COVER PAGE AND DECLARATION

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EDUC580:

TITLE:

Educational Research

Designs and Procedures

MODULE ASSIGNMENT:

Action Research Paper/Report

Table of Content:

Title page 3

1. Action Research Topic 4
2. Abstract 6
3. Rationale for the Research 8
4. Research Questions and Research Objectives 11
5. Literature Review 12
6. Methodology 15
7. Data Analysis & Presentation of Results of Findings 19
8. Conclusion, Implications and Recommendations 24
9. References 28

EDUC580:

TITLE: Educational Research

Designs and Procedures

RESEARCH TITLE:

Comparing the Impact of Using Additional Visual Aids

on Vocabulary Acquisition

for First Grade ESL Learners in Vietnam

Assignment Title: Action Research Paper/Report

1. **Action Research Topic**

The title of my action research study is "Comparing the Impact of Using Additional Visual Aids on Vocabulary Acquisition for First Grade ESL Learners in Vietnam". It was conducted in a bilingual school in Vietnam. The main goal of the study was to compare the effectiveness of three types of visual aids we commonly use in the classroom: the original images from the book, simple icon-style clipart, and more realistic photos.

As a first grade teacher, I always spend a long time preparing for lessons, and a significant part of that time is spent looking for additional images. All my colleagues do the same, for all grades. But I often asked myself these questions: How do we know it is worth it? Is it really efficient? What if the book's images were actually better, more efficient, and we are all just wasting our time? And what about the type of additional images, are clipart images better than realistic photos? Or is it the opposite?

I realized that it was all a "gut feeling", and none of us had any proof that what we are doing is actually useful. This opportunity was given to me through this course to finally get an answer to the question of the effectiveness of various visual aids when teaching vocabulary to my students.

The study involved between 57 to 60 first-grade students with sometimes very different English proficiency levels. The study was conducted during preliminary summer classes before entering the first grade, so the students could be called "pre-first grade", but we will use the term "first grade" to refer to them. The number of students varied slightly from week to week due to various reasons including illnesses, short trips or even sometimes parents deciding to take their

child out of the classroom for half a day. For those reasons, absenteeism can be slightly higher during summer classes.

The study lasted three weeks, with weekly 15-20 minute learning sessions and 5-10 minute test sessions. The main hypothesis was that adding visuals improves vocabulary learning, with a secondary hypothesis suggesting that realistic photos might have more impact because of their connection to the students' real-life experiences. The goal of this research is to provide empirical evidence to improve ESL teaching practices to teach vocabulary to first graders.

2. Abstract

This action research study was conducted in a bilingual school in Vietnam with first grade students. Its main goal was to evaluate the impact of different types of visual aids on vocabulary acquisition. Specifically, the study compared the effectiveness of the original images from the ESL textbook, simple icon-style clipart, and more realistic photos. The study was conducted over three sessions taking place during three consecutive weeks. The study involved between 57 to 60 first-grade students with different English proficiency levels, and each group was given the exact same vocabulary lesson, with the only difference being the type of visual aid used with the vocabulary.

The methodology used included three sets of different vocabulary, taught using the exact same approach for three different groups of students. The lessons used a series of interactive activities designed to use a wide range of teaching methods to help vocabulary learning, such as listening and repeating, matching games, and quizzes. The effectiveness of each type of visual aid was measured through student participation (enthusiasm) and vocabulary retention. To do so, the teachers used an in-class assistant to count the hands up during the quiz to determine student participation, and printed quizzes as post-lesson tests.

Contrary to my initial expectations, the study found that realistic photos were found to be less effective than initially thought. Instead it was icon-style clipart images that had a more significant impact on vocabulary retention, likely because they are designed to be clear and simple, therefore more effective with very young learners. Nonetheless, these findings challenged my assumptions that using visual aids that are closer to the students' real-life

experiences would be inherently more effective. Actually, simpler visual representations might be more suitable for young ESL learners.

The study concludes that while additional visual aids are indeed beneficial for vocabulary learning, not all visual aids are equal in the matter, and realistic photos are actually less efficient than the original textbook images. The type of visual aid seems to matter significantly. Teachers should consider using simpler visual aids, like clipart or icons, to improve their students' vocabulary retention and enthusiasm while learning in class, at least for first-grade ESL learners. The aim of this Action Research is to contribute to improve ESL teaching practices by providing empirical evidence on the effectiveness of different types of visual aids for first grade ESL learners, and of young learners generally. These findings may bring some valuable insights for ESL teachers on how to use the best visual aids when teaching vocabulary to their students.

