



**ONDOKUZ MAYIS UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE USE OF VISUALS IN A2 LEVEL EFL HIGH SCHOOL  
EXAMS**

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**MA THESIS**

**MARCH, 2018**



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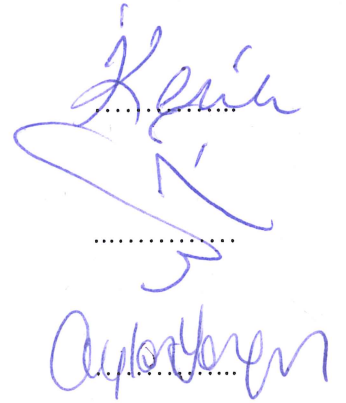
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*To my dear family*

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# A2 SEVİYESİ İNGİLİZCE LİSE DİL SINAVLARINDA GÖRSELLERİN KULLANIMI

**Yüksek Lisans Tezi**

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**ÖZ**

Bu çalışmanın temel amacı, A2 düzeyindeki Yabancı Dil İngilizce (YDİ) lise sınavında kullanılan görsellerin öğrencilerin başarılarını etkileyip etkilemediğini tartışmaktır. Araştırmaya Anadolu Lisesinde okuyan 80 lise öğrencisi katılmış ve deney grubundaki 40 öğrenciye görsellerle hazırlanan sınav soruları verilirken kontrol grubundaki 40 öğrenciye resimsiz olarak sınav soruları verilmiştir. Sınavda görseller kullanıldığında öğrencilerin soruları daha iyi kavradığı ve daha doğru yanıtladığı; cinsiyet açısından ele alındığında ise kızların görselleri erkeklerden daha iyi algıladığı, sorulara daha çok doğru yanıt verdiği görülmüştür. Ayrıca, bu çalışmada, lise öğrencilerin sınavlarda görsellerin kullanımına yönelik tutumları da belirlenmiştir. Deney grubundaki öğrenciler, sınavlarda görsellerin kullanılmasıyla ilgili olumlu tutum sergilemişlerdir. Sonuçlar genel olarak ele alındığında, YDİ sınavlarındaki görsellerin, öğrencilerin farklı türdeki soruları kavrama yetileri üzerinde anahtar görevi gördüğü saptanmıştır.

**Anahtar Kelimeler** : Görsel(ler), A2 Seviye Yabancı Dil İngilizce (YDİ) sınavı

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**MA Thesis**

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**ABSTRACT**

The main aim of this study is to discuss whether the types of visuals used in A2 level EFL high school exams affect students' academic achievement. 80 high school students in a public Anatolian high school took part in this study. 40 students in the experimental group took an exam the questions of which were accompanied by visuals while 40 students in the control group were given the achievement test without visuals. The study shows that the students comprehend the questions better and answer them more correctly when the questions in the exam are presented with visuals. In terms of gender, the females perceived the visuals better than the males and their correct answers were more in numbers. In addition, in the study, the students' perceptions towards the use of visuals in the exams have been highlighted. The results generally show that the experimental group has positive perceptions towards the use of visuals. Based on the findings, the visuals as a language cue in EFL exams seem to have affected the students' comprehension competence.

**Key Words** : Visual(s), A2 level EFL exam, language test

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**Advisor** : Assoc. Prof. Dr Nalan Kızıltan

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## LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELLS	English Language Learners
ELT	English Language Teaching
EVT	English Visual Test
MCQ	Multiple Choice Questions
MoNE	Ministry of National Education
SPSS	Statistical Package for Social Sciences
TFQ	True-False Questions
YDS	Yabancı Dil Bilgisi Seviye Tespit Sınavı
YÖKDİL	Yükseköğretim Kurumları Yabancı Dil Sınavı
VDA	Visual Discourse Analysis

# **CHAPTER ONE**

## **I. INTRODUCTION**

Humans live in a visual world and most of us are visual learners. Language is not learned not only through words but also through visuals, and visuals play an important role in language learning, teaching and testing. While there have been a number of studies concerning the use of visuals in language learning and teaching, the use of visuals previously neglected in terms of language testing. Although there are limited studies regarding the use of visuals in language testing, there has been an increasing interest to them for two decades. This study discusses the valuable aspects of the visuals in A2 Level EFL High School Exams.

When integrated into EFL exams, visuals may attract students' attention and may enhance and facilitate their comprehension skills of grammar and language, increasing their motivation, and providing a more meaningful context. All these factors may lead students to become more participative, motivated and may increase their achievement scores.

### **1.1 Problem Statement**

Visuals have been used in language teaching and testing for many decades. However, the role of visual support in assessing language learners' language comprehension is not well understood. Although visuals are very important in gaining language knowledge, the role of visuals in testing and assessment is often ignored. Research has investigated the role of visuals in especially listening and reading comprehension, but the little research on the effect of visual aids in language tests has been made, and sound theoretical perspectives on this issue remain absent. In other words, studies are needed comparing ordinary language tests with tests that include visuals, as well as comparative studies of different types of visuals (i.e. context and content visuals) and their effect on test takers' performance.

## **1.2 Purpose of the Study**

The main aim of this study is to show whether the types of visuals used in this A2 level EFL high school exams may affect the students' achievement scores. For that reason, this study is significant in terms of showing how impact the use of visuals in EFL exams have on students' performance. In short, the effects of using visuals in EFL exams will be discussed.

## **1.3 Research Questions**

The study discusses the following questions:

1. To what extent do the visuals affect the language achievement scores of high school students?
2. Do the achievement scores of the students show a significant difference according to gender?
3. What are high school students' perceptions towards the use of visuals in EFL exams?
4. What can the criteria of visuals be in EFL exams?

## **1.4 Significance of the Study**

While there have been several studies regarding the use of visuals in L2 teaching / L2 classrooms, there is little research related specifically to the use of visuals in EFL exams. To address this gap, this study investigates the effects of using visuals in EFL exams because visuals play an important role in most real life situations, allowing to communicate and helping greater understanding. Therefore, test writers or teachers' duty is to measure abilities of understanding and communication along with language. The study can also be attributed to the types of visuals used in the field.

## **1.5 Limitations of the Study**

Firstly, this study was a relatively small-scale study. Only aspects directly related to the high school students and some types of visuals that were used in A2 level English exams were discussed. Secondly, the study was conducted in an Anatolian high school because of accessibility; therefore, there was a regional limitation to the study. Participants included only 80 A2 level high school students from Kocaali district in Sakarya, Turkey.

## 1.6 Definitions of the Terms

The following terms are operationally defined for the purpose of this study:

**CEFR (The Common European Framework of Reference for Languages, Learning, Teaching, Assessment):** A guideline used to describe achievements of learners of foreign languages.

**A2 Level (Waystage) :** One of the CEFR levels described by the Council of Europe. An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.

**Dual-coding Theory:** A theory of cognition that postulates that both visual and verbal information are processed differently and along distinct channels with the human mind creating separate representations for information processed in each channel.

**Engagement:** A new word for motivation, passion, and commitment; it is related to creating a culture in which people do not feel misused, overused, underused, or abused (Grimm, 2013).

## CHAPTER TWO

### II. REVIEW OF LITERATURE

#### 2.1 Definition of Visual(s)

The word ‘visual’ can be used as both a noun and an adjective. The word ‘visual’ as a noun is usually in the plural form and ‘visual’ as an adjective is a term more frequently used in the literature. While studying the term of ‘visual’, one can easily come across new terms, such as ‘visual aid’, ‘visual art’, ‘visual clues’, ‘visual depictions’, ‘visual discourse’, ‘visual facilitation’, ‘visual illustrations’, ‘visual images’, ‘visual information’, ‘visual input’, ‘visual material’, ‘visual media’, ‘visual representations’, ‘visual signal/symbol’, ‘visual stimuli’, ‘visual support’, ‘visual technologies’, ‘visual tools’, and so forth. Such various terms coined with the advancement and new horizons in the field of communication and technology; therefore, explanations of the term visual in methodological literature vary. However, all these terms, have almost the same meaning and they are gathered under the broad umbrella term ‘visuals’ in this study. First of all, it is necessary here to clarify exactly what is meant by the term ‘visual(s)’.

In the Oxford Dictionary, visual is defined as a “picture, piece of film, or display used to illustrate or accompany something.”

According to a definition provided by Clark & Lyons (2011), visual is a “pictorial expression of information designed to promote learning and improve performance in a work setting” (p.7).

On the other hand, Canning-Wilson (2001) sees a visual as any projected or non-projected image that can be classified into illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likeness, replicas, reproductions or anything that would help a learner to see an immediate meaning.

Although differences of opinion still exist, there appears to be an agreement that visuals refers to any element of something that depends on sight, which is can be an accepted definition throughout this study.

## 2.2 Varieties of Visuals

According to some scholars, there are various types of visuals used in language learning, teaching and testing, which are defined in different ways. They classify them, as follows:

### 2.2.1 Pictures

There are some definitions of pictures:

Wright (1989) defines pictures as not being “an aspect of method, but through their representation of places, objects and people, they are an essential part of the overall experiences we must help our students to cope with” (p.2). It means that pictures are visual representations which enable us to understand somebody or something easily.

On the other hand, Hill (1990) gives the roles of pictures as a “stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on” (p.2).

According to Harmer (1993), pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustrations and projected slide.

E. Look at the pictures and answer the questions about Bill.



e.g. A: Did Bill go to Rome last year?  
B: No, he didn't go to Rome last year. He went to Paris.

Figure 1: Pictures (Yes You Can A2.2 Workbook, 2014, p.17)



### 2.2.4 Illustrations

Hewings's (1991) definition of the term 'illustration' in a teaching material covers any input except for text such as "drawings, cartoons, photographs, flow charts, pie charts, graphs, and tables" (p. 237). Levin & Mayer (1993) point out that illustrations make text information concentrated, compact/concise, concrete, coherent, comprehensible, correspondent, codable, and collective.

Illustrations are also seen as a process of intersemiotic translation, which means the transference of meaning from a verbal to a non-verbal system or from one medium to another (Jakobson, 1956), and they are employed purposefully to produce and reproduce part of the meaning as intended by the author. Because young children, who are more visual learners, are less familiar with the abstract world of written verbal language, many things can be presented to them in the form illustrations (Saeedipour & Sharif, 2016). Through the illustrations, preschool children can read and understand the story. As children are able to "read" the book by themselves, they accomplish a sense of control, success and independence. The more dominant the role of the illustrations in the book, the better children can decode the book and understand it on their own.

**B. Look at the pictures below and skim through the tale. Do you think it is about;**

a. the war between two wolves?

b. the war between Good and Evil?

c. the war between the grandson and the grandfather?

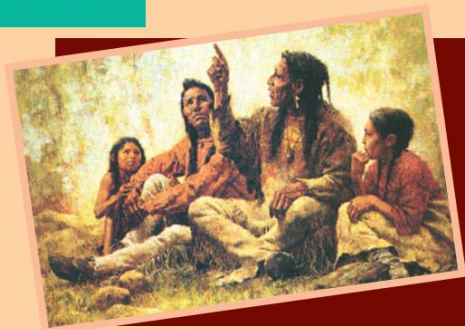


Figure 4: Illustrations (Yes You Can A2.3 Student's Book, 2014, p.60)



### **2.2.5 Filmstrips**

Filmstrips are connected series of pictures, drawings, photographs and diagrams joined together to illustrate a single concept, story or a lesson. Akram, Sufiana and Malik (2012) state that filmstrips differ from moving films in that there is no appearance of movement according to Holmes (1968).

### **2.2.6 Signs**

Signs might take many forms. According to Charles Sanders Peirce, one of the founders of semiotics, the forms a sign takes as a visual may be divided into three main classes: an icon, an index, or a symbol.

#### **2.2.6.1 Icons**

An icon resembles what it represents. In other words, as there is a connection between the form and the thing being represented, an icon can be described as a direct imitation of the object or concept.

The term '*icon*' is used to refer to all the signs in digital interfaces, but they are not specially icons in the field of semiotics. When user interfaces are first being created, most of the signs are imitations of real objects, such as documents, folders, and printers. This is possibly why all signs in user interfaces called as icons, but the original signifiers used are icons in that they resemble what they represent.

#### **2.2.6.2 Indexes**

An index shows an evidence of what's being represented. The correlation between the form and the thing being represented can be known innately or learned. An image of smoke for fire, dark clouds for rain, a foot print for a foot, a smile for being happy. In each case the presence of the former implies the latter exists.

#### **2.2.6.3 Symbols**

The word "symbol" is derived from the Greek verb "symballein" which means "to put together" and the related noun "symbolon" which means "mark", "token" or "sign".

Eisner (1970) has divided symbols into four categories based on the elements of resemblance of symbols to their referents. They are:

- (1) conventional symbols, which are “arbitrary forms taken to stand for events or ideas in a particular culture” (e.g., the star of David, the Valentine’s heart, letters, numbers )
- (2) representational symbols, which are “designed to represent, almost literally, the empirical aspects of reality” (e.g., realistic paintings, photos, miniature models).
- (3) connotative symbols, which are “the result from morphological distortions of representational symbols” (e.g., cartoon characters )
- (4) qualitative symbols, which are designed to establish an atmosphere and evoke feelings. (e.g. , the colours, lines, shapes that evoke some feelings)

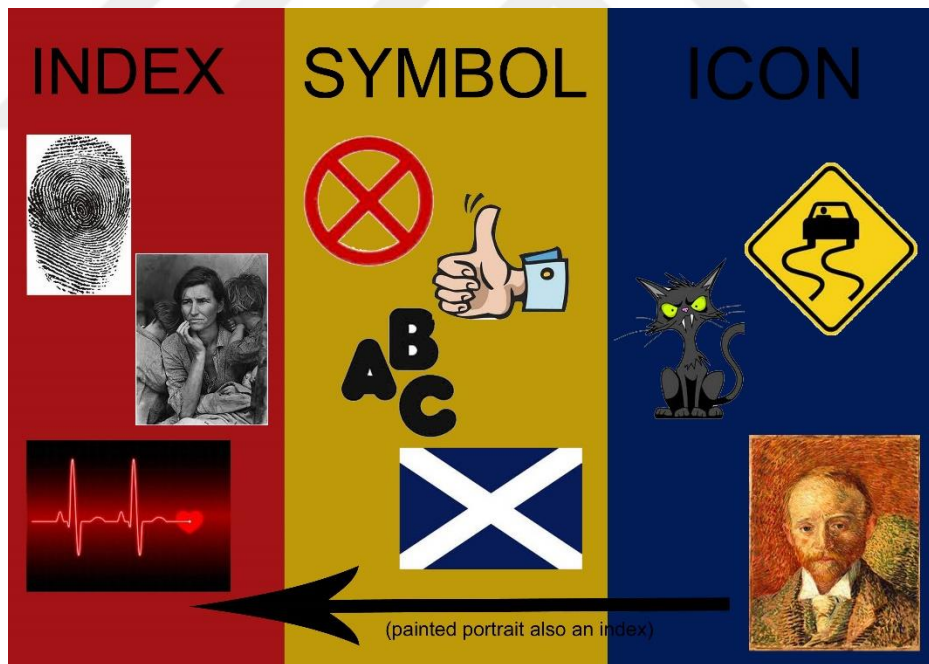


Figure 5: Three Forms of Sign (Mcculloch, 2011)

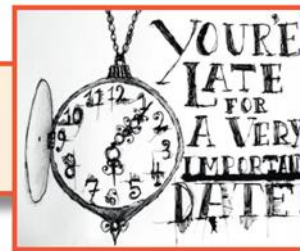
### 2.2.7 Drawings

In Meriam-Webster Learner’s Dictionary (2016), a drawing is defined as “a picture, image, etc., that is made by making lines on a surface with a pencil, pen, marker, chalk,

etc., but usually not with paint.”. Wright (1989) highlights that drawings “provide an immediately available source of pictorial material for the activities” and adds that “they are suitable as illustrations for personal expression.” (p. 203). Furthermore, the drawings created by teachers on the board take a lot interest from students and are real savers when teachers forget to bring pictures or something may happen with their preparation. The book “1000 Pictures for Teacher to Copy” of Andrew Wright (1984) is considered a good resource to deal with this problem.

**C. Do the questionnaire.**

1. You have a date with someone you like for the first time. You...
  - a) should dress up.
  - b) must arrive a little bit late.
  - c) have to take your own food with you.



2. You go to someone's house for the first time. You...
  - a) can take your friends with you.
  - b) may buy a little gift.
  - c) needn't be polite.



Figure 6: Drawings (Yes You Can A2.3 Workbook, 2014, p. 19)

### 2.2.7.1 Clines

In linguistics, a cline is a scale of continuous gradation. The British Council Teaching English website defines a cline as “a scale of language items that goes from one extreme to another, for example, from positive to negative, or from weak to strong”. Clines can be very effective in conveying and clarifying language, giving a very visual representation of meaning. They highlight shades of meaning. In the classroom, clines can be a useful tool for learners to record information. Besides, they can help teachers as a concept check and cut down on teacher talking time.

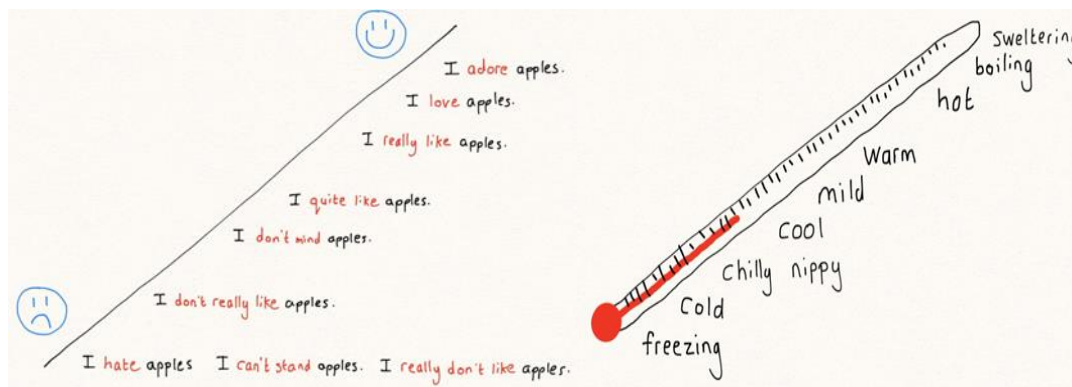


Figure 7: Clines in Language Teaching  
(Retrieved from <https://eflrecipes.com/2014/03/18/clines/>)

### 2.2.7.2 Stick Figures

Stick figures are drawings showing the head of a human being or animal as a circle and all other parts as straight lines (Merriam-Webster, 2018). As it is understood from the definition, anything can be drawn as stick figures. Billows (1961) points out “the best type of blackboard drawing is a rapid sketch, expressive like a caricature or the drawing in a good humorous magazine, but not necessarily accurate. The great advantage of a blackboard drawing is that it takes shape under the eye of the pupil” (Smith, 2005, p. 132). Therefore, stick figures on the board can be considered as simple, rapid and lively drawings but not accurate sketches. Like they are usually drawn on a blackboard and a paper, they are displayed through visual media.

As stick figures are just a combination of lines, circles and dots, they are simple to draw and easy to understand. They may give every image by means of simple stick-like lines and simple structures as stated by Min (2013). They can be used for not only primary classes but also higher classes to teach any lessons, contents or skills. The application of stick figures provide vivid explanation to students, enhance their memory, and trigger their imagination. As they also make the lessons more colourful, attractive and enjoyable, students are likely to feel very enthusiastic.



Figure 8: Stick figures

(Retrieved from <http://clipart-library.com/stick-figures.html>)

### 2.2.7.3 Timelines

Timelines are simple diagrams that can help some learners to see the relationships between verb forms and their time reference. According to Workman (2008, p.4), “timelines are lines and drawings that provide a visual representation of different verb forms, showing when things happen or are happening in the present, past or future”. Rees, the lecturer in London Metropolitan University states that timelines are diagrams that illustrate the reference to time made by a given piece of language.

<p><b>simple present</b> I <b>study</b> every day. (habitual action – past to present to future)</p>	<p><b>present continuous</b> I <b>am studying</b> right now. (action began in past, may continue into future)</p>	<p><b>present perfect</b> I <b>have studied</b> Chapter 1. (past action with indefinite time span)</p>	<p><b>present perfect continuous</b> I <b>have been studying</b> for two hours. (action began in past and continues until now)</p>
<p><b>simple past</b> I <b>studied</b> last night. (action completed in the past)</p>	<p><b>past continuous</b> I <b>was studying</b> when you called. (action began in past, implies possible continuation after second past event)</p>	<p><b>past perfect</b> I <b>had studied</b> drawing before I began to study painting. (past action completed before second past action)</p>	<p><b>past perfect continuous</b> I <b>had been studying</b> for two hours when my friends came over. (past continuous action occurring when second past action occurred)</p>
<p><b>simple future</b> I <b>will study</b> tomorrow. (action will occur in the future)</p>	<p><b>future continuous</b> I <b>will be studying</b> when you arrive. (continuous future action will continue to happen when another future action occurs)</p>	<p><b>future perfect</b> He <b>will have finished</b> reading by the time you arrive. (future action will be completed by time another future action occurs)</p>	<p><b>future perfect continuous</b> I <b>will have been studying</b> for two hours by the time you arrive. (future continuous action will be happening when another future action occurs)</p>

Figure 9: Teaching Verb Tenses with Timelines (Azar, 1981)

## 2.2.8 Cartoons and Comics

Sampath, Pannneerselvam and Santhan (1998) see cartoons as “metaphorical presentation of an idea in the form of a picture or sketch.” (p.141). It is an effective means to communicate news, situation, concept and people etc through pictorial representation. Mostly cartoons are thought provoking, and they carry a particular hidden message along with them.

