



## Importance Of Implementing Visual Aids in Teaching Esp Students

**Muwsa Narimbetov Eliwbay uli**

Assistant teacher of Nukus State Pedagogical Institute  
Phone number: +998933657116  
[muwsa.narimbetov@gmail.com](mailto:muwsa.narimbetov@gmail.com)

**Elmira Azerbaeva Muratbaevna**

Assistant teacher of Karakalpak Institute of Agriculture and Agritechnologies  
Phone number: +998975002496  
[azerbaevae@gmail.com](mailto:azerbaevae@gmail.com)

### ABSTRACT

This article informs about the importance of using visual aids in teaching ESP students. Moreover, it contains practical experiments on conducting lessons with and without visual aids to the biology students of Karakalpak higher education.

### Keywords:

ESP, visual aids, authentic materials, biology, methods and techniques, experiments, receptive skills.

In modern world, it is being significant issue to organize lessons effectively. For this reason, modern teachers are using various types of methods and techniques to improve their process of teaching. Nevertheless, implementation of visuals in lessons still playing an important role in reaching good results. Mainly this way of explanation or offering materials with visuals can help learners to understand more clearly the given content. Especially, this method can be beneficial in ESP classes because when the teacher explains something new or some new vocabulary, suggesting it with the help of pictures that are familiar for students' content can help students to catch the meaning of new words easily and remember it for a long time. Many scientists observed and emphasized visual aids effectiveness in teaching. For instance, one of the most famous scientists Kishore (2003) mentioned that implementation of visual aids in teaching process can react to mental action or process of students and can increase the effectiveness of

receptive skills. Furthermore, it can effect to thinking ability of students and can help to improve this process. Moreover, it may develop critical thinking ability of students. Another famous scientist Kunari (2006) said that visual aids are the best way of improving the quality of lesson plans and motivating students to gain subject knowledge.

### How to improve ESP students' receptive skills

It is not easy process to improve receptive skills of ESP students because English is not their specialty. In order to improve their receptive skills, we have to use simple and effective ways of teaching methods and techniques. As most students are visual learners, we can implement visual aids for ESP classes and this can help to improve their knowledge and understanding the content easily.

### Simple way of preparing visuals

Implementing simple stick figures can help to increase the process of teaching, as it is exciting type of visual aids. The best thing

about using stick figures for classes is its' simplicity because it is not difficult to create these kind of visuals for classes and it does not take much time. Teachers can prepare various figures from paper that interests students to learn new things by these visual aids (Rodriguez 2009). These are the best way of introducing new words or phrases and offering some tasks related to the topic with the help of stick figures.

