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Investigating the Effect of Visual Aids on Teaching English As a Foreign Language at Secondary Schools

(A Case Study of Shendi Locality 2014- 2015)

A Thesis Submitted in Fulfillment of the Requirement for the Degree of

Master in Applied Linguistics (ELT)

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(2015)

الآية

بسم الله الرحمن الرحيم

قال تعالى: (الْحَمْدُلِلَّهِ الَّذِيأَ نزَلَ عَلَى عَبْدِهِ الْكِتَابَ وَلَمْ يَجْعَل لَّهُ عِوَجَا)

صدق الله العظيم

الكهف –الآية (1)

I

DEDICATION

To my kind father and mother, my husband (Abu Asim), my dear uncle ustaz/ Hayder Hamid, my brothers and sisters, my aunt & her daughters, my friend Dr. Amani Alommda , my relatives, my teachers, my colleagues, my students

this work is dedicated

Table of contents

List of Tables

List of Figures

English Abstract

The main purpose of this study was to investigate the effect of visual aids on teaching English as a foreign language at secondary schools in Shendi Locality. Also, the researcher was trying to verify the validity of the assumptions of the study depending on a questionnaire's responses collected from a sample of 40 teachers was randomly selected from Shendi Locality.

The researcher adopted the descriptive method and the sample was selected randomly. In addition, pre- and post tests were carried out for a group of 202 students from three secondary schools.

The study has come out with the following findings:

1. The necessity of using visual aids in teaching English as a foreign language.

2. The Ministry of Education should provide the secondary schools with visual aids.

The main recommendations included:

1. The Ministry of Education should emphasize using visual aids in teaching English as a foreign language.

2. A specialized training courses should be conducted for English teachers to build their capacity in using visual aids.

ملخص البحث

الغرض الرئيس من هذه الدراسة هو تقصي تأثير الوسائل المرئية على تدريس اللغة الإنجليزية كلغة أجنبية لطلاب المدارس الثانوية بمحلية شندي. كما حاولت الباحثة أن تثبت مدى صحة فرضيات الدراسة عن طريق استخدام استبيان لعدد 40 من معلمي المرحلة الثانوية وذلك لجمع البيانات المطلوبة.

لإجراء هذا البحث، قامت الباحثة باستخدام المنهج الوصفي الذي يتلاءم مع هذا النوع من البحوث وتم أخذ العينات بصورة عشوائية. كذلك تم اختيار عدد 202 من الطلاب والطالبات من ثلاثة مدارس ثانوية بمحلية شندي لأداء اختبار قبل وبعد استخدام الوسائل المرئية وذلك بغرض تقييم فاعلية الوسائل على تدريس اللغة الإنجليزية.

من أهم النتائج التي تم التوصل إليها أن استخدام الوسائل المرئية له تأثير إيجابي كبير على تدريس اللغة الإنجليزية واستيعاب الطلاب.

وصلت الدراسة إلى نتائج مهمة منها:

1.ضرورة استخدام الوسائل المرئية تدريس اللغة الإنجليزية كلغة أجنبية لطلاب المدارس الثانوية.

2. أن على وزارة التربية والتعليم توفير الوسائل المرئية بالمدارس الثانوية.

وخرجت الباحثة بالتوصيات التالية:

1.أن تركز وزارة التربية والتعليم على استخدام الوسائل المرئية في تدريس اللغة الإنجليزية لطلاب المدارس الثانوية.

2.عمل دورات تدريبية متخصصة لمعلمي المدارس الثانوية على كيفية استخدام الوسائل المرئية في تدريس اللغة الإنجليزية.

CHAPTER ONE

Introduction

1.1 Introduction

Visual aids are very important in teaching English as foreign language. Aids which require the involvement of learners' visual senses (senses related to sight or seeing) are called visual aids. It is a biological fact that the eye is not separate from the brain; the eye and the brain are parts of the same organ. So using visual aids may affect learners in different ways.

Visual aids are designed to influence the eyes of learners to enable them to understand what is being shown. In language learning, visual aids are helpful in developing language skills such as speaking and writing as they stimulate learners' sense of sight.

1.2 Statement of the Problem

Through study, follow up and experience for 16 years, it is observed that teachers do not care for using teaching aids in English language teaching. This reason leads to students' weak standard, especially in vocabulary meaning and usage. Using visual aids can make learning more effective and easy because they reduce efforts, increase students' attention and can enrich retention of meanings. Above all, visual aids motivate learners and help students avoid boredom in teaching process.

1.3 Objectives of the Study

The study aims to:

1. Investigate the importance of visual aids in teaching English as a foreign language.

2. Improve the English language level at secondary schools in the area.

1.4 Significance of the Study

The importance of the study can be summarized in the following:

1. The need of using visual aids in teaching English language as a foreign language.

2. Also the study leads to enhance standard, increase knowledge to learner's desire and clarify meaning and usage.

3. In addition, using of visual aids supports and increases the efficiency of teaching.

1.5   Hypotheses of the Study

The null hypothesis for this study is:

a) Using visual aids does not have any effect on the learning of English vocabulary.

The alternate hypotheses are:

b) Using visual aids has a positive effect on learners of English vocabulary.

c) Secondary school teachers do not care much about using visual aids.

1.6   Questions of the Study

1. Does using visual aids have positive effect on the quality of learning?

2. Do teachers use visual aids in teaching English as a foreign language?

3. Are teachers aware enough of using visual aids in teaching English classroom?

1.7 Limitation of the Study

The participants of the study were two classes of the first year students in each of the mentioned schools; one class as an experimental group and the other one is a control group from three secondary schools in Shendi area throughout the academic year. It will concentrate on the use of the traditional visual aids.

1.8 Methodology

There will be two groups; Experimental group and control group. There will be a pre-test and a post-test designed for the study to see the effect of visual aids on the learners.

The tool that will be used for collecting data is a questionnaire for teachers. The sample will be chosen randomly from different schools. After that, the data will be analyzed statistically using SPSS programme.

1.9 The Definition of the Terms

Visual Aids: are those things that can be seen by students and which can help them understand what the teacher is talking about.

SPSS: Statistical Package of Social Sciences.

Fleming System: It is the system that dictates that all people systematically go through the same sequence of events in order to comprehend a visual image.

Cuisenaire Rods: These are small blocks of wood of different lengths. Each length is of different colour.

EFL: English as foreign language.

ESP: English for specific/special purpose.

Schema: A drawing that represents an idea or theory and makes it easier to understand (Cambridge Advance Learner Dictionary, 2008).

CHAPTER TWO

Literature Review

2.1 Background

A variety of teaching aids are used to explain language meaning and construction, engage students in a topic, or as the base of the whole activity.

Subathra (2012:43) stated that visual aids are generally classified in the following two major categories:

1. The first category includes the non-electronic equipment. The following items are used: chalk board, pictures, posters, flannel board, charts, photographs, maps, the globe, graphs, objects, models, and puppets, materials made from clay and text book demonstration.

2. The second category includes the aids which are well-integrated with machines or electronic equipment. The overhead projector and silent motion picture fall in this category.

Visual aids help make teacher's instruction meaningful for students and let teacher fulfill his objectives. They are essential items in the classroom both for stimulating students' interest and for giving addition setting in the foreign language; for example, wall pictures were provided with the previous syllabus which was used for long period in Sudanese

intermediate and secondary school since 1977 until 1995 Nile Course syllabus. Teachers were also encouraged to make their own wall pictures and flash cards. Visual aids are used for illustrating meaning and providing cultural background.

Joshi (1995:13) states in presentation on research and visual learning that visuals are ineffective when used incorrectly. She suggests that improper use of visuals in a lesson or a text, include but are not limited to:

d) The use of violent scenes.

e) Too many distracters.

f) Too crowded or cause overwhelming effect of information.

g) Too small or not clearly defined.

h) Stereotype images.

i) Poor reproduction.

j) Not related to text.

k) Irrelevant captioning.

l) Offer too much information.

m) Unclear picture when does not compliment text.

n) Poor scaled illustration.

o) Cultured composition that is not meaningful.

