

EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study

Awwad Othman Abdelaziz Ahmed

Department of Foreign Languages, College of Arts
Taif University, Taif, Saudi Arabia

Abstract

The use of teaching aids plays an important role in enhancing students' interaction and participation. Therefore, this research aims to investigate teachers' and students' approaches in using teaching aids and to reinforce their importance. This research also tried to verify whether teaching aids activate teaching and learning processes and more specifically if they make students interactive and effective participants. Moreover, it encourage teachers to update their methods of teaching. A questionnaire is used as an instrument to collect the necessary data. The questionnaire content was based on items to maximize the benefits of various teaching aids use in English as a foreign language (EFL) classroom settings. Twenty teachers and fifty students took part in the questionnaire survey. Findings from the teachers' and students' questionnaires demonstrated that teaching aids help teachers and students activate their teaching and learning processes. Moreover, they help in classroom setting and management. Teachers' attitudes as well as their perception toward using teaching aids to motivate students are positive since they all find the necessity of using them to improve students' English performance. As a result, teachers should be aware that disregarding of teaching aids use impedes learners' motivation. It has been recommended that teachers need to systematically design their own teaching aids for effective teaching and learning betterment.

Key words: *Teaching aids, Traditional class methods, EFL teachers, EFL students*

Cite as: Ahmed, A.O.A. (2018). EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study. *Arab World English Journal (AWEJ) Special Issue on CALL (4)*, DOI: <https://dx.doi.org/10.24093/awej/call4.8>

Introduction

There has been an increasing interest in the use of learning and teaching aids in education. Teaching aids are designed to teach, illustrate and reinforce lessons. Teachers need to be aware of the important role of visual as well as verbal tools and technologies, especially with this younger generation of learners who are familiar with the visual interface of multimedia and internet technologies. Because of the directly variable nature of language teaching and learning, many language teachers underestimate the potentially constructive role learning aids can play in enhancing the language learning classroom. Brinton (2000, p.22) asserts that the use of teaching aids can enhance language teaching as they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting. Moreover, visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. However, it is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media in general. Santas (2009) emphasizes on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

Teaching aids can be a helpful tool in the language classroom as Mannan (2005) points out that they "help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid" (p. 108). However, visuals clarify and enhance students learning, the information will be recognized and remembered for longer durations than verbal information alone.

Teachers need to motivate their students in different level of education. This study promotes the use of teaching aids in secondary level schools as a technique for motivating learners and improve their understanding of English language. Teaching aids can be interactive and can customize the learning process. When learners have something to look at, teaching and learning attract their attention and make their lessons more memorable Thus, this research investigates teachers' and students' approaches in using teaching aids; mainly to what extent teachers use aids in their classes. This research paper will be limited to English as a foreign language EFL teachers and students in secondary schools in Hasaisa locality, Gezira State, Sudan. The basic focus is on teachers' and students' approaches in using teaching aids.

This research paper aims to achieve the following objectives:

1. To emphasize the important use of teaching aids in classroom interaction.
2. To maximize the benefits of various teaching aids use in EFL secondary classroom settings.
3. To encourage teachers to update their methods of teaching, the teaching aids they use as well.
4. To encourage students to think and create learning aids of their own.
5. To utilize teaching aids needed for effective learning process in EFL classrooms.

The significance of the study stems from that teaching aids are learning tools that can make an abstract idea more congruent to the learner. They help the students to focus on their thoughts and ideas on the subjects, which in turn help them to understand and interpret the information being presented. Also, it is hoped that this study will pave the way toward using teaching aids in the field of EFL.

This research paper hypothesizes the following:

- 1- Teachers have positive attitudes towards using teaching aids.
2. Teaching aids activate teaching and learning processes.
3. Teaching materials encourage learner- learner interaction.
- 4.- Teaching aids help in classrooms setting and management.

The research paper adopts both the descriptive and analytical methods. The researcher uses two questionnaires as a tool to collect the data from the EFL secondary school teachers and students. The collected data will be analyzed by using SPSS Program.

