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*Designing Visual Lesson in English Foreign Language
Classroom*

**Acase Study : Teachers at Abd El Hamid Ibn Badis University of
Mostaganem**

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Dedications

I dedicate my work to my parents who have always be my nearest . I indebt to all they have done for me , thanks a lot for their love , care and support.

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I am great thankful to my ALLAH to help me to finish that work . I am thankful to my supervisor Dr BOUDJLAL. I appreciate his comments , unwavering , advice and suggestions. Iam grateful for his teaching and guidance because this study would not come to light without his vision .So i feel to say “ thanks “ to every one who have been doing so many good thigs for me .

Abstract

Visual pedagogy is a new concept that is teaching through the use of visual aids ,ICT's including electronic device that supports teaching and learning process , provided that it a company teaching methods not to substitute them . This dissertation consists of three chapters . The first chapter deals with literature review about visual pedagogy and the second chapter includes overview about research methodology and data collection of that study while the third chapter speaks about the analysis of teacher's questionnaire and the discussion of findings and recommendations . The research aims to investigate different ways that help teachers to design an effective visual lesson through the use of visuals in university and to highlight some recommendations about how to deal with the use of visuals in the teaching and learning process .

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General Introduction

A good lesson design is obtained by teacher's ability to utilize different teaching techniques as teaching aids to relay the some information because it's development can help teachers to prepare a good lesson and for learner's evaluation . As Shabiralyani ,Hassan,Hamad,Iqbal cited in Nazara (2016) clairify that “ teaching visual aids are those materials which are used to encourage teaching learning and make it easier and interesting” . (2015, P.226) .

In the English classroom the use of visual aids has become a must . Teaching English as foreign language with the use of that facilities seems an easy task for so many teachers . But the most important consitituent of their use in the learning and teaching process is their design .

As student at university level i saw that some teachers use different visual aids as power point slides , video, pictures , they choose them randemly and do not care about their plan and design . So , it is essential for teachers to know about the ways and tips that they should follow them because they are important elements that help in enhancing the learning process and teachers effectiveness .

This study aims at revealing the methods and ways of designing visual aids in english language teaching among teachers at university of Abdel Hamid Ibn Badis of Mostaganem . It is believed that this study may help teachers in clarifying and exploring the meaning of designing an interested visual lesson . The main objective behind the present is to raise teacher's consciousness about visual aids design .

In order to achieve the above stated objectives and aims formulated the basic questions : How do teachers design a visual lesson ? and what are the best techniques of using visuals in order to design an effective visual lesson ?

To answer these questions , the follwing hypotheses that are generated from the conceptual framework .

- a) Teachers may know the different kinds of visuals to gather with their use design .
- b) Visuals could be simple and readable .

General introduction

This study is conducted at Abdel Hamid Ibn Badis University of Mostaganem. In order to fit the objective of our research study in present research , the reseacher was used one main tool ; the questionnaire . The researcher planned a formal questionnaire that adressed to teachers , the researcher selected randomly a sample of twenty teachers for the study.The teacher's questionnaire is expected to clairify whether they think to design their visual lesson before come to lecturing and to getting their opinions about the ways in dealing with visuals to make an interesting lesson .

The present study is divided into three chapters .The first chapter provides a historical background of visual pedagogy in some concepts that have relation to its and its importance in enhancing language teaching and learning also it discusses the design of visual aids .

The second chapter includes research methodology and data collection . This chapter deals with the research methodology's framework and with the rsearch tool (the questionnaire) which discribes the questionnaire design and its administration as well as the population of the study .

The third chapter is devoted to the investegation of the obtained results and gives recommendations to teachers about the right standards of designing a visual lesson in order to help to lerning and teaching process increasement .

Introduction

In this chapter ,some definitions of concepts in relation to the topic , namely learning styles visual learning ,visual learner , visual literacy ,visual pedagogy , the importance of visual pedagogy and visual pedagogy in language classes will be dealt with and explained , some theories and quotes of many scholars will be mentioned . As the chapter progresses, lesson design and steps of designing visual lesson will be examined.

1.1 Learning Styles:

Learning style are defined as “ *The complex manner in which, and conditions under which , learners most effectively perceive ,process, store, andf recall what they are attempting to learn*“ .

(James and Gardner , 1995.P.20) . Cited in Hawkar 2014.

David Kolb(1984) defined Learning style as :“*a result of hereditary equipment , past experience , and the demands of the present environment combining to produce individual orientation thatgive differential emphasis to the four basic learning modes postulated in experiential learning theory* “.(David Kolb , 1984) .

From this definition of David Kolb we can say that style of learner is the of the influence of past experince of education and learning from the school and the serouding .

« *students and teachers need starting place for thinking about ,and understanding , how they learn ...* ». Fleming cited in Harrington .

In Fleming's VARK theory learning styles , Fleming indecates that there are four types of learning styles where he summarised the four types in one word which is VARK. "V" visual learner "A" Auditory, "R" Read and write learner and "K" Kinesthetic learner.

A. visual Learner:

Are learners who learn by seeing , they prefer to learn by the use of different devices and materiales that help him to get the knowledge and understand the information ,these students learn more easily through images or written words , and prefer to use visual representations by the use of diffrent resourses as Flashcards,Comics and Cartoons ,words puzzeles , multimedia ...

B. Auditory Learner :

Learners who learn best by hearing information , they tend to get a great deal out of lectures and good at remembering things they are told , they prefer to listen to a class lectures rather than reading from the textbook ,they prefer to a recording of their class lectures

C. Reading and Writing Learner :

« *people who prefer this modality are often addicted to power point ,the intrnet ,lists, diaries ,dictionnaries , quotations and words* ». Fleming 2017 cited in Harrington.

Based on Fleming definition reading and writing learner are learners who prefer to read textbook because they find it a great way to learn new information , they prefer to take notes during lectures and reading textbook ,and prefer to use overheads and handouts in class .

D. Kinesthetic Learner :

Learner who prefer to learn thought touching and doing , they enjoy performing tasks that involve directly manipulating objects and materials , they are good at applied actinities as cooking ,sports etc

1.2 Visual Learning :

Is teaching and learning style that ideas,data ,and other information are associated with images and techniques .It can be called as SPATIAL style that requires the learner first see what they are expected to know .

Roger et.al (2009) clarify that Visual learning is style in which the learner prefer to take information through the use of midium , learner tend to spend so much seeing things The teacher provides strategies for students and offers activities that he /she can implement in their classroom lectures in order to visual learners better understand information .

The term of visual learning or spatial learning style was established by pshychologist Linder Kerger Silverman PH.D. She sow that is style where students or learnershave the ability to understand visual information in surrounding them,they use their mind's eyes to picture the concepts that means, they capture the concepts throught pictural materials and prefer look at big picture , observe with details.Usually , students with visual style learn best when using visual instructions .

Another definition is provided that visual learning style is learning by seeing. Learners have preference for seen or observed things by the use of visual devices, these learners have the capacity to execute a new task after reading or watching the instructions.

Moreover, in order to make an educational content more effectively visual learning should engross the use of visual aides because it has good advantages that aides in developing learning process, enhances learners attention in certain subjects and creates learning more pleasant.

As away to conclude, one would say that visual learning is understood in same meaning in which the learner use visuals aides to get the meaning of information.

1.3 Visual Learner :

According to Sussie Zappia visual learner is the learner who prefer to read, write, with the utilization of instructions as pictures, graphs, diagrams, flashcards and different highlighted materials. Visual learner are those learner who find it easiest and most effective to take information through visual formats, they often need to get their study material stand out otherwise information tend to get lost in their mind. They assimilate information that they see it that means, they promote to read over listening and write over speaking aloud in other word they think in pictures and learn best in visual images.

Also, visual learner is learner who learn through seeing by the use of different visuals that can be key to understand and comprehend new concepts which means, they prefer to read silently with their eyes and make good use of any illustrations that go with the text. Moreover, they use many concepts to show connections of information such as color code to illustrate more, they invest to use highlighters of various color to code information they are learning. Colour pens also can be use to keep their attention when taking notes during lecturing in classes.

1.3.1 Characteristics of Visual Learner :

Neil Fleming mentions his opinion about the characteristics of visual learner. So based on what generated from Fleming views :

- Visual learner forgets information that they hear it but remember it while seeing it which means learn best from information they can see or read.

- They have a good abilities or capacities in hand writing and good at writing and reading skills
- They percieve a sense of space than time .
- They like to looking all the time to look to their teacher because he help them to focus.
- They can remember more than 50% of what they read or see becouse they have great touch of direction and simplicity .
- They often do well in class activity because their minds are very active to remember where the information is .

1 . 4 visual Literacy :

The term of visual literacy was first found in 1969 by Jhon Debes . It is a notion that relate

to art and design but it is also has a larger applications about language communication and interaction . It is the ability to read , write and creates visual images stable and moving . Seel(1994)defined visual literacy as a talent that lead to three skills which are visual communication , visual thinking and visual learning . To highlight a clear explanation of seel's definition .

First , Kavolike and King (2001) thought that visual communication is an aptitude of student to use visuals as diagrams in order to show his opinion or information that help him to transmit the knowledge . To illustrate more that is a transferring the information that learner can be see it or is the competence to comprehend visual images and the competence to convey communication and expression through the use of images.