Akram, Sufiana and Malik (2012) defines comics as pictorial cartoon series illustrating a story in an orderly manner. Akram, Sufiana and Malik (2012) report the ideas of Thorndike as that “child who reads one comic book every month will read and retain approximately twice as many words per year as the regular textbook contains” (Wittich & Schuller, 1967)

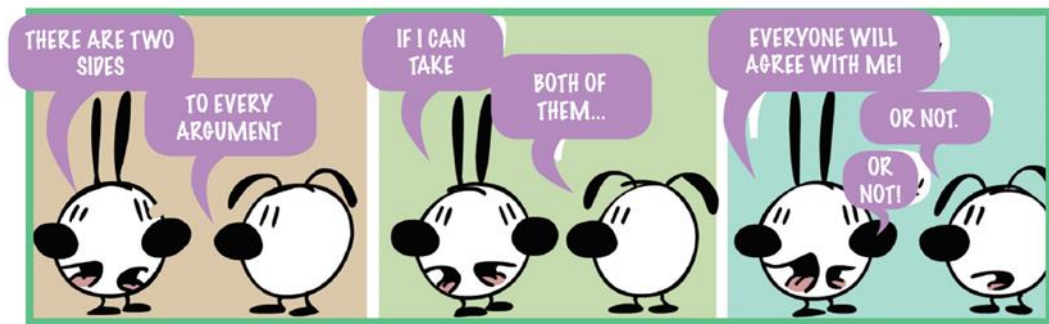


Figure 10: Cartoons

## 2.2.7 Graphics

Saunders (1994) defines graphics a “a prepared form of visual message or a visual form of communication”

### 2.2.7.1 Diagrams

According to Saunders (1994, p. 185), diagrams represent and identify:

- (1) parts of a whole,
- (2) parts of a process,
- (3) parts of a general scheme,

- (4) the flow of results of an action,
- (5) the flow of results of a process.

### ***2.2.7.2 Charts***

Charts are graphic forms showing information given in groups that are separated from each other by columns and rows (Winn, 1987). However, Braden (1996) emphasizes that the term chart is used incorrectly to refer to many other graphic forms, such as posters, pie graphs, bar graphs, and line graphs, as wall charts, pie charts, and so forth.

### ***2.2.7.3 Graphs***

Graphs are used to show quantitative relationships. According to Braden (1996), Fry (1983), Macdonald Ross (1977), Pettersson (1993), and Winn (1987) define graphs indicating that there are three types of graphs, which have different functions:

- (1) line graphs showing sequence and trends,
- (2) pie/circle graphs showing portions of a whole,
- (3) bar graphs showing quantitative comparisons.
  - a. isotype graphs showing quantities represented by series of small representational drawings (Winn, 1987, cited in Braden, 1996).

Isotype graphs are also called as “pictogram”, “pictographs” and “pictorial graphs”.

### ***2.2.7.4 Infographics***

Infographics are a new trend of visuals which presents too much information “within a certain flow of scope” (Krum, 2013) with very little explanation by the help of various visuals. They are so flexible that they allow information to be visualized and they can be prepared in different forms. (Schroeder, 2004). The innovation brought by infographics is the use of visual components in the presentation of information and the way of building the content (Dick, 2013). They can be used:

- to present the content of the course,

- to show the relationship between different concepts,
- summarize the topics,
- transfer processes and events (Meeusah and Tangkijviwat, 2013)



Figure 11: An infographic on Personality Types

(Retrieved from <https://www.macmillandictionary.com/learn/infographics.html>)

#### 2.2.7.5 Graphic Organizers

A *Graphic organizer* is referred to by various names, such as ‘visual organizer’, ‘knowledge map’, ‘concept map’, ‘story map’, ‘cognitive organizer’, ‘advance organizer’, or ‘concept diagram’. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instructions.

Bellanca (1990, 1992, cited in Braden, 1996) formulate that all the graphic organizers have two things in common:

- (1) a visual/ graphic component,
- (2) a structural background for verbal information.

A review study made in 2003 by the Institute for the Advancement of Research in Education (IARE) reports that graphic organizers improve retention, achievement, reading comprehension and critical thinking skills of students.



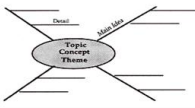

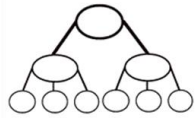
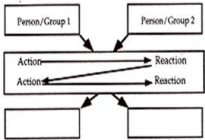
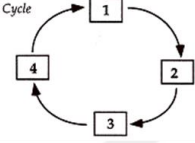
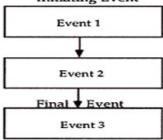
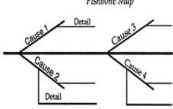
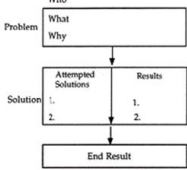
<b>Types</b>	<b>Functions</b>	<b>Key Frame Questions</b>									
<p><b>Spider Map</b></p> 	<p>Describing a central idea: a thing, process, concept, or proposition with support</p>	<ul style="list-style-type: none"> <li>• What is the central idea?</li> <li>• What are its attributes?</li> <li>• What are its functions?</li> </ul>									
<p><b>Continuum Scale</b></p> 	<p>Showing historical events or ages</p>	<ul style="list-style-type: none"> <li>• What is being scaled?</li> <li>• What are the end points?</li> </ul>									
<p><b>Network Tree</b></p> 	<p>Showing</p> <ul style="list-style-type: none"> <li>• casual information,</li> <li>• a hierarchy, or</li> <li>• branching procedures</li> </ul>	<ul style="list-style-type: none"> <li>• What is the superordinate category?</li> <li>• What are the subordinate categories?</li> <li>• How are they related?</li> <li>• How many levels are there?</li> </ul>									
<p><b>Human Interaction Outline</b></p> 	<p>Showing the nature of an interaction between persons or groups by outlining the goals, actions, and outcomes of culture contact.</p>	<ul style="list-style-type: none"> <li>• Who are the persons or groups?</li> <li>• What were their goals?</li> <li>• Did they conflict or cooperate?</li> <li>• What was the outcome for each person or group?</li> </ul>									
<p><b>Cycle</b></p> 	<p>Showing a series of events interact to produce a set of results again and again</p>	<ul style="list-style-type: none"> <li>• What are the critical events in the cycle?</li> <li>• How are they related?</li> <li>• In what ways are they self-reinforcing?</li> </ul>									
<p><b>Series of Events Chain</b></p> <p>Initiating Event</p> 	<p>Describing</p> <ul style="list-style-type: none"> <li>• the stages of something,</li> <li>• steps in a linear procedure,</li> <li>• a sequence of events, or the goals, actions or</li> <li>• outcomes of a historical figure or character</li> </ul>	<ul style="list-style-type: none"> <li>• What is the object, procedure, or initiating event?</li> <li>• What are the stages or steps?</li> <li>• How do they lead to one another?</li> <li>• What is the final outcome?</li> </ul>									
<p><b>Fishbone Map</b></p> 	<p>Showing casual interaction of</p> <ul style="list-style-type: none"> <li>• a complex event or</li> <li>• complex phenome</li> </ul>	<ul style="list-style-type: none"> <li>• What are the factors that cause X?</li> <li>• How do they interrelate?</li> <li>• Are the factors that cause X the same as those that cause X to persist?</li> </ul>									
<p><b>Problem-Solution Outline</b></p> <p>Who</p> <p>Problem</p> <p>What</p> <p>Why</p> <p>Solution</p> <p>Attempted Solutions</p> <p>Results</p> <p>1. 1.</p> <p>2. 2.</p> <p>End Result</p> 	<p>Representing a problem, attempted solutions, and results</p>	<ul style="list-style-type: none"> <li>• What was the problem?</li> <li>• Who had the problem?</li> <li>• Why was it a problem?</li> <li>• What attempts were made to solve the problem?</li> <li>• Did those attempts succeed?</li> </ul>									
<p><b>Compare-Contrast Matrix</b></p> <table border="1" data-bbox="320 1771 563 1845"> <tr> <td>Attribute 1</td> <td></td> <td></td> </tr> <tr> <td>Attribute 2</td> <td></td> <td></td> </tr> <tr> <td>Attribute 3</td> <td></td> <td></td> </tr> </table>	Attribute 1			Attribute 2			Attribute 3			<p>Showing similarities and differences between two things according to their features.</p>	<ul style="list-style-type: none"> <li>• What things are being compared?</li> <li>• How are they similar?</li> <li>• How are they different?</li> </ul>
Attribute 1											
Attribute 2											
Attribute 3											

Figure 12: Some Types of Graphic Organizers and their Functions  
(Adapted from Grabe, 1997)

Note: The graphic organizers are retrieved from <http://wa.westfordk12.us/pages/FOV10004316C/StudySkills/Types%20of%20Graphic%20Organizers.htm>

### 2.2.7.6 *Typographic Designs/Visuals*

Typographic designs are expressive language shapes/visuals used for information and message transfer in a variety of typefaces, colours and styles. They are unusual ways to enhance the textual meaning and express emotion as well. Stone, Alenquer and Borisch (2004) emphasize typographic visuals are three-dimensional designs, including semantic denotative representation, colour and texture, and shape, which trigger a variety of thoughts, images and meanings in both semantic and episodic memory systems when they are used as stimuli. Besides, that students design new letter forms and expressive shapes for words helps them “to develop a personal feeling for words as well as the obviously necessary one of acquiring an understanding of literal, dictionary meanings” (Wright, 1987).



Figure 13: Typographic Designs (Prime Time 2 Student's Book, 2012)

### 2.2.8 **Picture Books**

Bader (1976) gives the description of a picture book as follows:

“A picturebook is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historic document; and foremost, an experience for a child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning of the page. On its own terms its possibilities are limitless” (p. 1)

Lado (2012) thinks that picture books are visually, linguistically, and socially appealing, and adds that they are a flexible resource which can be enjoyed and appreciated by English language learners (ELLs) of all ages in different levels and meet their needs although they are generally designed for children.

Illustrations play an integral role in picture books. In terms of the picture-text relationship, Matulka (2008) uses the following terms for the categorization of picture books:

- Picture books in which pictures are pivotal to the story with text playing an important but supporting role,
- Picture storybooks in which pictures complement the story, often reflecting the plot,
- Illustrated books in which text takes center stage with pictures playing a supporting role,
- Informational picture books in which the text and the pictures complement each other (concept books such as alphabet and counting books),
- Picture book biographies (as a type of informational picture book) giving readers a brief glimpse into a segment of the life of an individual.

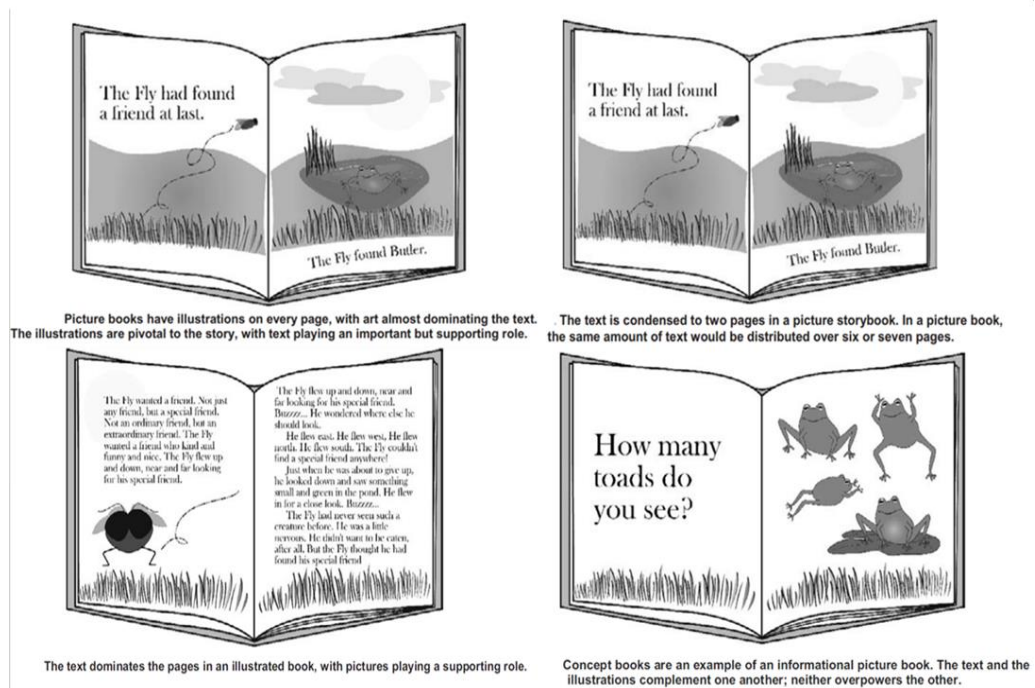


Figure 14: Picture Book Classifications of Matulka (2018)

Beside the written ones above, there are also some visuals that can be oral.

### **2.2.9 Audio-Visuals**

Audio-visual aids for effective learning were suggested by Mayer's cognitive theory of multimedia learning (2003), which indicates that input is divided into two channels: words and pictures. The words can be printed or spoken, whereas the pictures can be static, such as photos or maps, or dynamic, as videos.

The types of visuals are classified according to form, function, meaning, information, and the way of presentation.

### **2.3 Types of Visuals**

When we trace the developments of classifications of visuals from 1968 to the present day, the following can be detected. The classifications of visuals is presented graphically as under:

Firstly, Billows (1968) proposes three main categories of visuals on the basis of forms into three main categories:

(1) Two-dimensional aids – include wide variety of pictures and drawings, such as all kind of pictures, postcards, posters and magazines, maps and plans, tables, charts, diagrams, graphs, mind maps and time lines, picture stories, cartoons and comic strips, film, video, television, cinema and OHP transparencies and slides.

(2) Three-dimensional aids which mean teacher's and students' body language (mimes, gestures, facial expression, acting a situation, puppets)

(3) Other visual aids - almost everything that presents information visually and is used in teaching process. These are realia such as a calendar, a clock, a mirror, toys and art: (paintings, albums, and sculptures).

Secondly, there are some other equipment or means in the classroom that make teaching easier with displayed visuals (Wright & Haleem, 1992; Allen, 1983; Gairns & Redman, 1995). Ashaver and Igyuve (2013) discuss the views of Anzaku (2005) about visuals that can be considered as equipment in role of a projector to deliver their

latent value and sees such materials as the means of conveying content of potential value. In this study, these materials or aids are grouped into two: sole visuals and audio-visuals

A. Sole Visuals:

- (1) Different types of board (Chalkboard, Whiteboard, Interactive White Board, Smart Board),
- (2) Projectors (filmstrip projectors, slide projectors, overhead projectors, opaque projectors (episcope), RGB projectors),
- (3) Wall posters/pictures,
- (4) Flash cards (Picture flash cards and word flash cards),
- (5) Word cards and worksheets,
- (6) Authentic printed materials including “anything written and printed in English: newspapers, magazines, publicity, technical instructions for equipment, holiday brochures, etc.,”
- (7) Realia (Real objects)
- (8) Mime and gesture

B. Audio-visuals: film, video, television, computer

Thirdly, VanDeVort (2007) gives Levin’s (1982) taxonomy of picture functions which is based on how visuals support a text and an aid in student comprehension of a complex text concepts. Carney and Levin (2002) explain text-embedded pictures can serve five communication functions as follows:

- (1) Decorational pictures just decorate the page and have little or no relationship to the text content. In other words, Jonassen (2004) sees decorational pictures as the example of drawings in a pine tree adjacent to a description of a hiking trail would be decorational in nature.

- (2) Representational pictures are the most commonly used type of illustration. They reflect part or all of information from text content. For example, a picture that accurately portrays a scene described in a Harry Potter's book would be deemed representational.
- (3) Organizational pictures provide a useful structural framework for the text content and give a text more coherence. (e.g., an illustrated map of a hiking trail, or an illustration showing the series of steps involved in performing cardiopulmonary resuscitation)
- (4) Interpretational pictures facilitate in understanding difficult text and abstract concepts or ideas. (e.g., representing blood pressure in terms of a pump system).
- (5) Transformational pictures include systematic mnemonic (memory enhancing) components that are designed to improve a reader's recall of text information. To put it more clearly, they have an impact on a learner's memory.

Besides, on the basis of how visuals convey meaning, Knowlton (1966) and Alesandrini (1984) have a quite similar taxonomy of visuals, which has been widely used in the research literature:

- (1) Realistic/Representational visuals
- (2) Analogical visuals
- (3) Logical/Arbitrary visuals

On the other hand, Clark and Lyons (2011) refer to organizational, transformational, and interpretive visuals illustrating "relationships among content that promote building of mental models" (p. 61) collectively as explanatory visuals, by also adding relational visuals which communicate "quantitative relationships among two or more variables" (p. 19). Furthermore, unlike Carney and Levin, Clark and Lyons (2011) discuss transformational visuals and mnemonic visuals differently. Transformational visuals show "change(s) over time or over space to build cause and effect mental models" and are commonly used "to teach or provide reference to the steps needed to perform a

procedural task” (p. 19). A visual showing how to use a device or machine can be given as an example of transformational visuals. As to mnemonics, Scruggs and Mastropieri (1990) describe them as “the specific reconstruction of target content intended to relate new information to the learner's existing knowledge base and, thus, facilitate retrieval” (Fulk, Lohman, & Belfiore, 1997, p. 33). Based upon this definition, Clark and Lyons (2011) define mnemonic visuals as retrieval cues that “capture the meaning of facts or concepts and link them visually to a different concept that provides a bridge to their meaning” (p. 18).

On the other hand, according to Canning-Wilson (2000), in language learning, as a consequence of the learners’ different interpretations and uses of visuals, there are two types of visuals as top down or bottom up processes. While top down visuals are utilized for testing thoughts against reality or dealing with particular issues through concept maps or by relating thoughts to different realities and thoughts, bottom up visuals as graphics enable learners to sort, scan and organize information.

Canning-Wilson (2000) also sees visuals as projected or non-projected images. A projected visual is planned and the result of an intended meaning whereas a non-projected visual happens unexpectedly and spontaneously.

According to the type of information visuals provide, they are sorted out into two types by Bejar et al. (2000) and Ginther (2001). Context/situational visuals are the types of visual which give information about the participants, the setting, and text type. For instance, a picture that shows a waiter and a customer in a restaurant is an example of a context/situational visual. Ginther (2002) states that context visuals have three functions: “(1) to complement verbally presented information with usually presented information, (2) to set the scene for the verbal exchange, and (3) to cue examinees to a change in speakers in a conversation”. In contrast, content visuals are types of visual related to the content of the verbal stimulus, such as photos, graphs, charts, drawings. For example, in a lesson about music, a photo of Beethoven can be used as a content visual. Bejar et al. (2000) characterizes content visuals as follows:

- (1) replicating the audio stimulus,

- (2) illustrating the audio stimulus,
- (3) organizing information in the audio stimulus,
- (4) supplementing the audio stimulus.

Lastly, as ways of presentation, visuals can be static (still) or dynamic (animated). While static visuals include only structural information, dynamic visuals include both structural and temporal information. Ghaderi & Afshinfar (2014) states that dynamic visuals have two positive functions in learning. Firstly, they provide additional information that cannot be displayed through static pictures; therefore, learners can perform more cognitive processing. Secondly, since they provide through external support for simulating the behavior of the system depicted, they help learners build a dynamic mental representation (Schnotz & Rasch, 2005).