Literature Review

Teaching aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating (Rather, 2004). The material like models, charts, maps are called instructional aids. Since traditional classroom methods and tools such as chalkboard and textbook do not satisfy the students' needs, most of the teachers are still far away from the implementation of teaching aids such as visual aids even though those tools are not new but it is not widely used Rather (2004). Thus, teachers need to be aware of this issue and try to create an enjoyable atmosphere and attractive classroom so that learners feel interested and involved in teaching English language.

Teaching aids are any graphics, images or pictures that help students to create relations amongst the words. Nation et al., (1990) claim that

Visual aids are materials that used to convey meaning to students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing and action, photographs, blackboard drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language). (p. 22)

Moreover, teaching aids offer many pedagogical methods for developing vocabulary skills. It is claimed that new words should be presented in a context using familiar vocabulary and grammar. To learn new vocabulary more effectively it is suggested the use of instructional aids for presenting new words. When learning word items there are some aids which help the learners to find the meaning of words.

Mannan (2005) emphasizes that

teaching aids can be a helpful tool in the language classroom as points out they help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. (p.108).

In order to achieve an effective learning, there must be a firsthand experience by displaying real objects of everyday life such as: chair, table, flash-cards, charts, diagrams, maps, the globe, pictures which are the ideal means to help facilitate and present information in an interesting and entertaining way that the lesson would look more fun.

The use of instructional aids can enhance language teaching. They help teachers to bring the real world into the classroom, they make learning more meaningful and exciting. Moreover, teaching aids are the key to obtain information, construct knowledge and build successful educational outcomes. Garton and Graves (2004) assert that "Materials are fundamental to language learning and teaching, but materials cannot be viewed independently of their users." (p. 11). Besides choosing and adapting materials represent quite a challenge for most new language teachers, it is important to mention that teaching materials can create a harmony between the students and the instructional methodology and the materials used. If students feel comfortable with the materials and the methodology, they are expected to perform well, they will feel confident and will experience low level of anxiety.

Learning can be reinforced with different teaching and learning resources because they stimulate, motivate as well as focus learners' attention during the instructional process. Teaching aids arouse the interest of learners and help the teachers to explain the learning concepts easily. Visual and instructional aids are used in the classroom to encourage teaching learning process. Singh (2005) claims that: "Any device which by sight increases the individuals' practice, outside that attained through read labeled as visual aids." (p. 36). Jain (2004) also illustrates that teaching aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. Teaching aid is one of the aspects which roots participation of students in the lesson because when students look at visual model they promote their participation. Mohanty (2001) also explains that "Visual aids give chance to speakers to make a more professional and consistent performance. The teaching career is full with limitless opportunities to enrich the academic survives of students through teaching aids." (p.68).

According to Burrow (1986), teaching aids can be very useful in supporting a topic. Good learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the students (Chacko, 1981). Another use of learning resources is to clarify the relationship between material objects and the concepts which need to be presented. Symbols, graphs, and diagrams can also show associations of location, time, size, value and frequency. It is important to point that in order to improve memory for lesson content, teaching aids should be aligned with goals of the instruction.

Lynch et al., (2012) think that "teacher-learning situation can be changed if there were many types of teaching aids used in teaching English. Using teaching aids is an important factor to facilitate the comprehension of both written and spoken words in teaching-learning situation." (p.63). Also, by using the visual aids, the teaching process, especially that of languages and for the English case can be upgraded and students would gain practical learning experiences in all phases of learning activities.

Lynch et al., (2012) also agree that teaching aids can be helpful in the learning process since they are stimulators, motivators, and points of focus in which the learner's attention is concentrated. However, most of the qualified teachers and the professional training courses are able to rely on some of those learning aids. They apply them because their use has proved efficiency on learning outcomes and it is practiced consciously as revealed through the teaching process.

