The Role of Audio Visual Aids in Motivating EFL Teachers in the Teaching Process:
A Case Study of Secondary Schools, South of Gezira Locality, Gezira State, Sudan (2018)

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Date: 9/2018
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Date of examination: 29 / 9/ 2018
DEDICATION

To

my

family

wife

and colleagues
ACKNOWLEDGEMENTS

I am indebted to many people for their help in making this thesis a reality. I would like to express my deep sense of gratitude to my supervisor Dr. AL Haj Ali Adam Ismail and Dr. Abdul Gadir Mohammed Ali for their remarkable patience, probing and insightful comments, encouragement and continuous guidance throughout my research. My thanks are also due to all the teachers, who kindly agreed to answer the test. Faculties of Languages in particular the staff of the library.
The Role of Audio Visual Aids in Motivating EFL Teachers in the Teaching Process:
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ABSTRACT

The study aims at investigating the problems facing teachers in basic level in using English visual-aids. It aims at identifying these difficulties and attempting to find suitable solutions. The study aims to explain the visual aids which are used in teaching English, to discuss the importance of audio-lingual aids for developing speaking skill and to discuss the problems of using visual and audio-visual aids in teaching English in basic schools. The used methodologies in the study contain the descriptive method in the literature review and the analytical method in the practical field in the study. A valid and reliable questionnaire was used for data collection. It was carefully constructed, then distributed among the study sample, which comprised fifty of teachers. The study reveal that: many teachers are not well trained in using visual aids in teaching English, some teachers do not use the best and most advanced methods of teaching which could help them to do their tasks well and easily and most of teachers do not use visual aids in teaching new words and expressions. The study recommended that teachers should be trained in using audio-visual aids, teachers should encourage their students to learn through visual aids and teachers should use modern methods of teaching which could develop the standard of teaching.
دور الوسائل السمعية والبصرية في تحفيز معلمي اللغة الإنجليزية كلغة اجنبية في عملية التدريس:
دراسة حالة المدارس الثانوية محلية جنوب الجزيرة ولاية الجزيرة، السودان (2018م)

ملخص الدراسة
تقدف الدراسة لتوضيح المشكلات التي تواجه معلمي مرحلة الأساس في استخدام الوسائل التعليمية، كما تهدف الدراسة إلى تحديد هذه المشكلات وإيجاد الحلول المناسبة لها و تهدف الدراسة إلى تعريف الوسائل التعليمية المستخدمة في تدريس اللغة الإنجليزية ومناقشة أهمية الوسائل التعليمية في تطوير مهارات الكلام ومكافحة المشكلات التي تتعرض إستخدام الوسائل التعليمية في تدريس اللغة الإنجليزية مرحلة الأساس. يستخدم الباحث المنهج الوصفي في الإطار النظري والمنهج التحليلي في الدراسة التطبيقية. تم استخدام إستبانة موضوعية ذات مصداقية في جمع البيانات في الإطار العملي للبحث تم توزيعها علي خمسين معلم ممن يدرسون اللغة الإنجليزية مرحلة الأساس بعد أن تم تحكيمهما بحرص. نتج عن الدراسة أن هناك عدد من المعلمين غير المدربين بصورة جيدة لإستخدام الوسائل التعليمية في تدريس اللغة الإنجليزية، و بعض المعلمين لا يستخدمون المناهج المتطورة والأفضل في التدريس في تدريس الكلمات والتعابير الجديدة. على ضوء النتائج توصي الدراسة بضرورة أن يتم تدريب المعلمين على استخدام الوسائل السمعية كما يجب على المعلمين تشجيع الطلاب على التعلم بواسطة الوسائل التعليمية و يجب على المعلمين إستخدام الوسائل التعليمية الأفضل والمتطورة لتنمية وتطوير مستواهما في التدريس.
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Chapter one  
Introduction

1.0. Introduction:
Teaching a language has specific procedures those teachers to facilitate the process of learning for their pupils. Teaching English is not easy; it requires some steps for teachers to follow and many materials to use.
On the other hand, the qualified teacher could practices his task with using advanced and modern method that could develop his teaching process easily.
Visual aids are means which are used to ease understanding and gain the subject. There are various types of Aids; each one has its importance and construction that the teacher must follow.
Audio lingual Aids are the most important means of teaching materials, they are available everywhere, and easy to be used if we offer the teachers with the basic information about them and how to use.
All classrooms are provided with the first aids (The blackboard), but nearly all classrooms are missing the rest of the audio-visual aids, especially the public and governmental schools.