Second , visual thinking is when learner see the words as pictures it can be as a way to organize thoughts and progress the competence to think and communicate . thinking in picture can help to create imagerary in the mind's eye and help to express that imagenary in visual language.

Third , as we mention before about visual learning we can say that it is learning style in which learner use visual images in order to understand the knowledge .Brainsorming ,presentation,cardes, roads maps it can includes in the ways that use in visual literacy and visual thinking .

Extending to the meaning of visual literacy which is thought as an ability to understand and evaluate visuals and visual presentations for communication and conveyance of cognizance . Visual literacy it can be as set of abilities that enables the learner effectively create the use of visual media . As Thomas and Jolls viewed that :

“ *Media literacy is a 21st century approach to education that provides a frame work to access analyse, evaluate and create messages in a variety of forms .* “ (Thomas and Jolls,2005.P.190) Based on Thomas and Jolls on their view about media literacy’s definition we thought that visual literacy is based on the idea that pictures can read and visual messages can be evaluated or assessed Furthermore, visual literacy is defined as :

« *Group of visions-competences a human being can develop by seeing and at the same time having and integrating other sensory expressions . The develoment of these competencies is fundamental to normal human learning , when developed they enable a visually literate person to discrimitate and interpret the visual actions, objects,and symbols natural or non-made that he encounters in environement* »(Franseckry and Debes,1972,P.27)

Franseckey and Debes describe visual literacy as perception abilities where learner can progress or advance it by sight and the complement of the senses as hearing .

As a way to conclude , visual literacy is understood in same meaning that thought the skills of visual literacy is based on the ability of interrraction to communicate with others to have the ability to transfer the information in visual language so students can better understand and keep information in their minds by connect ideas , words and concepts with images .

1.5 Visual pedagogy :

Visual pedagogy is new concept that is appeared and used in actual education because many theorists discovered that books and texts is not beneficial for enhancing learning and teaching process where George Kleine wrote in a 1910 film catalogue .

“ *Education thus imparted is never likely to be for gotten and pupils who are show in memorizing text book instruction absorb the same knowledge very ready and rapidly when conveyed by moving pictures, which teach as no words do* “ . (George Kleine 1910)

The two term of pedagogy and visual united to gather , connected to media education,media literacy and some case to spatial education . Goldfard (2002) , defined

visual pedagogy as the application of different procedures and rules in teaching with audio visual model and using visual representations to support learners media literacy in classroom context .P.20 .

Moreno,(2010) highlighted that there are two types of visual representations which are concrete visual representation and abstract visual representation

“ *Concrete visual representations are those that illustrate the real life objects corresponding to a problem’s cover story and abstract visual representations are those that conventional symbols represent the relevants of a problem’s cover story* “(Moreno, 2010 .Cited in Luhna Hou).

Based on Moreno’s definition about the types of visual representations it is understood that visual representations can help students to take the problem as easy to understand it and make it near to their mind . To illustrate more ,by the assistance of visual representations student will be as bragger to have the capacity of problem solving .

An other definition of visual pedagogy was limited by Lynn D.Dierking . Anthropology of education quarterly :

« (F) *ascinatingvisual pedagogy contains an excellent annotated appendix , which includes a list of media organization , distributions , and other resourses referred to in the rich case studies , enabling a reader to follow up any individual case study . The book does a fairly admirable job of walking the difficult line between theory and practice always a slippery stope...* » . Cited in Goldfarb Brain(2002) .

Lynn D . Dierking highlighted that visual pedagogy consist a good appendix which happen by the involvement of many resourses that allow the reader deal easily with understanding of text .

1.6 The Importance of visual Pedagogy :

Visual pedagogy has a lot of positive infleunces on student and teacher in learning and teaching process . By the use of visual aides in classes students can remember 70% of what they read and see because they have a good sense of direction and the nerves of mind have a better connection to the eyes than ears .

Levey and Yupango (2008) indicate : « *There are a million nerves connecting the eyes to the brain that's about 60% more than the number of nerves connecting the ear and the brain* » (Levey and Yupango ,2008 ,P .1) . Cited in Luhna Hou

Also , « **Visual Teaching Alliance** shows that the brain processes visual information 60.000 faster than text .

90 percent of information that comes to the brain is visual .

40 percent of all nerves fibres connected to the brain are linked to the retina »(VTA.2011)

To illustrate more VTA noted that visual pedagogy is an approach for teaching and learning that appropriate for information's stream . By control teaching in visual way in which student can obtain or accomplish the most information what is thought.

Morover, visual aids are those instructional apparatus or equipement which are used in classroom to encourage learning and make it easier and motivating .Visual aides are effective tools that helps to bring the real world and activate the actuality in classroom .As Brinston indicates that the use of visuals aides can help in language teaching increasement and development ,as they help teacher to make the environement of classroom as real and learning more existing and extent . Because , they are keys to help student to acquire the information and assemble the knowledge. Manan (2005) betoken , by the use of visual aids teacher can make clear ,suitable and exact concepts , interpretations and appreciations and make learning more concrete and tangible .

According to Mantzi ,Copoulos and Patrick ,2011. Cited in . Visuals era devices present unit of knowledge that help student to join the knowledge with the reality experiences they learn in classroom . By making this combination students are able to reveal new points and understand information .In order to go to the same way and same meaning Canning Wilson point out :

« *These advantages suggest that visuals can help make a task or situation more authentic* » (Canning - Wilson ,1998) . Cited in Garcia Maria .

Additionally , based on various studies , visual materials help students to remember the infomation that is presented both visually and verbally more than the information that is presented intext or written down because it allow them to make connection ,comprehend relationships and retract details .

Visual pedagogy also helps students to increase and develop visual thinking ability in which students see words as pictures and create imaginary in mind's eyes in order to express to express that imaginary in visual language

Besides this, the use of visual aids can help to make the environment of classroom as active and vital because they allow to encourage the movement of class and fortitude the control that means, they allow learner to participate and language use take its place where they use language more than their teacher because when learner look at visuals they determined as kind of contribution. As Dannan (1992) highlighted:

« Visual pedagogy helps teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge »(Dannan, 1992) . Cited in Garcia Maria

More recently, Kunari (2006) . Claimed that, there is a strong evidence that help students to make an active and vital environment that help them to remember and clarify thoughts and information. Thus, we can say that visual pedagogy helps the information to be obtainable and helps the learner more professional and consistent performance.

1.7 Visual Pedagogy in Language Classes :

Because of most students are visual, teachers should go beyond « **spoken words** » during their teaching's field as Kong (2004) claimed

“ visuals are designed to help the learner bringing the prior knowledge to a conscious level in the form of an organizational structure, they help enhancing comprehension and learning as well as eliciting, explaining and communicating information “ . (kong, 2004) . Cited in Maroara.et.al.

Kang's opinion is that visuals help learner to develop amazing understanding and make a complex concepts into simple.

In foreign language classes, teachers may need to use different resources that help to enhance and develop the practice of language both inside and outside classroom and this resources must include pictures. Because, actually pictures with innovative visual elements is a good reason that motivate students and get their attention to interact with foreign language as Brinston point out

“ Use media materials when variety is called for, when they expedite your teaching tasks and serves as a source in put , and / or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom .But above all, use media to involve student more integrally in the learning process and to facilitate language learning by making it more authentic meaningful process “ .(Brinston . Cited in Maroara ,et.al,2018)

Levin and Mayer , elaborate the benenift of visuals in second language classes where picture facilitates the text’s cmprehention . Levin and Mayer suggested some principles called the seven “ C “ that means picture make the text : **C**oncentrated , **C**ompact ,**C**oncise **C**onherent **C**omprehensible ,**C**orres pondent and **C**abable .

In order to unconver students to abstract concepts or theories the teacher should employ the following steps :

- Teacher should familiarize students with the model of technology that he is going to use before the concepts .
- Depict tools and environement in which the concepts adjust .
- Illuminate the expression of the concepts .
- Plann the devices and seek beyond the concepts.

1.8 Lesson plann and design :

1.8.1 Definition of Lesson Design :

Lesson design is like as map that guide teachers what can they are going to do neffectively during class time and how can mouve from one task to an other . Teacher can design learning activities and develop strategies suitable to process feedback on student learning a successful lesson plann combine these three components which are : learning objective , learning activities and assessment to check for student understanding .which means that lesson design out lines teaching aims , learning purpose and student’s evaluation to check threir understanding .

1 .8.2 Steps of designing lesson :

Before design a lesson teachers need to clairify learning objective or learning outcomes that means what learner will be able do after learning experience and what they willberevealtoduringtheinstruction. . Plan the specific

learning activities , in order to develop the skills and knowledge ,teacher should regarde and observe the types of activities that students will need to engross . Having activities should relate to learning activities . The activities that may teacher specify in the lesson design are interaction with the content ,digital content , problem solving and critical thinking .

Also plann to assess student understanding , assessment can be by tests , paper performances ... it means give chance to student to demonstrate and practice knowledge . planning for essessment helps teacher to discover their students comprehension . Plan to sequence the lesson in an engaging and meaningful manner , there are instruction's event that teacher should follow them : learner of objectives , stimulate recall of prior knowledge , present new content , provide guidance , practice ,provide feedback , assess performance enhance retentionandtransfe . Then , plann for lesson clousure . Lesson clousure can help teacher to check student's understanding and summarizing their understanding of the major poinhave to generate visual aids that support their message. The effective use of visual aides can lead to great advantages that help in teaching and learning processes developement .If the teacher or the instructors know how it effectivelly in can largely process . Because it requiers carefull attention in clear witting , theme developement , sequencing and visual design .