Bellver (1989) argues that clear pictures augment the students' level of comprehension of the current material, and they should be used to reinforce the message, clarify points, and create excitement. Teaching aids make smooth transition from one activity to another. They encourage the use of body language and eye movement. This added movement helps to give the speaker the control over the presentation. Using teaching aids then is beneficial to both learners and teacher. Teaching aids create influence and excitement to a presentation. Butcher (2003) agrees that teaching aids help targeting more than one sense simultaneously, therefore they increase the learners' comprehension. With pictures, the concepts or ideas presented are no longer simply words- but words plus images.

Moss (2000, p.63) points out the following types of teaching material used in teaching and learning processes:

1 Charts: Charts are the graphic teaching materials including diagrams, posters, pictures, maps and graphs. It is defined as an illustrative visual material for describing a logical relationship between main ideas and supporting facts.

2. Pictures: Pictures are the most commonly used and available graphical aids, pictures includes photographs, painting, illustrations clipped from periodicals. They remind the learner of the meaning of words and help him/her communicate effectively. They help the teacher to well save his/her voice. But too much detail confuses and distracts, while too little prevents recognition. A suitable show of teaching aids is always used according to the teaching situation.

3 Diagrams: A diagram is the simplified drawing of an object, product, appliance or process to explain finer points of the same. A diagram shows relationships with the help of lines and symbols without the pictorial elements.

4 Graphs: They are teaching aids for presenting statistical information and comparing the current situations and changes of certain attributes. Graphs deal with the presentation of quantitative data, it make it easily interpretable and readily understood. The use of huge data and long list of figure is always boring but the same represented by graphs arrests attention and induces students to think.

5 Maps: A map is a graphic aid that is considered as a diagram which depicts the surface of the earth, world or parts of it. A map is always drawn to scale, which is mentioned, on one corner of it. Every map should have the following descriptions on it: a title, a grid, a scale, a key, dates on which it has been prepared (Moss, 2000).

6 Poster: Posters are the graphic aids with short, quick and typical messages with attention capturing paintings.

7. Cartoons: A cartoon is humorous drawing which gives an indirect twisted message. They add that it is a unique pictorial medium which has a visual appeal. In a cartoon, objects and people are depicted in an exaggerated manner with an understood message which is perceived symbolically. It is simply a figurative and subtle graphic aid.

8. Comic Strips: A comic strip is the graphic depiction in a series of pictures or sketches of some characters and events full of action. Children find this tool of communication interesting and exciting for telling stories and historical events. As it is enjoyable by the young as well the old.

9. Flashcards: Flash cards are small cards of generally (25) to (30) cm size which are shown for a few moments before the class to send across a message or impart an idea. The idea on the flash card should be brief. Flash cards are useful in classroom presentation. The lesson will be more effective when using flashcards with other graphic aids. The following steps can be used while displaying flash cards. 1. Give brief introduction about the lesson to students. 2. Give instructions to students about their actions while flashing the cards. 3. Flash the card in front of the class by holding it high with both hands so that all the students can see it. 4. Let the student respond as per instructions already given. 5. Review the lesson by selectively using flash cards (Moss, 2000).

10. Pictures and images : Pictures are another teaching aids used to provide information and attract the students' intention as Harmer (1998) said that pictures could be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2000) confirms that the use of pictures provides individual students with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization. Therefore, pictures should be appropriate not only for the language to be learned but also for the classes they are being used. According to Harmer (1998), there are two kinds of pictures: pictures charts which are considered helpful in introducing new vocabulary and revising the previous lessons. They play an important role in conducting good oral work and developing conversation skills. Charts can be profitably used for developing stories, writing paragraphs, drilling vocabulary and phrases, teaching grammar and making final recapitulation. Picture cards can be used for various purposes like enriching vocabulary, revising structures and tenses, practicing articles and prepositions, drilling pronunciation. Alkhuli (2000) points out the purpose of using pictures in classes is to achieve what may be called the collective eye of the class. Students are made to focus their attention on one thing at the same time. Thus, pictures may be used in teaching the meanings of new words through word picture association. Pictures are used as stimuli to conversation and other of similar oral activities. Pictures play function as visual cues to substitution drills. They can introduce some sorts of variety and, consequently, be a source of external motivation in the foreign language lesson. Images play an important role as well as a useful resource in teaching and learning language. Goldstein (2008) asserts that it is visual aids can be very powerful tool used to enhance the impact of presentations. Words and images presented in different formats can appeal directly to audience's imagination and can add power to spoken words.