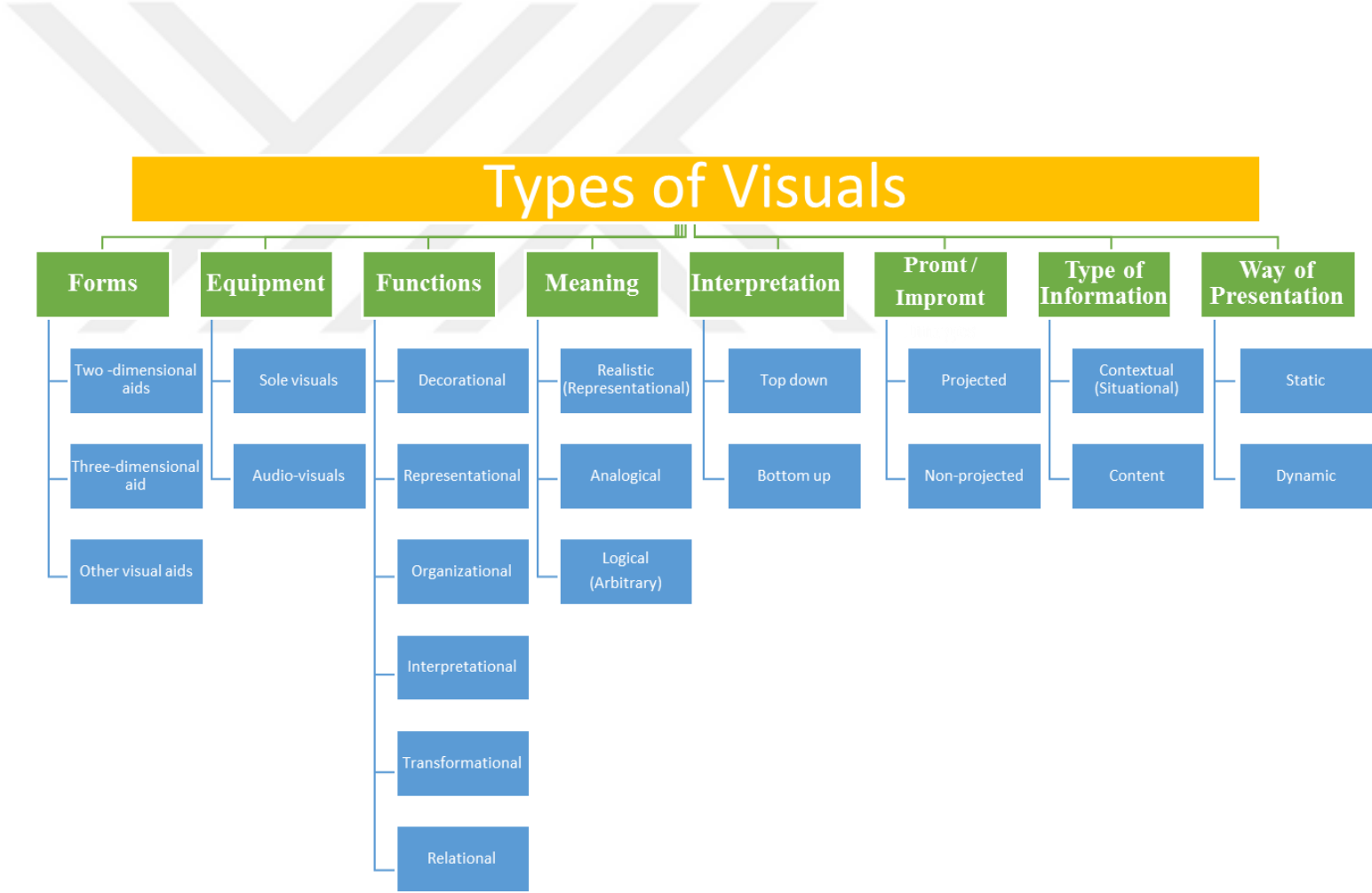


Figure 15: Types of Visuals

## 2.4 Visual Discourse Analysis

Discourse is not limited to the written and spoken language, but it includes extralinguistic and semiotic processes. Hill Boone (1994) accepts that visuals are texts which can be read and understood. Thus, they function outside of language. Albers (2007) defines Visual Discourse Analysis (VDA) as “an approach to analysing art as a language and its use” (p. 81). Albers (2007) further states that VDA is concerned with a theory and method of studying the structures and conventions within visual texts and identifying how certain social activities and social identities get played out in their production (p.83). VDA encompasses analysing visual texts and visual marks, situations in which art as a language is used. In other words, VDA deepens decoding and understanding the meaning of visuals and what they are intended to represent as well as how the audience interprets them. Therefore, visual texts must be seen as important forms in how they communicate (Hill Boone, 1994), and they are analysed structurally, semantically, artistically, tactilely and visually; otherwise visual texts are largely uninterpreted. The following chart gives the component of visual discourse analysis:

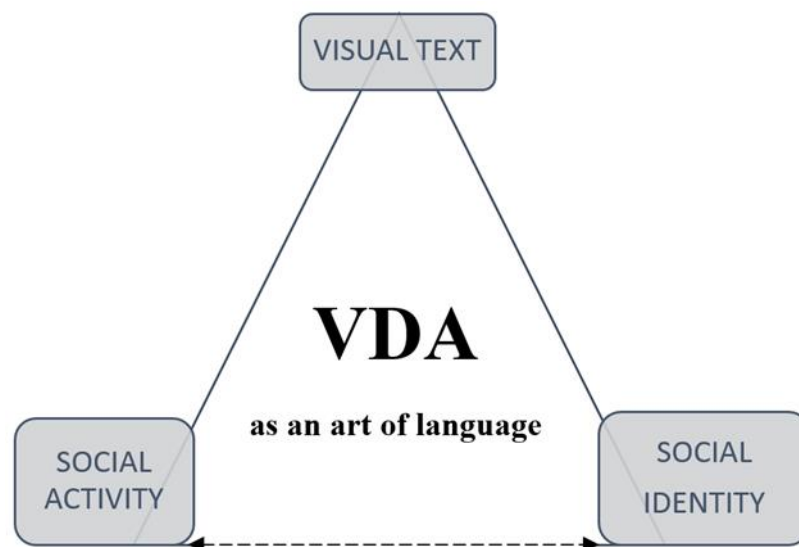



Figure 16: Components of Visual Discourse Analysis

In our case, a test taker in language learning is an analyst. A test taker's responsibility is to analyse the visual discourse. Here are two examples taken from the achievement test used for this study (See Appendix 2: Reading Test, Part 3)

**PART 3: Please read what some people say about hobbies and phobias. Then, please complete the following sentences with the names of the people in the text.**



**Mary:** I used to be an unhealthy child. I don't know why but maybe because of this I'm afraid of getting into hospitals. My biggest fear is getting ill.

4. .... doesn't want to become sick.

Figure 17: Reading Test, Part 3

The below figure for the question 4 can be visually organized as:

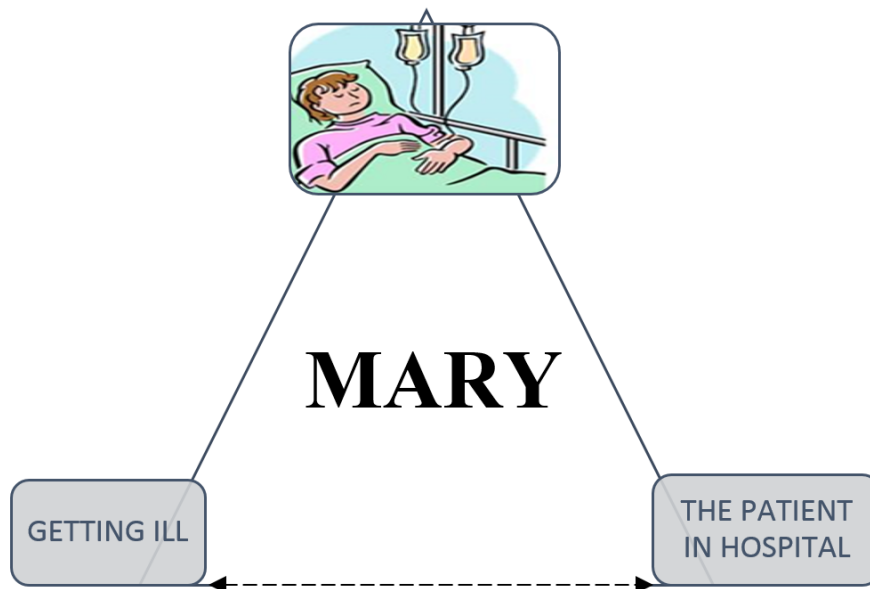


Figure 18: An Example of Visual Discourse Analysis for the Question 4 in the Reading Test, Part 3

According to the visual discourse analysis, “Mary” is the answer of the question: “Who doesn’t want to become sick?” Here “Mary” functions as an anaphoric referent of the proposition the one who doesn’t want to become sick.

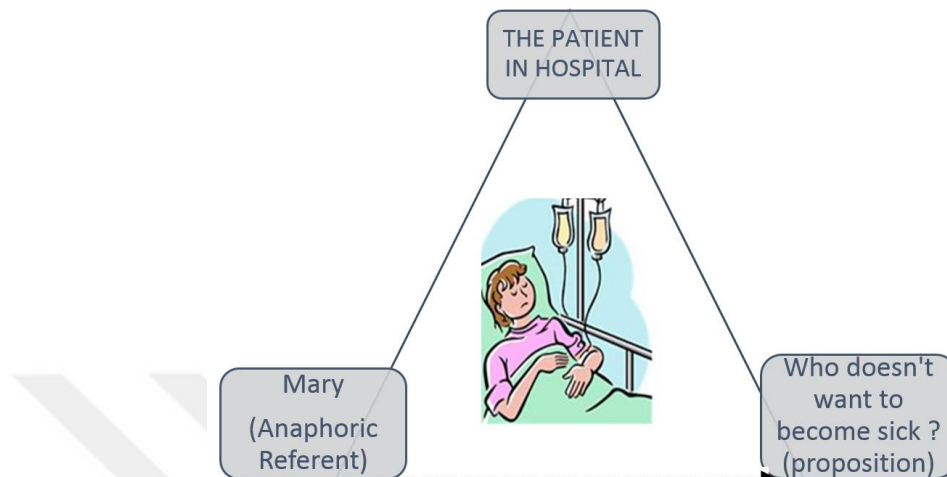


Figure 19: Visual Organizer for Anaphoric Referent for the Question 4 in the Reading Test, Part 3

For the answer of the question in the achievement test is not only comprehended by the anaphoric referent, “Mary” but also the cataphoric referent of the given proposition in the same text, “My biggest fear is getting ill”. The following visual discourse analysis can be done for getting correct answer by a cataphoric referent as is the given below visual organizer:

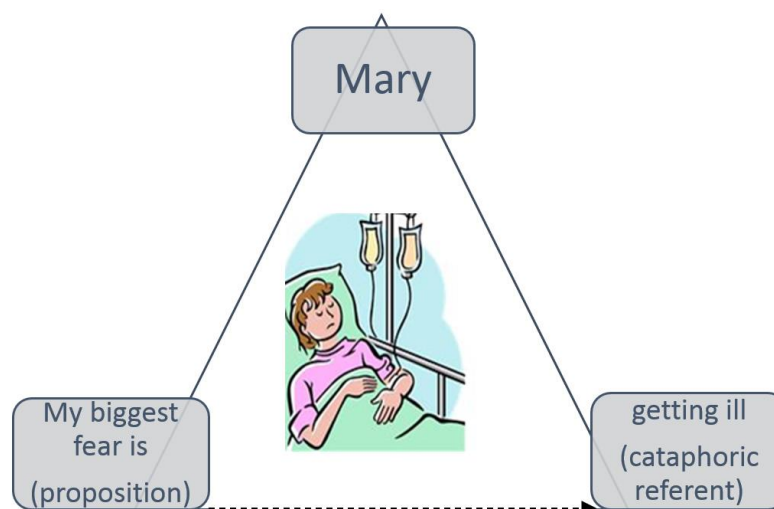


Figure 20: Visual Organizer for Cataphoric Referent of in the Reading Test, Part 3

In the visual diagram above, it is clearly seen that Mary is at hospital, not home. An unhappy face, two serum bags hanging from the stand, the bedstead are the visual clues which enable the test takers meaning to comprehend the text.

Glenberg and Kruley (1991) state visuals may help test takers or readers to learn from texts and enhance their comprehension smoothly. Besides, as visuals provide an “external memory” (intertextuality), test takers or readers may “avoid searches of long-term memory or the text itself, when information required”

The aforementioned diagrams of VDA may conform to three principles about language suggested by Gee (2005):

- (1) Visual language is reflexive,
- (2) Language allows for the situated meanings,
- (3) Language is composed of many social languages

Hence, VDA requires a disciplinary of knowledge of art as a sign system: a semiotic approach. Semiotics can be briefly described as the systematic study of signs, and sign systems or language systems that have distinct grammar”, such as art and language. In a broader sense, Albers (2009) think semiotics “explores the nature of function of signs as well as the systems and processes underlying signification, expression, representation, and communication” (p. 9). Then semiotics provides a way of thinking what meaning is transferred, and represented when written/oral language is not main source or written/oral language and visual language work in concert. Then Kress and Van Leeuwen (2006) claim that semiotics make students read and interpret all types of texts critically.

In addition, the following four principles should be taken into account while studying art as a language (Albers, 2007):

1. Visuals texts are created, read and interpreted all time,
2. Visual texts have underpinning systems of meaning with:
  - a. the graphic cueing system, related to the meanings of colour, shapes, and lines,

- b. the syntactic cueing system, concerned with the grammatical or organizational structure of the composition and the objects in the visual text,
- c. the semantic cueing system, referring to the intended meaning of visual texts and the meaning derived by the viewer (in our study test taker),
- d. the pragmatic cueing systems, bridging between the viewer's interpretation and the visual text's intended meaning.

As Albers (2007) further states visual texts are created for a variety of uses and intentions, we have used them in testing.

### **2.5 Use of Visuals in Teaching English**

Visuals have a major role to play in the development of learners' skills; thus, teachers and learners can use them in learning strategies and teaching process. They can be used at any stage of a lesson.

Nelson, Reed, and Walling (1976) think that the use of pictures can be better and more useful than other materials. It is suggested that an effective use of visuals results in better learning. McLeod (2007) supports that visuals help learners store information in long-term memory and make learning more meaningful for students.

According to Wright (1989), pictures give contribution to students' immediate interest and motivation, sense of language in context, and stimulate students' ideas. Ur and Swan (2009) draw attention to the "visual focus" and underscores that "it is very much easier to concentrate on thinking about something if you can see that something, or at least see some depicted or symbolic representation of it" (p. 14). One educator also observes that "as John Dewey has repeatedly pointed out, interest begets effort and a favourable mind set for learning."

Taking the same side with Wright, Wright and Haleem (1992) points out that the meaning of words can be derived from meaning context. Therefore, pictures improve students' learning skills in deriving the meaning of words from the context and being non-verbally responsive for non-verbal text.

Bowman (2011, p. 129-130) summarizes the reasons for using visuals in teaching as follows:

1. *“The brain loves images”*. The more detailed, colourful, eye-catching, descriptive, and emotional the image, the longer the brain stays interested.
2. *“Images evoke emotion”*. Images evoke the kind of emotion that words alone cannot achieve. Images can be humorous or serious, simple or complex; whatever type of image is included, learners react emotionally and, in turn, pay more attention and retain more later.
3. *“Images trigger long-term memory”*. Long-term memory relies on images and their associated emotions. The more image-rich you can make the content, the more it will be retained.
4. *“Images create shortcuts”*. Describing even the simplest procedure takes time. It takes far less time to demonstrate the same procedure. As Bowman (2011) explains, “From a learning perspective, the verbal description ... means that the learner has to translate the words into mental images” (p. 130). Using images from the beginning can greatly shorten the amount of teaching time required.

Foliaki (2012) sees a visual like a compass, as visuals reinforce learners’ comprehension skills through connection, and aid learners to integrate knowledge with prior learning and clarify thoughts and information, helping the teacher to identify learners’ misconceptions.

Raimes (1983) also highlights that visuals are valuable resources because they offer:

- both a variety of activities and a sequence of activities,
- shared experience for students in the classroom,
- common vocabulary and language forms to be used by students.

In addition, visuals are an easy way of bringing the outside world into the classroom; thus, it can enrich the teachers' and learners' text and context about life dynamic and dimension for formal and non-formal situation and condition.

Furthermore, Knapp (2012) presents Ortuño (1994) ideas that visuals can lower classroom anxiety and promote "active exploration of the language".

As seen above, visuals are good timesavers, which can make the learning process easier, more enjoyable, more meaningful and more memorable by affecting learners' interest, curiosity, creativity, positive motivation, and concentration. Harmer (2001) also states a better learning happens in the classroom due to visuals.

### **2.5.1 Use of Visuals in Grammar Teaching**

In the project called "Using Visual Aids to Teach Grammar to Children in a Public School", Cruz (2017) analysed the data obtained from 36 fifth graders in a public school in Pereira and concluded that visual aids including realia, pictures, and flashcards were supportive and helpful material not only for the teacher to explain grammatical rules implicitly, but also for learners to grasp understand basic grammatical pattern more meaningfully and easily. Similarly, Knapp (2012) also believes that visuals aid students in the illustration of "grammatical concepts. Pictures are ideal to present an action, event or scene and illustrate what a sentence in present continuous or present simple represents. Realia are also valuable tools to teach prepositions of place and demonstrative pronouns. On the other hand, flashcards as prompts enable students to show the differences among certain grammatical items, such as personal pronouns, action verbs, and antonyms.

### **2.5.2 Use of Visuals in Vocabulary Teaching**

Teachers often use visuals to explain and review the meaning of vocabulary items. Philips (1993) claims that "vocabulary is best learned when the meaning of word (s) is illustrated for example by a picture, an action, or a real object" (p.74). Additionally, Harmer (2001) states that, "one of the most appropriate uses for pictures is for the presenting and checking of meaning of the word airplane, for example, is to have a picture of one" (p.135). Besides that, they deepen their understanding of concepts;



therefore the learner's vocabulary mastery will be increased. Pictures can be used in various ways as Harmer (2007) mentions some of them, including drills, communication games, discussion, ornamentation, understanding, prediction, discussion. Furthermore, Knapp (2012) believes visuals help students to acquire “concrete vocabulary”.

### **2.5.3 Use of Visuals in Teaching Four Skills**

Wright (1989, p. 17) outlines the roles of pictures in productive skills (speaking and writing):

1. Visuals can draw students’ motivation and attention and make them participate in learning,
2. Visuals can create contextualized language learning activity,
3. Visuals may raise interpretation objectively and subjectively,
4. Visuals may refer to response of questions, or as controlled practices,
5. Visuals can stimulate and give information in dealing with conversation, storytelling and discussion.

#### ***2.4.3.1 Use of Visuals in Listening Skills Teaching***

Burgoon (1994) finds out that approximately 70% of the meaning in a social situation is encoded in the visual. According to Wagner (2010), Many researchers agree that visual elements are important components of listening ability, and listeners can more easily construct the meaning of a spoken text including non-verbal input than a spoken text excluding non-verbal input because such components support them (e.g., Allan, 1984; Altman, 1990; Baltova, 1994; Gruba, 1997; Hasan, 2000; Kellerman, 1990, 1992; Progoosh,1996; Shin, 1998).

Roost (2002) states that listening rarely occurs “in the dark.” For sighted people, in virtually all the situations and circumstances, listeners can see those speaking to them. The only common exceptions are telephone conversations, radio broadcasts or podcasts, or public address systems.

Suvorov (2008) identifies several advantages of visuals for listening comprehension:

1. Seeing the situation and the participants increases situational and interactional authenticity, which in some cases may aid comprehension (Buck 2001, Wagner 2007).
2. Body language, facial expressions, and gestures of the speaker can provide additional information (Buck 2001, Coniam 2001, Ockey 2007).

Batty (2014) mentions Rost's (2002) ideas indicating that these visual signals operate as a "cotext" to the verbal signals

3. With visual input, the listener can more easily identify the role of the speaker and the context (Baltova 1994, Gruba 1997, Rubin 1995).
4. Visual elements can activate the listener's background knowledge (Ockey 2007, Rubin 1995).

Some techniques to teach listening skills through visuals are listed below:

**a. Dialogues:** (1) Teacher gives pictures of people talking. (2) Students act a dialogue out according to the context of the picture.

**b. Dictation:** (1) One student describes a picture. (2) Another draws the whole picture, to add certain things or to colour it in a certain way according to the information (s)he hears.

**c. Ordering:** (1) Teacher gives a set of pictures to students (2) Teacher describes them. (2) The Students number these pictures in the order teacher describes them.

**d. Predicting:** (1) Students have a picture or a set of pictures or real objects (2) They predict the context of a listening task beforehand.

#### ***2.4.3.2 Use of Visuals in Speaking Skills Teaching***

Using visuals has some benefits in teaching speaking. Firstly, visuals can promote learners' interest in learning a foreign language; therefore, visuals can motivate

students to take part in speaking activities and be a good starting point for communication between students. In other words, visuals have a role of stimulus for interaction in speaking lessons. On this point, Byrne (1990) points out that pictures can stimulate students' discussion and interpretation of the topic. Secondly, Visuals can trigger students' imaginative language function. Moore (1982) supposes that visuals, especially pictures and colourful posters, can add much to the attractiveness and atmosphere of a classroom.

Regarding how and when to use visuals, it depends on the teachers' ability, flexibility and purposes. According to Wright (1989), visuals motivate students and help to remind them what to say in both mechanical activities and communicative activities.

Some examples of speaking activities are described below:

**a. Description:** Students describe what they can see in a visual or answer the questions related to the visual (Wright, 1984).

**b. Dialogues as information gaps:** (1) Students work in pairs or groups. (2) Student A sees a visual and student B asks some questions related to the visual (Wright, 1984).

**c. Interpretation:** Students exchange their opinions and feelings by interpreting what is represented in the picture (Wright, 1984)

**d. Spotting the difference:** (1) Students examine two or three visuals in which a few details are different. (2) They find these differences and describe them. (Wright, 1984)

**e. Naming:** (1) Teacher asks "What's this?" showing a particular object or its visual. (2) Students give a simple answer, such as "It's a ....." (Hill, 1990).