1.9 Factors of Designing Visual Lesson :

In order to develop teaching aids there are factors that should be took into consideration .

Materials Available :

In developing teaching aids , materials is very crucial to think seriously. Before advanced teaching aidsteaches musst substantiate the quality and availibility of materials . Alternatives is somethig important that should be consider , if teachers do not find the materials that they consider in their lesson plan , they imply with others the materials that will be used in the interpretation and enhanced in teaching aids . As (Dick,et.al .2001) cited in Jalia Nazara thought that material's development will relay on the existance of materials and availability of resourses .

1.9.2 The Number of Students :

The number of student is very important to consider, because it allows teachers to pay

attention to the size that will be use. It means select the size of materials depend on the number of students where it obligatory that all students be in location of the materials in order to help them to see and interact with lesson .

The Age of students :

Before planing teaching aids , the age of learner is essential to consider because it helps teachers to choose the topics interms of age of learner that leads to learner's involvement with lesson which means learners of differentt age have different thinks for example , students in university need teaching aids that require them to developpe a critical thinking where teachers should select themes and topics that them to practice it . (Ohio state Univ, 1977) cited in Jalia Nazara , claims that the design of teaching aids have to relay on students abilities and needs .

1.9.4 Learning Goals and Objectives :

Learning goals and objectives is something neccessary to consider in preparing teaching aids because , it allows to the success of lesson's presentation . The establishment of objectives and goals requires an analysis of student's needs and expectations by considering the nature of students . learnig goals and objectives can help teachers to select appropriate points emphasis in their lesson , choose and prepare appropriate visual aids and create a tone that is sensitive to student's circumstance .

1.9.5 Methods of teaching :

In teaching aids the methods should be taken by teachers in classroom's activities . For estense if teachers use teaching aids to encourage and motivate students throught engross them intodifferents tasks as group work discussion so they should know the method that will be use in it.

1.10Blunders in Presenting a Visual Aids :

1.10.1 Not Prepare Enough :

Using visual aids in classroom need time to prepare before use it . Teachers should pay attention to visuals preparation because careful preparation is essential . Teachers identify the information that will presente it and prepare for any thing , prepare slides of text , using

color , making tables , making figures . Also , teachers should know beforehand the kind of projector , the size the screen and the layout .

1.10.2 Unfamiliar with Venue and Equipment :

There are some teachers face some difficulties in presenting their visual aids because they are not familiar with them and do not know how to use it. But teachers can avoid this situation by taking time familiarize themselves with place and available materials . To be familiar with materials that they are going to use it is very important step before doing their presentations to have a scan on what type of visual aids are there and even think about which one will be the best suited for time , taste , style and use .

1.10.3 Ignoring Students :

Richard M mentioned that sometimes teachers do not care about their audiences or students when they do their presentation , and put all their concentration on their equipment they use . By this behaviour teachers could neglect their audience . Before present any content , teachers must know to whom are going to produce it and what are their expectations , prepare the content considering such thing as whether they are likely to be friendly or unfriendly , look at students and do not turn their back to the students .

1.10.4 Avoiding Eye Contact :

In classroom some teachers are a shame were they spend all their time to see at the notes that they are mentioned in the screen , see at the floor and even at the ceiling .But this behaviour can make unmotivated students where they feel that their teachers present the information for themselves not for them . So teachers should rely eye contact during their presentation because eye contact is part of every day communication and students feel anxious if they refuse or disallow it , because eye contact can lead to their involvement in the presentation .

1.10.5 Verbose Presentation :

Wordy presentation is powerless in learning motivation because it allows students to lose their concentration and attention .But teachers can produce an concise presentation by preparing an outline of goals , major issues to discussed and information to be presented to support main themes because students do not like to read a long text. So, visuals should

include just word or sentences in order to make learning more acceptable and look great .

1.10.6 Too much Information and Ignoring Time Limits :

According to Steen (2017) ,by using visual aids in teaching , teachers can forget and lose time limits in which use so many slides and a lot of information . Teachers should not use too much information to discuss it , where they should select just the main and the important one . Also , plan and practice beforehand is essential because teachers should keep in their mind that they will finish at the scheduled time .

Conclusion :

This chapter has shed light on the definition of the concepts and the overview of some theories that have relation to visual pedagogy and visual education where the most theorists and scholars determined that visual learning and teaching can exist by the use of visual aids and it has a great influence that leads to teaching and learning development.

Introduction :

As we have seen in chapter one which presents a literature review about concepts and that have relation to visual learning and visual teaching teaching and some theories that discuss the use of visual aids . So this chapter divided into two parts , the first part will give an overview about research methodology and the second part mentions and explains the methods that will use in conducting the design of visual aids .

2.1 Research :

The word of research consisted of two syllables **RE** and **SEARCH** .Oxford dictionary defines the former as prefix meaning back ward or over gain and latter as a verb meaning to examine closely and carefully to try or to probe , they united to gather to form a noun that mean is a detailed and carefully study of some thing to find out more information about it or is diligent inquiry or examination to seek or revise facts , principles , theories..... Grinnell Further (1993,P.4) . Cited in Kunar, defined that research is organized investigation that uses acceptable scientific methodology to find a solution to problems and invest a new knowledge that is widely suitable for application .

An other definition was proposed by Kerlinger (1986,P.10) :

« Scientific research is a systematic , controlled , empirical and critical investigation of proposition about the presumed relationships about various phenomena ».(Kerlinger, 1986 ,P.10) .Cited in Kunar .

Based on what mention in the definition , scientific research is phenomenon which tastable and organized by the researcher . According to the oxford dictionaries research is defined as

« The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions or to investigate systematically » .Oxford dictionaries

Oxford dictionaries's definition show that research is planned and organized study to create and deliver results .

Besides this , depending on the American sociologist Earl Robert Babie :

« *Research is a systematic inquiry to describe , explain , predict and control the observed phenomenon .Research involved inductive deductive methods* » .Cited in Bhat Adi .

Deriving from Robert Babie research is planned study in order to treat or test the hypotheses and opinions that was gathered about phenomenon . Also , research consists two methods : inductive method joined with qualitative research and deductive methods are joined with quantitative research

From these definitions it was clear that research is a process for collecting and analysing information for answer questions and treat the hypotheses and opinion .

2.2 Research Methodology :

According to the American heritage dictionary of the English language the term of methodology can be defined as

« *it can properly refer to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principle particular to branch of knowledge* » American Heritage dictionary

The term of research methodology can be assembled in one definition as « *the organized questioning and exploration either by hypotheses formation or scientific testing of any inquisition or query by following a set of standard rules and procedures is defined as research methodology* »

Based on what have been mentioned in the definition , if there was a good planned for questions which have and basic question that called research question and the researcher explore it by hypothesis or scientific testing by the use of different procedures and instruments to survey it so this work called research methodology .

2.3.2 Types of Research :

There are two essential types of research process which research methodology is applied on it are : basic research and applied research where basic where basic research or fundamental research is investigation and analysis converge on good understanding of subjects ;, phenomenon . it involves research that has not been done before where applied research consists the research that has been done before .

Moreover , research methodology may have a methodology that involves population research to enhance the work by utilize different procedures which are interviews , surveys questionnaires , discussion , face to face communication etc in order to gather data and information .

2.4.1 Questionnaire :

Questionnaire is a tool that was discovered by Français Golton in order to collect data and information . It used to gather information and grasp the knowledge in order to teste and treat opinions and motivations , aides to develop ideas or hypotheses . It utilisess by the researcher to reveal inclination in thought and views and dunk deep into the problem .

A questionnaire could organize both quantitative and qualitative data collection but it is followed by quantitative data collection . Most of researcher are used questionnaire as tool to collect information because it allow to gather information from a huge audiance in form of survey .

2.4.2 Types of Questionnaire :

2.4.2.A Quantitative Quotionnaire :

Is type where the researcher use to collect infomation . The questions of this type was already planned and they are fixed and asked in specific order for example : do you have an experience in speaking english , yes or no . This type is consists closrd questions which allow the respendent tl select their answers , it is useful for computation of stastical piont and percentages of diffrent types .

2.4.2.B Qualitative Questionnaire :

Is type that used to gain information where the questions are asked in open-ended format that allows the respendents the oppotunity to express their thought and opinion . This type of questionnaire offers to give feedback and suggestion from the respendents .

2.4.3 Description of the Questionnaire :

In this study the questionnaire was used by the researcher because it is a quick to collect data from teachers to survey design to validate invalidate the researcher's hypotheses. It allows gathering information which is necessary about visual teaching .The questionnaire

includes closed and open-ended questions where teachers put a tick in the relevant block or writing down their answers in the space provided. Also, it is divided into three sections in order to help the researcher to analyse the questions easily. The result of the questionnaire serves to investigate the steps and ways to plan or design visual lesson with the design of visuals.

2.4.4 The Administering of the Questionnaire :

The questionnaire was administered to twenty participants. The time of completing the questions was not limited. During the questionnaire's investigation there were some limitations, some of them are time constraints.

2.4.5 The Sample of the Research :

Teachers at the University Abd Elhamid Ibn Badis of Mostaganem are chosen to be the sample of that study. The sample dealt with twenty 20 teachers from the entire of the population. All the participants in this study are doctors and set teachers from different specialties. The reason behind such a choice was to examine whether teachers are aware of the design of visuals and to know their opinions about the accurate ways of designing a visual lesson. Because teachers' opinions are important to obtain valuable data to support the current research through their experience in teaching English as a foreign language.

Questions of the Questionnaire :

Section One : Visual Pedagogy .

The first question was asked by the researcher to tackle the sense and the comprehension of the term visual pedagogy.

The aim behind the second question is to know the purpose and the importance of visual learning and visual teaching.

Section Two : Visual Aids in Classroom .

By asking the first question we wanted to know the percentage of teachers whether they use technology in classroom.

In the second question we wanted to know the key of successful use of visual aids.

The aim behind the third question is to know what makes visual lesson as great and good lesson.

We asked the fourth question to know the methods and ways that teachers use to help them to deal with visual aids easily .

By asking the fifth question we wanted to tackle the kind of visuals that teachers use when they plan for presentation .

Section Three : Visual lesson design .

Our main concern from the first question is to seek whether teachers write all the lines of text on visuals .

We asked the second question to see whether the slide on visuals present only one idea.

The aim behind the third question is to know whether any word in visuals required its additional explanation

The researcher asked the fourth question to know what the picture's design of slides in designing a design a good visuals .

The purpose for asking the fifth question is to know if teachers read aloud from their visuals .

The main concern from the sixth question to seek the situation of students when teachers use videos .

Conclusion :

The second chapter has dealt with the overview of research and research methodology which include the quantitative data Questionnaire and its types . The chapter also described and discussed the tool that was used in this work which questionnaire .Then , mentioned the aim of each question that was used in that sud in order to be clear for the next chapter which is data analysis .

Introduction :

As we have seen in chapter one which presents a literature review about concepts that have a a relation to visual pedagogy and illuminate some theories that clairify the importance of visual peadgogy . So it become a clear and serious problem that many teachers do not know how to use visual aids in English Langauge classroom . In this chapter we will analyse the data that was collect .

3.1 Data Analysis :

The analysis of data gathered from an quantitative method which is questionnaire through the teacher’s answers and their interpretation of the questions .

The first question from the questionnaire aims to know the general informationof the chosen sample .

Gender : Male , Female

Table one : teacher’s gender .

Gender	Number	Percentage
Female	15	75 %
Male	5	25%

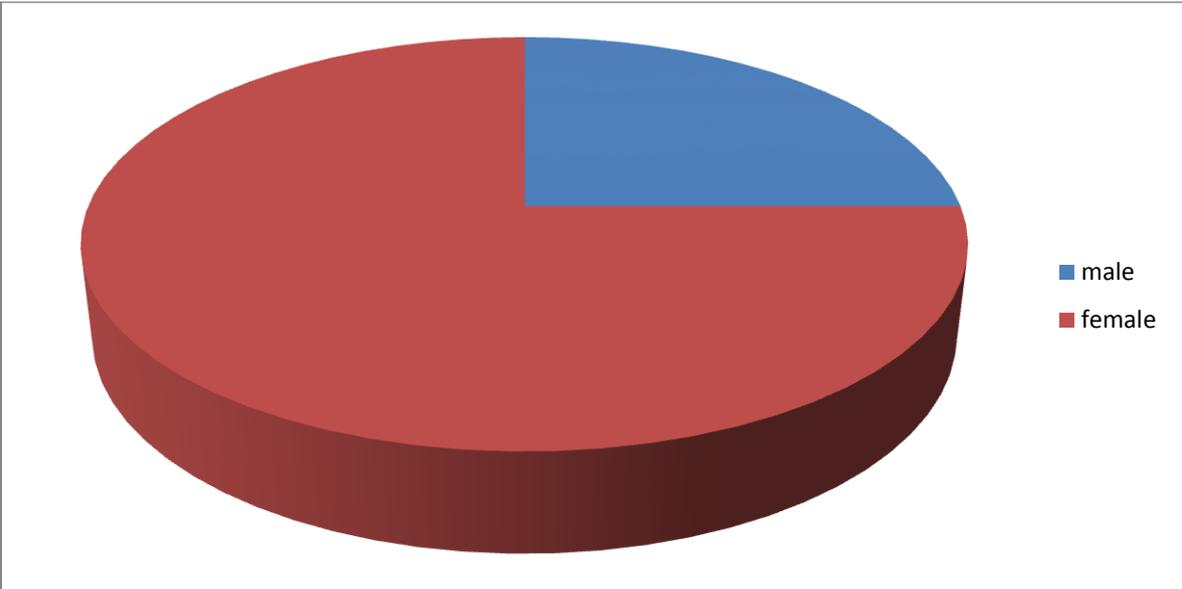


Figure 01 : Teacher’s gender .

Question Two : what is visual pedagogy .

Table Two : meaning of visual pedagogy .

Options	Numbers	Percentage
Teach the subject via ICT	6	30%
Learning through visual aids	7	35%
Including technological devices while teaching	7	35%

From this indirect question that show the meaning of visual pedagogy , the researcher classified the answer of population into three categories . It seems clear that (6 teachers) defined the term as teach the subject via ICT making up 30% , (7teachers) defined it as learning through visual aids making up 35% and (7 teachers) defined it as including technological devices while teaching .

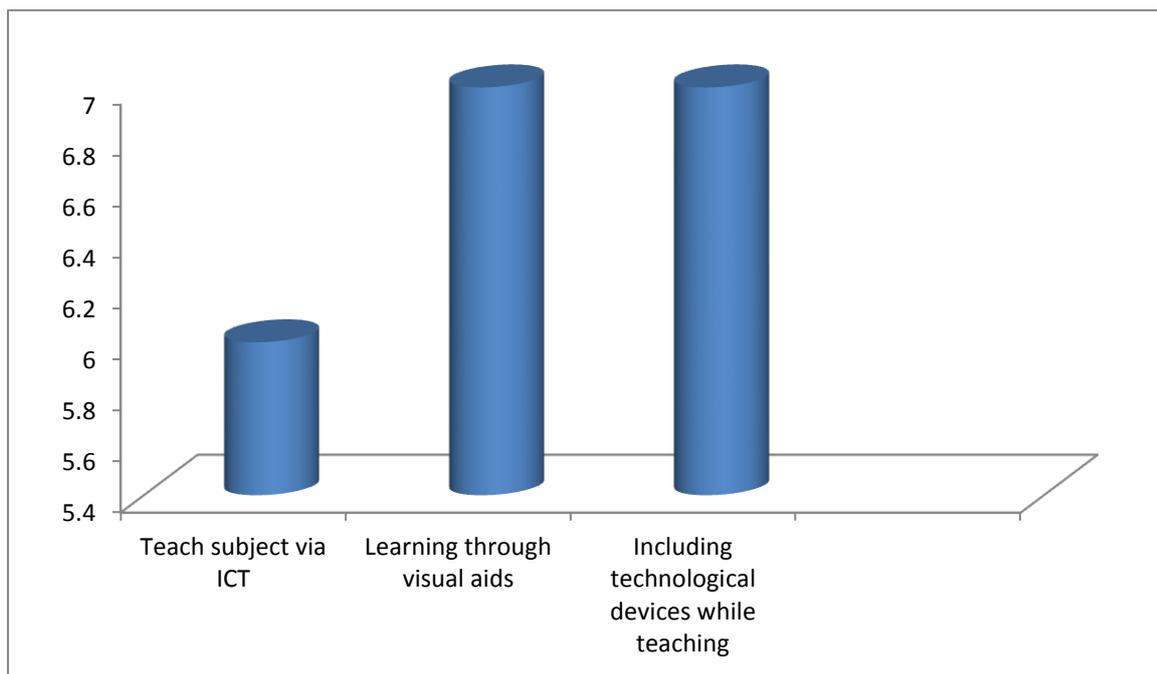


Figure 02 : Meaning of Visual Pedagogy .

Question Three : what is for visual pedagogy ?

Table Three : The purpose of visual learning and teaching .

Options	Numbers	Percentage
Boast students memory/increase students to remember .	15	75%
To help teachers to present clearly with out complication .	7	35%
To reduce teacher's talking time	13	65%

From this table the answers were (15 teachers) said“ boast students memory or increase students to remember“ making up 75% ,(7 teachers) replied by“ to help teachers to present clearly with out complication“ making up 35% and (13 teachers) said that“ to reduce teacher's talking time“ making up 65% .

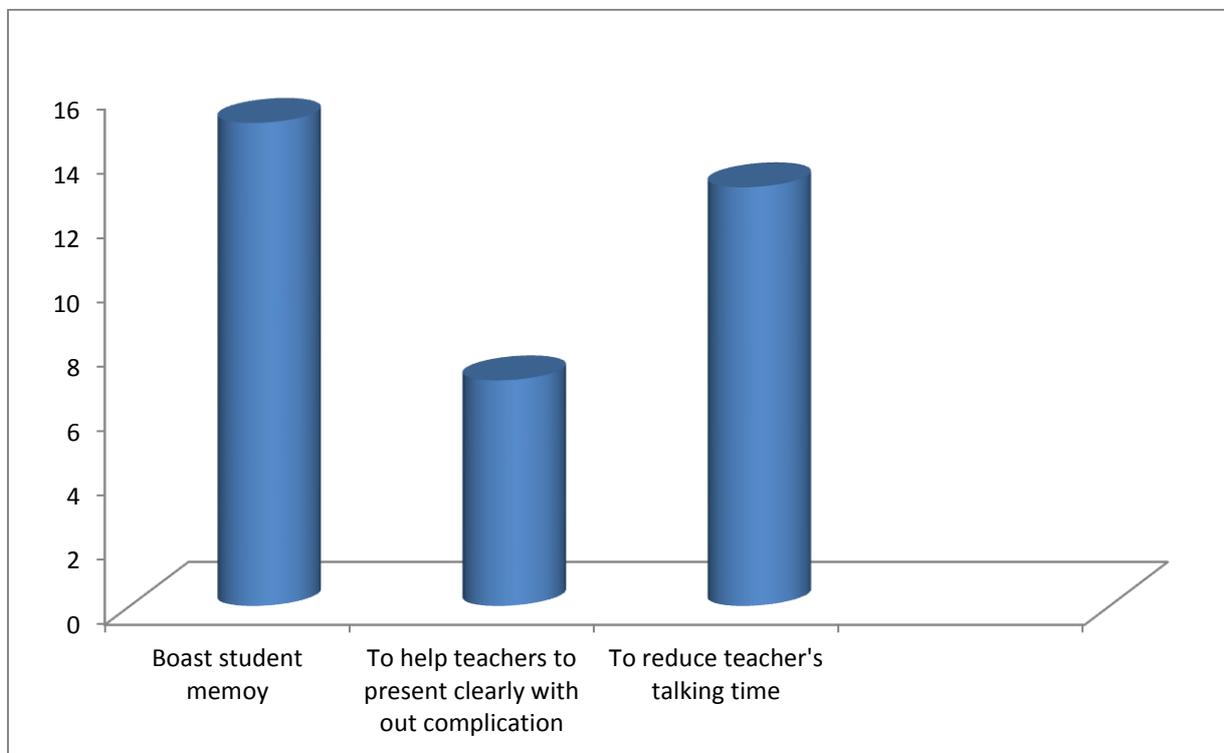


Figure 03 : The purpose of visual learning and teaching .

Question Four : Do you use technology in classroom ?

Table Four : whether teachers use technology in classroom .

Options	Number	Percentage
Yes	13	65%
No	5	25%
Some times	2	10%

From the table it seems that more than half of the percentage of teachers said that they use technology in classroom and rely it in other lesson which means (13 teachers) said “YES“ making up 65% of them and (5 teachers) said “NO “ making up 25% whereas only (2teachers) said “NO“

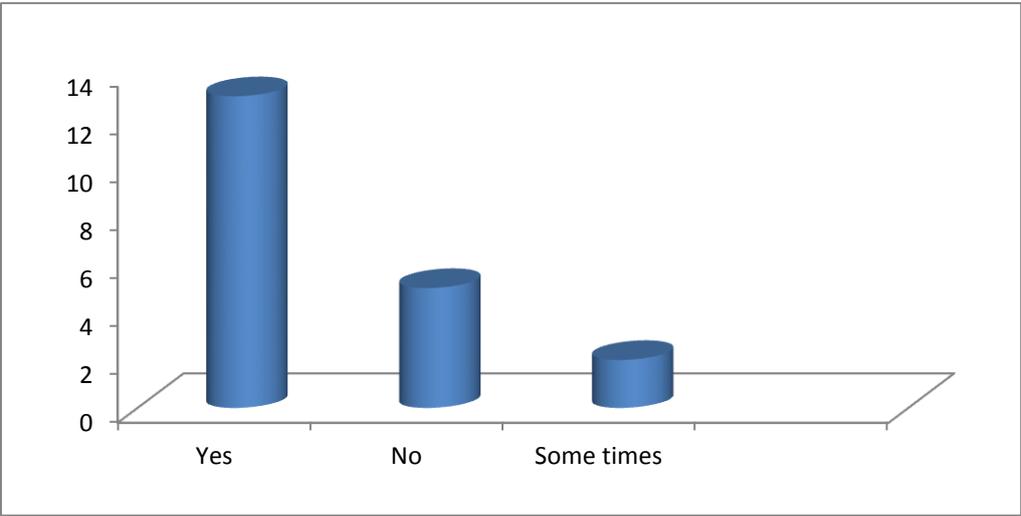


Figure 04 :Whether teachers use technology in classroom .

Question Five : What is the key of successful of using visual aids ?

Table Five : The key of successful of using visual aids .

Options	Number	Percentage
Its application	15	75%
Its provision	5	25%

The answer of population of that question was that 15 one of teachers making up 75% replied by its application where are (5 teachers) said its provision making up 25% .

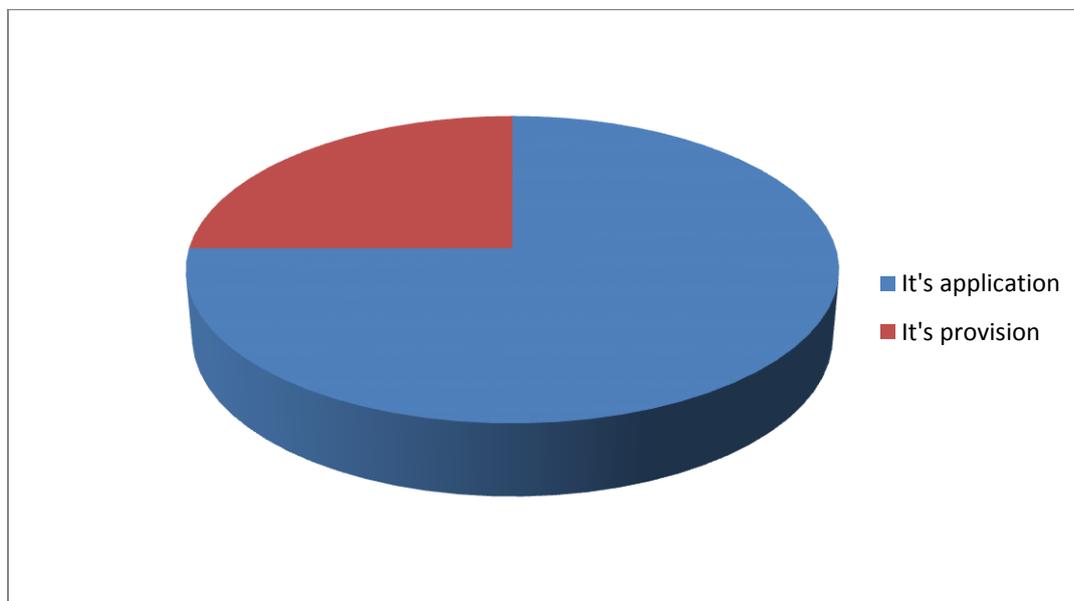


Figure 05 : The key of successful of using visualaids.

Question Six : What do you think creates a successful visual lesson ?

Table Six : The successful of visual lesson .

Options	Number	Percentage
The right use of them	13	65%
Focus point of visuals	8	40%
The support of visuals to your lesson	10	50%
Others	0	0%

The result of this question's answer shows that (13 teachers) said the right use of them making up 65% ,(8 teachers) said focus point of visuals making up 40% and (10 teachers) said the support of visuals to their lesson making up 50% .

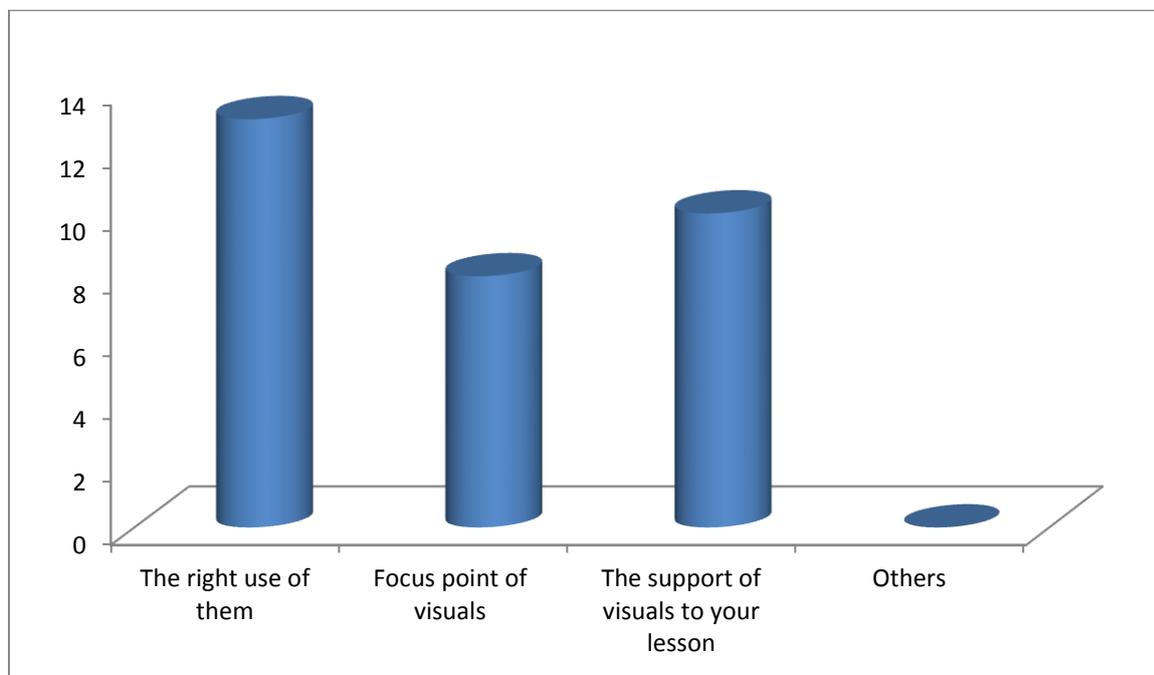


Figure 06 : The successful of visual lesson .