11. Realia: It is real objects designed to be used in real life. Examples of realia which teachers can bring objects in classroom in order to support his/her words such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on. In addition, it is used in teaching vocabulary and word meaning especially with beginners at that sense. Harmer (1998) emphasizes the usefulness of bringing real objects in teaching meaning of words as well as increase students stimulation; teachers sometimes appear in class with card board, plastic fruits and so on. The most benefit of using realia is offering to students the chance and the ability to remember new words.

12. Models :According to Akram et al., (2012), it is a recognizable representation of real things. It is the same as realia characteristics in bringing real object in classroom; used in order to highlight of things and make learning direct and meaningful as they are. In teaching. Models present simplified form of abstract and complex concepts.

13. Cuisenaire Rods: Harmer (1998) claims that it is considered as one type of teaching aids. According to (Oxford dictionaries online, 2018), “Cuisenaire rods are small blocks of wood of different lengths and colors. Each length is a different color”. It is used to provide visible actions or situation of any language structure. Rods trigger meanings to teach word order in sentences.

14. Chalkboard: It is considered as a basic teaching tool. It has different usages such as presentation new vocabulary items and their meanings, present new grammatical structure, drawing of pictures or diagrams to explain certain difficulties and others. There are other kinds of board such as bulletin board: it is called pin board or notice board in English. According to Akram et al., (2012), it is simple device used to display photographs, publications, posters and so on . In addition, students in the EFL classroom can use bulletin board to display the new vocabulary they have gathered during the lesson. Peg board: it is a type of board which contains small holes to fix certain letters on them, the peg boards are usually attached to wall. They are mainly used for games and displaying information. The third kind is magnetic board; it is an iron sheet that can be used to display pictures, cutouts and light objects. It makes use of iron or any other material that attract the magnet towards it .

The selection of teaching aids depends mainly on what and how to teach(who/where the learners are; what they are learning the language for; how much the time is available; available resources, among others) Generally speaking, material design should consider and try to harmonize situated possibilities with learners’ needs.

Method

Participants

The populations of this study are English language teachers and students at secondary level schools in Hasaheisa Locality in Sudan. The sample of the study has been selected randomly from teachers and students of Hasaheisa secondary schools. The questionnaires has been distributed to twenty teachers and fifty students to select their answers or responses from a number of options.

Instruments

The study used questionnaires as a tool for collecting data from English language teachers and the other for the learners. It included of twenty five statements for teachers and fifteen statements for the students. Each statement has five options, they are: strongly agree, agree, neutral, disagree and strongly disagree. The study used (SPSS) to analyze the collected data. For the presentation of the results the researcher used percentages, tables and figures for more explanation.

Measures

The questionnaires are distributed to EFL teachers and students at secondary schools. The questionnaire statement options are: strongly agree, agree, neutral, disagree and strongly disagree to obtain information which related to the research.

The study used the statistical package for social sciences (SPSS) to analyze the reliability of the teachers' questionnaire. The researcher used Pearson's correlation and the results obtained are as follows:

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ : Sum

R = $\frac{2 \times r}{1+r}$

$$\text{Val} = \sqrt{\text{reliability}}$$

Correlation = 0.920

Reliability Statistics

Cronbach's Alpha	N of Items
.920	25

This indicates that teachers' questionnaire is highly reliable.

Results and Discussion

In this section, the collected data is analyzed and presented in tables and figures. This is done according to the order of the statements of the questionnaire. In this section, the hypotheses of the study are also tested in relation to the results of the data.

