



Teaching English vocabulary through visuals and multimedia

Zulfiyakhon FAZLIDDINOVA¹, Feruza ERKULOVA²

Namangan State Institute of Foreign Languages named after Iskhokhon Ibrat

ARTICLE INFO

Article history:

Received December 2024

Received in revised form

15 December 2024

Accepted 20 January 2025

Available online

15 February 2025

Keywords:

vocabulary,
flashcards,
videos,
EFL,
young learners.

ABSTRACT

The present study investigates the efficacy of multimedia and visual aids (specifically, flashcards and video-based vocabulary lessons) in the context of vocabulary instruction for young learners. The investigation is informed by extant research, which has identified multimedia and visual aids as a pivotal element in language acquisition. The present study therefore explores the utilization of multimedia and visual aids in the teaching of vocabulary to young learners, and the perceptions and utilization of visual aids by teachers. The present study was conducted experimentally with 35 students from the second grade of a public primary school in Uzbekistan, and teachers working in this school were invited to respond to the survey question. The findings of the study demonstrated that the use of multimedia and visual aids can enhance the speed of language learning and motivation, in contrast to the conventional methods. The utilization of visuals and technology has increased to 3 per cent in this study. Furthermore, the study sought to ascertain the challenges faced by teachers and their preferences regarding resource materials, with the objective of ascertaining the requirements of rural schools.

2181-1415/© 2025 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol6-iss1/S-pp43-52>

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

¹ Master degree student, Namangan State Institute of Foreign Languages named after Iskhokhon Ibrat.
E-mail: zuzu801102@gmail.com

² PhD, Associate Professor Namangan State Institute of Foreign Languages named after Iskhokhan Ibrat.
E-mail: feruzaerkulovauzb@gmail.com

Vizual va multimedia orqali ingliz tilidagi lug'atni o'rgatish

ANNOTATSIYA

Kalit so'zlar:

lug'at,
kartalar,
videolar,
EFL,
yosh o'quvchilar.

Lug'at tilni o'zlashtirishning asosiy elementi bo'lib, uni o'rgatish til o'rgatishning muhim masalalaridan biridir. O'yinlar, texnologiya, kartalar, rasmlar va boshqalar kabi turli xil vositalar yordamida EFL talabalariga yangi leksikani o'rgatish bo'yicha ko'plab tadqiqotlar o'tkazildi. Ushbu tadqiqotda yosh o'quvchilarga lug'atni o'rgatishda multimedia va ko'rgazmali qurollarning (xususan, lug'at uchun kartochkalar va videodarslar) samaradorligi, o'qituvchilarning fikr-mulohazalari/ko'rgazmali qurollardan foydalanish o'rganildi. Ushbu tadqiqot O'zbekistondagi umumta'lim maktabining 2-sinfidan 35 nafar o'quvchi ishtirokida eksperimental tarzda o'tkazildi va ushbu maktabda ishlovchi o'qituvchilardan so'rov savoliga javob berish so'ralgan. Tadqiqot natijalari shuni ko'rsatdiki, multimedia va ko'rgazmali qurollardan foydalanish o'rganish tezligini va til o'rganish motivatsiyasini oshirishi mumkin, an'anaviy usullardan farqli o'laroq, ushbu tadqiqotda vizual va texnologiyadan foydalanish 3 foizga oshgan. Bundan tashqari, qishloq maktablarida o'qituvchilarning muammolari/fikri va turli resurs materiallaridan foydalanishi sinovdan o'tkazildi.

Преподавание английского словарного запаса с помощью визуальных средств и мультимедиа

АННОТАЦИЯ

Ключевые слова:

словарный запас,
карточки,
видео,
EFL,
юные ученики.

Словарный запас является ключевым элементом овладения языком, поэтому его обучение занимает важное место в преподавании. В различных исследованиях рассматривались методы обучения новой лексике студентов EFL с использованием различных инструментов, таких как игры, технологии, карточки, иллюстрации и другие ресурсы. В данном исследовании изучалась эффективность мультимедийных и наглядных пособий (в частности, карточек и видеоуроков) при обучении лексике юных учащихся, а также мнение учителей о применении наглядных материалов. Эксперимент был проведен среди 35 учащихся 2-го класса государственной начальной школы в Узбекистане. Кроме того, учителям, работающим в этой школе, было предложено ответить на вопросы анкеты. Результаты исследования показали, что использование мультимедийных и наглядных пособий способствует ускорению процесса обучения и повышению мотивации учащихся к изучению языка. В отличие от традиционных методов, использование наглядных

материалов и технологий в данном исследовании увеличилось на 3%. Помимо этого, были проанализированы проблемы, с которыми сталкиваются учителя, их мнение о различных учебных ресурсах, а также уровень доступности таких материалов в сельских школах.