It is said that "indeed pictures are international language, one picture has more ability of expression than thousand words ", so using of pictures in learning process is very necessary because they introduce the truth in visual information pictures. Also, it is easy to produce and gain. Visuals can bring today's world into the language learning environment by serving as a reflection of what exists outside of the foreign language or second language classroom.

The teacher has to be counselor, advisor, organizer, leader and manager. He or she is not only to master the knowledge, but also master and manage the teaching and learning.

2.2 Definition of Visual Aids

The concept of defining what constitutes visual aids by nature is complex. A visual aid is any projected or non-projected image that can be classified into illustrations, pictures, perception, mental images, figures, impressions, likeness, replicas, reproduction, or anything that would help a learner see an immediate meaning. (Joshi, 1995: 11).

The visual aid is considered projected when it is planned for and executed with a meaning. In contrast, the non-projected one is a result of spontaneous occurrence of an image that is usually unplanned and occurs in relationship as a result of triggered catalyst. (Canning , 2000: 12)

Visual aids help make instruction meaningful for students. They help teacher reach his objectives by providing emphasis in different way than speaking – speaking, graphs, or models multiply his student's level of understanding of the materials presented and they can be used to reinforce the message, clarify points and create interest. Besides that, visual aids engage the students and require a change from one activity to another; from hearing to seeing and sometimes touching. They enable the teacher to appeal to more than one sense at the same time by increasing the student's understanding and retention level.

2.3 The Role of Teachers in Using Visual Aids

The personal work of teachers is to contribute in elaboration of pedagogical tools. Teachers work and interact together with colleagues to build their own competencies and abilities. Teaching can no longer be considered an art, it is a profession.

The school library may help the foreign language teachers provide with wide variation of visual aids for classroom use.

The school librarian should discuss with teachers the particular materials. Such materials are important parts of the class work. Visual aids can be effective for teaching language.

2.4 Fleming System of Visual Classification

The Fleming system dictates that all people systematically go through the same sequence of events in order to comprehend a visual image. First, a given learner recalls, recognizes, acknowledges and reproduces a mental picture of a visual input. Second, the learner goes through an analytic period. At this point, the learner attempts to separate, identify and compare the components of the illustration. This is including assessing, judging, describing and/or identifying the components of the desired image. In the following stage, the learner tries to combine the components, formulate new relationships and generalize information based on the input. In the application stage, the learner attempts to apply the visual aids to a situation. Finally researchers hypothesize that the learner demonstrates a desired interest in the visual aids (Caning ,2000 : 11).

2.5 Visual Aids and their Physical Relationship to the Human Body

Since human beings have evolved to have several distinct intelligence and no one general intelligence, interpretation of visual aids and their use may affect learners in different ways. Such studies have been done showing that the different hemispheres of the brain may affect human learning. Physical perception of what is seen may be varied among different learners, thus allowing a greater range of responses to any given visual aid.

2.6 Visual Preference

Learners prefer visual aids that are coloured, contain a story, relate to previous experiences and that can be associated with places, objects, persons, events or animals of which they are familiar. Likewise, it has also shown that if a stimulus is suddenly terminated that it remains available in the conscious system only for about a second in detail. Moreover, learners prefer time when comprehending visual aids e.g. when a given visual aid is flash with time for comprehension and/or masked with another visual aid that recognition for the learner can be impaired. When selecting a picture to enhance language learning, the visual aids should be chosen to illustrate the point. The illustrations should make a statement and be comparative.

2.7 Factors Influencing the Choice of Teaching Aids

According to Allen (1979 : 166), there are many factors which the teacher must take into consideration when s/he attempts to choose the teaching aids that s/he needs for a certain situation. Great number of teachers may not have access to audio-visual aids, such as films, computers and televisions.

Many learners may not be of the right age to enjoy certain films, or certain games. The teacher must know his students very well, and choose the teaching aids that are suitable for their needs. The teacher

should know the students, the place of teaching and the sequence of the lesson beside the teaching aids, and how to use them, where, and when.

The age of the learners is the most important factor that influences his choice of the teaching aids. The socio-cultural factors must be taken into account when the teacher wants to choose teaching aids for a certain situation. Teachers have to take into consideration these crucial factors, and choose films that go with their students' needs.

Teachers' personal desires and experiences should affect the choice of teaching aids properly, he can change the sequence of the pictures or film strips so as to be suitable for his lesson and his students' needs. Teaching aids must be designed for more flexibility in use since most teachers have to work on a very limited budget. Then the money is one of the essential factors that influence the choice of visual aids, there are some important factors influencing the choice of teaching aids like the condition of the classroom – big or small, crowded or not – the attitudes and abilities of teachers, the aims and the objectives of the teaching sequence and the strategy which a teacher follows.

2.8 Types of Visual Aids

2.8.1 Posters

Posters are amounted pictures or photographs accompanied by textual cues or captions. The purpose of the posters is to encourage students' participation and provide controlled practice in a given English structure

or concept. The photographs and pictures which are used in the posters can be taken from the teacher's personal stock or downloaded from websites. The captions serve as cues to prompt student participation. In one poster, the caption might consist of a person's name, country of origin and nationality, but obviously the captions would differ depending upon the focus of the lesson and the level of the students

The back of a poster show additional cues or, in the case of difficult grammar points (Peter, 2007: 25).

2.8.1.1 Use of Posters

Posters are tools that can be used in a variety of ways to overcome challenges and problems of the EFL classroom; the particular way they are used depending on the teacher's experience and the students' needs. The sample sequence show how the posters are used in what to provide students with practice asking questions and giving affirmative and negative answers. The sequence required no more than 10 minutes of class time and, based on a survey of the students was well received. The posters had 12 photos of people from different countries and captions that named the person, country, and nationality; for example: "Mikhail Gorbachev from Russia, Russian" (Peter, 2007: 25).

2.8.1.2 Benefits of Posters

There are many benefits of posters like:

a) Posters foster oral practice of students.

b) They enhance traditional methodology by empowering students**.**

c) They increase self confidence of students.

d) They foster learner autonomy.

e) They help minimize incorrect language.

f) Posters' visual cues reduce reversion to L1.

g) Posters allow teacher to monitor student speech.

h) They permit integration of material.

i) Poster practice improves pronunciation.

2.8.2 Realia

With beginners and particularly children, real or lifelike items are useful for teaching the meanings of words; teachers sometimes appear in the classroom with plastic fruit, cardboard, clock faces, or two telephones to help simulate conversation. Objects that are interesting can provide a good starting point for a variety of language work and communication activities.

One way to make learning more fun is to involve students in creation of visual realia. Though students are engaged in the learning process by introducing them to the context as well as they will be relevant to vocabulary items (Shin, 2006: 3). In addition, language related to the arts and crafts activities can be taught while making or drawing the visual aids. Certainly students are more likely to feel interested and invested in the lesson and probably take better care of the materials (Shin, 2006: 4).

2.8.3 Language Cards

Many teachers put a variety of cards and posters around the classroom. Such things can have notes about language items on them or a collection of ways of apologizing or inviting, etc.

Cards are useful for matching activities, where students have to find another student in the class with similar card or one that has the answer to the question on his/her card.

2.8.4 Cuisenaire Rods

These are small blocks of wood of different lengths. Each length is of different colour. The rods are featureless, and are only differentiated by their size and colour. Simply they may be, but they are useful for a wide range of activities i.e. we can say that particular rod is a pen or a telephone, a dog or a key and so a story can be told. Also, they can be

used to demonstrate word stress too. In addition to that, rods can be used to teach prepositions (Harmer, 1998: 141).

2.8.5 Pictures and Images

Pictures and graphs are used to facilitate learning. Pictures can be used in the dorm of flash cards, cue cards, photographs or illustrations. Some teachers use projected slides, images from over-head projectors or projected computer images.

Pictures help individual learners predict information, infer information, deduce them and analyze today's world. Teachers also draw pictures on the board to help explain language work (Harmer, 1998: 141).

Pictures can be used in several ways:

Graphic Images

The nature of graphic images serves as a catalyst and stimulus. Moreover, the visuals can offer input, output and/or feedback on materials learned. Likewise, a learner using visuals may be more apt to give an added response to the traditionally expected form. Also visuals allow greater cognitive mapping and navigating in an environment and so lead to a sensory acuteness. In the process, perception becomes the ability to process the stimuli as meaningful to the viewer (Canning, 1998: 8).

