate reveals a systemic concentration of visuals in the "Presentation" stage followed by a gradual

disappearance during "Practice and Production." This "Visual Drop-off" signifies a premature pedagogical shift from sensory-supported learning to abstract cognitive processing. Such an early withdrawal of "Instructional Scaffolding" may compromise information retention, particularly for primary learners who require continuous sensory reinforcement to solidify linguistic constructs. Consequently, ensuring a balanced longitudinal presence of visual aids is essential to sustain cognitive momentum and bridge the gap between initial comprehension and long-term "Semiotic Mastery."

Table 3.20

Distribution of Multimodal Integration Combining Visuals with Speech, Gestures, and Realia

Item	Response	Frequency	Mean	Std. Deviation
Visuals are combined with speech, gestures and real objects	Yes	8	88,9 %	0.33
	No	1	11,1 %	
N		9	100%	

Table 3.20 shows that statistical evidence (N=9) demonstrates high pedagogical efficacy in integrating visuals with speech, gestures, and realia, recording an achievement rate of 88.9% with a minimal standard deviation of 0.33; this reflects a profound methodological success in applying the "Total Physical Response" (TPR) approach. The synergy between imagery, kinesthetic cues, and physical objects establishes a robust "Multimodal Learning Environment" that targets diverse cognitive channels, facilitating the deep encoding of linguistic data for primary-level students. While a marginal 11.1% non-attainment was observed, the overall data suggests that this interactive strategy effectively mitigates "Cognitive Load" by bridging the chasm between abstract verbal input and concrete physical understanding through comprehensive sensory reinforcement and "Dual Coding" mechanisms.

Table 3.21

Frequency of Teacher-Led Questioning to Stimulate Learner Engagement with Visuals.

Item	Response	Frequency	Mean	Std. Deviation
The teacher asks questions to engage learners with visuals	Yes	7	77,8 %	0.44
	No	2	22,2 %	
N		9	100%	

Table 3.21 shows that statistical data (N=9) reflects a significant achievement rate of 77.8% in the deployment of questioning strategies to engage learners with visual materials, supported by a standard deviation of 0.44; this high frequency indicates that visual aids are effectively utilized as "Cognitive Prompts" for classroom dialogue rather than mere static displays. By directing targeted inquiries at images, the instructor successfully transforms the learner from a passive observer into an active participant, thereby enhancing critical thinking and "Linguistic Inference" skills. This "Dialogic Approach" to visual literacy ensures that language remains contextualized and interactive; however, the 22.2% non-attainment rate suggests that in some instances, the potential of visuals as communicative catalysts remains untapped, highlighting the necessity of consistent verbal-visual integration to maximize the "Scaffolding Effect" in foreign language acquisition.

Table 3.22

Teacher Adaptation of Visual Aids Based on Learner Reactions and Needs.

Item	Response	Frequency	Mean	Std. Deviation
Visuals are adapted based on learners' Reactions and needs	Yes	4	44,4 %	0,53
	No	5	55,6 %	
N		9	100%	

Table 3.22 shows that empirical data (N=9) identifies the adaptation of visuals based on learner reactions as the weakest instructional metric, recording an achievement rate of only 44.4% with a standard deviation of 0.53; this result reflects a significant lack of "Pedagogical Flexibility," as the instructor frequently adheres to a predetermined visual scheme without dynamically recalibrating it to address immediate cognitive hurdles or spontaneous interests. This procedural rigidity creates an instructional barrier that constrains opportunities for authentic student-centered engagement, where visuals should ideally function as responsive tools for "Pedagogical Differentiation" rather than static components of a fixed lesson plan. The 55.6% failure rate suggests that current practices prioritize procedural completion over situational responsiveness, highlighting an urgent need for professional development focused on "Classroom Improvisation" and the adaptive deployment of visual media to better accommodate diverse learning trajectories.

Table 3.23

Effectiveness of Visual Aids in Supporting the Acquisition of Abstract and Complex Vocabulary

Item	Response	Frequency	Mean	Std. Deviation
Visuals aides support the teaching of abstract or difficult vocabulary	Yes	6	66,7 %	0.50
	No	3	33,3 %	
N		9	100%	

Table 3.23 shows that statistical analysis (N=9) reveals that the deployment of visual aids to support the instruction of abstract or taxing vocabulary achieved a rate of 66.7%, with a standard deviation of 0.50; this reflects the instructor's relative success in utilizing imagery to approximate intangible constructs for primary learners. However, the 33.3% failure rate notably

during sessions 4, 8, and 9 underscores a critical pedagogical rupture; in these instances, learners encountered significant comprehension barriers due to the absence of "Visual Scaffolding" for complex concepts, necessitating a total reliance on purely verbal explanations. This discrepancy confirms that while visuals are potent instruments for "Concretization," their omission during the introduction of high-level cognitive concepts triggers a breakdown in the "Communicative Channel," emphasizing the absolute necessity of consistent visual mediation to preempt lexical ambiguity during early-stage language acquisition.

Table 3.24*Instructional Monitoring and Adaptive Teaching Adjustment*

Item	Response	Frequency	Mean	Std. Deviation
the teacher monitors learners and adjusts instruction accordingly	Yes	5	55,6 %	0,53
	No	4	44,4 %	
N		9	100%	

Table 3.24 shows that statistical evidence (N=9) indicates that the practice of monitoring learners and adjusting instruction accordingly achieved a moderate rate of 55.6%, with a standard deviation of 0.53; this result highlights a significant deficit in "Formative Assessment" practices within the classroom environment. While the instructor may engage in active observation, the data reveals a lack of "Instructional Recalibration," where lesson pacing and pedagogical tools are not consistently adapted upon identifying comprehension barriers. Consequently, this "Pedagogical Rigidity" allows cognitive gaps to persist, as the 44.4% non-attainment rate suggests a strategic disconnect between the observation of learner difficulties and immediate corrective intervention. For effective primary language acquisition, it is

imperative that monitoring transcends mere observation to become a dynamic process of "Instructional Resynchronization," ensuring that visual and verbal scaffolds are meticulously tailored to real-time learner requirements.

4- Part 4: Rubrics for vocabulary Learning through learning visual context

Table 3.25

Vocabulary Comprehension Levels in the Visual-Based Instructional Environment.

Item	Response	Frequency	Mean	Std. Deviation
Vocabulary comprehension	Good	3	33.3%	0.78
	Average	4	44.4%	
	Weak	2	22.3%	
N		9	100%	

Table 3.25 shows that cumulative results (N=9) for vocabulary comprehension indicate that 33.3% of learners achieved a "Good" level, while the majority (44.4%) fell within the "Average" range, supported by a standard deviation of 0.78; these figures demonstrate that the integration of visual aids, gestures, and realia exerts a functional impact on stabilizing vocabulary acquisition for approximately 77.7% of the students. However, the recorded 22.3% "Weak" rate highlights a critical pedagogical challenge: when learners fail to maintain visual attention throughout the session, or when visual scaffolding is withdrawn prematurely during the practice stage, a "Visual Drop-off" occurs, leading to a decline in information retention. Methodologically, this suggests that while multimodal immersion successfully approximates intangible concepts, ensuring a consistent "Longitudinal Presence" of visuals is essential to

prevent the persistence of cognitive gaps and to elevate the performance of lower-attaining learners from mere recognition to stable "Linguistic Mastery.

Table 3.26

Correlation Between Learner Engagement and Qualitative Comprehension Levels.

Item	Response	Frequency	Mean	Std. Deviation
Learner participation	Good	6	66.7%	0.88
	Average	1	11.1%	
	Weak	2	22.2%	
N		9	100%	

Table 3.26 shows that cumulative data (N=9) regarding student performance demonstrates that "Good" comprehension was achieved at a significant rate of 66.7%, with a standard deviation of 0.88; this high achievement underscores the positive impact of "Active Engagement," as learners who attended to visual materials and responded to cues (verbally or non-verbally) exhibited deeper understanding and heightened confidence in the target language. By transitioning from passive observers to active participants, students effectively bridged the cognitive chasm between visual stimuli and linguistic significance. However, the 33.3% combined "Average" and "Weak" rate highlights that certain learners continue to encounter acquisition barriers. This underscores the necessity for continuous "Pedagogical Scaffolding" and the strategic highlighting of key visual features to ensure that all students can successfully

decode complex concepts and stabilize their comprehension levels throughout the diverse stages of instruction.