INTRODUCTION

With the advancement of technology, the necessity for the usage of multimedia has significantly increased and English vocabulary is the main element of Language learning. Research has shown that incorporating the digital storytelling teaching method has significantly enhanced the vocabulary competence of primary school learners additionally the grammar knowledge and attitude of students towards English languages acquisition (Karimov et.al, 2023; Zhang Zhen, 2016). While research suggests visual and multimedia approaches are beneficial for vocabulary learning, there is a gap in understanding the optimal combination of specific visuals and multimedia elements and their long-term impact on different learner types and contexts. The current research examines the benefits of teaching English vocabulary to 35 primary school learners from the 2nd grade of a public school in Namangan, Uzbekistan, through specific visuals and multimedia materials, flashcards and video-lessons. Traditional vocabulary learning methods with flashcards are the usual method for the teachers, because of its comfortability, however with the improvement in technology the research pays attention to the digitalizing of teaching methods, it's advantages and disadvantages both on students and teachers. This research paper first reviews the relevant literature on the significance of the usage of multimedia in the teaching process, then goes on the main research by analyzing and discussing students' pretest and posttest results, and gives conclusions and recommendations for the further studies.

LITERATURE REVIEW

The application of visual and multimedia resources has been one of the successfully implemented methods that led to diversity of the teaching process. Visuals are the incredible tools in teaching lexicon in EFL classes to different age learners, for example; real objects, images, flashcards, pictures in textbooks, maps, model-toys that emphasize different set of vocabulary greatly assist teachers and learners in new language acquisition. Additionally, online programs Quizlet Live, Quizzes, Kahoot!, vocabulary building application, educational videos, animated stories, music, podcasts and audiobooks ensure to teach with the help of the technological devices as most of the students enjoy working with their phones and laptops.

Nguyen (2021) has reviewed about 20 researches about the effects of media on foreign language vocabulary acquisition and concluded that the usage of the mass media has a great importance in the process of acquiring English vocabulary for students. On the other hand, Omer and Abdulrahman (2020) classified three main categories of challenges related to the teaching (related to teachers, students and methods/techniques).

Esin Hazar (2020) by conducting research in 37 Turkish students attempted to determine the role of digital games on enhancement of English vocabulary, and found out that the digital games are much more effective than the traditional methods.

Sayfutdinov and Sotlikova have studied this theme in uzbek students and teachers, while the former emphasized the integration of technology and mnemonics into vocabulary teaching, (Sayfutdinov, 2024) the latter observed and interviewed

10 teachers at Genius private schools about their use of teaching techniques, vocabulary selection strategies and the use of visual aids and collaborative exercises (Sotlikova, 2023). Digitalizing teaching tools will not only help to improve vocabulary learning skills, but grammar knowledge and attitudes towards the language learning (Karimova et.al. 2023), assist students with the ability to read, interpret, write vocabulary correctly (Wahid. et. al, 2021).

Mthethwa states that whether technologies used or not during the lesson, instructors play an important role and animated words helped students to memorize words more quickly than still pictures, this study was on the 60 participants, who were studying in the USA from different part of the world (2018).

METHODS/METHODOLOGIES

This study followed Campbell and Stanley's (1963) quasi-experimental testing method, with a study group consisting of experimental and control groups drawn at random. During the procedure materials were taught with the help of the multimedia learning principles developed by Mayer, 2009 and the numerous empirical studies have shown enhanced retention, increased motivation and engagement and the improved vocabulary acquisition. To test the effectiveness of the utilization multimedia in the vocabulary teaching, primarily, observations were done in the one of the rural 3rd public school in Turaqurgan district, Namangan. The quantity of 2nd grade students were selected by the researches, in the control group consisted of 17 students and the experimental group 18. This research was proceeded during 4 weeks and students had 8 lessons, each lesson lasted 45 minutes.