Question Seven : How should teachers deal with using visual aids ?

Table Seven : The ways they use it to help them to deal with visual aids .

Options	Number	Percentage
Set the context	14	70%
Familiarize students with it	16	80%
Do actions and mimes	4	20%
Others	0	0%

From the table , it seems that (14 teachers) replied by“ set the context“ making up 70%. (16 teachers) said “familiarize students with it“ making up 80% then (4 teachers) answered by“ do actions and mimes“ making up 20 %.

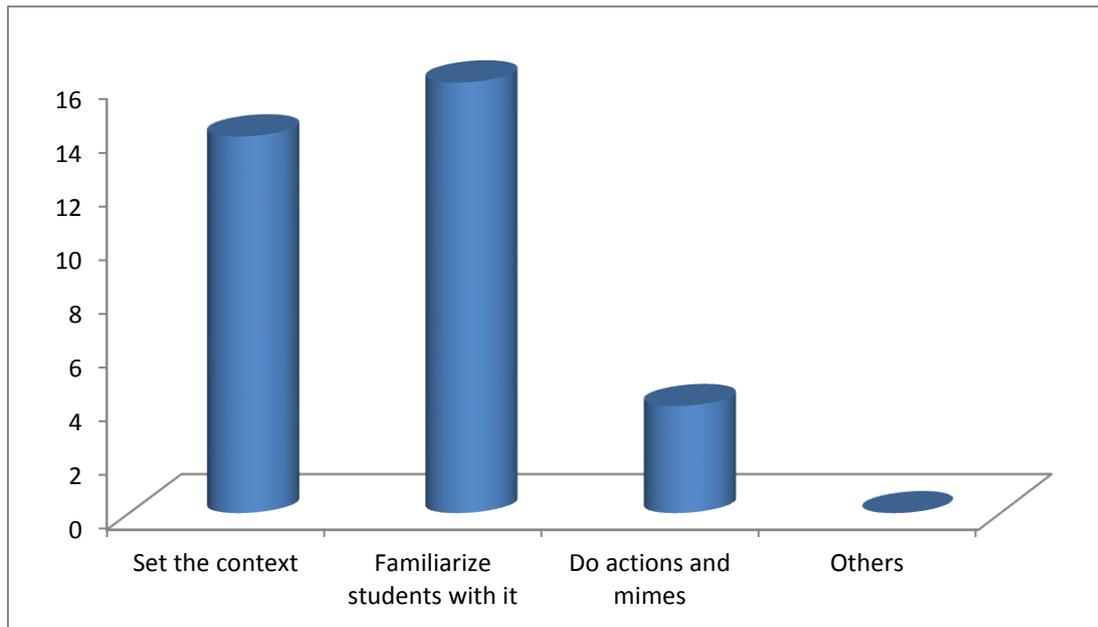


Figure 07 : The ways they use it to help them to deal with visual aids .

Question Eight : Whenever plan a presentation with visual aids do you use ?

Table Eight: Visuals that use when plan a presentation .

Options	Number	Percentage
Slide projector	13	65 %
A black up plan	7	35
A projector bulb	0	0%

The table shows the result of this question that the majority of population where (13teachers) use slide projector when they plan for presentation making up 65% where (7teachers) use a black up plan making up 35% and no one from the population use a projector bulb .

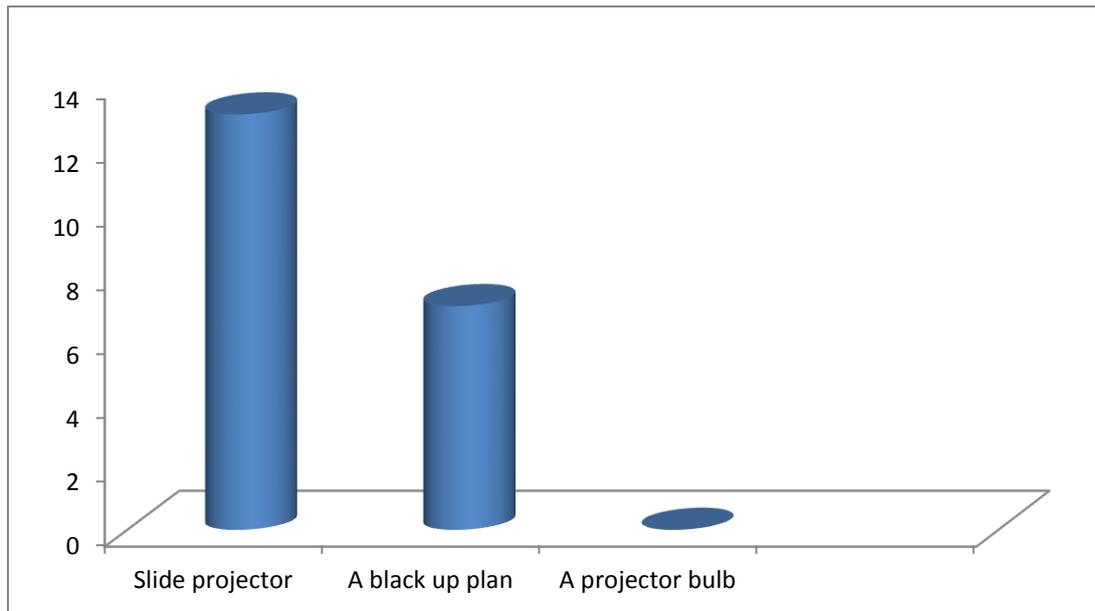


Figure 08 : Visuals that use when plan a presentation .

Question Nine : Do you write all the lines of text on visuals ?

Table Nine : Whether they write all the lines of text on visuals .

Options	Number	Percentage
Yes	0	0%
No	20	100%

All the teachers 100% making up 20 one answer by“ NO“ In which that no one write all the lines of text on visuals .

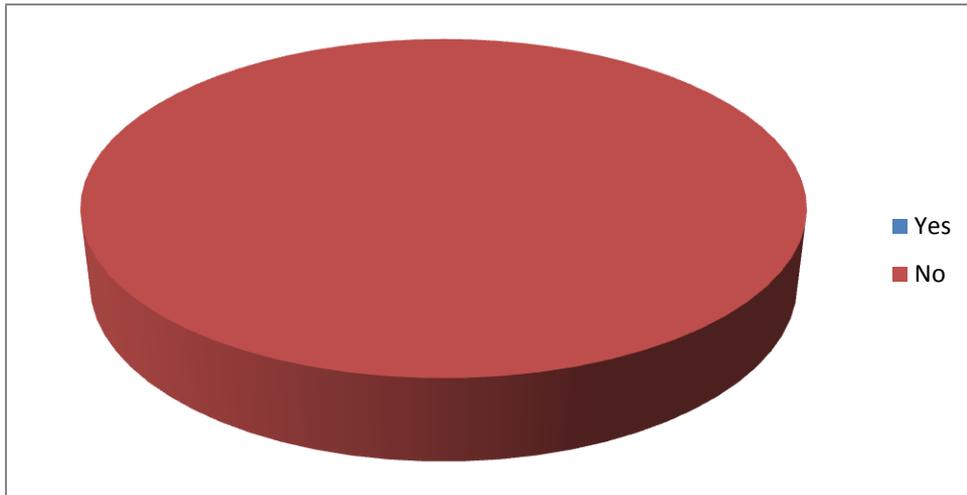


Figure 09 : Whether they write all the lines of text on visuals .

Question Ten : Each slide on visuals should present only one idea ?

Table Ten : Whether each slide present only one idea .

Options	Number	Percentage
Yes	0	0%
No	0	0%
It depends	20	100%

The result was that the whole of population said that it depends .By manipulation this question 100% making up 20 one answers and no one said“ YES“ and even no one said “NO“.

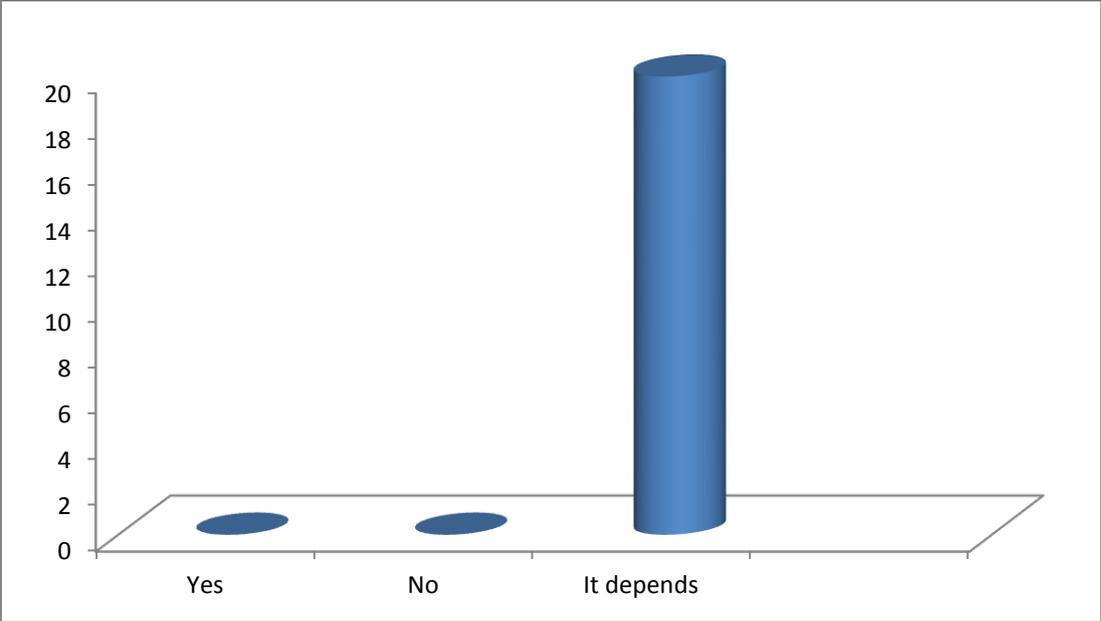


Figure 10 : Whether each slide present only one idea .

Question Eleven : Any word in visuals should require its additional explanation ?

Table Eleven :Whether any word required its explanation on visuals .

Options	Number	Percentage
Yes	0	0%
No	2	10%
It depends	18	90%

Population’s answer of this question was that the majority of them responded by“ it depends on the comlixity of words“ making up 90% and (2 teachers) answered by“NO“making up whereas, no replied by “ whereas, no replied by “YES“ .

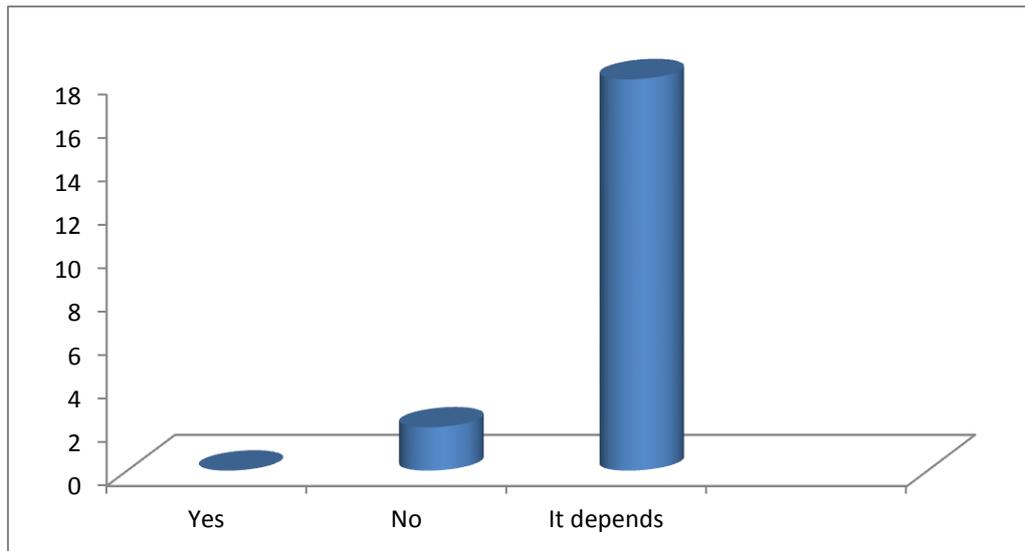


Figure 11 : Whether any word required its explanation on visuals .

Question Twelf: In order to design a good visuals the slide should be ?

Table Twelf : The picture of the slide in order to design a good visuals .

Options	Number	Percentage
Simple and organized	14	70%
Has white space	7	35%
Includes black and blue colour	3	15%
Others	0	0%

The result of this question from the table seems that (14 teachers) said that the slide “should be simple and organized“ making up 70% , (7 teachers) said that“ it should has white space“ making up 35% but there were just (3 teachers) responded by“ it includes black and blue colour“ making up 15% .

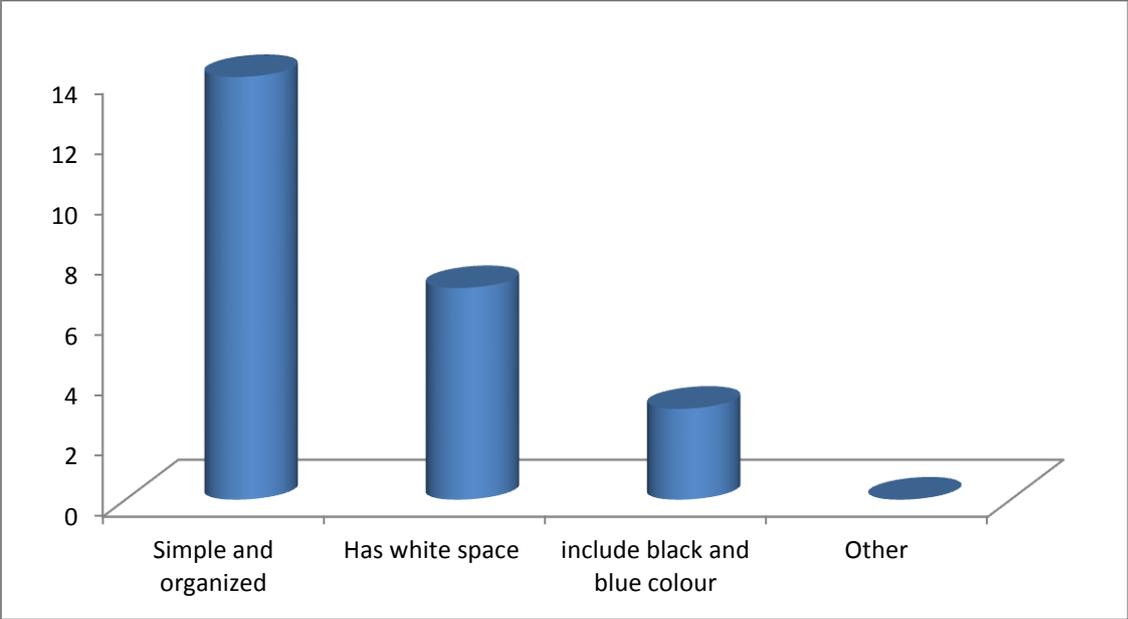


Figure 12 : The picture of slide in order to design a good visuals .

Question Thirteen : Do you read aloud from your visuals ?

Table Thirteen : Whether they read aloud from their visuals .

Options	Number	Percentage
Yes	11	55%
No	9	45%

The table shows to us that 55% in the equivalent (11 teachers) said “yes“ and (9teachers) making up 45% . The percentage was near to be equal which means that we can read aloud and the same time we can not .

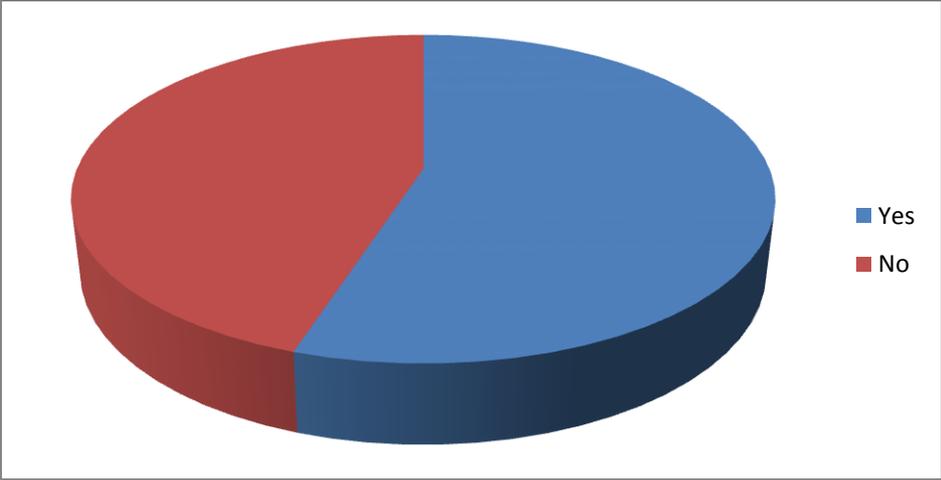


Figure 13 : Whether they read aloud from their visuals .

Question Fourteen : When using videos , the students tend to be ?

Table Fourteen: The situation of students when they use videos .

Options	Number	Percentage
Passive	0	0%
Active	4	20%
Interactive with videos	16	80%

From this answer’s of this question it seems that the majority said “interactive with videos“ (16 teachers) making up 80% and(4 teachers) said “passive“ making up 20% . And no one of the whole population said“ active “ .

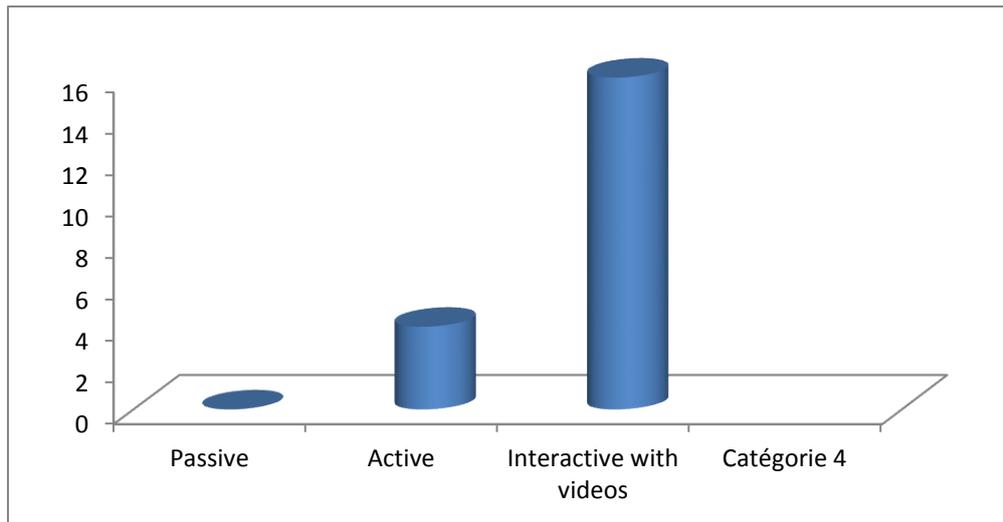


Figure 14 : The situation of students when using videos .

Discussion :

From the data collection and analysis of the questionnaire we noticed that :All teachers know the meaning of visual pedagogy and all of them agree that it is the use of ICT and visual aids in teaching and learning process , and not only the meaning of visual pedagogy but also the importance of visual teaching and learning . In which appeared that the most of them use technology in classroom .

Moreover , teachers agreed that the key of successful of using visual aids is its application which means teachers should know how to applicate it and use it in order to know how to deal with it where the majority said that the right use of visuals in more benefial in enhancing and success of them .

Fortheremore ,teachers also have an idea about the design of visual aids where they agreed that visuals should be clear and simple in which the slides has white space it means it should have just some words and some ideas in order to avoid bored slide and bored lesson .

3.2 Recommendations :

The following recommendations below can be given to suggest the ways and methods in the use of visual aids in teaching English as Foreign Language . And to reinforce the use of visuals to increase student's motivation and participation

3.2.1 Make each visual stand on its own :

Teachers or instructors should use the following tips : in order to get student's attention. Teacher should design each slide in one topic because it allows students to focus. Use graphics or figures with their sources because pictures help students to communicate the message and information , it helps to make the concepts more concrete and were visual clues to look back . Avoid use abbreviation because it allows student to be unfamiliar with topic .

3.2.2 Achieved balance and consistent layouts :

The two terms of balanced consistent are crucial points that help to make an effective presentation . The text should be clear and simple , include dominant point and each slide present only one idea with simple information in order to help students to concentrate more and helps them to take notes during lectures .

3.2.3 Make Visual Easy to Read :

Teachers can make sure that their students can read visuals as slide by using a clear size fonts in which the slides can be readable for all students in classroom that means , teachers should use colour that are clearly visible and readable as BLUE, BLACK and RED one because it make it easier for students to track the theme , use key phrases rather than long sentences were the slides has six words in line and six short lines in slide .

3.3 Guidelines for Designing English Teaching materials :

3.3.1 English Language Teaching Materials should be Contextualised :

Materials should be contextualised to the curriculum , experiences , realities , first language of learner , topics and themes that provide meaningful , purposeful uses for the target language . Materials should be contextualized to the curriculum during the design of materials . It is crucial that teachers keep the objective of curriculum forward it means the materials should consider in the curriculum that they are planned to cover .

Also ,materials should contextulized to the experieces , realities and first language of learner . It means the designer of materials should connect to the first language and what they already know. As what mentions before Materials also should contextulized to topics and theme . material designer should stimulate to use new topics during classroom discussions and avoid bored topics as pullution ,marriage... because it allows students to use the target language and activate classroom interaction .

3.3.2 Materials should Stimulate Interaction and be Generate Interm of Language :

It essential element that materials should create it in real world . Materials designers should encourage the mouvement of classroom through interaction and communication between teacher and learner may lead to vital environement and to the development of language learning and language teaching approach .

3.3.3Materials should Encourage Learner to Develop Learning Skills and Strategies :

In classroom the time is very short and limited , teacher can teach their students all what they need in the target. So, the materials designers should teach the learner how to learn that language .Also , materials can finish worthy oppotunities for self evaluation by providing the rish activities and tasks that support and motivate them to develop their learning and language process .

3.3.4 Materials should Allow for a Focus on Form as well as Function :

The first encouragement for designing materials want to make communicative activities .So , effective design materials with the focus on form by accomandating chances and neccessaties for ordered practices , can lead to expression more creative .

3.3.5 Material should Offer Opportunities for Integrated Language Use :

The materials designers should give opportunities and chnaces to completed language use through the skill's integration where provide activities that restore and complete between

reading , writing , listening and speaking skills .

3.3.6 Materials should be Authentic :

The authenticity of teaching and learning can be exist in terms of text and tasks.

3.3.7 Materials Link to each other to Develop a Progression Skills , Understanding and Language Items :

The use of new resources and materials in teaching and learning language should relate to each other because it helps to enhance comprehension and development of skills and language . The development of language learning and teaching can progress by the organization of materials in which one task relate to each other and activity that use in materials should have coherence and avoid thoughts and information that may lead learner to loss their concentration and get a little knowledge .

3.3.8 Materials should be Attractive :

The materials should be attractive and magnetic in which the teacher should use one simple idea for each material , Make notes clear and readable , avoid clutter words..., make sure that their materials are high quality in terms of spelling and errors .

3.3.9 Materials should have Appropriate Instructions :

In classroom the teacher or the instructor should utilize a useful resource and include a suitable and effective instruction , it means the instructions should be clear in order to help learner to understand and get the message .

3.3.10 Materials should be Flexible :

In the final guide , teaching materials should be pliable because it is beneficial both for teacher and learner . The flexibility can be exist in the content where teacher should use simple language in order to help students to get information and understand the target language .

General conclusion

This research has dealt with the design of visual aids . It is based on the investigation of the material's design and possible ways of designing among teachers .As we have observed the use of visual materials and different devices increasing now days and to be aware and know how to deal with them is very importante for teachers to know how to design it because they have strong pillars that allow learners to have a positive feedbacks .

The begining of the thesis was devoted to speak about some definitions of key words and some theories of different researchers and scholaires . It is so important to know how to plann lesson before knowing how to design lesson with using visual aids because when teacher know how to deal with lesson interms of time , context and content it will be easier for them to deign visual aids .

It is by means of questionnaire addressed for teachers that data about design's visual aids in university were gathered . The findings gathered in this study revealed that most of participants highlighted the importance of visual's use and its success in classroom . In regard to visual lesson design the result show that the majority of participant took their attention in designing and planning for visual lesson where they highlighted that the success of visual's design is its application which includes simplicity , cosistency and readable slides . All these results confirm our hypotheses of our research questions .

As a final point , the present dissertation has showed suggestion and guidlines about how teachers should be have when they teaching materials and some techniques and methods in dealing with visual aids in order to improve the teaching and learning success in university.

Questionnaire

This questionnaire is planned for teachers . It shows the opinions of teachers about the ways and steps of using visual aides in teaching classes as English Foreign Language in order to design a perfect visual lesson . Because their opinion and their answers are seriously taken into account to improve our research .

Please answer the following questions by tacken (*) the relevent block or witting down your answers the space provided :

Gender :

Male

Female

Section One : Visual Pedagogy .

1- What is Visual Pedagogy ?

.....
.....

2- Visual learning and teaching is for :

Boast student memory / increse students remember

To help teachers to present clearly with out complication

To reduce teacher's talking time

Section two : visual aides in classroom .

1-Do you use technology in classroom ?

Yes

No

Sometime

2-What is the key of successful of using visual aids ?

Its application

Its provision

3- What do you think creates a successful of visual lesson ?

The right use of them

Focus point of visuals

The support of visuals to your lesson

Others, specify.....

4- How should teacher deal with using visual aids ?

Set the context

Familiarize students with it

Do actions and mimes

Others ,specify.....

5- Whenever plan a presentation with visual aids do you use ?

Slide projector

Ablack up plan

Aprojector bulb

Section Three : visual lesson design .

1- Do you write all the lines of text on visuals

Yes

No

2- Each slide on visuals should present only one idea ?

Yes

No

It depends

3- Any word in visuals should required its additinal explanation ?

Yes

No

It depends

4- In order to design a good visuals the slide should be

Simple and organized

Has white space

Includes black and blue colour

Others , specify.....

5- Do you read aloud from your visuals ?

Yes

No

6- When using videos , the students tend to be ?

Passive

Active

Interactive with video

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