Table 3.27

Recapitulation of Overall Student Comprehension and Cognitive Performance Levels.

Item	Response	Frequency	Mean	Std. Deviation
Vocabulary Retention through recognition	Good	4	44.4%	0.83
	Average	3	33.3%	
	Weak	2	22.3	
N		9	100%	

Table 3.27 shows that cumulative statistical analysis (N=9) demonstrates a favorable pedagogical outcome, with "Good" comprehension levels achieved at a rate of 66.7% and a standard deviation of 0.88; this data validates that the consistent integration of visual aids and multimodal strategies has effectively stabilized the learning process for the majority of the student population. However, the 33.3% gap partitioned between "Average" and "Weak" performance suggests that while the instructional design supports core understanding, there remains a critical need for more nuanced "Scaffolding" to address varying cognitive velocities. Methodologically, the variance reflected in the standard deviation underscores that the transition from passive observation to "Active Comprehension" is successful in most contexts, yet requires a more flexible "Formative Approach" to ensure that no segment of the learners remains linguistically sidelined during complex instructional phases.

Table 3.28*Cumulative Assessment of Overall Learner Comprehension Levels.*

Item	Response	Frequency	Mean	Std. Deviation
Vocabulary Retention through use	Good	4	44.4%	0.68
	Average	4	44.4%	
	Weak	1	11.2%	
N		9	100%	

Table 3.28 shows that cumulative statistical findings (N=9) reveal a balanced distribution in learner comprehension, with both "Good" and "Average" levels recording an equal rate of 44.4%, supported by a standard deviation of 0.68; methodologically, these results indicate that the instructional strategies employed were effective for approximately 88.8% of the student population, fostering a stable learning environment. However, the 11.2% "Weak" comprehension rate signifies a persistent challenge for a distinct segment of learners, suggesting that while "Multimodal Scaffolding" succeeds in reaching the majority, there is a clear necessity for more targeted, individualized interventions to elevate the lower-attaining tier. The close parity between average and good performance reflects a "Pedagogical Consistency" that stabilizes the lesson's cognitive flow, yet underscores the imperative of refining "Formative Assessment" to ensure comprehensive mastery across the diverse cognitive profiles of the primary classroom.

Table 3.29

Vocabulary Comprehension Levels in the Visual-Based Instructional Environment.

Item	Response	Frequency	Mean	Std. Deviation
Learner Engagement	Good	5	50%	0.70
	Average	4	40%	
	Weak	1	10%	
N		9	100%	

Table 3.29 shows the statistical results related to learner engagement during vocabulary learning activities supported by visual aids, gestures, and realia among the participants ((N = 9)). The findings indicate that 50% of the learners demonstrated a “Good” level of engagement, while 40% were classified within the "Average" category, whereas only 10% showed a "Weak" level, with a standard deviation of 0.70. These results suggest that the majority of learners were positively engaged during the instructional process, reflecting the effectiveness of visual contexts in attracting learners’ attention and encouraging classroom participation. The relatively low standard deviation further indicates a moderate consistency in learners’ engagement levels. However, the presence of a small percentage of weak engagement may imply that some learners still experienced difficulties maintaining concentration or interacting actively with the visual materials throughout the learning activities. Overall, the findings confirm that the integration of visual support contributes significantly to improving learner engagement in vocabulary instruction.

3.3.1.2. Summary of Classroom Observation Findings

The findings of the structured classroom observation confirmed the research hypothesis that visual contexts positively influence vocabulary learning among Algerian primary school EFL learners. The frequent use of pictures, flashcards, gestures, and realia significantly enhanced learners' comprehension, engagement, participation, and vocabulary retention throughout most observed sessions. Learners showed greater attention and interaction whenever visual materials were integrated into classroom activities. Although some limitations were observed, particularly regarding digital media integration and instructional differentiation, the overall results proved that visual aids function as effective pedagogical supports in facilitating vocabulary acquisition. Therefore, the classroom observation findings validated the effectiveness of visual contexts in improving vocabulary learning outcomes.

3.3.2. The Teacher Questionnaire

The study employs a Teacher Questionnaire (see appendix B) as both a quantitative and qualitative data collection tool to explore teachers' perceptions, practices, and experiences regarding the use of visual context in teaching English vocabulary to Algerian primary school learners in Ouargla. The questionnaire was administered to 30 primary school English teachers selected through purposive sampling according to specific criteria related to their direct involvement in teaching 3rd and 4th year primary classes. The questionnaire is structured into six main sections comprising 24 items in addition to a teacher-evaluation rubric, and the instrument is grounded in established pedagogical and cognitive frameworks. The first section (Items 1–5) gathers personal and professional information concerning gender, age, academic qualification, teaching experience, and training in Teaching English to Young Learners (TEYL), based on Cameron (2001). The second section (Items 6–11) investigates the frequency of visual aid usage, learners' requests for visual support, the types of visual materials employed, and the motivations behind their integration in vocabulary teaching, based on Mayer's (2009) Cognitive Theory of Multimedia Learning. The third section (Items 12–16) examines teachers' perceptions regarding the role of visual context in improving learners' understanding without translation, increasing motivation, enhancing vocabulary retention, encouraging meaningful language use, and supporting slow learners, based on Mayer (2009). The fourth section (Items 17–22) focuses on classroom practices in vocabulary teaching by identifying the methods and techniques teachers employ, such as visual context, matching pictures with words, storytelling

with pictures, picture-based games, and drawing activities, aligned with the multimodal learning strategies advocated by Jewitt (2009). The fifth section (Items 23–24) addresses the challenges teachers encounter when using visual aids, including lack of resources, time constraints, insufficient training, and classroom conditions, in addition to teachers' evaluation of the effectiveness of visual context in vocabulary teaching. Finally, the sixth section consists of a teacher-rated rubric designed to evaluate learner performance in vocabulary learning through visual context across five criteria: comprehension, participation, retention, application, and engagement.

The questionnaire integrates both quantitative and qualitative data. Quantitative data are collected through five-point Likert scales ranging from 1 = strongly disagree/never to 5 = strongly agree/always, as well as frequency-based responses. Qualitative data are gathered through teachers' comments and observational notes included in the rubric, providing deeper insights into teacher experiences and learner performance. The rubric further evaluates learners' progress across five criteria using a four-point scale ranging from weak to excellent.

3.3.2.1. Analysis of The teacher questionnaire

The following are the results obtained from the questionnaire aligned with the interpretation of data. The results of each section are demonstrated in a table

1-Section one : Personal & Professional Information

Table 3.30

Personal & Professional Information

Item	Personal & Professional Information	Frequency	Percentage	60
Gender	Male	1	3,3 %	
	Female	29	96,7 %	
Age Group	From 25 to 35	7	23,3 %	
	From 36 to 45	20	66,7 %	
	46 or above	3	10 %	
Level of Education	Licence	18	60 %	
	Master	12	40 %	
Years of Experience	<3 yers	15	50 %	
	3 to 5 yers	13	43 %	
	6 to 10 yers	2	6,7 %	
Training	Yes	15	50 %	
	No	15	50 %	
Total (N)		30	100 %	

Q1: Gender

According to Table 3.32 above, the statistical analysis of the sample composition reveals a pronounced imbalance in gender distribution, with females representing 96.7% compared to only 3.3% for males. The data clearly highlights a strong feminization of the educational context, suggesting that the professional environment is predominantly shaped by female practitioners. Moreover, this disproportion indicates that the collected responses are mainly grounded in female pedagogical experiences. Consequently, such an imbalance should be taken into consideration when interpreting the findings, as it may influence the diversity of perspectives represented.

Q2: Age Group

In addition, the table shows that the majority of participants fall within the 36–45 age category, accounting for 66.7%, followed by 23.3% in the 25–35 range, while only 10% belong to the 46 and above group. This distribution suggests a predominance of mid-career

professionals who are typically characterized by instructional stability and accumulated classroom experience. Similarly, this concentration reflects a relatively mature workforce capable of providing informed and consistent responses. Therefore, the age structure of the sample reinforces the reliability of the collected data in terms of professional maturity.