Process steps

At the beginning of the process according to the research design pretest was conducted both from the control and experimental groups, the pretest was in the form of a vocabulary quiz (given in the appendix) to check their background knowledge. After which, students' results were compared and divided into control and experimental groups, after which teaching with the tools such as smart TV, (videos) started in the experimental group, while the control group had lessons in the traditional teaching methods and learned vocabulary with the help of repetition drills and chants.

In the first week, two lessons were conducted, and the main aim was to introduce half part of the vocabulary on the topic "Clothes" in the experimental group these topic-based words were demonstrated through videos and Guess What! Studentsbook for 2nd grade was used to show students the pictures of the words, while in the control group students used pictures of the words given in the book. In the following week, the experimental group had 2 lessons that used flashcards, videos, and pictures to reinforce the given vocabulary. In contrast, the experimental group used only school books and did exercise writing with the help of the grammar translation method. In the third week of research, the second half of the vocabulary was introduced as the first half did and in the last week, all words were revised, and reinforced. After the teaching procedure (4 weeks), we took the posttest and carefully sorted out and analyzed the results.

Tools

In the current research study, several tools were utilized. Firstly, to find out the background knowledge of students and after the study results, surveys were distributed and analyzed according to the research study done by Mansourzadeh (2014). Traditionally, the quasi-experimental method has been assessed by measuring the

effectiveness of teaching vocabulary through visuals and multimedia resources used in the study. To check the teacher's opinions, their usage of visuals and multimedia during the lessons, and their challenges another online survey was conducted. In the experimental group students were taught with specially prepared videos, to learn the lexica related to the theme and used different types of visuals (flashcards and pictures).

To find out the teacher's perceptions and opinions about the usage of the visuals and multimedia Google Forms app was used. The 10 most essential questions were given to teachers and the results were analyzed.

Analyzing data

In the study, the data was analyzed by comparing test results with the pretest and post-test assessment, and teachers' answers were given in the bar, pie chart form.

RESULTS

Table 1 demonstrates the results of the pretest vocabulary that checked the background of the leaders. According to the results of the analysis, the mean score of the experimental group was 52,75, while the mean score of the control group was 57,72. The t value of 4, 97 shows the difference between the knowledge of students in the given words.

Table 1.

Background knowledge of students.

Background vocabulary knowledge	Group	N	Mean	t
	Experimental	17	52,75	-4.97
	Control	18	57,72	

Table 2 shows the results of the research that has been conducted positively for both experimental and control groups. While the experimental groups' results soared up to 92 with a demonstration of the high effectiveness of teaching with flashcards and video lessons, the control group improved their vocabulary to 89 percent which shows the effectiveness of teaching traditionally. Finally, the difference between the groups was that the experimental group had 39,25 % improvement, and the control group had 36.28%.

Table 2.

Posttest results

Post test results	Group	N	Mean	t
	Experimental	17	92	
	Control	18	89	-3

We have collected an analytical survey from colleague teachers, who have from 3 to 15 years of experience in teaching English as a foreign language, and analyzed questions and outcomes, in detail.

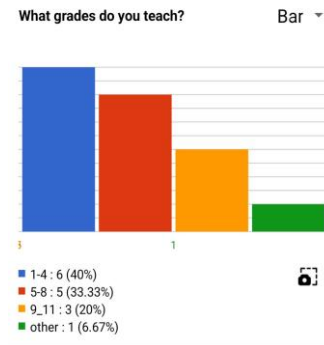


Table 3. Grades.

Table 3. aims to find out the teacher's main field of work, as we are doing experimental on primary school learners, 40% of teachers are primary school teachers. Additionally, five teachers teach 5-8 grade students, three of them instruct young adults, and only 1 person works in the higher education system.

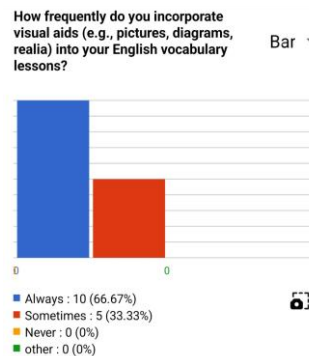


Table 4. Frequency of using visual aids.

Approximately sixty-seven percent of teachers utilize visual aids as given in the just above chart, which is not enough in the process of integrating visuals and multimedia in the classroom.