1-1. Statement of the Problem:
Using visual aids is not easy for all schools, most of the schools do not use them in their teaching procedures and many teachers do not know how to use them.
This paper is going to survey the other problems that confront using visual aids. 

1-2. Objectives of the Research
This research aims
1- To explain the visual aids which are used in teaching English.
2- To discuss the importance of audio lingual aids for developing speaking skill.
3- To discuss the problems of using visual and audio-visual aids in teaching English in basic schools.
4- To investigate the causes and solutions of these problems.

1- 3. Significance of the Research:
The research on the problems of using visuals and audio lingual aids concerns teachers of English language at basic schools and the designers of the used syllabus of English.

1- 4. Questions of the Research:
This research is targeted to find out the answers for following questions:
1- What are the benefits of using visuals aids in teaching English?
2- What are the difficulties of using the visual aids in teaching English at basic level?
3- What are the reasons of missing these materials?
4- How to avoid them?

1- 5. Hypothesis of the Research:
The researcher assumes that:
1- Using visuals aids facilitate the teaching and learning processes.
2- Visual aids are not available for most of schools.
3- Visual aids are very expensive for many schools to be used in.

1.6. Methodology of the Research:
The research will follow the descriptive method.

1.7. Material of the Research:
Data will be collected by a questionnaire paper for teachers at basic level

1- 8. Limits of the Research
The study is limited at the basic level schools in AL Kamlein-in 2015
Chapter Two
Literature Review

2.0. Introduction
Teaching English requirement to be found in the class in order to facilitate both teaching and learning processes. These items include visual and audio visual aids.

There are many types of visual and audio – lingual aids and each one has its own characteristics and benefits which could be obtained by the teacher and the pupils.

2.1. The Meaning of a Language
To get enough and acceptable definition for the question above, we can say a definition is really condensed version of theory, and a theory is simply – or not so simply – an extended definition. Consider the following:

Ton (2006: 129) says that

\[
\text{language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that organs of speech and learning among members of a given community, and using vocal symbols possessing arbitrary conversational meaning.}
\]

language is any set symbols of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enable to communicate intelligibly with one another (Random House Dictionary of the English language 1966:806)

Language is a system of arbitrary vocal symbols used for human communication.

(language) is any means, vocal or other of expressions or communicating feeling or thought… a system of conventionalized signs, especially words
or gestures having fixed meanings (Webster's third new international dictionary of the English language 1934: 1390)

Still other common definitions found in introductory text books on linguistics include the concepts of:

1. The generative or creativity of language.
2. The presumed primacy of speech over writing.
3. The universality of language among human beings.

2.2. Language and Communication

Kinds of communication

Ton (2006: 132) says that

"All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression."

To get enough illustration and more examples about this field, we have here; Christopher Brumfit, Geoffrey Broughton, Roger Flavell, whom this view was taken from them in their book "Teaching English as a Foreign Language" talked about this vision and said " Man is able to exploit a range of techniques of communication. Many are in essence the same as those used by other creatures. Man is vocal, he uses his body for gesture of many kinds, he conveys information by facial expression, but he has extended these three basic techniques by adding the dimension of representation"

2.3. Learning and Teaching

What is learning and what is teaching and how do they interact?

A search in contemporary dictionaries reveals that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience or instruction" a more specialized definition might read as follows:

Mavrides (2008:32) mentions that
**Learning** is relatively permanent change in behavioral tendency and is the result of reinforced practice

**Teaching** may be defined as "Showing or helping some one to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand"

Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry:

a- Learning is acquiring or "getting".

b- Learning is retention of information or skill.

c- Learning is retention implies storage systems, memory, cognitive organization.

d. Learning involves some active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent of subject to forgetting.

f. Learning involves some forms of practice, perhaps reinforced practice.

g. Learning is a change in behaviour.