3. Rationale for the Research

As all educators know, vocabulary acquisition is crucial in early ESL education. First graders especially are at a critical stage of language development. At this age, the students are always very eager to participate in classroom discussions and activities, eager to describe the world around them. As a teacher for the last ten years, I have always tried to use this to my advantage, and conduct a mostly activity-based lesson as often as possible, keeping the students highly motivated. At this age, the students' focus is more on communication rather than grammar. In this case, the main barrier to expressing themselves is their limited vocabulary. So the faster and more effectively they can learn and use a broader vocabulary base, the better their confidence in learning the new language will increase, and the better their overall language learning will progress in the future. During first-grade, teachers are at a crucial moment to help the students define their future attitude towards learning the language. Therefore, finding the most efficient methods for teaching vocabulary is a great responsibility.

In my teaching experience, I have noticed that visual aids can help students learn new vocabulary. However, like many of my colleagues, I often spend a lot of time searching for these additional images to add alongside textbook materials. Most teachers would choose these images based mostly by their intuition, but also by which images are available in the search results (most educators I know will first go to Google Images to find them). During these image research sessions, I have often asked myself the question of the time invested in choosing and preparing these visual aids, if it is really helpful. How can we know if they are? And if they are, which types of images are most effective? Specifically, I often wondered if simple icon-style clipart or more realistic photos would be better to supplement the original textbook images. I simply didn't

know which type would be the most effective to help my first-grade ESL students learn actively and remember the vocabulary. This course has given me the opportunity to finally get an answer to my questions.

This action research study was conducted to answer these questions by testing the effectiveness of these different types of visual aids. The study was designed using three sets of vocabulary lessons, each lesson was taught to three different groups of students using the same exact consistent method, with the only variable being the type of images employed. The study's findings, which discovered that icon-style clipart images were more effective than realistic photos, challenged my assumption that images closer to the students' real-life experiences would be more effective. Instead, it seems that clipart type images, being more simple and clear, have a more significant impact on young learners learning new vocabulary.

Understanding this could have great practical implications for teachers. By helping them understand which types of visual aids are most effective, this research can potentially help all ESL teachers of young learners to make their lesson preparation faster and more effective. Educators can then save time by narrowing their image searches using better keywords, by adding "clipart" or "icon" to their search. Also, after searching teachers can select their visual aids faster by focusing on simpler, more effective visuals. I hope the results of this research can allow them to free up more time from image searching to use for other important aspects of lesson planning.

While some studies have explored using visual aids in language learning can significantly improve vocabulary acquisition (Halwani, 2017), I believe this research can contribute to the understanding of how different types of visual aids can also significantly impact vocabulary learning for young ESL learners. Ultimately, the goal of this study is to provide empirical

evidence and recommendations, and I hope it can improve our vocabulary teaching practices by helping both the efficiency of preparing the lessons and the effectiveness of teaching vocabulary for first-grade ESL students.

4. Research Questions and Research Objectives

The main question that started this research was: How does the use of different types of visual aids influence the acquisition of new vocabulary with first-grade ESL learners?

From there, two sub-questions emerged:

1. Which type of visual aid (textbook images, icon-style clipart or realistic photos) has the most significant impact on vocabulary learning in first-grade ESL learners?
2. Which type of visual aid has the greatest influence on student engagement and enthusiasm during vocabulary lessons?

From the research question and sub-questions, we can now write our Research Objectives:

1. To measure the impact of different types of visual aids (textbook images, icon-style clipart, and realistic photos) on vocabulary retention among first-grade ESL learners.
2. To measure how different visual aids affect student engagement and enthusiasm during vocabulary lessons.

5. Literature Review

In the world of language education, especially for younger learners around the first grade, the use of visual aids has been widely recognized as a great way to improve vocabulary learning and student engagement. In our research we explore how different types of visual aids, such as textbook images, icon-style clipart, and realistic photos, can affect learning new vocabulary for first-grade ESL learners. Also, we examine how these visual aids influence student engagement and enthusiasm during the vocabulary lessons. Although we haven't found much academic literature that exactly matches our research questions, we can review some articles to provide some context and background to our study. Hopefully our present research can help fill a gap in the literature.