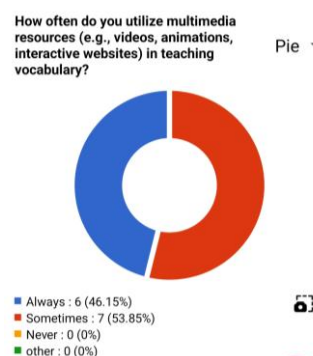


Table 5. Frequency of using multimedia resources.

When it comes to the utilization of multimedia resources such as videos, and interactive websites, like padlet.com, Kahoot! And others in teaching vocabulary to very young learners only 40 % of teachers consistently use them, and the latter part uses them rarely.

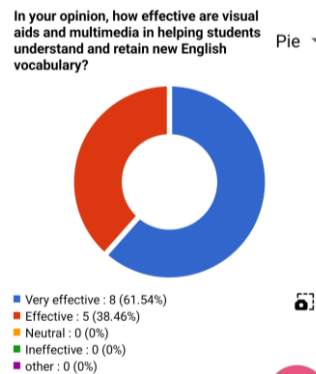


Table 6. Effectiveness of visual aids and multimedia.

However, teachers do not use visuals and multimedia resources permanently in their lessons, about 67% of them consider that these teaching tools are very essential in the assistance of English vocabulary comprehension and acquisition.

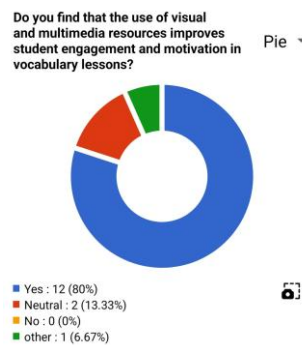


Table 7. Students' engagement and motivation.

Different illustrations and online resources are not only beneficial for vocabulary acquisition but for increasing learners' engagement and motivation to learn more and more words. Eighty percent of teachers find the use of these teaching tools significant for student motivation.

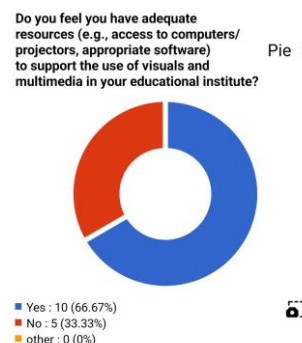


Table 8. Adequate resources.

According to the present survey results, approximately 67 percent of instructors have enough technological tools to utilize during the lesson, and 33 percent think that they do not have adequate technology for educational purposes in their workplace.

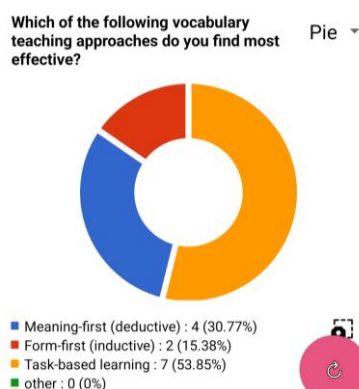


Table 9. Teaching approaches.

While teaching English vocabulary in the EFL context about 47 percent of teachers use Task-based learning strategies 40 percent deductive approach, and only 13 percent inductive approach.

For the question of what specific visuals and multimedia aid teachers use pictures and videos were responded mostly, additionally, flashcards TV, smart-boards, projector, and padlet.com were used by some teachers.

To find out what challenges the teachers have in teaching vocabulary we have asked about this issue and their answers were as given in the table below:

1. Lack of teaching tools in the rural schools.
2. Connection problems (speed of the internet)
3. Difficulty with the students' attraction.
4. Finding suitable resources. ×3
5. Authentic materials.
6. Lack of limited time during classes. ×2
7. Boredom
8. Time management.

DISCUSSION

Our study found that teaching young learners with the assistance of multimedia and visual aids gives better results than the traditional method of teaching in school, and in our study, the experimental group learned the words given by researchers by 3 percent which shows the effectiveness of teaching with these tools. Likely, to other researchers that have contributed to this field of study (Karimova,2023; Mthethwa, 2018) flashcards and videos are beneficial, not only for vocabulary acquisition but for its usage and cognitive skills of students. It is very important to know English words as basic skills for the learners and in this stage as a young language learners' students must know more words to back up their future language acquisition. Another finding was that the learners' motivation to study the language was increased, in comparison to the control group students. Classroom management also increased as students liked the videos and understand better by visual means.