Teaching can not be defined apart from learning. Mavrides (2008:34) mentions that

"Teaching is guiding and facilitating learning, enable the learner to learn, setting the conditions for learning.

If you view second language learning basically as a deductive rather than an inductive process, you will probably to present copious rules and paradigms to you students rather than let them "discover" those rules inductively. Jerome Bruner (1966: 40 – 41), noted that "a theory of instruction should specify the following features:

1- The experiences which most effectively implant in the individual a predisposition toward learning.

2- The ways in which a body of knowledge should be structured so that it can be most readily grasped by learner.
3- The most effectively sequences in which present the materials to be learned.

4- The nature and pacing rewards and punishments in the process of learning and teaching.

2.4. Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. It usually occurs in the student's own country, either within the state school system, or privately, e.g. in an after-hours language school or with a one-on-one tutor. (TEFL) teachers may be native or non-native speakers of English.

Peter (1998: 308) claims that

"To learn about the teaching of English on a wider scale, it is important to have an idea about the processes of English language learning and teaching, which have their own methodology and context, providing a full explanation of abbreviations (e.g. the difference between ESL and EFL, or TESOL as a subject and an organization)."

2.5. Teaching techniques:

2.5.1. Reading

The technique of using literature aimed at children and teenagers for TEFL is rising in popularity. Both of these types of literature offer simpler material ("simplified readers" are produced by all the major publishers), and are often written in a more conversational style than literature aimed at adults.

Peter (1998: 310) claims that

"Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other wordplay. One technique for using these books is called the "multiple-pass technique"
2.5.2. Communicative language teaching

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms,[1] it continues to be popular, particularly in Japan, Taiwan, and Europe.[2]

Task-based language learning (TBLL) is a particular approach to CLT which has been gaining ground in recent years. Ton (2006: 102) says that

"It is very important for developing and improving the students' skills in speaking, writing, listening and reading; otherwise the students would merely listen passively to the teacher without any interaction".

2.5.3. Blended Learning

Blended learning is a combination of face-to-face teaching and online interactions (also known as CALL or Computer-Assisted Language Learning), which can be achieved through the adoption of a Virtual Learning Environment (VLE).

VLEs have been a major growth point in the ELT industry over the last five years. They are either developed as an externally-hosted platforms onto which content can be exported by a school or institution (a proprietary example is Web Course Tools, and an open source example is Model), or as content-supplied, course-managed learning platforms (e.g. the Macmillan English Campus).

Mavrides (2008:220) mentions that

"The key difference is that the latter is able to support course-building by the language school. This means that teachers can blend their existing courses with games, activities, listening exercises and grammar reference units that are contained online. " 
2.6. Some aspects of Learning Foreign Language

There are some problem generally encounters the student during his study a foreign and his study a curriculum in a traditional way. To get a suitable way and some facilitates for learning a foreign language, we should understand that language is an acquiring knowledge and using language skills through speech not to gather more information and vocabulary without using it.

Mavrides (2008:224) mentions that

"If we discuss briefly a distinction between acquisition and learning. The gradual development of ability in a language by using it naturally in communicative situation".

While the term "learning" however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language (mathematics, for example is learned not Acquired).

It can be assumed that the tasks and aims of foreign language teaching include the imparting to student of some or all the basic language skills – understanding speech, speaking, reading and writing, which he did not previously possess or which were present only in a limited form. One way of acquiring these skills is by experiencing them, by encountering them in use in real situation and coming to associate certain activities, persons or topic with the foreign language. This is what happens when the foreign is also the medium of instruction as English is in Nigeria and other countries.

Peter (1964:84) claims that

"In fact language is taught and learnt by different ways of devices, from this field, Peter Strevense (professor of applied linguisticand Angus McIntosh language is taught and said"
The implementations of teaching can be clearly seen from the situation in countries such as Nigeria where we would see that English is the medium of instruction for almost all the teaching in secondary levels. This view has two significant consequences or results.