### **Offering reading/listening tasks with the help of pictures**

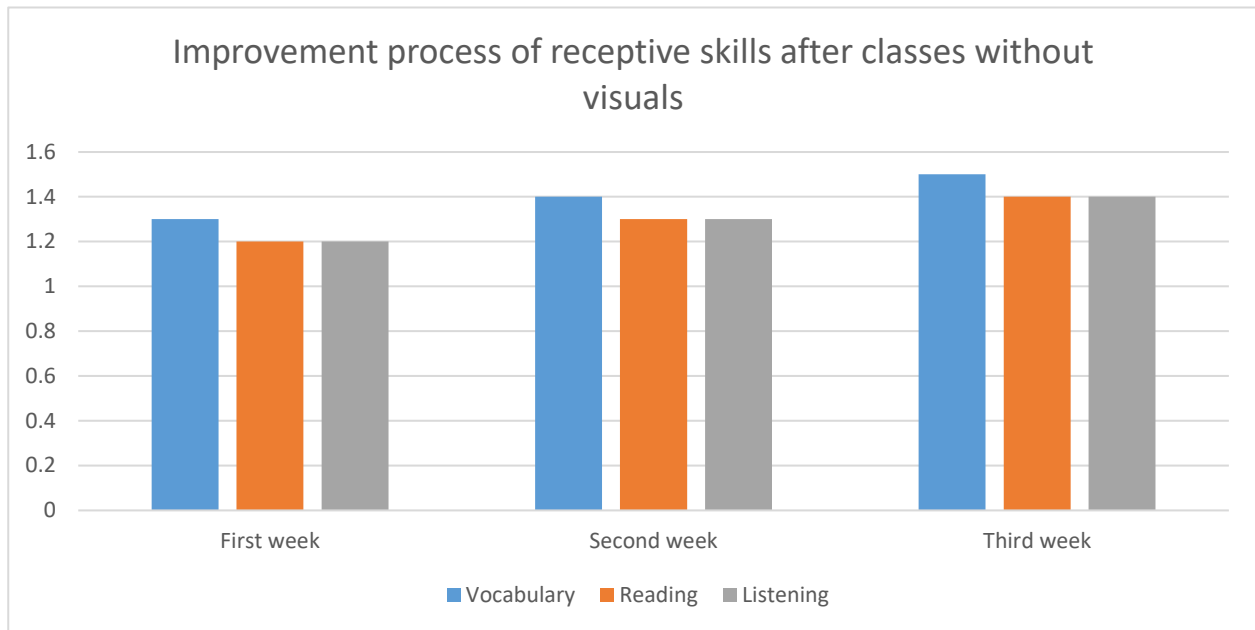
While working with improving the skills of students, teachers can come across difficulties. Because it is challenging to work with improving students all skills, especially it may seem difficult to teach receptive skills because it requires a lot of effort from students to improve these skills because students have to practice a lot. While acquiring productive skills can be more fascinating because a teacher can organize various role-plays or debates to improve these skills. From our point of view, in order to develop receptive skills of students, teacher should visualize the texts, these means to bring texts that include pictures that can help readers to identify the general idea of the text and better understanding the text. Pillai and Vengadasamy (2010) said that implementation of visual aids as pictures or graphs can be beneficial part of receiving information because when students see pictures related to the text it can be useful to understand the text. Moreover, for listening tasks teachers can again show pictures related to the content of audio material then students can guess and understand more easily and clearly. While completing listening tasks students should not only listen and complete the task but also listener should have an ability to categorize the given information and comprehend the meaning and details (Ulum: 2015). Offering some visuals while giving listening tasks can help listeners to sort the

information and complete the tasks with high quality.

### **Our experiments**

Teachers who are working in this teaching sphere for a long time can approve these ideas about visual aids because they are completely true information. For specifying this process, we did some analysis with our ESP students. The objective of this analysis was to know the difference of lessons conducted with and without visuals. What results can it show? What about their difference? Huge or small? We choose the biology students in order to organize our analysis and to know the results. We choose two group of students for this analysis. We planned twelve lessons for two group of students. For the first group, we worked without visual aids in planning lessons, explanations and giving tasks. For the second group, we organized our lessons with visual aids as power point presentations, posters and sometimes videos. Furthermore, our handouts with tasks also include some pictures on them. For the first group, we explained all the rules of grammar and others orally without using any pictures, posters or power point presentation, just we use oral explanations and sometimes we give rules in written form. Moreover, our handouts do not include any pictures. When we conduct our lesson in this form, we come across some challenges. Primarily, it makes many difficulties for us in explanation process because most of the students are not auditory and cannot understand the new content just by oral explanations. After they did not understand the rules obviously. They could not do the tasks very well and made mistakes from time to time. These mistakes had made by misunderstanding the rules and instructions. After we finished our twelve lessons, we took tests from given content at the same level from students of two groups. The result of the first group shown in **figure 1**.