**f. Identification:** (1) Teacher shows a visual quickly or a small part of it to students. (2) They describe what they see or ask questions to identify the visual (Wright, 1996).

**g. Memory games:** Many types of memory games can be created by using visuals. For example, (1) teacher shows a selection of people pictures and place them face down. (2) One student select a picture (3) The other ask questions and tries to

remember what the picture is. (3) When s/he is right, s/he takes the picture, or the picture is replaced (Wright, 1984).

#### ***2.4.3.3 Use of Visuals in Reading Skills Teaching***

Reading research studies with the Dual Coding Theory (DCT) framework demonstrated that the combination of text and visuals elicits beneficial effects in terms of comprehension of the material. Visuals do not only offer additional contextual information to comprehension, perhaps more importantly they trigger referential connections between verbal and imagery systems, providing an additional route to comprehension. It is believed that the use of visuals in the development of instructional materials will promote reading comprehension.

Wright (1989) gives some examples showing how to use visuals in teaching reading skills as follows:

**a. Matching:** (1) Teacher gives students a number of texts and pictures. (2) Students match each text with the most appropriate picture.

**b. Find your partner:** (1) Teacher gives one card on which there is either a text or a picture to students. (2) The students walk around looking for the picture to match their text or vice versa.

**c. Incomplete picture:** (1) Students are given an incomplete picture and a text with information about it. (2) They read the text and draw in the missing parts of the picture.

**d. Predicting:** (1) Students look at a picture. (2) They predict what the text is about

**e. Sequencing:** Students order a number of pictures according to the story they read.

**f. True or false:** (1) Teacher hand out a picture and a set of sentences. (2) Students decide which of the sentences are true or false.

#### ***2.4.3.4 Use of Visuals in Writing Skills Teaching***

In 2001, Canning-Wilson tested students' language output via writing and the use of visual prompts. Canning-Wilson (2001) set up a control group with a written prompt and an experimental group with a visual prompt, and established that the “quantity and scores of those with visual writing prompts were higher” (Pietre, 2003, p. 142).

Visuals can be used to teach writing a procedure text, which gives a guidance about steps to do something and is found especially in a manual and recipes. The findings of some research show that the use of visuals positively impacts student achievement in writing a procedure text (Febriani, 2014; Ruswinarsih, 2015; Suaeni, 2015).

Visuals can be applied to teach writing skills as follows (Wright, 1989):

**a. Gapped story:** (1) Teacher shows a sequence with one picture missing. (2) Students write the story guessing the content of the missing element

**b. Picture as a source of information:** Students use all kind of maps, plans, brochures, theatre guides and other real objects to write for example how to get to a certain place, to describe it, to plan holidays or to invite somebody to the theatre..

**c. Picture strip sequence:** (1) Teacher gives a picture sequence, a picture strip or a cartoon strip. (2) Students write in the speech bubbles or write out a full text.

**d. Written composition:** (1) Teacher presents the first picture and asks students to start writing a story based on it. (2) After five minutes, students read what they have written. (3) The teacher shows another picture which may not have any obvious relationship with the previous one and tells the students to continue their story without any break.

## **2.6 Testing**

Learning is checked by testing through which learners' linguistic competence, comprehension competence and production competence can be viewed. Therefore, according to Brown (1987), a test can be as "a method of measuring a person's ability or knowledge in a given area' (p. 219)

### **2.6.1 Language Testing**

Language testing seems to be a difficult responsibility. It is perceived as difficult, since decisions on the students' performance are made with the test results. Davies (1990) explains that language testing gives aims for language testing, and in reaching these aims it monitors teachers and learners success. However, Davies (1990) considers that

by language testing is not successfully performed because teachers think testing only to score the students' performance. In addition, teachers do not give attention to planning and administration, although testing has influence on teaching.

Bostan (2005) discusses Hughes (1989) views as most of language tests have very poor quality and negative effects on the teaching and learning.

The classroom tests which are prepared, administered and scored by the teacher are the main concern. Harris (1969) mentions that classroom tests should carry the course objectives and the test content should be related to the content of the course, and the classroom teacher should be the only one to evaluate the test.

Additionally, Bostan (2005) presents Harris's (1969) main objectives of language testing as follows:

1. to determine readiness for instructional programs.
2. to classify or place individuals in appropriate language classes.
3. to diagnose the individual's specific strength and weaknesses.
4. to measure aptitude for learning.
5. to measure the extent of student achievement of the instructional goals.
6. to evaluate the effectiveness of instruction.

#### ***2.6.1.1 The Importance of Language Testing***

Madsen (1983) indicates that testing helps students learning English in at least two ways. The first way, well- made tests can help teachers to create positive perceptions toward their classes. If teachers can provide positive classroom experiences, such as motivation and efficient instruction for their students, which creates a sense of accomplishments in the classroom atmosphere. In order to create a sense of accomplishment in the classroom, teachers use periodic evaluation tests which lead students' dissatisfaction with their success.

Besides, testing can help students to master the language. When students study for exams and again when the exams are returned and their results are discussed, students give further attention to language items so they adjust their personal goal. For instance, one student may find that he has missed several vocabulary items on a recent test. At first step he tries to concentrate on the meaning of troublesome words, as a second step he tries to see their spelling in the written text.

In short, students have a sense of accomplishment by the help of positive feeling which teachers create. Testing also help students to study hard so they see their weak points which they need to improve.

In addition, Madsen (1983) put forwards that testing also help teachers. Testing is a kind of vehicle for teachers. Testing helps them to evaluate their performance in language classes by looking the results which have been taken from the students. Madsen also suggests (1983) that teachers may ask themselves the following questions to evaluate themselves after taking the results:

- Have I been effective in my teaching?
- Are my lessons on the right level?
- Am I aiming my instruction too low or too high?
- Am I teaching some skills effectively but others less effectively?
- What areas do we need more work on?
- Which points need reviewing?
- Should I spend more (or less) time on this material with next year's students?

Madsen (1983) further states that testing also help teachers to improve the evaluation process such as:

- Were the test instructions clear?

- Was everyone able to finish in the allotted time?
- Did the test cause unnecessary anxiety or resentment?
- Did the test results reflect accurately how many students have been responding in class and in their assigned work?

As it is seen, testing can benefit teachers in terms of evaluation themselves and improvement in the evaluation process.

### ***2.6.1.2 Reasons of Language Testing***

Reasons of language testing can be summarized as Ur (1999, p. 9) lists. Tests:

1. give the teacher information about where the students are at that moment, to help decide what to teach next,
2. give the students information about what they know so that they also have an awareness of what they need to learn or review,
3. assess for some purpose external to current teaching,
4. motivate students to learn or review specific materials,
5. get a noisy class to keep quite and considerate,
6. provide a clear indication that the class has reached a situation in learning such as the end of a unit, thus contributing to a sense of structure in the course as a whole,
7. get students to make an effort ( in doing the test itself ), which is likely to lead to better results and a feeling of satisfaction,
8. give students tasks which themselves may actually provide useful review or practice, as well as testing,
9. provide students with a sense of achievement and progress in their learning.

Hughes (1989) categorizes the reasons of testing as:

- to measure students' language proficiency,
- to learn if students have achieved the objective of a course,
- to recognize students' strengths and weaknesses, to discover what they know, and what they do not know,
- to assist students to understand the teaching programme.



As is seen in above categories, students' language proficiency along with the degree and depth of their learning can be assessed by testing. Therefore, testing influences language teaching. If there is a one to one correspondence between testing and learning, visuals which can be considered as influential as learning strategies should be included in testing.

### **2.6.2 Use of Visuals in Testing**

Gruba (1997) proposes some reasons why visuals should be employed in testing:

The use of visuals in testing is theory driven because of the fact that both verbal and visual stimuli include in real life communicative situations.

Language teachers often involve working with visuals in the classroom; therefore, the use of visuals in language exams is pedagogy related.

#### ***2.6.2.1 Pros and Cons of Visuals in Testing***

Canning-Wilson (2001) gives some advantages of using visuals in testing:

- Visuals enhance the authenticity of a test.
- Visuals let learners concentrate on the whole item or a piece of an item.
- The presence of visuals may furnish learners with a situational context, which usually makes them more open to structure comprehension.
- Visuals on examinations can serve as a way of predicting, inferring, and deducing information
- The use of visuals enables teachers to see whether learners understand the syntax and structure or not.
- In testing through visuals, learners are more likely to use top-down or bottom up processing in order that they can decode information.
- Learners can comprehend the given text better with visuals.

In addition to the points above;

- Visuals can enhance learner engagement by activating “more of the pleasure structures in the brain and making his or her positive emotional attachment to the tests stronger” (Grimm, 2013).
- Visuals make face validity higher, it is because learners feel less anxious when they take a test in the format they are used to in their classroom.

On the other hand, visuals can have some drawbacks:

- If visual information does not fit into the learner’s cultural and educational background knowledge, understanding will be more difficult or what is said/written will not make any sense for learners (Rubin, 1995 in Suvovor, 1998).
- Visuals which decorate the text and do not convey any meaningful information or have little/no relationship with what is said/written can distract learners from their purpose and mislead them (Rubin 1995 & Schriver, 1997 in Suvovor, 1998).

#### ***2.6.2.2 Selection of Visuals in Testing***

Since students do not always construe visuals as the intended meaning, teachers should also use visuals as appropriately as they can for the reliability and validity of a test.

Wright (1989) cites five criteria of pictures to be applied in the classroom. These criteria should also be paid attention during the selection of visuals for tests:

- (1) easy to prepare,
- (2) easy to organize,
- (3) interesting,
- (4) meaningful and authentic,
- (5) sufficient amount of the language.

Schraver (1997) maintains that it is significant to “bring words and visuals together in harmonious ways”, since visuals can be distracting to the readers only when they decorate the text, and do not convey any meaningful information.

Schraver (1997) characterizes five key relationships among words and pictures:

1. Redundant – when words and visuals convey the same meaning.
2. Complementary – when words and visuals provide different content, with both modes being necessary to create meaning that neither could convey alone.
3. Supplementary – when words and visuals give different information, with one mode conveying meaning and the other mode supplementing it.
4. Juxtapositional – when words and visuals provide different content, with both modes having meanings that clash; the meaning can be inferred only when both modes are presented at the same time.
5. Stage-setting – when words and visuals present different content, with one mode providing the content and another mode giving the main idea.

Canning-Wilson (2001) also gives importance to the following points in selection of visuals:

- Visuals should appeal to the learners, not to the teacher.
- Visuals should have the property of universal features.

This idea is also supported by Chung (1994), since visuals are facilitative for all the learners in understanding the meaning of word.

- Visuals must appeal to students’ cultural and educational background.
- Visuals must appeal to students’ cultural background.
- Visuals must conform to the content of the text.

When teacher prepares a test with visuals, the following questions must be considered as Canning-Wilson (1999) points:

- Why are you using this particular visual? How will it enhance the lesson or test the item?
- What are different methods for using the pictures on exams or as part of a language lesson?
- How can this picture be best tested or taught?
- How could this picture be used in a testing or teaching situation in a future lesson as reinforcement?
- How could the picture be interpreted? How will you assess the meaning of the language used with the picture if used in a different form, but remains grammatically correct?
- What is the relationship between the item being taught or tested and the visual prompt? (p.8-9)



## CHAPTER THREE

### III. METHODOLOGY

#### 3.1 Research Design

A quasi-experimental research design with repeated measures was used to collect the data. The data were collected and analysed through both qualitative and quantitative means for within-subjects and between-subjects comparisons.

#### 3.2 Research Site and Participants

The participants were 16 to 18 year-old native speakers of Turkish and the students of English as a foreign language. The research was conducted on the 80 students in an Anatolian public high school in Sakarya, 51 of whom were females and 29 of whom were males. They were all in the twelfth grade and at the same language level 'A2', as determined by the 9th-12th Grades English Curriculum, which was designed according to The Common European Framework of Reference for Languages (CEFR). To put it more explicitly, they had all taken a placement exam at the beginning of the ninth grade and started with A1 level. They used the textbook "*Yes You Can*" series (A1.1 and A1.2 in the 9<sup>th</sup> grade, A2.1 in the 10<sup>th</sup> grade, A2.2 in the 11<sup>th</sup> grade, and A2.3 in the 12<sup>th</sup> grade) published and distributed to the public schools by the Ministry of National Education (MoNE). They studied English for 6 hours in the ninth grade and for 4 hours per week in the twelfth grade at a public Anatolian high school, and the research was carried out during the second term of 2015-2016 and 2016-2017 Academic Years.

The students were randomly assigned to a control group and an experimental group. There were 40 students in each group. 28 of them are female and 12 of them are male in the control group, whereas 23 of them were female and 17 of them were male students in the experimental group.

### **3.3 Data Collection Instruments and Procedures**

The instrument used in this study was a self-designed achievement test in the traditional pen and paper format which did not include any visuals for the control group, whereas the experimental group was given the achievement test with visuals. The test consisted of 100 questions related to the units used in the graders' coursebook. The test was made up of the question types of multiple choices, true-false, open-ended, ticking, and fill-in-the-blanks. The total grade in the exam is 100 points.

In addition to the achievement test, the experimental group was given a short questionnaire containing twenty statements to see the students' perceptions towards the use of visuals in the tests before the announcement of exam results, and the students were asked to agree or disagree with these statements. By looking at the related literature, the statements in the questionnaire were designed to get the students' feedback, specifically their opinions about the impact of visuals in the English exam, and were prepared according to the four sections. In order to see the students' perceptions towards the use of visuals in the test, they were given a perception questionnaire (see Appendix 5 and 6). The questionnaire was administered in Turkish in case the students would have some difficulties in understanding the statements, and the data might be misleading. 19 female and 17 male out of 36 students answered the questionnaire and their responses to these questions have been presented in Table 26.

According to CEFR, an A2 level student is expected to understand kernel sentences and frequently used expressions, communicate in tasks on exchanging information, obtain information from short documents, familiar sources; get messages from signs and symbols. The achievement test, which is prepared in the light of these objectives, consists of three sections: Listening Skills and Reading Skills, and Use of English.

To collect the data, A2 level English high school exam was developed. This achievement test was made based on the high school English curriculum and consisted of 100 questions. The test had three sessions, each of which lasted for 55 minutes. The visuals were selected according to the points mentioned in the literature review. The visuals in the exam served as facilitators rather than elements/clues showing the correct answer directly. The productive skills (Speaking and Creative Writing Skills) were not

included in the test because they need to be scored by more than one tester and scoring criteria is often inconsistent among testers. The last part of the test is called ‘Use of English’, since it measures different abilities. Table 1 outlines the structure of the test.

Table 1: The Framework of the A2 Level English High School Exam in the Study

Question Types	Test Elicitation Techniques	Themes	Visual Types	Question Number
Part 1: Listening Skills				32
1	3-option MCQs	Giving Reply	Photographs, drawings	10
2	Fill-in-the-blanks	Directions	Map, symbols	7
3	Tick and underline correct answers	Conversation	Film posters	9
4	True/False questions (TFQs)	Conversation	A photograph	6
Part 2: Reading Skills				29
1 (a)	2-option MCQs	An article about animals	Photographs	6
1 (b)	TFQs			8
2	TFQs	A paragraph on ‘Capoeira’	Video	5
3	Fill-in-the-blanks	Speech transcriptions	Illustrations	5
4	Yes/No questions	A short narrative text	Picture series	5
Part 3: Use of English				39
1	Fill-in-the-blanks	Phrases/Collocations	Photographs, drawings	8
2	Fill-in-the-blanks	Vocabulary	Expressive Typographies	5
3	Controlled Writing	Spelling	Drawings	4
4	2-option MCQs	Prepositions	Photographs, drawings	8
5	4-option MCQs	Grammar	Photographs, A graph	6
6	3-option MCQs	Functions	Photographs, drawings	8

As to Listening Skills section, in the first part, the students were asked to listen to the ten questions three times and chose the best option. In part two, the students filled the gaps with the correct word by looking at the map and place icons and listening to the directions. In part three, the students listened to the conversation between a couple talking about what film they would like to see. The students were asked to put a tick

in the charts given for the types of the films given by film posters. The last part was presented with a single photograph presenting some people who are playing water polo; the students listened to a dialogue between a person who wanted to register a water polo club and a swimming pool responsible person, and then chose true or false answers according to the given statements.

The reading comprehension section is composed of four parts. The first reading passage was presented by some animal pictures because of the content of each paragraph. The questions about the text are divided into two parts, the first of which asks the students to circle the best phrase to complete the sentences and the second of which ask them to decide if the given statements are true or false. The second text describes capoeira dance, the clip of which, takes 1.8 minutes. Before the questions of true or false, the students were exposed to the clip which describes the figures of dance. The third text on hobbies and phobias was given to the students to complete the sentences according to related people's name in the text. The fourth reading text is a picture narrative text accompanied by five Yes/No questions.

The "Use of English" section contains four components: grammar, pragmatic functions, vocabulary and spelling. Various visuals, such as signs, photographs, drawings and typographies were inserted. Firstly, the students chose the best option. Secondly, the students were asked to answer six multiple choice questions concerning some grammar points with four options. Then the students chose the correct preposition. Next, the students filled in the blanks with a suitable word. Lastly, the students found appropriate word for the descriptions.

The data from the 80 participants were analysed quantitatively by Microsoft Excel and IBM Statistical Package for Social Sciences (SPSS) 21. The reliability of the participants' score on each section of the test was calculated and the Cronbach's Alpha value of the achievement test was found to be .853, which revealed the achievement test as a reliable tool. Descriptive statistics for each part of the test was also gathered.



## CHAPTER FOUR

### IV. FINDINGS AND DISCUSSIONS

#### 4.1 Present Study

The purpose of this study is to detect how visuals may affect the language achievement scores of A2 level high school students. As is shown in Table 2, there are 23 female, 17 male and in total 40 participants in the experimental group, while the control group consists of 40 students, 28 female and 12 male. The demographic information about the students in the study is presented in the table below:

Table 2: Distribution of the Students According to Gender

Group	Gender				Total	
	Female		Male		N	%
Experimental Group	23	57,5	17	42,5	40	50
Control Group	28	70	12	30	40	50
Total	51	63,75	29	36,25	80	100

#### 4.2 The Results of the Instruments and Discussions

The students' results for "Perception Questionnaire" and "A2 level English High School Exam" in both groups have been analysed by SPSS 21 for Windows packaged software. To decide whether there is a significant difference between the overall success of the control and the experimental groups, Independent Samples t-test has been used. The results have been discussed in accordance with the research questions.

This section includes the comparison of the achievement scores of both the control and experimental groups and the results are discussed with the frequencies.

### 4.2.1 Research Question 1: To what extent do the visuals affect the language achievement scores of high school students?

The first research question addressed the difference between A2 level high school students in the control group and the ones in the experimental group by presenting the response frequencies for the questions in each part, as well as the difference between the total scores.

#### 4.2.1.1 Listening Skills

Table 3: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Listening Skills Part 1

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 1	1	5	12,5	35	87,5	0	0	24	60	16	40	0	0
	2	17	42,5	23	57,5	0	0	20	50	20	50	0	0
	3	10	25	30	75	0	0	15	37,5	25	62,5	0	0
	4	19	47,5	21	52,5	0	0	14	35	26	65	0	0
	5	20	50	20	50	0	0	32	80	7	17,5	1	2,5
	6	8	20	32	80	0	0	29	72,5	11	27,5	0	0
	7	28	70	12	30	0	0	36	90	4	10	0	0
	8	20	50	20	50	0	0	20	50	20	50	0	0
	9	21	52,5	19	47,5	0	0	17	42,5	23	57,5	0	0
	10	19	47,5	21	52,5	0	0	27	67,5	13	32,5	0	0

In the first part of Speaking Skills, the students were asked to listen to the ten questions three times and to choose the best alternative. The audial questions check the best related written response with the help of the visuals which are coloured drawings and photographs. When the results shown in Table 3 are examined, the outstanding result is that the frequency of the correct answers given to the questions with visuals in the experimental group seems higher, except the fourth and ninth questions, and the students' perception of the eighth question is the same in both groups with the percentage of 50%. Considering the wrong answers to the fourth, eighth and ninth questions, the students in the experimental group have difficulties in understanding. The visuals used for these questions may not be clear enough to help the students to comprehend the content. Therefore, if the appropriate visuals are used in tests, the frequencies of the wrong answers will decrease respectively.

In order to understand turn taking in visuals, speech bubbles may be used to represent the speakers' oral discourse. Additionally, inside the speech bubble, the required response can be checked by a question mark as shown below:



Figure 21: A Suggested Drawing for the Fourth Question in the 'Listening Skills' Part in the EVT.