Using visual aids in language instruction has been extensively studied, with numerous studies showing how effective it can be when learning new vocabulary. For example, according to Hyliarska, O., Mynenko, V. (2024) in "The Importance of English Language Teaching Methodology in Preschool Education," visual aids can enhance the acquisition of new vocabulary among preschoolers. The study finds that visual aids, such as images and tactile materials, significantly improve vocabulary retention. This is particularly relevant to our research objective, to measure the effect of different types of visual aids on vocabulary retention among first-grade ESL learners. By using visual aids, first-grade students can associate new words with images, helping greatly with their understanding and remembering of the lesson's vocabulary.

Also, Ariyanto, A., Cicik S. B. T. & Ardini, S. N. (2024) explored the use of flashcards, a common visual aid, in teaching vocabulary. They found that "students were able to acquire vocabulary with ease and were actively engaged in the teaching-learning process in the

classroom.” when using flashcards. The study supports our study’s notion that visual aids can be very effective tools to help with teaching vocabulary and helping students recall. This also supports our objective to find which type of visual aid has the greatest influence on student engagement and enthusiasm during vocabulary lessons.

Similarly, AminAfshar, M., & Mojavezi, A. (2017) found in their study that students who were given a visual during storytelling outperformed those in the control group in both vocabulary learning and retention. This study suggests that visual aids can significantly enhance vocabulary retention. This also supports our research objective to measure the impact of visual aids on learning vocabulary. The study mainly focused on learning vocabulary, but it implies that the visual also helped student engagement, contributing to them better remembering the vocabulary. This also supports our objective to understand how visual aids enhance student engagement and enthusiasm during the lessons.

Nakjan, M., Pankaew, P., Yenprem, W., & Kanokkamalade, V. (2024), in their research "Using PowerPoint Puzzle-picture Games for Teaching Vocabulary to Thai EFL Young Learners," show how effective it is to use interactive visual aids, in this case a puzzle-type “reveal the picture” games, which uses both text and images. Their study shows that these visual aids enhance vocabulary learning efficiency, but they also keep students highly engaged doing so. This finding supports our research objective to measure how different visual aids affect student engagement and enthusiasm during vocabulary lessons.

The literature we reviewed gives us enough evidence to safely say that visual aids are an essential tool to help young learners in general learn vocabulary more efficiently, and also that student engagement can be increased using them. However, it is not clear if using different types

of visual aids, such as textbook images, icon-style clipart, and realistic photos, have any significant effectiveness improving students' vocabulary learning or engagement during the lesson. As educators, understanding these differences can help us design lessons and define teaching strategies better, to improve our overall teaching efficiency and achieve better results with our students.

However, it is important to think about the limitations of these studies. The conclusions we draw from them may be different when used in another educational context, such as first-grade students in Vietnam. Most of the studies we reviewed came from different educational environments, like Iran, Indonesia, and Thailand, which can be very different from the Vietnamese context in many ways, such as educational practices and general attitude towards learning. The effectiveness of visual aids according to the students' cultural background can be vastly different, the objects they have encountered in their cultural environment as well, and the overall teaching methods used in Vietnamese classrooms can all influence the effectiveness of some visual aids that may look similar to us. We should also keep in mind that the age group and developmental stage of first-grade students might lead researchers to different conclusions compared to older learners in some studies we reviewed, for example younger learners may require more "simple" visuals. In conclusion, while the studies we reviewed undoubtedly provide valuable insights, it is also important to remember that their findings could need to be adapted or require adaptation to another context such as the one of our research in Vietnam.

6. Methodology

Participants

The study focused on 3 groups of students, all together between 57 to 60 first-grade students, all aged between 5 and 6 years old, as it is the required age for first grade in Vietnam. The reason for the number of students varied depending on their presence or not on the days and weeks of the different study sessions. The students had a wide range of English language levels. Some were nearly bilingual and could read and write simple words or even sometimes sentences in English, while others were bilingual but couldn't read and write at all. Some students also knew basic English words and the alphabet but had very different writing levels. Overall the study tested a broad spectrum of language abilities, from near-bilingual students to those with only basic English knowledge. The only notable exception was that there were no complete beginners.