In the first place, the sheer quantity of classroom experience of English that pupil receives is much greater outside the English lesson than within it. But in the second place, the children are influenced by class teachers than those who specialized in English, so that the ultimate performance of teaching staff as whole rather than simply to the standard of specialized teacher of English.

To shadow more light on how a second language (L2) or native language (L1) is taught widely through the speech, we have several theories:

1- Every normal child quires the first language (native language) during the first year of his age, but there are exceptions, on either physical (e.g. deafness) or social ground (e.g. Wolf children).

2. Many young children whose parents speak different languages acquire a second language in circumstances similar to those of first language acquisition.

3. To let the child supply the language activity without to impose on him grammatical rules but we should encourage him how to speak only and how to imitate his mother or father by speaking the language.

Peter (1964:110) claims that

"The errors which often encounter the child in his study of the elementary school will be eliminated by the time, because such errors are self correcting. The child does not need to be taught that, for example the past of "catch" and also does not need to be taught the phonetic distinction between alveolar and velar plosives".


How is learning a second language different from learning your mother tongue?

The differences are due to three main factors: the age at which you learn, who teaches and how long you have to learn.

Generally, you learn a second language a lot later than you learn the first and this can give you certain advantages. Firstly, it means that you already have experience as a language learner and you are cognitively more mature. You also have a met linguistic knowledge; this means for example that you know what a word is and what it means to make a noun plural. Finally, you have a greater knowledge of people and the world.

This helps you to make good guesses at the meaning of unfamiliar language you encounter. On the other hand, the fact that you are older may mean that for fear of making mistakes or appearing silly.

The important teachers of your first language are of course your parents and immediate family, they generally have boundless patience and enthusiasm with your efforts to learn the language, and by intuition offer just the right kind of input is called to promote optimal language learning. This modulated language input is called mothers, a feature of which is the fact that mistakes of fact are corrected whereas mistakes of grammar generally are not. This all contrasts strongly with the teaching that many learners of a second language receive in the language classroom!

Peter (1964:112) claims that

"As far as available time is concerned, you are learning your mother tongue from the moment you were born (some say you start even before you born). You are then exposed to language every waking second of your day until the age of six or seven you have mastered its essentials".

That is an awful lot of time on task, and compares it with 3 or 4 hours a week in the typical foreign language classroom.
In summary, every one learns their first language because they have the best teachers and the best circumstances, the most time and the least pressure and the greatest motivation. Learners of a second language have certain cognition advantages but none of the others, so it is not surprising how few go on to be as proficient in their second language as in their first.

2.7. Critical problems in English Language Teaching and Learning

English language students, you can’t live with them, you can’t do without them. What’s a frustrated English as a Foreign or Second language teacher going to do? English language teachers

What can the teacher do?

Peter (1964:114) claims that

"There are good ones, so-so ones and then there are those that justice would only prevail if they were permanently excused from the classroom”.

2.8. Critical Problems

Here are the first three of the English language learning classroom’s most critical problems with comments on what might be done in dealing or managing each one.

2.8.1. Lack of Learner Motivation

Students skip class, and when they do show up it’s likely due to fear of failure more than anything else. They may lack any semblance of attention during class, chatting with classmates, doodling in their note books or, (gasp!) in their textbooks. What experienced English or other foreign language teaching professional hasn’t faced the problem of reluctant, unmotivated learners? One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.
The problem of not motivated students, the lack of time for the processes of learning, and the excess of students in each classroom is structural in this society with the proper responsibility of the current government and the Governments that have preceded the current, and does not just affect the teaching of English language, but affects almost all school subjects to be taught in both basic primary and secondary education and can be lower than in proportion to the university training. The point is that we must be part of the solution and not part of the problem.

Lack of motivation, poor resources and over-crowed classes are undoubtedly some of the most critical problems that teachers have to face in our schools, not only to teach English, but also almost all the subjects. Lack of motivation may be the result of many factors as the way itself that subject are presented to them; most of the time students find the contents have nothing to do with the actual world. Many students, I believe, feel that stay in school six hours a day, is a completely waste of time because subjects don't meet their wants or needs; on the other hand most of the students don't have goals to achieve, they don't know where they want to go then are teachers who must always be looking for methods and strategies to motivate and make learning challenger to get better results and one of them is to take in account the multiple intelligences to prepare activities.

Peter (1964:118) claims that

"About lack of resources, insufficient time and over-crowed groups, the responsibility is of our educational system but teachers have to use their creativity to overcome the problem. I've found so useful using practices of Dynet method as circuit training, choral and groups activities to work with either small or large courses and to get recourses I've used many strategies
from taking the students toys until make the students prepare cards and posters that have been used before with other courses.

There are many problems but there are many teachers trying to solve them.

2.8.2. Insufficient Time, Resources and Materials

George. (1978: 76) says that

"It is known that in old edges, “A man can never be too rich, too thin or have enough English or foreign language vocabulary. So what can the teacher do when charged with teaching English or a foreign language in only one or two hours per week? One of the only times that was ever successfully accomplished was with the pouring out of Holy Spirit on the apostles during Pentecost”.

(Acts 2:1 – 11) Add too little time to a decided lack of resources and virtually zero other resources in many third-world classrooms and you have a critical teaching / learning situation indeed. But there are ways, even on the lowest budget, of producing virtually free or very inexpensive English language teaching and learning aids for use in the EFL or foreign language classroom.

2.8.3. Over-Crowded English Classes

The number of learners in a class room can range from one, for those who teach individual private learners, to 15 or twenty learners in a typical classroom up to “multitudes of 35 or forty or even fifty or more learners packed into a language leaning situation. Forget anything even remotely resembling “individual attention”. Either the throng “gets it” or they don’t with little available to the teacher.

George. (1978: 78) says that

"When I’m faced with over-sized groups I immediately implement strategies using choral, small group and pair work to help in lessening the load on both me and my large group of learners. I also separate out a few of the more
“advanced” learners to help me with group work elements. It doesn’t solve all the problems, but it’s a good star”.

While it would be absolutely impossible to provide detailed answers to such critical, world-wide problems in the English language teaching and learning classroom here, we can recognize our limitations and constraints, and collectively make an effort to address and overcome them. If you have ideas on any of these problem topics, feel free to share them in comments, e-mails, forums, ELT conferences and teacher meetings. Who knows, your voice may be just the one to break open the problem with a universally workable approach or solution.

George. (1978: 79) says that

“One of the common problems at teaching English, in this case, is the over-crowded class where a teacher can find more than thirty students in a very small classroom, without a tape recorder, no television, no posters, no DVD or sometimes without markers neither board”.

It is always difficult to carry out activities where students can improve their communicative skills; is not possible to personalize teaching and as consequence not good results are shown every day. Besides this, the class-time is often very short (once or twice a week, one or two hours daily), so the lesson plan is not developed as programmed was and next class is often a review of the last one stopping the teaching-learning process. The teacher does not know what problems there are in the students learning process, he or she cannot to solve them because is difficult to distinguish a specific learner with a specific learning problem.

2.9. Audio- Visual Aids

Definitions of audio visual aids

The term audio-visual aid refers to anything that an extension agent uses to help to convey the message when communicating with learners. The
spoken word is the agent's main communication tool, but, whether the
agent is speaking to a large village meeting or discussing a problem in a
field with a group of learners, its impact and effectiveness can be greatly
increased by the use of suitable audio-visual aids. When selected and
used properly, audio-visual aids can help in the following ways:

George. (1978: 85) says that

"The interest of the audience can be maintained if the agent varies the mode of
presentation. It is difficult to concentrate for long on what someone is saying;
but if the agent refers to a wall chart, or illustrates a point with some slides,
his audience's attention can be maintained." 

Processes and concepts that are difficult to express in words alone can be
explained. The procedure for applying for a loan, for example, may sound
confusing, but a simple chart or diagram can make the process clearer.
Again, the life cycle of a crop pest can be explained by showing a series
of slides or drawings.