Visuals are a good and useful tool for examination purposes because they lead the learner into drawing out language from their own knowledge and personal experiences through exposure and immersion to stimuli presented before them. Visuals permit strategies to organize knowledge into semantic or associative clusters (Petty, 1993:315).

The advantages of pictures suggest that visuals can help make a task or situation more authentic. They can help testers and teachers to identify or manipulate structures, vocabulary, functions and skills. Visuals also can bring today's world into the language learning environment by serving as a reflection of what exists outside of the foreign language (Petty, 1993: 315).

Pictures of all kinds can be used in a multiplicity of ways, as the following examples:

Drills

With lower-level students, a traditional use of picture especially flash cards in cue-response drills and flash cards for grammar. Also larger wall pictures are used for pointing to obtain response e.g. *There's some milk in the fridge*. Picking up cue cards is done by students to make a question which is written in it. This way create cooperation between students and encourage them to participate through the period (Harmer, 1998: 134).

Communication Games

Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel such as describe and draw activities. Teachers sometimes use pictures for creative writing e.g. asking the student to invent a story from the images in front of them (Harmer, 1998: 134)..

Understanding

One of the most appropriate uses for pictures is presentation and checking of meaning. An easy way of explaining the meaning of aero plane for example is to have a picture of it. In the same way, it is easy to check students' understanding of a piece of writing or listening by asking them to select the picture which best for response the reading texts or the listening passages (Harmer, 1998: 134)..

Ornamentation

Pictures are used to make work more interesting. In many modern course books e.g. a reading text will be decorated by a photograph which is not strictly necessary, in the same way as the newspapers and magazine article. The rationale for this is clearly that pictures enhance the texts, giving students a few of the outside world (Harmer, 1998: 134)..

Prediction

Pictures are useful for student to predict what is coming in a lesson because they look and try to guess what it shows (are the people in it brothers or sisters, husband or wife, and what are they arguing about - or are they arguing? etc). Then, the Students listen to a tape or read a text or see whether it matches what they expected on the basis of the picture. This use of pictures is very powerful and has the advantage of engaging students in the tasks (Harmer, 1998: 134)..

Discussion

Pictures can stimulate questions such as: What is it showing? How does it make you feel?

The choice and use of pictures is almost a matter of personal test, but teachers should bear in mind three qualities they need to possess if they want to engage students and be linguistically useful. In the first place, pictures must be appropriate to the classes they are being used for, they should be visible and not wasting time in their collections (Harmer, 1998: 134).

2.8.5.2 How to Use Pictures

One method of using these pictures is to split the class into small groups of three or four, and then give each group an A4-sized picture a fairly neutral subject, like the interior of a room. As a group, the students

discuss the picture and write a short paragraph about it, using formulas like; I can see …, there is …, there are……, and I think as Baddock (1979: 9) suggests that vocabulary can both be reviewed and developed by describing pictures, and use of prepositions and comparative adjectives can also be reinforced. The pictures can also be exchanged by the different groups, and at the end of the lesson, one student will read aloud what his group has produced, while the other groups are free to supplement the information. Once the students have familiarized themselves with this approach, pictures of exterior views can be introduced to take them beyond their own cultural experience, or pictures of people, reviewing family relationships and occupations (English Teaching Forum, 1986: 33).

2.8.5.3 Using Job-Related Pictures to Stimulate Oral Production

It has become an accepted technique to use a picture whenever possible to stimulate class interest. As the most basic level, this is done by holding up a picture or saying "This is Sara. Today we are going to look at how Sara….,"etc, involving and whatever activity she is engaged in. Indeed, this approach has become so familiar that exponents of the use of pictures tend to sound almost defensive about their ideas (Newton, 1981: 32).

McAlpin (1986: 32) has published a very detailed book showing new teacher how to build up a picture file, and Cook and Parulis (1981) have

demonstrated that the picture file is a useful aid at all levels of teaching and that the simplicity of the material does not preclude its use for advanced teaching purposes, as in ESP work in Kuwait University. Nagy (1985: 38) has reinforced this point with the use of simple sketches in teaching English in Saudi Arabia.

2.8.6 Textbooks

Oxford Advanced Learner's Dictionary (2005: 1343) defines the textbook as a book that teaches a particular subject and that is used especially in schools and colleges.

Carrel (1995: 91) said that: textbooks are considered as essential visual aids for teachers to be used in classroom. Teachers must not only know how to use it, but how useful it can be; the text book continues to play an important role, but it will be a tyrant. Some teachers question the need to spend time generating their own material. In order to do all the activities, the students must work from textbooks, because they are used as the basis for variety of exercises which aim at developing a number of skills simultaneously. Also, textbooks can play a supportive role in learning process by providing the students with more information and examples (Joe, 1995: 53).

2.8.7 Drawing

In Yugoslavia elementary schools, English was taught mainly by the audio-visual method. This method has proved useful as the students (11-

14) years listen to the teacher and also see the meaning of the word on flashcards and wall pictures. However, some of the students tend to become passive, and in order to awaken them drawings are introduced, first in the lower forms, and later with older student as well.

After the students hear the new words or see the object it represents, they draw it in their notebooks. Later they write the word under their drawing. They are thus involved in all the processes of acquiring new words: listening, seeing, drawing and writing (Peterlin, 1986: 43).

2.8.9 Pointer

A pointer will help point out certain areas like cities, rivers on large classroom maps, on overhead projectors on white or black board.

2.8.10 Newspapers

Newspapers can be used to teach many aspects of language and communication skills. Editorials and gossip columns, serious and light-hearted newspapers can be used to teach formal and informal varieties of English; editorial and feature articles can provide passages for summary and comprehension. One of the benefits, is the fact that one issue of a newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast, and process description. Also they provide a good written form. (Joe , 1995: 55)

2.8.10.1 Qualities of Newspapers As Good Teaching Tools

Newspapers have certain qualities that make them effective as teaching tools in difficult teaching circumstances:

a. Availability

A teaching tool has no value if it is not available. In the absence of other material, newspapers are the most readily available English language teaching aid. Relevant parts of newspapers can easily be multiplied by photocopying and made available to the classroom (Joe, 1995: 53).

b. Affordability

Newspapers are cheap and so both instructors and students can afford to buy them, quite unlike books, which tend to be prohibitively expensive when they are available (Joe, 1995: 53).

c. Relevance

Learning materials are more relevant, interesting and motivating if they are structured within the experience, culture and environment of the learner (Joe, 1995: 53).

d. Malleability/Endurance

A teaching tool should be easy to operate. Sophisticated tools are often difficult to repair when they break down. Newspapers are beyond this

problem; they are not only easy to handle, but do not break down like machines. (Joe, 1995: 53).

e. Cost Effectiveness

In a deprived teaching environment, the teacher's best friend is the material he usually uses and for a long time. Properly handled and stored newspapers can endure long periods of use (English Teaching Forum, 1995: 54).

2.9 Using Audio-Visual Aids

With the advancement of technology in the field of education, it would be possible to get video cassettes which provide great support to classroom teaching. A mere collection of audio-visuals cannot make teaching effective and meaningful themselves; they are only aids and not substitutes for a teacher. To teach effectively, teachers seek the help of audio-visuals.

2.10 The Board

The board is a basic teaching aid that no teacher cannot ignore or reject. It is the most versatile piece of teaching equipment whether it is more traditional chalk-dust variety or the white board, written on with marker pens. Boards provide a motivating focal point during whole-class grouping.

One may feel that the board is known to everyone, but there are many kinds of boards:

a. The Blackboard

It is also called chalk board. According to Jane (1979: 140), the blackboard is symbolical of school and it is considered as a visual aid that plays an active role inside the classroom. Most classrooms are provided with one and there can be few teachers who do not use it.

b. The Flannel Board

Flannel board is used for arithmetic demonstration and storytelling by nearly every lower elementary teachers. It is suitable for teaching certain areas of language. It is good for the presentation of vocabulary and simple dialogues presentation of different grammatical items, besides arranging words or pictures.