According to the survey that has been conducted through the English teachers, teachers do not always use technological tools because of the problems they face in their rural areas. Only 66% of them use visuals and illustrations however, it is not enough for effective and interactive lessons.

The implication of this study is significant as there are increased results both in vocabulary acquisition and motivation, and management in learning. However, the students' numbers are limited it should be taught to more students which may help to find out the other benefits of the study. Further research must focus more on the other effects of teaching with the help of multimedia and visual aids. In conclusion, teaching vocabulary to young learners can be more effective, student's motivation to learn languages can be increased with the help of visual aids such as flashcards and video lessons that can help to visualize, correctly pronounce and increase learning speed.

CONCLUSION












To conclude, the study has tested the effectiveness of teaching English vocabulary via multimedia (videos) and visuals(flashcards) in young EFL learners in one of the rural areas of the Republic of Uzbekistan, the findings revealed that the usage of the abovementioned tools can significantly improve the vocabulary acquisition in students, and encourage students to visit more English lessons, however, teachers teaching tools and digital resources were not enough to teach them correctly in all the classes, which was the problems seen in rural areas. It is recommended to use more interactive visual resources to encourage and speed up the learning process not only in urban places but also in rural areas of the country.

Teaching English vocabulary through visuals and multimedia in primary school learners.

Pre-test

Students full name: _____

 <p>A) T-shirt B) Dress C) Pants</p>	 <p>A) Jacket B) Pants C) Shirt</p>	 <p>A) Jacket B) Dress C) Pants</p>	 <p>A) T-shirt B) Shirt C) Skirt</p>
 <p>A) Socks B) Shoes C) Shirt</p>	 <p>A) Skirt B) Dress C) Shirt</p>	 <p>A) T-shirt B) Shoes C) Socks</p>	 <p>A) Jacket B) Socks C) Pants</p>
 <p>A) T-shirt B) Shoes C) Shirt</p>	 <p>A) Bookcase B) Lamp C) Closet</p>	 <p>A) Couch B) Clock C) Phone</p>	 <p>A) Closet B) Table C) Couch</p>

			
A) Bookcase B) Lamp C) Closet	A) Cabinet B) Lamp C) Mirror	A) Phone B) Lamp C) Tv	A) Bookcase B) Couch C) Closet
			
A) Closet B) Table C) Clock	A) Phone B) Mirror C) TV	A) Mirror B) Lamp C) Closet	A) Silk B) Cotton C) Wool
			
A) Wool B) Silk C) Cotton	A) Leather B) Cotton C) Wool	A) Cotton B) Wool C) Leather	

REFERENCE:

1. Hazar, E. (2020). Use of digital games in teaching vocabulary to young learners. *Educatia* 21, (19), 98-104.
2. Karimova, G., Ishanov, P., Mukanova, S., Odintsova, S., & Aratayeva, A. (2023). The effects of using digital stories and media in foreign language teaching. *International Journal of Education in Mathematics, Science and Technology*, 11(5), 1113-1130.
3. Mansourzadeh, N. (2014). A comparative study of teaching vocabulary through pictures and audio-visual aids to young Iranian EFL learners. *Journal of Elementary Education*, 24(1), 47-59.
4. Mthethwa, P. (2018). Teaching Vocabulary Using Multimedia: The Case of US International Students. *Global Journal of Foreign Language Teaching*, 8(2), 68-75.
5. Nguyen, N. T. T. (2021). A review of the effects of media on foreign language vocabulary acquisition. *International Journal of TESOL & Education*, 1(1), 30-37.
6. Nurillo, S. (2024). INNOVATIVE STRATEGIES: ENHANCING VOCABULARY LEARNING IN UZBEKISTAN'S ESL CLASSROOMS. *American Journal Of Social Sciences And Humanity Research*, 4(02), 111-123.
7. Přibilová, L. (2006). Teaching vocabulary to young learners (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
8. Sotlikova, R. (2023). The Presentation-Practice Route to Teach Vocabulary to Young Learners: A Casa Study at International Schools in Uzbekistan. *Journal of Language and Literature Studies*, 3(1), 67-79.