Teachers' Questionnaire

As mentioned earlier that the number of the participants who have taken part in this research are twenty teachers who teach in secondary schools. Their responses are presented in table (4.1).

Table 1. Teachers' responses

Responses with Frequencies							
Item	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Cumulative percent

1	Teachers use teaching aids in all their EFL lessons.	16.0	20.0	6.0	18.0	40.0	100.0
2	Teachers need to be trained on how to design teaching aids.	60.0	20.0	5.0	5.0	10.0	100.0
3	Simple and cheap resources are available for designing teaching aids.	55.0	32.0	2.0	6.0	5.0	100.0
4	Teaching aids are effective in teaching and reinforcing the lesson objectives.	37.0	45.0	3.0	5.0	10.0	100.0
5	Teaching aids help in classrooms setting and management.	48.0	27.0	4.0	6.0	15.0	100.0
6	The selection of teaching aids depends mainly on what and how to teach and who/where the learners are.	31.0	28.0	22.0	11.0	8.0	100.0
7	EFL textbooks with technological aids promote motivation in classroom instruction.	39.0	27.0	2.0	17.0	15.0	100.0
8	Teaching aids are helpful in saving EFL lessons time.	22.0	28.0	24.0	7.0	19.0	100.0
9	Teaching aids are helpful in changing the view of teacher-centered class.	41.0	23.0	10.0	12.0	14.0	100.0
10	Teaching aids arouse EFL learners' motivation.	27.0	36.0	4.0	15.0	18.0	100.0
11	Teaching aids increase EFL learners' interaction.	43.0	22.0	11.0	17.0	7.0	100.0
12	Teachers use modern technologies when teaching English in EFL classroom.	14.0	18.0	12.0	38.0	30.0	100.0
13	Teachers use whiteboard when teaching English in EFL classroom.	12.0	17.0	3.0	38.0	18.0	100.0

14	Teachers use blackboard when teaching English in EFL classroom.	23.0	40.0	4.0	17.0	16.0	100.0
15	Teachers use graphs as one of the teaching aids when presenting statistical information.	18.0	21.0	1.0	33.0	27	100.0
16	Teachers use cartoons or humorous drawings when teaching English in EFL classroom.	15.0	31.0	3.0	28.0	23.0	100.0
17	Teachers use realia such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on when teaching English in EFL classroom.	21.0	25.0	8.0	24.0	22.0	100.0
18	Teachers use Cuisenaire rods (small blocks of wood of different lengths and colors. Each length is a different colour) when giving visible actions or situations of any language structure.	13.0	12.0	7.0	24.0	44.0	100.0
19	Teachers use chalkboard when explaining certain difficulties in EFL classroom.	37.0	31.0	0.0	14.0	18.0	100.0
20	Teaching aids develop EFL learners' writing skills.	36.0	22.0	17.0	19.0	6.0	100.0
21	Teaching aids develop EFL learners' oral skills.	33.0	27.0	9.0	13.0	18.0	100.0
22	Teaching aids develop EFL learners' reading skills.	22.0	40.0	10.0	11.0	17.0	100.0
23	Teaching aids develop EFL learners' listening skills.	24.0	38.0	11.0	7.0	20.0	100.0

24	Teaching aids develops learners' ability to communicate ideas effectively.	16.0	42.0	21.0	8.0	13.0	100.0
25	Teaching aids make the lessons more memorable.	38.0	24.0	13.0	11.0	14.0	100.0

