

TEACHING AND LEARNING ENGLISH USING VISUAL AIDS IN THE  
SECONDARY SCHOOL CLASSROOM

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A Dissertation

Submitted to  
School of Education

in Partial Fulfillment of the Requirements for the Degree of  
Master of Philosophy in English Language Education

Kathmandu University

Dhulikhel, Nepal

December, 2021

This dissertation for the Degree of Master of Philosophy in English Language Education entitled *Teaching and Learning English Using Visual Aids in the Secondary School Classroom* was presented by Prateet Baskota on 29 December 2021.

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## AN ABSTRACT

An abstract of the dissertation of *Prateet Baskota* for the *Master of Philosophy in English Language Education* entitled *Teaching and Learning English Using Visual Aids in the Secondary School Classroom* is presented on December 29, 2021.

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In Nepal, visual aids are appreciated in today's education system, requiring students to study in the 21st century and in pandemic situations. It uncovers the student's skills in learning in the secondary school classroom. This research aims to unfold learners' experiences using the visual aids available in the textbooks and beyond in the learning process and assessment. More specifically, I intend to seek the answer to how learners learn the English language through visual aids in a classroom. Following narrative inquiry as to the research method, I collected the data through a series of interview sessions, casual conversations and class observations with four participants from one secondary school based on the North-eastern part of the Kathmandu Valley. I also observed their activities in the tutorial room, library, schoolroom, audio-visual laboratory, and computer test centre. For interpretation, analysis and discussion of the data, I read and reread them, searched patterns and saw the emerging themes and discussed them within the theoretical framework of Howard Gardner's 'Visual-Spatial Intelligence' theory of multiple intelligences with reference to the National Examination Board of Nepal. From the interpretation, analysis, and discussion of the data, I learned that learning a language like English through visual

aids enables the learners to develop positive social skills, new techniques of reading habits in visual aids supporting the words of books, and learning constructing knowledge for life. Correspondingly, this new way of learning habits in P-Model Classroom changes the practices of students into visual literacy through technology-rich-environment scenarios in the classroom. In addition, the learning method creates a creative embellishment and fascination of students' creativity, making their classroom well-structured and engaging them in different techniques of creative works. So, this new way of learning habits supports students' efforts to understand content taught in the classroom. These findings also indicate the sturdy practice for secondary school students, which reduces the uncertain activities at the school by saving the teacher's time.

**Keywords:** *Visual Aid, English Language Education, Secondary School Classroom, Visual-Spatial Intelligence, Creative, Progressive Education, Narrative Inquiry and Qualitative Data, National Examination Board.*

29 December 2021

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Prateet Baskota

Degree Candidate

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## DEDICATION

This dissertation is dedicated to students, late—grandparents Indra Kumari Baskota (Upadhyaya) and Madhusudan Upadhyaya (*Honorable Person of Manigram, Rupendehi District*) who initiated to establish Shanti Namuna Madhyamik Vidhyalaya and Ram Mani Bahumukhi Campus in Aanandaban (*now Tilotama, Nagarpalika*) in coordination with Late. Ram Mani Acharya (Dixit) and his family members and other communities provide Education for students of different villages. Additionally, to Noble Mr Paras Kumar Baskota and Mrs Sadhana Sharma Gautam (Baskota) (*my parents*), who teach me to stand on my foot and find happiness in this world. Also Uncle Santosh Kumar Dhakal (*Currently Major General, Divisional Commander, Eastern Division Headquarters*) has been consistently sharing with positive vibes ever since my childhood that I find him the leading actor of blood relationships, such a humble person have ever met you in life!

## DECLARATION

As a result, I declare this dissertation is original work of mine and has not yet been submitted for candidature for any other degree.

---

December 2021

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## ACKNOWLEDGEMENT

I would like to acknowledge the National Examination Board of Nepal for the support grant for my Masters in Philosophy in English Language Education Dissertation. Similarly, I commit this dissertation to Dr. Shashi Kumar Thapa (*Sr. Physician, Consultant Gastroenterology/ Hepatobiliary*) of NORVIC Hospital cured me for six years. His words, "*do not worry, my child, you will be fine*" were truly a part of my life, and to Senior Sister Rekha Kumari Upadhyay (*Adhikari*).

Deep gratitude to dissertation supervisor Asst. Prof. Tikaram Poudel (*Ph.D., Post-Doc, as became Associate Professor after my Viva-Voce in 2022*), Prof. Arun Gupto (*Ph.D.*)- Ex. Principal of IACER, Pokhara University, Asst. Prof. Laura Gonzales (*Ph.D.*) -University of Florida (*language editor of my dissertation*), and Prof. Dhruva Karki (*Ph.D.*) - Tribhuwan University (*for being my external supervisor/ examiner*), Eva Piu and Ahmet-Murat Kılıç from *Division des Politiques, Educative Education Department/Service de l'Education DG II Démocratie* – (<https://rm.coe.int/0900001680969518>) of Council of Europe, France and the executive officers of The European Youth Centre Strasbourg (EYCS) for their hospitality in October 2019.

Grateful to all the known professors of KU-Hattiban especially thanks to the team of Research Committee and familiar professors from abroad (*from 2018 February to December 2021*).

Thanks to all supportive administration officers of KU Hattiban and friends circle from home and abroad, corresponding Samikshya (*Japan*), Nisha (*Australia*), Bikalpa and Usha Kiran (*Norway*), Rabin (*Australia*), and Pushpa (*Nepal*) and *February 2018 classmates of M.Phil. in ELE of KUSOED*. From the workplace, both



directors of Daffodil Foundation: Mr. Uttam Kumar Lama and Mrs. Dawa Lama (*and Daffodil Public School and Daffodil Boarding School Family*). Sincere gratitude to Bobby Steel Ma'am (*from Newzealand -Swiss Affiliate College -GATE*), thankful for Mr. Ambar Bdr. Khadka (*Uncle, Retd. Army Officer, now UAE*), and photocopier Neesha Thapa Magar (KUSOED), Ramesh Thapa (Kupondole), and Diwash Shrestha (Pulchowk) for their time and supports.

Lastly, I am grateful for valuable time to me by Lieutenant Colonel Sushil Kumar Thapa (*Commanding Officer, Gorakhabhadur Battalion, Nepal Army*) and Lieutenant Colonel Sumit Bickram Rana (*Commanding Officer, Rajdal Battalion, Nepal Army*), the Research Department of National Examination Board with Dr. Ram Chandra Pandey, Dr. Prakash Man Shrestha, Dr. Jiba Nath Dhital, and corresponding Chairperson Dr. Mahashram Sharma and administration family of National Examination Board (*Sanothimi Bhaktapur*).

*I am always thankful to all for their presence from the bottom of my heart.*

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## ABBREVIATIONS

A/V	Audio Visual
ADHN	Advanced Diploma in Hardware and Network
AEN	An Expository Narrative
AL	Assessing Learning
AQRM	Advanced Qualitative Research Methods
AT	Adaptive Test
AW	Arts and Words
BP	Big Picture
BT	Bliss Teaching
BVM	Brain, Vision, and Memory
CAIT	Creative Action Institute Team
CCC	Child Centered Classroom
CCL	Child-Centered Learning
CCTV	Closed-Circuit Television
CDI	Centering on in Depth Interviews
COE	Council of Europe
CR	Class Representative
CS	Concentration Speed
CT	Cognitive Theory
CTVL	Cohesive Theory of Visual Literacy
DA	Discourse Analysis
Db	Decibel
DC	Discursive Composition
DE	Detrimental Effects
DHN	Diploma in Hardware and Network
DS	Dichotomous Scoring
DT	Diagnostic Test
EA	English Accent

EC	Executive Control
ECA	Extra-Curricular Activities
ELE	English Language Education
ELL	English Language and Literature
ELP	English Language Programme
ELS	English Language Subjects
EP	English Proficiency
ESLL	English-Spanish Language Lecturer
EVA	Educational Visual Aids
EVS	Eye and Visual System
EYCS	The European Youth Centre Strasbourg
FD	Field Dependent
FID	Field Independent
GPA	Grade Point Average
H.E	Horizons of Expectation
HELS	Higher English Language Subjects
HS	Human Skull
IC	Intelligent Choices
ICFD	Interview Consent Form with Description
I.T.	Intelligence Theory
KU	Kathmandu University
KUSOED	Kathmandu University School of Education
LE	Learning Experience
LIAM	Linguistic Integration of Adult Migrants
LR	Literature Review
LTE	Learning Through English
MC	Monitor of Classroom
MCP	Making Course Plan
MCSE	Microsoft Certified System Engineering
ME	Mind's Eye

MPRS	Masters in Philosophy Research Scholar
MR	Mental Rest
NCC-NEPAL	National Cadets Corps Nepal
NEB	National Examination Board
NI	Narrative Inquiry
NIM	Narrative Inquiry Method
NOHS	Navakiran Orphanage Home Society
NSK	Nepal Snehi Kaakha
NSP	Normative Social Practices
NSSC	Nepalese Secondary School Classroom
NVREL	Northern Central Regional Educational Laboratory
ODSS	Observing, Designing, Structuring, and Significance
OI	Oral Interview
ON	Orienting Network
PCC	Potential Career Choices
PCVA	Pragmatic Competence in Visual Aids
PIE	Progressive and Interactive Education
QC	Quality Classrooms
QLD	Qualitative Data
RGBY	Red, Green, Blue, Yellow
RP	Research Paradigm
RQ	Research Question
RSLW	Reading, Speaking, Listening, and Writing
SCS	Secondary Classroom Students
SI	Spatial Imagery
Si!	Yes!
SICF	Same Interview Consent Form
SLT	Spanish Language Teacher
SSC	Study Skills for Children
STP	Societal Traditional Pedagogy

TAP	The Attention Processing
TCL	Teacher-Centered Learning
TEFL	Teaching English as a Foreign Language
TIL	Teachers Improvement Learning
UDCS	Under Developing Contexts of Scholars
VA	Visual Aids
VAC	Visual Aids Classroom
VAE	Visual Aids in English
VAL <sub>1</sub>	Visual Aids Learning
VAL <sub>2</sub>	Visual Assisted Learning
VALS	Visual Aids Learning Strategies
VATL	Visual Aids of Teaching and Learning
VATs	Visual Aids Tools'
VBD	Visualization-Based Discipline
VL	Visual Learning
VPM-PA	Van Patten's Model of Processing and Acquisition
VSI	Visual Spatial Intelligence
VSIT	Visual-Spatial Intelligence Theory
VSL	Visual Spatial Learning
VSLs	The Visual- Spatial Learning Style
VSS	Visual Studying Style
VSTF	Visual-Spatial Theoretical Framework
VZ	Vision-Zed
WRE	Writing Through Reading from Eyes
Y4C	Youth for Conference

## CHAPTER I

### INTRODUCTION

In this chapter, a general context of the study focused on four experiences of various learning participants through visual aids that help with the teaching of the secondary school classroom. First, I discuss student learning strategies in current class situations with visual aids used in one of the schools of Kathmandu valley. So, in the next section, I come out with my explanation of the problem as a researcher and teacher who find the various school teaching strategies for the progress of the research. Then, I set the goals and based on these goals focus on the National Examination Board of Nepal, I have formed my search questions to be more accurate for my exploration issues. Finally, I generated the other sections to describe the research logic and limit the search event. The chapter ends with a summary of this chapter.

#### **Scene Setting**

As a teacher, I am supposed to make a house. A house for teachers meant in need of an extra foundation. The foundation can make from the textbook. However, the textbooks of secondary school students' levels are over-crowded by texts (words) which is not favourable for students who prefer to learn through visuals. As I designed lesson plans for multiple grade levels, I noticed how crowded the textbooks were. I worked as a teacher in different schools, and in the teacher meetings, we used to share the pros and cons of the syllabus that the Nepal Government Education Department designed. When I was a university student and a school teacher, I constantly analyzed the visual contents (*see Figure 1*) that are equally important in each textbook, but the

question arises in my mind: why are graphical interface books less common in the Nepali market? The pronunciation through visual aids can be different and hamper the

Figure 1 Butterfly, (Source: Graphic Art by David Schondelmeyer)

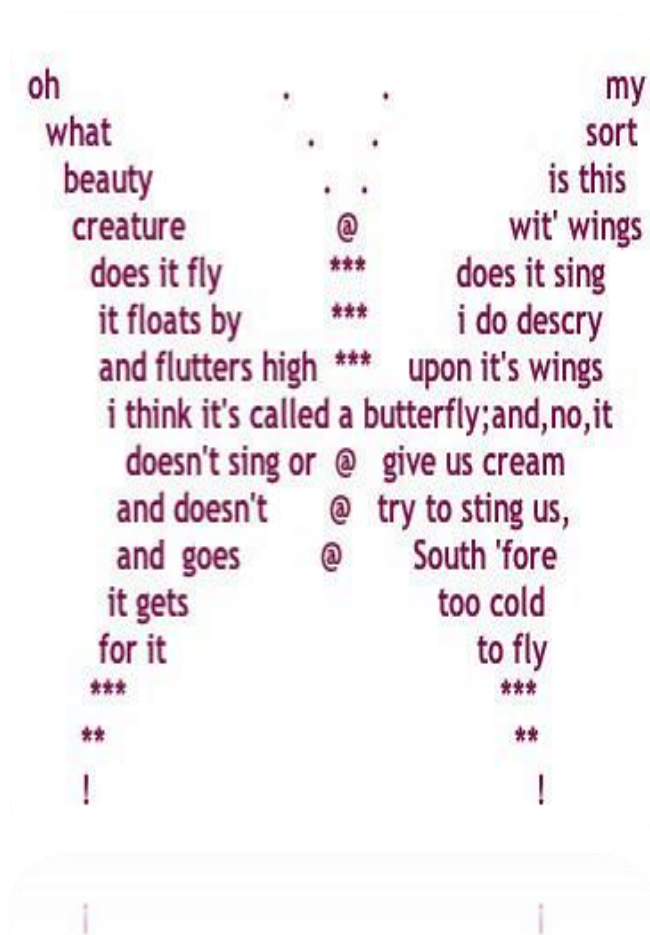


Figure 2 Red, Green, Blue and Yellow Colors Pallete (Source: Graphic Art by me)



appreciation and understanding of the temporal phase of literature.

One possible reaction to the

above analyses might be the argument that there are various terms, even in mother-tongue English in academia. New techniques have emerged, such as new colour combinations in books and painting, which are students' basic study skills, whereas the Red, Green, Blue, and

Yellow(RGBY) (*see Figure*

2). The colour and mixed colour combination with varieties like 2D and 3D (have open-minded values)

are dramatically models of

understanding and rise of in critical thinking development for students-

which is probably inevitable in the

long run. The use of colour in the pictures makes it meaningful (as

b/w can see as colour blindness) -

using more colours can understand the object and its characteristics. When I got the chance to join Remedies in 'Making Course Plan' (MCP) in cooperation with a team of different Professors and Plan Makers, I saw different 'Black and White' visual aids based on Stories like – Pebbles and Crow, Hungry Dog; so on. The image, which is in black and white, seems unpredictable and non-understandable. The reason I feel is the lack of colour. If that 'Hungry Dog' story-based image was in colour, the students could easily find the scenario. Just making the 'S' type of lines in the image cannot define it like water, or some graphs in the image is the shadow (unclear images or rough image shown). For using story-based visual aids, the colours and pictures play a vital role (*see Figure 1*).

Visual aids can enhance visual intelligence. With the proliferation of illustrations in instructional materials, visuals end up increasingly more in scholar learning. Illustrations in academic substances have been pervasive for a significant quantity of time (Slythe, 1970). What I feel is, this line means, conscience and intelligence are perhaps the human race's greatest gifts. The most important distinction between humans and the rest of the animal kingdom is a person's ability to understand, reason, and think. I now share 'some format' which I felt should add for us, that includes – observing, designing, structuring, and significance (ODSS) of recording throughout the Visual Aids (pictorial conventions) that look like comics; the visual aids entails something about its reader and its know-how in looking and finding the details what it is.

In general, the artistic acts use of conventions by artist's and contents written by professionals is a be counted of assimilated 'know-how', an educated feel of 'this is how to do it' won 'on the job' and employing looking at what does and does now not 'work' in concrete situations.

Substantiation seems the conventional operations in Visual-Spatial Learning (VSL) from the attention are framing, gaze, lighting, context, colour, brightness, contrast, and tint, which shares about the VSI in Learning. Moreover, I considered the edges or boundaries of the Visual Aids: picture: the frame. Secondly, the depth of field is the factor within the artist's control. A third, the quality of the colour, tint, contrast, and brightness make the art visible, and the students can easily understand the specific contents.

After working in 'model'- 'reasoning'- and 'conclusion', I worked on comics

*Figure 3 Example of Slapstick Humor (Source: Copyright of <https://www.slapstick.org.uk/events/>)*

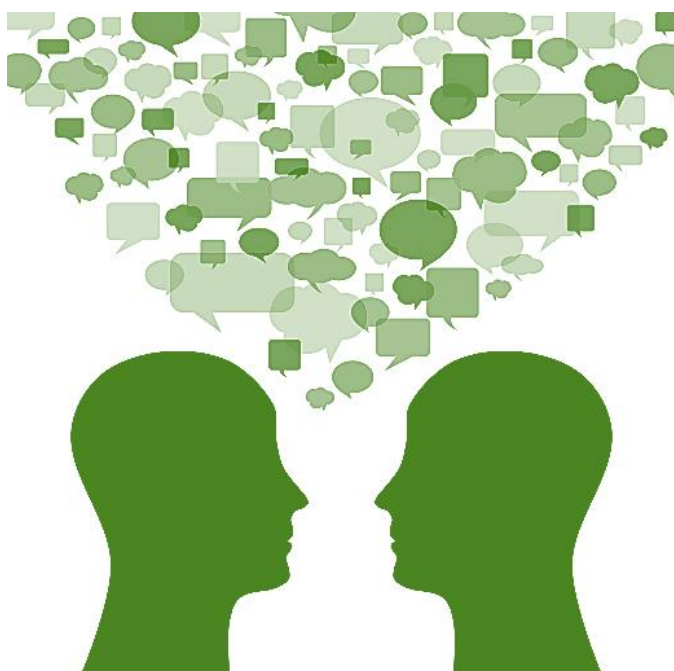


(which added to readers about visual art with the texts determining the rectangular panels). When students go through the visual artworks, they feel that comics, novels, books, and colourful etcetera contents give, share and supply the emphasis to drama, adventure, character and personality development of students is the parts of striking visuals, politics, or romance over laugh-out-loud comedy too by language learning interaction (*see Figure 4*).



Besides that, the popularity of photo-graphic novels has grown more remarkable to more people familiar with works in this attractive VSI appealing and

Figure 4 Language Learning Interaction, (Source: Graphic Art of KUSOED)



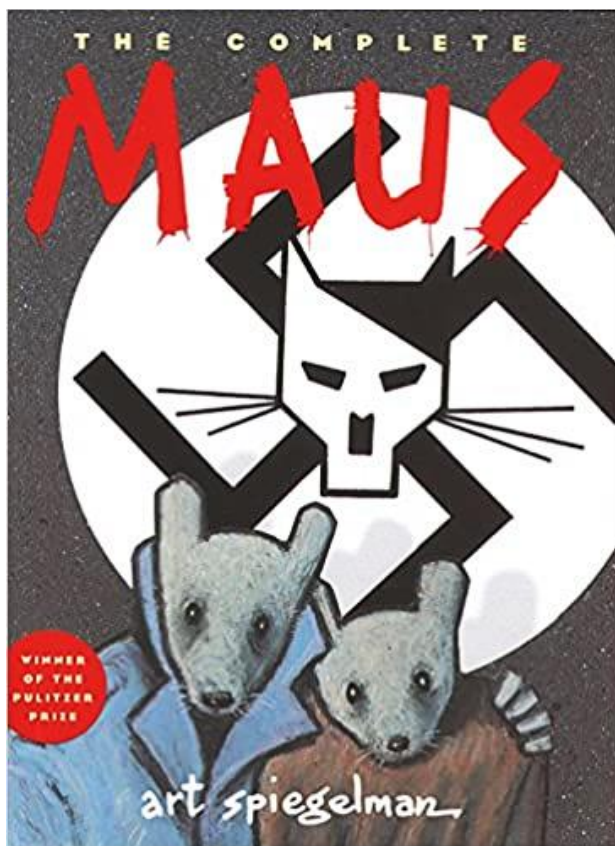
numerous structure (i.e. format) in Nepal from children to youngsters. A thriving market for picture novels (i.e. graphics) and rich cross-cultural influences imply that more extraordinary experimental, innovative, high-quality stories and art are available now. The emergence of photography viewed in 2019-2021 A.D.

Students have a vast range to choose from in visual aids. Hence, a secondary scholar (like as a student) is no longer restricted to fans of superhero escapades or slapstick humour (*see Figure 3*), everything that determines the colours they follow, but, the book pages to colour combinations, smoothness of images how it is encapsulated it always has the vital role. So I love to ask: have you seen live drama /or/ movie making /or/ artist painting the portrait in real? For example, the dress, the background setting, the music, and the curtains with the image when we see, visualise, or think in mind, are the parts of Visual Aids.

In addition, greater access to graphic textbooks- collections in public and faculty libraries- certainly contributes to their present-day reputation because it is easiest to find and to get access from visual aids.

## My Inspiration

Figure 5 The Complete MAUS, (Source: Art Spiegelman)



After completing the Master's from Pokhara University and writing Independent Study on (see Figure 5) "MAUS: Betrayal, Holocaust and the Graphic Fiction" under the supervision of one of the visiting faculties, I want to explore more in the use of visual aids in the English classroom. I do connect with musicians, model artists, professors, and academicians that I have a great interest in exploring the notions of

collaborative approaches in this field and want to see how the courses of English have taught interactively. So, I frequently visit one university of Nepal's English department and a few professors. I need to design a course module for The General Educational Development Tests (American GED Course), Spanish Language, and Other like Undergraduate English Language Courses. It was a challenging job. So, I started working on a graphical interface that was highly desirable from both the student and administration sides. While I worked at different schools, institutes, and colleges, I found students were passive listeners and less engaged in the classroom work. So, I again started thinking about students' performance in the classroom, as I once was engaged as a computer science teacher and, from 2014 A.D., I was the teacher of Spanish Language Course in both Daffodil Public and Boarding School in

Kathmandu Valley. I never focused on one particular teaching method. Instead, I focused on students' achievement following the Children Centered Classroom (CCC) method and found something changes in their performance and attitudes through this method. However, it was complicated to handle the medium to a large classroom of approximately forty students while teaching. So, I thought to explore the notion of communicators (this consists of studying how communicators create texts- consisting of the function of technology and how humans interpret texts) in the Multilingual Language classroom to engage the learners and bring the real meaning of understanding. So, I decided to study in Visual-Aids and their role in helping teachers support students in promoting meaningful learning, in which the text-words would reduce by Graphical Interference that is 'Visual Aids' (V.A.).

Later on, I found Visual-Spatial Intelligence (VSI) *Visual-Spatial Intelligence* (2021) appropriate for my purpose. In Nepal, students are fond of doing different tasks, but teachers cannot continue to follow the syllabus due to the lack of sufficient text materials. So, when Visual Aids could use, the problem could be sorted out by sending the attachment in an email or low weight through courier.

As I experienced, the teaching profession is an ongoing process, and mainly it is sharpened by collaborative work. Collaborative work also defines 'progressive and interactive education (PIE), which means meeting together with different minds working toward new directions. Nevertheless, the question always arose in mind to see others' notions and beliefs. Therefore, the present study aims to explore teachers' perspectives on using collaborative approaches in the classroom. I sometimes questioned colleagues who tried hard to answer, but they neglected. I could not understand the reason. I went through some books and visited different Book Sellers of the Kathmandu Valley, but being closer and easy access, I was the weekly visitor at

Ēkatā Pustāka Bhaṇḍār, Thāpāthalī (Ekata book publication house). I spent 4-5 hours reading books sitting on a corner sofa. My eyes focused on Children Sections (underground floor). I needed works on different graphics books with colourful glitters in the glazed paper. What I found those books was, those visual aids which I saw expose some of the weaknesses of the social semiotic notion that plays as the concept of 'visual modality' (V.M.) (*see Figure 6*) in inspecting the perceived truthfulness of visual aids, using contrasting it with the more incredible productive thought of authenticity. Pictures would interpret differently, relying on the attitudes taken by the eyes of the beholder. What we see, or suppose we see, is filtered through various mental units and expectations. For example, temporarily shown enjoying

*Figure 6 Logo of the 'Visual Modality' connection from Eye to Brain, (Source: Own design Art)*



cards in which hearts are coloured black are on occasion viewed as red.

Conversely, in the case of autobiographical comics that I examine from childhood to university time, I found 'producer oriented' types of authenticity which regarded to play a more vital function than stylistic features in figuring out whether or now not visible representations have been probably to consider as sincere that would usually a continuation of the research process. Nevertheless, it also aims to explore how visual phenomena collaborative work fosters the knowledge and understanding to secondary classroom students; active participation in the classroom brings the real achievement for both teachers and students yet, all the students who love to study the

pictures of the jesters brings the common analytic framework, freedom to read and easy to understand.

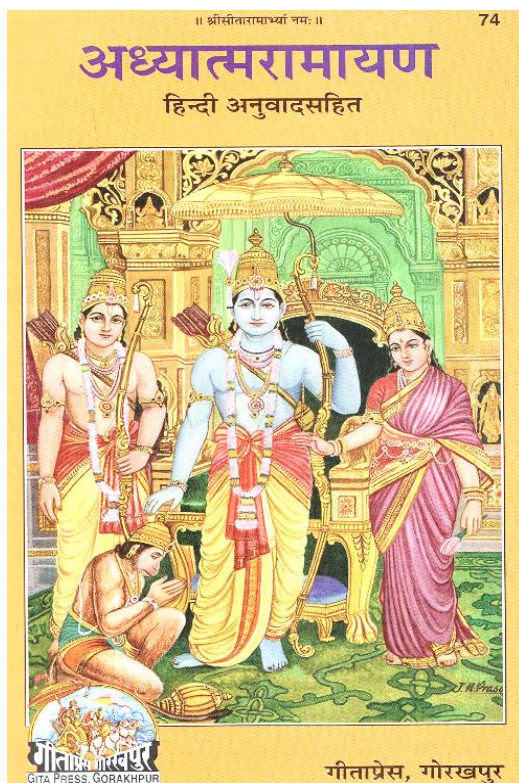
### Principles of Visual Aids Teaching and Learning in School

Figure 7 'Muna' Monthly Children Magazine. The magazine was yearly subscribed to us by dad.  
(Source: 'Muna' Nepali Magazine)



Rāmāyaṇa" (see **Figure 8**) was the first book influenced me. I remember that she made me learn Visual Aids by introducing the concept of colours, figures, art, and designs as I learned to start picturing, then tracing with the help of Kerosene Oil lamp for the image of Lord Krishna playing the flute standing in front of a cow. After that,

Figure 8 The Cover page of "Ādyātmā Rāmāyaṇa",  
(Source: Graphic Photo from Classic Grandma Book from Rana Royal Palace)



The person who shared the minor thing about learning Visual Aids was maternal uncle mom- 'my granny' and also mother, who were not teachers, but good holy-book readers, in which "Ādyātmā Rāmāyaṇa" (see **Figure 8**) was the first book influenced me. I remember that she made me learn Visual Aids by introducing the concept of colours, figures, art, and designs as I learned to start picturing, then tracing with the help of Kerosene Oil lamp for the image of Lord Krishna playing the flute standing in front of a cow. After that, the journey of learning Visual Aids stepped up the pace. The children magazine "MUNA" (see **Figure 7**) from Nepal provided the frequent use of pencils, mud, pebbles, chalk, different crayons, and pencil colours provided by dad and the children magazine "MUNA" from Nepal. Especially to me and our elder brother, and different Feminine Magazines "Grihashova" (see **Figure 9**) from India that supports my Grandmother, Mother, and Elder Aunt in carving, knitting, household works, gardening, and cooking influenced me to get in touch with Visual Aids. We lived in

Manigram, the Western Region of Nepal, while I was a kid, so in the Terai, I knew people use homemade objects and depend upon agriculture.

Not only that, the cartoons that come in different magazines, dresses, playing in nature, and thinking to make one frame of art in my mind made me creative. When I started my first-day Nursery class in Little Flower School, Manigram made me start drawing my first picture coated in the school wall. Goddess Saraswati made me one

*Figure 9 Logo of Grihashova, renowned women magazine in India. (Source: Grihashova Magazine)*



perfect image in my brain, as the colour was Blue and White. While in class, at that moment, my father and the principal always made me sit in the first row, but I denied it. I always sat at the last bench in the group of 7 students in 1989 A.D. When I got time from Nursery to now, I always sat at the last bench, and when my mind became free, I usually started to play with a pencil, pen or anything which I might start working some clip arts or pictures in childhood, once in M.Phil. Studies of 2018 September in the class of Advanced Qualitative Research, one Professor at Kathmandu University School of Education shared, "if I get chance, I will make one talkative time with my younger son". Later, I realized Professor himself followed Visual Aids to teach his students of Masters, M.Phil. , and PhD for easy understandable and supportive access as his younger son was still a kid that he learned quickly from 'Visual', not from the text. As a result, many problems of this kind provided the thought that learning Visual Aids facilitated understanding complex concepts.



Whenever I became free, I usually shared talks with friends and started to make their sketches. In grade three, I studied in Suryodaya English Boarding School, Ghattekulo; I started the journey to compete with others and participated in Extra-Curricular Activities (ECA) programs (in past school used to say the word 'game'). In

Figure 10 Logo of Alliance Française de Katmandou,  
Source: AFK, Nepal.



fourth grade, I focused on Science Class Activities and followed how the teacher shared the courses, images, colours, etcetera. She shared with us to take pictures in homework (now, assignments).