The students were not randomly put into groups by myself due to school policy, which did not allow me to shuffle the existing classes. But, the initial way they assigned students in different classes during the summer program I know was done randomly, based for example on when their parents registered, or when they actually started, as some students started a few weeks later. For the purpose of this study, the classes were assigned randomly to perform the tasks according to our three different groups: one group used textbook images, another used icon-style clipart, and the third used realistic photos. This randomization was repeated with each new set of vocabulary to make sure the results of the study wouldn't be influenced by a possible overall higher level in one class or another .

Procedure:

To make sure the study would be consistent throughout, I created a standardized template to make sure each learning and testing session would be done the exact same way, and teach the three different sets of vocabulary in the same way. The procedure was as follows:

1. Listen & Repeat: We began the lesson with a session where the teacher would read the vocabulary words showing the pictures and the words. The students listened and repeated each while being shown the corresponding image and word, one at a time. This helped create the connection for them between the word and the image.
2. Which one do you like?: Then students were encouraged to use the new vocabulary in sentences by answering the question, "Which one is your favorite?" With this activity, they had to use the vocabulary again and again in front of their classmates, which strengthened learning for the whole class through repetition.
3. Let's Act: To strengthen their understanding of the vocabulary even more, the students were invited to play a game where they had to act as if they were using an object among the five that were studied that day. The choice of which vocabulary word was left to them. Their classmates then had to guess which object was being mimed. This active learning game encouraged them to use full sentences and promote kinesthetic learning or TPR (Total Physical Response).
4. Let's Match: A quick matching activity followed, where five students were asked, one at a time, to come to the board and match the words with the correct images. This activity was another opportunity for the students to connect each word with the corresponding image, and repeat it in front of the whole class one more time.

5. Find the Pairs Game: This is a classic game of hidden words and pictures, sometimes called “Concentration game”. In this game, words and images were hidden behind digital numbered cards. Students took turns naming two "cards" they wanted to reveal. The goal was to match a word with the corresponding image. So every time a student “flips” two cards and it isn’t a match, all students should build a mental image of pictures and words to remember where each one is for when their turn comes. Of course, they scored points when they got a correct match to add a healthy and enthusiastic competitive atmosphere during the learning process.
6. Test 1 - Engagement Quiz: The first test was a simple quiz with 10 questions, so each word was used twice in a random order. The teacher asked the students "What is it?", and of course asked them to answer using full sentences. This was not only useful to check if they could remember the vocabulary, but it was also used to measure their enthusiasm and engagement, by simply counting the number of students raising their hands for each question, with the help of the teaching assistant while the teacher was conducting the quiz.
7. Test 2 - Written Test: Finally, the students all took a written test, in which they had to work individually to match the vocabulary words with the corresponding image on a worksheet. This test was designed to measure vocabulary recall, in a way that wouldn’t penalize the students with low writing skills, as for some of them writing even five words can be quite challenging and take a significant amount of time.

Note: This entire process was repeated three times, each with a different set of vocabulary, to ensure consistency in the results related to the different types of visual aids (textbook images, icon-style clipart, and realistic photos).

7. Data Analysis & Presentation of Results of Findings

Enthusiasm

This section presents the analysis of the student engagement during vocabulary lessons, during the final oral 10-question quiz the students took, using the three different types of visual aids: textbook images, icon-style clipart, and realistic photos. The main objective of this quiz was to measure which type of visual aid would get the students more enthusiastic, and thus result in more engagement. The data was collected from the three groups, using each a different type of visual aid type. The way we measured engagement was from how many hands were up after the teacher asked each question, the result was then calculated as a percentage representing the amount of students who were actively participating in the lessons.

First, the overall mean and standard deviation of student engagement for each group were calculated, to be used for each different type of visual aid - **See Table 1 (page 30)**. For Group 1 (using textbook images), the mean engagement was 38.50%, and the standard deviation was 9.85%. From these results, we can say that the level of engagement with textbook images was moderate, but the engagement was quite consistent across different vocabulary sets.

For Group 2 (using icon-style clipart), the mean engagement was higher with 42.47%, and the standard deviation was 12.32%. We can see here that icon-style clipart images got the highest level of overall engagement, but with a slightly higher variability compared to Group 1. These findings can suggest that while the clipart images were generally more engaging, the level of engagement was not as consistent across all vocabulary sets.