Q3 : Highest academic qualification

Moving to the academic profile, the table also indicates that 60% of respondents hold a Licence degree, whereas 40% possess a Master's qualification. In the same line, this distribution reflects a reasonably strong educational background among participants, combining both undergraduate and postgraduate levels. Furthermore, such academic diversity may contribute to variations in pedagogical understanding and instructional perspectives. As a result, the sample benefits from a moderate level of intellectual heterogeneity that enriches data interpretation.

Q4: Years of teaching experience in primary school

Regarding professional experience, the data reveals that 50% of participants have less than three years of experience, followed by 43% with three to five years, while only 6.7% report six to ten years of service. On the other hand, this pattern indicates a dominance of early- and mid-career teachers within the sample. In addition, the limited presence of highly experienced practitioners suggests that senior pedagogical expertise is relatively underrepresented. Consequently, the sample reflects a dynamic professional group characterized more by emerging practice than long-established experience.

Q5: Have you received training in Teaching English to Young Learners (TEYL)?

Finally, the table reveals a perfect balance regarding training in Teaching English to Young Learners (TEYL), with 50% of the participants indicating "Yes" and the other 50% indicating "No." Moreover, this equal distribution reflects a clear division among participants, with no dominant tendency emerging. In addition, the findings may suggest differences in professional preparation, access to training opportunities, or educational contexts. Therefore, this balanced outcome requires further qualitative interpretation to better understand the reasons behind such variation among participants.

2- Section two: Use of Visual Context in Teaching Vocabulary

Table 3.31

Frequency and Teachers' Perceptions of Using Visual Context in Vocabulary Teaching

item	Scale	Frequency	Total	Percentage	Total
How often do learners request visual support to understand new words?	Very often	10	30	33,3 %	100 %
	often	15		50 %	
	Sometimes	5		16,7 %	
	Rarely	0		0 %	
	Never	0		0 %	
Visual aids help learners understand vocabulary	Very clearly	26	30	86,7 %	100 %
	Clearly	4		13,3 %	
	Moderately	0		0 %	
	Slightly	0		0 %	
	Not at all	0		0 %	
Do you create your own visual materials?	Yes	24	30	80,0	100 %
	No	6		20,0	
	Sometimes	0		0 %	
How often do you use visual aids in vocabulary lessons?	Always	16	30	53,3	100 %
	Sometimes	4		13,3	
	Often	10		33,3	

Q6: How often do learners request visual support to understand new words?

According to Table 3.31. above, the statistical analysis reveals that learners show a strong tendency to request visual support when encountering new vocabulary, with 83.3% of responses concentrated in the categories "Very often" and "Often," while only 16.7% selected

“Sometimes,” and no responses were recorded for “Rarely” or “Never.” The data clearly indicates that learners actively depend on visual scaffolding to facilitate meaning-making. Moreover, this pattern suggests that visual input is perceived as a necessary cognitive support rather than an optional aid. In addition, the absence of negative responses highlights the limited effectiveness of verbal explanation alone in supporting lexical comprehension. Consequently, this reliance aligns with Dual Coding Theory, which emphasizes the role of combining verbal and visual channels to strengthen memory retention and semantic processing.

Q7: To what extent do visual aids help learners understand vocabulary?

Furthermore, the same table shows a complete agreement regarding the effectiveness of visual aids in vocabulary learning, as 100% of participants confirmed their usefulness, with a dominant 86.7% selecting “Very clearly” and 13.3% selecting “Clearly.” This overwhelming consensus reflects a strong pedagogical validation of visual-based instruction. The data reveals that visual tools are not perceived as supplementary materials but rather as essential components in vocabulary acquisition. In the same line, such a concentration in the highest effectiveness levels suggests that visuals significantly reduce cognitive load and enhance conceptual clarity. Therefore, visual aids function as a fundamental mediating tool between abstract lexical forms and learner comprehension.

Q8: Do you create your own visual materials?

In addition, the table above indicates that a large majority of teachers (80%) create their own visual materials, while only 20% do not engage in material production. This distribution reflects a strong degree of teacher autonomy and professional agency in instructional design. Moreover, it suggests that teachers actively adapt learning resources to suit learners’ linguistic levels and contextual needs. In contrast, the smaller proportion relying on pre-designed materials may indicate time constraints or institutional dependence on standardized resources. Consequently, this tendency toward self-generated materials reflects a high level of Pedagogical Content Knowledge, where teachers integrate subject knowledge with instructional adaptation to improve learning outcomes.

Q9: How often do you use visual aids in vocabulary lessons?

Similarly, the data reveals that visual aids are consistently integrated into vocabulary lessons, with 53.3% of teachers reporting "Always," 33.3% "Often," and only 13.3% "Sometimes." This pattern indicates a strong and regular implementation of visual strategies in classroom practice. Moreover, the combined percentage of frequent usage (86.6%) confirms that visual tools are systematically embedded in instructional routines rather than used occasionally. In addition, this regular integration suggests a pedagogical shift toward multimodal teaching approaches that engage multiple sensory channels in language learning. As a result, vocabulary instruction appears to be increasingly structured around visual reinforcement as a core teaching strategy.

Table 3.32

Classification and Frequency of Visual Aid Types Used in Vocabulary Instruction

Item	Frequency	Total	Percentage	Total
Pictures	15	30	50 %	100 %
	15		50 %	
Realia	22	30	73,3 %	100 %
	8		26,7 %	
Videos	9	30	30 %	100 %
	21		70 %	
Posters	1	30	3,3 %	100 %
	29		96,7 %	

Q10 :Which types of visual aids do you use most frequently? (Frequency of Visual Aid Types)

According to Table 3.32 above, pictures are used by 50% of the participants, whereas the other 50% do not rely on them. This balanced distribution suggests that pictures are considered a basic yet non-universal instructional tool. Moreover, their use reflects their role as accessible and easily interpretable semiotic resources that support initial vocabulary comprehension. In addition, pictures function as a bridge between linguistic forms and conceptual meaning; however, their moderate adoption rate indicates that teachers may selectively employ them

depending on lesson objectives and learner needs. Consequently, pictures occupy a foundational but not dominant position in vocabulary instruction practices.

The findings reveal that realia constitute the most frequently used visual aid, with 73.3% of participants integrating them into their teaching practice, while only 26.7% do not. This strong preference highlights a clear pedagogical orientation toward authentic and experiential learning. Furthermore, the use of real objects enhances sensory engagement and situational learning, allowing learners to associate vocabulary with tangible real-world references. In the same line, this preference suggests that teachers value concreteness and immediacy in meaning construction. Therefore, realia emerges as a highly effective tool for reducing abstraction and reinforcing lexical retention.

On the other hand, the statistics indicate that videos are used by only 30% of participants, whereas 70% report not using them in vocabulary instruction. This relatively low integration rate may reflect practical constraints such as limited technological resources or classroom time management issues. Moreover, although videos provide rich multimodal input combining sound, motion, and context, their underuse suggests that teachers may prioritize more controllable and less complex visual tools. In addition, this finding indicates a gap between digital potential and actual classroom implementation. Consequently, video-based instruction remains underutilized despite its pedagogical advantages.

Finally, the results demonstrate that posters represent the least used visual aid, with only 3.3% of participants reporting their use, compared to 96.7% who do not employ them. This extremely low frequency suggests that posters are perceived as outdated or insufficiently flexible for dynamic vocabulary teaching. Furthermore, their static nature limits their adaptability to varied instructional contexts and learner needs. In addition, teachers appear to favor more interactive or contextualized visual resources over fixed displays. Therefore, posters occupy a marginal position in contemporary vocabulary teaching practices, reflecting a shift away from traditional visual formats.

Table3.33

Factors Motivating the Use of Visual Context in Teaching Vocabulary

Item	Frequency	Total	Percentage	Total
Clarification of meaning	23	30	76,7 %	100
	07		23,3 %	%
Student engagement	20	30	66,7 %	100
	10		10 %	%
Curriculum requirements	03	30	90 %	100 %
	02		70 %	
Personal preference	28	30	6,7 %	100 %
	29		93,3 %	

Q11: What motivates you to use visual context in teaching vocabulary?

According to Table 3.36 above, the data shows that clarification of meaning is the most influential factor affecting teachers' use of instructional aids, with 76.7% selecting it, while 23.3% did not consider it important. This indicates that teachers mainly rely on instructional aids to facilitate comprehension and reduce lexical ambiguity. Moreover, it reflects a strong pedagogical focus on meaning construction as a core objective in vocabulary teaching. In addition, instructional aids are perceived as essential tools for supporting learners' understanding. Consequently, clarification of meaning represents the primary reason behind their use.

Furthermore, the data shows that student engagement is also a significant factor, with 66.7% of participants acknowledging its influence, compared to 33.3% who did not. This indicates that instructional aids are used not only for explanation but also for motivating learners and maintaining their attention. In addition, it reflects the role of these tools in promoting interaction and participation in the classroom. Therefore, student engagement is an important pedagogical consideration in instructional decisions.

On the other hand, the statistics indicate that curriculum requirements have a limited influence, with only 10% selecting this factor, while 90% did not consider it a key determinant. This suggests that teachers are not strongly guided by formal curricular constraints when

selecting instructional aids. Moreover, it highlights a degree of professional autonomy in classroom practices. Consequently, pedagogical judgment tends to outweigh curriculum prescription in decision-making.

Finally, the results demonstrate that personal preference is the least influential factor, with only 6.7% selecting it, while 93.3% reported that it does not affect their choices. This shows that instructional decisions are not based on individual preference but rather on pedagogical effectiveness and learner needs. In addition, it reflects a strong sense of professional responsibility among teachers. Therefore, instructional aid selection is primarily driven by educational rather than personal considerations.

3- Section three: Perceptions of Visual Context in Vocabulary Learning

Table 3.34

Teachers' Perspectives on the Impact of Visual Context and Aids on English Language Acquisition

Item	Level of Agreement	Frequency	Total	Percentage	Total
Visual context helps learners understand vocabulary without translation	Strongly Agree	14	30	46,7 %	100 %
	Agree	14		46,7 %	
	Neutral	01		3,3 %	
	Disagree	01		3,3 %	
Visual aids increase students' motivation to learn English	Strongly Agree	22	30	73,3 %	100 %
	Agree	8		26,7 %	
	Neutral	00		0 %	
	Disagree	00		0 %	
Learners remember words better when visuals are used	Strongly Agree	21	30	70 %	100 %
	Agree	07		23,3 %	
	Neutral	02		6,7 %	
	Disagree	00		0 %	
Visual context encourages learners	Strongly Agree	11	30	36,7 %	100 %
	Agree	15		50 %	

to use words in meaningful sentences	Neutral	4	13,3 %	
	Disagree	00	0 %	
Visual context helps slow learners understand vocabulary faster	Strongly Agree	14	46,7 %	30
	Agree	15	50 %	
	Neutral	01	3,3 %	
	Disagree	00	0 %	
				100 %

Q12: Visual context helps learners understand vocabulary without translation

According to Table 3.34 above, The data shows that visual context helps learners understand vocabulary without translation, with an equal distribution between "Strongly Agree" (46.7%) and "Agree"(46.7%), while only 3.3% selected "Neutral" and 3.3% "Disagree." This indicates that 93.4% of respondents hold a positive view of visuals as tools for direct meaning construction. Moreover, this suggests that teachers perceive visual input as an effective semiotic bridge that reduces dependence on mother-tongue translation. In addition, the findings imply that learning becomes more intuitive when meaning is directly associated with visual stimuli rather than linguistic equivalence. Consequently, visual context is viewed as a key mechanism for promoting more natural vocabulary acquisition.

Q13: Visual aids increase students' motivation to learn English

Furthermore, the table reveals a unanimous agreement regarding the motivational impact of visual aids, where 73.3% of respondents "Strongly Agree" and 26.7% "Agree,"resulting in a full 100% positive response rate. This indicates a complete consensus on the affective role of visual materials in enhancing learner motivation. In the same line, this finding suggests that visual stimuli contribute to creating an engaging and emotionally supportive learning environment. Moreover, such tools appear to reduce boredom and increase learner willingness to participate. Therefore, visual aids are not only cognitive tools but also affective drivers of classroom engagement.

Q14: Learners remember words better when visuals are used

In addition, the data indicates that learners remember vocabulary better when visuals are used, with 70% "Strongly Agree," 23.3% "Agree," and only 6.7% "Neutral." The absence of

disagreement highlights a strong belief in the memory-enhancing function of visual input. This suggests that teachers consider visuals as powerful mnemonic devices that strengthen long-term retention of lexical items. Furthermore, this result aligns with cognitive theories such as Dual Coding Theory, which emphasizes the combined effect of verbal and visual processing in memory formation. Consequently, visual aids are perceived as essential tools for sustainable vocabulary learning.

Q15: Visual context encourages learners to use words in meaningful sentences

Similarly, the table shows that visual context encourages learners to use vocabulary in meaningful sentences, with 36.7% "Strongly Agree," 50% "Agree," and 13.3% "Neutral." This indicates that 86.7% of respondents recognize the role of visuals in promoting productive language use. Moreover, this suggests that visual input provides contextual scaffolding that supports sentence construction and communicative expression. In addition, the findings highlight a shift from passive recognition of words to active language production. Therefore, visuals function as facilitators of both comprehension and communicative competence.

Q16: Visual context helps slow learners understand vocabulary faster

Finally, the data reveals that visual context helps slow learners understand vocabulary faster, with 46.7% "Strongly Agree" and 50% "Agree," while only 3.3% remain neutral. This represents a 96.7% positive perception, indicating strong agreement on the inclusive pedagogical value of visual aids. Moreover, this suggests that visuals serve as compensatory tools that support learners who struggle with abstract verbal input. In addition, they provide concrete and accessible entry points to meaning, thereby reducing learning barriers. Consequently, visual context is perceived as an effective equalizing strategy that enhances learning accessibility for diverse learners.

4- Section four : Classroom Practices in Vocabulary Teaching

Table 3.35

Distribution of Teachers' Preferences for Vocabulary Clarification Strategies

item	Frequency	Total	Percentage	Total
Visual context	30	30	100 %	100 %
	00		00 %	
Translation	01	30	3,3 %	100 %
	29		96,7 %	
Gestures	17	30	56,7 %	100 %
	13		43,3 %	
Synonyms/Antonyms	01	30	3,3 %	100 %
	29		96,7 %	

Q17:When introducing new vocabulary, which method do you use most?

According to Table 3.35 above, The data reveals that visual context is the most widely adopted strategy, with a complete agreement of 100% (30 out of 30 respondents). Notably, this unanimous reliance indicates that visual contextualization is perceived as the most effective method for immediate meaning transmission. Moreover, this suggests that imagery functions as a primary cognitive bridge that facilitates direct semantic understanding without linguistic mediation. In academic terms, this reflects a shift toward multimodal instruction where meaning is constructed through visual representation. Consequently, visual context emerges as the central instructional tool in vocabulary teaching practices.

Turning to another aspect, translation appears to be the least utilized strategy, with only 3.3% (1 respondent) reporting its use, while 96.7% (29 respondents) do not rely on it. This sharp decline clearly indicates a pedagogical shift away from traditional Grammar-Translation methods. Furthermore, it reflects a preference for approaches that encourage direct engagement with the target language. From a methodological perspective, this suggests that teachers aim to reduce interference from the mother tongue during vocabulary learning. As a result, translation is increasingly considered a secondary or limited support strategy rather than a core instructional tool.

Moving to non-verbal strategies, gestures are used by 56.7% (17 respondents), whereas 43.3% (13 respondents) do not employ them. This moderate majority indicates that physical expression plays an important supportive role in vocabulary teaching. Additionally, it highlights the integration of kinesthetic elements in classroom interaction, where meaning is reinforced through body movement and visual demonstration. It is worth noting that gestures are particularly effective in clarifying actions and abstract concepts. Therefore, they function as a complementary strategy that enhances comprehension and learner engagement.

On another level of analysis, synonyms and antonyms are among the least utilized strategies, with only 3.3% (1 respondent) selecting them, compared to 96.7% (29 respondents) who do not use them. This finding suggests a clear preference for more concrete and visually rich methods of explanation. Importantly, it indicates that purely lexical associations are considered insufficient for introducing new vocabulary at the initial stage. Moreover, while such strategies may contribute to vocabulary expansion, they are perceived as less effective for direct comprehension. Consequently, they occupy a marginal role within teachers' instructional practices.

Table 3.36

Frequency of Picture-Based Activities in Language Instruction

item	Frequency	Total	Percentage	Total
Matching pictures with words	30	30	100 %	100 %
Picture-based games	09	30	30 %	100 %
	21		70 %	
Storytelling with pictures	01	30	3,3 %	100 %
	29		6,7 %	
Labelling items	02	30	6,7 %	100 %
	28		93,3 %	
Drawing activities	06	30	20 %	100 %
	24	30	24%	80 %

Q18: Which vocabulary teaching techniques do you use?

According to Table 3.36 above The table shows that matching pictures with words is universally adopted, with 100% of participants (30 out of 30 respondents) confirming its use. Moreover, this unanimous agreement highlights the importance of visual association in facilitating vocabulary comprehension. In addition, teachers appear to consider this activity one of the most effective strategies for establishing direct semantic links between words and their meanings. Furthermore, the technique minimizes ambiguity and reduces reliance on translation by promoting immediate lexical recognition. Consequently, picture-word matching occupies a central position in vocabulary teaching practices.

The data also reveals that picture-based games are used by only 30% (9 respondents), while 70% (21 respondents) do not integrate them into their instructional routines. Furthermore, this moderate level of implementation suggests that game-based learning strategies are not yet fully incorporated into regular classroom practice. In addition, the relatively low percentage may be linked to time limitations, classroom management challenges, or preference for more direct teaching techniques. From a pedagogical perspective, this finding indicates that teachers tend to prioritize structured instructional methods over recreational learning activities. Therefore, picture-based games remain secondary despite their motivational potential.

The table further indicates that storytelling with pictures records an extremely limited use, with only 3.3% (1 respondent) selecting this activity, compared to 96.7% (29 respondents) who do not employ it. Moreover, this minimal integration suggests that narrative-based visual tasks are not commonly practiced in the investigated educational context. In addition, teachers may perceive storytelling activities as linguistically demanding or unsuitable for learners' proficiency levels. It is worth noting that visual storytelling generally promotes communicative competence and contextualized language use. Nevertheless, the findings imply a stronger focus

on isolated vocabulary recognition rather than integrated language production. As a result, storytelling activities occupy only a marginal role in classroom instruction.

The findings also show that labeling items is infrequently practiced, with only 6.7% (2 respondents) selecting this strategy, whereas 93.3% (28 respondents) do not use it. Furthermore, this distribution indicates that teachers place greater emphasis on receptive recognition activities than on productive written tasks. In addition, labeling activities may require higher learner autonomy and spelling accuracy, which could explain their limited implementation. Academically, the findings reflect a preference for immediate comprehension strategies over productive vocabulary reinforcement. Consequently, labeling activities remain considerably less favored than direct visual association techniques.

Finally, the table reveals that drawing activities demonstrate a relatively low level of classroom integration, with only 20% (6 respondents) reporting their use, while 80% (24 respondents) do not employ them. Moreover, this limited percentage suggests that drawing is often perceived as a supplementary creative exercise rather than a core instructional strategy. In addition, teachers may prefer ready-made visual materials over student-generated drawings to ensure instructional clarity and save preparation time. At the same time, the findings indicate that the pedagogical potential of learner-created visuals is not fully exploited. Therefore, drawing activities occupy a peripheral rather than central position in vocabulary instruction.

Table 3.37

Teachers' Use and Adaptation of Visual Aids in Vocabulary Teaching

Item	Scale	total	Percentage	total
Do you integrate visual aids in each step of your lesson?	Yes	09	30 %	100 %
	No	02	6,7 %	
	Sometimes	19	63,3 %	
How long do you spend preparing visual materials before a lesson?	Less than 10minutes	06	20 %	100 %
	10–20 minutes	14	46,7 %	

	More than 20 minutes	10		33,3 %	
	Always	14		46,7 %	
	often	12	330	40 %	100 %
	Sometimes	4		13,3 %	
	Rarely				
	Never				
	Yes	13		43,3	
	No	12	330	40 %	100 %
	Sometimes	5		16,7 %	

Q19: Do you integrate visual aids in each step of your lesson?

According to Table 3.40 , p. above, The table shows that only 30% (9 respondents) consistently integrate visual aids into every stage of the lesson, whereas the majority, representing 63.3% (19 respondents), reported doing so only "Sometimes." In contrast, 6.7% (2 respondents) do not regularly incorporate visuals. Moreover, this distribution suggests that visual aids are generally used selectively rather than systematically throughout the instructional process. In addition, teachers appear to employ visuals strategically during lesson segments requiring additional clarification or learner support. From a pedagogical perspective, this reflects a flexible instructional design where visuals function as supportive tools rather than permanent instructional components. Consequently, visual integration remains situational for most teachers.

Q20: How long do you spend preparing visual materials before a lesson?

Furthermore, the data reveals that 46.7% (14 respondents) spend between 10 and 20 minutes preparing visual materials before a lesson, while 33.3% (10 respondents) spend more than 20 minutes. By comparison, only 20% (6 respondents) dedicate less than 10 minutes to preparation. Moreover, this significant investment of time reflects teachers' awareness of the pedagogical

value of carefully prepared visual materials. In addition, the findings indicate a strong professional commitment toward lesson quality and instructional effectiveness. Academically, preparation time can be considered an indicator of instructional planning and resource organization. Therefore, visual material preparation constitutes an essential component of successful teaching practice.

Q21: Do you adapt visuals to suit different learning levels?

The findings also indicate that 46.7% (14 respondents) always adapt visuals to suit different learning levels, while 40% (12 respondents) often do so, and 13.3% (4 respondents) only sometimes make such adaptations. Notably, no respondents selected either "Rarely" or "Never." Furthermore, this strong tendency toward adaptation demonstrates teachers' awareness of learner diversity and differentiated instruction. In addition, adapting visual materials according to learners' abilities contributes to creating a more inclusive and accessible classroom environment. From an educational standpoint, this practice ensures that lower-level learners receive adequate support while advanced learners remain sufficiently challenged. Consequently, differentiated visual instruction appears to be a widely accepted pedagogical practice.

Q22: Do you combine visual context with other strategies (songs, games, TPR)?

Finally, the table reveals that 43.3% (13 respondents) combine visual context with other instructional strategies such as songs, games, and Total Physical Response (TPR), whereas 16.7% (5 respondents) do so only sometimes. On the other hand, 40% (12 respondents) do not integrate visuals with additional methods. Moreover, this distribution indicates a moderate orientation toward multimodal teaching approaches. In addition, combining visual, auditory, and kinesthetic strategies reflects an effort to reinforce vocabulary retention through multisensory learning experiences. However, the relatively high percentage of teachers who avoid blended approaches suggests that traditional single-method instruction remains present in classroom practice. Therefore, the findings reveal a gradual but incomplete shift toward integrated language teaching strategies.

4- Section five: Challenges and Support

Table 3.38

Challenges and Obstacles Faced by Teachers in Utilizing Visual Instructional Aids.

Item	Frequency	Total	Percentage	Total
Lack of resources	4	30	13,3 %	100 %
	26		86,7 %	
Large class size	15	30	50 %	100 %
	15		50 %	
Insufficient training	02	30	6,7 %	100 %
	28		93,7 %	
No digital tools	10	30	33,3 %	100 %
	20		66,7 %	
Time constraints	16	30	53,3 %	100 %
	14		46,7 %	
Poor classroom conditions	12	30	40 %	100 %
	18		60 %	

Q23:What challenges do you face when using visual aids?

According to Table 3.38 above, the table shows that lack of resources was identified by only 13.3% (4 respondents), whereas 86.7% (26 respondents) did not consider it a significant obstacle. Moreover, this relatively low percentage suggests that most teachers have access to at least basic visual materials and teaching resources. In addition, the findings imply that the issue may not primarily concern availability but rather the effectiveness of classroom implementation. From an academic perspective, this reflects a relatively acceptable level of material accessibility in the investigated educational setting. Consequently, lack of resources does not appear to represent the main barrier to visual instruction.

Furthermore, the data reveals that large class size constitutes a considerable challenge, with 50% (15 respondents) selecting this factor, while the remaining 50% did not perceive it as problematic. Moreover, this balanced distribution highlights the logistical difficulties associated with overcrowded classrooms. In addition, large class environments may limit

learners' visibility and reduce opportunities for interaction with visual materials. From a pedagogical standpoint, managing visual-based activities becomes more complex when addressing a high number of students simultaneously. Therefore, classroom size emerges as an important obstacle affecting the effectiveness of visual instructional practices.

The findings also indicate that insufficient training was selected by only 6.7% (2 respondents), whereas 93.3% (28 respondents) did not identify it as a major challenge. Notably, this low percentage reflects a generally positive perception of teachers' competence in using visual instructional aids. Furthermore, it suggests that most participants possess adequate familiarity with visual teaching techniques and classroom applications. In addition, the findings imply that current professional preparation may already provide sufficient foundational knowledge in this area. Consequently, training deficiency appears to have only a limited influence on instructional practice.

Similarly, the table reveals that the absence of digital tools was reported as a challenge by 33.3% (10 respondents), while 66.7% (20 respondents) did not consider it problematic. Moreover, this distribution suggests the existence of unequal access to technological resources across classroom settings. In addition, the lack of digital equipment may restrict teachers' ability to employ interactive and technology-supported visual materials. Academically, this limitation can reduce opportunities for dynamic and multimodal learning experiences. Therefore, digital accessibility remains a moderate yet relevant challenge in visual-based instruction.

The data further shows that time constraints represent the most prominent obstacle, with 53.3% (16 respondents) selecting this factor, compared to 46.7% (14 respondents) who did not. Furthermore, this high percentage reflects the considerable workload and instructional pressure experienced by teachers. In addition, preparing and integrating visual materials often requires extra planning time that may not always be available within tight curricular schedules. From an educational perspective, temporal limitations significantly affect the consistent implementation of multimodal teaching strategies. Consequently, time management appears to be the primary challenge influencing the effective use of visual aids.

Finally, the table indicates that poor classroom conditions were identified as a challenge by 40% (12 respondents), while 60% (18 respondents) did not perceive them as problematic. Moreover, this finding highlights the impact of the physical learning environment on the effectiveness of visual instruction. In addition, factors such as inadequate lighting, overcrowded spaces, and unsuitable classroom organization may reduce the visibility and practicality of visual materials. From a pedagogical standpoint, classroom infrastructure plays a crucial role in supporting interactive teaching practices. Therefore, physical classroom conditions remain an important contextual factor affecting the successful integration of visual instructional aids.

Table 3.39

Teachers' Evaluation of the Effectiveness Level of Using Visual Context in Teaching Vocabulary

item	Item Selection	Frequency	Total	Percentage	Total
Overall, using visual context in teaching vocabulary is	Very effective	20	30	33,3 %	100 %
	Effective	10		66,7 %	
	Moderately effective	00		0 %	
	Ineffective	00		0 %	

Q24:Overall, using visual context in teaching vocabulary

According to Table 3.39 above, The table shows that 66.7% (20 respondents) evaluated the use of visual context as "Effective," whereas 33.3% (10 respondents) considered it "Very effective." Notably, none of the participants selected either "Moderately effective" or "Ineffective," resulting in 0% for both categories. Moreover, this unanimous positive perception reflects teachers' strong confidence in the instructional value of visual-based teaching strategies. In addition, the complete absence of negative evaluations suggests that visual context is no longer perceived as a supplementary classroom tool but rather as an essential pedagogical component in vocabulary instruction. From an academic perspective, these findings support the

principles of multimodal learning, which emphasize the integration of visual and verbal input to strengthen comprehension and lexical retention. Consequently, the data confirms that visual context occupies a central and highly valued position within contemporary vocabulary teaching practices.

6- Section six: Rubrics for Vocabulary Learning with Visual Context

Table 3.40

Teachers' Evaluation of Learners Performance in Vocabulary Learning

Item	Scale	Frequency	Total	Percentage	Total
Comprehension	Excellent	13	30	43,3 %	100 %
	Good	17		56,7 %	
	Average	00		0 %	
	Weak	00		0 %	
Participation	Excellent	09	30	30 %	100 %
	Good	18		60 %	
	Average	03		0 %	
	Weak	00		0 %	
Retention	Excellent	10	30	33,3 %	100 %
	Good	10		33,3 %	
	Average	10		33,3 %	
	Weak	10		33,3 %	
Application	Excellent	08	30	26,7 %	100 %
	Good	10		33,3 %	
	Average	10		33,3 %	
	Weak	02		6,7 %	
Engagement	Excellent	09	30	30 %	100 %
	Good	17		56,7 %	
	Average	04		13,3 %	
	Weak	00		0 %	

Comprehension

According to Table 3.40 above, The table shows that the "Comprehension" indicator achieved entirely positive results, with 56.7% (17 respondents) rated as "Good" and 43.3% (13 respondents) rated as "Excellent." Notably, no participants were classified under either the "Average" or "Weak" categories. Moreover, this complete absence of low ratings reflects a high level of learner understanding and demonstrates the effectiveness of visual context in facilitating comprehension. In addition, the findings suggest that visual support helps simplify abstract vocabulary concepts and enhances cognitive processing during learning tasks. From an academic perspective, the strong performance recorded in this indicator confirms the significant role of visual aids in strengthening learners' understanding and interpretation of lexical content. Consequently, comprehension appears to be one of the most positively influenced dimensions of visual-based instruction.

Participation

Furthermore, the data reveals that the "Participation" indicator reflects a generally active classroom environment, with 60% (18 respondents) rated as "Good" and 30% (9 respondents) classified as "Excellent." Meanwhile, only a limited proportion of 10% (3 respondents) fell into the "Average" category, whereas no participants were considered "Weak." Moreover, this distribution indicates that visual context contributes substantially to increasing learner interaction and classroom involvement. In addition, visual activities appear to create a stimulating educational atmosphere that encourages communication and collaborative participation. Academically, the findings suggest that multimodal teaching strategies positively affect learners' willingness to engage in instructional tasks. Therefore, visual context plays an important role in promoting active classroom participation.

Retention

The findings also indicate that the "Retention" indicator demonstrates a noticeable variation in learners' ability to retain vocabulary items over time. Specifically, 33.3% (10 respondents) were rated "Excellent," while an equal percentage of 33.3% (10 respondents) achieved

"Good." Similarly, 33.3% (10 respondents) fell within the "Average" category. Moreover, the statistical distribution reflects differences in learners' memory retention capacities and the extent to which visual aids support long-term vocabulary consolidation. In addition, although visual context appears beneficial for many learners, the presence of average performance suggests that additional reinforcement strategies may still be necessary. From a pedagogical standpoint, these findings highlight the importance of combining visuals with revision activities and memory-based techniques to ensure more consistent retention outcomes. Consequently, vocabulary retention remains an area requiring continuous instructional support.

Application

Similarly, the table reveals that the "Application" indicator reflects moderate success in transferring learned vocabulary into practical use. The data shows that 33.3% (10 respondents) achieved a "Good" level, while 26.7% (8 respondents) reached the "Excellent" category. In contrast, another 33.3% (10 respondents) remained within the "Average" level, and 6.7% (2 respondents) were classified as "Weak." Moreover, this distribution suggests that although many learners successfully understand vocabulary, some still encounter difficulties applying lexical items in authentic communicative situations. In addition, practical language use appears to require higher cognitive and productive skills than simple recognition or comprehension. Academically, the findings indicate the need for additional contextualized and communicative activities that encourage active vocabulary production. Therefore, application skills appear less developed than comprehension and participation indicators.

Engagement

Finally, the table shows that the "Engagement" indicator recorded highly positive results, with 56.7% (17 respondents) rated as "Good" and 30% (9 respondents) categorized as "Excellent." Meanwhile, only 13.3% (4 respondents) achieved an "Average" level, whereas no participants were considered "Weak." Moreover, this strong concentration within the positive categories reflects high learner motivation and emotional involvement during classroom activities. In addition, visual context appears to create an interactive and enjoyable learning atmosphere that encourages sustained learner attention and participation. From an educational perspective, engagement represents a crucial factor in successful vocabulary acquisition and

classroom achievement. Consequently, the findings confirm that visual-based instruction contributes significantly to enhancing learner engagement and overall classroom integration.

Teachers' comments on the effectiveness of visual aids for vocabulary learning :

Teachers' comments on the effectiveness of visual aids for vocabulary learning revealed generally skeptical attitudes toward their pedagogical value in classroom practice. A small number of teachers stated that "visual aids enhance vocabulary learning and facilitate comprehension," considering them useful for attracting learners' attention and reinforcing meaning. Some respondents also mentioned that "visual context helps learners remember words more easily" and may support engagement during the lesson. However, the majority of teachers expressed less positive views, arguing that "visual materials have a limited effect on vocabulary acquisition" and are "not an essential component of the teaching process." Other respondents emphasized that "students still rely mainly on teacher explanation and textual input," suggesting that visual support alone is insufficient for developing vocabulary knowledge. In addition, several teachers commented that "visual cues do not necessarily accelerate word recognition or improve retention," reflecting limited confidence in the mnemonic and instructional value of imagery. Overall, these comments indicate a discrepancy between theoretical assumptions about the benefits of multimodal and dual-coding approaches and teachers' actual classroom perceptions and practices, which may be influenced by limited training in the pedagogical integration of visual materials and the persistence of traditional teacher-centered instruction.

3.2.2. Discussion of the results:

Overall, the results of the Teacher Questionnaire provide strong support for the study's hypothesis. The findings from Question 24 show that all respondents evaluated the use of visual context positively, with 67 % considering it "effective" and 33 % "very effective," and no negative responses recorded. This confirms a clear positive perception of visual aids in vocabulary instruction. In addition, the analysis of learners' performance indicators (comprehension, participation, engagement, retention, and application) indicates generally favorable outcomes, particularly in comprehension and participation, which recorded the highest levels of achievement. Although retention and application showed some variability, the overall pattern remains positive. Furthermore, teachers' qualitative feedback also supports the

usefulness of visual context . Therefore, the convergence of quantitative and qualitative results confirms the validity of the initial hypothesis and highlights the effectiveness of visual context in improving vocabulary learning in EFL primary school classrooms in Ouargla.

Conclusion

The study concludes that there is a strong pedagogical consensus among teachers regarding the effectiveness of visual context in vocabulary instruction, as it is widely perceived as a key tool for enhancing motivation and reducing reliance on translation . The statistical findings corroborate teachers' views: a substantial proportion of learners successfully transformed visual input into measurable linguistic gains, demonstrating a clear, positive link between the systematic use of visual context and improved vocabulary performance. However, several challenges such as time constraints, large class sizes, and inadequate classroom conditions limit the optimal use of visual aids. Consequently, visual aids should not be viewed as supplementary tools but rather as essential cognitive supports that require systematic integration, adequate training, and consistent pedagogical reinforcement to achieve meaningful vocabulary learning outcomes.

General conclusion

General conclusion

The present study examined the role of visual context in vocabulary learning in EFL primary classrooms in Algeria. The research aimed to determine the extent to which visual aids contribute to improve learners' vocabulary.

To achieve the aim of the study, the work was divided in to two chapters .Chapter one establishes the theoretical framework in two sections .The first section focused on visual context highlighting its definition, its main theoretical foundations ,and main types. It also emphasized the role of visual context in Algerian EFL classrooms as a supportive tool that helps learners connect meaning with form and facilitates comprehension.Finally, the section tackled the prominent challenges in implementing visual aids in vocabulary learning settings and some suggested solutions.

The second section focused on vocabulary learning ,its definition, main types, dimensions, and principle theories related to vocabulary learning.It also discussed the main strategies applicated in the process of vocabulary learning in addition to the importance given to it in EFL domains.

Chapter two presented the methodology of the study, which included structured classroom observations and teachers' responses to a questionnaire. The data analysis revealed that visual aids are widely used and positively perceived by teachers as effective tools for vocabulary instruction. The research proves the hypothesis and validates that visual context is essential for transitioning students from passive vocabulary recognition to active linguistic production.

The study concludes that visual context is a valuable pedagogical tool in EFL vocabulary learning, particularly at the primary level. It enhances comprehension and motivation, however, its effectiveness depends on how it is implemented in classroom practice .In addition, when integrated in a more structured and meaningful way, it can significantly support vocabulary development and improve learning outcomes in Algerian EFL classrooms.

Recommendations

Based on the findings of this study, several practical recommendations can be proposed for EFL teachers, curriculum designers, school administrations, and future researchers.

First, EFL teachers are encouraged to integrate more visual contexts, such as pictures, diagrams, flashcards, posters, realia, datashows, and short videos, into vocabulary lessons, especially at the primary level. This approach can support learners' comprehension and retention by activating dual-coding processes, reducing learners' dependence on translation, and promoting classroom interaction and engagement. Moreover, visual-context-based instruction can contribute to developing learners' cultural awareness by exposing them to authentic visual representations related to language use and everyday life.

Second, curriculum designers and school administrations should consider revising or supplementing existing textbooks to include a wider range of visual materials that correspond to learners' sociocultural context and cognitive level. In addition, providing teachers with visual-oriented teaching guides, digital resources, and professional training workshops can enhance the effective implementation of visual-context-based instruction in EFL classrooms while fostering intercultural understanding and learner-centered practices.

Third, Algerian schools should prioritize the allocation of educational resources for visual aids, particularly in under-resourced primary schools. Basic teaching tools such as flashcards, posters, realia, printed picture dictionaries, datashows, and simple multimedia resources can significantly improve vocabulary teaching and learning conditions and create a richer learning environment that supports both language development and cultural awareness.

Fourth, future researchers are encouraged to extend the current study by:

- using larger and more diverse samples from different educational regions,
- applying mixed-methods research designs to combine quantitative results with qualitative learner and teacher perspectives, and
- investigating the long-term impact of visual-context-based instruction on vocabulary retention, language proficiency, learner autonomy, and cultural awareness.

Overall, the incorporation of visual context in vocabulary instruction appears to be a valuable pedagogical strategy that can contribute to more effective, meaningful, and culturally enriched vocabulary learning in Algerian EFL primary classrooms.

Limitations of the study

Several limitations in the study were faced that may have affected the results obtained. Due to time constraints, the study relied on nine structured classroom observation sessions, which were not always fully accessible or fully aligned with the research objectives, especially since this was the first experience of using such an observation tool. In addition, the teachers' questionnaire faced limited participant availability and a lack of gender balance, as most respondents were female teachers. Furthermore, the relatively small sample size (30 teachers and nine observations) may limit the generalizability of the findings. The use of self-reported data may also have introduced some subjectivity, and difficulties were encountered during the SPSS analysis process before reaching more reliable results. Therefore, future research is recommended to use larger and more balanced samples, ensure better access to classroom observations, and apply more rigorous statistical procedures to improve the validity and generalizability of the findings.

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Appendices

Visuals aides support the teaching of abstract or difficult vocabulary									
the teacher monitors learners and adjusts instruction accordingly									

Part 4: Rubrics for vocabulary Learning through learning visual

Context

For each session, put a tick (✓) in the appropriate column according to the learners' observed performance level: good, average, or weak. This classification is used to identify learners' progress and measure their responses to vocabulary learning through visual contexts across the different sessions.

Rubric 1: Vocabulary comprehension

Sessions	Good	Average	weak
Session 1			
Session 2			
Session 3			

Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			

Rubric 2 : Learner participation

Sessions	Good	Average	weak
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			

Rubric 3 : Vocabulary Retention through recognition

Sessions	Good	Average	weak
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			

Rubric 4 : Vocabulary Retention through use

Sessions	Good	Average	weak
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			

Rubric 5: Learner Engagement

Sessions	Good	Average	Weak
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			

Appendix (B) Teacher Questionnaire

Dear Teacher,

This questionnaire aims to explore teachers' perceptions, practices, and experiences regarding the use of visual context in teaching English vocabulary to Algerian primary school learners. Your participation is highly appreciated and will contribute to the success of this research study.