Besides, I chose the French Language in classes three and four. The good thing about the French Language was that a Nepali- French Teacher taught us that we were allowed to watch cartoon movies, play games, and *Alliance Française de Katmandou* (see **Figure 10**) was so near to Dillibazar Road that it was closed from my school. Influenced by French Classes, I started to sing and dance, and also I shared my ideas with my friends by making images on white paper. I still remember two languages, and we needed to choose only one from Japanese and French. On the first day, I went to learn Japanese Kānjī, and the 15 minutes was hell for me in that class! Suddenly, I ran to the French Class and, when I entered the class, I saw a tall, strong and impressive man with a French accent and white medium hair. His first dialogue was, "Do you have the books?" I replied, "No". Then, he shared his four-page photocopies own books- it was a master's copy with lots of images, cartoons, and shiny, smooth pages. The first word I learned was, "Bonjour" and the first sentence was, "Comment Tu T' Appelles?" Then, the second thing I still

Figure 11 Humorous Picture of Baby Mickey and Mother Minnie, (Source: Graphic Art by me)



Figure 12 Angry Tom and Funny Jerry Clipart, (Source: Graphic Art by me)



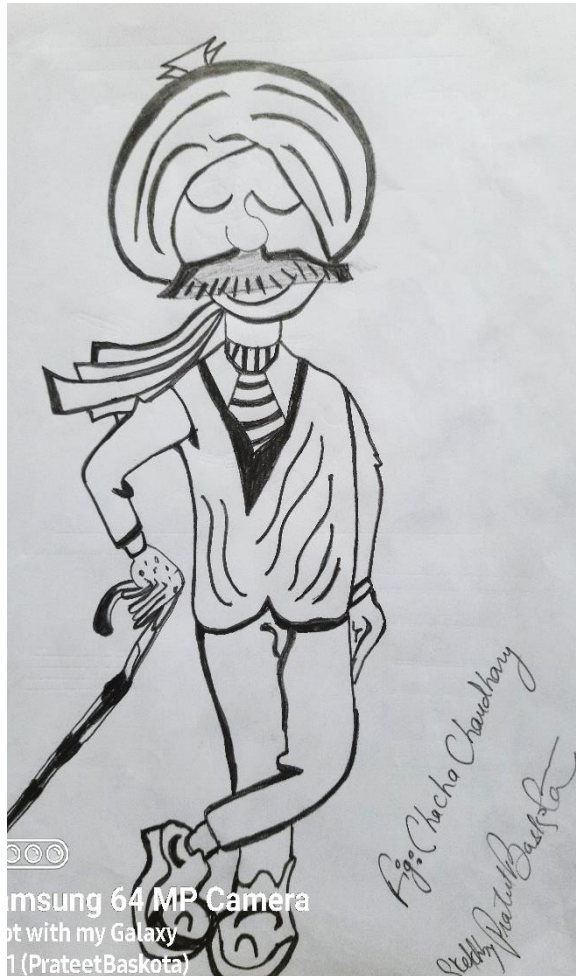
remember was, in Nepal Television, exact at 5 pm Nepali Time 'Children Program' appeared daily. I was living in my Maternal Uncle Home. We got one phone call from Movie Director and Cousin to play one role in one child's telefilm. We needed to make our friend-circles to play in that scene that was held in 'Rani Ban (Jungle) - Kathmandu'. The images, characters, and expressing the scene was good image of Visual Aids in grades 3, 4, and 5.

When I moved to

Village 'Manigram, Rupendehi' (now, Tilotama Nagarpalika), I was in class 5 of 'New Environment English Higher Secondary School'. I started to draw cartoon images of Mickey and Minnie Mouse (*see Figure 11*), Tom and Jerry (*see Figure 12*), my dad and mom sketches, Indian Cartoon Chhachha- Chaudhary (*see Figure 13*), The Image of Shakti-Man and also few colourful arts which are entirely based on graphic fictions. When I was in class seven, I migrated to Kathmandu and my parents due to the Maoist Insurgency and started studying in Rupak Memorial International



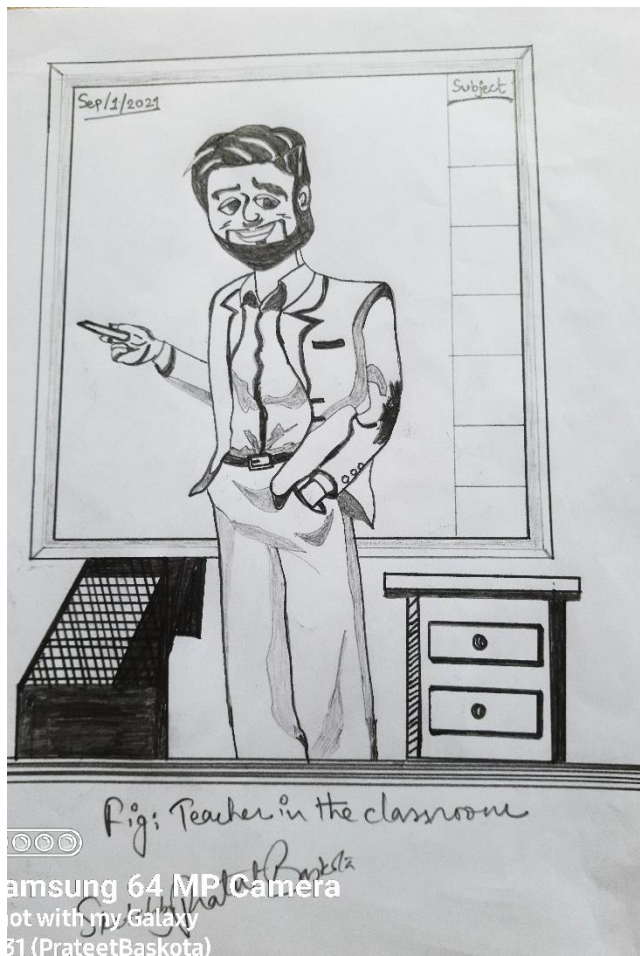
Figure 13 Comic Image of Uncle Chaudhary (In India children loves to say Chacha Chaudhary), (Source: Sketch by me)



School, Kupondole. In that school, the simultaneously interschool competition was held by the administration team. At that moment, I, with friends, was selected for a music competition in the school and art competitions on "Child Trafficking" at St. Xavier College, Maitighar. From that program to other programs, I, with friends, was lucky to be interviewed by Radio Sagarmatha for the program named "Dhāppa-Children Program". That is why I had a strong belief about learning Visual Aids in School, and I found being able to share experiences.

Another example of how I became interested in visual aids was that I usually walk on the roof in the evening to see the clouds, sunsets, and twinkling stars. However, when I saw the clouds in the sky different from the daytime, because it was beautiful and matched with the sayings of 'Every cloud has a silver lining', whatever confusion I had, I felt happy while playing with the terms of Visual Aids. From evening tonight, I usually felt the essence of cold wind touching my body, the flying of birds returning to their nests, the sounds of bats and owls flapping, and snapshots from the camera to take the images. I remember that my way of learning through Visual Aids started with the so-called Effect, Filter, Picture, Lens, Spectrum, Vision, and Visual itself.

Figure 14 Teacher in Classroom, (Source: Sketch by me)



Conversely, I felt that it was unfamiliar to students for understanding the texts of books for students to memorize the millions of words and lines to formulate and keep it in their brains. When I went through different textbooks written in English and Nepali languages and being the Spanish Language Teacher in Nepal (*See Figure 14*), I found it provides me with a rationale to think about how to use and promote Graphic Education.

Having counselling with a few lecturers and professors of different Universities and schools, and so on for finding 'text as easy way or teaching through graphics in best way...' perhaps they are highly influenced by mass media, technology and a new way of teaching strategies. I also found that Visual Aids can be helpful for graphical education, particularly for Secondary Classroom Students (SCS).

In contrast, I believe that the access to visual works in textbooks for both teachers and scholars is gradually increasing the attraction towards the new way of teaching that many Secondary School Students(SSS) love to read comics, cartoons, puzzle words, and so on which has maximum visual contents. The research that I have done has the deep meaning and importance for reflecting professional practice, which

may make me find out to follow and develop a more convenient and scientific pedagogy. Similar to the examinations that I have given the students and declared them as 'pass' or 'fail', this dissertation of M.Phil. in ELE examines my practices about 'trigonometry teaching'<sup>1</sup> and motivates me to construct new ideas so that I can feel of being refreshed in my profession.

I believe that this dissertation may help open the eyes of the critics who believe that Visual Aids are fun to read and have no practical meaning in life. According to what I have observed in my career of School, College and University, it is not so easy to change oneself from his/her/ their traditional practices. The origins of these customary rehearses are so strong that these have come as beliefs, truths, and alternative fewer things. This dissertation creates a basis for exploring the multiple realities, and this will remove a step for uncovering the old-fashioned backgrounds in teaching and learning. These are just like having mind training from the new way of learning, teaching, and sharing the knowledge to make the mind free from misapprehensions in traditional education. So working dissertation drags to the point of 'Bliss Teaching' (B.T.) from Societal Traditional Pedagogy (STP) of interactive teaching.

### **Rationale**

The rationale<sup>2</sup> shares the ideas of a new method of teaching and learning through the framework of Visual Aids. The new way of teaching and learning habits

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<sup>1</sup> pictures with measurements in visual aids

<sup>2</sup> After the selection of the topic with NEB-Nepal Proposal Grant for M. Phil was the cross-cultural relationship with researcher and grant provider to share about NEB ideas which may be shared through my research, and herewith links <http://www.neb.gov.np/>. The rationale was used to share the ideas about the research, but after selection of NEB Research Grants, it is similar for significant, as significant denotes beneficiaries to students, teachers and examination board of Nepal in secondary classroom research strategies.

also supports the grading of students using visual aids assessments. I believe the traditional way of learning needs to be modified as upgrading might increase motivation (*see chapter VI*) for the children, teacher, and examination board. From my research skills and informal discussion till now in Nepal, the Visual Aid Examination patterns have not evaluated the student's performance.

While I was moving forward with my M.Phil. Degree, The National Examination Board of Nepal chose the idea for the Proposal Grant; afterwards, it was converted as support to reform the examination, study patterns, and curriculum of Nepal's Secondary School Classroom Education System. I was informed that if I had not been studying visualization, it might have been the so-called "normal education" of Nepal's secondary school system, which appears to be 25 years behind that of the UK. 2021/22 AD: Education System. In contrast, I was focusing for the three different focal points. 1. Change in the NEB patterns, 2. what and how might to reform in examination patterns, and 3. what is in need, I have had added.

### **Significance**

The new way of teaching and learning habits also supports the grading of students using visual aids assessments. I believe the traditional (consistent readers techniques) way of learning needs to be modified as upgrading might increase motivation (*see chapter VI*) and can measure for the children, teacher, and examination board for knowledge. From my research skills and informal discussion till now in Nepal, the Visual Aid Examination patterns have not evaluated the student's performance.

Moreover, the significance is designed to share the concept of teaching and learning English by using visual aids in the secondary school classroom. However, it also supports developing the exam patterns for improving students individually through

the quality of education by sharing the individual study skills, and also gives values. Likewise, it also supports students' thinking skills that may help self-assessment overcome failures as sharing the positive vibes in which exams play a vital role to help both student and teacher by understanding the mental capacity to rectify the student's shortcomings in Nepal. It is a process of taking participation in which the students are considered active ones (Devís et al., 2015), and the process of visual aids learning is considered meaningful learning for the classroom (Yael, 2015) and in their examination. Using visual aids in the classroom will allow students to build new ideas in their brains so that they can understand very well while learning, and also gives the learners of grade eight experience in learning new things with new ideas in the secondary school classroom. Even the students are improving their studies, creating a new role of the pattern called 'visual learning' (VL) (McGrath & Brown, 2005) that increases the thinking skills creatively and high in the order (Ersoy, 2014; Raiyn, 2016; Zubaidah et al., 2017; Sumarni & Kadarwati, 2020). It is hoped that the ideas shared in the secondary classroom will make the classroom better, and that also gives students the complete confidence to learn with learning by doing method of VSI and Motivation.

In Nepalese Secondary School Classroom (NSSC)<sup>3</sup>, English Subject is taught through a task-based approach (Littlewood, 2004; Sanchez, 2004; Dorathy, 2011) to improve achievement in assessment by the support of some performance and problem-solving skills (Anderson, 1993; Fisher et al., 1996; Mourtos et al. 2004) and through active inquiry (Lawson, 2000; Alvarado & Herr, 2003; Kachergis et al., 2017; Stover & Ziswiler, 2017). In this concern technique, I am passionate to explore how students

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<sup>3</sup> NSSC and National Examination Board and its examinees among others will be the beneficiaries of the study after reading my dissertation of M.Phil. in ELE. (Please see the Chapter VII- Summary, Conclusion and Reflection).

learn from visual aids and how students explore the usefulness and narrate their experiences of learning from visual aids in the textbooks in the Nepalese context.

Additionally, the recent evidence suggests with according mentioned earlier, in the field of visual aids, I have been aware of exploring different processes of visual aids that students who were my research participants share the understanding skills (Barrow, 2015). Furthermore, they also share the significance of assessment as they were following the rules and regulations of the National Examination Board of Nepal. I have also tried to undergo related literature and found that there have not been any studies carried out in this field. Therefore, I am trying to explore how students learn from visual aids and explore their usefulness and narrate their experiences of learning from visual aids in the textbooks in the Nepalese context. This study is valuable for understanding different units to explore how secondary school students are known to be learners who think and understand, interact, and get motivation by undertaking new techniques in the classroom while learning. Similarly, this reading provides insightful learning through visual aids to secondary classroom students based on their learning experiences and overall achievements through the support and for development of National Examination Board (NEB). For that reason, this study fulfils the hunger of developing students' minds by finding the truth for all the students to follow visual aids and develop a new form of discourse in visual aids in teaching and learning English in the secondary school classroom.

### **Objective**

In addition to fostering social acceptance and camaraderie, it also aids in the development (goals) of new learning habits in children's behavior settings where they share in group learning, which may be the main advantages through skills and the investigation of novel possibilities in learning habits. The specific goal of this study

was to examine "learners' performance and evaluation of secondary school classroom through learning and examination role" by expanding knowledge in research works of English language teacher, and students access learner's performance through visual aids with the text-book, that is, with picture cultivation of secondary school classroom.

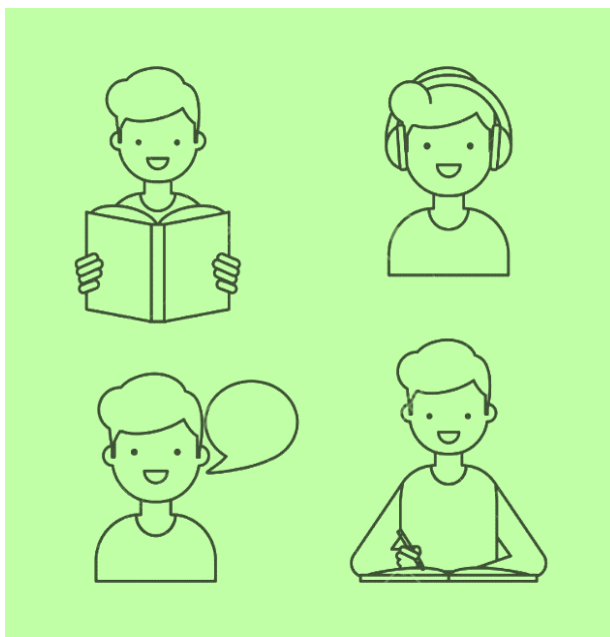
The study linked the external examination of Nepal with the evaluation of secondary level students (Marsh et al., 2019; Ogbonnaya, 2019; Akram, 2019) to assess learners' performance through visual aids (Jatautaitė & Kazimianec, 2019). It intended to find the answers to perceptions and practice for the lesson modules, internal school tests, and board examinations with the support of the VSI theory that my participants get to learn daily during their school time (*see chapter VII*). The specific objective of this study examined the 'learners' performance and evaluation of secondary school classroom' through learning and examination by the expanding of the knowledge in research works of English language teacher, and students access learner's performance through visual aids with the text-book, that is, with picture cultivation of secondary school classroom.

### **Statement of the Problem**

In Nepal, students' exams have been postponed, but the technologized education make varied access to information and support. As I know visual aids in digital learning supports equality to urban areas students however inequality to rural areas students education. Impact on visual aids in secondary school classroom has a negative impact as anxiety increases and pressure on students extremely rose in pandemic (situations) from April 2019 to August 2021. Though the technological transformation may see that maximizes access in teaching and learning by the support of visual aids.

Better to resolve each day challenge by teachers, the several issues in the classroom are seen daily in different subjects. In my twelve years of teaching career in different institutions I found not only students, but youths are also fond to do extra activities. Among these few issues, there are many problems including strikes, electric power supply problems, fewer numbers of teachers in school, and so on, which make students disrupted in education in Nepal. It is all about a country's political scenario and that problematic scenario creates the classroom environment and strategies of learning into destructive.

Figure 15 Reading, Speaking, Listening, & Writing Icon,  
(Source: Graphic Art of KUSOED)



Normally, I focus on English Teaching but, the problems faced by secondary school students (learner) lack of listening, speaking, writing, and reading (*see Figure 15*), and they don't have an interest in social skills (practical knowledge in Education). Here, another challenge to me and to other persons who were in the teaching field seems to be stuck at the word "lack", to remove the word lack for students, teachers need to change their skills to make students clear for understanding in the specific subject the teacher taught in school.

Additionally, the teaching and learning process has been for research in secondary school classroom students to improve learning, the visual aids make the instructors professional in their field so that student may learn from new techniques.



My mind always hit only one question, “how to prepare students in secondary school classroom?”

In capsulizing the facts, coordination with students need to communicate by interactive learning through psychological counseling, when I talked with kids, the kids' brain what they are thinking of are quite confused. Some are sharp and some are bold. So, students have a lack of confidence while Reading, Speaking, Listening, and Writing (RSLW) (*see Figure 15*) in English classrooms if the instructors provide them with texts. But, changing in teaching if instructors give them one certain image while teaching that represents part of study then, they analyze critically; understand themselves and they can write with new ideas. The different perspectives from different scholars of the classroom create finally gone significant answer that is the part of understanding.

Being an Ambassador in World Literacy Foundation (Australia), International Recruiter of The Netherland Education Group (Netherland), Ambassador of Youth 4 Conference (USA), Reviewer of South Western Journal (Nepal), International Representative of Nepal Snehi Kaakha and Navakiran Orphanage Home Society (Nepal), and research scholar of Kathmandu University (Nepal) I found the time, education patterns and literary skills have changed from the year of 2019 after Pandemic (hence, covid-19) hits the entire world and Nepal.

### **Purpose of the Study**

The purpose of study is to explore how learners learn the English language through the use of visual aids in secondary school classroom.

### **Research Questions**

1. How do students learn through visual aids in a classroom?

2. How do students narrate their learning experiences from visual aids in the textbook?

### **Delimitations of the Study**

The exploration in this study is delimited to visual aids in classroom teaching and learning where students' experiences were interviewed. Similarly, this exploration was delimited within participants' narratives and found learners' differences between Visual Aids Learning and non-Visual Aids Learning of the classroom in the secondary school classroom (i.e. in lyceum). So far, it did not study neuroscience and psychology. Before I used to take the participants from rural areas of Nepal, like from the Mugu district, but once I started, I found it difficult to travel, and afterwards, I heard my research topic did not match with rural areas schools.

### **Organization of the Dissertation**

This dissertation is organized into seven chapters. Chapter one consists of the study's introduction, including scene-setting, inspiration, principles of visual aids teaching and learning in school, rationale, statement of the problem, the purpose of the study, research questions, delimitations, and organization of the dissertation. I delimited the study and briefly highlighted the organization of the study. In the second chapter, in the beginning, I presented the field of study in visual aids, literature review (thematic, theoretical, empirical, and policy), defining about visual aids, the changing concepts of visual aids, creativity in visual aids teaching by me, the connection of visual-spatial intelligence (Sarainsong et al., 2021; الفاجي مطشر علي نازك, 2021)<sup>i</sup> theory, research gap, and conceptual framework. In chapter third, I added the working in research methodology, research design, characteristics of qualitative research, types of qualitative data and principles, using interpretive paradigm, ontology, epistemology, axiology, the use of methodology (narrative inquiry), how do

I engage in the field, interpreting as a meaning-making process, research sites and participants, materials, quality standards, and ethical consideration. I have narrated the story of four participants in chapter four. In chapter five, I critically examined learning through visual aids in the classroom. Similarly, in chapter six, I have explored the usefulness and narrative experiences of learning from visual aids in the textbooks. Finally, I have highlighted the research's summary, conclusion, and reflection in chapter seven.

### **Chapter Summary**

In this chapter, I inscribe from the introduction began with 'scene setting', and I presented reflection from daily experiences and teaching in classrooms as a teacher, lecturer, and researcher. Then, I placed issues taking reference from individuals, and I discussed the driving forces which inspired me to research Visual Aids in learning English. I found teachers, teaching methodology, assessment system, and content without a link to the prior knowledge as the problems in teaching-learning Visual Aids. Then, in the 'rationale' section, I explained the technique of concern about students learning from visual aids and exploration by the students in the usefulness and experiences of learning from visual aids in the textbooks in the Nepalese context. Afterwards, I researched the problem and articulated research questions. Additionally, I explained how to delimit certain aspects of the scenario, number, types of participants, and so on, like research participants' understanding skills. Furthermore, finally, I presented the organization of the dissertation before ending the chapter.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

I organize this chapter into one central theme, visual aids, and two subthemes like teaching English and learning English. In addition to this, the chapter also shares the research gap by evaluating the empirical studies carried out so far. All those significant themes and sub-themes are related to two different research questions, R.Q.1. How do students learn through visual aids in the classroom and R.Q.2 How do students face to explore the usefulness and narrate their experiences of learning from visual aids in the textbook? Within this theme, I discuss various VA teaching approaches and methods associated with secondary classroom students. After this, I confer the research gap, and at last, I present the conceptual framework of this research before concluding the chapter.

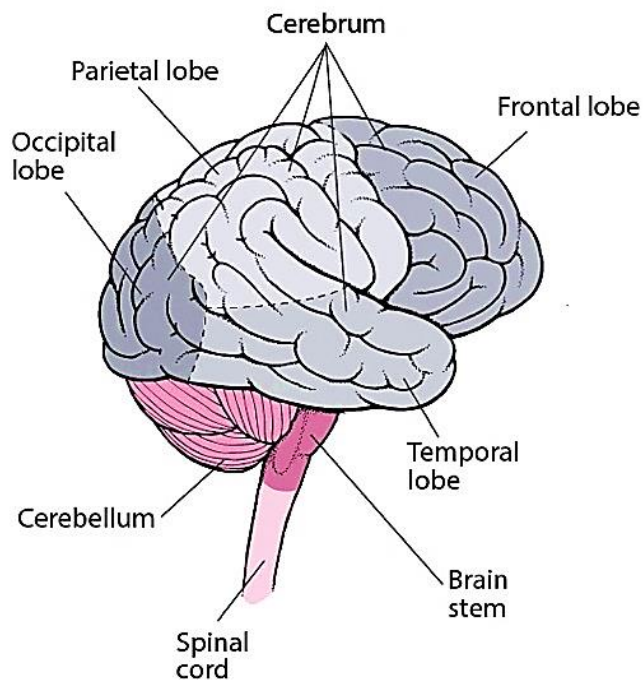
#### **Visual Aids**

Learning Visual Aids started when I was a student of Science Stream in one College closer to my hometown in 2004A.D, which has had the primary subject of Biology. When I was a student of 10+2 and made a plan to study in medical sciences, teachers mainly focused us on reading courses designed in Visual Aids. So that I with friends of that class may understand easily. Allen and Marquez (2011) shares that, believe that if teachers use visual aids regularly, students will expect to learn the next language topic by using visual aids, because each visual aid for them is an interesting

learning tool . The biology class always seems eye-catching, which always motivates me to learn from visuals, focusing on reading the courses.

Visual aids are the units that assist in clarifying, establishing, co-relate, and

Figure 16 Picture of Brain, (Source: From Compiled Neuroscience Book of BSc Nursing and MBBS Brain Anatomy).



coordinating specific conceptions, understandings, and appreciations and support learning to be more actual, active, motivating, encouraging, significant, and glowing (Shabiralyani et al., 2015a). In that College, my favorite subject was biology, and the biology teacher was also the anthropologist with whom the

team researched ‘fossils of mankind.’ Later on, they found the ‘Human Skull’ that shares human evolution. He brought us a picture taken in the lab. I still remember that image; it influenced me even now! I hope participants experience this same motivation (*see Chapter VI*).

I suppose that visual aids learning is limited to studying English Courses for both kids and youths. However, gradually I came to know it as an appeal to a variety of bits of intelligence, the focus of devotion, change of speed, straightforward elucidation to help consideration, more vivid and lasting dints, consolidation of erudition, references captured in the brain (*see Chapter II Figure 16, 17 and 18*), transformation learning to the real situations and so on with creative abilities of

students... Pink (2005) describes the importance of creative competencies in modern-day society:

Today, the defining skills of the previous era—the ‘left brain’ capabilities that powered the Information Age—are necessary but no longer sufficient. And the capabilities we once disdained or thought frivolous—the “right-brain” qualities of inventiveness, empathy, joyfulness, and meaning—increasingly will determine who flourishes and who flounders. (p. 3) (*see Chapter II Figure 16*)

I remember the early moment of learning Visual Aids with some enthusiasm and with some barriers concerning within the classroom of communication with teacher and students. Nevertheless, although visual aids assist communication, there is also proof that they can create obstacles to proper communication.

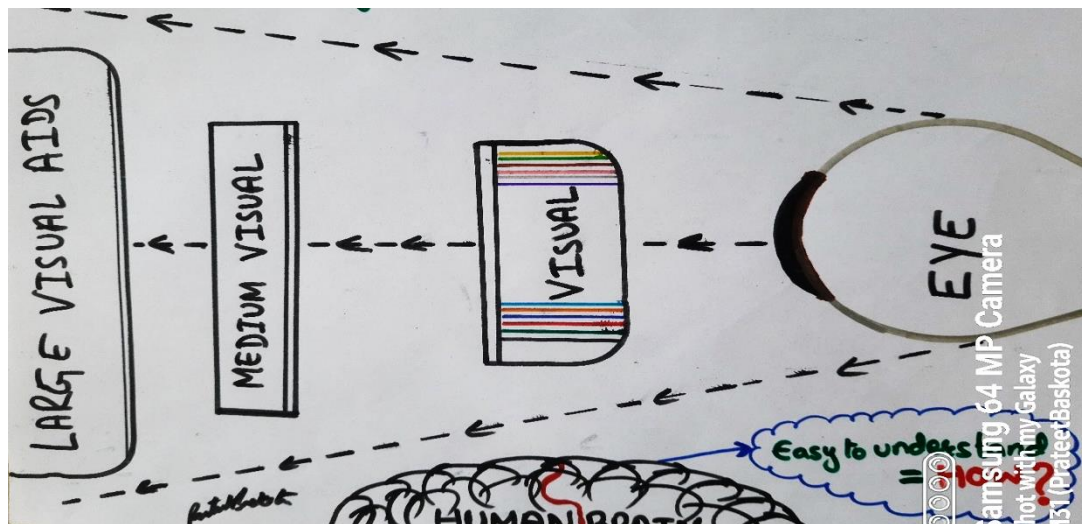
Cropley (2003) asserted that:

(Education) cannot limit itself to the transmission of set contents, techniques, and values, since these will soon be useless to live an entire life, but must also promote flexibility, openness for the new, the ability to adapt or see new ways of doing things, and courage in the face of the unexpected, in other words, creativity (p. 136).

Usually, we create these boundaries when we provide vague concepts to the planning and use of visual aids or promotion better conversation and more significant tremendous learning (*see Figure 17*). How can we create visual aids that promote conversation alternatively than impede it? The subsequent factors outline some vital actors to store in mind. Aids ought to be used as a vital part of the gaining knowledge of and instructing process. Shared by these three researchers like, “therefore, the writer uses pictures as one of the strategies in teaching that benefits the students

(Mansourzadeh, 2014), “the teaching profession is filled with countless opportunities to enrich the academic lives of students”, (Madhuri, 2013), and, “each of this teachers

Figure 17 Vision and Brain Connections make it easy to understand different visuals. (Source: Graphic Art by me)



has the autonomy to deliver the course content using a teaching methodology of their choice”, (Mathew & Alidmat, 2013), create interest. Creative instructors have a marked impact on improving their students’ innovative wondering skills and enjoyment and success in studying (Amabile, 1996). To help newcomers recognize the statistics given; to help them recall main points that they must remember; to help them develop an intellectual understanding of the information.

### Visual Aids in Teaching and Learning

Good visual aids do no longer appear through rarely - or not often so. Usually, a notch deal of thinking goes into their creation. It is advisable to put together a problematic sketch and ask secondary school student’s questions like, ‘Is it what is wanted? Sternberg (2006a) stated, “To the extent that creativity is in the interaction of a person with context, we need to concentrate as well on the attributes of the individual and the individuals’ work relative to the context” (p. 95). Esquivel (1995) asked, “Do teachers need to be creative themselves, as teachers”? (p. 190). Is it as

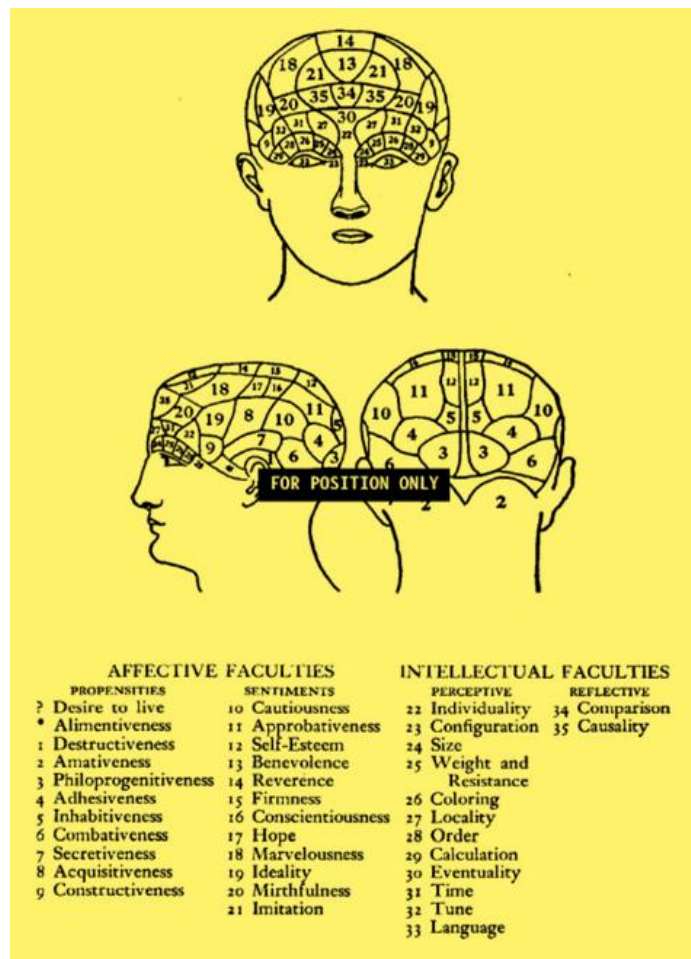
easy and daring as we can make it? Can they build the information step-by-step to manage what the scholar is searching for? Is it as fascinating as we can make it? Moreover, is the visual neat in appearance?’ If a great deal of effort has been used to produce the right visual aids, we ought to use them to their best advantage.