For Group 3 (using realistic photos), the mean engagement was 24.25%, which is significantly lower than for Group 1 and 2. The lower mean engagement suggests that realistic photos have a

lower effect on first-grade students. The standard deviation was 7.90%, and this low variability shows the low engagement was quite consistent across all different vocabulary sets in the group.

To determine whether the differences we just calculated with the engagement across vocabulary sets for each group were statistically significant, a one-way ANOVA was used for each group. In Group 1, the p-value found was 0.016. Being lower than 0.05, this suggests that the results are statistically significant. For Group 2, the p-value was 0.034, showing a bigger difference in engagement across vocabulary sets, but icon-style clipart had the highest level of engagement overall. This may suggest that some of the clipart images used were more effective than others at representing some vocabulary words, particularly for the vocabulary set 3. For Group 3, the p-value was 0.005, reinforcing the findings that the engagement in this group, using realistic photos, was the lowest of all.

In conclusion, this analysis tells us that the icon-style clipart was the most effective visual aid for student engagement, because it got the highest mean engagement, but the variability was higher. Textbook images also showed moderate engagement, and the results were slightly more consistent than for the clipart images. Realistic photos on the other hand, showed the lowest overall engagement, with consistent variability. Overall we can observe that p-values were significant within each group, suggesting that even with the variations in engagement with different vocabulary sets, the type of visual aid does play an important part in teaching vocabulary, as far as engaging the students is concerned. From the results, we can make a suggestion for educators to consider using more icon-style clipart as additional visual aids into vocabulary lessons, while that the textbook images can also create significant engagement, but they should probably avoid using realistic photos with first-grade students if they want to maximize student engagement and hopefully consequently, vocabulary learning.

Retention

This section presents the analysis of our data showing vocabulary retention during lessons, especially how well the students were able to remember the words and the images associated with them, always using the same three different types of visual aids: textbook images, icon-style clipart, and realistic photos. The main objective here was to determine which type of visual aid type would help the students remember the vocabulary words best. The way we measured that was by giving a quick vocabulary matching test to the students, using one of the different visual aids and the words, all in the same order for each test. Then the retention was measured as the percentage of correct answers in the test - **See Tables 2 to 4 (pages 31 to 33)**.

For Group 1 (using textbook images), the mean retention was 80%, and the standard deviation was 25.14%. From these results, we can see that the retention rate is quite high, most students remembered most vocabulary words, but there was also considerable variability among students, suggesting that the task was still quite difficult for some of them. The variability could also mean that not all textbook images are equally effective, even if they are generally consistent in drawing style and clarity. This observation is at odds when compared to the data analysis for the student engagement, it would require more research to confirm if these factors really influence vocabulary learning among first-grade students. As we already suggested earlier, educators might consider carefully selecting additional images to make sure they are consistent when it comes to style and quality, in order to avoid having this variability that could impact the way some students are learning.

For Group 2 (using icon-style clipart), the mean retention was quite higher with 87.50%, and the standard deviation was 21.76%. This group had the highest retention rate, with even less variability compared to Group 1. These findings can lead us to think that icon-style clipart

images are more effective across all vocabulary sets. If our assumptions are correct, this would make simple drawings like clipart a more reliable visual tool for teachers to use, in order to get their students to remember vocabulary words in a more effective way.

For Group 3 (using realistic photos), the mean retention rate was lower with 76.00%, and the standard deviation was 31.83%. For this group we can see the overall retention rate was the lowest and the variability was the highest. This could tell us that even if some students did well on the test, there were other students who struggled significantly more with realistic photos. The variability being higher could also mean that realistic photos are less effective, this could be explained by the fact that the images may not be relevant with the way the students see the world, or the level of detail with photos that are too realistic does not reach younger audiences in the same way. Another reason could be the difficulty of finding the most relevant images when teachers look for the best photos online.

To determine if the differences we calculated in vocabulary retention across all types of visual aids were statistically significant, we also used a one-way ANOVA for each group. In Group 1, the p-value was 0.0328, showing the retention difference was statistically significant across the different vocabulary sets. This result could mean that some vocabulary sets were remembered better than others when we used textbook images. In Group 2, the test gave a p-value of 0.2005. This surprising result could mean that there were no significant differences in retention across different vocabulary sets. The lack of significant variation could also mean that the effectiveness of clipart images on vocabulary learning was consistent, regardless of the specific words being taught. In Group 3, the test also gave a p-value of 0.2867, showing no significant differences in retention across different vocabulary sets, even if the overall retention rates were lower. This could also mean that realistic photos, even if they are generally less

effective, were quite consistent in their level of effectiveness in learning and remembering the different sets of vocabulary.