The rough surface fiber of the flannel board will be shapes cut from flannel and backed with rough sand paper. The pieces may easily be moved surprisingly heavy real object can be supported by tenacious nylon hooks for fixation (Sawsan, 2012: 12).

2.10.1 The Educational Values of the Class Board

The class board can be described as the exercise book of the teacher, as it measures the degree of carefulness of the teacher towards his lesson.

Some experts of education think that the class board is a good judge in evaluating the performance of a teacher. In other words, the class board is an indicator that reflects the accuracy, abilities and interest of the teacher. We usually find a class board in every class room because most people are aware of its vital role in the process of education, and as effective means of explanation. The class board enables the students to use their sense of vision besides hearing directly from the teacher. No doubt that learning by both seeing and hearing at the same time (audio-visual) makes knowledge and information more understandable compared with learning by one sense only.

As a good device for explaining and illustrating information, the class board should fulfill some conditions to be more effective in playing its role:

a. Should be easily cleaned (when wiped).

b. To be painted in black or another suitable colour that reflects clearly the different colours of chalks used.

c. Should not reflect the dazzling light that prohibits reading.

d. To be placed where it can be seen clearly by all students of the class.

2.10.2 The Teacher, the Board and the Student

Students tend to imitate their teacher, especially in the way s/he writes on the board. If the handwriting and drawings of the teacher are neat and tidy, this will attract the students to imitate; they will try to be neat and careful when they write in their exercise books.

The educational value of the board can play a great role here, especially when the teacher is skillful and careful about his/her students; s/he will represent a good example of success that encourages his/her students to follow his/her steps. They hope to acquire his/her skills by doing in the same way s/he does. So the teacher should be careful about the neat and clear handwriting on the board, the correct spelling of the words, the grammar rules, the punctuation, the proper paragraphing of the subject.

These can be acquired by the students through the class board, and by more exercises and efforts to develop the faculties of the students under the supervision of the careful teacher who succeeds to set an example to be admired. This admiration will lead the student to act in the same way of accuracy discipline. This behaviour will extend outside the school during the daily activities of the life. The student will try to be tidy and careful when dealing with others, or doing his/her duties in the future (Bakht El Ruda, 1987:87).

2.10.3 Dealing with the class board:

There are many kinds of class boards which differ in size, shape, material and colour. But most schools use a board fixed on the wall, while others use a board which can be placed on a suitable stand. The common colour of class boards is the black, hence they are usually referred to as blackboards.

But due to the process of development and progress that covers all aspects of life, therefore many models of modern boards existed which need new techniques like projectors. Those modern boards, although they differ from the traditional types of class boards, they all have an effective role inside the classroom. The skillful teacher can get the most useful benefits of class boards in many ways, for example, by using different colours of chalk, or by returning to the board at intervals during the period, aiming at refreshing the minds of his students. (Bakht El Ruda Magazine, 1979: 88).

For more contribution of class boards to the process of learning, here are some recommendations:

1. Wipe out and clear the board carefully.

2. Write the date, subject and the title of the lesson in a clear handwriting.

3. Use different colours and underline the subtitles.

4. Divide the board into three or four quarters, use one quarter as a margin for writing the new words.

5. Write on the board in a clear and neat handwriting according to the correct rules of the language.

6. The teacher should use a suitable pointer or a stick to refer to details on the board when explaining the illustrations, maps or words. The teacher also should stand aside from the board so as to give an equal chance for all of the students to follow the explanations on the board.

2.10.4 Improving Class Board Skill

Class board skill can be improved by remembering the following items:

1. Write in bold hand, so that all the students may see it.

2. Write in a straight line.

3. Develop one point at a time.

4. Stand on one side of the board, so that students may see what teacher is writing and how he is writing.

5. Use a pointer, if necessary.

6. Remove the unwanted information.

7. Use cut-out if you cannot draw neatly.

8. Teacher may prepare a diagram, figure, etc., in advance to save time. It may also be very motivating for the students in creating reading readiness.

9. Divide the class board space for a number of activities. One part can be set apart (preferably the middle) for the main points of the lesson in hand, another part for pictures, drawings, etc., a third part for lists, etc., and a fourth for unforeseen use. (Bakht El Ruda Magazine, 1979: 89).

2.11 Semantic Mapping

Antonacci (1991: 174) defined semantic mapping as "a visual representation of knowledge, a picture of conceptual relationship". Also it is defined as "A graphic arrangement showing the major ideas and relationships in text or among word meanings". However, a personal classroom illustration is probably the best way to gain understanding of semantic mapping.

Semantic mapping has been shown to be beneficial learning/ teaching technique for native speakers of English at all grade levels in regular and remedial classroom as well as for those disabled learners. Students who use semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development.

Its value for English as a foreign language has also been acknowledged. Studies by Crow and Quigley (1985:497) and Brown and Perry (1991:

60) found that semantic processing was an effective vocabulary learning strategy. A series of studies, principally by Carrel (1985: 52), examined how schema theory and semantic mapping can improve the reading skills of ESL students.

2.12 Appropriate Teaching

There are two stages in producing appropriate teaching, first the preparation and selection of materials, course book, exercises, visuals, etc.) and second classroom organization while the lesson is in progress. Materials used may be selected by the Ministry of Education or the head of department (Ilham, 2009: 15).

The above mentioned visual aids are used for:

a. Stimulating interest in the foreign language.

b. Explaining concepts or illustrating meanings.

c. Reinforcing learning.

d. Directing or promoting conversations in groups.

e. Providing cultural background.

The teacher should be careful to choose the most appropriate aid that best serves his teaching purposes. The aid should:

a. Be suitable for teaching objectives.

b. Correlate with text material or class work.

c. Simplify the learning process.

d. Present or illustrate one point at a time.

e. Draw attention to the purpose it is intended to present.

f. Be of appropriate size and attractive.

g. Provide language experience to improve communicative competence.

h. Evoke interest in the foreign language.

i. Motivate students to practice the language individually, in pairs or in groups (Ahmed, 1993: 114-115).

2.13 Previous Studies

2.13.1. Afaf (2009)

Afaf (2009) carried out a study on the title of: Evaluation of Using Language Game in Teaching English Vocabulary, Sudan University of Science and Technology, Faculty of Education.

2.13.1.1. Findings

The study has reached the following findings:

1. The proposed programme is efficient in improving vocabulary achievement.

2. The proposed programme is efficient and it improves the rates of the success in the post test.

3. The secondary school teachers have positive attitudes towards using games in teaching English vocabulary.

4. The secondary school teachers have positive opinions about the efficiency of using games in teaching English vocabulary.

5. The difficulties were not big ones, so they can be easily overcome.

Therefore, the conclusion is that games have significant effect on improving students' vocabulary achievement.

2.13.2 Sawsan (2012)

Sawsan (2012) investigated the attitudes of English language teachers towards using visual aids in learning English language as a foreign language in Khartoum North, Sharg El Neel locality.

2.13.2.1 Findings

The most important results of the study were:

1. Visual aids help motivate Sudanese secondary school students while learning vocabulary.

2. The time allotted for teaching learning vocabulary classroom is limited.

3. Games help students in learning vocabulary.

2.13.3 Mutaz (2012)

Mutaz (2012) carried out a study on the importance of using realia in teaching English language vocabulary.

2.13.3.1 Findings

The study comes out with the following findings:

1. Using realia in teaching vocabulary has significant effect on students achievement.

2. Teachers have positive/negative opinions towards using realia.

3. The course book does not provide intensive drills focusing on vocabulary.

2.13.4 Alneel (2010)

Alneel (2010) conducted a study on difficulties encountered by secondary schools students in learning English vocabulary.

2.13.4.1 Findings

1. Sudanese secondary school students face difficulties when they find words alone or in isolation.

2. Vocabulary knowledge eradicates difficulties exhibited students in understanding reading passages.

3. Teaching Sudanese students to develop strategies such as using context clues, guessing, translation and dictionary use; to help them stimulate learning the words meaning.

4. The time allotted for teaching- learning vocabulary in the classroom is limited.

5. Visual aids help motivate Sudanese secondary school students while learning vocabulary.

6. Games help students more in learning vocabulary.

2.13.5 Ommagio (1979)

A preliminary study was undertaken in the spring of 1979 at the University General Requirement Unit in United Arab Emirates University. A number of 145 female students were asked to write an essay about a technical item called "a blender".

There were two groups:

Group (A) was given a visual graphic of blender in the upper right hand corner and the direction which reads " please write a paragraph about the function of a blender. Group (B) was given only the direction without any visual reference.

2.13.5.1 Findings

The preliminary data of the study revealed that 93% of the candidates who were given the prompt with a picture were able to describe the blender. Only 52% of the participants who did not have a visual stimulus were able to write about the base of the blender. The answers of group (A) were more in depth than the ones of group (B).

From the preceding study it is evident that:

1. The use of visual aids increased the learner's chance for improving and developing their language abilities.

2. The picture allowed the students to interpret the use and physical appearance in great detail that might not otherwise be obtained with texts.

3. Visual aids affect positively the learning strategy and writing capabilities of non-native speakers of English.

2.13.6 Allen (1979:166)

According to this study, there are many factors which the teacher must take into consideration when s/he attempts to choose the teaching aids s/he needs for certain situations. The age of the learners is the most important factor that influences the choice of the teaching aid. Visual aids are important tools for the teacher being used appropriately in the class, they enable the teacher to avoid long and confusing explanation.

At the same time, they can help the teacher to have lively class as students associate real objects with English equivalence. In this way, they can exchange information with each other since they will be familiar with the topic under-discussion.

2.13.7 Kreidler (1971)

Kreidler (1971) advised the teacher to use coins to help students practice with numbers; such expressions: as the same as, more than, less than, equals and how much. Using realia in teaching grammar, especially for a form-meaning match, is highly appreciated by the two famous educators named Celce-Murica and Hilles (1998); in their book, they offered a number of various activities in which realia can be used in all phases of grammar lesson to motivate students' participation. They suggest that realia be as " in conjunction with a story telling and role-play techniques to contextualize the grammar lesson, as well as facilitate memory and learning.

Kreidler states that "grammatical structures cannot be drilled until the students are led to see and understand how English speakers arrange their words of what devices they use to indicate agreement. Besides that, he proposes that teacher should always be careful when planning visual aids.

2.13.7.1 Findings

His recommendations can be summarized as follows:

Firstly, teachers should check for ambiguity; when they choose realistic, conventional forms of language for students to speak, they should use unambiguous pictures. Secondly, teachers should not clutter pictures with non-essential details, because a picture with too many details may confuse students. Thirdly, it is necessary for teachers to make sure that visual aids are culturally recognizable.

2.13.8 Canning (1998)

Canning (1998) states that it is considerable confidence placed in the value of audio visual aids to enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that videos or visual aids facilitate in the learning of foreign languages. However, with the amount of time devoted to using video/visual aids in the F/SL classroom. Research is warranted to show how audio/visual aids enhance the language learning process. Currently, many constrains on the studies completed over the last two decades.

2.13.8.1 Findings

There are several limitations to be recognized when examining results e.g. firstly, many studies have been done with visual aids and not with English language videos. Secondly, the use of intact groups instead of

random ones, who were studying only one foreign language, have been used in most visual studies in relationship to language learning.

CHAPTER THREE

Methodology of the Study

3.1 Introduction

This chapter is concerned with the methodology of the study. A detail account of the subjects and setting will be provided, the design of the instruments, procedure of data collection and analysis, validity and reliability of the questionnaire will be presented through this chapter.

3.2 Population

The population of this study is combined of English experts and teachers of secondary schools in Shendi Locality. A total of 40 English teachers of different ages and experiences from different schools participated in this study.

3.3 Instruments

3.3.1 A Questionnaire on the Effect of Visual Aids in Teaching

3.3.1.1 Sample of the Questionnaire

A total of 40 EFL teachers of different experience and from different schools at Shendi Locality participated in this study.

They responded to a restricted questionnaire which is composed of 17 items which focused on the teachers' opinions about the effect of visual aids on teaching English as a foreign language at secondary schools in

Shendi Locality. The questionnaire items focused on teachers' opinions on the effect of using visual aids on teaching English as a second language inside classrooms and the importance of visual aids in teaching English.

3.3.1.2 Qualifications of the Respondents

Table (1) shows that, of the 40 respondent teachers, the great number of the respondents (90%) are bachelor degree holders whereas only 5% are M.A. holders.

Table 1. Qualifications of the Respondents

Cumulative percentage	Percentage	Frequency	Certificate
0	0	0	Diploma
95	95	38	Bachelor
100	5	2	Master

Figure 3:1 Qualifications of the Respondents
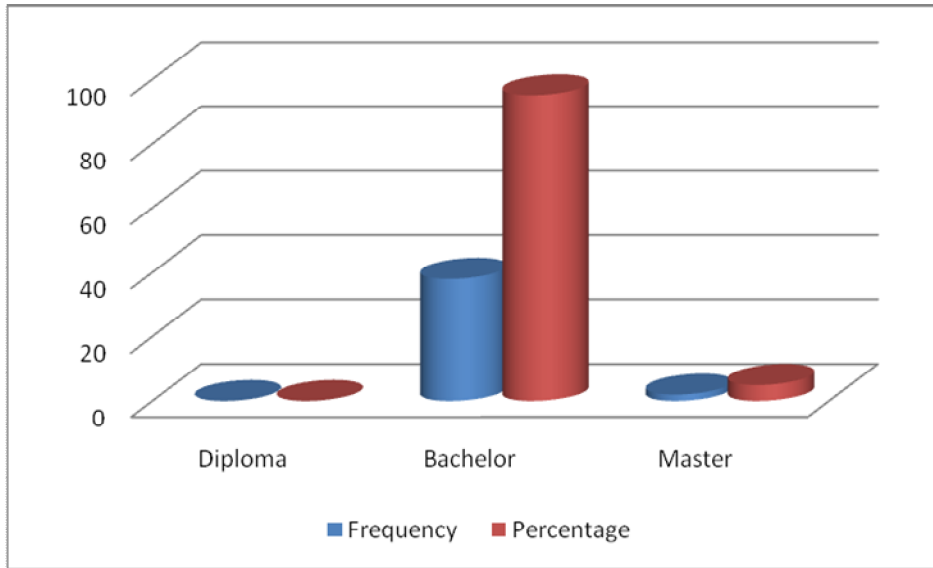
3.3.1.3 Years of Experience of the Respondents

Table (2) shows that 57.5 of the respondents' experience was more than 15 years, 17.5% was from 6 to 10 years and also 17.5% from 11 to 15 years.

Table 2. Years of Experiences of the Respondents

Cumulative Percentage	Percentage	Frequency	Experience/year
7.5	7.5	3	1 - 5
25	17.5	7	6 – 10
42.5	17.5	7	11 – 15
100	57.5	23	>15

Figure 3:2 Years of Experience of the Respondents
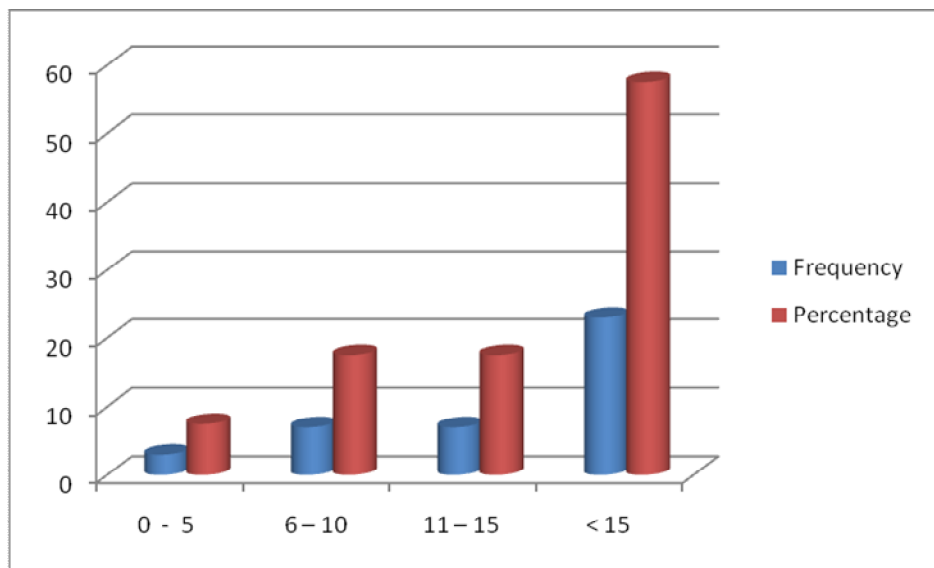
3.3.1.4 The Age of the Respondents

Table (3) shows that, of the 40 respondent teachers, 45%' age was between 40 -50 years old whereas 30% was between 30-40 years old.

Table 3. The Age of the Respondents

Cumulative Percentage	Percentage	Frequency	Age
5	5	2	20 - 30
35	30	12	30 – 40
80	45	18	40 – 50
100	20	8	50 - 60

Figure 3. The Age of the Respondents
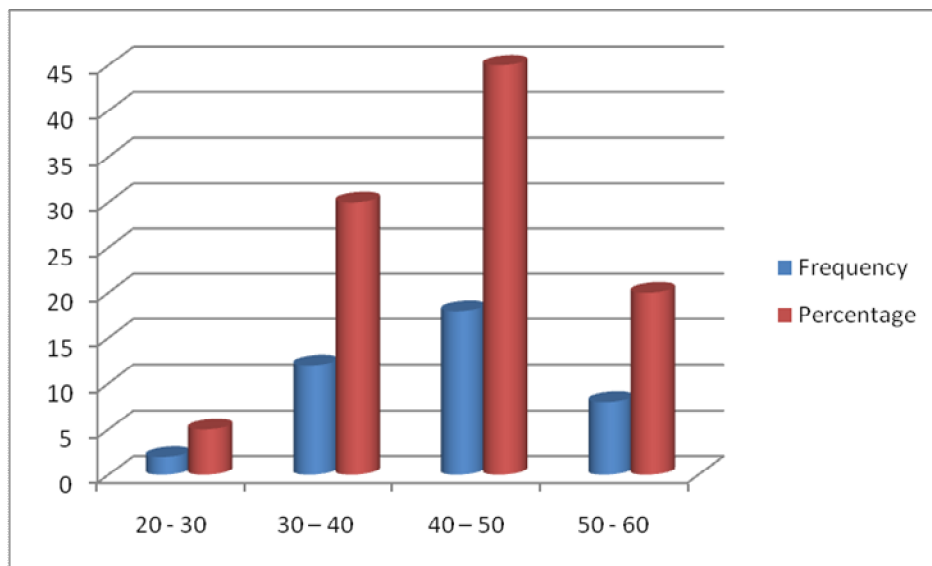
A questionnaire was designed and distributed to ELT teachers in different schools of Shendi Locality. The questionnaire items focused on teachers' opinions on the effect of using visual aids on teaching English as a second language inside classrooms and the importance of visual aids in teaching English.

3.3.2. Tests on the Effect of Visual Aids in Teaching EFL Students

A pre- and post- tests were carried out for a group of 202 EFL students from three secondary schools chosen at Shendi Locality; El Gileiaa Secondary school, Kamil Ibrahim Secondary school for girls, and Muweis Secondary school.

3. 3.2.1 Reliability of the Tests

Validity and reliability are important aspects for judging collection instruments. For the questionnaire's and test's validity, it was reviewed by a committee of English language lecturers at Faculty of Arts, Shendi University. They made some comments on the questionnaire which were taken into consideration by the researcher. The questionnaire's reliability was calculated using Statistical Package for Social Sciences (SPSS).

For the test's reliability coefficient, the researcher calculated it statistically by using Spearman's formula was used:

Reliability Coefficient =

$$1 - \frac{6 \sum D}{N(N^2-1)}$$

D = The difference of marks between pre- and post –tests for the two groups.

N = the number of sample

Reliability coefficient of the test of the experimental group was 0.98 which means that the test was reliable because it exceeded the determined value 0.5 due to Spearman equation. The test of the control

group was also reliable because the reliability coefficient was 0.95 which exceeded 0.05 too.

3. 3.2.2 Face Validity

The researcher calculated the validity statistically using the following equation:

 Validities of the experimental group and the control group were 0.98 and 0.95 respectively.

CHAPTER FOUR

Data Analysis

4.1 Introduction

This chapter deals with analysis of data. The analysis of the questionnaire which was directed to teachers was manipulated through the statistical package of social sciences (SPSS). The questionnaire was calculated to measure the reality of the statements through according to the responses given by the teachers, to test the significance of visual aids in teaching English as a foreign language.

4.1. Effects of Visual aids on Teaching English As a Foreign Language

Table (4) shows that 50% of the respondents agreed that the visual aids have effects on teaching English as a foreign language whereas 47.5 strongly agreed of the effects of visual aids.

Table 4. Effects of Visual Aids on Teaching English As a Foreign Language

Cumulative Percentage	Percentage	Frequency	Items
47.5	47.5	19	Strongly Agree
97.5	50	20	Agree
100	2.5	1	Not Sure

Cumulative percentage	Percentage	Frequency	Items
100	0	0	Disagree
100	0	0	Strongly Disagree

4.2 Visual Aids Would Lead to an Improvement on Learner's Vocabulary Achievement

Table (5) shows that the majority of the respondents (55%) strongly agreed that visual aids affect students' motivation and 42.5 agreed of that.

Table 5. Visual Aids Would Lead to an Improvement on Learner's Vocabulary Achievement

Cumulative percentage	Percentage	Frequency	Items
55	55	22	Strongly Agree
97.5	42.5	17	Agree
100	2.5	1	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.3. Visual Aids' Significant Effect on Students' Motivation

Table (6) shows that 60% of the respondents strongly agreed that visual aids affect students' motivation and 35 of them supported that, but only 5% were not sure.

Cumulative Percentage	Percentage	Frequency	Items
60	60	24	Strongly Agree
95	35	14	Agree
100	5	2	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

Table 6. Visual Aids' Effect on Students' Motivation

4.4. Visual Aids Make Students Focus More on the Lesson

Table (7) shows that 55% of the respondent teachers agreed that visual aids help students focus more on the lesson whereas 42.5% strongly agreed of that, but 2.5% were disagreed.

Table 7. Visual Aids Make Students Focus More on the Lesson

Cumulative Percentage	Percentage	Frequency	Items
55	55	22	Strongly Agree
97.5	42.5	17	Agree
97.5	0	0	Not Sure
97.5	0	0	Disagree
100	2.5	1	Strongly Disagree

4.5. Visual Aids Are Rarely Used in Classroom in the Sudan

Table (8) shows that 45% of the respondent teachers strongly agreed that visual aids are rarely used in classroom in the Sudan whereas 23% agreed of that, but 15% disagreed, 10% were not sure and 7% strongly disagreed.

Table 8. Visual Aids Are Rarely Used in Classroom in the Sudan

Cumulative Percentage	Percentage	Frequency	Items
45	45	18	Strongly Agree
68	23	9	Agree
78	10	4	Not sure
93	15	6	Disagree
100	7	3	Strongly Disagree

4.6. Visual Aids Make Learning Process Much Better

Table (9) shows that 55% of the respondent teachers strongly agreed and 42.5% agreed that visual aids save time and reduce teacher's effort.

Table 9. Visual Aids Make Learning Process Much Better

Cumulative Percentage	Percentage	Frequency	Items
55	55	22	Strongly Agree
98	42.5	17	Agree
100	2.5	1	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.7. Visual Aids Can Save Time And Reduce Teacher's Effort

Table (10) shows that of the respondents (65%) strongly agreed and about two-thirds of them (35%) agreed that visual aids are effective in teaching English language.

Table 10. Visual Aids Can Save Time And Reduce Teacher's Effort

Cumulative Percentage	Percentage	Frequency	Items
65	65	26	Strongly Agree
100	35	14	Agree
100	0	0	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.8. Visual Aids Are Effective in Teaching English Language

Table (11) shows that the majority of the respondents (60%) strongly agreed and 40% agreed that visual aids waste time.

Table 11. Visual Aids Are Effective in Teaching English Language

Cumulative Percentage	Percentage	Frequency	Items
60	60	24	Strongly agree
100	40	16	Agree
100	0	0	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.9. Visual Aids Waste Time

Table (12) shows that the majority of the respondents (57.5%) disagreed and about two-thirds of them (37.5%) agreed that the careful choosing of visual aids is the key to success in learning.

Table 12. Visual Aids Waste Time

Cumulative Percentage	Percentage	Frequency	Items
0	0	0	Strongly agree
0	0	0	Agree
5	5	2	Not sure
62.5	57.5	23	Disagree
100	37.5	15	Strongly disagree

4.10. Choosing Visual Aids Carefully Is the Key to Success in Learning

Table (13) shows that the majority of the respondents (47.5%) strongly agreed and 45% agreed that using visual aids needs a special type of teachers, but only 7.5% of the respondents were not sure of that.

Table 13. Choosing Visual Aids Carefully Is the Key to Success in Learning

Cumulative Percentage	Percentage	Frequency	Items
47.5	47.5	19	Strongly Agree
92.5	45	18	Agree
100	7.5	3	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.11. Using Visual Aids Needs a Special Type of Teachers

Table (14) shows that the majority of the respondents (45.5%) agreed and 12.5% strongly agreed that using visual aids needs a special type of teachers, but 27.5% of the respondents disagreed and 15% were not sure of that.

Table 14. Using Visual Aids Needs a Special Type of Teachers

Cumulative Percentage	Percentage	Frequency	Items
12.5	12.5	5	Strongly Agree
55	42.5	17	Agree
70	15	6	Not Sure
97.5	27.5	11	Disagree
100	2.5	1	Strongly Disagree

4.12. Visual Aids with Attractive Colours and Shapes Can Lead to Memorizing Information

Table (15) shows that the majority of the respondents (57.5%) strongly agreed and 40% agreed that the teacher in any subject should use visual aids to enrich meaning and add clarity, but only 2.5% of the respondents disagreed of that.

Table 15. Visual Aids with Attractive Colours and Shapes Can Lead to Memorizing Information

Cumulative Percentage	Percentage	Frequency	Items
57.5	57.5	23	Strongly Agree
97.5	40	16	Agree
100	2.5	1	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

4.13. The Ministry of Education Should Provide the Schools with Visual Aids

Table (16) shows that the half of the respondents (50%) strongly agreed, 47.5% agreed that the teacher should use authentic materials, but only 2.5% of the respondents disagreed of that.

Table 16. The Ministry of Education Should Provide the Schools with Visual Aids

Cumulative Percentage	Percentage	Frequency	Items
50	50	20	Strongly Agree
97.5	47.5	19	Agree
97.5	0	0	Not Sure
100	2.5	1	Disagree
100	0	0	Strongly Disagree

4.14. A Teacher in Any Subject Should Use Visual Aids to Enrich Meaning and Add Clarity

Table (17) shows that the majority of the respondents (42.5%) agreed and 37.5% strongly agreed that the Ministry of Education should provide the schools with visual aids, but 27.5% of the respondents disagreed of that.

Table 17. A Teacher in Any Subject Should Use Visual Aids to Enrich Meaning and Add Clarity

Cumulative Percentage	Percentage	Frequency	Items
37.5	37.5	15	Strongly Agree
80	42.5	17	Agree
95	15	6	Not Sure
100	5	2	Disagree
100	0	0	Strongly Disagree

4.15. Teachers of English Have their Own Techniques to Prepare Visual Aids

Table (18) shows that the majority of the respondents (60%) agreed and 20% of them, strongly agreed that learner's age and mood are authentic factors in using visual aids, but 12.5% of the respondents were not sure of that.

Table .18 Teachers of English Have their Own Techniques to Prepare Visual Aids

Cumulative Percentage	Percentage	Frequency	Items
20	20	8	Strongly Agree
80	60	24	Agree
92.5	12.5	5	Not Sure
97.5	5	2	Disagree
100	2.5	1	Strongly Disagree

4.16. Learners' Age and Mood Are Authentic Factors in Using Visual Aids

Table (19) shows that the majority of the respondents (55.5%) agreed and 12.5 strongly agreed that the teacher uses visual aids, but 20% and 10% of the respondents were not sure and disagreed respectively.

Table 19. Learners' Age and Mood Are Authentic Factors in Using Visual Aids

Cumulative Percentage	Percentage	Frequency	Items
12.5	12.5	5	Strongly Agree
67.5	55	22	Agree
87.5	20	8	Not Sure
97.5	10	4	Disagree
100	2.5	1	Strongly Disagree

4.17. Students Enjoy English Language When the Teacher Uses Visual Aids

Table (20) shows that the majority of the respondents (67%) strongly agreed, 32.5% agreed that the students enjoy English language learning when the teacher uses visual aids.

Table 20. Students Enjoy English Language When the Teacher Uses Visual Aids

Cumulative Percentage	Percentage	Frequency	Items
67.5	67.5	27	Strongly Agree
100	32.5	13	Agree
100	0	0	Not Sure
100	0	0	Disagree
100	0	0	Strongly Disagree

Table (21) Chi-square Test Results for Respondents' Answers on Hypothesis (1): Using visual aids does not have any effect on learning of English vocabulary

Explanation	Average value	Explanation	Probability value	Df	Chi-square value	Statement
Not agree	2	There is significant difference between the answers	0.000	3	33.7	1

Table (21) shows that the calculated value of chi-square for the significance difference since the probability is 0.000 which is lower than the probability level (0.05) and this means that there is significant

difference between the respondents' answers. So, the first hypothesis was achieved for the respondents who did not agree

Table (22) Chi-square Test Results for Respondents 'Answers on Hypothesis (2): Using Visual Aids Have A Positive Effects on Learners of English Vocabulary

Explanation	Average value	Explanation	Probability value	Df	Chi- square value	Statement
Not agree	4	There is significant difference between the answers	0.000	2	17.150	1
Strongly agree	2	There significant difference between the answers	0.000	2	18.05	2
Strongly agree	5	There is significant difference between the answers	0.000	2	18.2	3
Strongly agree	5	There is significant difference between the answers	0.000	2	18.05	5
Strongly agree	5	There is significant difference between the answers	0.000	2	18.9	13
Strongly agree	5	There is significant difference between the answers	0.000	2	18.05	7
The differences	4	There is no significant difference	0.058	1	3.06	8

are equal						
		There is significant difference between the answers	0.002	3	15.44	15

From table (22), it is remarkable that the majority of the statement of this hypothesis due to chi-square test is significant since the probability value is 0.000 which are lower than probability level 0.05 and that means there are significant differences between the respondents' answers.

CHAPTER FIVE

Conclusion

5.1 Background

The main purpose of this study has been to investigate the effect of visual aids in teaching English as a foreign language. Chapter one provided general description of the field of study, besides explaining the objectives of the study. Also, the researcher pointed out the hypotheses of the study in this chapter. In chapter two, a general review of literature in the field of the effect of visual aids on teaching English as a foreign language was taken into account. In chapter three, the researcher described the methodology of the study which included the population, sample and instruments study, validity and reliability of the study.

In chapter four, the data generated from teachers' questionnaire were analyzed and discussed. This chapter includes conclusion, summary and recommendation and suggestions for further studies.

5.2   Summary of the Findings

The main purpose of the study is the effect of visual aids on teaching English as a foreign language at secondary school and viewpoints of teachers about using visual aids, to identify the following hypotheses:

1. Using visual aids does not have any effect on the learning of English in Sudanese schools.

2. Using visual aids has a positive effect in teaching English language.

3. Secondary school teachers do not care much about using visual aids.

This study investigate the development of two groups at secondary schools studying English through the learning year (2013/2014) by designing pre-test for the experimental group and control group to evaluate the effect of visual aids; the visual aids were used for the experimental group only. After that, the two groups were exposed to post-test. The study resulted in the following findings:

1. Students of experimental group who studied by using visual aids achieved better degrees than the control group who studied without visual aids.

2. A student's learning was enhanced by using visual aids.

3. Using visual aids has a positive effect on learning English.

To collect data for this study, the researcher used a tool of questionnaire for secondary school teachers to investigate the teachers' opinions on the effect of visual aids on teaching English.

The study has come out with following results:

1. Teachers believe that visual aids have many effects on teaching English as a foreign language.

2. Teachers of English language have their own techniques to prepare visual aids.

3. They thought that visual aids have a significant effect in student motivation.

4. Students enjoy learning English when the teacher uses visual aids especially when they are with attractive colour and shapes, because these lead to memorizing.

5. Visual aids would lead to an improvement in learners' vocabulary achievement.

6. Choosing visual aids carefully is the key factor to success in English.

7. Visual aids can, also, save time and reduce efforts.

8. There is not enough teaching aids in schools, although the majority of teachers believe that the visual aids have a positive effect in teaching English as a foreign language.

5.3 Recommendations

In the light of the results, the researcher concluded to the following recommendations:

1. The Ministry of Education should draw the attention to using visual aids in teaching English language and provide the schools with visual aids.

2. A specialized training courses should be conducted to English teachers in order to build their capacities.

5.4   Suggestions

The researcher introduces the following suggestions:

1. The effect of visual aids in making learning process be much better.

2. Investigation of the effect of visual aids on teaching English as a foreign language should be continual process.

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Appendices

Appendix (1)

The Questionnaire

Teachers' Questionnaire

Dear teacher,

In this study, the researcher would like to know your opinions of the effects of visual aids on teaching English as a foreign language at secondary schools.

The researcher would be grateful if you could help by completing this questionnaire.

Please, put a tick (√) in the place provided for the answer which you choose:

School name: ……………………………………………………

Certificate:

  a. Diploma ☐   b. Bachelor ☐   c. Master ☐

Years of Experience:

  a. 1 – 5 ☐   b. 6 -10 ☐
c. 11 – 15 ☐   d. more than 15 ☐

Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Statement	No.
					Visual aids have many effects on teaching English as foreign language.	1
					Visual aids would lead to an improvement in learner's vocabulary achievement.	2
					Visual aids have significant effect in students' motivation.	3
					Visual aids make students focus more on the lesson.	4
					Visual aids are rarely used in classroom in Sudan.	5
					Visual aids make learning process much better.	6
					Visual aids can save time and reduce teacher's effort.	7
					Visual aids can be effective in teaching English language.	8
					Visual aids waste the time.	9
					Choosing visual aids carefully is the key to success in learning.	10
					Using visual aids needs a special type of teachers.	11
					Visual aids with attractive colours and shapes can lead to memorizing information.	12
					The Ministry of Education should provide the schools with visual aids.	13
					A teacher in any subject should use visual aids to enrich meaning and add clarity.	14
					Teachers of English have their own techniques to prepare visual aids.	15
					Learners' age and mood are authentic factors in using visual aids	16
					Students enjoy English language when the teacher uses visual aids	17

Pre-Test

Read the paragraph carefully, then answer the questions bellow:

Hello – My name is Adam. I live at Maleet in Darfur. Our houses are very simple. Each room stands on its own. The women build the lower part of the room, which is made of mud. The men build the upper part which is made up of strong and long sticks of bamboo. The rooms are cool in summer and warm in winter. The roofs are sloping so that the rain water runs easily.

Questions:

A: Give short answers.

1. Who is the speaker?

……………………………………………………………..

2. Where is his house?

……………………………………………………………..

3. What is his house made of?

……………………………………………………………..

4. Who builds the upper part of the house.

……………………………………………………………..

5. Why are the roofs of his house are sloping?

……………………………………………………………..

B. Say whether it is true or false.

1. Adam lives in Shendi ( ).

2. The women build the lower part of the house ( ).

3. Their houses are very simple ( ).

4. The rooms are warm in summer and cool in winter ( ).

5. The roofs are sloping ( ).

(5 marks)

Post-Test

Read the passage carefully, then answer the questions bellow:

There are two types of animals, some of them are wild and others are domestics. Domestic animals are cared for by man. Wild animals look after themselves.

Domestic animals help man in many ways. Those which do a lot of work for man include horses, donkeys, and mules. Cows, camels and sheep provide man with milk and meat. Pets like dogs and cats are good friends of man. Dogs are used for hunting and also they protect people's homes.

Q1 Give short answers.

    1. How many types of animals? Mention them.

………………………………………………………………………

………………………………………

    2. What are the wild animals? Give examples.

…………………………………………………………

…………………………………………………………

    3. What are domestic animals? Give examples.

……………………………………………………………………………………………

…………………………………………

4. Who feeds the wild animals?

……………………………………………………………

5. The word "those" in line (4) refers to…………………….

(10 marks)

Q2 Say if it is true or false

1. The lion is a domestic animal   (   ).

2. Domestic animals are cared for by man   (   ).

3. Pets like dogs and elephants are good friends of man   (   ).

4. Camels and cows provide man with milk   (   ).

(4 marks)

Q3 Choose the best answer a, b, c or d.

1. Which of these animals is domestic?

(a)   lion   (b) cow   (c) elephant   (d) monkey

2. Dogs are used for…….

(a)Hunting (b) swimming (c) Joking (d) writing

3. Goats and sheep provide man with:

(a) Water and milk   (b) wool and honey

(c) milk and meat   (d) meat and honey

(3 marks)

Q4 Give the plural to the following words:

1. donkey   ……………………
2. horse   ……………………
3. man   ……………………
4. baby   ……………………
5. calf   ……………………
6. cat   ……………………

(3 marks)

Appendix (4)

Experimental group degrees in the tests

Post-test degrees	Pre-test degrees	Students' No.
20	20	1
19	20	2
19	19	3
19	18	4
18	18	5
19	17	6
19	17	7
18	17	8
17	17	9
17	17	10
14	17	11
18	16	12
18	16	13
16	16	14
19	15	15
18	15	16
17	15	17
16	15	18
14	15	19
17	14	20
17	14	21
16	14	22
16	14	13
15	14	24
18	13	25
17	13	26
17	13	27

16	13	28
15	13	29
12	13	30
16	12	31
16	12	32
15	12	33
15	12	34
15	12	35
14	12	36
14	12	37
15	11	38
14	11	39
14	11	40
13	11	41
12	11	42
14	10	43
15	10	44
12	10	45
12	10	46
11	9	47
15	9	48
15	9	49
14	9	50
13	9	51
13	9	52
12	9	53
11	8	54
13	8	55
12	8	56
11	8	57
10	8	58
9	8	59
9	8	60
8	8	61

7	8	62
17	7	63
15	7	64
12	7	65
11	5	66
8	5	67
7	5	68
6	5	69
9	4	70
9	3	71
8	3	72
5	1	73
2	0	74
1	0	75

Appendix (5)

Control group degrees in the tests

Post-test degrees	Pre-test degrees	Students' No.
20	20	1
19	20	2
19	20	3
19	20	4
18	20	5
19	19	6
18	19	7
17	19	8
17	19	9
20	18	10
19	18	11
19	18	12
19	18	13
18	18	14
18	18	15
14	18	16
19	18	17
19	17	18
18	17	19
18	16	20
17	16	21
17	16	22
16	16	13
16	16	24
15	16	25
14	16	26
18	15	27

16	15	28
16	15	29
14	15	30
18	14	31
17	14	32
17	14	33
16	14	34
16	14	35
15	14	36
14	14	37
13	14	38
12	14	39
15	13	40
15	13	41
13	13	42
12	13	43
14	12	44
13	12	45
13	12	46
8	12	47
12	11	48
11	11	49
10	11	50
12	10	51
11	10	52
13	9	53
12	9	54
11	9	55
10	9	56
10	9	57
8	9	58
7	9	59
11	8	60
10	8	61

7	8	62
7	8	63
11	7	64
9	7	65
8	7	66
10	6	67
9	6	68
4	6	69
6	4	70
5	3	71
4	2	72
0	1	73
3	1	74
3	0	75