### Visual Aids and Ideas

With all visual aids, everyone must see it. The points are well worth remembering, like, ‘do not obstruct the view of the watchers, the visual must be well placed, do not read a visual word by word to the viewers, do not wave a pointer in front of the visual, and do not talk to the visual.’ Adopting the Rule of Seven ensures

Figure 18 Cited from *Brain, Vision, Memory* by Charles G. Gross which shares about Frontispiece and its legend from J. G. Spurzheim’s *Phrenology or the Doctrine of the Mental Phenomenon* (1834). Note that none of the faculties were sensory or motor, but were all “higher” ones.

these ideas while giving a presentation in the classroom by a teacher in a



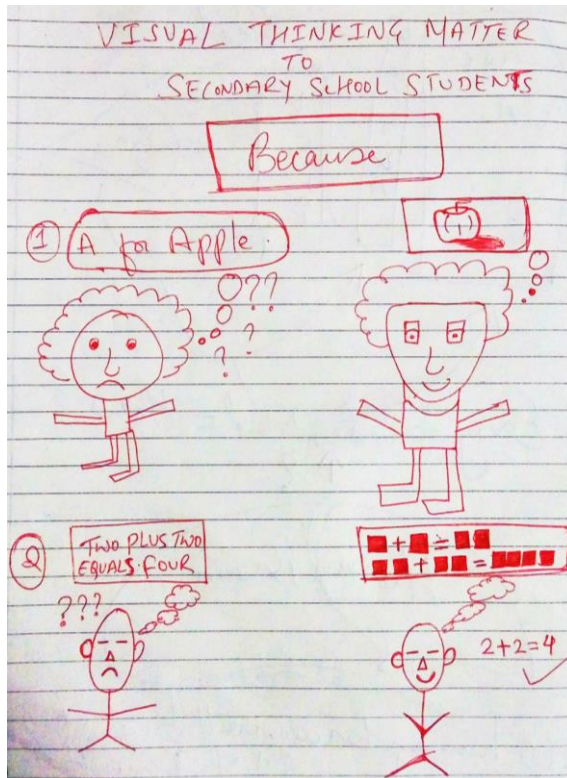
specific subject, which is in the English Language “thus, creative teaching can enhance learning” (Fasko,2001), ‘not more than seven lines on an acetate sheet, not more than seven words in a line; and size of letters 7 mm. In addition, color highlights various parts of the visual aid’ (see *Figure 18*).

Although there was not a big problem in solving the problems in the classroom and



teaching from new methods, the problem was in understanding concepts, and their representations to both teacher and students who are fresher's to use the Visualization

Figure 19 Thinking skills of secondary school students,  
(Source: Graphic Art by me)



according to our cultural practices of the classroom in Nepal.

(Visual Aids-VA). Root-Bernstein (1999; 1996; 2003) and Mishra, Koehler, and Henriksen (2011) have suggested that such “trans-disciplinary skills are broad-spectrum creative thinking skills that successful people across disciplines use.” These skills include observation, patterning, abstracting, embodied thinking, modeling, play, and synthesizing. Thus following those skills, I searched for ways to contextualize Visual Aids

### Visual Aids and Teaching

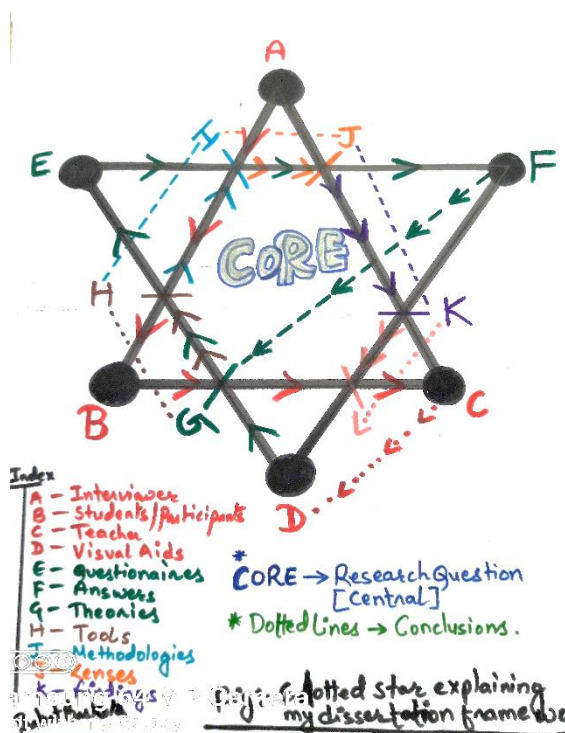
One of my friends, who is pursuing her B.Sc. Nursing Degree, once told over a tea break, ‘the way to success in education may joint with being updated, taking examples, and following new techniques of intelligence that is directly concerned with subconscious mind’ (see *Figure 17, 18 and 19*). Therefore, how I was taught Visual Aids during my school days has a great impression on the process I taught to my students. Generally, how I learned Visual Aids was from the definition, formulae, and exercise problems. Gardner (1993) suggested that inside every of his one of a kind sorts or categories of the brain (including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal intelligence),

creativity was an integral aspect of skillful questioning – “a mental function in a specific area” (Starko, 2005). I feel ‘yes’ she is somehow fitting, and I followed the same pattern to teach Visual Aids for many years, although I tried to perform my way of teaching with honesty by following a positive attitude and encouraging intention so that I could draw the attention of the students towards my creative activities.

Sternberg (2006b) identified, “When students are taught in a way that fits how they think, they do better in school. Children with creative or practical abilities, who are seldom taught or assessed in a way that matches their pattern of abilities, maybe at a disadvantage in a course after course, year after year” (p. 94). Wherever I taught, whether college and school, student’s subconscious mind captured what we/they saw. Likewise, students, I had followed the same chain of Grade Nursery to be the part of M. Phil. Research Scholar.

### Theoretical Framework

Figure 20 Dotted Star explaining my dissertation framework. (Source: Own design of art)



In this section, I discuss Visual-Spatial Intelligence Theory conceptualized by Howard Gardner.

### Visual-Spatial Intelligence Theory

Visual-spatial intelligence highlights a person's potential and ability to understand, remember, and recall the spatial family members amongst objects, suppose in terms of images, and orient oneself spatially. The visual-spatial gaining knowledge of style is one of

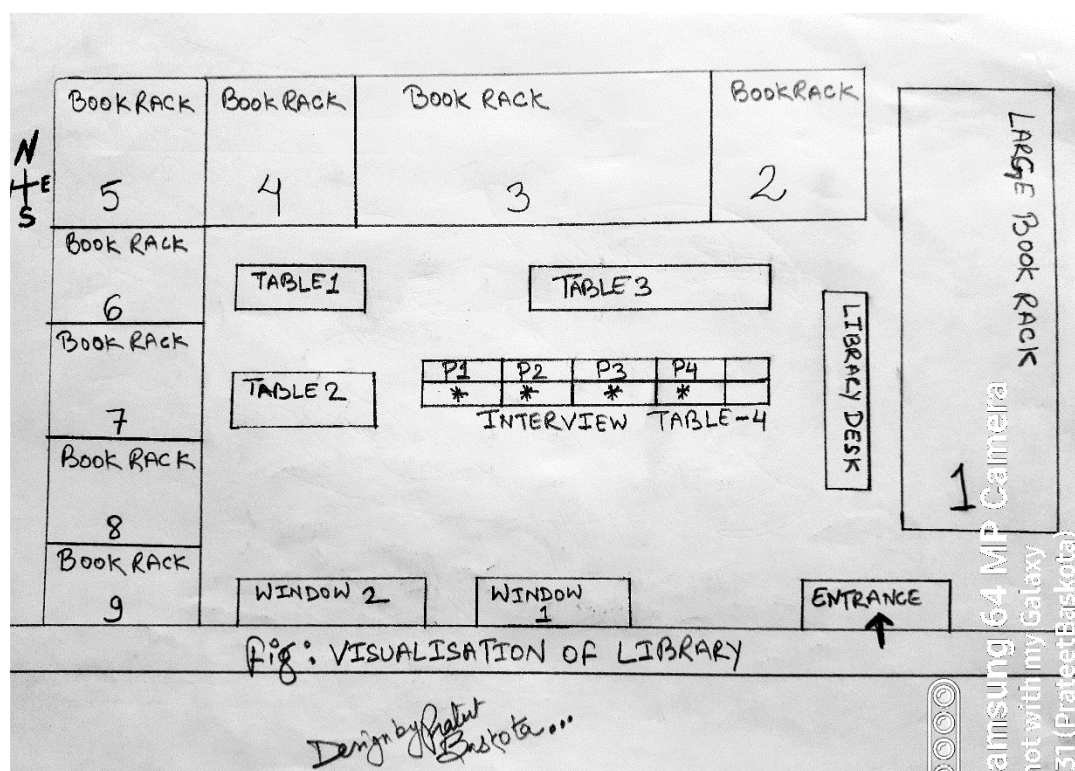
eight kinds of getting to know patterns described in Howard Gardner's Theory of Multiple Intelligences.

In applying teaching techniques in Visual-Spatial Intelligence Learning (VSIL), teachers have to deliberate some factors related to students. The first issue is the type composition with an image. Then, the teacher has to consider the range of gender and students' potential considering one approach does not fit all students. I did the same selecting participants, and the 2nd factor used to be grade level. The specific strategy that works well in a specific grade will not always work well in any other grade. So, I choose grade score level individuals by seeing their mark sheets with their principal's assistance. The 1/3 is the benefit that school students accumulate from a particular instruction. The fourth aspect is students' engagement in the learning, instructors will decide on the approach that lets students be extra engaged in mastering, and the final issue is students' behaviours. Yes, after having formal talks with the school principal, he and the class teacher supported me by allowing the library room for interviews, which made my participant engage in reading VA books. "By implementing a teaching strategy, teachers expect that they can control student's behaviours appropriately through texts, not from arts and visual effects" (Balachandran, 2015). All those factors can be examined through Visual-Spatial Intelligence Theory (VSIT), but those theories cannot be complete if I did not use Reader Understand Theory why I am making the connection with Reader Understanding Theory because, in this world, billions of people read the texts both in a visual way and also in reading texts. So, my first question is, 'Can students understand what they read?' I followed the frame (*see Figure 20*).

Though, exploration for visual aids in SCS was done from my perspective. As I read people's eyes foreheads and talk with them, I do not know why everyone says

the book is interesting, but they did not understand the contents, theme, or plots. So, I touch on the circumstances to connect with the SCS that I did narratives and read their views. I compiled the information and organized 'an expository narrative' when doing narrative. Then, the intelligence of Visual Aids, or the capacity to perceive the visual contents accurately. In seven participants, I recreated four participants (i.e., students' visual experiences by taking interviews in the library hall. (see *Chapter II Figure 21*)

Figure 21 Visualization of Library, (Source: Block Art from me)



While taking an interview with four different participants, I needed to follow some rules and regulations of the school, so while taking an interview with individual students, three participants were happy to read books in the library which have more visual content. Those books involve the capability to see a form, colour, shape, and texture in the 'mind's eye' (Bellanca, 1997) of young people (see *Chapter II Figure 18 and 19*), which will switch these to concrete representation in art forms. Similarly,

‘the enGauge 21st Century Skills’<sup>4</sup> also categorical about what students will need for the future. So, how is Visual Aids in today's SCS? The questions will also emerge: Is there sufficient and strategic VA integration to assist put together and propel students to actualize in 2019-21 or the future? The query is nevertheless debatable! So, I sense right to express my ideas from the 4 one of a kind terms introduced from NVREL, 2003. According to the North Central Regional Educational Laboratory (2003), Digital- Age Literacy, Inventive Thinking, Effective Communication, and High Productivity are shared with development in education.

In the subject of Digital- Age Literacy, the basic, scientific, economic, and technological literacies are designed with visual and facts literacies with multicultural literacy and world awareness. Likewise, in Inventive Thinking, adaptability and managing complexity and self-direction are seen through curiosity, creativity, and risk-taking with higher-order questioning and sound reasoning in the schooling field. Similarly, in the section on high-quality communication, teamwork, collaboration, and interpersonal skills are the components of personal, social, and civic duty that interlude interactive communication. Moreover, High Productivity seems to prioritize, plan, and control for consequences, that is, the high-quality use of real-world equipment with the potential to produce relevant, incredible products in the training field.

In other words, the learn about from the NVREL, 2003 investigated their modes of digital age literacy, imaginative thinking, good communication, high

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<sup>4</sup> It focuses on academic achievement in the 21<sup>st</sup> century learning. Digital-Age Literacy, Inventive Thinking, Effective Communication, and High Productivity are the major four parts of academic achievement in Visual Aids. ([www.ncrel.org/engauge](http://www.ncrel.org/engauge))

productivity, and exceptional wondering skills (e.g., verbal, visual, kinesthetic), trans-disciplinary wandering tendencies, creative pursuits/avocations. It is genuinely designed of sharing thoughts on how the exceptional box elements are linked to their feat and scientific accomplishment over time. The diploma to which the character lookup from North Central Regional Educational Laboratory of 2003, scientists in this crew had met with extraordinary stages of expert creativity and accomplishment was compared to the four specific data related to their innovative inclinations and transdisciplinary. The qualitative facts were analyzed to decide if correlations existed between successes in scientific fields of wondering (verbal, visual, etcetera.).

In my study, learners' learning level is identified by allowing the learners to use Visual Aids devices, then the teachers, guardians, or peers who might search the strategies to teach students the value-based use of Visual Aids. They support them as students need. At last, the gaps between the known and unknown are minimized, and learning occurs. As a result, the learner becomes autonomous. Johnston (2018a) states that students learn joyously and deeply when they study naturally. A learn about the more considerable, ongoing talk in the literature, filling in gaps and extending prior studies (Silva, 2008). In different words, it is thought to be short and summarize the essential literature on the lookup problems; it does no longer need to be wholly developed and complete at this point, due to the fact school may ask for essential changes in the find out about at the concept meeting (Cresswell, 2009 as cited in Nguyen & Larson, 2015). Moreover, literature overview can be integrative, in which the researchers summarize broad topics in the literature. Therefore such language exercise is always engaging, enjoyable, and productive. I am sure this can stand as the first-rate way of learning.

## The Theoretical Frames

The representations of VSIT, which transfer from mental or concrete features to recognize by the potential patterns of vast space, seem well of confined areas. Sometimes it could be manipulation in seeing and observing (Gardner, 1999:43). If the person is well developed in visual/ spatial bits of intelligence, person love to learn through seeing and observation; recognizes objects and so on; uses lots of visual images as recall information, plays with colours and follow arts and also draws sketches, expresses interest skills being as a photographer and designers(Engle et al., 1999). The best example can be drawn from pilots, painters, designers, etcetera. I also found that Howard Gardner's Multiple Intelligences Theory in Spatial-Visual Intelligence is shared from images and spaces. Through Visual and Spatial Perception (VSP), I determined that the interpretation and introduction of visible pics come under pictorial creativeness and expression that knows the relationship between images and meanings and between space and effect. In other words, VLS (visual learning style) /or/ VSS (visual studying style) entails the use of seen/or/ located things that denotes pictures, diagrams, demonstrations, displays, handouts of course-book, films, flip charts, presentations, and so on...The visual provides not only observed things but also the reading materials too...

If we take the examples of VAK<sup>5</sup> indicators, we might also find that reading the instructions through the map by following the recipe by writing instructions are the two variants as “a dwarf standing on the shoulders of a giant may see farther than the giant himself” (Didacus Stella, circa AD 60) because this seems a sensory activity

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<sup>5</sup> The Visual-Auditory Kinesthetic (VAK) learning styles model provides a simple way to explain and understand learning styles. The VAK learning style uses the three leading sensory receivers (Vision, Auditory, and Kinesthetic) to determine a person's dominant or preferred learning style.

that comes from the brain. Here, the brain plays an elongated role in humans. So then, how does the student learn from visual aids? Do the questions always emerge in my mind? I tried to connect with one-of-a-kind examples shared via a documentary of an academician who is ‘alexia’ now, not ‘agraphic’. Another question emerges: Can phrenology be connected with the students who are followers of VSI? Whatever questions appeared, I was transmogrified that I have the human intellectual capacities. I also agree with that theoretically, the ‘general intelligence’ having secondary classroom students are for sure better seems more autonomous brain with the set of focused on a mixture of linguistic and logical intelligence.

Beyond that, I did not expect the devoid illustrations seen in the exuberant bemused observer who is more VSI friendly in the classroom. I believe that the individual participants who signed my consent were more vital in visual-spatial intelligence who may pursue a range of quality of education in their life.

Moreover, after the use of theory, observing the classroom, the teacher with whom I am informally attached in research needs to teach and assess in their way to support the individual child’s capacities. To remove the forebears, academic problem-solving skills need to be intelligence-fair, which always need to concede<sup>6</sup> within probable cognitive activities (visual aids teaching and learning) in the classroom.

### **Learning through Visual Aids**

This section incorporates the basic ideas of improving children’s education skills through a guided learning approach. I mainly divided themes into two categories improving students’ learning (Dunlosky et. al 2013a) and guided learning approach (Herman & Gomez, 2009). They are interpreted as below:

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<sup>6</sup> ...after first denying or resisting the contents if any individual admits or agrees the contents are authentic...

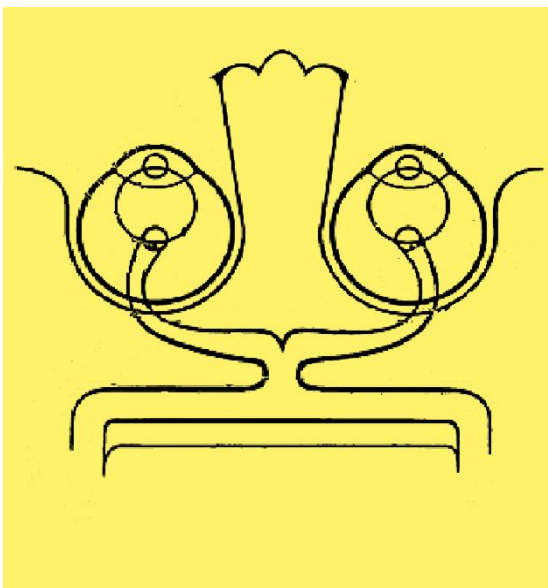


I contact through the research article published by using Dunlosky, Rawson, Marsh, Nathan, and Willingham (2013) which consists of the methods encompass elaborative interrogation, self-explanation, summarization, highlighting (or underlining), the key-word mnemonic, imagery use for textual content learning, rereading, practice testing, distribute of practice, and interleaving exercise (Dunlosky et. al., 2013b). And will get quicker or longer end result improving academic results that will require efforts on many fronts, however a center of this monograph is that one section of an answer entails helping school students to higher alter their mastering through the use of advantageous studying techniques.

### Experiences Learning Through Visual Aids

Within the schoolroom environment, two hurdles compromise a student's potential to analyze correctly and effectively. First, "students have one-of-a-kind getting to know styles" (Nelson, 1996). Some are exceptionally visual; some chiefly auditory; and some are an aggregate of touch, taste, and smell. The second hurdle to learning is "the confined interest span of approximately 10- 20 minutes" (Bonwell &

*Figure 22 The oldest surviving illustration of the attention and sensory system, from Ibn al-Haythem's (965–1039) Book of Optics, from a replica made in 1083, recopied and labeled by Polyak (1941).*



Eison, 1991). Therefore, we must fluctuate our movements from lecture to reap studying to visuals and back. Adding traces from Risberg (1968), listening to loss exceeds about 80 dB in the frequency area of speech cannot be used as the predominant experience in speech correction. The indicators obtained through listening have to be supplemented through alerts acquired by

the visual or tactual sense, but to me, whoever used to be the participant-members of my research works of M. Phil in English Language Education has been doing no longer have to listen to problems. It was once good for them and I (*see Chapter II Figure 20 and 21*).

Unconsciously, I started to match my Visual Aids learning with other components of society. These could be related to history or local tradition. When I had become unable to get the proper solution to a problem despite my repeated attempts, I started to have 'mental rest' by leaving that problem and attempting the solution to the next one. Later on, I went back to try to solve the previously unsolved problem. During the time, I got similarities between solving visual aids problems. According to visual aids problems, It has also been suggested that "talented or innovative thinkers in a variety of disciplines employ similar kinds of creative thinking skills" (Freedman, 2003). However, I am not claiming that my concepts will follow by many students, but I was creating my structure of teaching and learning in the classroom that may be one good reflection or discussion; to create a more empowering, facilitative, and meaningful learning environment for my different graders and also to undergraduate students in future.

### **Previous Studies**

This section reviews some empirical studies on Visual Aids in improving children's education skills and learning styles in the English language studies classroom that I mentioned in below topics of Visual Aids Benefits, Spatial Imagery in Visual-Spatial Intelligence, and Learning and Techniques.

### **Visual Aids Benefits**

My beginning concept about learning visual aids meant remembering how to use visual aids in a classroom while learning and teaching and the relations between

them. I realized that these overall conversations do not always account for our cultural practices. I thought that the practice in visual aids would enhance the sharpness of the mind. There was a kind of dilemma about using content while proving the identities of visual aids. Most of the cases struck the brain with the thoughts (*see Chapter II Figure 21 and 22*)<sup>7</sup>. It is considered so important that education has a simple conviction that it must be nurtured both interior and outside of classroom contexts (Williams, 2002). Such as knowing to apply a particular content and follow modern techniques for that particular kind of trend of visual aids are always in a dilemma.

I remember that I generated the habits of frequent revisions. When I played with the same 'Arts and Words' (AW) problem at a different time in papers, computers, and animations, I got some new teaching ideas. However, I found that researchers, psychologists, and educators have commenced taking a deeper understanding of new look into creativity in human thinking (Plucker et al., 2004). At the same time, he tries to make his students need to update as the time and frame

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<sup>7</sup> Incorporated with the Figure 22 of chapter II, the image illustrates about the oldest surviving illustration of the attention and sensory system, from Ibn al-Haythem's (965–1039) Book of Optics, from a replica made in 1083, recopied and labeled by Polyak (1941). Since neither al-Haythem nor earlier Arab medical scientists practiced dissection, and since the content of this diagram is so according to Galen's description, Polyak suggests that it's a replica of a Greek original by or derived from Galen. A number of the keys to the numbers: 17, "the anterior portion of the brain"; 16, 19, "one of the 2 nerves which arise from the anterior portion of the brain"; 14, "the joining [associating] nerve" (i.e., optic chiasm); 21, 22, "the nerve which terminates within the eye." Al-Haythem was known in Europe as Alhazen and therefore the Latin version of his Book of Optics (*De Aspectibus*), published in 1572, was the foremost influential treatise on physiological optics in Europe for a minimum of subsequent 200 years (Gross, 1981). Cited from *Brain, Vision, Memory* by Charles G. Gross.

change. The possibilities and advantages are linked with creativity which seems nearly immeasurable (Sternberg, 2006c). Thus, this lookup explores the participants' opinions on the use of visible (i.e. visual) aids (e.g., pictures, animation videos, projectors, and films) as a motivational device in bettering students' attention in analyzing literary texts (Shabiralyani et al., 2015b). It appears to be inextricably linked to innovation and accomplishment across various distinctive disciplines in both the arts and the sciences (Catterall, 2002). I started to feel that Visual Aids Learning (VAL<sub>1</sub>) is not difficult, and I should also be optimistic in the future.

### **Spatial Imagery in Visual-Spatial Intelligence**

The spatial imagery is the imagery of spatial relationships. For as, “If I ask you to imagine the room in which you spend most of your time awake if you produce a picture of this in your mind,” it is “spatial imagery, particularly if it is a three-dimensional mental representation.” This idea is best interrelated with cognitive maps and control. “Some pursuits that make the most use of the visual style are visual art, architecture, photography, video or film, design, planning (especially strategic), and navigation” (*The visual (spatial) learning style*, 2019). We may use in the classes like, look it differently, works how students love to do, not quitting the picture, drawing the diagram or map, searching and expecting different perspective of students, not forgetting the face of students or people.

### **Learning and Techniques**

If I am a visual learner, I need to use images, pictures, colors, and different visual media to help me learn. Incorporate tons of imagery into my visualizations (Khalil et.al 2005). I may additionally find that visualization comes effortlessly to me. I may additionally have to make my visualizations stand out more; this makes sure new material is apparent amongst all the different visible images that I have floating

around interior my head. I use color, layout, and spatial business enterprise in my associations and use many 'visual words' in my assertions (George, 2002). Examples consist of seeing, pictures, perspective, visuals, and a map. In addition, I can use mind maps. I may also use coloration and snapshots in the area of text, anyplace possible. If I do not use the computer, I need to ensure that I have at least four different coloration pens. Systems diagrams can assist me in visualizing the links between parts of a system (Hegarty & Just, 1993; Bostock & Heer, 2009), for example, as I know, main engine parts or the precept of sailing in equilibrium. Therefore, I need to replace words with pictures and use color to highlight primary and minor links.

The visual journey or story method helps me memorize content material that is not easy to 'see' (Plotnik & Kouyoumdjian, 2013; Kuhn, 2020). The visible story method for memorizing strategies is a suitable example (Hattie, 2012). Peg phrases and occasions come quickly to me as a researcher, teacher, and scholar; however, if I need to get to know at least the first ten peg words, afterward, my ability to visualize helps me peg content quickly.

### **Research Gap**

I studied research studies carried out by Cherry and Morin (2019), which bonds about "Strengths", "Characteristics", and "Potential Career Choices" (PCC). I additionally read Lacanian Psychoanalysis as it shares about the world that the children experience through the picture as an alternative than through words. In the same way, I examine articles of Gathercole et al. (1994) advocate that working memory can be characterized as a type of storage area whilst the distinct elements of a message are being orchestrated as VanPattern (1996) proposes three principles for input processing. So, the 'first noun' strategy; however, the first noun method can be overridden with lexical semantics and event probabilities. After analyzing to Schmidt

(1990), I determined that learning is nevertheless input-driven (since the centre is no longer being transformed); however, it is the learner who chooses what to prioritize in the input, and cognizance may additionally enable novices to admire higher the coaching they are receiving mainly the correction that is being given. I also read the reports of Tarone (1985), which shares about a study in which the identical degree of constraint was once no longer aimed at, however in which it may want to be considered that the discourse salience of the article system, as nicely as direct object pronoun use, was highlighted by way of a narrative undertaking as antagonistic to a decontextualized manipulation task. So, a focal point on a unique form may additionally be associated with the nature of a specific project which, as a result, makes centred noticing greater in all likelihood to occur.

After studying the thoughts of Šafranĳ & Zivlak (2018a), the Visual/Spatial brain can visualize space and objects inside the mind's eye. People who prefer to use this variety of intelligence would instead draw a photo than write a paragraph. Similar to Haley (2004), spatial intelligence considers the ability to mentally reconstruct or alter the outlook of objects in space, concluding with the illustration of ideas (Sadeghi & Farzizadeh, 2012). Bartlett (1932), as cited in Wheeler and Roediger (1992), Paivio (1971a), and A. Richardson (1977), had been amongst the first to advise that humans can be reliably categorized as visualizers versus verbalizers.

Some researchers have cautioned that visualizers are predicted to be greater field-independent and holistic, whereas verbalizers are greater field-dependent and analytic (e.g., Kirby et al., 1988). Paivio (1971b) was once the first to format a character variations questionnaire to evaluate the extent to which special people habitually use imagery versus verbal thinking. The distinction between perceptual processing of object residences versus spatial relations extends to visible intellectual

imagery (e.g., Farah, Hammond, Levine, & Calvanio, 1985; 1988; Milner & Goodale, 1995 as referred to in 2008) (*see Appendix F and G of page no. 160 and 161*). For example, Levine et al. established that lesions in the temporal cortex disrupted the overall performance of tasks that relied on mental photographs of objects and their properties, whereas such lesions did not disrupt spatial imagery.

In contrast, lesions in the posterior parietal cortex had the reverse outcomes (see also Farah et al., 1988). Similarly, in neuroimaging studies, spatial and object imagery tasks led to very striking patterns of brain exercise (Kosslyn et al., 2001). For example, when contributors visualized a route on a map that they had memorized earlier than the experiment, the parietal lobes have been activated, but when individuals visualized faces or colours, the temporal lobes have been activated (Uhl et al., 1990). Moreover, Kosslyn and Anderson (Kosslyn, 1994 as referred to in Cohen et al., 1996) determined that the more extraordinary complex the pattern, the more fabulous time required to shape a photograph of it using spatial imagery. In contrast, if one encoded the sample as a single perceptual unit and later visualized it using object imagery, the time to create the image did not depend on photo complexity. Celia Wolf-Devine describes the image (*see Chapter VII Figure 35 and 36 of Descartes' Principle of Visual-Spatial Appreciation Celia Wolf-Devine, photograph A and B*) with the formation of the retinal image, the anatomy of the visual system, and how the retinal image is transmitted into the cerebral cavities and, ultimately, to the pineal gland. Light travels from objects V, X, and Y, the light from each point on the object being reunited at a corresponding point on the opaque sheet of paper. While this image [peinture], in passing consequently into the inner of our head, always retains some resemblance to the objects from which it proceeds, we have to, however,

not be persuaded that it is employing this resemblance that it permits us to feel them, as if there were but different eyes within our talent with which we should perceive it.