In conclusion, this data analysis taught us that icon-style clipart images were the most effective visual aids when it comes to vocabulary retention. They showed the highest mean retention rate, and also consistent data across the three different vocabulary sets. Textbook images also gave a high retention percentage, but with more variability and significant differences across vocabulary sets. These findings suggest that textbook images can be quite effective, but their effectiveness can differ depending on which specific images are used. After this study, we can say that when choosing additional visual aids for their vocabulary lessons, educators should always keep in mind that consistency in quality and style of the images leads to higher participation and retention among students, although further research is needed to confirm the significance of this observation. On the other hand, it seems that realistic photos can be effective for some students, but showed the lowest retention and highest variability. This could mean that they are less consistent in producing similar results. Although Groups 2 and 3 results showed high p-values, the findings underscore the importance of choosing the right visual aids, and icon-style clipart images emerged as the most effective tool for vocabulary learning and retention in ESL learners.

8. Conclusion, Implications and Recommendations

Based on the findings of this action research study, it appears obvious that the type of visual aids chosen to teach vocabulary to first-grade ESL learners has an impact on both the students' engagement and their enthusiasm, as well as on vocabulary retention. The study showed that icon-style clipart images were the most effective, both with the students' enthusiasm and and the impact on remembering the vocabulary. Clipart images outperformed both the original textbook images and the realistic photos. The study tends to suggest that overall, simpler and more conceptual visual representations, as required for icons or clipart targeted for education, are more suitable for younger learners at least around the first grade. This advantage is most likely due to the fact that they are intrinsically designed to be clearly and directly associated with the vocabulary they represent.

Oppositely, realistic photos, which the researcher thought at the beginning would be more effective, because of their connection to the students' real-life experiences, were actually the least effective. Further studies would be required to explain the reasons behind this, but we could suggest that the lower engagement and retention with realistic photos can be attributed to the fact that they are more detailed, more complex, and possibly just bring too much information at once, which can be overwhelming for such young learners.

The findings of this study can imply a few important conclusions for ESL educators. First, when selecting the right visual aids, teachers should in priority look for simplicity and clarity, especially with younger students who are still developing their language and cognitive skills. Icon-style clipart images, because they have a lot less additional details, can help the

students focus only on the key elements of the vocabulary, therefore they can improve their understanding and retention.

Secondly, the study suggests that while additional visual aids are beneficial, they have to be chosen carefully to be in tune with the developmental stage of younger learners, first-grade students in particular. Although realistic photos are probably very valuable in other contexts, such as perhaps after middle school or high school age when students have more experience of real-life situations interpretation, they may not be the best choice for young ESL learners, and they may even be distracting them from the most optimal learning. This conclusion highlights the importance of crafting teaching materials very carefully and catering them to the specific needs and abilities of each specific group of students.

Recommendations:

1. Use of icon-style clipart: If they choose to use additional visual aids to make extra teaching materials, teachers should use icon-style clipart images for their vocabulary lessons instead of realistic photos. They have demonstrated a significant improvement in both student engagement and vocabulary retention. These images should be simple, clear, consistent, and directly related to the vocabulary being taught.
2. Limit the use of realistic photos: Educators should be careful when using realistic photos to teach vocabulary to first-grade ESL students. Even if photos may appear more descriptive for us as adults, they may not be the best choice. If realistic photos must be used, they should be very carefully selected to make sure that they are not too complex, not too detailed, and maybe relevant to the students' experiences.

3. Training: Schools could provide training for teachers, as this educator never received such training, on how to use visual aids effectively when teaching a language. The importance of selecting the right visual aids can be based on empirical evidence, and such small precautions when choosing additional visual aids require little effort but can significantly improve teaching effectiveness, especially for young learners.
4. Further research: While we hope this study can provide valuable insights, further research should be done to explore more about the effectiveness of the different types of visual aids in more educational contexts and specifically different countries, cultures and age groups. Such additional research could help teachers by making better recommendations and adapt them to different learning environments and students.
5. Lesson planning: Educators should consider a more comprehensive approach to lesson planning, to use a variety of visual aids, interactive activities, and assessments targeted for the specific needs of their students. There are numerous environments and student needs, and it is unlikely the same materials will work the same way across the board. By doing so, teachers can create more engaging and effective lessons that enhance vocabulary learning and the overall language development of their students.