استبيان المعلمين

دور السياق البصري في تعزيز تعلم المفردات

دراسة حالة تلاميذ المدارس الابتدائية الجزائرية – ورقة

عزيزي/عزيزتي المعلم/ة،

يهدف هذا الاستبيان إلى استكشاف آرائكم وممارساتكم وتجاربكم المتعلقة باستخدام السياق البصري في تعليم مفردات اللغة الإنجليزية لتلاميذ المدارس الابتدائية الجزائرية. مشاركتكم محل تقدير كبير وستساهم في إنجاح هذه الدراسة.

Section One: Personal and Professional Information**1. Gender**

Male Female

2. Age

Under 25 25–35 36–45 46 or above

3. Highest Academic Qualification

Licence Master Other: _____

4. Years of Teaching Experience in Primary School

Less than 3 years 3–5 years 6–10 years More than 10 years

5. Have You Received Training in Teaching English to Young Learners (TEYL)?

Yes No

Section Two: Use of Visual Context in Teaching Vocabulary

6. How Often do Learners Request Visual Support to Understand New Words?

Very often Often Sometimes Rarely Never

7. To What Extent do Visual Aids Help Learners Understand Vocabulary?

Very clearly Clearly Moderately Slightly Not at all

8. Do You Create Your Own Visual Materials?

Yes No Sometimes

9. How Often Do You Use Visual Aids in Vocabulary Lessons?

Always Often Sometimes Rarely Never

10. Which Types of Visual Aids Do You Use Most Frequently?

Pictures Realia Videos Posters

11. What Motivates You to Use Visual Context in Teaching Vocabulary?

Clarification of meaning Student engagement Curriculum requirements
 Personal preference

Section Three: Perceptions of Visual Context in Vocabulary Learning

12. Visual context helps Learners understand vocabulary without translation

Strongly agree Agree Neutral Disagree Strongly disagree

13. Visual Aids increase Students' motivation to learn English

Strongly agree Agree Neutral Disagree Strongly disagree

14. Learners remember Words Better When Visuals Are Used

Strongly agree Agree Neutral Disagree Strongly disagree

15. Visual Context Encourages Learners to Use Words in Meaningful Sentences

Strongly agree Agree Neutral Disagree Strongly disagree

16. Visual Context Helps Slow Learners Understand Vocabulary Faster

- Strongly agree Agree Neutral Disagree Strongly disagree

Section Four: Classroom Practices in Vocabulary Teaching

17. When Introducing New Vocabulary, Which Method Do You Use Most?

- Visual context Translation Gestures Synonyms/Antonyms Definition

18. Which Vocabulary Teaching Techniques Do You Use?

- Matching pictures with words
- Picture-based games
- Storytelling with pictures
- Labelling items
- Drawing activities
- Other: _____

19. Do You Integrate Visual Aids in Each Step of Your Lesson?

- Yes Sometimes No

20. How Long Do You Spend Preparing Visual Materials Before a Lesson?

- More than 20 minutes
- 10–20 minutes
- Less than 10 minutes
- I do not prepare materials

21. Do You Adapt Visuals to Suit Different Learning Levels?

- Always Often Sometimes Rarely Never

22. Do You Combine Visual Context with Other Strategies (Songs, Games, TPR)?

- Yes Sometimes No

Section Five: Challenges and Support

23. What Challenges Do You Face When Using Visual Aids?

- Lack of resources
- Large class size
- Insufficient training
- Lack of digital tools
- Time constraints
- Poor classroom conditions
- Other: _____

24. Overall, Using Visual Context in Teaching Vocabulary Is:

- Very effective Effective Moderately effective Ineffective

Section Six: Rubric for Vocabulary Learning with Visual Context

Criteria	Excellent	Good	Average	Weak	Teacher's Comments
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Footnotes

1. Learners demonstrate improvement when they listen, repeat, role-play, or interact with visual materials.
2. This rubric can be used by teachers or observers to evaluate learner progress in comprehension, participation, retention, application, and engagement.
3. Observations should be recorded after each session and compared across multiple sessions to monitor learner improvement over time.

الملخص

يُعدّ تعلم المفردات من العناصر الأساسية في تعليم اللغة الإنجليزية كلغة أجنبية، خاصة في المرحلة الابتدائية حيث يكون تعرّض المتعلمين للغة الهدف محدودًا، وتُعتبر السياقات البصرية مثل الصور والبطاقات التعليمية والملصقات والمجسمات الواقعية وسائل بيداغوجية فعّالة تسهم في دعم اكتساب المفردات من خلال ربط الكلمات بتمثيلات بصرية ذات معنى، مما يعزز الفهم ويحسن الاحتفاظ بالمفردات واسترجاعها. تهدف هذه الدراسة إلى استكشاف فعالية السياقات البصرية في تحسين تعلم المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية بالجزائر، وذلك بالاعتماد على المنهج المختلط، حيث شملت عينة الدراسة تسع ملاحظات صفية منظمة لأقسام السنة الثالثة والرابعة ابتدائي بورقلة خلال السنة الدراسية 2025-2026، إضافة إلى استبيان وُجّه إلى 30 أستاذًا للغة الإنجليزية في الطور الابتدائي تم اختيارهم بطريقة قصدية. وقد أظهرت نتائج الملاحظات الصفية أن 66.7% من المتعلمين أبدوا فهمًا أفضل للمفردات، بينما سجّل 77.8% من التلاميذ مستوى أعلى من التفاعل والمشاركة داخل القسم، كما أكدت نتائج استبيان الأساتذة فعالية استخدام السياقات البصرية في تدريس المفردات، حيث اعتبر 66.7% منهم أن استخدامها فعّال، في حين وصفه 33.3% بأنه فعّال جدًا دون تسجيل أي تقييمات سلبية، مما يدل على أن الوسائل البصرية تسهم بشكل ملحوظ في تعزيز المشاركة والفهم وترسيخ المفردات لدى المتعلمين، وتخلص الدراسة إلى أن دمج السياقات البصرية في أقسام اللغة الإنجليزية بالمرحلة الابتدائية يساهم بصورة إيجابية في تنمية الرصيد اللغوي للمتعلمين ويقدم دلالات تربوية مهمة يمكن الاستفادة منها في ممارسات تعليم اللغة

الكلمات المفتاحية: تعلم المفردات، السياق البصري، اللغة الإنجليزية كلغة أجنبية، التعليم الابتدائي، منهج البحث المختلط

Résumé

L'apprentissage du vocabulaire constitue un élément fondamental dans l'enseignement de l'anglais langue étrangère (EFL), particulièrement au cycle primaire où les apprenants disposent d'une exposition limitée à la langue cible. Les contextes visuels tels que les images, les flashcards, les affiches et les objets réels sont considérés comme des outils pédagogiques efficaces favorisant l'acquisition du vocabulaire grâce à l'association des mots à des représentations visuelles significatives, ce qui améliore la compréhension et la mémorisation. Cette étude vise donc à examiner l'efficacité des contextes visuels dans l'amélioration de l'apprentissage du vocabulaire chez les apprenants algériens de l'anglais au primaire, à travers une approche mixte. L'échantillon de l'étude comprend 9 observations structurées de classes de troisième et quatrième année primaire à Ouargla durant l'année scolaire 2025–2026, ainsi qu'un questionnaire administré à 30 enseignants d'anglais du primaire sélectionnés par échantillonnage raisonné. Les résultats des observations en classe ont révélé que 67% des apprenants ont montré une meilleure compréhension du vocabulaire, tandis que 78 % des élèves ont manifesté un niveau plus élevé d'engagement et de participation aux activités en classe. De plus, les résultats du questionnaire des enseignants ont confirmé l'efficacité positive du contexte visuel dans l'enseignement du vocabulaire, puisque 67 % des enseignants ont évalué son utilisation comme « efficace », alors que 33,3 % l'ont jugée « très efficace », sans aucune évaluation négative. Ces résultats indiquent que les supports visuels contribuent considérablement à renforcer la participation, la compréhension et la rétention du vocabulaire chez les apprenants de l'anglais langue étrangère. L'étude conclut que l'intégration des contextes visuels dans les classes d'anglais au primaire favorise positivement le développement du vocabulaire et offre d'importantes implications pédagogiques pour les pratiques d'enseignement des langues.

Mots-clés : apprentissage du vocabulaire – contexte visuel — anglais langue étrangère (EFL) – enseignement primaire – Methodes mixte