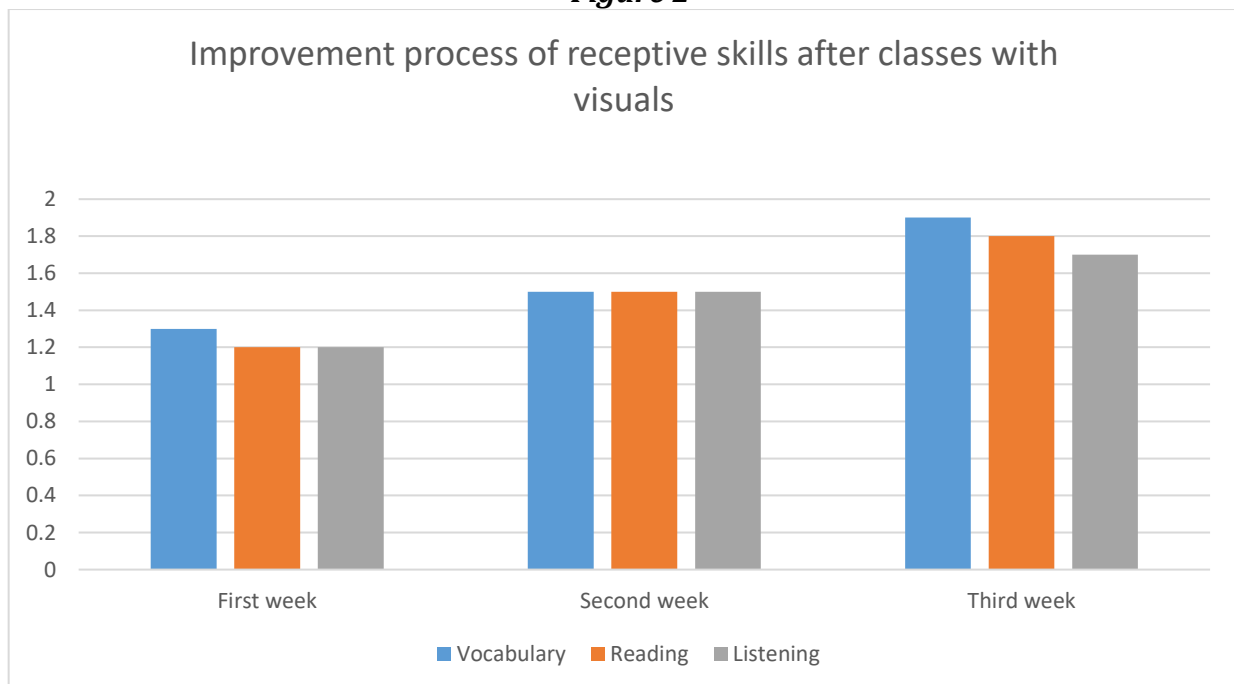
**Figure 1**



For the second group, we explained all the rules with the help of visuals as power point presentation, pictures, posters and videos. Moreover, all of our handouts include pictures on them to make easy to guess for students the meaning of the tasks and requires from them. These lessons were more fascinating rather than first group has also students guess the meaning of the words at once with help of pictures shown. As a result, in our tests after the analysis, this second group

members showed better results compared to the first group. We can identify it if we look at their improvement of skills in the weeks. In first figure, we can see that their skills improved day by day but very slowly but the second figure shows that the students acquiring the language and tasks were faster. Overall, we can say that by explaining tasks or including visuals in offering tasks, we can reach educational objectives faster.

**Figure 2**



---

**Our final opinion after experiments**

Why the first group could not reach good results. The reason is the ineffective explanation affected badly to all the process and it result in bad reception then may lead to poor production of students. It means that the key to success in teaching process is effective way of explanation. Then this can effects to all process widely.

**References**

1. Pillai, S. & Vengadasamy, R. Developing Understanding and Appreciation of Literature and Critical Concepts through Multimodal Approaches. Malaysian Journal of ELT Research 6, 2010, pp. 133-166.
2. Rodriguez, J.A. 2009. Draw and teach with stick figures: A tutorial. Jaanrod Studio.  
<http://www.scribd.com/doc/17321172/TutorialDraw-and-Teach-With-Stick-Figures> (21 March, 2010)
3. Ulum, Omer Gokhan. (2015). Listening: The Ignored Skill in EFL. Context. International Journal of Humanities social Sciences and Education. Vol. 2 Issue. 5 pp. 257-270