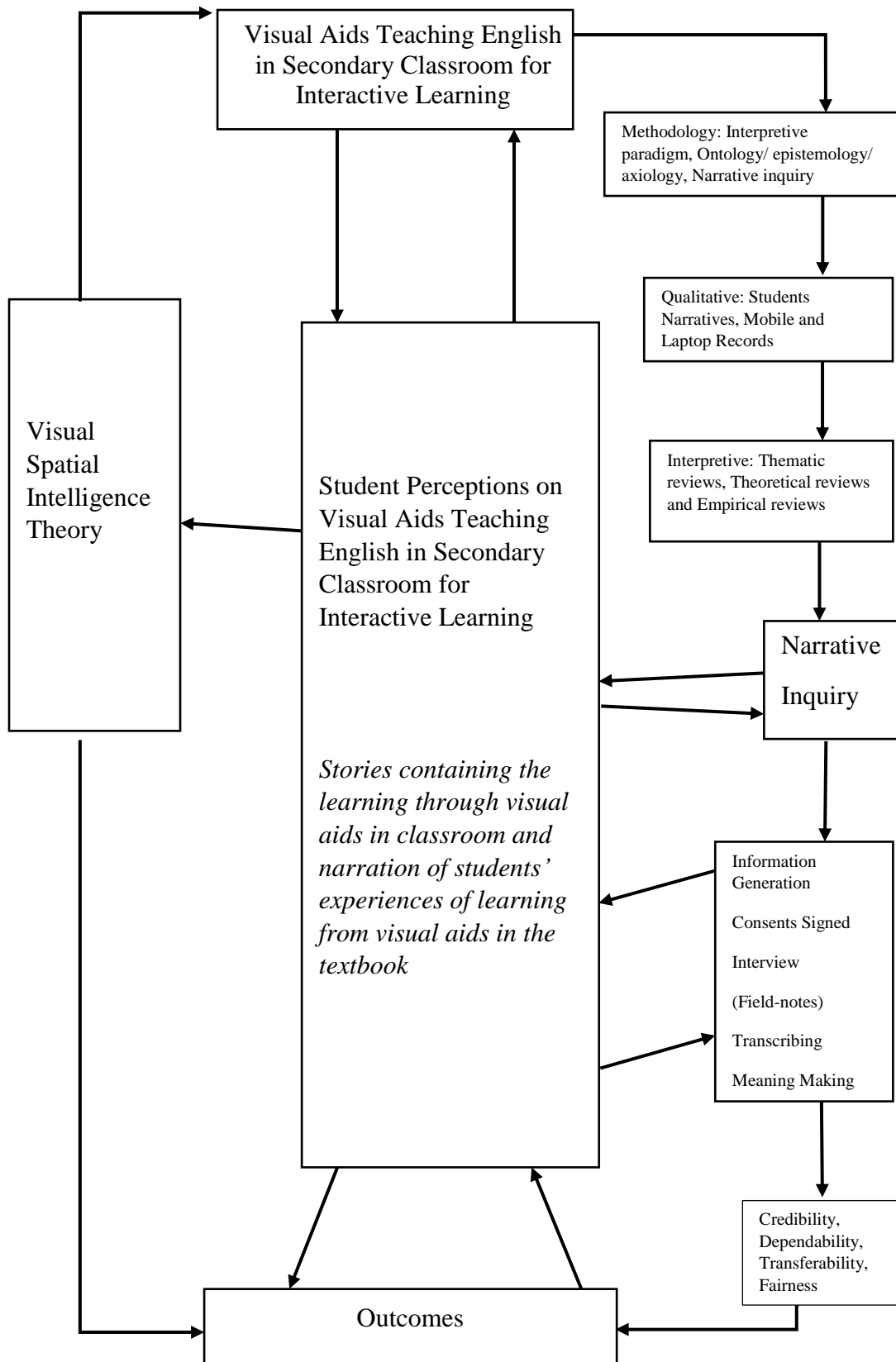
All these researches helped me to deepen my visions of the benefits of visual aids in teaching English in interactive learning in my research work. Although many studies have already been carried out to explore human brains but not to students in the classroom through visual aids contents, I am interested in researching how visual aids help students understand the contents they are learning. Among these types of learning, the first one denotes learning through visual aids in a classroom that focuses on visual-spatial learning style, the orienting network, and the interaction. The second one comes from students' learning outcomes from visual aids, new techniques understood by different units, teaching methods, and motivation. Unfortunately, the deep study of the available literature revealed that this aspect of learning from visual aids in teaching English in Nepal had not been sufficiently documented. Therefore, this study seeks to understand the process of VA by schooling youths in Nepal, particularly by engaging themselves in Visual Aids classrooms.

### **Conceptual Framework**

The conceptual framework on the next page (*see Chapter II Figure 23*) provides the creative designs for conducting the present research of my M.Phil.in ELE. To discuss my results obtained from my field data, I drew the theoretical insights from the theories of Visual-Spatial Intelligence promulgated by Howard Gardner. I also used mobile and laptop recordings but did not follow the video recording. I explored thematic, theoretical, and empirical studies related to my research.



Figure 23 Conceptual Framework, (Source: Block Art by me



## Chapter Summary

In this chapter, I presented different thematic, theoretical, and empirical reviews. Under thematic reviews, I reviewed visual aids in teaching English and how students learned through visual aids in the classroom and narrated their learning experiences from visual aids in the textbooks. I incorporated the Visual-spatial intelligence theory conceptualized by Howard Gardner. Visual-spatial intelligence theory is the concept that states a person's potential and impending to understand, remember, and recall the spatial relations among objects, assume in phrases of images, and orient oneself spatially. The Visual-Spatial Learning Style (VSLS) is one of eight mastering styles described in Howard Gardner's Theory of Multiple Intelligences.

I look over some related studies on language in Visual-Spatial, Visual Aids, Teaching English, and Interactive Learning. I perceived the research gap to concede how my research was diverse (different) from others. At last, I presented the conceptual framework of my research study of M.Phil. In ELE in chapter II.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the methodological procedures adopted to carry out this study as a road map (Porta & Keating, 2008) and a mode of inquiry. In this chapter, I begin with research design adding qualitative research for interpretive paradigm to shape philosophical foundations including ontology, epistemology, and axiology along with narrative inquiry in my research method. Further, I also discussed individual participants' narratives as information generating process, which matched with Riessman's (2008a) thematic, structural, and performance analysis methods as a meaning-making process of this study. In the end, I deal with quality standards to authenticate the research and ethical considerations to maintain ethical consent among the participants.

#### **Philosophical Considerations**

In this section, I positioned my opinions concerning the ontological, epistemological, and axiological considerations adopted in the philosophical consideration.

#### **Ontology**

In this research, ontological consideration is to form an assumed reality of students as a being (Richards, 2007) and their relation with social reality and how they construct their new path to study from different Visual Aids of Teaching and Learning (VATL). The absolute uniqueness of the students, which is assumed practical and profound, is constructed from their subjective experiences in the mind of individuals (Guba & Lincoln, 1989a). Ontology, such like me, students of Kathmandu

University and Other Scholars' have something to think about, 'Is there any change in the way of studying?', is something actively constructed on an ongoing basis by exercising various agencies (Kumaravadivelu, 2008) not merely conditioned by cultural, national or external exigencies. My learning habits were thus derived from individual to group students' subjective interpretation in the local context constructed in conjunction with agency and investment (Norton, 2013). In each classroom is the social world in which I construct multiple distinctiveness as my agenda in teaching. I understand 'Graphics' quickly, so I love profound terms of Visual Aids and Visual-Spatial Intelligence Theory, as a result of this as a fragmented entity of ongoing process which involves (re) interpretation of experiences of students as they live through and study choosing a new path for learning by doing through V.A. in English SCS.

### **Epistemology**

Denzin (2000) reveals that a textual content is legitimate for non-positivists if it is sufficiently grounded, primarily based on naturalistic exploration, carefully interacted with a theory, comprehensive in scope, credible in terms of member checks.

I advanced my perspective about learning English as an English Professional and making the new value system of using maximum visual aids in content. I also considered the gallery of my representation of self. I created notions of the simple competition of the constructionist argument that fact is socially developed with the aid of and between the humans who experience the world (Gergen et al., 2009). I believe that the knowing process is 'fallible' and that my process can also be wrong, as I take V.A. for teaching English.

People create their understanding of each phenomenon due to their prior experiences in the existing socio-cultural context. They learned from time and space and experiences as I depend on my lived experiences of teaching as I was a teacher, research scholar, researcher, and lecturer in both schools, college, and university. I consider that truth is shaped by social, cultural, economic, and political power and privilege that are potential strengths of exploring the complexities of the social realities in the culturally complex setting for social and individual change.

V.A. in SCS will work for learning groups in Nepal in rural and urban areas if the procedures are taught and tools used as supports. I took informal sharing, group discussion, and interactions to develop English Proficiency (E.P.) and Study Skills for Children (SSC). “For me, I constructed my meaning-inbuilt structures, my interpretive strategies, my criteria for producing and consuming knowledge” (Kincheloe, 2008a, p.29). I advocated ‘Learning Through English’ (LTE). My perceptions of epistemology were subjective and continuously evolved as I tried to de/construct my beliefs through my lived experiences.

### **Axiology**

In the past and now, I gave value to Graphics Education lived realities from which I would be engaged in the meaning-making process. I gave value to multi-societal contexts and prolonged engagement. Was Graphic Education inferior to academia? If it seemed so, I thought I needed to explore new ways of investigation. I was interested in discovering the ‘new dimension of genius and insight’ (Kincheloe, 2008b) in developing myself as an English Professional, but I am learning and upgrading myself in recent years. I believe I continue updating my knowledge and perception of effective learning with visual aids in the future. I was engaged as the language instructor and English teacher in interactions. I valued the transformative

ways of developing my English as an ‘English Professional’ utilizing ‘Visual Aids Tools’ (VATs) from 2008 A.D.

Moreover, I was confessional to explore my values and personal narrative concerns. I was critical –ideological belief recognizing my ideological stance in writing out my multiple constructed lived experiences and transformative intentions (McIlveen, 2008). I involved the SCS to English Language and Literature and research aspirants within the boundary of V.A. in English Education. From B.A. in Humanities (Patan Multiple Campus) to M.A. in English (Pokhara University - IACER) and upgrading to M.Phil. in ELE (Kathmandu University-KUSOED) was the choice of my journey context towards developing myself. The supporting steps were an English Professional using Visual aids, Colors, and Animations that are examples of V.A. in my research. Beyond doing research, I feel that the participant whom tries/ed continues to learn new things in life will create a narrative.

### **Methodological Stance**

The methodological stance provides the details for the study. Here I discuss the research paradigm, research design, theoretical model, research characteristics, data characteristics, and principles that I have embraced for the study. It also consists of the philosophical consideration, the research method, which discusses the selection of research sites and participations, narrative collection techniques, and narrative analysis approaches. Finally, I conclude the chapter with a discussion on quality standards and the ethical considerations under this title.

### **Research Paradigm**

A research paradigm, as (Willis et al., 2007) explains, is a framework that provides a comprehensive idea about research. Research Paradigm provides a detailed representation of the nature of the research and how it is conducted. In the case of this

research study, I decided to choose the interpretive paradigm since it examines a phenomenon through the lens of the people who experience it.

From the standpoint of interpretivist, the fact /is/ seems/ dynamic, relative, and context-sensitive; somehow generated from the personal reference, i.e. rational to time, space, and the context (Taylor, 2014a). The research seeks students' understandings and experiences of Visual Aids Learning that involves the subjective world of my participants' experiences.

To understand the Visual Aids Teaching and Learning of Secondary School students' experiences, I needed to understand the context, ideologies, and embedded values of those being studied. Furthermore, I believe in multiple realities and that

Figure 24 How was interview taken? (Source: Graphic Art designed by me)

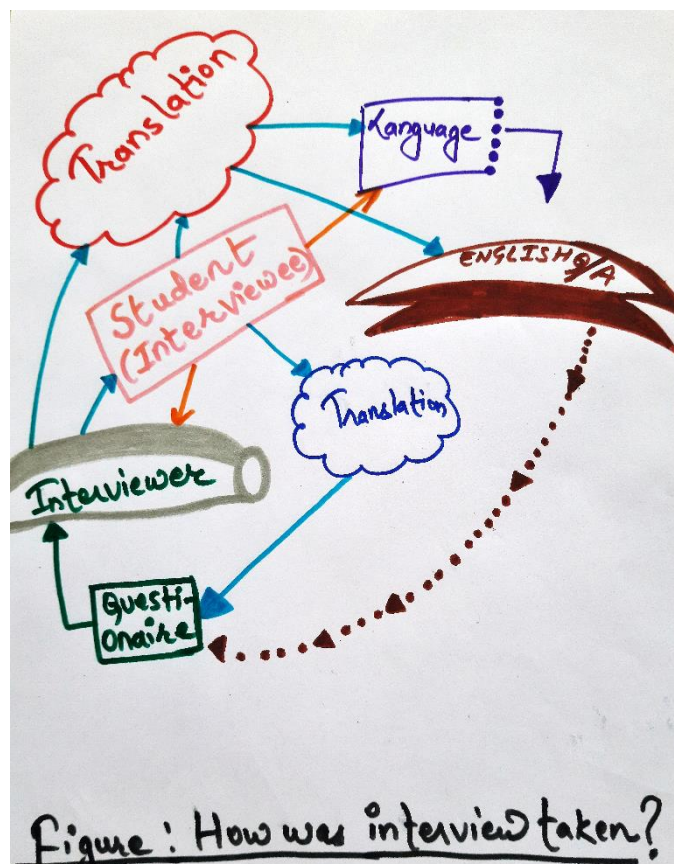


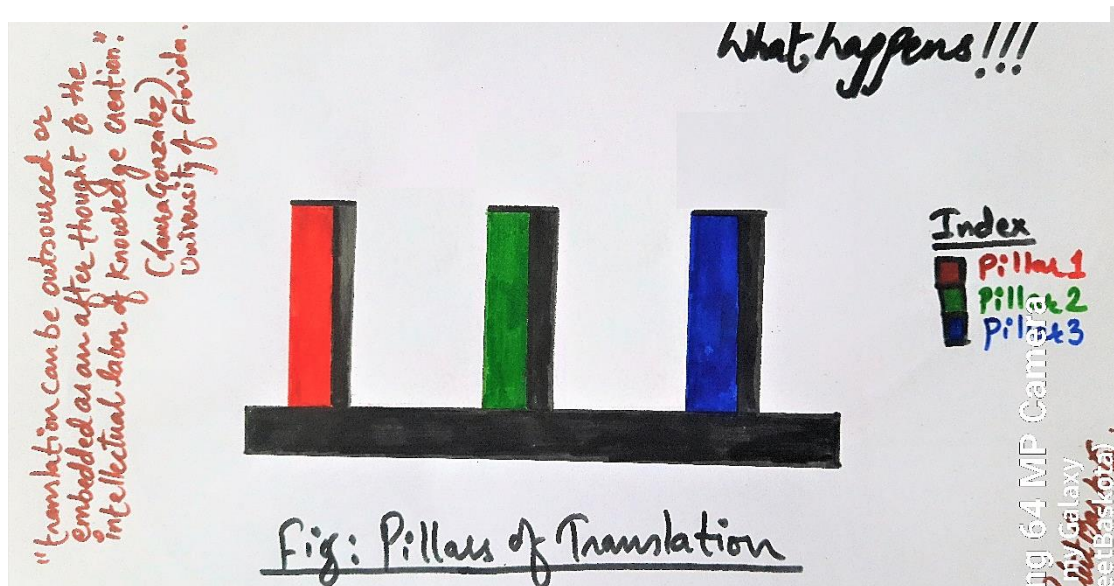
Figure: How was interview taken? knowledge is constructed through interaction with teachers and students in the visual aid classroom. As I know, interpretive research is employed to understand the culturally situated nature of participants' beliefs and how they form are formed via their normative social practices (Taylor et al., 2012). In *Second international handbook of science education* (pp. 373-387). Springer, Dordrecht. Positivistic research cannot capture the human subjectivity, values, sentiments, and practices essential in meaning-making in my context. My

concern is seeing how something is perceived, experienced, and practised, not why something is done. Thus I have chosen the interpretive paradigm.

### Research Design

For this study, I used a qualitative research design, focusing on in-depth interviews that were part of this research by adding additional data collection and documentation. In the documentation part, I shared my participant's research patterns, questions, and one week of research time. It was unique to them, as I know understanding every depth in the field needs to make clear to participants 'centring in-depth interviews'. The best examples for the depth interview are creativity, and creative thinking modes from which the new ideas may generate, feel free to express, and good to unbind the perfectness of knowledge. This method guided my students as

Figure 25 Pillars of Translation, (Source: Image taken from book of Laura Gonzales but colors designed by me.



they were below 18 years old. I gave them time to prepare and share the sample questions, and also translated (*see Chapter III Figure 25*) the new terms which were challenging for my participants; about my topic so that they remember their pasts and the way they are learning in secondary classroom students (SCS).



Moreover, this research scenario was purely qualitative from the sense of nature and framework of Visual Aids, though within the next qualitative umbrella as 'Visual-Spatial Intelligence Theory' research.

### **Narrative Inquiry as Research Method**

To explore the students' uniqueness in studying in academia, in the Under Developing contexts of scholars (SCS), I took the narrative inquiry method because this help out me to undergo my participants' personal narrative experiences in an in-depth manner that is feasible as well as valuable ways. (Chase, 2008). In other words, narrative inquiry as a research technique involves the series and evaluation of lived experiences and stories of the research participants.

Stories function as an instrument that considerably gives us enormous information as actual life or community as lived (Connelly & Clandinin, 2004). Likewise, another reason to follow narrative inquiry is based on the idea of Hermann (1995), which imparts that the individuals' participants who are familiar with and capable of displaying their experiences are more explicit in their narratives rather than in the explanation of their principles (as cited by Flick, 2010). This provides me with a richer version of the events and experiences of one or different SCS where youngsters (Butler & Kisber, 2010) love to take their class to understand how they construct a new way of learning through their contents of course syllables and make meaning from their classroom activities like teaching or doing by teachers through VA.

Narrative inquiry envisioned that human beings' lived and told stories about their living (Clandinin, 2006) outline my participants' paradigmatic analysis of narratives and narrative analysis (Polkinghorne, 1988). I also found that narrative inquiry provides the researcher with a generative framework to examine how humans experience the world depicted through stories (Webster & Metrova, 2007a). I adopted

this method to reveal the multiplicity of selves or persona as SCS share/ed about their lives.

Narrative research usually is the study of an individual, accumulating information through stories, stating the experiences, and constructing the meaning of those experiences (Creswell, 2011). Similarly, I considered the three-dimensional spaces of narrative inquiry, i.e. temporality, sociality, and place (Clandinin & Connelly, 2004). The temporality here denotes shifting the attention temporally to learn about the past, present, and future expectations of those under study. I also inquired about the participants' conditions, such as their feelings, hopes, success, and failure, their study skills and social conditions like the cultural background, social and institutional interactions, and the importance of the place where the different events and experiences took place.

The interpretation of my participants employed a multitude of features that helped me construct particular identities through their words and phrases. This also advantages me to enrich segments with narrative details, reported speech, appealed to the audience, and paralinguistic features (Riessman, 2008b). Another beauty of a narrative inquiry is that it allows for an understanding that our experiences of people and events can change (Webster & Mortova, 2007b). This encompasses me to work with my students' consciously told stories. Therefore narrative inquiry hooked up a secure collaboration between my participants and me, which geared up trust and respect in my lookup (i.e. in research) time.

### **Selection of Research Sites and Participants**

In the beginning, I was planning to choose seven participants, but only four participants, Swati, Wosti, Sudha, and Unshara (pseudo name used), we are interested; participants included Class Eight Students (especially four girls, who were

topper to lower scorer) were my research participant. I selected one secondary school of Kathmandu valley from the northeastern part because I was a researcher and lecturer in one college closer to that school. The mean school grade point average (GPA) was 2.98. The high score was 4.0/4.0, which I verified by the scoresheet. Potential participants were excluded if they did not complete their other subjects' assignments, menstruating, or taking a particular medication. I was supposed to include a teacher and seven students from the same school, but after talking with the Principal, I needed to decrease the participants' size.

### **My Research Participants**

*Swati*, age 14, comes from a middle-class Mongolian ethnic background. Being a good novel reader, she usually compared text with clip-arts. According to *Swati*, visuals are one of the highly effective ways to learn. In the same way, *Sudha*, a teenage girl, who born in Kathmandu is from Maharshi / Rishi (Brahmin) background. She was the sole girl that I interviewed who had chosen to neglect studies but followed NCC's guidelines. In contrast, *Sudha* looks as if different when she read the textbook with the picture of her curriculum has great importance in learning. She shared that the student's visual in the textbooks are very useful because it improves the quality of our interaction and interpretation skill.

Similarly, another participant *Wosti*, age 13, comes from a Chhetri background commencing northern part of Kathmandu valley. Her extra points were that I learn from visuals in the textbooks through charts- papers, posters, audiovisual, classes, videos, etc. Even the pictures present in books become very information. She added how easily she learns from the visuals in the textbooks. *Wosti* gives the impression towards trans-disciplinary as she relates like mentioned earlier, there is enormous effectiveness of visuals in the textbooks.

*Unshara*, age 13, is a Chhetri girl from a high-class family in the Eastern region of Nepal. The interview was conducted in the same library hall within the same school. When I shared some talks on the phone with her father, he shared positive vibes about her daughter. Her narrative also discloses her learning from practical-based knowledge, which she expressed that she has creative designs, physical participation, and a digital mode of learning and taking knowledge from other students' experiences and different subjective teachers.

### **Narrative Generation Approach: Interviews and Field Notes**

In this study, I made Adaptive Test<sup>8</sup> (Bachman, 1990; Henning, 1987) retrieved in Bachman (1991) as cited in Cohen (1994), and need to follow related VAK tests, i.e. visual, auditory, kinesthetic learning styles model (Gardner, 1993) done while taking the interview process. It was some small informal game from which I want to know how they are close to VA. This test shared with me all about the students' background knowledge about particular relevance in language texts for a specific purpose in my research, which is part of VA. When conducting this session with my participants, I did not 'Backwash' nor did I choose to teach as a participant. I shared my participants' checklist to observe and analyze them. Those points were not solely specified to me; however, I also need to take the 'diagnostic test' as the check used to discover a learner's unique strengths or weaknesses, as the effects may

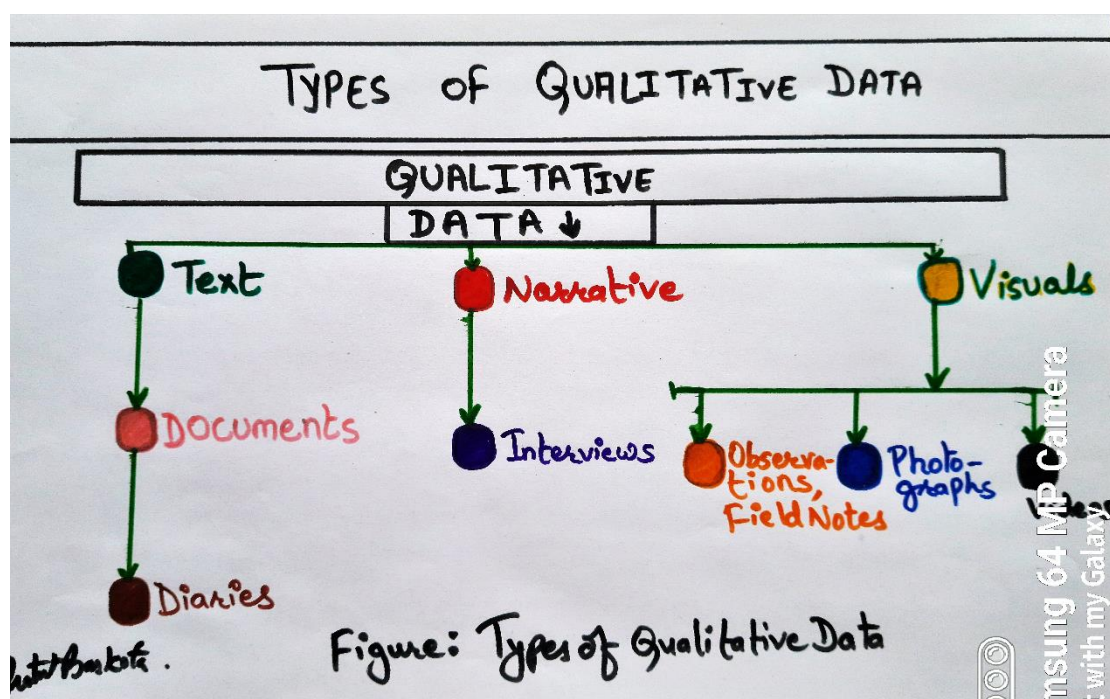
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<sup>8</sup> Computerized adaptive testing is designed to adjust the difficulty to the test taker's knowledge and abilities based on the answers provided. If a student gives the wrong answer, the computer will follow up with a simpler question. If the student answers correctly, the next question becomes even more difficult. Computerized adaptive testing is considered at the forefront of evaluation techniques and more accurately measures individual student abilities while avoiding some of the problems often associated with the "universal" nature of standardized tests. Represents an attempt to do.

additionally be used in making selections on future training, learning, or teaching in the classroom. While testing them through tests, the language acquisition first and second were acquired.

Lexis was perfect with students while I conducted an interview (see Figure 26), and also, my students were not native speakers, but they followed needs analysis. While conducting the interview, I followed rules and regulations of the participant school. That is why, all the interviews I conducted with them was in English format. Later on, they preferred English over Nepali in response to my question which language you would like to use as a mode of communication. At the same time, I also

Figure 26 Types of Qualitative Data, (Source: Graphic Art Designed of by me).



needed to follow school rules and regulations of doing interviews from KUSOED and some rules of participants' school. Being multilingual students, they felt comfortable with English Accent. Everything was determined by 'Oral Interview' but not the 'Dichotomous Scoring', which is to check Concentration Speed, and Accuracy was measured using Discourse Analysis.

At first, I made them think from Discursive Composition (personal opinion), then I contemplated from the Intelligence Theory by John Oller (1970;1981) point of view, but my views to the participant were Visual-Spatial Intelligence (Howard Gardner's).

It is a tiny process from Gardeners' eight points of view. The Gardener's eight processes were only used because I cannot take the vague theory in my research. When both combinations were attached, I found that teachers follow guided writing tasks in class, and students love it. I took as Interlocutor, and the Interlocutor frame shared a scripted indication of the language, making my test fairer and more reliable.

### **Information Generations**

The principal and class teacher supported both (I and my participants); students were then up-to-date by the notification informed to their parents with dual signed copies for the researcher and participants. Following the ethical consideration, students were given the backup consent form plain language statements and shared one example of an initial transcript to feel comfortable. I answered their curiosity questions answers to their comfortableness, and it was a humorous source time. While continuing to the following steps, I also shared the purpose of my research in 'Interview Consent Form with Description' (ICFD) without harming participants, research data identification, research information, clear concepts for participation and withdrawal, conditions of consent, and about the commitment.

### **Interview Guideline and Observation**

In the beginning, before I asked my participants questions individually, one week earlier, I had given them the tasks of finding similarities and dissimilarities of Visual Aids in teaching at their School. I want them to understand more before they come to give an interview. I know they have just graded eight students, so I need to

follow the better way to make them comfortable. Those simple tasks were to do brainstorming tasks for them. I do not choose whole-class participation, but I heard all the three sections of 90+ students want to share their ideas. Nevertheless, the good is that the four students represented them and the whole class, whomever I chose. They remember who and what their friends took concerned with Visual Aids in Learning in the classroom.

Finally, I observed different students behave while entering the library hall; I took field notes to keep an audio recorder from Microsoft surface and my cellular phone. To reduce disturbance from other classrooms, I need to choose a library closing all the windows and keep light and fan 'ON', with curtains and ventilation opened to pass the cool air. Tasks were recorded in CCTV of the School with surveillance from the Principal and Head of the Schoolroom.

### **Shaping the Narratives with Workshop**

While conducting this study, I had always been aware of my participants' beliefs and experiences and captured their feelings safely. While unfolding my narratives, I decided on what materials I needed to include/exclude and to maintain privacy and confidentiality. I made many attempts to realize my limitations and weaknesses in many places. I was conscientious at those times and scenarios, as I carefully selected the touch relevant issues in my study. I believe there are many different approaches to collect data (narratives) that can be used for the Narrative Inquiry Method (NIM), of which some are observation, surveys, documentation, interviews, and transcripts (Webster & Mertova, 2007c). I have applied interviews as an effective technique to collect data in this research study to explore the essence of the research participants; I have gone through semi-structured interviews. Likewise, my research question was guided by generally constructed questions. While the time

of the interview, I also had used the informal interview to maintain a close professional relationship with my four participants from the secondary school classroom.

Before asking a few questions to selective participants, I conducted one informal workshop in a group and took individual interviews without recording any voices. I need to do this because I need to make my participants understandable. I shared the 'Same Interview Consent Form' (SICF) before 15 days to the Principal and selective participants (students), as they and their parents may read all the instructions. I let them do individual and group tasks to them one week earlier to find similarities and dissimilarities of Visual Aids in teaching at their School. I want them to understand more before they come to give an interview. I know they have just graded eight students, so I followed up the better way to make them comfortable. Those simple tasks were to do brain-storming chores for them. Continuing the process, I did not choose whole-class participation because I did not want to distract other teachers' classes.

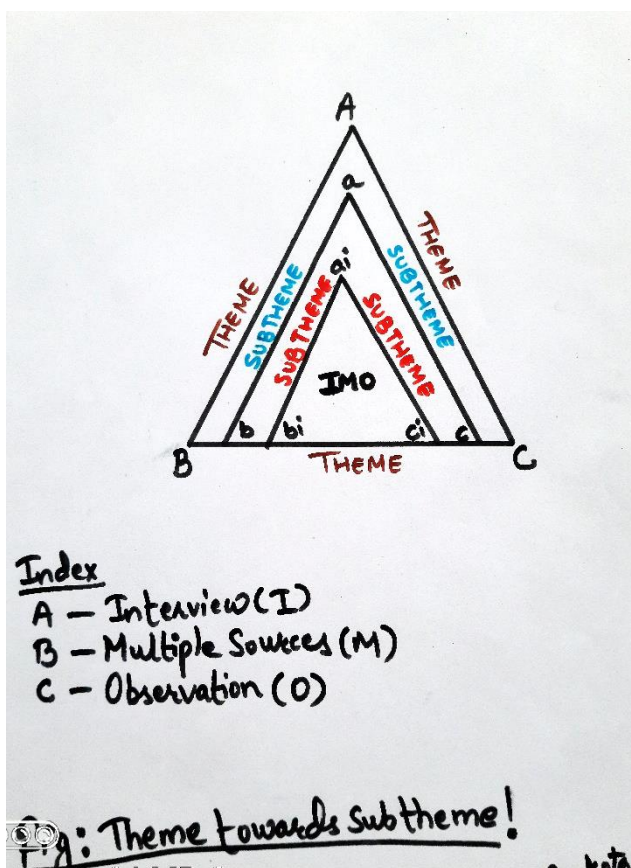
Besides the research, being a university graduate, research scholar, and teacher educator, I need to be more critical to interviewers and their beliefs to develop myself as an English Spanish Language Lecturer. Like Brodsky (as in Hughes, 2009 as cited in Greenhow et al., 2009), I claimed that my research would be the portrait of four students. I conducted interviews based on their desired time. I conducted the interviews for this research at a location that was the participant's interest. "It was once my duty to create a climate in which the research participant felt relaxed and respond honestly and comprehensively" (Mustakas, 1994, p.114). Therefore I recorded the oral interview on my laptop and my cell phone. The recording application was able to record participant voices in a soundproof room in the library



hall that was surveillance with CCTV. To collect non-verbal information of my participants like facial expressions and gestures., I used field notes (i.e.diary) and typed them later on to record that information taken from students. I took the critical events in field notes generated in curious questions.