The Analysis of the teachers' questionnaire

Based on the statistical analysis of the above table, it is clear that (58%) of the participants do not use teaching aids whereas (36%) agree upon using them in all their lessons. Furthermore, most respondents (80%) agree that training enables them to design teaching aids. According to the statistics of third statement most respondents (87%) confirm the availability of resources for designing teaching aids. However, (2%) are neutral and (11%) disagree with this statement. The majority of the respondents (82%) indicate the effectiveness of teaching aids in teaching and reinforcing the English lessons. It is clear that most respondents (75%) agree that teaching aids help in classrooms setting and management. Furthermore, the statistical analysis of statement (6) emphasizes that most of the sample participants (59%) agree, (22%) are neutral and (19%) disagree that the selection of teaching aids depends mainly on what and how to teach and who/where the learners. A great number of respondents (66%) agrees that EFL textbooks with technological aids promote motivation in classroom instruction. By referring to statement (8), (50%) of the participants agree, (24)% are neutral and (26%) of the participants disagree that teaching aids are helpful in saving lessons time. Statistics of statement (9) show that (63%) of respondents consider teaching aids are helpful in changing the view of teacher centered class. Statement (10) says (63%) of the participants think that teaching aids arouse learners' motivation. The information presented in statement (11) reflects that (65%) of the participants say teaching aids increase learners' interaction. Statement (12) indicates (56%) of the participants do not use modern technologies when teaching English in EFL classrooms. This may have negative effect on the students performance. Teachers use different boards when delivering their classes and statement (13) presents (68%) of the participants do not use whiteboard when teaching English in EFL classrooms while in statement (14), (63%) of the participants indicate the effectiveness of the blackboard when teaching English in classrooms. Teachers sometimes need to explain statistical information. Statement (15) presents that (60%) of the teachers do not use graphs whereas (39%) of them use them when presenting statistical information. Teachers also need to be skillful and creative. Statement (16) reflects that the majority of teachers (51%) do not use cartoons or humorous drawings whereas (46%) of the participants use them when teaching English in EFL classrooms. The information presented in statement (17) is also closely related to the previous statement. It is found that (46%) of the teachers use clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on them while (46%) of the teachers do not use realia when teaching English in EFL classrooms. For language structure presentation, statement (18) shows that (68%) of the participants do not use Cuisenaire rods when giving visible actions or situations of any language structure in EFL classrooms. Statement (19) states that (68%) of the teachers use chalkboard when explaining certain difficulties in EFL classrooms. Teachers are asked whether they use teaching aids to develop their learners' writing skills and statement (20) briefly indicates that (58%) of the

participants confirm the importance of teaching aids use in developing writing in general. Apparently, statement (21) reflects that (60%) of the teachers ascertain the use of teaching aids in developing learners' oral skills. In addition, statement (22) reflects that (62%) of the participants use teaching aids to develop learners' reading skills. Similarly, statement (23) mentions that (62%) of the participants use teaching aids to develop EFL learners' listening skills. Generally speaking, statement (24) reports that (58%) of the teachers use teaching aids to develop learners' ability to communicate their ideas effectively in English. The last statement provides measurements that (62%) of the teachers say teaching aids make the lessons more memorable.

Table 2. Students' Responses

Responses with Frequencies							
Item	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Cumulative percent
1	The use of teaching aids attract my attention to the lesson.	28.0	33.0	9.0	19.0	11.0	100.0
2	Teaching aids activate my participation in the lesson.	29.0	55.0	2.0	6.0	8.0	100.0
3	The use of teaching aids makes my lessons more memorable.	13.0	61.0	6.0	9.0	11.0	100.0
4	I understand the new vocabulary well when the teacher uses realia such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money and food containers.	50.0	30.0	5.0	10.0	5.0	100.0
5	The use of teaching aids helps me link the meaning of concepts and words in sentences.	12.0	53.0	8.0	12.0	15.0	100.0
6	The teacher uses pictures from books in the English language lessons.	13.0	18.0	6.0	33.0	30.0	100.0
7	The teacher uses diagrams in the	12.0	11.0	15.0	9.0	53.0	100.0

	English language lessons.						
8	The teacher uses posters in the English language lessons.	17.0	19.0	2.0	25.0	37.0	100.0
9	The teacher uses graphs in the English language lessons.	15.0	10.0	15.0	12.0	48.0	100.0
10	The teacher uses maps in the English language lessons.	23.0	13.0	11.0	12.0	41.0	100.0
11	The teacher uses cartoons or humorous drawings in the English language lessons.	22.0	15.0	4.0	34.0	25.0	100.0
12	The teacher uses Cuisenaire rods in the English language lessons.	11.0	19.0	0.0	15.0	55.0	100.0
13	The teacher uses chalkboard in the English language lessons.	15.0	52.0	0.0	13.0	20.0	100.0
14	The teacher uses comic strips in the English language lessons.	17.0	12.0	3.0	44.0	24.0	100.0
15	The teacher uses flashcards in the English language lessons.	7.0	9.0	2.0	51.0	31.0	100.0