Table 4: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Listening Skills Part 2

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 2	1	40	100	0	0	0	0	39	97,5	1	2,5	0	0
	2	39	97,5	1	2,5	0	0	39	97,5	1	2,5	0	0
	3	38	95	2	5	0	0	38	95	2	5	0	0
	4	19	47,5	20	50	1	2,5	22	55	15	37,5	3	7,5
	5	18	45	20	50	2	5	21	52,5	17	42,5	2	5
	6	31	77,5	8	20	1	2,5	28	70	9	22,5	3	7,5
	7	25	62,5	13	32,5	2	5	28	70	9	22,5	3	7,5

In the second part, the students in the experimental group saw a city map on which some land markers are given to check the directions to find the destination. The students in the experimental group may have been good at finding the correct prepositions, such as *at*, *on* and *straight* because of the routine patterns in “*go straight on*” (Question 1), “*on the left*” (Q3), and “*at the roundabout*” (Q4); some collocations, such as “*take the first left*” (Q5), “*go past the traffic lights*” (Q2 and Q6), “*second right*” (Q7).



at	on	past	go	straight	take	second
----	----	------	----	----------	------	--------

1. Go \_\_\_\_\_ on.
2. \_\_\_\_\_ past the traffic lights.
3. It's the building next to the library \_\_\_\_\_ the left.
4. \_\_\_\_\_ the roundabout turn left.
5. Then \_\_\_\_\_ the first left on to Green Street.
6. Go \_\_\_\_\_ the traffic lights and take the 7. \_\_\_\_\_ right on to King's Road.

Figure 22: Listening Test, Part 2

Table 5: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Listening Skills Part 3

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 3	1	30	75	10	25	0	0	36	90	4	10	0	0
	2	28	70	12	30	0	0	34	85	6	15	0	0
	3	29	72,5	11	27,5	0	0	31	77,5	9	22,5	0	0
	4	33	82,5	7	17,5	0	0	36	90	4	10	0	0
	5	25	62,5	15	37,5	0	0	32	80	7	17,5	1	2,5
	6	33	82,5	7	17,5	0	0	39	97,5	1	2,5	0	0
	7	16	40	24	60	0	0	29	72,5	9	22,5	2	5
	8	15	37,5	25	62,5	0	0	18	45	19	47,5	3	7,5
	9	17	42,5	21	52,5	2	5	24	60	11	27,5	5	13

In the third part, the students were asked to listen to two friends talking about films and the film posters are presented to the experimental group. When compared with the scores of the control group, as shown in Table 5, those of the experimental groups seem higher than the visuals impact the students' achievement scores positively. Each poster accompanied each film in this part was directly related to the content of the conversation; however, the use of posters for the given script definitely facilitated the students' comprehension competence. That is to say, the visuals made the questions

clear and the students in the experimental group could decode the visuals in a meaningful way. In Levin's (1982) classification, the short conversation accompanied by the film posters may be said to serve a representational language function.

**NOW SHOWING**  
4th - 10th March

**30 DAYS OF NIGHT**  
12:00 p.m. - 2:30 p.m.  
7:30 p.m.

**MY GRANDFATHER'S PLUG**  
12:00 p.m. - 1:30 p.m.  
8:30 p.m.

**MARTIAN**  
12:00 p.m. - 1:30 p.m.  
8:30 p.m.

**MAD MAX: FURY ROAD**  
1:00 p.m. - 4:30 p.m.  
9:30 p.m.

**NO ESCAPE**  
1:30 p.m. - 4:30 p.m.  
9:30 p.m.

**WHAT'S YOUR NUMBER?**  
12:15 p.m. - 2:00 p.m.  
7:30 p.m.

**1. Underline the types of films. One movie is extra.**

a. 30 Days of Night: Action / Horror / Science Fiction / Romantic Comedy / None

b. My Grandfather's Plug: Action / Horror / Science Fiction / Romantic Comedy / None

c. Martian: Action / Horror / Science Fiction / Romantic Comedy / None

d. Mad Max: Fury Road: Action / Horror / Science Fiction / Romantic Comedy / None

e. No Escape: Action / Horror / Science Fiction / Romantic Comedy / None

f. What's Your Number?: Action / Horror / Science Fiction / Romantic Comedy / None

**2. Which films have Mario and Tamara seen before?**

	Mario	Tamara
30 Days of Night		
My Grandfather's Plug		
Martian		
Mad Max: Fury Road		
No Escape		
What's Your Number?		

**3. Which film are Mario and Tamara going to see?**

( ) 30 Days of Night      ( ) My Grandfather's Plug      ( ) Martian

Figure 23: Listening Test, Part 3

Table 6: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Listening Skills Part 4

		Control Group						Experimental Group					
		Correct		Wrong		UA		Correct		Wrong		UA	
		f	%	f	%	f	%	f	%	f	%	f	%
Part 4	1	31	77,5	8	20	1	2,5	37	92,5	3	7,5	0	0
	2	36	90	4	10	0	0	34	85	6	15	0	0
	3	5	12,5	35	87,5	0	0	9	22,5	31	77,5	0	0
	4	24	60	16	40	0	0	33	82,5	7	17,5	0	0
	5	27	67,5	13	32,5	0	0	37	92,5	3	7,5	0	0
	6	11	27,5	29	72,5	0	0	21	52,5	19	47,5	0	0

In the last listening part, the students were asked to decide if the given statements were true or false according to the text about *water polo* defined by a related colourful, cue photograph. As is seen in the previous parts, the students in the experimental group are more successful than the control group. The unfamiliar word *water polo* is presented so easily through visual aids that the students in the experimental group seems to have comprehended the statements.

**PART 4: Listen to Tyrone calling the staff at his local swimming pool**



Please read the sentences below and choose true or false.

1	There are four different age groups that play water polo.	True	False
2	Tyrone wants to join the under 14s club.	True	False
3	The under 16s water polo team train three times a week.	True	False
4	The under 16s train on Monday and Thursday evenings.	True	False
5	Water polo matches are played on Saturdays.	True	False
6	You have to pay to join the water polo classes for under 18s.	True	False

Figure 24: Listening Test, Part 4

Table 7: The overall Listening Skills Score Differences of the Control and Experimental Groups

	Group	N	x	sd	t	p
Listening Skills	Control	40	18,4250	78	-4,909	,000*
	Experimental	40	22,4750			

( $p=,000 < \alpha=,05$ )

When the total scores of the experimental group are compared with those of the control group, the achievement score of both groups are significantly different as is seen in the table below:

**4.2.1.2 Reading Skills**

Table 8: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Reading Skills Part 1a

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 1a	1	29	72,5	11	27,5	0	0	18	45	22	55	0	0
	2	32	80	8	20	0	0	30	75	10	25	0	0
	3	33	82,5	7	17,5	0	0	36	90	4	10	0	0
	4	30	75	10	25	0	0	32	80	8	20	0	0
	5	37	92,5	3	7,5	0	0	38	95	2	5	0	0
	6	36	90	4	10	0	0	38	95	2	5	0	0

In Reading Skills, the part 1, the students were asked to read an article about wild animals coming into the cities and animals living in cities. For the experimental group, the black-and-white visuals of these animals, such as bear, monkey, pig, insects and birds were inserted into the relevant paragraphs. As a first task, the students were made to select the better phrase from two choices to complete the sentences according to the article. As shown in Table 8, for the question 2, the students in the experimental group seem to have understood only the topic about bear, not the content, since they were unable to understand whom someone called once he saw a bear in the city center. The visuals that accompanying the paragraphs of the article did not present contextual information that was directly related to the content of the article. In other words, the visuals do not present the information asked in the questions. For example, there is no cue related to the correct answer ‘the police’ in the first photo although the second question asks who the person seeing the bear called. On this point, as Cronin & Myers (1997) said, “visuals that show high correspondence with the text may be the most effective ones in increasing mental effort and achievement ” (p. 66), so it seems very important to present verbal messages and visuals harmoniously (Schriver, 1997, cited in Suvorov, 2008).



One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big

animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

2. Someone saw the bear and called .....

(a) the city zoo

(b) the police

Figure 25: Reading Test, Part 1a, Question 2

Table 9: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Reading Skills Part 1b

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 1b	1	5	12,5	35	87,5	0	0	12	30	28	70	0	0
	2	32	80	8	20	0	0	32	80	8	20	0	0
	3	30	75	10	25	0	0	27	67,5	13	32,5	0	0
	4	24	60	16	40	0	0	17	42,5	13	32,5	0	0
	5	31	77,5	9	22,5	0	0	29	72,5	11	27,5	0	0
	6	11	27,5	29	72,5	0	0	19	47,5	21	52,5	0	0
	7	23	57,5	17	42,5	0	0	17	42,5	23	57,5	0	0
	8	25	62,5	15	37,5	0	0	26	65	14	35	0	0

In Part 1b of Reading Skills, the students were asked to decide whether the given statements were true or false according to the article mentioned above. Surprisingly, the students in the control group chose the correct answers of the questions 3,4,5,7. The results in Table 9 support the idea that the visuals did not provide any contextual support.

Table 10: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Reading Skills Part 2

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 2	1	9	22,5	31	77,5	0	0	26	65	14	35	0	0
	2	9	22,5	31	77,5	0	0	17	42,5	23	57,5	0	0
	3	14	35	26	65	0	0	2	5	38	95	0	0
	4	26	65	14	35	0	0	35	87,5	5	12,5	0	0
	5	25	62,5	15	37,5	0	0	35	87,5	5	12,5	0	0

In the second part of Reading Skills, the reading text describes a dance called as *capoeira*. The experimental group was asked to watch a short video, which went along with each descriptive line of the dance as if they were dancing, watching both of the players and spectators who made a circle around. Except for question three “*Players make a ring, sing and fight*”, which checks the meaning of the ‘*dance of war*’ the students in the experimental group are more successful than the control group. It may be because that in generic sense, dance is associated with happiness, not violence.



Capoeira is a kind of dance that comes from Brazil. It is also an incredible sports game and is popular all over the world. The players move their hands and feet to music using similar moves used in karate and kickboxing. Spectators make a ring and sing Brazilian songs about the history of famous capoeiristas and about life. The two players use their arms and legs to perform an aerobic routine without touching each other inside the ring. People call it the 'Dance of War'.

The dance has lots of aerobics and is good for strengthening the body. Brazilians suggest capoeira dancing for everyone who wants a good work out.

- 1 Capoeira isn't just a dance. \_\_\_\_\_
- 2 It is similar to boxing. \_\_\_\_\_
- 3 Players make a ring, sing and fight. \_\_\_\_\_
- 4 People watch the players. \_\_\_\_\_
- 5 Capoeira keeps the body fit. \_\_\_\_\_









Figure 26: Reading Test, Part2 and the Screenshot of the Video

Table 11: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Reading Skills Part 3

		Control Group						Experimental Group					
		Correct		Wrong		UA		Correct		Wrong		UA	
		f	%	f	%	f	%	f	%	f	%	f	%
Part 3	1	25	62,5	15	37,5	0	0	32	80	8	20	0	0
	2	3	7,5	37	92,5	0	0	19	47,5	21	52,5	0	0
	3	26	65	14	35	0	0	38	95	2	5	0	0
	4	13	32,5	27	67,5	0	0	20	50	20	50	0	0
	5	27	67,5	12	30	1	2,5	28	70	12	30	0	0

In part 3, the students were expected to complete the sentences according to the information of six people with their first names. Each person was presented by an illustration, a drawing, and photographs through which the content was reflected. When the text was presented with visuals, the effect of the visuals was invigorating on the achievement scores because the visuals clarify the people in the text and corrects for the referential ambiguity.

**PART 3: Please read what some people say about hobbies and phobias. Then, please complete the following sentences with the names of the people in the text.**

 <p><b>Jack:</b> I'm a social person and I like meeting friends, and watching movies. It's the cheapest way of fun for us. And I love the atmosphere of the place, especially the smell of popcorn.</p>	 <p><b>Christopher:</b> Actually, I'm a brave man but those insects in my kitchen or bathroom scare me. I hate seeing their moving antennas and dark bodies.</p>
 <p><b>Mary:</b> I used to be an unhealthy child. I don't know why but maybe because of this I'm afraid of getting into hospitals. My biggest fear is getting ill.</p>	 <p><b>Scarlett:</b> Well, I know it's not logical but I'm scared of skyscrapers and high balconies. So, I live on the first floor of a three-storey house.</p>
<p><b>Daniel:</b> I'm very fond of saving old things, especially changes. I used to go to flea markets to buy them, but now I can easily find them on the Internet.</p> 	<p><b>Nicole:</b> I love living on a farm. I'm very keen on animals, because they are more loyal than humans. I've got a pony of my own.</p> 

1. .... is outgoing.
2. .... has no courage of facing some small animals.
3. .... can collect coins.
4. .... doesn't want to become sick.
5. .... can't think of buying a very tall building.

Figure 27: Reading Test, Part 3

Table 12: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in Reading Skills Part 4

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 4	1	25	62,5	15	37,5	0	0	27	67,5	13	32,5	0	0
	2	22	55	18	45	0	0	32	80	8	20	0	0
	3	3	7,5	37	92,5	0	0	9	22,5	31	77,5	0	0
	4	23	57,5	17	42,5	0	0	24	60	26	65	0	0
	5	31	77,5	9	22,5	0	0	38	95	2	5	0	0

In part 4, a narrative text about twins shopping at a mall with yes/no questions was given to the students. Picture series were presented to the experimental group. Although it can be seen from the data in Table 12 that the visuals facilitate in understanding the text, the pictures representing the physical appearances and personalities of the twins can be also used for a better illustration.



1	Are the characters of Janet and Madeline the same?	YES	NO
2	Do they go to the same shopping center?	YES	NO
3	Do they do shopping together?	YES	NO
4	Do they buy completely different things?	YES	NO
5	At the end, are they angry?	YES	NO

Figure 28: Reading Test, Part 4

The first picture represents the twins go to the same shopping center (Q2), the third picture showing the same t-shirts in their hands and they are smiling, clarify that they buy the same things (Q4) and they are not angry (Q5). In contrast with the other questions, the frequency of the correct answers for given the (Q3) is below 50%. As the language process in the (Q3) relies heavily on the word choice, the bottom-up interpretation is required. While answering the (Q3), the students may have mistaken the phrase 'go shopping' for 'do shopping'. In the first picture, the twins go shopping together, but they do not do shopping together, which facilitated by the second pictures.

Table 13: The overall Reading Skills Score Differences of the Control and Experimental Groups

	Group	N	x	sd	t	p
Reading Skills	Control	40	16,4750			
	Experimental	40	18,8250	78	-2,849	,006*

( $p=,006 < \alpha=,05$ )

In terms of reading skills, the means of the total scores for each group are presented in Table 13. The mean of the scores of the experimental group is 18,8250 while the mean of the scores of the control group is 16,4750. As it is seen, there is a statistically

significant difference at the level of ,006 between the control and experimental groups' mean scores although the experimental group seems better in reading skills.

#### 4.2.1.3 Use of English

Table 14: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in 'Use of English' Part 1

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 1 (Collocations)	1	22	55	18	45	0	0	31	77,5	9	23	0	0
	2	39	97,5	1	2,5	0	0	38	95	2	5	0	0
	3	29	72,5	11	27,5	0	0	34	85	6	15	0	0
	4	21	52,5	18	45	0	0	32	80	8	20	0	0
	5	21	52,5	19	47,5	0	0	33	82,5	7	18	0	0
	6	29	72,5	11	27,5	0	0	35	87,5	5	13	0	0
	7	28	70	12	30	0	0	34	85	6	15	0	0
	8	13	32,5	27	67,5	0	0	27	67,5	13	33	0	0

In Part 1 of 'Use of English', the students are asked to fill in the blanks with a suitable word to make a collocation, such as 'application form', 'changing room', 'freezing cold', 'junk food'. It is obvious from Table 14 that the experimental group is more successful than the control group, and visuals have an important effect on the students' performance. It can be said that the students could recognize the words because the visuals helped them to manipulate semantic and associative clusters, giving immediate meaning of the vocabulary and presenting a context related to the sentences (Canning-Wilson, 2001).

application - changing - freezing - junk - sleeping - teddy - weather - wedding

- Many girls' dream is to wear a \_\_\_\_\_ dress.
- Mary never eats any \_\_\_\_\_ food, he know it is not healthy.
- Tom filled out the job \_\_\_\_\_ form.
- During the nights he slept on the mountain without a tent and \_\_\_\_\_ bag.
- I always watch the \_\_\_\_\_ forecast before I go out in the morning.
- She's 27 but she still sleeps with her \_\_\_\_\_ bear.
- His house is always \_\_\_\_\_ cold and now he feels sick.
- Customer: Can I try this dress on, please?  
Shop Assistant: Certainly, the \_\_\_\_\_ rooms are over there.

Figure 29: "Use of English" Test, Part 1

Table 15: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in ‘Use of English’ Part 2

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 2 (Vocabulary) (Typography)	1	31	77,5	9	22,5	0	0	30	75	10	25	0	0
	2	27	67,5	13	32,5	0	0	34	85	6	15	0	0
	3	11	27,5	29	72,5	0	0	23	57,5	17	43	0	0
	4	22	55	18	45	0	0	28	70	12	30	0	0
	5	22	55	18	45	0	0	32	80	8	20	0	0

In part 2, the students are asked to fill in the blanks with ‘boil’, ‘building’, ‘elevator’, ‘fire’ and ‘shower’. Instead of giving these words in a list traditionally, these words were presented in a created spelling in which a related image is reflected. For example, the students in the experimental group saw the visual representation of a “building” in the mnemonic visual that lead them to the look of a building. It can be concluded from Table 15 that many students in the experimental group enjoyed the spelling appearance of words, and had a good understanding of these words’ literal, dictionary meanings with the help of these expressive definitions (Wright, 1987). In addition, typographic expressions can be seen as mnemonics that have proven to be very powerful memory retrieval devices (Carney & Levin, 2002). Hence, visuals can be said to serve an “external memory” by avoiding searches of long-term memory or the text itself, when information is required (Glenberg & Kruley, 1991).

Please fill in the blanks: Boil – building - elevator – fire – shower



1. .... the water and then add the rice.
2. Unfortunately, a family died in a ..... last night.
3. Let’s take the ..... His flat is on the tenth floor.
4. I’m going to have a ..... and go to bed.
5. The mosque is the only ancient ..... in the city.

Figure 30: "Use of English" Test, Part 2

Table 16: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in 'Use of English' Part 3

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 3 (Spelling)	1	23	57,5	13	32,5	4	10	33	82,5	2	5	5	12,5
	2	8	20	29	72,5	3	7,5	9	22,5	24	60	7	17,5
	3	10	25	8	20	22	55	21	52,5	2	5	17	42,5
	4	7	17,5	10	25	23	57,5	24	60	2	5	14	35

In part 3, the students were required to spell the words of which descriptions and first letter are given. From Table 16 one realises that visual cues help the experimental group to recall the words better. However, in contrast with the other parts of the test, it is interesting that there seem many unanswered questions. On this point, According to Simon and Simon (1973, cited in Batstone, 1982), highlight that “much of a child's spelling knowledge can only be retrieved from memory storage when written spellings are available as retrieval cues”.

**Please read the descriptions and find the appropriate word for each one.**

**The first letter is already there. There is one space for each letter in the word.**



(1) the activity of living in a tent.

C \_ \_ \_ \_ \_

(2) the activity or exercise of running at a slow fixed speed

J \_ \_ \_ \_ \_

(3) the activity of swimming under water with a container of air on your back

S \_ \_ \_ \_ D \_ \_ \_ \_ \_

(4) The act of going from one place to another

T \_ \_ \_ \_ \_

Figure 31: "Use of English" Test, Part 3

Table 17: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in ‘Use of English’ Part 4

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 4 (Prepositions)	1	19	47,5	21	52,5	0	0	29	72,5	11	28	0	0
	2	24	60	16	40	0	0	36	90	4	10	0	0
	3	20	50	19	47,5	1	2,5	23	57,5	17	43	0	0
	4	17	42,5	23	57,5	0	0	29	72,5	11	28	0	0
	5	30	75	10	25	0	0	35	87,5	5	13	0	0
	6	20	50	19	47,5	1	2,5	27	67,5	12	30	1	2,5
	7	6	15	34	85	0	0	15	37,5	24	60	1	2,5
	8	14	35	26	65	0	0	20	50	20	50	0	0

In part 4, the students are asked to choose the correct prepositions given in the sentences. From the data obtained from Table 17, we can see that visuals have a striking effect. Although the students often confuse these prepositions, the visuals, creating a context, helped the students to choose the right preposition. These results seem to be consistent with the facilitative effects of visuals on teaching prepositions (Klasone, 2013).

PART 4: Please choose the correct preposition.



1. We are just sitting at / around the campfire and singing songs.
2. The young girl is sitting under / on the ground.
3. Social media is a waste of time and makes people feel lonely, so I'm against / for it.
4. A: You should stop eating fast food.  
B: I know, but I can't think of a life with / without them.
5. Barış Manço is living in / on the hearts of millions.
6. I'm not going to spend so much time in front of / on TV anymore.
7. "Look at / into my eyes before you say good-bye"
8. Can you turn up / down the music a bit. I can't stand it.