### Interpretation and Meaning Inbuilt of Narratives

Figure 27 Theme Towards Subthemes, (Source: Own design of Art)



Meaning-making includes

working with the field- texts, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for the sample (Bogdan, 2011; Navarro & Thornton, 2011). In every other word, which means perspectives refer to the shape of assumptions inside which a new experience I accumulated in the subject from my individuals are assimilated and transformed

utilizing one's Present Works, Past Experiences and proceed to do future endeavours all through the procedure of interpretations with updates. They contain the utility of habits of expectation to objects or occasions to boost language competence. The illuminating sense in my study was making the meaning out of the narratives collected from the interview, which was the most challenging task because presenting narratives in a coherent and meaningful way for the readers without violating the essence of participants' stories demands careful attention every bit of stories. I had

prepared two research questions for my study to explore the students' learning through visual aids in the classroom and the student's narration of experiences of visual aids in the textbook with relations between them. For both questions, I prepared a guiding list of interview questions and used them to elicit the views and opinions of my participants. I transcribed the audio recordings from the students; first, I read and re-read them to explore their experiences of Visual Aids in Classroom. Then, I developed themes to illuminate their meaning as the study proceeded, which was based on research questions and a literature review. Some new themes have also emerged as the interpretation kept ongoing.

Learning styles that might be either 'field dependent'/or/'field independent' are also considered that I had lots of expectations and did my work within the framework of School of Education, Kathmandu University, and with the full support of my supervisor by maintaining rules and regulations from one Kathmandu School for study. It is assumed that defining our 'horizons of expectation' which, as Karl Popper "emphasize, significantly affect the activities of perceiving, comprehending, and remembering meaning with the context of communication" (Berkson, 1984, as retrieved in Mezirow, 1997a, and cited in Olson, 2012) in Visual Aids. Meaning views are, for the most part, uncritically obtained in childhood via the manner of socialization, frequently in the context of an emotionally charged relationship with parents, teachers, or different mentors.

Generating the meaning of the narratives by the issue was more practical when I compared and contrasted the experiences of the VSI and VA of the research participants (Cohen et al., 2007). The study of the different narratives of the students helped me conclude their visual aids in teaching English in the secondary classroom for interactive learning and its manifestations. The experiences of students' visual aids

in teaching English in the secondary classroom for interactive learning shared during the interview and knitted in the narratives had the insights I sought from the study. I studied the experiences and organized them according to the research questions since I had organized the interview guidelines as per the research questions. Similarly, research questions analyzed the narratives coherent since I explored the answers to the questions to make them complement each other and not mess up with other experiences shared during interviews.

### **Information Analysis, Interpretation, and Discussion**

I constructed the knowledge being engaged within the gallery of validity of experiences and the face-to-face contact frame that I was taken on the field. As I was involved in different workplaces (like education and non-education sectors), I got trained from profound professors of Pokhara University and Kathmandu University in the English profession. I will always/was loyal to the line of Pan (as in Chuang, 2001) and similar with Hostetler (2001), who argues that English teachers have to recognize children's development, needs, interests, and the children themselves to be aware of ethics. I will be ethically bound to the Transformative Research (Mezirow, 1997b) and Living Education Theory (Whitehead, 2009). Whatever I think and do, I will be on the denotative function of a message without a code, which is the new movement of identification of participants without hurting their feelings.

### **Quality Standards**

I tried to maintain the quality of my research by aligning with the quality standard of 'trustworthiness and authenticity (Guba & Lincoln, 1994), 'sincerity', verisimilitude, I deconstructed the notion of text, which I desire to extend the English profession within the proper frame of my life-world as the representation of self-pedagogy. Quality standards share the nature of each paradigm which access the

quality of any research works conducted under certain rules and regulations. “They need to be aware of and describe the scope of one’s qualitative study so that its applicability to different contexts can be readily discerned” (Palys & Given, 2008a, p.895). For example, it holds how a researcher locates the participants, what position s/he takes, and how the collected information is presented to make the research believable.

As my research was developed under a multi-paradigmatic design, the quality standards were maintained according to the research. In addition, quality standards of Narrative Study research ensured my study ‘accurately and richly’ (Palys & Given, 2008b, p.895). I knowingly (yet greater anxious than the figure in the painting) seem out from the frame like a body in the paintings and transgress the borders of social science education (Toymentsev, 2004, as in Greenhou et al., 2009). However, in the section on Visual Theory, I locked on the boundary of Intelligence Theory to Visual-Spatial Intelligence Theory.

To legitimate the research study, I have considered sincerity, trustworthiness, authenticity, verisimilitude, and pedagogical thoughtfulness.

### **Sincerity**

As an active research scholar of KUSOED, a few questions always come to my mind while doing this study about how I will be sincere with the narratives shared by students, how my participants understand visual aids, and what will be the expectation they always see in the classroom. Of course, I may not follow the trends of research without participants to fulfil my biases by not reflecting on them. Nevertheless, I followed the sincerity between my participants, who confirmed their experiences that I tried to be sincere working in visual aids research and representing the participants’ contents (voices).

### **Trustworthiness and Authenticity**

The quality standards of my study were trustworthiness and authenticity as this study holds on to interpretive paradigm and the quality standards of interpretive research include these quality standards (Taylor & Medina, 2011a). Trustworthiness of a study refers to the finding extent of conviction in data (i.e. full of information) and its' interpretation to make /sure /ensure the quality/ of a study (Pilot & Beck, 2014). To obtain 'trustworthiness and authenticity (Guba & Lincoln, 1994) prolonged immersion of four quality standards: credibility, transferability, dependability, and conformability (Taylor, 2014b) in my research ideas of similarities between constructed realities of respondents and the reconstructions attributed to participants were measured (Guba & Lincoln, 1989b) to ensure quality standard. Thus, during the study, I spent long periods of prolonged immersion with the participants interviewing them and making them tell and retell the stories.

In doing so, I was able to make the study credible. In addition, I gave my participants the stories constructed from interviews to verify whether this was what they shared, enhancing credibility. Also, I have quoted their voices directly to ensure credibility. The repeated interaction with the participants and storytelling through informal conversation and open-ended interviews helped me draw a detailed description of their experiences of Visual Aids in English (VAE). It also led me to emerge new knowledge, i.e. insights from the study. In addition, it enabled me reader and a researcher, to compare my context of VAE with the context of my participants.

Moreover, similar to the above paragraph, to make specific transferability in accordance to Connelly (2016), "Researchers support the study's transferability with a detailed, distinctive description of the context, location, and people studied, and by way of being transparent with observable about analysis and trustworthiness." Hence,

I have provided a detailed description of the participants, the context of their experiences, and locations. Along with this, I have critically and implicitly examined the events and presented them the way they were shared to provide a vivid picture to the reader so that it informs them to have some resonance with the readers' experiences.

Similarly, to ensure authenticity in this research, I presented the narratives told by the participants, who were reason enough. I retold the narratives in the study by building them in the past present and wrote the future visions when they shared. I presented the narrative according to their perspectives and context rather than what I thought. I described the place and setting added descriptions to the narratives to analyze Visual Aids. Besides, any research could convince the readers that the stories or information is shared honestly and sufficiently achieves authenticity (Webster & Mertova, 2007d). Thus, to achieve authenticity further, I have included sufficient narratives, even quoting the voices of participants wherever required.

### **Verisimilitude**

As defined by Creswell (2009), the concept of verisimilitude is a benchmark for a detailed literary study in which the writing seems 'real' with 'alive', fetching the reader proper into the world of study. In the same way, testimonies derive their convincing electricity now not from verifiability but verisimilitude: they will be authentic ample if they ring actual (Amsterdam & Bruner, as mentioned in Webster and Mertova, 2007e). Verisimilitude is attained if the reporting of stories and events in a way that resonates the reality. For attaining verisimilitude, I attempted to put my participants' stories into words without altering their natural essence. For that, I incorporated their actual voices in the places deemed necessary. Therefore, the reading of the study was a "retrace" (Elbaz-Luwisch, 2007; Elbaz-Luwisch, 2010;

Elbaz-Luwisch & Orland-Barak, 2013) of the actual experiences of the EFL students rather than a mere research report.

### **Ethical Consideration**

Ethical issues were one of the challenges in my narrative effort. In the beginning, I think of my participants' exploration of how they develop themselves in the study as English Language Student that seems kind of hallucination as O'Brien (as in Hughes, 2009 as cited in Greenhow et al., 2009), asserts, "A journey is a hallucination." For a novice researcher like me, using a narrative as a methodological perspective was a discouraging task. In every phase, I was worried about an ethical backdrop. I followed informed consent and confidentiality to address the ethical issues during the study, as Seidman (2006a) mentioned. While conducting this study, I was always aware of my participants' beliefs and experiences, and how to capture their feelings safely are defined below.

### **Informed Consent**

I explained the purpose of my research to the participants and explained the research technique and processes. The first step in minimizing the risks of the individuals used to be the knowledgeable consistent, and they all agreed to be interviewed (Seidman, 2006b). The second step was to grant a consent paper to the lookup contributors and the fundamental of the lookup participant school because all research participants were from grade eight and starting age of teen, i.e. thirteen. I also told them to share the consent paper with their parents so that they provide permission to give an interview with me and also to the principal. The parents of participants, the principal of the school, and the participants (students) agreed to participate in the interview process.

### **No Harm Strategy**

To be abode by the 'do not harm principle', I made sure that my participants were unharmed both physically and mentally during and after the research. In addition, I built a good rapport with them, which made the sharing of the experiences comfortable and smooth. Since narrative research deals with human emotions, researchers are expected to be empathetic and non-judgmental. So, I listened to the participants' sharing without being judgmental in any way. Also, I was concerned, tolerant, and emotionally responsive to espousing the principle of no harm.

### **Privacy**

While unfolding my narratives, I decided on what materials I needed to include/exclude and maintain privacy and confidentiality. I created many attempts to realize my limitations and weaknesses in many places. I was meticulous, and at times I carefully selected the issues relevant to my study. Besides the research, being a university graduate and a teacher educator, I need to be more critical to interviewers and their beliefs for developing myself as a Computer English and Spanish Language Lecturer. Like Brodsky (as in Hughes, 2009), I claim my research portrait of four students. I constructed the knowledge being engaged within the gallery of validity of experiences and the face-to-face contact frame that I proceed on the field.

### **Anonymity**

Though, whatever I think and also I do. The denotative function of a message without a code which is the new movement of identification of participants without hurting their feelings is the given words I shared with my participants was fruitfully done.



### **Confidentiality**

To ensure the confidentiality of my research participants, I used their pseudo names. I had promised the contributors that their identities would be kept secure and not disclosed to others. I also advised that the data generated at some point of the lookup would not be disclosed to others. I also instructed them that the data generated at some stage in the research would no longer harm their privacy. Confidentiality is essential to hold the authenticity of the facts generated at some stage in lookup whilst documenting the information (Seidman, 2006c).

### **Fairness**

I have attempted to be as fair as possible both in terms of presenting my participants' voices and selecting and giving importance to them. Likewise, Taylor and Medina (2011b) have suggested the freshness criteria under the authenticity criteria of Guba and Lincoln (1989c). I have tried my best to be fair to all the participants regardless of their caste, age, gender, culture, and socio-economic background. I have represented their voices somewhat with their views and perceptions.

### **Chapter Summary**

In this chapter, I discussed the methodological premise underpinning this study. I began with the discussion to justify Philosophical Considerations and Methodological Stance. Then, I shared the research paradigm, research design, theoretical model, and research characteristics. Next, through the data and principles, I shared how the research data was used, and then, I discussed the use of the methodological approach with narrative inquiry. After that, I detailed the selection of research sites and participants with how the narrative generation approach was used through tests and interviews. Then, I explained the ways of the description with

process, interview guideline with observation, shaping the narratives with workshop, auditory record and field note, data analysis and interpretation by maintaining the quality standards for this inquiry. Finally, I elaborated sincerity, trustworthiness and authenticity, verisimilitude, interpretation, and meaning-making of narratives that I paid maximum attention to ethical consideration with the informed consent, no harm strategy, privacy, anonymity, confidentiality, and fairness while researching the lived experience of my participants who were secondary classroom student.

## CHAPTER IV

### STUDENTS' LEARNING AND PERFORMANCE FROM VISUAL AIDS IN THE TEXTBOOKS

This chapter explores different stories of the secondary-level students of the International School of Kathmandu. In addition, this chapter shares the experience of "students' learning and performance from Visual Aids in the textbooks." My participants, specifically Grade 8 Students, share their views as it connects with psychology, social, physical, and educational contexts interlude with Visual Aids. I use the method of Qualitative data related to my research questions: "how do students learn from visual aids in the textbooks." The specific goal of this study was to examine "learners' performance and evaluation of secondary school classroom through learning and examination role" by expanding knowledge in research works of English language teacher, and students access learner's performance through visual aids with the textbook, that is, with picture cultivation of secondary school classroom.

The qualitative data was collected from one school with four different students in my study skills, especially from mixing with a topper to a low scorer. An interview based on the skills I used! First, though, all those research participants were addressed from respective schools by adding different nicknames keeping their secrecy.

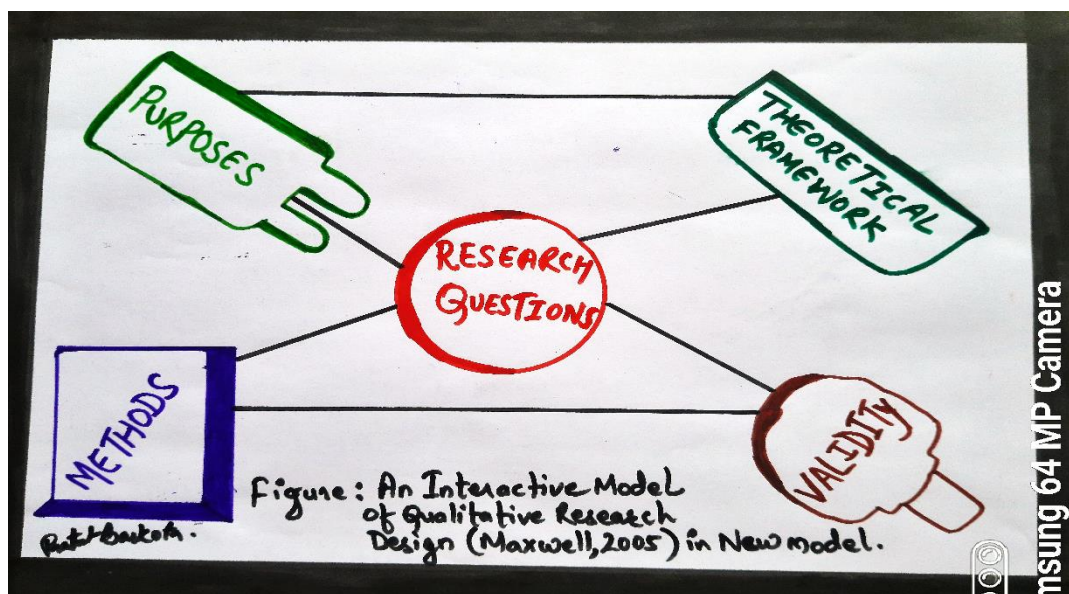
The analysis is based on qualitative data collected from the field by interviewing participants. More specifically, my analysis focused on learning and experiences, narrative visual-spatial framework, interactive learning through different branches, student understanding in the classroom by vision, and images and understanding skills in the brain. Likewise illustrated in my methodology chapter,

qualitative data are added in place. This chapter mainly concerns different visual aids followers or learners fond of learning from the visual contents used in the Visual Aids Learning Strategies (VALS) for memorization. However, those learners learned from new techniques as we all know the 21st century is the age of technology that is entirely depends on ‘Machines and Learning’ which motivates both teachers and students.

### Participants

The story of the participants is added here with the background. In addition, I interviewed four students connecting visual aids and teaching English through the communication connecting with Visual-Spatial Intelligence Theory (*See Chapter II*

*Figure 28 An Interactive Model of Qualitative Research Design. (Source: Maxwell, 2005, but reframed in new model art by me.)*



*Theoretical Framework- Visual-Spatial Intelligence Theory, page 28).*

### Swati: Keynote Speaker of the School

*After completing the Interview with Swati<sup>9</sup>, the indirect questions by me about her hobby, aim, and vision was; her hobbies are studying, reading books, learning new things, poetry, paintings, singing, calligraphy, journaling, and*

<sup>9</sup> Prime in Research

*creative writing. She aims to write a best-selling book, contribute to education, science, and technology, and become a keynote speaker.*

When I interviewed *Swati*, she had currently submitted her Midterm assignments for category eight. She was once 14 years of age in Mongolian Culture and undertook her other exams and practice through District Level Examination. She desires to depart the faculty due to discrimination in English Classroom. I asked her; she was silenced. The Principal at my participant's school cautioned selecting *Swati* as a participant in this research. The school principal does not want her study neglected because her time might be killed if I took a long time for the interview process. Later on, I was lucky to get the ECA<sup>10</sup> Period. I picked *Swati* for the preliminary interview because I comprehended her when I was once their researcher and did a few casual talks earlier than conducting research, but the lack of familiarity with me would assist her in being open and honest.

I thought it would be less challenging to interview someone I did not comprehend well; however, it seems challenging to me to interview teenage children. After talking with her, I had overseen her best grade score, like "A+" in exam papers. I contacted *Swati*, and her both dad and mom using mobile (cellphone) and asked *Swati* if she would be interested in being interviewed. The time and place for the interview had been organized with the school's full support of admin officers. During the phone call, I supplied a brief description of the interview and subsequently dispatched her the undeniable language declaration and consent shape to her and her parents. The interview was once carried out at her faculty in the library hall. As the experimental in a systematic way with the series, *Swati's* interview used to be extra

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<sup>10</sup> Extracurricular Activities

equipped than those that followed. I had some questions to use as prompts. I also had a listing of the critical topics that were highlighted in the area of education and learning. As with all the interviews, I began with the aid of asking her to inform me of her story of her parents, her study skills, and about Visual Aids in Learning in her words.

Being a good novel reader, she usually compared text with the clip-arts, and according to *Swati*, Visuals are one of the highly effective ways to learn. She also shared with me that she loves to make art in her free time. While talking more, she shared that visuals in books are an excellent source for learning and are very influential. Visual in the books helps create an environment, get into the topic, and feel the topic we are learning. In addition, visuals in the textbooks cover all the contents and reflect it, making the things easy to remember and memorize.

I thought my questions were getting complex; I decided to make them simple so that *Swati* could have no problems. I suddenly change the question patterns focusing on her parents. Then, she told me, I will change my patterns for learning from visuals in the textbooks. *Swati's* additional ideas were different. As *Swati* added, in other words, while roaming around in her hometown, she added that nature always appears first in her mind. So, visuals in the textbooks help us easily decode the information and help us understand the contents of the text better. To crown it all, visuals in the textbooks summarize the entire contents of the text. Therefore, in these ways, I learn from visuals in textbooks.

*Swati's* ideas on Visual Aids have new concepts of enriching the power of imagination as she addresses Visual Aids stands in the textbook with pictures that initiate and cultivate the habit of imagining. The visual content she learned in the classroom enriches the imagination that leads her to imagine and cultivate visual

content. Since a textbook with pictures helps us to imagine, it helps us convert the text into visuals, i.e., visualizing the text leads to cultivating the contents of the visuals. Pictures in the textbooks act as illustrations in which the contents of the text are trying to depict the resulting enforcement to decode the information, imagine and encode new visuals, therefore, cultivating the visual contents. While continuing with her modality of how she took the visuals from childhood, she uttered, I find visuals to become a boon for the text as it beautifies the contents present in the text, acting as an ornament of the textbook.

Moreover, Visuals in the textbooks are beneficial as they relate to the specific topic and help us to understand the significance of the text present in the textbooks. Research has also shown that the human brain is more likely to be affected and influenced by visuals than texts, due to which learning with the help of visuals proves to become more fruitful and beneficial by retaining the information quickly for a longer time and helping to understand better.

### **Sudha: Straight Forward and Shy Girl**

*She shared that she is a straightforward person with a calm nature and a shy girl.*

*Sudha* was the only girl that I interviewed who chose to neglect her studies but follow the rules of NCC. Her self-discipline vicinity is ECA, and she once enrolled at a newer NCC Team. She talked about her ideas and prolific techniques through creative design, sharing some practical notebooks. The interview was conducted at *Sudha's* school, especially in the library hall, where her school principal provided the information in well-managed settings. She is from a traditional Brahmin family but was born in Kathmandu. I interviewed *Sudha* because she wanted to leave the school for her studies, and if possible, she wanted to join NCC forever... and wanted

to continue her additional time in the Nepal Army. Before she was once my participant, she discovered motivation from me in the classroom as I was their Spanish Language Instructor that she had shared her manageable touchy nature about instructing and getting to know in her school with some issues. When I used to be her trainer for one year, she does have a sturdy sense of trust, especially around the problem of confidentiality in Education, ECA, and specific new competencies training. I concept that this would be beneficial in establishing rapport for her in the future.

*Sudha* told her story in a children's way as she is a teenager, her perception towards her family, particularly about her mom, was strict in education, but her dad shared love with her to continue studies and extra-curricular activities. She styled the emphasis on education from kindergarten to now, her mother as a supporter and commenced that education can create pressure reading books, but when we go through the Visual, the pressure seems low to students.

Her school impression is always focused on Information Technology, and Visuals should be interpreted well to understand. So, the best way to learn in the school is from visuals in the textbooks that might be interaction /or/ discussion /or/ interpretation. So, she added visuals in the textbooks that covered all the contents and reflected them, making the things easy to remember and memorize in the classroom. So, her focus was always on creativity and animation that have the learning frame for doing.

In contrast, *Sudha* looks as if different when she read the textbook with the picture of her curriculum has great importance in learning. The picture in the textbooks sets the image in our minds. The sets of an image in the brain helps us remember whatever we read or learn. She is a follower of reading materials, whatever



she loves to read. When she reads anything, she understands by visualizing the content in the brain, then it is set in our mind within a short period. Visuals in textbooks are beneficial as they relate to the topic and help us understand the given content. As a student of life, her phrase is, "Learning from visual helps us get a clear concept and is very fruitful and beneficial. We remember it for a longer time". She shared that the student's visual in the textbooks are very useful because it improves the quality of our interaction and interpretation skill. They improve learning.

**Wosti: A Good Book Reader, Rational and Curious About Exploration**

*Besides her, there are five members in her family, her parents, brother, and sister. As she shared, she has a small and happy family who lives in Kathmandu.*

Wosti is of Northern Kathmandu background girl from Chhetri background and was in her teenage of 13 years when I interviewed her. A student at the same school who has creative vision, the plain language statement, good book reader, rational researcher type girl, curious about new things, funny, blameless vocalist and sincere for exploration project work, and a decent student supporter are her skills. When I announced my research, I still remember she raised her hand at first and was curious to know my education skills, my research background, and the contents of Visual Aids, what I like about her smartness. She met me on Basketball Court and shared her interest in the scheme. The interview was conducted at her school in the same library corridor the place I took interviews with different girls.

When I was taking her interview, she was in class eight. She talked to me and showed the golden director batch and was fully supported by her parents for studies. She had planned for class nine to get a fund from some organizations as a scholarship opportunity. Her primary motivation for the upcoming new class was for the

increasing capability of research and continuous participation in "Karkhana" like practical school to share her creative knowledge. When I caught up with her at a narrative workshop later on, I determined she scored 4/4GPA in the Governmental Exam of Class Eight, and now she is in class 10. When the pandemic was ongoing in Kathmandu, I needed to interview her a second time. It was a phone and messenger interview. The interview was excellent and happy. She shared with me the result of how she got the 4/4 GPA.

*Wosti* extra points were that I learned from textbooks' visuals through chart papers, posters, audiovisual/ A/V classes, videos, etc. Even the pictures present in books become very information. While she was in Grade 9, she tried to upgrade with the imperative ideas in touch with Enlightening and Exploratory not in English courses, but other compulsory courses like Science, Mathematics, Nepali, and others. She expresses that she loves visuals in the textbooks because due to very informative and define the entire challenging paragraph merely. It has helped me recognize in a higher way. With due respect, her thoughts on new ideas are extra thorough and effortlessly recognized when they are linked to prior knowledge, as seen.

As she mentioned, I did not get the syllabus /or/ curriculum concept, and at that time, I looked at the figure and got the concept. However, she speaks to me about using diagrams and plots to display a large amount of information while presenting in a Social, English, and Spanish Language Classroom. She thanked Spanish Language Teacher for approaches that are effortless to understand and help expose relationships and patterns of Interactive Teaching that used to be based totally on 60% Audio and Visuals.

Correspondingly *Wosti* wanted me to change the question patterns, and she added to make it as simple as possible. After I made it simple, she added how easily

she learns from the visuals in the textbooks. Firstly, she looks at the diagram/ figure/ picture carefully, then, she tries to analyze the given particular diagram, then after, she tries to understand the critical concept of the diagram in the classroom, that she gets the concept of the diagram, and finally, understanding the concept she understands the information that diagram is trying to give.

Her views on upgraded textbooks are printed with many pictures. So that students can get information visually. Her ideas with the textbook with pictures cultivate visual content because pictures visually give information. She shares that picture carries detailed information which can be memorized virtually, the small process of making textbook more interesting to learn and cultivates visual contents since it can be seen and understood visually. Moreover, her views towards pictures were that pictures cultivate visual content, which helps a student get the clear-cut concept. She added about the syllabus and curriculum, which is highly effective for students to catch up, yet the picture of the textbook gives visual information, which makes it easier to understand.

*Wosti* gives the impression towards trans-disciplinary as she relates like mentioned earlier, there is enormous effectiveness of visuals in the textbooks. The better way of understanding might be the source of visual, which is very interesting to look at, as it is colorful and had some reason for the presence in the book. She added that learning from visuals helps her to get the clear-cut concept. Though she tries to relate the figures, pictures, or diagrams with the curriculum, she usually analyzes the picture and finds the relationship with the lesson. She further added that the notion of learning the paragraph would not help us get the clear-cut concept, but after we take a look at the picture, we get the visual effect and understand that "this means this." She revealed that we understand what the paragraph is trying to say after looking at the

picture. So, this is how/ explore the usefulness of visual contents is how she learned from the cause and effect of the new science of the brain in Visual Aids.

Besides, her other talk with me was Visual Aids from Kindergarten to class 9. VA has helped her to connect curriculum what she has been reading in school in her English course and also in different subjects that her views denote not only to her also to her friends who have shared in a classroom with her, whichever she may be interested in visual effects and usefulness of visual contents.

### **Unshara: The Challenge Taker**

*She currently resides in Kathmandu Valley, especially from Out of Valley, Urban-zone of Nepal. She is 13 years of age. When I was taking the interview with her, she shared her views that “she is quite privileged to express her thoughts” with me.*

*Unshara* is a Chhetri girl of High-Class household background from the Eastern Region of Nepal and was once in her early thirteen when I interviewed her. The interview was performed in the same library corridor inside the same school. The Class Teacher and Principal shared her name, and also, she was interested in sharing her talks about Visual Aids in innovative education, taking a lead role in the educational activities of that school. When I shared some talks on the phone with her father, he shared positive vibes about her daughter *Unshara* as a participant when I discussed the need for a student in a Visual Aids and Visualization -based discipline in teaching and learning.

She was enrolled as a physical participant in NCC Training at a newer level based on her sayings. *Unshara* gained prestigious NCC Skills Certificates, different batches from her school, and actively participated in different curriculum activities shared by her class teacher in grade eight. She reported she came from Village to

Kathmandu, starting with her school careers advisors supportive parents, and curious about modalities of the challenges she had taken from Class Nursery to Class Eight. Her narrative also discloses her learning from practical-based knowledge, which she expressed that she has creative designs, physical participation, and a digital model of learning and taking knowledge from other students' experiences and different subjective teachers. I discovered that she wanted to be an Engineer and serve in Nepal Army to support Nation and my emerging understanding from her narratives found that she has wanted perfect education in her future.

Additionally, she responded that visuals in textbooks would enhance our belief system. Based on her sayings, there are various means of getting an education, and textbooks are the most common. Visual in textbooks have many advantages for children and youths as she is learning in school course books from Nepali Publications that do have various means of visuals such as diagrams and other concepts. She remembered the more straightforward method that the science diagram makes the concept quicker and easier while social diagrams such as the map of different countries, and our teachers also take us to numerous audiovisual classes. She added that she and her classmates learn a lot through visuals from textbooks. While ongoing discussion, her overall narrative shares about access to the various textbook, and each of the textbooks comprise various pictures. In these regards, she responded that these pictures help cultivate visual effects since each of the pictures represents a particular set of information, increased the chances of a highly effective method of communicating with students with her age groups as she added some content like the pictures in our textbook help to give us the best form of information quickly. Equally, answers from *Unshara* were different, but she also generated her points in simplicity. Adding Visual-ness in textbooks has helped her a lot. She added that she

had explored its usefulness as it has increased her involvement and engagement in various topics. Given a better learning experience to her as a student, she helped her understand and remember the information from the book she wanted to provide, increased her interest in the related subject, and visual-ness is simple, effective, and much easier to study through a visual aid rather than all text method.

### **Chapter Summary**

These four girls' narratives are explored in the four different unique topics that follow. Each paragraph and subject was observed and examined in element with details followed by a theme that used to be strongly evident through the shared overview, which has stories, sections, lookup information from qualitative information mixing the contents from four distinctive participants. These different topics are sequentially ordered to analyze learning from visuals in the textbooks firstly; and secondly, analysis on textbook with picture cultivate visual contents, and finally, it explores the use of visuals in the textbooks. All those topics in chapter four explore the narrative of the four girls selected only for research in detail.

I believe that, abroad, different researchers asserted the creativity of research in Visual Aids in a different classroom. Nevertheless, in Nepal, the research is less in numbers, topics are different, but works are in progress. Nevertheless, I found that students were taking Visual Aids as easy-going terms. It is essential and enhances language teaching, which means Visual Aids clarify meanings, creates good attention, and memorizes new challenging vocabulary. I also feel that the answers provided to my questions clearly show the students' positive attitude, and they do have desired multimedia-based classes in their schools in different subjects.

Before I make them sure to share their answer, I need to share what topic they will speak about; when they got the "Visual Aids," their behaviors were different. I

also realized that they were full of confidence to give my answers to the regarded questions. It was fruitful to me, as well as, and those participants were relaxed when they were interacting with me.

I can say seeing their eyes and listening to their views, the unexpected results from my participants shared the benefits of Visual Aids in teaching and learning: motivated, verbally confident, and enthusiastically they have one desire to learn from Visuals. I am a citizen of Nepal, so I believe my different participants are from diverse societies and backgrounds, but they use English (as the medium of Reading, Listening, Writing, and Speaking, (*see Figure 15 of chapter I*) Language in School. From side to side, VA helps them memorize new vocabularies and other contents in fewer explanations. I found those explanations by their voices they spoke to me as contextualization.