The second instrument used to elicit data from the participants is also a questionnaire was given to (50) students. In general, the teachers' questionnaire is similar to the students' one. However, there are few items which existed in the students' questionnaire and did not exist in the teachers' questionnaire. The first statement indicates that the majority of the students (61%) say the use of teaching aids attract their attention to the lesson. Statement (2) is closely related to the first one which reports that (84%) of the participants confirm the importance of teaching aids in activating their participation in the lesson. The statistical analysis of the third statement positively indicates that (74%) of the participants say teaching aids make their lessons more memorable. In statement (4), it is noticed that (80%) of the participants agree (5%) are neutral and only (15%) disagree that they understand the new vocabulary well when the teacher uses realia such as: clocks, food items,

calendars, plastic fruits and vegetables, maps, household objects, real and play money and food containers. Both statements (4) and (5) correspond closely to each others. In statement (5), (65%) of the participants indicate that the use of teaching aids helps them link the meaning of concepts and words in sentences. The next statement centers on the use of pictures and (63%) of the participants disagree that teachers use pictures from books in their English language lessons. It is clear from the statistics of statement (7) the majority of the teachers do not use diagrams in their English language lessons. Moreover, statement (8) supports the fact that the majority of the teachers do not use posters in their English language lessons. Similarly as presented in the previous statement, statement (9) shows that great numbers of the teachers do not use graphs in their English language lessons from their students' perspectives. Closely related to the previous statement, statement (10) confirms that (53%) of the participants say teachers do not use maps in their English language lessons. It is noticed in statement (11) that (59%) of the participants say teachers do not use cartoons or humorous drawings in their English language lessons. Statement (12) presents the data that (70%) of the teachers do not use Cuisenaire rods in their English language lessons. Statement (13) states that (67%) of the participants say teachers use chalkboard in their English language lessons. Statement (14) concentrates on comic strips and it is found that a great number of teachers (68%) do not use comic strips in their English language lessons from their students' perspective. Based on the the students' views, the statistics of the last statement reflects that (82%) of the teachers do not use flashcards in their English language lessons.

Hypotheses Testing

This study tries to test and verify these hypotheses.

1- Teachers have positive attitudes towards using teaching aids.

According to the statistical analysis of statement (4) in table (1) most respondents (82%) indicate the effectiveness of teaching aids in teaching and reinforcing lesson objectives. However statements (1, 12, 13, 15,16 and 18) of the teacher's questionnaire and statements (6, 7, 8, 9, 10, 11, 12, 13, 14 and 15) of the students' questionnaires show negative attitudes of using teaching aids in the teaching process. This reflects the incorrectness of this hypothesis.

2-Teaching aids help teachers and learners activate teaching and learning processes.

Based on the information of statements (9) and (11) in table (1), it is proved that this hypothesis is true.

3-Teaching materials encourage learner- learner interaction.

By referring to table (1) and to the statistical analysis of statements (10), (11) and (24), it is clear that their results indicate the acceptance of this hypothesis.

4- Teaching aids help in classrooms setting and management.

Reviewing table (1), statement (5) and table (2), statement (1) and their statistical analysis, one can prove the truthness of this hypothesis.