Figure 32: "Use of English" Test, Part 4

Table 18: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in ‘Use of English’ Part 5

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 5 (Grammar)	1	15	37,5	25	62,5	0	0	27	67,5	13	33	0	0
	2	16	40	24	60	0	0	29	72,5	11	28	0	0
	3	17	42,5	23	57,5	0	0	19	47,5	21	53	0	0
	4	2	5	38	95	0	0	9	22,5	31	78	0	0
	5	20	50	20	50	0	0	22	55	18	45	0	0
	6	28	70	12	30	0	0	28	70	12	30	0	0

In part 5, the students were given four-option multiple choice questions to test some grammar points, including ‘modals’, ‘tenses’, ‘pronouns’, ‘comparatives and superlatives’. The first five visuals are photographs, but the sixth one is a pie graph. The outstanding result in Table 18 is that the response frequencies of both groups are the same.

**6 China is ..... than India.**

- (a) crowded
- (b) more crowded
- (c) most crowded
- (d) as crowded

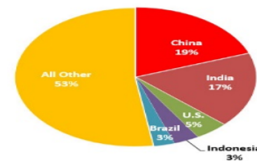


Figure 33: "Use of English" Test, Part 5, Question 6

In question 6, the population of China and India are compared. It can be argued that the pie graph may be inappropriate for the students, it is because pie graphs show portions of a whole, not quantitative comparisons although they are in different colours. Instead of it, an isotype graph (pictorial graphs) can be easily understood by learners of beginner levels as seen in Figure 34:



Figure 34: A Suggested Pictorial Graph instead Of the Pie Graph in The Achievement Test



Table 19: Distribution of the Frequency of the Responses of the Control and the Experimental Groups for the Questions in ‘Use of English’ Part 6

	Control Group						Experimental Group						
	Correct		Wrong		UA		Correct		Wrong		UA		
	f	%	f	%	f	%	f	%	f	%	f	%	
Part 6 (Situations)	1	17	42,5	23	57,5	0	0	33	82,5	7	18	0	0
	2	14	35	26	65	0	0	34	85	6	15	0	0
	3	26	65	14	35	0	0	22	55	18	45	0	0
	4	26	65	14	35	0	0	26	65	14	35	0	0
	5	35	87,5	5	12,5	0	0	39	97,5	1	2,5	0	0
	6	35	87,5	5	12,5	0	0	36	90	4	10	0	0
	7	14	35	26	65	0	0	30	75	10	25	0	0
	8	30	75	10	25	0	0	32	80	8	20	0	0

In Part 6 of ‘Use of English’, three-option multiple choice questions were given to the students and they were asked to complete the dialogue with the correct option. As visuals, photographs and drawings were presented. As follows from Table 19 shown above, the visuals selected for the question 3 and 4 did not help the students in the experimental group enough. In the question 3, the woman suggests going out and the man’s reply must be “*That’s a bad idea*”, according to the test items. Instead of the dialogue following below the visual, Kopriva (2008) suggest that first-person visuals with speech bubbles can be a more “effective way of pictorially engaging the students”, which reduces the textual distance of the item. In other words, such a format is possible to make the question “more accessible” for the students. Kopriva (2008) also claims that “in assessments, format is often dictated by cost constraints and traditionally has not been viewed by test publishers or agencies as being a major factor in impacting access for ELLs.” (p. 128)



Figure 35: A Suggested Visual for the question 3 in Part 6 of ‘Use of English’

Table 20: The overall ‘Use of English’ Score Differences of the Control and Experimental Groups

	Group	N	x	sd	t	p
Use of English	Control	40	20,2000	78	-5,279	,000*
	Experimental	40	27,4500			

( $p=,000 < \alpha=,05$ )

As is seen in Table 20, a significant difference has been detected between the achievement scores in ‘*Use of English*’ part of the control and the experimental group.

Table 21: The overall Achievement Score Differences of the Control and Experimental Groups

	Group	N	x	sd	t	p
Total Score	Control	40	55,1000	78	-5,618	,000*
	Experimental	40	68,7500			

( $p=,000 < \alpha=,05$ )

The total mean scores for both control and experimental group groups are presented in Table 21. The comparison of total mean scores of both groups showed that the two groups were significantly different. The total mean score of the experimental group is 68, 7500 while the total mean score of the control group is 55, 1000. In other words, those students who were in the experimental group had scores significantly higher than those of the control group, which proved that students benefited from the visuals in the exam.

**4.2.2 Research Question 2: Do the achievement scores of the students show a significant difference according to gender?**

For the second research question, the Independent-Samples T-test was carried out to compare the scores of the students in both groups in terms of gender.

Table 22: A Cross Table of the Achievement Scores in Language Use and Skills of the Students according to Gender

	Gender	N	x	S	sd	t	p
Listening Skills	Female	51	20,5686	4,36923	78	,334	,740
	Male	29	20,2414	3,93387			
Reading Skills	Female	51	18,5490	3,84871	78	2,895	,005
	Male	29	16,0690	3,36931			
Use of English	Female	51	25,5098	6,37612	78	2,944	,004
	Male	29	20,8621	7,46766			
Total Score	Female	51	64,6275	12,48993	78	2,594	,011
	Male	29	57,1724	12,11277			

As Table 22 shows, there is a statistically difference between the male and female students' scores, except for the listening scores ( $p=,740 > \alpha=,05$ ). In terms of gender, the females seem more successful than the males.

Table 23: A Cross Table of the Female Students' Achievement Scores in Language Use and Skills according to the Control and Experimental Groups

	Group	N	x	S	sd	t	p
Listening Skills	Control	28	18,4643	3,44783	49	-4,452	,000
	Experimental	23	23,1304	4,03737			
Reading Skills	Control	28	16,8929	2,93560	49	-3,825	,000
	Experimental	23	20,5652	3,91763			
Use of English	Control	28	22,0357	4,32462	49	-5,349	,000
	Experimental	23	29,7391	5,94839			
Total Score	Control	28	57,3929	7,77145	49	-5,915	,000
	Experimental	23	73,4348	11,52005			

As shown in Table 23, significant differences were found between the achievement scores of the female students in the control and experimental group. That is to say, when we look at the mean scores, the number of the correct answers increased considerably through the visuals, which supports many studies showing that visual facilitate learning.

Table 24: A Cross Table of the Male Students' Achievement Scores in Language Use and Skills according to the Control and Experimental Groups

	Group	N	x	S	sd	t	p
Listening Skills	Control	12	18,3333	3,31205	27	-2,368	,025
	Experimental	17	21,5882	3,85777			
Reading Skills	Control	12	15,5000	2,87623	27	-,758	,455
	Experimental	17	16,4706	3,71008			
Use of English	Control	12	15,9167	4,73782	27	-3,570	,001
	Experimental	17	24,3529	7,13216			
Total Score	Control	12	49,7500	6,26861	27	-3,196	,004
	Experimental	17	62,4118	12,61972			

As can be seen in Table 24, the difference of the reading skills test scores between the male students in the control and experimental groups does not appear significant statistically ( $p=,455 > \alpha=,05$ ), but there is a statistically significant difference for the listening skills, as well as for the language use test scores.

Table 25: A Cross Table of the Achievement Scores of the Experimental Group in Language Use and Skills according to Gender

	Gender	N	x	S	sd	t	p
Listening Skills	Female	23	23,1304	4,03737	38	1,217	,231
	Male	17	21,5882	3,85777			
Reading Skills	Female	23	20,5652	3,91763	38	3,341	,002
	Male	17	16,4706	3,71008			
Use of English	Female	23	29,7391	5,94839	38	2,601	,013
	Male	17	24,3529	7,13216			
Total Score	Female	23	73,4348	11,52005	38	2,873	,007
	Male	17	62,4118	12,61972			

Table 25 reveals that the mean scores of the females in the experimental group were significantly higher than the mean scores of the males, even though the difference between the mean scores for the listening test was not statistically significant ( $p=,231 > \alpha=,05$ ). On the basis of these results, the females seem to mentally manipulate pictorial information better and tend to be more visual.

### 4.2.3 Research Question 3: What are high school students' perceptions towards the use of visuals in EFL exams?

To see A2 level high school students' perceptions towards the use of visuals, a questionnaire including 20 statements was distributed to the experimental group. 4 questionnaires, out of 40 questionnaires, were discarded from the analysis because of the non-responses or a lot of missing data; thus 36 questionnaires were used to interpret the results. Data gathered through the questionnaire was subjected to frequency counts according to gender and presented in percentage forms. This analysis is presented in the table below:

Table 26: The Students' Perception Questionnaire towards Visuals

Item	Statement	Agree		Disagree	
		f	%	f	%
1	The use of visual signs of the concepts helped me to get the sense of the words.	35	97%	1	3%
2	The use of visuals helped me to remember the words.	31	86%	5	14%
3	I did not get bored because of the visuals while reading the texts.	33	91%	3	9%
4	I understood the plot in the reading texts through the visuals.	35	97%	1	3%
5	The visuals helped me to understand the listening texts more easily.	32	89%	4	11%
6	The visuals helped me to understand the sentences.	34	94%	2	6%
7	The use of visuals in the English exam helped to reduce the level of my anxiety.	24	66%	12	34%
8	I did not feel any anxiety during the English visual exams.	22	61%	14	39%
9	I did not feel any difficulty in the English visual exams.	25	69%	11	31%
10	I think the English test with visuals is enjoyable.	28	77%	8	23%
11	I believe I will take higher scores in English exams thanks to the visuals.	21	58%	15	42%
12	Coloured visuals made my eyes tired.	2	5%	34	95%

13	I do not think the visuals may affect the results positively.	9	25%	27	75%
14	Visuals must certainly be deleted in the English exams.	0	0%	36	100%
15	I think the English visual exams are more authentic.	28	78%	8	22%
16	I think the English visual exams more interesting.	30	83%	6	17%
17	The visuals took my attention.	33	92%	3	8%
18	The visuals enabled me to have a positive perception towards the English classes.	25	69%	11	31%
19	The visuals made the abstract units more concrete.	33	92%	3	8%
20	The visuals made the exams extraordinary.	29	80%	7	20%

According to the results shown in Table 26, it can be said that the A2 level high school students in the experimental group have a positive perception towards the use of visuals in the English exam. In addition, there is a positive association between the students' achievement scores and their perceptions concerning the impact of the visuals. As Bowman said (2011, p. 129-130), it is apparent from the results that “the brain love images” and “images evoke emotion”. These results also support Jensen's view (2005) that the students are happier and more likely to pay more attention resulting in better results when they are more engaged with the help of visuals activating more pleasure structures in the brain.

In relation to the statement 1, almost all of the students agree on the use of visual signs of the concepts helped them to get the sense of the words. Many studies prove that visuals can be useful in disambiguating word senses, as well as determining language meaning.

For the statement 2, many of the students (86%) agree that the use of visuals have helped them to remember the words. It is verified by Confucius' famous words “I hear and I forget. I see and I remember. I do and I understand” and Edgar Dale said “We remember .... 30% of what we see... ”.

As for the statement 3, 91% of the students indicate that they have not got bored, since they were exposed to visuals in reading. It is because of the fact that as Braden (2001) says, visuals “arouse interest, set mood, arouse curiosity, make reading more enjoyable, and to create positive perceptions toward subject content and toward reading itself”.

In connection with the statement 4, 97% of the students confirm that they have understood the plot in the reading texts through the visuals because of the fact that illustrations in text facilitate comprehension and learning by providing clarifying examples, extra-lingual information, contexts for interpretation, and redundancy which aids recall. Levie and Lentz (1982) reviewed 155 studies on the effects of text illustration and found that they increased understanding in 98% of the experiments.

In regard to the statement 5, 89% of the students assert that the visuals have helped them to understand the listening texts more easily. According to Karimi and Biria (2014), the use of visuals improves the listening comprehension of the subjects. Additionally, Ur (1984) also confirms that it is easier for students to focus on the listening material if they have something to look at while listening.

94% of the students agree take the same idea with the statement 6 that the visuals helped them to understand the sentences. Similarly, Canning-Wilson (2001) stress that visuals aid in understanding the syntax or structure of the target language.

The figures and percentages of the statements 7, 8, 9, 10, and 11 in the table above show that visuals are effective motivational tools by enhancing learner enjoyment and evoking affective reactions when visuals are accurately used (Levie & Lentz, 1982). As Karimi and Biria (2014) say, using visuals also improves students' motivation. Hence, in testing situations, visuals seems to be useful tools to reduce test anxiety and to obtain higher comprehension scores.

As regards the statement 12, the figures reveal that only 5 % of the students say that coloured visuals have made their eyes tired while 95% of them are in favour of the use of colour. As is indicated by Lamberski & Dwyer (1983), colour is used "as a cueing device for facilitating discrimination or for facilitating the identification of essential learning characteristics in the visualized message" (p. 10).

As to the statement 13, most of the participants (92%) are strongly agree that the visuals may affect the results of the exams positively, which proves visuals help to make the questions and texts in the exam more understandable.

As to the statement 14, all the students disagree that visuals must certainly be deleted in the English exams. In this respect, Pietre (2003) point that “by ignoring the role of the nonlinguistic visibility... language teachers and researchers may be disregarding an essential element in culture and language learning” (p. 155).

With regard to the statement 15 and 16, the majority of the students think the English visual exams are more authentic and more interesting. This result shows that the exam is “more real, more accurate and more active” with the help of visuals (Shabiralyani, Hasan, Hamad & Iqbal, 2015).

In the statement 17, 92% of the students affirm that the visuals took their attention. Canning Wilson (2001) also highlight visuals allow students to focus on the whole item or a piece of an item.

In relation to the statement 18, only 69 % the students have a positive perception towards the English classes. This is possibly due to beneficial affective-motivational roles of visuals mentioned in the items 7,8,9,10,11.

With regard to the statement 19, 92% of the students reckon that the visuals have made the abstract units more concrete. Several studies show that a visual’s effectiveness depends on the level of abstractness or amount of detail in the visual (Borg and Schuller, 1979; Dwyer, 1978; Gorman, 1973,). When an abstract unit is visualized, the message is more concrete supplemented by a visual.

Lastly, 80% of the students think the visuals have made the exams extraordinary. It may be because of the habitual exam they are given in a format without any visuals. In the preparation of test, teachers give more importance to the types of questions not the way of layout of the questions, students at the beginning levels are not accustomed to be exposed to coloured, colourful tests, but instead just the questions.



#### **4.2.4 Research Question 4: What can the criteria of visuals be in EFL exams?**

According to the results taken from the students' achievement test, the students seem to have answered the questions well when they are clarified by visuals. However, the students seem not have succeeded in some questions. It may be because of lack of the criteria for visuals. Therefore, test writers should take some criteria for visuals in testing. Visuals should:

- be carefully chosen and well designed,
- be related to the text or message and improve the clarity of the text or message,
- have test-relevant information,
- appeal to the learner,
- be to the point,
- be authentic,
- be clearly defined.

When the students' perceptions towards the use of visuals in EFL exam checked by a questionnaire are taken into account, the following criteria for using visuals can be summarized:

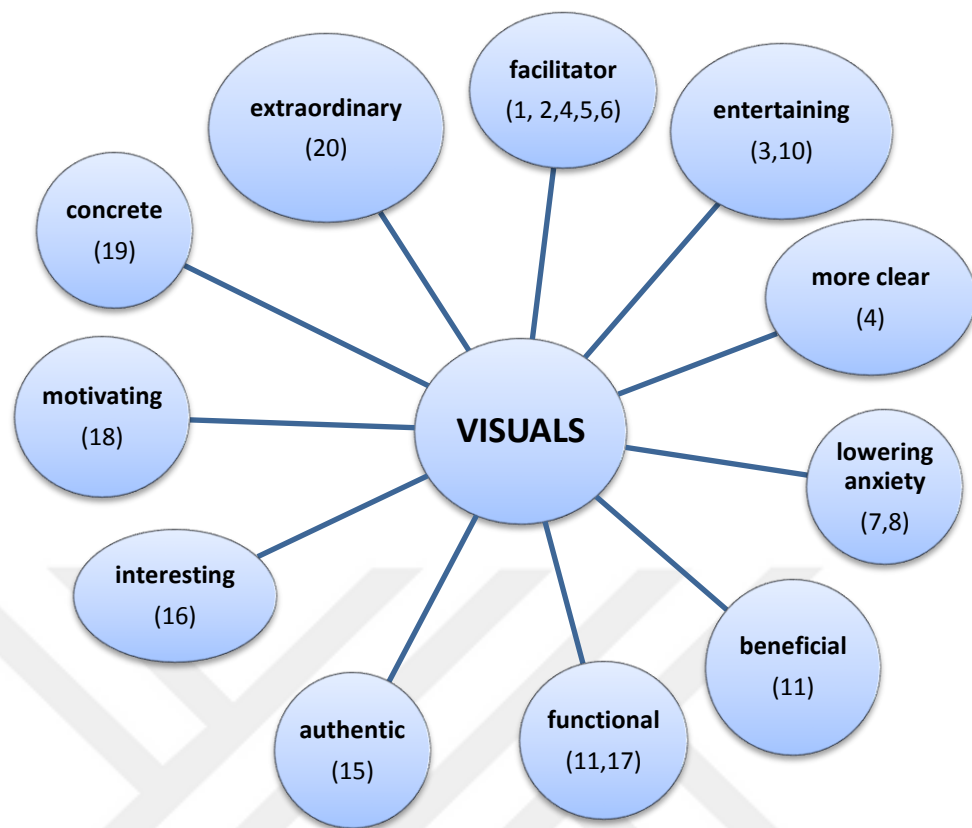


Figure 36: The Suggested Criteria of Visuals Extracted from the Perception Questionnaire of the Students

As is seen above, they may be suggested criteria for teachers and test writers to make the achievement test more reliable and variable.

## CHAPTER FIVE

### V. CONCLUSION

#### 5.1 Concluding Remarks

While there have been a number of studies concerning the use of visuals in language learning and teaching, the use of visuals has been neglected in terms of language testing but there has been an increasing interest to them for two decades, still there are limited studies regarding the use of visuals in language testing. Therefore, this study was designed to analyse the effects of visuals in English as a Foreign Language (EFL) exams have on students' comprehension skills. Four objectives were developed to determine the effects and roles of visuals in English tests. To conduct the research, an English achievement test was designed for A2 level high school students at an Anatolian high school and a perception questionnaire towards the visuals was developed for the experimental group.

The findings indicate that there are some significant differences between the control group and the experimental group, and there is a strong link between the visuals and the students' comprehension competence. The results clearly support that the students in the experimental group are much more engaged during the English Visual Test (EVT) by showing the visual sense has a high proportion in comprehension and are “a pervasive feature” of the students' lives (Celce-Murcia, Brinton, Snow, 2014). Otherwise, the teachers and testers can ignore “an essential element” in language testing (Pietre, 2013). Additionally, the results highlights not only the importance of visuals, but also the educational significance of the visuals and the visual literacy in the new era, and so forth. Similarly, Kang (2004) claim that “our ability to communicate ideas visually is as important as our ability to conceive them” (p. 58).

According the frequencies and percentages of the responses given to the questionnaire items, visuals seems to have produced such an emotional impact that they have affected their perceptions towards the English classes and tests. It is because the visuals seem to have made the language achievement test more enjoyable, authentic,

interesting, extraordinary, relaxing, concrete and understandable, the students would like to see visuals in tests. Hence, in today's visually rich environment, there is no excuse for the students' being deprived of visuals in language tests.

Besides, the results of this research also support some principles of using visuals in the language classroom. In the light of these principles and the findings, the rationale behind the use of visuals in testing can be concluded as following:

- Visuals can be used to test the four skills, vocabulary, grammar, and pronunciation.
- Visuals make the tests more authentic by reflecting the outside world into the tests.
- Visuals offer variety in English tests and are motivational for students.
- Visuals facilitate students' comprehension competence by making the questions in English exam meaningful.
- Students would like to see visuals in the language tests.
- Visuals are not limited to the well-known ones, such photos, drawings, and so on.
- It is easy to access to visuals through the Internet, newspapers, magazines, etc.
- Visuals make students more engaged during the tests by developing their critical thinking skills.
- Visuals are a means of contextualizing.

Furthermore, the use of visuals in A2 level EFL high school exams provides some advantages as follows:

- Carefully chosen and well-designed visuals enable many students not only to decode encoded meaning, but also to improve their comprehension competence.

- Visuals make students more likely to think about the process of the language more fully,
- Visuals are served as prompts when students cannot recognize a word in the text (as cues to word recognition and identification).
- Intended meaning encoded by visuals, the pragmatic cueing systems, and discourse elements, such as anaphoric, cataphoric referents can be easily decoded by the students as has been indicated in our results. Therefore, visuals can be clues for the test takers.

On the other hand, the study bears directly on some problems of the use of visuals in the testing situation. When the visuals are not directly relevant to the questions asked in the test, the students in the experimental group have difficulties:

- determining which part of the visuals was relevant and which part was not,
- understanding whom audio stimulus represented when the students were expected to reply to the audio stimulus in the listening skills test,
- comprehending what meaning was represented.

On the basis of the study, the following criteria teachers or test writers should keep in mind for the selection and use of visuals in a language test can be concluded. Hence, visuals should:

- be carefully chosen and well designed,
- be related to the text or message and improve the clarity of the text or message,
- have test-relevant information,
- appeal to the learner,
- be to the point,
- be authentic,

- be clearly defined.

## **5.2 Suggestions**

According to the findings, the following suggestions are made in this research:

### **5.2.1 Suggestions for Teachers and Testers**

It has been found that the use of visuals can be significant in the A2 level English high school exams. It can be concluded that visuals seem necessary in order to make a language comprehensible for the students and to make the traditional language exams more functional. No one can deny that visuals are essential in communication as they represent a particular part of reality and communication. Now that the visuals are said to be indispensable part of language learning and teaching, they should be used in all types of exams, as well.

As the use of visuals in A2 level English high school exams has been proved to be beneficial, it is recommended that teachers both in service and pre-service should be trained for using visuals in exams, and Ministry of National Education (MoNE) should provide ongoing support in this area through workshops all around Turkey.

Furthermore, visuals may raise the test takers' success and comprehension skills in national language exams, such as Yabancı Dil Bilgisi Seviye Tespit Sınavı (YDS) and Yükseköğretim Kurumları Yabancı Dil sınavı (YÖKDİL).

It is important that teachers or testers should choose the visuals cautiously in using them for teaching and testing, being aware of the importance of visuals for students' comprehension of the foreign language content. It is because of the fact that the definite cues can be good guides for students, leading them to the correct responses. Therefore, the following suggestions can be made:

- In order to make questions familiar to the students, first-person visuals can be helpful.

- In listening skills tests, audio stimulus can be triggered by a definite speech bubble, a speaker icon for the speaker and a question mark for the respondent so as to enhance the visual definiteness.
- The skills of understanding and interpreting visual or multi-model texts should be taught in schools as visuals.

### **5.2.3 Suggestions for Further Studies**

For further studies, it is recommended that a broader research including more students studying at different types of schools and in different regions should be conducted to gather more data. Alternatively, this study might be extended to the other language levels apart from A2 level, and a questionnaire on the visuals can be developed for foreign language teachers, as well.

In addition, each question type requires a different type of visuals. However, a visual can be used by different types of the questions. This can be clarified by both the comprehension competence and performative competence of the students.

Last but not least, different test elicitation techniques with visuals should be used.

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## **APPENDICES**

**APPENDIX 1:**

**A2 LEVEL ENGLISH HIGH SCHOOL EXAM WITHOUT VISUALS**

**I. LISTENING**

**PART 1:**

**You hear ten sentences twice. Please choose the best reply to each sentence.**

**1.**

- a) I don't know.
- b) That is not right.
- c) You're wrong.

**2.**

- a) My brother and I
- b) My brother's homework
- c) My brother

**3.**

- a) It's cheap.
- b) No, not yet.
- c) I'm afraid not.

**4.**

- a) Change the channel, please.
- b) Oh, at last.
- c) Why not?

**5.**

- a) Yes, there is
- b) Yes, I'm broken.
- c) No. I'm broke.

**6.**

- a) I think so.
- b) I'm not sure for the colour.
- c) I'm looking for shoes.

**7.**

- a) In cash
- b) Nothing much
- c) By air

**8.**

- a) Yes, I am.
- b) I'd like just a toast.
- c) It will be ready in a minute.

**9.**

- a) It costs £ 225.
- b) When do you want to travel?
- c) When is your flight?

**10.**

- a) Here are your menus.
- b) A grilled chicken.
- c) Let's get a takeaway.



**PART 2\*:** Please listen to the directions while you fill the gaps with the correct word to complete the directions.

at	on	past	go	straight	take	second
----	----	------	----	----------	------	--------

- Go \_\_\_\_\_ on.
- \_\_\_\_\_ past the traffic lights.
- It's the building next to the library \_\_\_\_\_ the left.
- \_\_\_\_\_ the roundabout turn left.
- Then \_\_\_\_\_ the first left on to Green Street.
- Go \_\_\_\_\_ the traffic lights and take the 7. \_\_\_\_\_ right on to King's Road.

**PART 3\*:** Listen to Mario and Tamara talking about what film they want to see.

**1. Underline the types of films. One movie is extra.**

- 30 Days of Night:            Action / Horror / Science Fiction / Romantic Comedy / None  
 My Grandfather's Plug:    Action / Horror / Science Fiction / Romantic Comedy / None  
 Martian:                      Action / Horror / Science Fiction / Romantic Comedy / None  
 Mad Max: Fury Road:        Action / Horror / Science Fiction / Romantic Comedy / None  
 No Escape:                    Action / Horror / Science Fiction / Romantic Comedy / None  
 What's Your Number?:      Action / Horror / Science Fiction / Romantic Comedy / None

**2. Which films have Mario and Tamara seen before?**

	Mario	Tamara
30 Days of Night		
My Grandfather's Plug		
Martian		
Mad Max: Fury Road		
No Escape		
What's Your Number?		

**3. Which film are Mario and Tamara going to see?**

- ( ) 30 Days of Night            ( ) My Grandfather's Plug        ( ) Martian  
 ( ) Mad Max: Fury Road        ( ) No Escape                        ( ) What's Your Number?

**PART 4\*: Listen to Tyrone calling the staff at his local swimming pool**

**Please read the sentences below and choose true or false.**

<b>1</b>	There are four different age groups that play water polo.	<b>True</b>	<b>False</b>
<b>2</b>	Tyrone wants to join the under 14s club.	<b>True</b>	<b>False</b>
<b>3</b>	The under 16s water polo team train three times a week.	<b>True</b>	<b>False</b>
<b>4</b>	The under 16s train on Monday and Thursday evenings.	<b>True</b>	<b>False</b>
<b>5</b>	Water polo matches are played on Saturdays.	<b>True</b>	<b>False</b>
<b>6</b>	You have to pay to join the water polo classes for under 18s.	<b>True</b>	<b>False</b>

**\*Taken from [http:// learnenglishteens. britishcouncil.org](http://learnenglishteens.britishcouncil.org)**

## II. READING

### **PART 1\*: Which animals can you see in cities? This article tells you about more than just dogs and cats!**

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10 °C and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities

to find food. We need to find ways of stopping animals coming into the city without hurting them.

Robin Newton

**PART 1a: Please circle the better phrase to complete these sentences.**

1. In Vancouver, a bear came in to the city .....  
(a) in the morning (b) at night
2. Someone saw the bear and called .....  
(a) the city zoo (b) the police
3. In Cape Town, baboons sometimes take food from .....  
(a) houses (b) restaurants.
4. Baboon monitors .....  
(a) give the baboons food (b) take baboons to the countryside.
5. In Berlin, .....  
(a) everybody likes (b) some people like the wild pigs.
6. In winter, people make small houses .....  
(a) for dogs in Moscow (b) for pigs in Berlin

**PART 1b: Please write "True" or "False" for these sentences.**

1. .... In Vancouver, the police took the bear to the zoo.
2. .... Human food is bad for baboon's teeth.
3. .... In Moscow, there are 35,000 wild pigs.
4. .... In Vancouver, the bear found food in a restaurant.
5. .... Pigs eat plants, flowers and vegetables.
6. .... In Moscow, all the dogs live in groups.
7. .... You can see bears in Vancouver every day.
8. .... Baboons can open cupboards and fridges.

\* Taken from [http:// learnenglishteens. britishcouncil.org](http://learnenglishteens.britishcouncil.org)

**PART 2:**

**Please read the following text and mark the sentences T (true) or F (false)\*.**

**CAPOEIRA**

Capoeira is a kind of dance that comes from Brazil. It is also an incredible sports game and is popular all over the world. The players move their hands and feet to music using similar moves used in karate and kickboxing. Spectators make a ring and sing Brazilian songs about the history of famous capoeiristas and about life. The two players use their arms and legs to perform an aerobic routine without touching each other inside the ring. People call it the 'Dance of War'.

The dance has lots of aerobics and is good for strengthening the body. Brazilians suggest capoeira dancing for everyone who wants a good work out.

- 1 Capoeira isn't just a dance. \_\_\_\_\_
- 2 It is similar to boxing. \_\_\_\_\_
- 3 Players make a ring, sing and fight. \_\_\_\_\_
- 4 People watch the players. \_\_\_\_\_
- 5 Capoeira keeps the body fit. \_\_\_\_\_

**\*Taken from Upload 2 Turkey, Test 3 by Express Publishing**

**PART 3\*:**

**Please read what some people say about hobbies and phobias. Then, please complete the following sentences with the names of the people in the text.**

<p><b>Jack:</b> I'm a social person and I like meeting friends, and watching movies. It's the cheapest way of fun for us. And I love the atmosphere of the place, especially the smell of popcorn.</p>	<p><b>Christopher:</b> Actually, I'm a brave man but those insects in my kitchen or bathroom scare me. I hate seeing their moving antennas and dark bodies.</p>
<p><b>Mary:</b> I used to be an unhealthy child. I don't know why but maybe because of this I'm afraid of getting into hospitals. My biggest fear is getting ill.</p>	<p><b>Scarlett:</b> Well, I know it's not logical but I'm scared of skyscrapers and high balconies. So, I live on the first floor of a three-storey house.</p>
<p><b>Daniel:</b> I'm very fond of saving old things, especially changes. I used to go to flea markets to buy them, but now I can easily find them on the Internet.</p>	<p><b>Nicole:</b> I love living on a farm. I'm very keen on animals, because they are more loyal than humans. I've got a pony of my own.</p>

1. .... is outgoing.
2. .... has no courage of facing some small animals.
3. .... can collect coins.
4. .... doesn't want to become sick.
5. .... can't think of buying a very tall building.

**\*Taken from the textbook *Yes You Can A2.3***

**PART 4: Please circle the correct answer.**

Janet and Madeline are twins but different. They usually do different things. Janet is more active than Madeline. She is also livelier. Madeline is quieter and slower than Janet. She is also more easy-going. One day, Janet and Madeline go shopping together. They get into a big shopping mall. While they are shopping, they lose each other. They buy things and go to the cashier. Surprisingly, they see each other there. And they notice the same things in their hands. They smile and leave the center. \*

<b>1</b>	Are the characters of Janet and Madeline the same?	<b>YES</b>	<b>NO</b>
<b>2</b>	Do they go to the same shopping center?	<b>YES</b>	<b>NO</b>
<b>3</b>	Do they do shopping together?	<b>YES</b>	<b>NO</b>
<b>4</b>	Do they buy completely different things?	<b>YES</b>	<b>NO</b>
<b>5</b>	At the end, are they angry?	<b>YES</b>	<b>NO</b>

**\*Taken from the textbook *Yes You can A2.1***

### III. USE OF ENGLISH

**PART 1: Please fill in the blanks with a suitable word below.**

**application – changing –freezing - junk - sleeping- teddy- weather -wedding**

1. Many girls' dream is to wear a \_\_\_\_\_ **dress**.
2. Mary never eats any \_\_\_\_\_ **food**, he know it is not healthy.
3. Tom filled out the job \_\_\_\_\_ **form**.
4. During the nights he slept on the mountain without a tent and \_\_\_\_\_ **bag**.
5. I always watch the \_\_\_\_\_ **forecast** before I go out in the morning.
6. She's 27 but she still sleeps with her \_\_\_\_\_ **bear**.
7. His house is always \_\_\_\_\_ **cold** and now he feels sick.
8. Customer: Can I try this dress on, please?  
Shop Assistant: Certainly, the \_\_\_\_\_ **rooms** are over there.

**PART 2:**

**Please fill in the blanks: Boil – building - elevator – fire – shower**

1. .... the water and then add the rice.
2. Unfortunately, a family died in a ..... last night.
3. Let's take the ..... His flat is on the tenth floor.
4. I'm going to have a ..... and go to bed.
5. The mosque is the only ancient ..... in the city.

**PART 3:**

**Please read the descriptions and find the appropriate word for each one.**

**The first letter is already there. There is one space for each letter in the word.**

- (1) the activity of living in a tent.

**C** \_ \_ \_ \_ \_

- (2) the activity or exercise of running at a slow fixed speed

**J** \_ \_ \_ \_ \_

- (3) the activity of swimming under water with a container of air on your back

**S** \_ \_ \_ \_ **D** \_ \_ \_ \_

- (4) The act of going from one place to another

**T** \_ \_ \_ \_ \_



**PART 4: Please choose the correct preposition.**

1. We are just sitting at / around the campfire and singing songs.
2. The young girl is sitting under / on the ground.
3. Social media is a waste of time and makes people feel lonely, so I'm against / for it.
4. A: You should stop eating fast food.  
B: I know, but I can't think of a life with / without them.
5. Barış Manço is living in / on the hearts of millions.
6. I'm not going to spend so much time in front of / on TV anymore.
7. "Look at / into my eyes before you say good-bye"
8. Can you turn up / down the music a bit. I can't stand it.

**PART 5: Please choose the best answer.**

<b>1</b>	<b>Look! There are dark clouds in the sky. It ..... heavily.</b> (a) is going to rain (b) rains (c) rained (d) was raining
<b>2</b>	<b>There are ..... on the table.</b> (a) a book (b) the book (c) any books (d) some books
<b>3</b>	<b>"It's secret. You ..... tell anyone."</b> (a) might not (b) mustn't (c) don't have to (d) needn't to
<b>4</b>	<b>He invited a lot of people to his birthday party but ..... came.</b> (a) someone (b) no one (c) anyone (d) everyone
<b>5</b>	<b>My little son was two years old when he started to eat .....</b> (a) he (b) his (c) him (d) himself
<b>6</b>	<b>China is ..... than India.</b> (a) crowded (b) more crowded (c) most crowded (d) as crowded

**PART 6: Please complete the dialogues with the correct option.**

1.

**Boss: Where is the report?**

**Secretary:** \_\_\_\_\_ .

- a) I'm sorry. I couldn't finish it.
- b) Let's go.
- c) Turn right. It's behind the car park.

2.

**Husband: What do we need for the guest?**

**Wife:** \_\_\_\_\_ .

- a) That's all.
- b) I want two, please.
- c) Let me have a look in the fridge.

3.

**A: How about going out?**

**B:** \_\_\_\_\_ .

- a) No, don't worry.
- b) I can't believe in my eyes.
- c) That's a bad idea.

4.

**Customer: Can I have a coffee with milk, please?**

**Barista:** \_\_\_\_\_ .

- a) Sure. Anything to drink?
- b) Yes, thank you.
- c) Certainly. Medium or big?

5.

**Man: Will you marry me?**

**Woman:** \_\_\_\_\_ .

- a) Oh, my dear, yes, yes, of course.
- b) You're right.
- c) Not at all.

6.

**A: I love watching TV.**

**B:** \_\_\_\_\_ .

- a) Me too.
- b) You too.
- c) Nice to meet you.

7.

**A: May I use your mobile to call my father?**

**B:** \_\_\_\_\_ .

- a) Yes, he's there.
- b) No, it's not.
- c) Here you are.

8.

**A: Have you got any phobias?**

**B:** \_\_\_\_\_ .

- a) I have seen a big puppy.
- b) Yes. My biggest fear is dogs.
- c) I have a small dog.

**APPENDIX 2:**

**AN ENGLISH VISUAL TEST FOR A2 LEVEL TURKISH STUDENTS**

**I. LISTENING**

**PART 1: You hear ten sentences twice. Please choose the best reply to each sentence.**



- a) I don't know.
- b) That is not right.
- c) You're wrong.



- a) My brother and I
- b) My brother's homework
- c) My brother



- a) It's cheap.
- b) No, not yet.
- c) I'm afraid not.



- a) Change the channel, please.
- b) Oh, at last.
- c) Why not?



- 5. a) Yes, there is
- b) Yes, I'm broken.
- c) No. I'm broke.



- 6. a) I think so.
- b) I'm not sure for the colour.
- c) I'm looking for shoes.



7.

- a) In cash
- b) Nothing much
- c) By air



8.

- a) Yes, I am.
- b) I'd like just a toast.
- c) It will be ready in a minute.



9.

- a) It costs £ 225.
- b) When do you want to travel?
- c) When is your flight?



10.

- a) Here are your menus.
- b) A grilled chicken.
- c) Let's get a takeaway.

**PART 2: Look at the map and listen to the directions while you fill the gaps with the correct word to complete the directions.**



at	on	past	go	straight	take	second
----	----	------	----	----------	------	--------

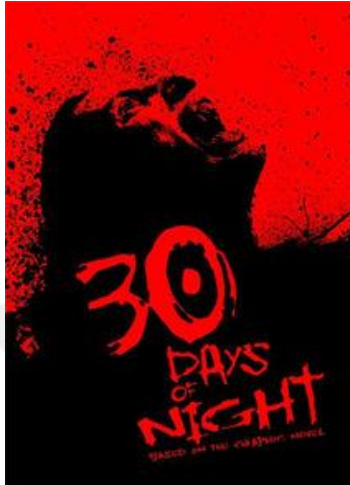
1. Go \_\_\_\_\_ on.
2. \_\_\_\_\_ past the traffic lights.
3. It's the building next to the library \_\_\_\_\_ the left.
4. \_\_\_\_\_ the roundabout turn left.
5. Then \_\_\_\_\_ the first left on to Green Street.
6. Go \_\_\_\_\_ the traffic lights and take the 7. \_\_\_\_\_ right on to King's Road.

PART 3: Listen to Mario and Tamara talking about what film they want to see.

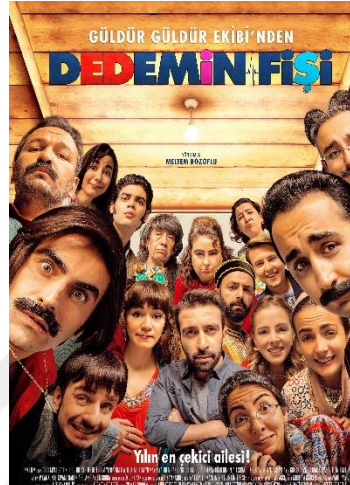


# NOW SHOWING

4th – 10th March



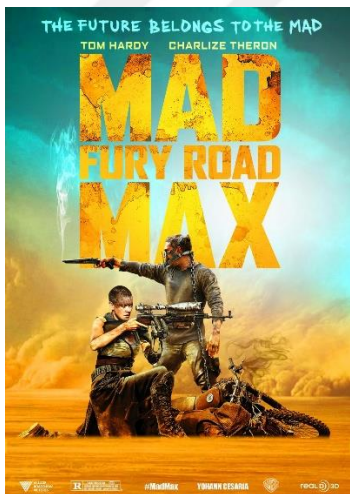
**30 DAYS OF NIGHT**  
12:00 p.m. – 2:30 p.m.  
7:30 p.m.



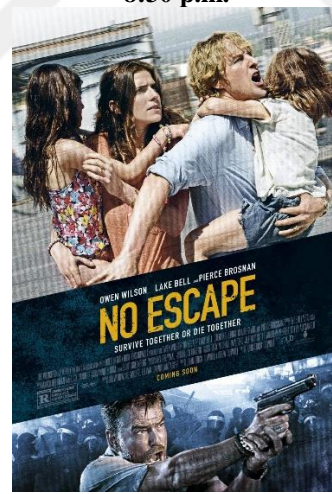
**MY GRANDFATHER'S  
PLUG**  
12:30 p.m. – 3:30 p.m.  
8:30 p.m.



**MARTIAN**  
12:00 p.m. – 3:00 p.m.  
8:00 p.m.



**MAD MAX:  
FURY ROAD**  
1:00 p.m. – 4:00 p.m.  
9:00 p.m.



**NO ESCAPE**  
1:30 p.m. – 4:30 p.m.  
9:30 p.m.



**WHAT'S YOUR  
NUMBER?**  
12:15 p.m. – 2:30 p.m.  
7:30 p.m.

**1. Underline the types of films. One movie is extra.**

- a. 30 Days of Night: Action / Horror / Science Fiction / Romantic Comedy / None  
 b. My Grandfather's Plug: Action / Horror / Science Fiction / Romantic Comedy / None  
 c. Martian: Action / Horror / Science Fiction / Romantic Comedy / None  
 d. Mad Max: Fury Road: Action / Horror / Science Fiction / Romantic Comedy / None  
 e. No Escape: Action / Horror / Science Fiction / Romantic Comedy / None  
 f. What's Your Number?: Action / Horror / Science Fiction / Romantic Comedy / None

**2. Which films have Mario and Tamara seen before?**

	Mario	Tamara
30 Days of Night		
My Grandfather's Plug		
Martian		
Mad Max: Fury Road		
No Escape		
What's Your Number?		

**3. Which film are Mario and Tamara going to see?**

- ( ) 30 Days of Night      ( ) My Grandfather's Plug      ( ) Martian  
 ( ) Mad Max: Fury Road      ( ) No Escape      ( ) What's Your Number?

**PART 4: Listen to Tyrone calling the staff at his local swimming pool**



**Please read the sentences below and choose true or false.**

<b>1</b>	There are four different age groups that play water polo.	<b>True</b>	<b>False</b>
<b>2</b>	Tyrone wants to join the under 14s club.	<b>True</b>	<b>False</b>
<b>3</b>	The under 16s water polo team train three times a week.	<b>True</b>	<b>False</b>
<b>4</b>	The under 16s train on Monday and Thursday evenings.	<b>True</b>	<b>False</b>
<b>5</b>	Water polo matches are played on Saturdays.	<b>True</b>	<b>False</b>
<b>6</b>	You have to pay to join the water polo classes for under 18s.	<b>True</b>	<b>False</b>

## II. READING

### PART 1: Which animals can you see in cities?

This article tells you about more than just dogs and cats!



One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big

animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.



In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is  $-10^{\circ}\text{C}$  and there is a lot of snow and ice.



Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

Robin Newton



**PART 1a: Please circle the better phrase to complete these sentences.**

1. In Vancouver, a bear came in to the city .....  
(a) in the morning                                  (b) at night
2. Someone saw the bear and called .....  
(a) the city zoo                                  (b) the police
3. In Cape Town, baboons sometimes take food from .....  
(a) houses                                  (b) restaurants.
4. Baboon monitors .....  
(a) give the baboons food                                  (b) take baboons to the countryside.
5. In Berlin, .....  
(a) everybody likes                                  (b) some people like the wild pigs.
6. In winter, people make small houses .....  
(a) for dogs in Moscow                                  (b) for pigs in Berlin

**PART 1b: Please write “True” or “False” for these sentences.**

1. .... In Vancouver, the police took the bear to the zoo.
2. .... Human food is bad for baboon’s teeth.
3. .... In Moscow, there are 35,000 wild pigs.
4. .... In Vancouver, the bear found food in a restaurant.
5. .... Pigs eat plants, flowers and vegetables.
6. .... In Moscow, all the dogs live in groups.
7. .... You can see bears in Vancouver every day.
8. .... Baboons can open cupboards and fridges.

**PART 2:**

**Please read the following text and mark the sentences T (true) or F (false)\*.**

**CAPOEIRA**

Capoeira is a kind of dance that comes from Brazil. It is also an incredible sports game and is popular all over the world. The players move their hands and feet to music using similar moves used in karate and kickboxing. Spectators make a ring and sing Brazilian songs about the history of famous capoeiristas and about life. The two players use their arms and legs to perform an aerobic routine without touching each other inside the ring. People call it the 'Dance of War'.

The dance has lots of aerobics and is good for strengthening the body. Brazilians suggest capoeira dancing for everyone who wants a good work out.

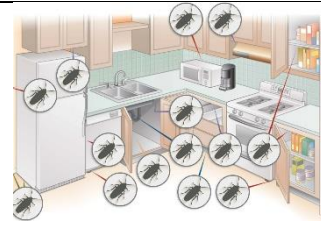
- 1 Capoeira isn't just a dance. \_\_\_\_\_
- 2 It is similar to boxing. \_\_\_\_\_
- 3 Players make a ring, sing and fight. \_\_\_\_\_
- 4 People watch the players. \_\_\_\_\_
- 5 Capoeira keeps the body fit. \_\_\_\_\_

**\*Taken from Upload 2 Turkey, Test 3 by Express Publishing**

**PART 3: Please read what some people say about hobbies and phobias. Then, please complete the following sentences with the names of the people in the text.**



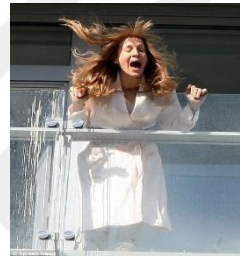
**Jack:** I'm a social person and I like meeting friends, and watching movies. It's the cheapest way of fun for us. And I love the atmosphere of the place, especially the smell of popcorn.



**Christopher:** Actually, I'm a brave man but those insects in my kitchen or bathroom scare me. I hate seeing their moving antennas and dark bodies.



**Mary:** I used to be an unhealthy child. I don't know why but maybe because of this I'm afraid of getting into hospitals. My biggest fear is getting ill.



**Scarlett:** Well, I know it's not logical but I'm scared of skyscrapers and high balconies. So, I live on the first floor of a three-storey house.

**Daniel:** I'm very fond of saving old things, especially changes. I used to go to flea markets to buy them, but now I can easily find them on the Internet.



**Nicole:** I love living on a farm. I'm very keen on animals, because



they are more loyal than humans. I've got a pony of my own.

1. .... is outgoing.
2. .... has no courage of facing some small animals.
3. .... can collect coins.
4. .... doesn't want to become sick.
5. .... can't think of buying a very tall building.

**PART 4: Please circle the correct answer.**



Janet and Madeline are twins but different. They usually do different things. Janet is more active than Madeline. She is also livelier. Madeline is quieter and slower than Janet. She is also more easy-going. One day, Janet and Madeline go shopping together. They get into a big shopping mall. While they are shopping, they lose each other. They buy things and go to the cashier. Surprisingly, they see each other there. And they notice the same things in their hands. They smile and leave the center.

<b>1</b>	Are the characters of Janet and Madeline the same?	<b>YES</b>	<b>NO</b>
<b>2</b>	Do they go to the same shopping center?	<b>YES</b>	<b>NO</b>
<b>3</b>	Do they do shopping together?	<b>YES</b>	<b>NO</b>
<b>4</b>	Do they buy completely different things?	<b>YES</b>	<b>NO</b>
<b>5</b>	At the end, are they angry?	<b>YES</b>	<b>NO</b>

### III. USE OF ENGLISH

**PART 1: Please fill in the blanks with a suitable word below.**

**application – changing –freezing - junk - sleeping- teddy- weather –wedding**

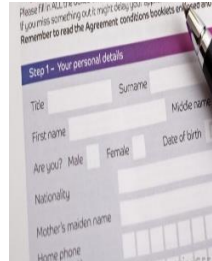
1



2



3



4



5



6



7



8



1. Many girls' dream is to wear a \_\_\_\_\_ **dress**.
2. Mary never eats any \_\_\_\_\_ **food**, he know it is not healthy.
3. Tom filled out the job \_\_\_\_\_ **form**.
4. During the nights he slept on the mountain without a tent and \_\_\_\_\_ **bag**.
5. I always watch the \_\_\_\_\_ **forecast** before I go out in the morning.
6. She's 27 but she still sleeps with her \_\_\_\_\_ **bear**.
7. His house is always \_\_\_\_\_ **cold** and now he feels sick.
8. Customer: Can I try this dress on, please?  
Shop Assistant: Certainly, the \_\_\_\_\_ **rooms** are over there.

**PART 2:**

**Please fill in the blanks: Boil – building - elevator – fire – shower**



1. .... the water and then add the rice.
2. Unfortunately, a family died in a ..... last night.
3. Let's take the ..... His flat is on the tenth floor.
4. I'm going to have a ..... and go to bed.
5. The mosque is the only ancient ..... in the city.

**PART 3:**

**Please read the descriptions and find the appropriate word for each one.**

**The first letter is already there. There is one space for each letter in the word.**



- (1) the activity of living in a tent.

C \_ \_ \_ \_ \_

- (2) the activity or exercise of running at a slow fixed speed

J \_ \_ \_ \_ \_

- (3) the activity of swimming under water with a container of air on your back

S \_ \_ \_ \_ D \_ \_ \_ \_

- (4) The act of going from one place to another

T \_ \_ \_ \_ \_

**PART 4: Please choose the correct preposition.**

1



2



3



4



5



6



7



8



1. We are just sitting at / around the campfire and singing songs.
2. The young girl is sitting under / on the ground.
3. Social media is a waste of time and makes people feel lonely, so I'm against / for it.
4. A: You should stop eating fast food.  
B: I know, but I can't think of a life with / without them.
5. Barış Manço is living in / on the hearts of millions.
6. I'm not going to spend so much time in front of / on TV anymore.
7. "Look at / into my eyes before you say good-bye"
8. Can you turn up / down the music a bit. I can't stand it.

**PART 5: Please choose the best answer.**

**1 Look! There are dark clouds in the sky.  
It ..... heavily.**

- (a) is going to rain
- (b) rains
- (c) rained
- (d) was raining



**2 There are ..... on the table.**

- (a) a book
- (b) the book
- (c) any books
- (d) some books



**3 “It’s secret. You ..... tell anyone.”**

- (a) might not
- (b) mustn’t
- (c) don’t have to
- (d) needn’t to



**4 He invited a lot of people to his birthday party  
but ..... came.**

- (a) someone
- (b) no one
- (c) anyone
- (d) everyone



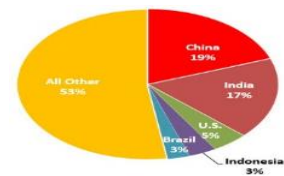
**5 My little son was two years old when he started to  
eat .....**

- (a) he
- (b) his
- (c) him
- (d) himself



**6 China is ..... than India.**

- (a) crowded
- (b) more crowded
- (c) most crowded
- (d) as crowded





**PART 6: Please complete the dialogues with the correct option.**

1.



**Boss: Where is the report?**

**Secretary: \_\_\_\_\_ .**

- a) I'm sorry. I couldn't finish it.
- b) Let's go.
- c) Turn right. It's behind the car park.

2.



**Husband: What do we need for the guest?**

**Wife: \_\_\_\_\_ .**

- a) That's all.
- b) I want two, please.
- c) Let me have a look in the fridge.

3.



**A: How about going out?**

**B: \_\_\_\_\_ .**

- a) No, don't worry.
- b) I can't believe in my eyes.
- c) That's a bad idea.

4.



**Customer: Can I have a coffee with milk, please?**

**Barista: \_\_\_\_\_ .**

- a) Sure. Anything to drink?
- b) Yes, thank you.
- c) Certainly. Medium or big?

5.



6.



**Man: Will you marry me?**

**A: I love watching TV.**

**Woman:** \_\_\_\_\_ .

**B:** \_\_\_\_\_ .

- a) Oh, my dear, yes, yes, of course.
- b) You're right.
- c) Not at all.

- a) Me too.
- b) You too
- c) Nice to meet you.

7.



8.



**A: May I use your mobile to call my father?**

**A: Have you got any phobias?**

**B:** \_\_\_\_\_ .

**B:** \_\_\_\_\_ .

- a) Yes, he's there.
- b) No, it's not.
- c) Here you are.

- a) I have seen a big puppy.
- b) Yes. My biggest fear is dogs.
- c) I have a small dog.

**APPENDIX 3:**

**ANSWER KEY OF THE EXAM**

**LISTENING**

PART 1		PART 2		PART 3		PART 4	
1.	a	1.	straight	1.	a. Horror	1.	True
2.	c	2.	Go	2.	b. None	2.	False
3.	c	3.	on	3.	c. Sci-fi	3.	False
4.	b	4.	At	4.	d. Action	4.	False
5.	c	5.	take	5.	e. Action	5.	True
6.	b	6.	past	6.	f. Romantic Comedy	6.	False
7.	a	7.	second	7.	Mario: Mad Max		
8.	c			8.	Tamara: Martian		
9.	b			9.	30 Days of Night		
10.	b						

**READING**

PART 1a		PART 1b		PART 2		PART 3		PART 4	
1.	at night	1.	False	1.	T	1.	Jack	1.	No
2.	the police	2.	True	2.	F	2.	Christopher	2.	Yes
3.	houses	3.	False	3.	F	3.	Daniel	3.	No
4.	take baboons...	4.	False	4.	T	4.	Mary	4.	No
5.	some people	5.	True	5.	T	5.	Scarlet	5.	No
6.	for dogs in Moscow	6.	False						
		7.	False						
		8.	True						

**USE OF ENGLISH**

PART 1		PART 2		PART 3		PART 4		PART 5		PART 6	
1.	wedding	1.	boil	1.	camping	1.	around	1.	a	1.	a
2.	junk	2.	fire	2.	jogging	2.	on	2.	d	2.	c
3.	application	3.	elevator	3.	scuba diving	3.	against	3.	b	3.	c
4.	sleeping	4.	shower	4.	travelling	4.	without	4.	b	4.	c
5.	weather	5.	building			5.	in	5.	d	5.	a
6.	teddy					6.	in front of	6.	b	6.	a
7.	freezing					7.	into			7.	c
8.	changing					8.	down			8.	b

## **APPENDIX 4:**

### **LISTENING SCRIPTS**

#### **PART ONE**

1. What's wrong with your washing machine?
2. Who helps your homework at home?
3. Are you free after lunch?
4. I uploaded our holiday's pictures.
5. Have you got any money on you?
6. What do you think of these shoes?
7. How are you going to pay?
8. I am starving.
9. I'd like to book a return flight to London.
10. What shall we eat?

#### **PART TWO**

- A.** Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.
- B.** Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.
- C.** Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.
- D.** Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

### PART THREE

**Tamara:** Hi, Mario. Do you want to go and watch a film?

**Mario:** Hi, Tamara. Sure, what's on?

**Tamara:** Well, there are two action films, *Mad Max: Fury Road* and *No Escape*.

**Mario:** I've already seen *Mad Max: Fury Road*. I haven't seen *No Escape*, but I don't really want to see an action film. What else is on?

**Tamara:** There's that science fiction film, *Martian*, but I've already seen it.

**Mario:** Is it good?

**Tamara:** Yes, it is, but I don't want to see it again. There's a romantic comedy called *What's Your Number?*

**Mario:** Mmm, I'm not sure. Are there any horror films on?

**Tamara:** Yes, there's *30 Days of Night*. It's got vampires in it.

**Mario:** OK, sounds good. Let's go and watch *30 Days of Night*. What time is it on?

**Tamara:** It's on at 12 o'clock or at half past two.

**Mario:** Is it on this evening?

**Tamara:** Yes, at 7:30.

**Mario:** Perfect. Let's go at 7:30.

**Tamara:** OK, shall we meet at the cinema at 7:00?

**Mario:** Great! See you later.

**Tamara:** Bye.

## PART FOUR

**Receptionist:** Good morning, Brownnton swimming pool.

**Tyrone:** Hello, I'd like some information about the water polo club.

**Receptionist:** Yes, of course. We have an under 14s club, an under 16s club, an under 18s club and an adults club. How old are you?

**Tyrone:** I'm 15.

**Receptionist:** OK, so you want the under 16s club.

**Tyrone:** Yes.

**Receptionist:** Just a moment ... yes, we have two places in the under 16s club.

**Tyrone:** When do they train?

**Receptionist:** Let's see, the under 16s train two evenings a week, on Mondays, no sorry, on Tuesdays and Thursdays from 6:30 – 8:00pm. And matches are on Saturday mornings.

**Tyrone:** When does the training start?

**Receptionist:** Training starts next week, on September 2nd.

**Tyrone:** OK. And how much are the classes?

**Receptionist:** Classes are free for under 18s.

**Tyrone:** Great! What do I have to do to join?

**Receptionist:** You have to come to the swimming pool and complete a form. You need to bring a photograph too.

**Tyrone:** OK. Receptionist: Can I take your name?

**Tyrone:** Yes, it's Tyrone Williams.

**Receptionist:** OK, thanks. Tyrone.

**Tyrone:** Thanks. Bye.

## APPENDIX 5:

### SORMACA: ÖĞRENCİLERİN SINAVLARDA GÖRSELLERİN KULLANIMINA İLİŞKİN ALGILARI

Değerli öğrenci,

Lütfen aşağıdaki ankette yer alan maddeleri dikkatlice okuyarak, size en uygun yanıtı işaretleyiniz. Verdiğiniz yanıtlar, yabancı dil sınavlarında görsellerin kullanımı ile ilgili bir araştırmada kullanılacaktır. Araştırmada kişisel bilgileriniz gizli tutulacak, yanıtlarınız bu çalışmanız dışında kullanılmayacaktır. İçten cevaplarınız için teşekkür ederiz.

İbrahim Kayacan

Ad Soyad: \_\_\_\_\_

Cinsiyet: Kız ( ) Erkek ( )

(1) Katılıyorum: ☺ (2) Katılmıyorum: ☹

		1 ☺	2 ☹
1	Sözcüklerin kavram alanının görsel imgelerle verilmesi sözcüğün anlamını çıkarmama yardımcı oldu.		
2	Kullanılan görseller sözcükleri hatırlamamı sağladı.		
3	Metinleri okurken görseller sayesinde sıkılmadım.		
4	Okuma metinlerindeki ana temayı görseller sayesinde anladım.		
5	Görseller dinleme metinlerini daha kolay anlamamı sağladı.		
6	Görseller cümleleri anlamama yardımcı oldu.		
7	Görsellerle hazırlanan sınavlar kaygımı azalttı.		
8	Görsellerle hazırlanan sınavlarda kaygı duymadım.		
9	Görsellerle hazırlanan sınavlarda zorlanmadım.		
10	Görsellerle hazırlanan sınavları eğlenceli buldum.		
11	Görseller sayesinde İngilizce sınavımdan daha iyi not alacağım.		
12	Görsellerin renkli olması gözümü yordu.		
13	Görsellerin bana İngilizce sınavlarında alacağım puanı olumlu etkileyeceğine inanmıyorum.		
14	İngilizce sınavlarınızda görseller kesinlikle kaldırılmalı.		
15	Görsellerle hazırlanan sınavları daha gerçekçi buldum.		

<b>16</b>	Görsellerle hazırlanan sınavları daha ilginç buldum.		
<b>17</b>	Görseller dikkatimi artırdı.		
<b>18</b>	Sınavlarda görsellerin kullanılması İngilizce dersine karşı olumlu tavır takınmamı sağladı.		
<b>19</b>	Görseller soyut iletileri somutlaştırdı		
<b>20</b>	Görseller sınavları tekdüze olmaktan çıkardı.		





**APPENDIX 6:**

**A PERCEPTION QUESTIONNAIRE OF THE STUDENTS  
TOWARDS THE USE OF VISUALS IN TESTING**

Dear student,

Please read the following statements carefully and put a tick below 'agree' or 'disagree'. Your answers will be used in our study about the use of visuals in EFL exams. Your personal information will be kept anonymous, and they will not be used for the other purposes. We thank you for your sincere answers.

İbrahim Kayacan

**Full Name:** \_\_\_\_\_


**Gender:** Male ( ) Female ( )

		<b>Agree</b> ☺	<b>Disagree</b> ☹
<b>1</b>	The use of visual signs of the concepts helped me to get the sense of the words.		
<b>2</b>	The use of visuals helped me to remember the words.		
<b>3</b>	I did not get bored because of the visuals while reading the texts.		
<b>4</b>	I understood the plot in the reading texts through the visuals.		
<b>5</b>	The visuals helped me to understand the listening texts more easily.		
<b>6</b>	The visuals helped me to understand the sentences.		
<b>7</b>	The use of visuals in the English exam helped to reduce the level of my anxiety.		
<b>8</b>	I did not feel any anxiety during the English visual exams.		
<b>9</b>	I did not feel any difficulty in the English visual exams.		
<b>10</b>	I think the English test with visuals is enjoyable.		

<b>11</b>	I believe I will take higher scores in English exams thanks to the visuals.		
<b>12</b>	Coloured visuals made my eyes tired.		
<b>13</b>	I do not think the visuals may affect the results positively.		
<b>14</b>	Visuals must certainly be deleted in the English exams.		
<b>15</b>	I think the English visual exams are more authentic.		
<b>16</b>	I think the English visual exams more interesting.		
<b>17</b>	The visuals took my attention.		
<b>18</b>	The visuals enabled me to have a positive perception towards the English classes.		
<b>19</b>	The visuals made the abstract units more concrete.		
<b>20</b>	The visuals made the exams extraordinary.		

**APPENDIX 7:**

**SOCIAL AND HUMAN SCIENCES ETHICS BOARD  
APPROVAL FOR THE RESEARCH IMPLEMENTATION**

  
T.C.  
ONDOKUZ MAYIS ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
21.03.2018	3	2018 / 111

**KARAR NO:** 2018 - 111

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi İbrahim KAYACAN'ın Doç. Dr. Nalan KIZILTAN danışmanlığında "The Use Of Visuals in A2 Level EFL High School Exams(A2 Seviyesi İngilizce Lise Dil Sınavlarında Görsellerin Kullanımı)" konulu yüksek lisans tezine ilişkin anket çalışması okunarak görüşüldü.

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi İbrahim KAYACAN'ın Doç. Dr. Nalan KIZILTAN danışmanlığında "The Use Of Visuals in A2 Level EFL High School Exams(A2 Seviyesi İngilizce Lise Dil Sınavlarında Görsellerin Kullanımı)" konulu yüksek lisans tezine ilişkin anket çalışmasının kabulüne oy birliği ile karar verildi.

**ASLI GİBİDİR.**

P.S.: Experiment was implemented by the approval of the experimental school and supported by the Social and Human Sciences Ethics Board.

## APPENDIX 8: SCHOOL APPROVAL FOR THE RESEARCH



T. C.  
KOCAALI KAYMAKAMLIĞI  
Kocaeli Anadolu Lisesi

05/01/2018

### İLGİLİ MAKAMA

2015-2016 ve 2016-2017 Eğitim Öğretim Yıllarında kurumumuzda İngilizce öğretmeni olarak çalışan İbrahim Kayacan'ın "The Use of Visuals in A2 Level EFL High School Exams"/ "A2 Seviyesi İngilizce Lise Dil Sınavlarında Görsellerin Kullanımı" adlı Yüksek Lisans Tez çalışmalarını resmi izinle etik kurallar çerçevesinde program dahilinde kendi ders saatlerinde öğrencilerine uygulamıştır.

Fuat ÖZGEN  
Okul Müdür V.

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