Finally, I also explored their views of how they take their daily education learning through visual aids. I introduced the participants differently with the way they feel about VA and how they were influenced, like, *Swati* as a keynote speaker of the school, *Sudha* as a straight-forward with a shy girl, *Wosti* being a good book reader, rational and curious about exploration, and at last *Unshara* who is the challenge taker.

## CHAPTER V

### LEARNING AND ASSESSMENT THROUGH VISUAL AIDS IN CLASSROOM

This chapter analyzes the learning and assessment through visual aids in the classroom, which is associated with a visual-spatial theoretical framework connecting with the first research question of my dissertation. The analysis is based on qualitative data collected from the field by interviewing participants. More specifically, my analysis focused on learning and experiences, narrative visual-spatial framework, interactive learning through different branches, student understanding in the classroom by vision, and images and understanding skills in the brain. Likewise illustrated in my methodology chapter, qualitative data are added in place.

#### **Visual-Spatial Learning Style**

This section analyzed the qualitative data from an intensive field study by making a Narrative Inquiry of four participants. As I discussed in the methodology chapter, I evaluated five dimensions of instructing and studying through the use of visual aids in educating English in the secondary schoolroom for interactive learning, i.e., learning and experiences, narrative visual-spatial framework, interactive mastering via exclusive branches, pupil understanding in the schoolroom by using vision and images, and appreciation abilities in the brain. Data from my fieldwork have been analyzed right here with the aid of visual-spatial learning style (VSL) and visual-spatial Intelligence (VSI). VSL or VSI refers to a person's potential to perceive, analyze, and apprehend visual statistics in the world around them. Like grabbing ideas from Avgerinou and Pettersson (2011a), "to get maximum impact from a visual, the writer or the presenter should introduce the visuals before presenting it" (p.13). We



love to create a "pre-understanding" (Bertoline et al., 1992a) about Visual Aids, which may be interpreted, that might be based upon the context in which the image was illustrated or shown in the classroom. So, "the goals of any communication are to eliminate or minimize the influence of interferences and thus maximize effective communication" (Bertoline et al., 1992b). Essentially, students can photo the ideas with their 'mind's eye'. People with this gaining knowledge of style tend to visually and regularly select getting to know the identical way (Hassan et al., 2021; Yates et al., 2021; Chatman, 2021; Benjamin, 2021). When speaking about the distinct learning styles, students are proper at seeing the "big picture," but they forget the details in the classroom from time to time.

“The VL ability has been specified as (a) to read/ decode/ interpret visual statements, and (b) to write/ encode/ create visual statements. A third VL ability is to think visually. However, it could be argued that it has added to, and explicitly stated in more recent definitions" (Avgerinou, 2003a).

After seeing the big-picture, I assess the students' experience while interviewing them. This experience also improves the ability to learn in students in the classroom. As a result, "the ability for visual communication is becoming more and more important as an increasing number of decisions in society are being made based on pictorial representations" (Dwyer et al., 2004; Müller et al., 2004; Eshet, 2004). The experience is shared through the narratives of my research participants in the Visual-Spatial Theoretical Framework (VSTF) in one of the schools of the Kathmandu Valley. My participants, specifically Grade Eight Students in those three different sections, share their views. It is somehow connected with psychology, social, physical, and educational contexts interlude with Visual Aids (VA). All the data I use the method of qualitative research design through narrative methodology following

interpretative paradigm related to my first research question, i.e., "how do students learn from visual aids?" Concerning the distinction and uniqueness of learners' characteristics and styles of learning, utilizing inventive and different fitting visuals helps bridge a whole' between the anticipated perfect parts of visualization conception in educating and learners' mental condition in learning.

### **Learning Through Visual Aids in Classroom**

While doing research, the qualitative data source was taken from one school with four different students, especially determining from the mark sheets of students that the class teacher shared with me from mixing with a topper to the low scorer of the classroom, an interview was the primary focus of skills I used! Though, all those research participants were addressed from respective schools by adding different nicknames keeping their privacy. While I was working in research at that time, I was taught in one school in Kathmandu valley. While teaching in the classroom, what I found is if the teacher says apple, suddenly the students listening to the teacher will memorize the picture of fruit, the apple product company logo, the first alphabet of English 26 alphabets, and some new images that they have known from the past (*see Figure 19 of chapter II*).

When the class was continuing, the teacher's voice teaching the lesson plan (or curriculum) plays a vital role through the sound when the teacher enters the classroom. In two to three seconds of children's brain, after the teacher enters, they will decide what teacher will teach and how the teacher expresses the chapter. Two to three seconds of forty minutes of the period are seen as necessary to the students and teacher in the classroom. According to Avgerinou & Pettersson (2011b), "We have to learn how to read visuals. It may take only 2-3 seconds to recognize the content in an image (Paivio & Desrochers, 1979; Postman 1979 as cited in McCurdey), but 20-30

seconds to read a verbal description of the same image (Ekwall, 1977) and 60-90 seconds to read it aloud (Sinatra, 1986). In verbal and visual languages, prior experience and context are essential to the perception of content" (p.8). The time, the picture in the student's brain, and the teacher's expression are the main points in the classroom. I found with my students in the past, even though I was the teacher of Computer Science, English, and Spanish Language course while keeping in touch with visual aids in the classroom. This is the best example that the q/a session had happened when I was teaching in a classroom and asked them 'Galleta-name for Spanish Biscuits' as I was the Spanish Language Teacher for grade eight students. Some students raise their voices, *Sir, I know where we can get Galleta...* I ask them *Where kids?* They told me *at BhatBhateni, Bigmart, and Salesberry Supermarket.* Then, I told them *Si!* (that means yes!) Even they told me the price rate and the product details. I feel image shares so many things beyond words. Students memorize what they see directly while shopping. That is the best way to visualize what they see was memorized to them. *Swati* shared that,

*...when connecting to visuals how she learned in the classroom and knows about visuals, Visuals, particularly in books, are a great source of learning and are very influential. Visuals in the textbooks cover all the contents and reflect them, making them easy to remember and memorize.*

The connection of reflection and memorization can be seen in the picture of Anatomy of Brain, with Alert, Orienting, and Executive that I took from Brainfit conferences (*see appendices F and G in page no. 166 and 167*).

All exercises were of memorizing by the students could be seen in the classroom, built to design memory with the sequencing skills, word, sentence, the learning styles, processing skills and especially for language skills. The utilization of

visuals helps to coordinate between teachers' educating styles and students' learning styles. Think about in this issue (Felder & Henriques 1995a; Peacock 2001) have raised a significant case that a jumble between instructor instructing styles and students' learning styles as often as possible diminishes the adequacy of the instructing and learning handle. In this regard, Felder and Henriques (1995: 28b) propose that the utilization of visual bits of help ought to be one of the compelling ways to suit the contrast between teacher's instructing styles and students' learning styles.

Language skills always come from speech and noise, & distinguish skills, grammar and vocabulary, and understanding skills. *Swati* added *visuals in the textbooks to help us easily decode the information and help us understand the contents of the text better*. The change appears from driving a brain accurately and process, and by dramatic neuroscience, as my participants understand 'well the teacher is making so much easier to understand' learning in the classroom.

Additionally, the main points to understand from these above lines from the student perspectives are that they enjoy reading more. They might ask parents for active reading, parents will see good improving skills in their child rather than listening (Bradham & Houston, 2014; Deveci, 2018; Demetriou, 2019; Rudner et al., 2020) "Ha!" or "what!" and teacher will see attentive in the classroom, and the protocol for 4-6 weeks for whatever they learn (Debnath, 2013a; Johnston, 2018b; Sharma, 2020). Though *Swati* capsulated, *Visuals in the textbooks summarize the entire contents present in the text*. I found the three indicators that play a positive role in children's brains from her idea. They are *The Attention Processing, Executive Control and Orienting Network (see appendices F and G in page no. 166 and 167)*. These three indicators always play a vital role in children's brains.

In the alerting, it becomes attentive to the surroundings, like orienting focuses on directing attention to specific objects, and executive control is part of self-regulation and monitoring the emotions. In this content, *Sudha* added *that one should have proper knowledge regarding all the matters for better understanding. Therefore, if we have better analysis skills about visuals given in the textbook, it improves all-around skills in understanding.*

"Visual messages are preferred over verbal messages when emotional, holistic, immediate, spatial, and visual content. Instructional illustrations have good readability when: 1) the subject matter is familiar to the audience; 2) the subject matter is depicted realistically; 3) they lack excessive image detail that may distract from the main message; and, 4) the pictorial conventions are familiar to the audience (Hugo, 1996)" as cited in (Lent, 2021).

Moreover, illustration's executive control always inhibits distractions and shifts to attention. The attention to the teacher from the children needs to measure seeing board which shares pictorial conventions that helped through the orienting network of children brain to understand when focusing in the subject matter of classroom that a teacher taught.

### **The Orienting Network**

The Orienting Network is the part of the sensory object that is the example of Visual Tracking from the eye. Likewise, *Sudha* reported that *the visual makes it easy to understand for students* like her friends shared talks with her while having lunch during school hours.

Additionally, some lines are interrelated with visual aids and teaching, like microstructure and macrostructure. In microstructure, phonological encoding entails spelling out the sound and prosodic properties of the message and articulating it either

by speaking or writing. In macrostructure, an ongoing utterance is held in the working memory and analyzed against stored information in two stages: pre-articulatory, possibly resulting in hesitant speech, and post-articulatory, possibly leading to ‘overt editing’ with ‘false starts,’ ‘self-connections (Retrieved from Crookes 1991:120 as cited in Ellis, 2011) in explicit knowledge, it strengthens the monitoring mechanism and promotes accuracy whereas *fluency* comes with implicit knowledge developed through fluency activities, which can further stimulate learner motivation.

**Fluency.** In fluency, recognition is to process and should be practiced before production with activities such as the automatic naming of objects, concepts, colors, digits, etc. (p.12). According to Maria and Runey (2011) and also as cited in Avgerinou & Pettersson (2011c), most pictures are capable of several interpretations until anchored to one by a caption (Barthes, 1977<sup>11</sup>; as cited in Davison, 2014).

Connecting with these languages, *Sudha* further information was,

*for better learning from visuals in the textbook, there should be interaction among students or between student and teacher.*

This can be an excellent part to assure which may be seen as information by the pictures that conveyed unambiguously.

**Learning and Experiences.** When I chose seven participants, few were denied; the four girls were only my participants from a specific school. I took their interviews in the library hall of the school as there were no library classes during interviewing time. I use participants' experiences through the narrative form taking help from VSTF and VSLS. The Visual-Spatial Learning Style (VSLS) is one of eight learning patterns

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<sup>11</sup> The name of the book was “Image Music Text.” The essays in the books were selected and translated by Stephen Heath in 1977. The book was published by Fontana Press-An Imprint of Harper Collins Publishers.

described in Howard Gardner's Theory of Multiple Intelligences. He provided a unique thought on the brain and had a pluralistic view of the idea, which acknowledges many distinctive aspects of cognition and cognitive styles since people have one-of-a-kind cognitive strengths (Gardner, 2006; Gardner & Moran, 2006). "Visual-spatial mastering style, or visual-spatial intelligence, refers to a person's potential to perceive, analyze, and apprehend visible statistics in the world around them" (Tefl, n.d.). The visual/Spatial brain can visualize areas and objects inside the mind's eye. People who decide to use this form of intelligence would alternatively draw a picture than write a paragraph (Sternberg, 2017; Šafranĳ & Zivlak, 2018b). They observe color, shapes, and patterns and how mild they fall on the object and comprehend intellectual models in interactive learning.

### **Visual Aids in Interactive Learning**

Based on the visual aids in interactive learning, I analyzed the five branches to determine the significance between teacher-student interaction, student to teacher interaction, children individual interaction, the content of instructional interactions, and teacher capabilities. Following as a primary qualitative tool, I applied the five branches to find out the changing trend of visual aids in secondary classroom learning access, which was my focal point of analysis in interactive learning.

**The Teacher's and Student's Interaction.** To begin with, the teacher's and student's interaction is the cross-connection and vice versa with studies conversations, interactions, and study skills. In this part of the classroom interaction, the teacher follows the patterns of the course syllabus teaches through Teacher-Centered Learning (TCL) or Child-Centered Learning (CCL) by following the rules and regulations of the school.

When the teacher enters the classroom, a teacher plays a significant role; the positivity of the teacher converts students into learning, but students always want independence in the study. *Sudha added that the best way to learn from visuals in the textbooks is through interactive discussion or interpretation.* However, sometimes they do not want to concentrate on the specific subject and the classroom; it happened to me while I was a student in a classroom, and after I became a teacher, my students wanted to refresh the mood and the chapter they read. Here, how I convert their mind into interaction is that *I take them to audiovisual class, 5–10-minute break, convert them to give a presentation, add one-two music class, indoor games to build creativity, etc.* Those programs never make them hectic, but they felt good; the students diverted their minds into learning. However, I can also feel that reading the same texts may distract them; students can feel bored; the mind becomes bold, and they may be the followers of dizziness.

To eliminate the dizziness, I shared with them to drink water, as my class duration was once at seventh and eighth period (passé)<sup>12</sup> time. So, the UK essay, 2018, shared the traces of Krause et al. (2006), that the instructor performs a key role and the accountability to provoke high-quality interaction as mentioned by way of Muntner (2008), Goe and Stickler (2008), Munter and Correnti (2017), the key to Quality Classrooms that is linked with student success and social development. Therefore the ten dimensions fall into three vast categories: emotional support, classroom organization, and educational support. Though *Sudha added, visuals in the textbooks cover all the contents and reflect it, making it easy to remember and memorize.*

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<sup>12</sup> Out of date (trans. from French)



**Students-to-Teacher Interactions.** Similar to the first branch, students to teacher interactions always come in front when the teachers teach in the classroom. Students ask when the teacher teaches in the classroom, and the conversation begins. The conversation converts to discussions, and there might be interactions that are better to understand for both students, teachers, and a mass of students. In these terms, *Wosti* added, *I look at the figure and get the concept while interacting in a classroom. I use diagrams and plots to display a giant quantity of information in handy ways to recognize and help expose relationships and patterns.*

**Children Individual Interaction.** Analyzing the views of the first and second branches, youth in the identical lecture room approach studying differently, and their attitudes predict how well they will modify to school. Youth (children of school) who show wonderful feelings towards teachers tend to have higher academic and social outcomes, and children's engagement in lecture room tasks and things to do forecasts more remarkable achievement. *Wosti* noted that new concepts are more extraordinary for kids' interplay and without problems understood when linked to prior knowledge. Researchers are investigating how teachers' interactions can unencumber and build upon children's traits and behaviors to promote their success.

**Content of Educational Interactions.** Following the simultaneous order of the first, second, and 1/3 branches, well-organized educational content can help instructors interact more efficiently with their students because a curriculum's educational activities can form their teaching. *Wosti* added *there are times when I do not get the thought of the curriculum, and at that time, I appear at the determine and get the concept.* For example, problem-on-project-based activities- as antagonistic to rote learning- assist teachers in enhancing children's questioning and analytical skills. This

kind of training can occur now not solely in common educational areas but also when directly educating social, emotional, and self-regulatory abilities.

**Teacher Capabilities.** Likewise, I discussed above in four distinct branches section of visible aids interactive learning. In this regard, positive personal capabilities can assist teachers in interacting with children. Two capacities have proven specific promise for increasing the exceptional classroom interactions: teachers' potential to look at children's cues and teachers' regulation of their stress and emotions. Finally, as spoken by Dasen et al. (2008),

“the learner's responses are controlled by a teacher, who organizes problems according to a sequence of small steps designed, as much as possible, to avoid errors. External rewards reinforce correct responses. Much schooling and particularly programmed learning are of this type” (p.28).

A higher perception of these capacities may guide trainer instruction and professional development.

### **Students Can Think and Understand the Texts in Visual Aids Classroom**

In general, students can think about what they understand from the texts in the VA classroom. They evaluated themselves while learning by doing assignments and later verified by the teacher to clarify how much they have scored/done in papers (homework/ classwork/ exams). Then after the scores, students felt I did it, so I ranked 1st in the exam. The same thing happens with Descartes's philosophy of the Grounding principle. "Grounding principle is rational thinking engaged in the act of self-reflection, as illustrated using Descartes' well-known statement, "I think therefore I am" (*Cogito ergo sum*). For others still, the grounding precept is some innate (inborn and permanent) satisfactory in human beings as illustrated with the aid of structuralism's trust that "human language and trip are generated by way of innate

buildings of human consciousness" (Tyson, 2014). However, interviewing *Wosti*, she shared differently towards her thinking abilities and understanding the texts, i.e. '*understanding of pictures*' increase '*skill competency and abilities*,' that her ideas seem different than other participants like with Avgerinou and Petterson (2020). As mentioned by different researchers like Avgerinou and Ericson (1997); Kedra (2018); Avgerinou and Pettersson (2020):

In the work of Fransecky (1972); Fransecky and Debes (1972), the objectives for the visually literate student are to be able to: 1) read visuals made for intentional communication; 2) plan visuals for intentional communication; 3) create visuals for intentional communication; 4) combine visuals and verbal's for intentional communication.

*Wosti* expressed,

*...first, I carefully look at the diagram, figure, or picture. Then I try to analyze the given particular diagram. Then, I try to understand the critical concept of the diagram. After the following points, I get the concept of the diagram. Finally, after understanding the concept, I get the information that the diagram gives.*

A fantastic example can be a flower, like a flower its seeds on the wind, [means photos and understanding]. According to Avgerinou (2003b) determined that "what the quite a number definitions share in frequent is higher than what separates them. Close examination of VL definitions displays that VL is referred to as either a skill, a competency, or a capability (Avgerinou, 2003c). Therefore there is no core to our understanding of existence. There are, instead, a countless wide variety of vantage points that has a language of its own, which 'deconstruction' calls its discourse in Visual Aids Classroom (VAC), however "all schemata appear to take delivery of

visual thinking, visible learning/teaching, perception, and conversation as the principal constructs underlying VL" (Avgerinou & Pettersson, 2011c).

### **Visual Aids Classroom: Meaning in Student Vision and Images**

Looking at the introduction of the above paragraph in *Students Can Think And Understand The Texts In Visual Aids Classroom*, the teacher did the evaluation, students are the learners so the fulfilling the five different branches of the interaction of visual aids the students learn from vision, images, and by developing and understanding skills in the brain. These understanding skills create meaning. When searching for the meaning of a student, they tried to 'think and learn.' Approving the ideas of Avgerinou and Pettersson (2011d) in the article named 'Toward a Cohesive Theory of Visual Literacy,' "Avgerinou offered the following operational definition of VL (2001a): In the context of human, intentional visual communication, visual literacy refers to a group of largely acquired abilities, i.e., the abilities to understand (read), and use (write) images, as well as to think and learn in terms of images (p.26)" (p.7). The meaning is developed from VST that compasses from VA by the vision to students' brain what they learn in a classroom.

### **Meaning as Understanding Skills in VST Vogueish VA**

Meaning is no longer a secure component living in the texts to uncover or passively consume. "Meaning is created by the reader in the act of reading" (Tyson, 2012a) or, more precisely, meaning is produced by the play of language through the vehicle of the reader, though we generally refer to this process as 'the reader.' Furthermore, "the meaning that is created is not a stable element capable of producing closure; that is, no interpretation has the final word" (Tyson, 2012b; Zhang, 2016; Chandler, 2020). Then, what about visual aids and effective methods?

So, *Unshara* added, *education is today's necessity, and I believe that effective methods such as visuals in textbooks will enhance our belief system.*

**Finding the Meaning.** During the field visit, my eyes were expecting the outcome of my goal through meaning in VST. "However few comprehend that what they see in snapshots depends on what they count on to see in them (as dictated with the aid of their "Umwelt") (Berthoz, 2010), and are anticipated to study from them (Singer, 2010)". While interviewing, the different qualitative applications were used to know my participants. They have their regulations. I do have my conditions following the trends of research of my university of M.Phil. in ELE. While continuing the process, the prioritized, formulated and applied questions sought meaning. The participants tried to create meaning that was dynamic and overlapping visual aids. They were trying to express assumptions of VA, which was quicker, easier, and advantageous for them in their academic year.

**Conflict in Meaning.** Instead, like all texts, literary texts consist of a multiplicity of overlapping conflicting meanings in dynamic, fluid relation to one another and us. *Unshara* capsulated, *there is quite a number ability to get training and textbook that is the most frequent of it all.* In short, we create which means and value we "find" in the text with visible contents. "People can and do think visually. Horton (1991) noted that Albert Einstein and several other highly valued thinkers relied on visual images. In many cases, visuals may be the main source for information and communication today" (Moore & Dwyer, 1994). *Unshara* stressed out again that, *Visuals in textbooks have many blessings for children and youths, so we use several visual skills such as diagrams and other concepts.* We examine through these more accessible techniques than text. Just as authors cannot assist but draw on the assumptions of their cultural milieu when they construct their texts, readers cannot

assist; however, they draw on assumptions of theirs when they construct their readings. Therefore, each literary and indispensable text can be deconstructed. Participants (students) watch Visual Aids Learning and learn from it. While continuing with interviews with *Unshara*, She added the example;

*the science diagrams make the concept quicker and easier while social diagrams such as the map of different countries are used to get information about different countries. Our teachers also take us to numerous audio-visual classes. We learn a lot of detailed visuals from textbooks.*

They make the selection of specific content-related programs. They listen to different terminologies and memorize them; they use them in their daily academic activities. Viewing the programs of their choices multiple times provides repeated exposures, and it builds up learning. The language they get exposed to through Visual Aids Learning has some learning benefits but needs to upgrade in skills. When concentrating some ideas with research taking interviews with students, I found five simple points while I interviewed them, like brain effects, school use, state average, and benefits of fast forward, and intervention exists today. In between the interview with my participants, my mind raises one question,

*Do the visual aids share cognitive skills while reading in the classroom? I was confused! Later on, I found that reading products and the language of cognitive products are the two different parts that are built through attention skills.*

The attention skills are very targeted tasks for children, precisely knowing details, for building attention working memory skills, and building capacity whole in mind,

"because children developmentally cannot or do not pay attention to factual information in advertising- but rather to peripheral cues such as color and

imagery- they tend to process advertising, not through logical assessment, but their emotions (Barry, 1998). Thus persuasion tends to be accomplished in both children and adolescents almost exclusively through imagery"

(Avgerinou & Pettersson, 2011).

The next question that arises in my mind is, *what they hear will be the Visual Aids learning skills /or/ what will arouse in children's minds?* The sounds in minds make a frame like a design of a picture. So the question that appeared to me after I took an interview with four different participants was, *how do neurons work while students concentrate in a classroom which will face to explore the usefulness and narrate their experiences of learning from visual aids in the textbooks?*

### **Chapter Summary**

This chapter explored experience through the narrative VST framework through visual aids learning. I presented how they face the changing trend in visual aids learning access. I explored their views on visual aids learning benefits in thinking abilities and understanding the texts! I found them equally aware of student, vision, images, and understanding skills in the brain with the meaning I added with the combination examples from Derrida's point of view that shares the detrimental effects of visual aids learning. They opined visual aids learning as varied exposure and talked about its impartial role in other contexts. They showed their concern in visual aids learning it on with cognitive products two different parts built through attention skills.

## CHAPTER VI

### STUDENTS' LEARNING OUTCOMES FROM VISUAL AIDS LEARNING

This chapter explores the usefulness and narrates student experiences of learning from visual aids in the textbook. This chapter mainly concerns different visual aids followers or learners fond of learning from the visual contents used in the Visual Aids Learning Strategies (VALS) for memorization. However, those learners learned from new techniques as we all know the 21st century is the age of technology that is entirely depends on 'Machines and Learning' which motivates both teachers and students.

#### **Learning from New techniques**

Visual Aids Learning lets the viewers with many learning chances. Pateşan et al. (2018) state that students are motivated and focused on engaging and interactive Visual Aids Learning content. When students continuously get exposed to specific language patterns, they develop their language understanding and learn the language used in this particular context. From this, they learn vocabulary, speaking, listening, and writing skills with the help of content delivery. Continuing to learn new techniques as a research scholar of the School of Education, Kathmandu University, I am writing this chapter from the English Language Education (ELE) point of view. When knowing facts, Visual Aids Learning (VAL) contents try to address the attendants' interest to their best, the viewers like students can easily pick up this language. They watch and listen together through which they develop their understanding. To analyze Visual Aids Learning (VAL), I have gone through grammatical units of language that are seen in the classroom while studying the text



and images! Despite the fact, I surveyed the English Language Classroom (ELC) and faced the challenges as a language teacher in secondary school for grade eight students.

### **Understanding Different Units by Visual Aids Learners**

According to the below table, my four participants found grammar, words, phrases, and sentences are those units in English language courses that they can understand while sharing through VA devices in the classroom. Moreover, they declare that these new techniques are part of their motivation, whereas they prefer ‘learning by doing’ while studying in a classroom.

*Figure 29 Understanding Different Units by Visual Aids Learners*

1. Grammar: All four research participants showed their learning of grammatical units from word and sentence levels.

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2. Words: Karakas and Sariçoban (2012) state that frequent encounters with words make learners familiarized.

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3. Phrase: By visualizing the contents through projectors, the viewers could remember contains the most pervasive, influential, and inescapable from the brain.

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4. Sentences: I explored students’ English learning by watching Visual Aids Learning syntactically. I made them fill in the blanks type of questions with options and provided them to solve. My research participants showed a good understanding of language at the sentence level, which they developed from watching their favorites on Visual Aids Learning.

### **Teaching Methods and Motivation in the Visual Aids Classroom**

In this chapter, I present the analysis of the teaching methods and motivation in the Visual Aids Classroom that continues the analysis of these four girls, which have substantiated my data through literature analyzing thematically. In addition, I am

presenting the experiences through looking more carefully at their supervisory relationships, which is a narrative about my great lookup questions, and how these relationships helped or hindered their Visual Aids Learning journeys were the clarification on the theme.

I am presenting the experiences by searching intently at their supervisory relationships, which is a narrative about my exceptional lookup questions. How these relationships helped or hindered their Visual Aids Learning journeys had clarified the theme.

### **Motivating Someone to Undertake a Visual Aids**

Previous literature highlights diverse reasons why school students undertake an entire Education. These include increasing understanding of a unique subject; improving student's grade prospect's interest in the problem being flattered and influenced into it; and contributing to know-how (Leonard et al., 2005a; Phillips & Pugh, 2005 stated in Holligan, 2005a; additionally as mentioned in Birch et al., 2011a). In addition, the motivation is define as the want or motive for doing something (Sanjeev & Surya, 2016). Motivation may want to be stated indeed for an essential aspect while 'studying' and 'studying through visible aids in the study room' as in such growth of candidature and success or failure of the venture (Kiley, 2009) may want to create the big problems so, apprehend without the difficulty of the studies student want to have a basic understanding about images.

Images can be discovered from basic designs like square, triangle, rectangular, and circle. They were concentrating in general on the dual interrelation between language and content teaching (Diaz et al., 2016). Then, how can motivation support the critical troubles of gaining knowledge via visible aids? This chapter shows how motivation is woven all through these four students' memories.

Furthermore, how they study and what they research from the study room is the part of strategy in education. As Diaz et.al (2016) suggest "is a cognitively pushed a strategy with a dual focus in the mastering of language and content as newbies learning skills" (p.357), can be considered in my four participants named *Swati*, *Sudha*, *Wosti* and *Unshara* (all these members names were pseudonym).

If a Visual Aids Learning scholar has a sufficiently strong motivation, does this profitable aid completion? For example, some participants in this lookup assignment point out how identifying gaps in the literature or problems in professional exercise was once a vital motivator. "Others had a non-public interest in their topic; they enjoyed lookup in general" (Birch et al., 2011b). However, as I explored below, motivation was now not a singular factor in *Swati*, *Sudha*, *Wosti*, and *Unshara's* story.

Each student identified greater than one motivation for a task the specific courses completed in school, particularly English language guides, and on occasion, this motivation should be seen as contradictory. The number of hours taught or the number of documented practical lessons deliberately excludes more subjective teaching elements such as rapport and sensitivity towards students' needs. It also allows teachers to see what aspects of their craft need more attention. (p.5) can be used for visual aids and a good one to share with the teachers for mentoring.

According to the given phrases, the different phases through VA in the classroom are Assessing Learning, Training for Academic Purposes, Writing through Reading from Eyes, Teachers Improvement Learning using VAs, and Intelligent Choices.

Motivation through Visual Aids in this chapter refers to both the motivation for starting the English Language Subject and motivation to proceed and complete. As Phillips & Pugh, 2005; retrieved in Holligan, 2005b; retrieved in Birch, 2011c) assert, motivation can work during candidature. I analyzed these narratives for all the girls'

motivation to undertake their motivation for continuing with the English Language Subject. As proven below, girls have been much less clear about or did not discuss motivation to proceed with their English language subject. How *Swati, Sudha, Wosti, and Unshara* and their mates, like all the girls, mentioned their motivation for undertaking their grade eight students English Language Subject (ELS).

#### **Motivation: Intrinsic or Extrinsic**

Motivation can be intrinsic or extrinsic, even though, at times, the big difference between these two classes is blurred. For example, in discussing the motivation for undertaking and completing a lookup English Language Subject (ELS), intrinsic motivation includes a hobby in the issue and non-public development, and a lookup interest commonly (Leonard et al., 2005b; Phillips & Pugh, 2005; mentioned in Holligan, 2005c; also as noted in Birch, 2011d), and “extrinsic motivation encompasses enhancing profession prospects, parental and personnel influences, and availability of monetary assistance such as scholarships” (Leonard et al., 2005c; Phillips & Pugh, 2005; referred to in Holligan, 2005d; additionally as referred to in Birch, 2011e). So, motivation needs to provide to children for Visual Aids learning in the secondary classroom to upgrade their levels in education.

#### **Motivation: Positive or Negative**

Motivation can also be positive or negative. It determines research in English Language Programme (ELP) (Gamoran & Berends, 1987; Cook, 1991). Examined a variety of surveys which looked at influences on the decision to undertake Higher English Language Subjects (HELS) with the aid of research; influences such as activity in the pursuit of learning, personal fulfillment, the more severe English language concern as a necessary precursor (Pager & Shepherd, 2008; Ball & Williamson Mcdiarmid, n.d.; Dam, 2014; Johnson et al., 2014; Kromydas, 2017).

These surveys overwhelmingly confirmed that intrinsic pastime and non-public achievement were the foremost motives for proceeding to greater English Language Subject (ELS) study.

### **The Aim Often Becomes Simple**

Interestingly Phillips and Pugh, 2005 (as cited in Holligan, 2005e; Birch, 2011f) share in their essential reference book for 'motivation that does now not especially refer to students' for enrolling in a Visual Aids Learning. How do students refer to why students figure out to work toward Visual Aids Learning? The typical "aims" that they identify encompass the students' perception of what they learn in the classroom. It is also essential to observe that the motivation for doing the English Language Subject (ELS) may additionally change during candidature.

Towards the give up of the English language subject, the purpose frequently turns into reality to finish the Visual Aids Learning (VAL). When searching international education examples beyond Nepal education examples, the two different studies, like,

"the study in Australia by the University of Queensland Social Research Centre noted that female graduates were significantly more likely than their male counterparts to report that they undertook a degree as learning for intrinsic motivations such as personal satisfaction, intellectual and academic development, and interest in the discipline area and thesis topic" (Bentley et al., 2018).

And in every other example, a formerly study with the aid of Gill (1999; retrieved in Birch, 2011h) in South Australia cited that,

"both men and girls offered a mix of reasons for enrolling in terms of career advancement and personal fulfillment. How men were more likely than girls to

nominate an interest in following on from earlier studies as a motivation for enrolment".

Both examples were based totally on motivation about graduate college students and career-oriented youths of Australia. The majority stated a vocational factor or activity in a unique field of research, but personal improvement and everyday mental activity had equally been noted. Taken together, these latter two classes outnumbered vocational worries as a motivating thing (Leonard et al., 2005d). While one of my participants was once so-called Class Representative (CR) / Monitor of Class (MC), she shared while doing casual talks with me using one in ten of her buddies stated to her getting the Visual Aids Learning themselves; and thirteen in thirty (13:30, classmates of one part of grade eight) mentioned this as one reason, alongside different factors. It was pretty interesting!

### **Motivation as a Key Issue**

The motivation was once a vital issue in this project. The table beneath summarizes the motivation factors that I determined via their interview about intrinsic and extrinsic and discussed with the aid of the classification grade eight girls' participants. It includes each motivation for venture the English Language Subject and motivation for continuing. The girls mentioned their motivations for various English Language Subjects in their stories. For example, as stated later in this chapter, *Swati*, *Sudha*, *Wosti*, and *Unshara* referred to at dissimilate points during their tales that monetary guide (i.e., financial support) was once indispensable while continuing their studies in school, as two of the girls noted they have been from out of the valley (village) of Nepal. One was from the eastern region, and another was from the western region. Nevertheless, all the participants were proving themselves academically to me while I was cross-questioning them while taking interviews. In

contrast, others' stories were encouraged to undertake their Visual Aids Learning (VAL) for beneficial, but little was discussed about their intrinsic motivation.

### **Reading Participant Brain: Swati**

Swati's motivation for mission a Visual Aids Learning used to be intrinsic and extrinsic. It is situated on the school's keynote speaker, proving herself academically, as a role model in the group, topper in the classroom. Interestingly, Swati is in grade 8, upgraded her marks sequence; questioning visual aids learning instead of focusing in deep learning; to give her more time when bench partner became sick; supportive girl; encouragement and strong relationship with school administration.

**Motivation to Initiate.** Swati's first discussion around the theme of motivation related to being at a point in her existence the place she was geared up to consolidate to find out about as a way of improving her schooling from Visual Aids that she was once acquainted with picture cultivation which was constantly recognized for visual contents:

*Textbooks with pictures initiate and cultivate the habit of imagining. Hence, enriching our imagination may lead us to imagine and cultivate visual content. Since a textbook with pictures helps us to imagine, it helps us convert the text into visuals, i.e., visualizing the text leads to cultivating the contents of the visuals. Pictures in the textbooks act as illustrations that the contents of the text are trying to depict, resulting in enforcement to decode the information, imagine, and encode new visuals, therefore cultivating the visual contents.*

While continuing the studies of grade eight, she wanted to leave the school while upgrading in grade nine, but the encouragement and motivation from her friend made her continue the grade nine in the same school, as the country was facing a Pandemic (Covid-19). Her problem was different compared to the other three

participants. She wanted to be active in other classes as she felt what she wanted in the future could not get from the school she was learning. She wants practical, so her interest always sought in exploring the use of visuals in the textbooks. I remembered the idiom spoken by John Milton Penned, "was I deceived, or did a sable cloud turn forth her silver lining on the night?" I still recognize *Swati's* style of learning and critical analysis she did in the language classroom, and she guided others on how to speak in the q/a session!

*I find visuals to become a boon for the text as it beautifies the contents present in the text, acting as an ornament of the textbook. Visuals in the textbooks are beneficial as they relate to the specific topic and help us to understand the significance of the text present in the textbooks. Research has also shown that the human brain is more likely to be affected and influenced by visuals than texts, due to which learning with the help of visuals proves to become more fruitful and beneficial by retaining the information quickly for a longer time and helping to understand better.*

*Swati* suggested in her narrative that she had received messages from her teachers and parents to be academically strong. Her friends' motivation makes her return to learn about was once the find out about of VA show that she had an intrinsic wish to do this for herself as correctly as the extrinsic issue of consolidating her working existence to improve her tutorial goals. Her Spanish Language Teacher (SLT) was also a tremendous function mannequin (model-actor) for her, influencing her to step ahead.

### **Reading Participant Brain: Sudha**

*Sudha's* motivation for enrolling in Visual Aids Learning used to be all extrinsic factors. Like *Swati*, *Sudha's* educational skills considerations were essential



in her motivation to undertake a Visual Aids Learning; she referred to as being 'laborious' when the hazard presented for her. Furthermore, she was known for straight forward and shy girl; research focuses; love to take support from teachers to complete the tasks; active participant; focused on an academic career. Visual Aids Learnings was the primary motivating factor to solve the problems as she was yearly awarded director-batch (scholarship); eager to learn; NCC-Nepal student makes her a double-edged sword among her group. Her good factor was to continue her studies by making discussion forums in a classroom while learning, making contemplation of Visual Aids Learning among friends was positive and negative.

**Motivation to Initiate**<sup>13</sup>. Sudha was openly aware that the interpretation of her narrative was portrayed depending on my question taken in the library hall. According to her, in terms of the textbook with picture cultivation of visual contents, she added that pictures have great importance in learning. The picture in the textbooks sets the image in our minds. This helps us to remember whatever we read or learn. Her narrative was focused on motivation towards 'importance in learning,' that her identification towards an opportunity that presented herself with some exploration in studies while she was in grade 8, which made her involved in further scientific research and shared her thoughts in different interschool programs.

Moreover, *Sudha's* active participation in exploring the study presentations was influenced by her science teacher and family's supportive ideas. When she was questioned by me while taking an interview on the topic of VA and Learning, "How can we know what will set in mind through different periods?" she answered,

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<sup>13</sup> Verb: I begin; originate...

*If we read anything by making a visual of the content, it is set in our mind within a short time. Visuals in textbooks are handy as they relate to the topic and help us understand the given content. Learning from visuals helps us get a clear concept and is very fruitful and beneficial. We remember it for a more extended period. Since a textbook with pictures helps us imagine, it helps us change the text visually.*

I believe her involvement and research skills in Visual Aids were 'to relate the topic, work at own pace, and try to understand by imagination.' Although *Sudha's* role model was her science teacher, her parents were always supportive in education. Her statement, capabilities towards work, and words in school clearly stated that she loves to demonstrate her balance towards education was beyond other classmates. When she was asked differently about 'explore- the use of visuals in the textbooks,' her viable option was varied as seen her excerpt was extrapolated on her experience:

*For the students, visuals in the textbooks are beneficial. They improve the quality of our interaction and interpretation skills. They improve learning. One can easily understand any content with the help of visuals. It has commonly known that we are more likely to be affected by visuals rather than text. Visuals develop higher-order thinking skills.*

When thinking about the *Sudha* points of view, she believes in "interaction and interpretation skills while learning for easy understanding that is truly affected by visuals rather than the texts" (Humphreys, 2010; Williams, 2010; De Wever et al., 2016). I believe her thinking skills were sharper compared to the other three participants and three other sections of that school in which I had interviewed students of grade eight.

### **Reading Participant Brain: Wosti**

*Wosti* portrays her narrative interpretation, keeping the evidence as an opportunist. An appropriate book reader, rational and curious about exploration mastering for its sake, household influence motivated her to enroll in a Visual Aids Learning; was intrinsic and extrinsic. However, she denied following her friend's request to learn from a new point of view. She chose the parents' steps to complete her day-to-day tasks. She precedents parents commence and being the art lover she is the follower of visual aids in learning which make her 'motivate for learning.' Her active participation makes her 'curious,' which was best for her to grab the director batch in school that makes her be in scholarship group from grade eight to ten. To her, facilitating factors make her find out and the assignment of gaining knowledge by exploring the thinking that the scholarship was once a double-edged sword in terms of motivation for her.

**Motivation to Initiare.** When talking about the facts, and the interview process, early in her narrative, where *Wosti* discussed the textbook with pictures encourage the visual contents, she capsulated,

*Nowadays, textbooks are printed with many pictures. So that students can get information visually. The textbook with picture cultivates visual content because picture visually gives information. The picture carries detailed information which can be memorized virtually. It (picture) is a small process of making the textbook more interesting to learn. It cultivates visual content since it can be seen and understood visually. Picture cultivates visual content, which helps the student get the clear-cut concept. Visual content is highly effective for students to catch up with the curriculum. The picture of the textbook gives visual information, which makes it easier to understand.*

Wosti identifies that the *“visual always comes first when thinking about something.”* When she was focusing on the library books while talking, she shares about her library teacher sharing skills to them and juniors as *“interesting to learn, and clear cut concepts makes the students easy to understand”* that supports and makes essence to students for knowing the curriculum what they are learning in a year (Debnath, 2013b; Taber, 2016; Vontz & Goodson, 2020). When she was sharing her talks, she was doing murmuring and sputtering,

*“You know, sir, you have added too many pictures in Spanish Language Book, and you frequently follow A/V Room for teaching!”*

She makes me pause, and I need to smile. Her ideas of sharing the content were terrific. I love her sharing style, confidence, and charming smile. Her voice does have a plan of exploration. Not only in a research interview but her way of influence towards education in ‘Visual Aids Learnings’ (VAL) make-ahead in her family too... While demonstrating the understanding of her experiences in motivation, the next was an exploration of the usefulness of visuals in the textbooks. She revealed,

*As mentioned earlier, there is enormous effectiveness of visuals in the textbooks. It helps me understand in a better way. The picture in textbooks is the source of visuals for me. It is fascinating to look at, as it is colorful and had some reason for its presence in the book. It helps me to get the clear-cut concept.*

Her ideas towards ‘source’ and ‘presence’ are better when being a qualified school student. She acknowledges it was based on how she struggled from village to city to gain the study from different schools. She decided that for her, the “learning experience” (LE) used to be a critical intrinsic motivation and desire to amplify on trying a “learning experience” in the future. She determined that for her, the “learning

experience” was once a critical intrinsic motivation and chose to amplify on looking a “learning experience” in the future.

*I try to relate the figures, pictures, or diagrams to the curriculum. I analyze the picture and find out its relationship with the lesson. Learning the paragraph will not help us get the clear-cut concept, but after we look at the picture, we get the visual effect and understand that “this means this.” After looking at the picture, we understand what the paragraph is saying. So, this is how/ explore the usefulness of visual content.*

Wosti was gratified about the curriculum she read from different courses in individual course books as “*the relation towards it is with the lesson.*” The pitching idea and interview were my work for research, but her attention to “*visual effect and contents was always the exploration for her*” to gain a learning experience.

*“only thinking about undertaking a Visual Aids Learning, but also for her decision to accept to be in interview unfolding VA Learning that was positively in the part of “role model” in her classroom”* (Creative Action Institute Team et al., 2020).

I understood this area of Wosti narrative to be an acknowledgment of the ongoing extrinsic and the intrinsic motivation of mastering for its sake used to be essential for her no longer.

### **Reading Participant Brain: Unshara**

*Unshara’s* motivation to do Visual Aids Learning was strongly extrinsic. She focused on being the challenge taker in the classroom, recognizing and proving herself academically in school, and loves to support a family like siblings. Is her narrative on role models for encouragement and motivation led *Unshara* to focus on achieving something new in her different career after completion of schooling in

Nepal? While talking with her, I realized she has a good vision of the future about what is the right path and the wrong path.

**Motivation to Initiate.** *Unshara* started her narrative by talking about her classroom activities, learning styles, and motivation to do Visual Aids Learning. In the beginning, like other participants, she is in extrinsic factor following the trends of getting supports from parents; visual learning-focused student in a classroom and home; ignoring texts can make her easy but doing artistic designs makes her feel better and following the plans what she wants to do seems cool for her but changing mind role makes sometimes frustrated as she shared with me. When finding the facts of refinement in the question-answer of the textbook, or textbook pictures and visual contents, she added her views,

*We, as a student, have access to various textbooks, and each of the textbooks comprises various pictures. These pictures help cultivate visual effects since each picture represents a particular set of information. Not only has this, but it also increased the chances of a highly effective method of communicating with students. Moreover, the pictures in our textbook help give us the best form of information quickly, making it various easy to understand the knowledge that is trying to be given by the book's writers.*

After talking, she shared the classroom experiences that she "*access the various textbooks comprise various pictures.*" She believes that while accessing the textbooks, she gets lots of knowledge after reading it, but the easy task was learning through the pictures. The pictures make it easy for her to understand the contents as her frustration decreases. She shared a good point with me: "*increasing the chances of a highly effective method of communicating with students*" from teachers could be a good gauge in teaching and learning. Her ideas about information seem various, however

easy to understand, like from *"the book's writers."* Seemingly, when *Unshara* was referring to her siblings, she mentioned the usefulness of visuals in the textbooks.

Like as she intervened,

*Visual-ness in textbooks has helped me a lot. I have explored its usefulness in the following ways, as it has increased my involvement and engagement in various topics, it has given me a better learning experience as a student, it has helped me understand and remember the information the book wants to provide, and it helps to increase my interest in the related subject. Therefore, studying through a visual aid is simple, effective, and much more accessible than an all 'text method' is more manageable.*

My construal of her lines is that she was taken support from textbooks to explore the new topics in the classroom and from textbooks. So she expressed about fully *"involvement and engagement"* to grab the *"better learning experience"* for increasing her interests in related subjects. She mentioned in informal talks after the formal interview,

*"her favorite subject was the Spanish Language, which she learned from reading, writing, listening, speaking, and also from visualizing the contents in the textbooks. She kept on saying that compared to other books, the Spanish Language book does have more images to explain comparing other books of grade 8."* (Robertson, 2007; Aguilar, 2013; Chauvin & Theodore, 2015)

I feel this was a robust extrinsic motivation to commence, and *Unshara* explained that she is a follower of RLWS (*see Figure 15, page no. 18 of Chapter I*) and the VA while persevering with schooling coursework.

### **Chapter Summary**

This research presented the participants who were also the grade 8 (eight) students' learning from Visual Aids, following new techniques, and different units that have been survey-based of one school participants. The complexity and multiple issues were clear from the education intertie of the respondent. The four narratives are the multi-layered experiences of Visual Aids learning contents of the interviewee favorites seen.



## CHAPTER VII

### SUMMARY, CONCLUSION, AND REFLECTION

In this chapter, I summarize the central insights of this research, draw conclusions based on the discussions in the previous chapters and reflect on the happiness and grief that I underwent while conducting this research. More specifically, after summarizing the significant insights and drawing conclusions by analyzing the ‘answers to the research questions, I reflect on the initial days of conceptualizing the topic, carrying out the study, and finally, the days of analysis and discussion. Such a reflection helps me understand my achievements as well as my shortcomings. This is also the final chapter of this study, opening up boulevards for further exploration.

#### **Summary**

I gained some acumens<sup>14</sup> into this critical narrative study by analyzing and interpreting the narratives of my participants. As per my research problem, my objectives were to explore the discernments of data and the understandings of Visual Aids in Teaching English. To achieve these objectives, I formed two research questions, 'How do students learn through Visual Aids in Classroom?' and 'How do they narrate their learning experiences from visual aids in the textbook?'

According to my participants, visuals are one of the highly effective ways to learn. Visuals, particularly in books, are an excellent source for learning and are very influential. Visuals in books help create an environment, get into the topic, and feel

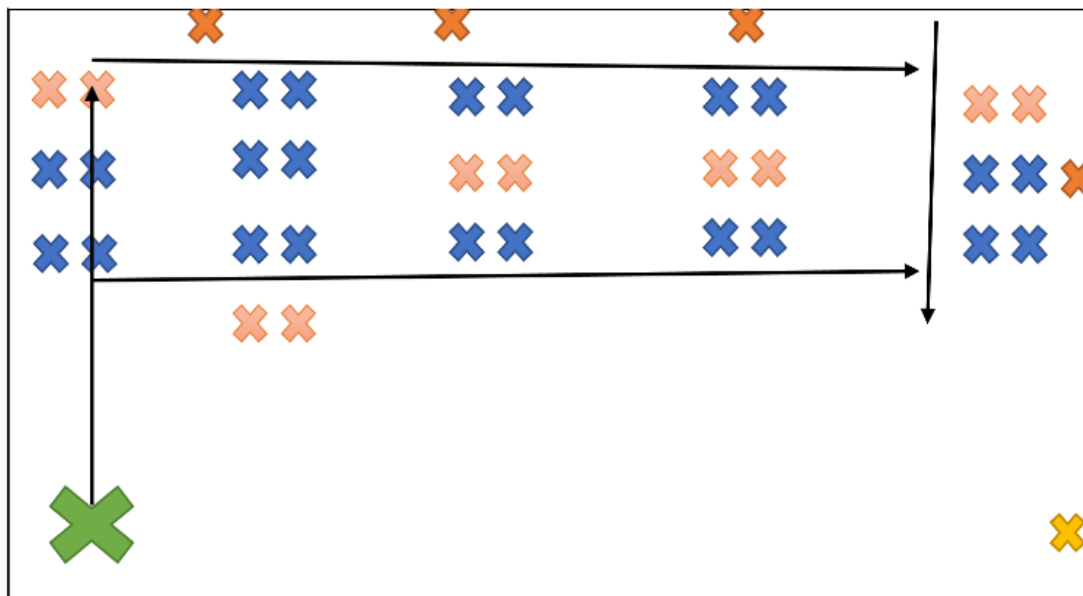
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<sup>14</sup> I took the right judgments and take rapid decisions while working in narrative study...

our learning topic. Visuals in textbooks are crucial in making things easy to remember and memorize. I understood that I needed to be very simple while interviewing my participants. So I needed to change my patterns for learning from visuals in the textbooks. My participants' additional ideas were different, as collective ideas were for better learning from visuals in the textbook; there should be interaction among students or between students and teachers. In contrast, my participants came up with imperative ideas that were 'enlightening and exploratory.' Though the perspective was different individual ideas on visual aids with a different shape could create new formation from all participants' skills what they saw in the Classroom, i.e., continuing with the contents from the cultivation of visual content ideas on visual aids enriched the power of imagination with new concepts.

Correspondingly, the question was unfamiliar to them because they first got confused about 'picture cultivation with the contents in the book.' When I told them it was the part of the picture in the textbook, they could now feel 'the pictures in the textbooks!' The moment's experience is unique as it shares the participants' creativity. One of the participants shared, '...the text can convert the imagination into visuals automatically' in children's brains. Thus far, the textbooks could illustrate the contents that textbooks set the image in children's minds and it facilitated the learning process for the children. I loved this line of thoughts because I wondered how human eyes could take a snap of the picture/text and convert it into one frame enabling the learners to understand. I began to delve into the experience of 'students' learning from Visual Aids in the textbook' that is somehow connected with psychology, social, physical, and educational contexts. The question that was raised in my mind after listening to my participant's interview with me was how children's brains design their term so-called 'understanding' and keep it in the brain forever after learning from

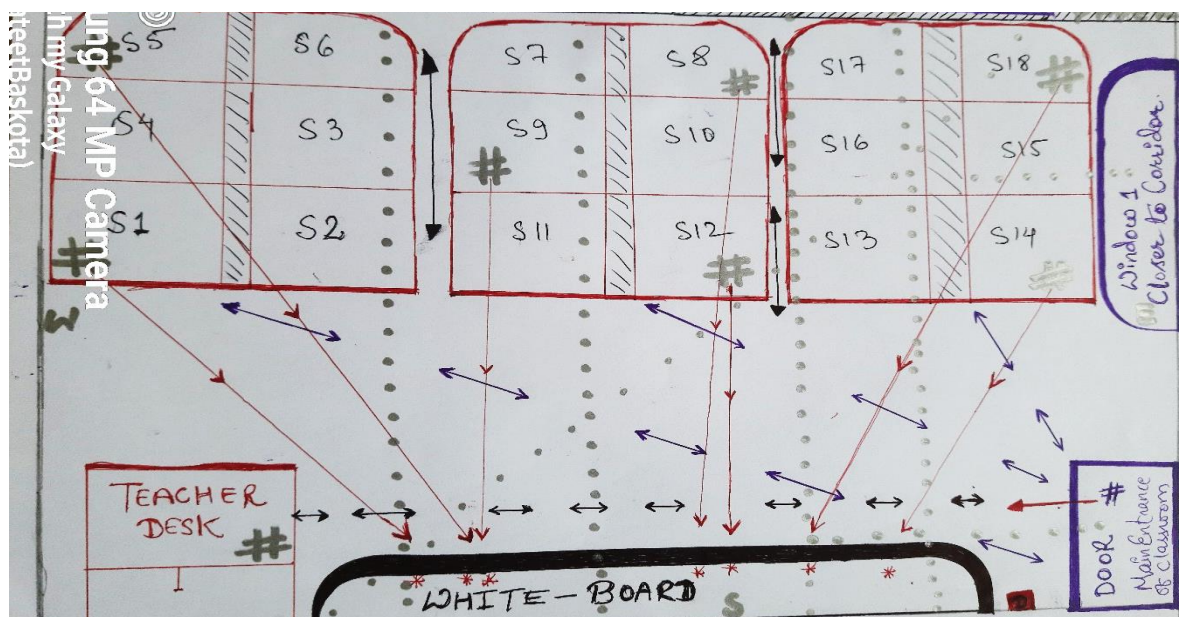
Figure 30 P-Model Classroom (where I choose my participants), (Source: Graphic Digital Art by me)



Visual Aids in the Classroom? When I started to analyze these processes in the Classroom. I found I was teaching in 'P-Model Classroom.' Not only that, with me, many teachers in my research school followed the P-Model Classroom (*see Chapter VII figure 30*), and when I walked for a few schools, no one knew how their Classroom was set up. In this P-Model Classroom where I used to teach and choose my participants, the green large 'X' is the teacher, all the small blue and light oranges' x's with 32 numbers were the students of grade eight, the orange 4 'x's are the windows, whereas one yellow 'X' is the entrance door to a classroom.

While seeing this picture, light ten oranges' x's are the selected students (participants), but later on, only four participants gave me time to be interviewed. When I see these classrooms, the teacher always focuses on the last benchers rather than the medium and first benchers. I found that those students love their seat arrangements as the good graders always sit in the last row /or/ in the 1st column, but the medium graders always sit wherever they want to share their talks with teachers to their classmates! So, when I choose my participants, I choose from a last-far corner,

Figure 31 P-Model Classroom added in another design, (Source: Graphic Art by me)



close by the teacher's desk and from medium rows. So, it looks like P-Model Classroom. From the door to the gap of teacher, there was a whiteboard and chart paper pasted in the front wall. Therefore students see to the teacher. The teacher sees all the individual students, and from the door and side of windows, the Principal, Head of School, and Coordinator surveillance the children about their activities in the Classroom. The Classroom is added in another design also (*see Chapter VII figure 31*).

Moreover, the interesting fact was that this word's 'visual way' was implemented while I was taking the interview with participants. One of the participants shared, '...a picture carries detailed information that can be memorized virtually'. Furthermore, another participant added '...and for the clear cut concept that makes students understand the information.' Likewise, I found students got through a highly effective method in the Classroom by the teachers /or/ by understanding from the form of information by Visual Aids. My engagement with my participants made me understand 'Visual Aids in the Classroom in English classrooms make students

more attractive and understandable. I also believe that students familiar with visual materials could support their peers in communicating in sessions of interactions in the Classroom.

In this part of exploring the use of visuals in the textbooks, my four participants —*Swati, Sudha, Wosti, and Unshara* — expressed their modality of a classroom, i.e., P-model Classroom in which the teacher is a model-actor for students and the 45 minutes classroom was conducted for each subject (*see Chapter VII figure 30 and 31*). Additionally, what I know is from the participants, contents of quality education in school, higher learning, and thinking skills maybe change from these type of Classroom which retorts from these four different participants. Responses from them were considering the forwardness of a highly effective catchy curriculum so that students appeal two different courses like the Spanish Language and Dance from which they learn quickly and get refreshed. It was fruitful to them. In the direction of the Visual Aids usefulness, *participants'* extent that the changes of patterns while asking questions could make them easy to reply so that they could address the issues and might place the similar answers generating effectiveness in Visual Aids and assessments. My participants wanted to relate Visual Aids in a classroom which makes improves learning and a better way of understanding a clear-cut concept in the confined context of the Classroom. Their examples seem more deeply connected than I realized.

Nevertheless, answers in their perspectives give the impression towards trans-disciplinary subject areas of the school. As they try to relate the help they expect from the curriculum; I visualize what my participants have read in school in their English course. In different subjects, according to their viewpoints, my participants denote not only to four of them but also to their friends who have shared in the Classroom with

their formal and informal talks. I feel interesting is that their ideas focus on technology-rich environment scenarios in their school, whichever they may have an interest in visual effects and visual content.

After the interview with four participants, I realized that students could also assume a new way of learning habits that depends upon technology-rich environment scenarios in their school. In contrast, it also gives students to explore creative ideas through visual aids to find/search for their talents. When dealing with all those scenarios, the question emerged in my mind: why and how to promote visual literacy in the Classroom? May this question be answered in touch with the assessment system! Then, the assessment system should also focus on what is essential, not on what is easily marked in Visual Aids. So, students may develop their understanding of course work which 'motivates them in the visual aids classroom,' how they could manage or learn in the Classroom by visual aids might reflect on students' wants and needs rather than quiddity used as a yard-stick to measure the competence of a teacher, or a school. School teaching methods also motivate them in 'English

*Figure 32 Picture of Brain (modified from sketch)  
(Source: Digital Graphic Art by me)*



classroom in grammar, words, phrase, and sentences different units.' Through the students, the intention might be learning by doing, and they would love to add expression by adding opinion into practice. 'Motivating someone to undertake visual aids' could be a challenging job, but the different phases through visual aids in a classroom' support for motivation' and 'the aim becomes simple.' The three different

factors like 'motivations, issues, and classification' involve the participants' active in a classroom that makes their brains sharp. At the same time, they became 'initiated.' To overcome the day-to-day challenges students face, Visual Aids with Visual-Spatial Intelligence Theory supports students' achievements that are changing shift one to another!

Thus it should accurately reflect students' achievement, not look for shortcomings. Post-performance in the Classroom seems practical, and when the visual aids mix while teaching and learning, it can create talkback sessions with their classmates, which is the opportunity for free practice in the Classroom. The shift for English language learning and teaching may also seem like part of multimodal, practical ideas and inspiration, a creative embellishment and fascination of student's creativity, and new activities that focus on choosing a career for language learners to understand and gain new experiences.

### **In Between**

Similar ideas like the choice of splendid instructing strategies and methods are fundamental to ensure students' understanding of troubles and ideas at the very best level. Moreover, practical education utilizing instructors enables college students to set up a relation between previous trips and day-by-day lifestyles to apply the statistics discovered in solving problems, shield their opinions, and take accountability for the duration of their lives. Finally, I mentioned that learning effectiveness improved if the mastering surroundings used to be comfortable.

I trust that the instructors who choose to enhance the educational achievements of school students from visible aids ought to show sturdy practice moves fathom school students and reduce the uncertainty activities in the classroom. With the flexibility and assistance of the technologies, teachers can design mastering

environments in which students can manipulate and assemble their knowledge representations. Moreover, in their minds gaining knowledge of effectiveness can be bolstered if the bodily and psychological alleviation is taken into account... 'Teacher-student interaction' was once an essential aspect to a successful relationship in the course of teaching in the classroom. Therefore the two-way verbal exchange between students and instructors is essential in students' tutorial achievement.

### **Conclusions**

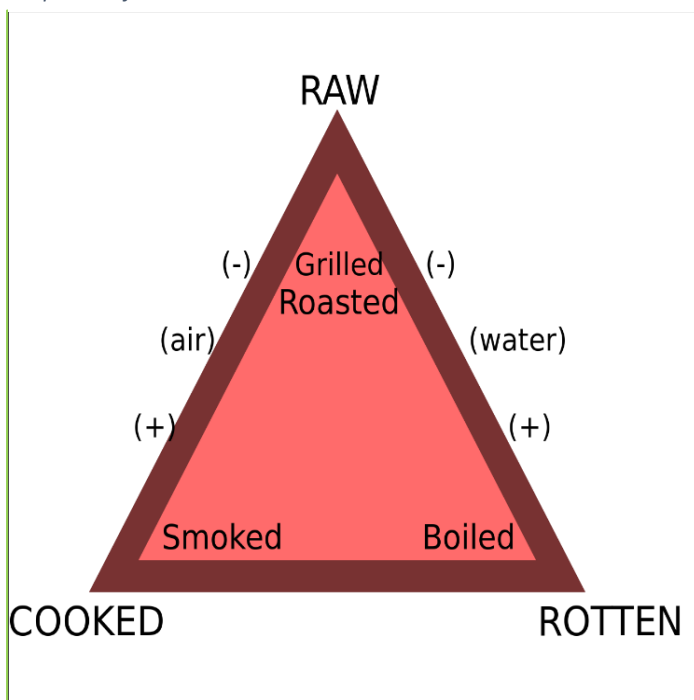
This research presented the participants who were also the grade eight students' learning from Visual Aids, following new techniques, and different units that have been survey-based of one school participants. The complexity and multiple issues were clear from the education intertie of the respondent. The four narratives are the multi-layered experiences of Visual Aids learning contents of the interviewee favorites seen. The participants' narratives shared with me how we should learn in class and how teachers perceive our knowledge in learning through visual aids in a classroom? The exploration is based on qualitative data collected on-site by interviewing participants. Qualitative data is also explained, explored, and introduced to the experience by learning visual aids. I introduced how my participants coped with the changing trend of visual aided learning, and I spoke about participants' views on the benefits of visual assisted learning (VAL) on thinking skills and how they understand the texts... I found that my participants also understand the brain's vision, pictures, and comprehension skills. I added an example of a combination from Derrida's perspective, sharing the adverse effects of visually assisted learning. They believe that visual-assisted learning is diverse and discussed its fairness in other settings that are concerned about visual aids and use cognitive products. I found that students see visual aids as a simple term; they do not know that visual aids can



enhance language learning, allow students to process meaning, enhance creative writing, and store them in the brain for longer.

By listening to my participants' formal and informal interviews, I concluded that they have a positive attitude towards learning through visual aids and prefer multimedia courses in different school subjects. Therefore, I explored the usefulness of learning from visual aids in textbooks and narrated students' experiences. Different followers or learners of visual aids like to learn from the visual content used for memory in visually assisted learning strategies (VALS). However, new technology

*Figure 33 The best example of Visual Assisted Learning (Taken from Culinary Arts) from the example of Derrida Points of View... (Source: Graphic Art from Derrida VSL.*



learners know that the 21st century is an era of technology based on machines and learning, inspiring teachers and students to learn to build through attention skills. Before I make them sure to share their answer, I need to share what topic they will speak about; when they got the "Visual Aids," their

behaviors were different. I also realized that they were full of confidence to give my answers to the regarded questions. It was rewarding to me, as well as, and those participants were relaxed when they were interacting with me. I can say seeing their eyes and listening to their views, the unexpected results from my participants shared the benefits of Visual Aids in teaching and learning: motivated, verbally confident,

and enthusiastically they have one desire to learn from Visuals. I am a citizen of Nepal, so I believe my different participants are from diverse societies and backgrounds, but they use English (as the medium of Reading, Listening, Writing, and Speaking) Language in School. From side to side, VA helps them memorize new vocabularies and other contents in fewer explanations. I found those explanations by their voices; they spoke to me as contextualizations.

### **Reflection**

After completing my proposal defense, like my classmates, I was also happy to write the research paper I found I was teaching and learning in 'Proactive Classroom Management that is similar to 'P-Model Classroom' (See Image no.1 and 2). After one year of working experience in one school, two years as a supervisor in one college, six years as a Spanish Language Teacher in two different schools, two years as an American GED Lecturer in one Institute, and eight months Lecturer and Researcher in one Undergraduate College the model of the Classroom were following the patterns of P-Model Classroom. However, when they designed it, they never knew it looked like P-Model. Now, when my research carries on, steps I followed, then only I realized 'Oh, My God!' I was working, and till now I was not aware of it! Nevertheless, now, it is some flashback to me...

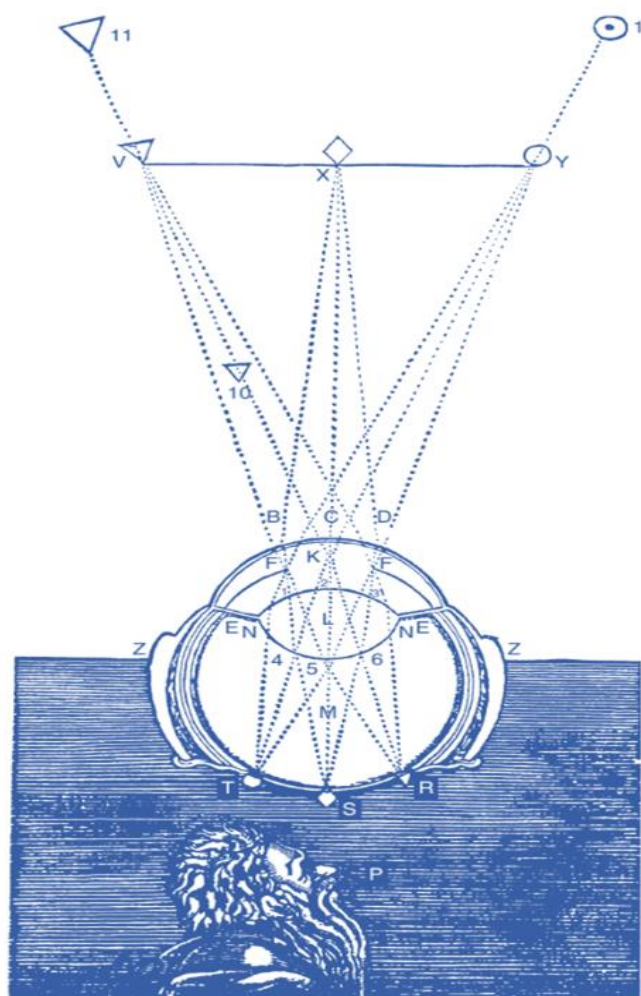
Before I moved to the field for data collection, I was expecting help from my university's administration about the consent form. I realized that after spending two months, no one provided me with such paper, so I needed to design myself. I then shared with my supervisor to check the contents, and it was good to know. I contacted the important person from the faculty (to the Principal) the place I used to be deciding on my participants, shared the consent, and searched for participants, and with the aid of the primary and coordinator of the school, I got my interview room, and work was

once carried out smoothly with four contributors amongst seven. The challenging days were alarming me about what to do next? My brain was thinking from one perspective, heart from another. I have lots of magical dreams from the soul and brain... I was thinking, have I made mistakes? Or what? Inside in me, curiosity rises so high! Sometimes I feel too much happy, but sometimes I feel lazy... Troubles inside in me... While the question was rose-up, I was lucky to travel Europe (*see acknowledgment in page no vi*). After returning, I joined the college and started to work. I became more active, applied for conferences, seminars, workshops, and was lucky to get my 1st article published from Lumbini Buddhist University. From the proposal defense to medium days of research works, I was the so-called 'trekking' in the education field.

Working with my participants, I found that the language they use matches their interest in learning in the Classroom as the exposure to the English Language through Visual Aids Learning makes the learners attentive and put up with their interest in learning. Apart from my understanding of knowledge, Visual-Spatial Intelligence Theory has become the content of peers and groups. Visual aids learning contents help students learn and understand easily as the vision, brain, and nucleus activity rises; viewers' behaviors in a positive way. Additionally, in the assessment the visual aids supported examination which add the positive value in performance. It is not only for restoration, but it also helps in the classroom of teaching and learning methodology. Similarly, it helps in shaping a positive attitude in the oglers also. These shaping attitudes, knowledge, skills were vague to the Principal, my supervisor, and participants. Then, I need to divert into simple terms to ensure my plans. It was good going and change have been seen.

With the extra time I spent in the field and reading books and research papers, I was more passionate about research. One of my professors denied me not to go 'deep in the pond to search for fishes', but my supervisor shared me 'if you want to find something you will not see the fishes from the periphery of pond nor you will use fish-rod, there is also so-called ethical consideration.' I was facing a dilemma. I feel I

Figure 34 Descartes' theory of visual spatial perception Celia Wolf-Devine (Picture A), (Source: Design from Celia Wolf-Devine Book)



am unknown to dive, so let us see how people dive...then; again, this method was part of learning. Before I dive-searching fishes, I read some research scholars' dissertations. I found nothing! My desire to dive in the pond increased, so I feel both professors were not wrong because I was searching for fish from the reef, where I may find different species. I was not searching only one fish species; my fishes were four

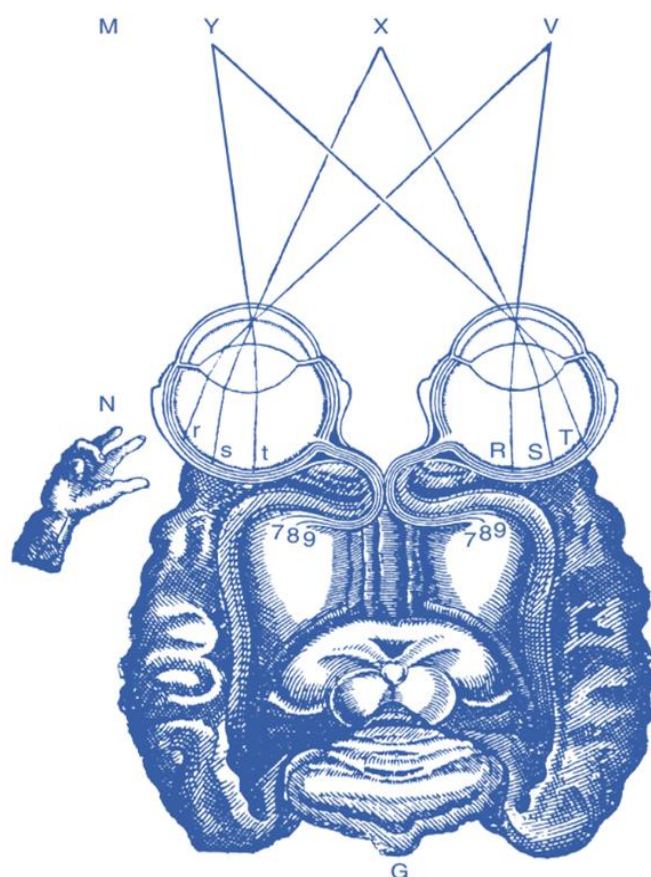
in number. I did the same, listening and surveying them and their ideas towards my question answer, like the divers love to do with the fish.

Likewise, the visual-spatial learning style in the Classroom has the branches of learning and techniques through visual-spatial and spatial versus object visualizers in

visual aids Classroom. I also found that Descartes' theory of visual-spatial perception was well defined by Celia Wolf-Devine and the examination from 'WH-Question' like how the student understands the visual aids while learning will interlude my research M.Phil. in ELE.

Moreover, seeing the fact that the 'visual communication' and 'missing theory of understanding' in visual aids learning in the Classroom mixed up with 'cognitive theory' in visual aids Classroom is well the part of visual art theory. However, my

Figure 35 Descartes' theory of visual spatial perception Celia Wolf-Devine (Picture B) (Source: Design from Celia Wolf-Devine Book)



participants' understanding of the phenomena in the Classroom while the study was different. So, once in a while, I was in vain that the central question like 'how visual-spatial learners learn will analyze from the psycholinguistic process in language use and language learning, and the role of 'short term and long term memory' makes me confused! I am glad that the memory

system, language, and processing were shared, but it makes me curious to learn through the views from 'Van Patten's model of processing and acquisition, which shares from the point of Pragmatic Competence in Visual Aids. Will be my next research in future.'

I am not associated with the deep learning of psychology or neuroscience but with the language bringing a kind of influence over observers. In some context, when children believe in what the Visual Aids Learning contents display, they silhouette their mindset accordingly what they vision-zed (continues run). Children like to know the facts about their vision as they directly pick up in their mind when someone /or/ teacher shares their talks! Children visualize easily and hurriedly share their ideas /or/ talk to their friends because Visual Aids Learning has created the make-belief world. I sometimes question myself and also to the readers, "where is not the visual aids?" I remember my childhood when my science teacher said in class, "Have you seen a rainbow?", "Have you know about rainbow colors?" I tried to search, I felt inside in me, "have I seen it?" Then, I wait till the rainy seasonal days come. When the rainy day appeared and the raindrops and the lights from the afternoon sun hit the moisture, I found the rainbow there! Hurray, I saw the rainbow! That was the first excitement in 'a word rainbow' of my childhood. I started to count, play with colors, and mix the pencil art! When I was a kid, we had just crayon colors; later on, we were glad to receive four (RGBY) (*see images of chapter I*) colors, and we needed to mix them. Now the children have 12 or more different colors.

Still, I visualize what I see, design and share, so the same things happen with the children. I know how they struggle to understand their school contents, but they are lucky enough now they have maximum numbers of visual aids contents in their textbooks and follow the graphical interfaces in the computer lab at their school. Therefore, children can understand after they visualize if they are selectively exposed to Visual Aids Learning content. I believe visual aids learning is beneficial in making viewers' thoughts positive and helpful. It promotes social acceptance and friendship, and also Visual Aids Learning contents help in the new way of learning habits within

the behavior setting of the children from where they share with the group learning that might be the key benefits through skills and exploration of new opportunities in learning habits. Visual aids learning always supports the learning style of technology, which promotes motivation, students' engagement, collaboration, hands-on learning opportunities, and skills. Visual Aids are also the learning language from the eyes that creates the scenes in memory of the brain, which deals with the Spatial Imagery in Visual-Spatial Intelligence.

Finally, climbing one after another ladder of success from School Leaving Certificate, Proficiency Certificate Level, Senior Secondary, Bachelor of Arts, Microsoft Certified System Engineering, and Diploma and Advanced Diploma in Hardware and Networks those ladders of success encouraged me to Academic Degree that was Masters in Arts. While stepping one more step from Master's in Arts towards Master's in Philosophy in English Language Education, my journey has still not been achieved. I am a learner each second, and I learn new things in my life. Education never ends, nor did my passion for research, so it will always brace my desire to further studies, yet it will proceed up other topics for research in upcoming days!

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## APPENDIXES

**Appendix A: Participants' Details**

Name of Students	Age	Age while interview	Gender
<i>Swati</i>	14	14	F
<i>Sudha</i>	Teenage (unknown)	(Unknown)	F
<i>Wosti</i>	13	13	F
<i>Unshara</i>	13	13	F

## Appendix B: Sample Interview Guidelines

### Visual Aids Related Questions

- i. Do you love visuals and why?
- ii. What do you prefer to learn in classroom visuals or texts?
- iii. How do you learn from Visual?
- iv. How do you learn from Visuals in the textbooks?
- v. Does it mean to say the visuals are informative?
- vi. I did not get you please let me more make it clear what you want to say, ma'am?
- vii. Does the visual difficult to understand?
- viii. What do you understand about diagrams and plots?
- ix. Do you know what the patterns are?
- x. So, do you want to share more adding relationships and patterns?
- xi. How do you learn from a book?
- xii. How does the textbook with pictures cultivate visual content?
- xiii. What do you mean by process?
- xiv. What does the clear concept for you? Would you please say in detail?
- xv. What is visual information to you?
- xvi. Do you know what is curriculum?
- xvii. How do you explore the use of visuals in the textbooks?
- xviii. How do you understand from visual aids?
- xix. How do you relate the visuals with the lessons?

### **Appendix C: The Sample Transcription Response (Verbatim) to Interview I**

#### **How do you explore the use of visuals in the textbooks?**

**Swati:** I find visuals to become a boon for the text as it beautifies the contents present in the text acting as an ornament of the textbook. Visuals in the textbooks are very useful as they relate to the specific topic and help us to understand the significance of the text present in the textbooks. Researches have also shown that the human brain is more likely to be affected and influenced by visuals than texts due to which learning with the help of visuals prove to become more fruitful and beneficial by resulting to retain the information easily for a longer time and helping to understand better.

**Sudha:** For the students, visuals in the textbooks are very useful. They improve the quality of our interaction and interpretation skills. They improve learning. One can easily understand any content with the help of visuals. It's commonly known that we are more likely to be affected by visuals rather than text. Visuals develop higher-order thinking skills.

**Wosti:** Like mentioned earlier, there is huge effectiveness of visuals in the textbooks. It helps me understand in a better way. The picture in textbooks is the source of visuals for me. It is very interesting to look at; as it is colorful and had some reason for its presence in the book. It helps me to get the clear-cut concept.

I try to relate the figures or pictures or diagrams with the curriculum. I analyze the picture and find out the relationship of it with the lesson. Learning the paragraph won't help us to get the clear-cut concept but after we take a look at the picture then we get the visual effect and understand that "this means this". After looking at the picture we understand what the paragraph is trying to say. So, this is how/ explore the usefulness of visual content.

**Unshara:** Visualness in textbooks has helped me a lot. I have explored its usefulness in the following ways:

- It has increased my involvement and engagement in various topics.
- It has given me a better learning experience as a student.
- It has helped me understand and remember the information the book wants to provide.
- It helps to increase my interest in the related subject.
- Therefore, it is simple, effective, and much easier to study through a visual aid rather than an all-text method.



**Appendix D: Draft of Swati's Narrative (Follow-up Interview Questions- II)****How do you learn from Visuals in the textbooks?**

Visuals are one of the highly effective ways from which we can learn. Visuals particularly in books are a great source for learning and are very influential. Visual in the books helps to create an environment, get into the topic and feel the topic which we are learning about. Visual in the textbooks cover all the contents and reflect it, making the things easy to remember and memorize.

**Would you please elaborate more, what you mean to say?**

In other words, visuals in the textbooks help us to easily decode the information and help us understand the contents of the text better. To crown, it all, visuals in the textbooks summarize the entire contents presented in the text. Therefore, in these ways, I learn from visuals in textbooks.

## Appendix E: Consent form for participants and principal

### Interview Consent Form with Description

This document describes of a Research Consent Form. Key elements of the consent form are described within square brackets in *blue italicized bold text*.



### USE OF VISUAL AIDS IN TEACHING ENGLISH IN THE SECONDARY CLASSROOM FOR INTERACTIVE LEARNING

#### Research Supervisor

[REDACTED]  
M. Phil and PhD English Department  
Kathmandu University  
<http://soe.kusoed.edu.np>

#### Scholar and Researcher

Kathmandu University  
Kathmandu Valley, Nepal  
Mobile: [REDACTED]  
Email: [REDACTED]  
Skype: [REDACTED]

#### *[Purpose]*

I am a Scholar and Researcher in the Master of Philosophy in English Education at Kathmandu University (KU). My research, entitled "*Use of Visual Aids in Teaching English in the Secondary Classroom for Interactive Learning*". The main purpose of my study are the problems faced by students in different class, that the visual aids with vivid description can make secondary school students easy for understanding and hoping in future it will supports in teaching by visual aids in class by interaction and interactive way.

#### *[Description]*

Research participants are asked to complete a face-to-face research interview. If you agree, you would be asked questions concerning your personal experiences while studying and attending in your school where you are continuing your study with emphasis on factors such as social support, financial situation, family responsibilities, past academic performance and recent study skills. With your permission, the interview would be audio recorded. Your participation would require approximately 30 minutes of your time. You have the option of participating anonymously.



Samsung Quad Camera  
Shot with my Galaxy  
M31 (PrateetBaskota)

*[Risk of harm to participants]*

The information collected during the interview is likely to be uncontroversial, and thus the research poses only a very small risk of harm to participants. Depending on the information you provide, and whether you choose to participate anonymously, there is a possibility that the information you provide might cause loss of social status and/or embarrassment. But I will follow pseudo names while writing thesis. While conducting this study, I will always be aware of my participants' beliefs and experiences and how to capture their feelings in a safe manner. While unfolding my narratives, I will decide on what materials I need to include/exclude, and how to maintain privacy and confidentiality. Though, whatever I think and also I do, I will be on the denotative function of a message without a code which is the new movement of identification of participants without hurting your feelings.

*[Management of Research Information/Data]*

If you choose to participate anonymously, all records of your participation would be confidential. Only my supervisor and I will have access to information in which you are identified. With your permission, the interview would be audio recorded and needed video recorded too, and later transcribed into writing. At your request, you will be provided a copy of the transcript and invited to make changes to the transcript as you wish (e.g. if you would like to withdraw a particular statement you made during an interview). Electronic data will be stored on a password-protected computer. Signed consent forms and paper copies of interview transcripts will be stored in a locked file cabinet in my home. Data will be deleted and shredded at the end of the project, approximately November 28<sup>th</sup>, 2019.

*[Use of Research Information]*

The results of this study will be published in my M. Phil Dissertation as I am doing Narrative Enquiry, and may also be used for conference publications, presentations, and published in peer-reviewed journals.

*[Participation and withdrawal]*

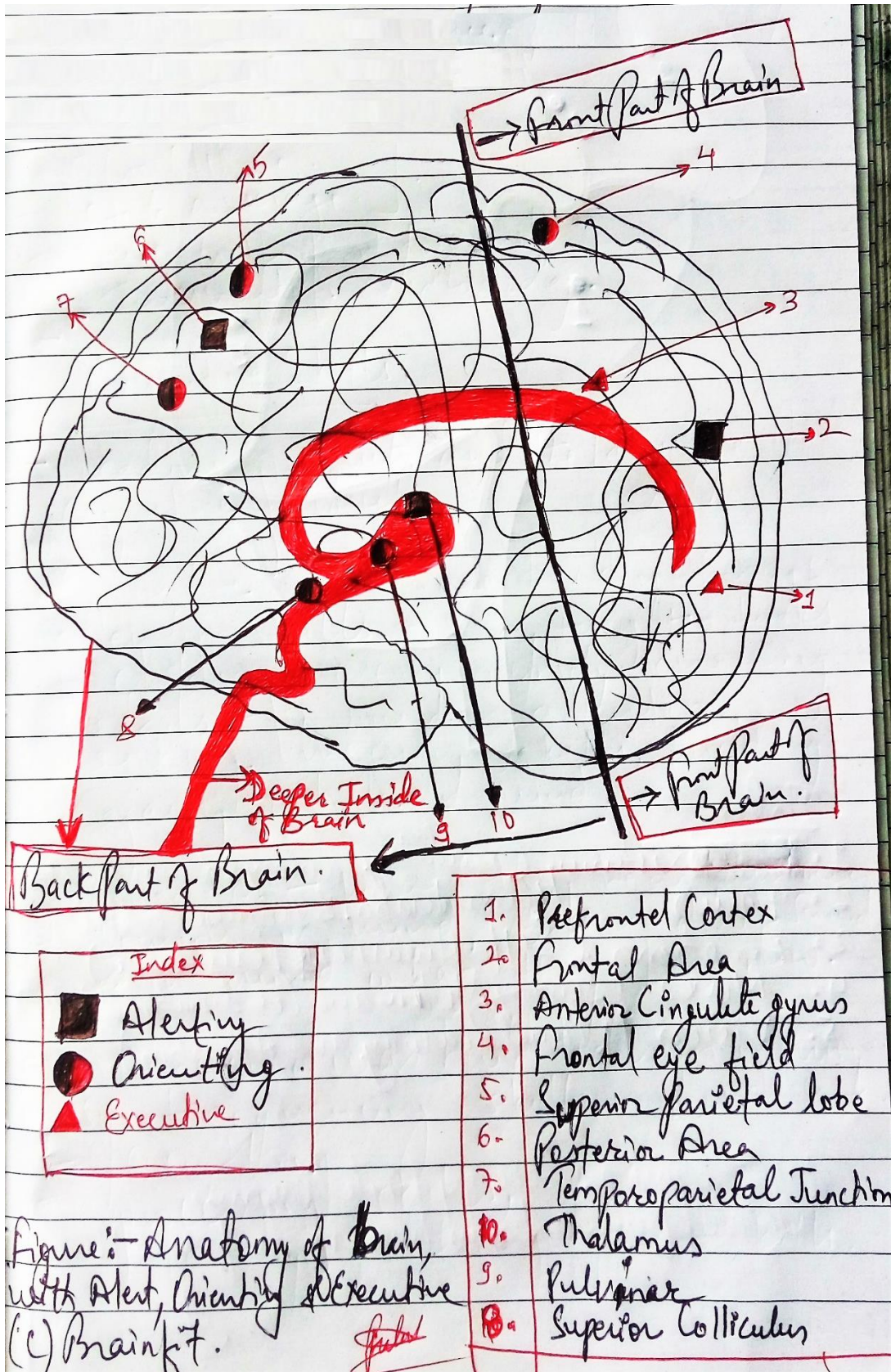
Your participation is completely voluntary. You may withdraw from the study at any time where practicable, for any reason, and without explanation. If you would like to review and potentially make changes to the transcript of the interview, you may withdraw up to two weeks from the time of being provided a copy of the transcript. If you decline to review the transcript, you may withdraw up to two weeks from the date of our interview. If you choose to withdraw from the study, all information you provided during the interview would be withdrawn from the study and destroyed.



**Samsung Quad Camera**  
Shot with my Galaxy  
M31 (PrateetBaskota)

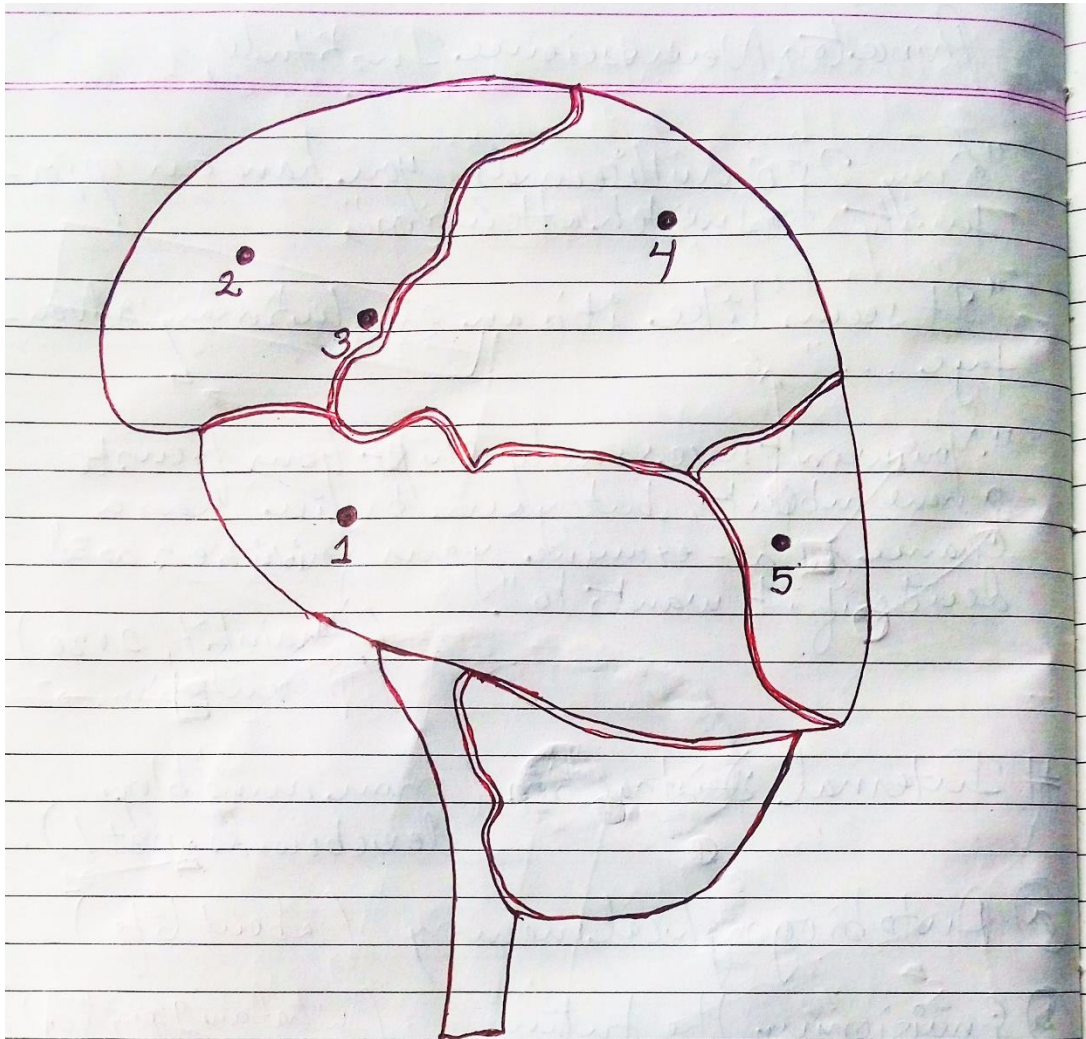


Appendix F: Anatomy of brain with alert, orienting and executive © Concept of Brainfit Conference, 2020/21 (Art by self- picture 1)





**Appendix G: Brain as 'energy finite' organ. An efficient brain has more focus power. © Concept of Brainfit Conference, 2020/21 (Art by self- picture 2)**



### Index

1. Listening (Auditory Memory & Language Skills)
2. focus (Consideration & Impulse Control)
3. Emotions (Self-Awareness & Resistance)
4. Moves (Sensory Motion and Coordinating Skills)
5. Vision (Visual Learning and Attention).

Fig:- Brain as "Energy finite" Organ.  
An efficient brain has more focus power.


*[Signature]*

## Translation results

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<sup>i</sup> Nazik Ali Mutashar Al-Khafaji. (2021). The effect of teaching computational geography on developing visual-spatial intelligence among female students of the fifth literary grade. Professor, 60 (1).

<sup>ii</sup> Nazik Ali Mutashar Al-Khafaji. (2021). The effect of teaching computational geography on developing visual-spatial intelligence among female students of the fifth literary grade. Professor, 60 (1).



नेपाल सरकार  
राष्ट्रिय परीक्षा बोर्ड

कर्मचारी प्रशासन तथा जनशक्ति विकास महाशाखा



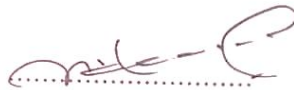
पत्र संख्या :- ०७८७९  
च.नं. : १४३२

मिति : २०७९/१/१५

श्री प्रतित बास्कोटा  
आनन्दवन-३, रुपन्देही ।

विषय : शोध प्रस्ताव स्वीकृत गरिएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा यस बोर्डबाट आर्थिक वर्ष २०७८/०७९ मा शोधपत्र लेखनका लागि अनुदान सहयोग गर्न सूचना प्रकाशन गरिएकोमा तपाईंले पेश गर्नुभएको एम.फिल. तहको शोधप्रस्ताव मिति २०७९/१/१४ को निर्णयानुसार स्वीकृत गरिएको व्यहोरा अनुरोध छ । बोर्डको केन्द्रीय अनुसन्धान समितिबाट निर्धारण भएवमोजिम प्रस्ताव स्वीकृत भएपश्चात ३०%, ड्राफ्ट प्रतिवेदन पेश गरेपश्चात ४०% र बोर्डका विज्ञको सुझाव सहितका आधारमा अन्तिम प्रतिवेदन पेश गरेपश्चात बाँकी ३०% रकम उपलब्ध गराइने व्यहोरा जानकारी गराउँदै यस कार्यको लागि अन्य कुनै निकायबाट छात्रवृत्ति/शोधवृत्ति प्राप्त नगरेको सम्बन्धित विश्वविद्यालयको सिफारिस सहित बोर्डमा सम्पर्क राख्नुहुन अनुरोध छ ।

  
 (भास्करदत्त पन्त)  
 उप निर्देशक  
**उप निर्देशक**

बोधार्थ

श्रीमान् अध्यक्षज्यू, राष्ट्रिय परीक्षा बोर्ड ।

श्रीमान् सदस्य सचिवज्यू, राष्ट्रिय परीक्षा बोर्ड ।

श्री अनुसन्धान, गुणस्तर तथा शासकीय सुधार महाशाखा, राष्ट्रिय परीक्षा बोर्ड ।

श्री आर्थिक शाखा, राष्ट्रिय परीक्षा बोर्ड ।

श्री काठमाडौं विश्वविद्यालय, स्कुल अफ एजुकेशन, धुलिखेल, काभ्रेपलाञ्चोक ।

2022/5/4 15:23

फोन : ६६३०८४८, ६६३१३५४, ६६३१५८७, ६६३१५८६, ६६३०७७७, ५६३५०७३ फ्याक्स: ६६३०५५८, ६६३०८४८