Conclusion

The statistical analysis drawn in the previous section presents that teachers need to be trained on how to design teaching aids to fit their English language lessons. The use of teaching aids in EFL classes eases the understanding of difficult concepts. Furthermore, EFL learners lack motivation through traditional methods of learning and teaching aids arouse the interest of learners and help

the teachers to explain the learning concepts easily. In fact the selection of teaching aids depends mainly on what and how to teach and who/where the learners are. It is noticed that modern teaching aids develop EFL learners' language skills and increase learners' productive skills. This means teaching aids develop learners' ability to communicate their ideas effectively. To conclude, visual aids are effective in teaching and reinforcing lessons; they make the lessons more memorable. They also help in classrooms setting and management

Based on the above conclusion, the researcher recommends the following:

1. EFL teachers should have knowledge of how to use information technology in ELT teaching. It is known that online and video chatting approach the EFL learners to the culture of English speaking-countries. Technology, such as youtube, learning websites can expose students to the native authentic materials. Moreover, mobile digital devices like laptops, iPods, tablets, smart phones make English language learning easier. Furthermore, Interactive board can be used as a tool for promoting interaction.
2. EFL teachers should include teaching aids when designing and planning their lessons.
3. EFL teachers should design their own teaching aids for effective teaching and learning betterment.

About the Author:

Awwad Othman Abelaziz Ahmed is associate professor of Applied Linguistics in the foreign languages department of Taif University, KSA. He teaches various courses of linguistics to BA and MA students. His current research interests include sociolinguistics and second-language learning, teaching and assessment. He is also interested in finding more efficient and innovative methods of teaching. <https://orcid.org/0000-0001-7153-9722>

References

- Alkhuli, M. A. (2000). *Methods of teaching*. Amman, Jordan: Da'ar Al-Falah for Publishing.
- Akram, S., Sufiana & Malik, S. K. (2012). *Use of audio visual aids for effective teaching of biology at secondary schools level*. Elixir Leadership Mgmt 50.
- Brinton, D.M. (2001) *The use of media in language teaching*, in *Celce-Murcia, M. (ed.) Teaching English as a second or foreign language* (3rd., pp.459-475). Boston, USA: Heinle and Heinle
- Bellver, C. G. (1989). *Literature and visual aids: Textual, contextual, and intertextual Applications*. *Hispania*, 72: 1078-1082.
- Burrow, T (1986). *Horizons in human geography*. London, UK: Macmillan
- Butcher, N. (2003). *Technological infrastructure and use of ICT in Education: An overview*. France, Paris: Working Group on Distance Education and Open Learning.
- Chacko, I (1981). *Learning outcomes in secondary schools mathematics related to teacher and student characteristics*. (doctoral dissertation), University of Ibadan, Ibadan, Nigeria.

- Garton, S.; Graves, K. (2004). (editors). *Materials in ELT: Current issues. In International perspectives on materials in ELT*. London, UK: Palgrave Macmillan.
- Goldstein, B. (2008). *Working with images: A resource book for the language classroom*. U.K : Cambridge U.P.
- Harmer, J. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. England.
- Jain,P.(2004). *Educational Technology*. Delhi, India: Moujpur publication.
- Jurich, S., & Estes, S. (2000, November). *Raising Academic Achievement: A Study of 20 Successful Programs*. American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036-2505.
- Kishore. N.(2003). *Educational technology and language teaching*. England: Pearson Education Limited.
- Lynch, J. & Anderson, K. (2012). *Effective English learning: Vocabulary English language teaching Centre*. Edinburgh, UK : University of Edinburgh.
- Mannan, A. (2005). *Modern Education: Audio-visual aids*. New Delhi, India: Anmol Publications.
- Mohanty, J (2001). *Educational Technology*. New Delhi, India. Rajouri garden.
- Moss, C. M. (2000). *Professional learning on the cyber sea: What is the point of contact?*. *CyberPsychology and Behavior*, 3(1), (pp.41-50).
- Nation, I. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, USA: Routledge.
- Oxford dictionary online. (2018). Retrieved from https://www.oxfordlearnersdictionaries.com/definition/english/rod#rod__4
- Rather,A.R.(2004). *Essentials instructional technology*. New Delhi, India: Darya gaj.
- Singh, Y.K. (2005). *Instructional technology in education*. New Delhi, India: Darya gaj.