By implementing these recommendations, we hope to help educators have greater efficiency and effectiveness when teaching vocabulary to first-grade ESL learners, ultimately contributing to better learning outcomes and student engagement in ESL classrooms around the world.

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Table 1: Results of the Enthusiasm data:

	Question	Vocab 1	Vocab 2	Vocab 3
GROUP 1 (textbook images)	Question 1	0.3000	0.4500	0.2400
	Question 2	0.5000	0.3600	0.4300
	Question 3	0.5000	0.4500	0.3800
	Question 4	0.3000	0.4500	0.3300
	Question 5	0.2500	0.5000	0.2400
	Question 6	0.5000	0.3600	0.3800
	Question 7	0.4500	0.5500	0.2900
	Question 8	0.1500	0.4500	0.3800
	Question 9	0.3000	0.5000	0.3300
	Question 10	0.4500	0.4500	0.3300
	Mean:	0.3850		
	Standard deviation:	0.0985		

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	10	3.7	0.37	0.015666666667
Vocab 2	10	4.52	0.452	0.003462222222
Vocab 3	10	3.33	0.333	0.003912222222

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.07418	2	0.03709	4.829194194	0.016109006545	3.354130829
Within Groups	0.20737	27	0.007680037037			
Total	0.28155	29				

	Question	Vocab 1	Vocab 2	Vocab 3
GROUP 2 (Icon style Clipart)	Question 1	0.2500	0.5300	0.2600
	Question 2	0.5000	0.4100	0.4200
	Question 3	0.3000	0.4700	0.3700
	Question 4	0.3500	0.7600	0.3200
	Question 5	0.3000	0.4700	0.4700
	Question 6	0.5000	0.6500	0.3200
	Question 7	0.3500	0.5900	0.5800
	Question 8	0.4000	0.3500	0.4200
	Question 9	0.5000	0.5300	0.3700
	Question 10	0.4500	0.2900	0.2600
	Mean:	0.4247		
	Standard deviation:	0.1232		

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	10	3.9	0.39	0.008777777778
Vocab 2	10	5.05	0.505	0.019583333333
Vocab 3	10	3.79	0.379	0.009721111111

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.094706333333	2	0.048703333333	3.836698372	0.0341554149	3.354130829
Within Groups	0.34274	27	0.012694074074			
Total	0.440146666667	29				

	Question	Vocab 1	Vocab 2	Vocab 3
GROUP 3 (realistic photos)	Question 1	0.1176	0.2200	0.1500
	Question 2	0.2353	0.2200	0.2500
	Question 3	0.3529	0.2200	0.2000
	Question 4	0.1765	0.3300	0.2500
	Question 5	0.2353	0.3900	0.1000
	Question 6	0.2941	0.2200	0.1500
	Question 7	0.3529	0.2200	0.2000
	Question 8	0.2941	0.2800	0.2000
	Question 9	0.3529	0.3900	0.1500
	Question 10	0.2941	0.2800	0.1500
	Mean:	0.2425		
	Standard deviation:	0.0790		

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	10	2.7057	0.27057	0.006303622333
Vocab 2	10	2.77	0.277	0.004956666667
Vocab 3	10	1.8	0.18	0.002333333333

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.056844223267	2	0.028422116633	6.49321769	0.004984131549	3.354130829
Within Groups	0.12234261	27	0.004531207444			
Total	0.181186337	29				

Table 2, 3 & 4: Results of the Retention data:

	Student	Vocab 1	Vocab 2	Vocab 3
GROUP 1 (textbook images)	Student 1	0.4000	0.6000	0.6000
	Student 2	0.4000	1.0000	0.6000
	Student 3	0.8000	1.0000	0.6000
	Student 4	1.0000	0.6000	0.4000
	Student 5	0.8000	1.0000	1.0000
	Student 6	0.8000	1.0000	1.0000
	Student 7	0.4000	1.0000	1.0000
	Student 8	1.0000	1.0000	0.2000
	Student 9	1.0000	1.0000	1.0000
	Student 10	0.6000	1.0000	1.0000
	Student 11	1.0000	0.6000	1.0000
	Student 12	0.6000	1.0000	1.0000
	Student 13	0.8000	1.0000	1.0000
	Student 14	0.8000	1.0000	1.0000
	Student 15	1.0000	1.0000	0.6000
	Student 16	0.4000	1.0000	1.0000
	Student 17	1.0000	1.0000	1.0000
	Student 18	0.6000	1.0000	0.6000
	Student 19	0.2000	0.4000	0.4000
	Student 20	0.4000	1.0000	1.0000
	Student 21		1.0000	0.6000
	Student 22		0.6000	

Mean:	0.8000
Standard deviation:	0.2514

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	20	14	0.7	0.06947368421
Vocab 2	22	19.8	0.9	0.03714285714
Vocab 3	21	16.6	0.7904761905	0.0699047619

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.421904762	2	0.210952381	3.618295671	0.032837256	3.150411311
Within Groups	3.498095238	60	0.058301587			
Total	3.92	62				

	Student	Vocab 1	Vocab 2	Vocab 3
GROUP 2 (icon-style Clipart)	Student 1	1.0000	1.0000	1.0000
	Student 2	1.0000	1.0000	0.8000
	Student 3	1.0000	1.0000	1.0000
	Student 4	1.0000	1.0000	0.6000
	Student 5	1.0000	0.4000	0.8000
	Student 6	1.0000	1.0000	1.0000
	Student 7	1.0000	1.0000	0.8000
	Student 8	0.8000	1.0000	1.0000
	Student 9	0.6000	1.0000	1.0000
	Student 10	1.0000	1.0000	0.4000
	Student 11	1.0000	1.0000	1.0000
	Student 12	1.0000	1.0000	0.4000
	Student 13	0.4000	1.0000	1.0000
	Student 14	0.6000	1.0000	1.0000
	Student 15	0.6000	1.0000	0.6000
	Student 16	0.4000	0.8000	1.0000
	Student 17	1.0000	1.0000	1.0000
	Student 18	1.0000		1.0000
	Student 19	1.0000		0.8000
	Student 20	0.2000		
	Student 21			
	Student 22			

Mean:	0.8750
Standard deviation:	0.2176

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	20	16.6	0.83	0.06852631579
Vocab 2	17	16.2	0.9529411765	0.02264705882
Vocab 3	19	16.2	0.8526315789	0.04374269006

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.1532786378	2	0.07663931889	1.656747771	0.2004839744	3.171625948
Within Groups	2.451721362	53	0.04625889363			
Total	2.605	55				

	Student	Vocab 1	Vocab 2	Vocab 3
GROUP 3 (realistic photos)	Student 1	1.0000	1.0000	0.2000
	Student 2	1.0000	0.6000	1.0000
	Student 3	1.0000	0.4000	0.2000
	Student 4	1.0000	0.2000	0.4000
	Student 5	1.0000	0.6000	0.4000
	Student 6	1.0000	1.0000	0.2000
	Student 7	1.0000	1.0000	1.0000
	Student 8	1.0000	1.0000	1.0000
	Student 9	1.0000	1.0000	1.0000
	Student 10	1.0000	1.0000	1.0000
	Student 11	0.2000	1.0000	1.0000
	Student 12	0.6000	1.0000	0.6000
	Student 13	0.6000	1.0000	0.2000
	Student 14	0.2000	1.0000	1.0000
	Student 15	0.6000	1.0000	0.6000
	Student 16	0.6000	1.0000	1.0000
	Student 17	0.2000	1.0000	1.0000
	Student 18		0.4000	1.0000
	Student 19			0.6000
	Student 20			0.2000
	Student 21			
	Student 22			

Mean:	0.7600
Standard deviation:	0.3183

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Vocab 1	17	13	0.7647058824	0.1011764706
Vocab 2	18	15.2	0.8444444444	0.07320261438
Vocab 3	20	13.6	0.68	0.1237894737

ANOVA

Source of Variatior	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.2567320261	2	0.1283660131	1.279902148	0.2866777801	3.175140971
Within Groups	5.215267974	52	0.1002936149			
Total	5.472	54				

Graphics 1 & 2: Mean Enthusiasm and Retention charts:



