



## The Impact of Visual Design on Learning English Vocabulary

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### Abstract

This qualitative study investigates the effect of visual design on teaching English vocabulary as a second language, with participants being English teachers. The study employed interviews to collect data from the teachers' perspectives and experiences of using visual design in their classroom teaching. The findings indicate that incorporating visual elements such as pictures has a positive impact on students' vocabulary learning. Additionally, visual design was found to enhance the learners' comprehension and retention of new vocabulary, leading to better learning outcomes. The study suggests that integrating visual design in language teaching materials can benefit both teachers and students in second language acquisition. The implications of these results for language teaching practices and recommendations for future research are discussed. In conclusion, this study highlights the importance of visual design as a pedagogical tool for improving English vocabulary teaching in second-language classrooms.

**Keywords:** English learning, English vocabulary, Visual design

### 1. Introduction

The ability to communicate and comprehend in a world that is becoming increasingly globalized makes proficiency in the English language an essential component of modern education. Language is our essential wellspring of correspondence. It is the means by which we communicate our thoughts and ideas to others (Ilyosovna, 2020). It is impossible to overstate how important it is to learn English, especially in terms of vocabulary, because the English language is crucial to connecting the world (Fandrych, 2009). To communicate to foreigners and acquire their knowledge or to tell them your ideas, you need to know a foreign language (Mirbagheri, 2014). A mastery of the English communication skills is essential for successful communication in almost any field, especially for educational reasons. The fact that it is a language of academia is just one of many good reasons to learn the language. Furthermore, a comprehensive understanding of the English language provides a gateway to a wealth of knowledge and resources available throughout the world (Ilyosovna, 2020).

Learning English is significant for some reasons. First, more than 1.5 billion people speak English, which is a universal language. This indicates that it is the primary language utilized in politics, business, and international communication. Manufacturability, productivity, usability, versatility, and ease of learning are all reasons to learn a language. Realizing English will assist you with speaking with individuals from various nations and comprehend their way of life and customs better. As a result, effective English learning strategies are in great demand (Fandrych, 2009).



Additionally, effective English language strategies are essential for today's success. Numerous SLA researchers have noted the significance of language learning strategies in second language acquisition (SLA), and numerous studies have been conducted to investigate them. Students can gain confidence in their ability to write and speak English by using important learning tools like reading comprehension, grammar, and vocabulary. By employing the appropriate strategies, individuals can also enhance their communication abilities and gain an advantage in their personal and professional lives. The significance of English in education is recognized, and the role of teachers is emphasized because they serve as the foundation for the acquisition of the fundamental reading and writing skills (Ghanbari et al., 2015).

### **1.1. Teacher Role in The Learning Process**

Educators assume a vital part in the English educational experience, giving understudies the essential direction and information to foster their etymological capability. Teachers are able to scaffold students' learning by providing them with well-structured lesson plans that help them acquire new language skills in addition to enhancing their existing ones. Teachers shape their future learning and long-term development when they actively participate in professional learning and development that enhances their professionalism (Helate et al., 2022). In addition, teachers facilitate discourse by creating a supportive and secure setting in which students can practice their English with confidence. Each educator in the calling will present their inside and close to home life as a powerful influence for their approaches to working (Cole, 2009).

### **1.2. Vocabulary in English Language**

The vocabulary of a language is generally referred to as the collection of all its words. The expression "vocabulary" is utilized in various faculties. It can also stand for all of the words used in a particular historical period, as well as the total number of words in a language (Bai, 2018). As one of the language knowledge areas, vocabulary aids learners in learning a new language. (Alqahtani, 2015). Learning vocabulary is a crucial part of learning a foreign language because new words' meanings are often stressed, whether in the classroom or in books (Alqahtani, 2015). Communication will be meaningful, according to experience, if students have sufficient vocabulary knowledge and use it appropriately (Xie, 2022). Vocabulary acquisition is believed to be one of the fundamental and crucial components of foreign and second language comprehension (Ghanbari et al., 2015). O'Malley and Chamot's (1986) research demonstrates that the majority of language learning strategies can be applied to vocabulary tasks (Bai, 2018).

English vocabulary learning is profoundly impacted by different elements, going from the student's inspiration to the accessibility of value learning materials. The individual, as well as his or her motivation, aspirations, and requirement for the words, determine the specificity of a person's vocabulary knowledge (Alqahtani, 2015). More specifically, how quickly and effectively students learn English vocabulary can be affected by the materials they use and their quality. How words need to be presented as learning materials and how important it is for a student to have a good reading experience when studying vocabulary are important criteria. For example, utilizing visual guides, for example, pictures or graphs can be particularly helpful for remembering new words. The use of visual aids has been shown in a number of studies to significantly improve student understanding of unfamiliar material and information retention (Mansourzadeh, 2009).



### **1.3. Visual Design in Vocabulary Learning**

Pictures and visual portrayals have a long history in educational materials, and their positive worth in second language securing and EFL has been recorded in the writing (Tahririan & Sadri, 2013). Visual design is frequently uncredited in 21st century educational systems and school EFL books, though it has an important function in how learners learn new words and recall definitions. One of the most important aspects of language teaching, especially vocabulary, is the vital role of pictures and other visual materials: It is common knowledge that using pictures, visual materials, and even simple drawings can improve teaching's effectiveness, communicability, and interest (Moghtadi, 2013). Visual design can help making complex concepts easier to understand, and can also help to engage learners in the reading experience, since our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Additionally, visual design can be used to create a more fundamentally pleasing learning environment, which can lead to motivate students and make the process of learning more pleasurable. still, due to the lack of attention given to visual design in educational systems, numerous students aren't getting the full benefit of this important tool (Alqahtani, 2015).

### **2. Statement of the Problem**

Unfortunately, the importance of visual appearance and graphic design in English learning materials is extremely neglected. The students, after spending years of attempt on learning English words, do not grasp a functional idea of the language and English vocabulary and cannot utilize it properly. In an attempt to resolve the problem, the researcher will focus his attention on implementing visually designed content for learners.

### **3. Research Hypothesis**

There is no evidence of a relationship between a standard visual design in an English learning material and a positive vocabulary learning experience.

### **4. Research Question:**

To what extent an English vocabulary learning material need a standard visual design to have better results on students learning experiences?

### **5. Research Methodology**

In this study, we utilized a qualitative research design to investigate the research question. The participants were chosen to provide a representative sample of the English teachers in Iran who have gained several teaching experiences and are able to understand analyze English vocabulary learning materials.

#### **5.1. Participants**

A total of 27 participants were recruited for this study. Participants were recruited using purposive sampling, with the aim of recruiting individuals who had experienced Teaching English language in schools of Iran. Informed consent was obtained from all participants prior to their participation in the study. The sample consisted of 27 participants, with 15 males and 12



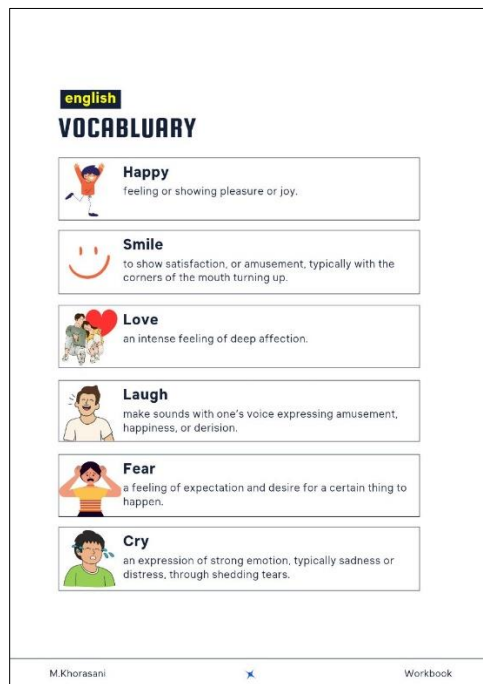
females. The age range of participants was from 22 to 35 years, with a mean age of 28.4 years (SD 2.5).

## 5.2. Instruments

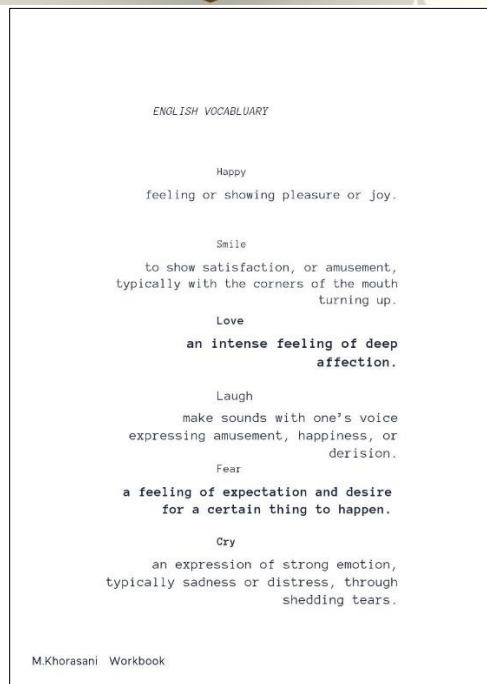
The instruments used in this study were designed to measure the opinions of English teachers regarding the topic of interest.

The following instruments were used:

1. A visually designed learning material, presenting 6 common English words about common human feelings.



2. A similar learning material, presenting same English words but with no implementations of visual design principles.



3. A set of interview questions designed to collect the opinions of participants about the learning materials explained above.

### 5.3. Data Collection

Participants were contacted and interviewed via Audio recording. The interviews were conducted by the lead researcher and lasted approximately 5-10 minutes. The interviews were semi-structured, allowing for exploration of participants' experiences and perspectives on the topic of interest.

### 5.4. Data Analysis

The data collection procedure entailed conducting semi-structured interviews with participants, followed by recording and subsequently transcribing the spoken dialogues verbatim into written English language, thereby ensuring meticulousness, completeness, and accuracy of the collected data. The term “*Respondent*” were used instead of names to ensure participant confidentiality.

## 6. Results

### Question 1: How much vocabulary is vital in English learning?

**Respondent 1:** It depends on the level of students, for example, beginners should know at least 250\_300 words.

**Respondent 2:** In my opinion, for speaking, it’s vital to know about 3000 vocab or more than that for communicating well with people.

**Respondent 3:** Enough to understand the meaning and context aka enough for meaningful communication.





**Question 2: Do you think visual design matters in learning vocabulary? Explain.**

**Respondent 1:** Yes, of course, visual design leads to visual learning, And students that learn vocabulary through visual design in addition to that word and its meaning also have an image of that word in their mind.

**Respondent 2:** Yes, I think visual design matters have importance for deep learning but we should consider students learning styles, for me it works well because whenever I'm learning a word I can learn that better by remembering its image.

**Respondent 3:** yes. If the source material used to learn vocabulary better stimulates the visual senses, is more organized and such, it makes focusing and learning easier.

**Question 3: What's the difference between these two materials? a) With design b) Without specific format**

**Respondent 1:** Design B is just a set of words and sentences Without any interesting things, but in design A, materials are made by creative teachers who like their job and their students and want to present something valuable. Students will love this kind of material and learn the content much better.

**Respondent 2:** Design A has a better chance of being clear and sending the message that is needed, so I choose design A

**Respondent 3:** Design B is very raw and robotic, only causing boredom in a learner and not even helping to better the understanding of new learners while the other focuses the learners' attention and builds a better image and understanding of the material.

**Question 4: Which one of these designs would you prefer as a proper teaching material for you students and their learning process?**

*All Respondents chose "Design A" as the answer.*

**Question 5: Explain your reason for your answer to "Question 4".**

**Respondent 1:** It's an attractive, usable and funny way for transferring the information, students like it and it makes the process of teaching easier.

**Respondent 2:** With *Design A*, students can remember the word by its image whenever they want to speak like our native language knowledge which we have in our mind a visual dictionary in my opinion so they can remember the words easier than other formats. In contrast, teaching vocabulary without any specific form may confuse the students when they want to use words.

**Respondent 3:** I would pick the one with actual thought and work behind it to better help the learning process, meaning the one with the helpful design.



## 7. Discussion:

Learning a second language can be a challenging task, especially when it comes to acquiring a new vocabulary. However, recent research has shown that incorporating visual design into the learning process can have a significant positive effect on vocabulary acquisition.

Visual design involves using graphics, images, and videos to enhance the learning experience. When learners are presented with visual aids that accompany new vocabulary words, they are more likely to retain the information. This is because visuals can help learners connect new words with existing knowledge, making the learning process more meaningful and memorable.

Moreover, visual design can also provide context for new vocabulary words. For example, presenting an image of a tree alongside the word "tree" can help learners understand the meaning of the word in a real-life context. Visual design can thus facilitate the development of real-world language skills, which can be particularly useful for individuals who are learning a second language for practical purposes such as work or travel.

There are several ways in which visual design can be incorporated into second language learning. One common approach is through the use of flashcards, where an image is paired with a new vocabulary word. Another approach is through the use of interactive games, which engage learners and make the learning process more enjoyable.

Overall, the use of visual design in second language learning has several benefits. It can make the learning process more engaging, effective, and fun. Additionally, it can provide learners with real-world language skills that they can apply in various contexts.

## 8. Conclusion:

In conclusion, visual design can have a significant positive effect on learning vocabulary in a second language. Incorporating visual aids into the learning process can help learners connect new words with existing knowledge and provide context for new vocabulary words. Furthermore, visual design can make the learning process more engaging, effective, and enjoyable.

The use of visual design in second language learning is supported by several studies which have shown that it can have a positive impact on vocabulary acquisition. Therefore, educators and language learners alike may benefit from incorporating visual design into their learning strategies.

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