- The effects of decisions and actions that learners might take can be
  shown. Photographs of a cattle dip or a model of a cooperative store can
give learners a clear idea of just what it is they might be considering.
- Pictures can have a more immediate impact on our emotions than
  words. Photographs of a heavy crop, for example, are likely to arouse
interest more effectively than details of yields read out by an extension
agent.

George. (1978: 87) says that

"Teachers of English language happen to use various methods in teaching this
subject. These methods are different in their pre-stage, but they are similar in
the latter procedures and the results are also the same. This is/ was on going
process in our schools, wither private r public school, because teachers
themselves were once taught by these methods."
They are ordinary methods, the lesson of English is going on between the teacher, who stands in front of the class talking, and the pupils listens, practicing and seldom speaking. So, the lesson of English misses the excitement, moreover, it may be poring. Teachers should use exciting visual – aids to attract their students to learn easily and remember ever thing they learn through the renewable procedures and the visual – aids, and nice flavor in addition to the songs that could create a different subject. In this research, the researcher is going to discuss and explain the Visual aids and their using in addition to their advantages. Essay (1932: 119) says that

"Visual aids are specific ways that used in the modern language teaching using the ear then the eye, they enable the pupils to understand the meant subject easily and quickly. They also enable the teacher to do his/her task easily without even translating into the mother- tongue".

Visual aids have their unique role in developing senses and skills at the same time.

2.10. Teaching Aids and Methods:

Bumpass (1984: 217) claims that

"one of the basic principles of modern language teaching is that new language should come by a way of the ear first and then the eye, and when the teacher uses a number of the senses can make sense impressions stronger and learning greater.

The teacher who fails to relate the visual impression to the purpose sound will lose the signal "Hello" that can be derived from the power of association".

The teacher must present the new word first to the ear in order to force the development of the students' hearing ability, if the teacher
presents the new words to the eye first, the students will learn it through sight and fail to develop the ear.

If the teacher expects the students to learn the new words by using the ear only, he is not likely to get very good results, he must always accompany the oral presentation and drill by writing the words on the blackboard. By building up an association between the ear and eye, he is giving his students a much greater chance to remember the new words.

The English teacher may be helped by the school library, it provides him with a wide variety of visual aids for the classroom use. Teachers of English should discuss together their needs before attempting to build up a collection of visual aids. The library is a good position to acquire materials; the materials may be field according to the subject or according to classes. Materials could be started in boxes each one contains specific stage needs or materials. Teachers should work together to build up good subjects using the available materials.

Bumpass (1984:129) says that

> Materials such as pictures, maps and photographs (both in colour or black and white) are very useful. Pictures cut from magazines may be combined in varied and attractive forms as in flash cards and posters.

Sources of visual aids are numerous, pictures may be obtained from old books and magazines, literature from travel offices and from other sources, personal objects of little value which have historical importance are frequently found in the possession of students and the teacher. Various commercial companies are usually willing to give materials that will furniture many pictures.
In the step of choosing the suitable visual aids, it is very important to develop the bases which will enable the teacher to select and use the best aids available.

The source claimed that "Each aid must make clear the purpose for which it is introduced. (Otherwise it may lead to confusion in the minds of the students).

Bumpass (1984:132) says that

"The aids must represent one point and only one point at a time, not a combination of several, thus it creates a clear impression, avoids confusion, and is likely to become a permanent part of the mental equipment of the learner"

The aid must draw attention not to itself, but to the purpose for which it was intended, for example pictures or photographs that attract more attention to themselves than to the activity which they are explaining should seldom be used.

The aid should tie in with previous experience, in this way, a minimum of explanation is needed and pupils move from one point to another.

Most unsuccessful language learning is due to failure of the imagination. One failure is the failure of the teacher's imagination to realize that words alone may not be enough to carry the pupil over into the situations, he is trying to bring him into another failure, the failure of the pupil's imagination to create situation in his mind that the words are intended to build for him.

Most of the teachers see the need for making use of visual aids in one form or another to help the pupil, through imagination, to an experience beyond the teaching the class.
No enough teachers realize the need of using visual aids imaginatively; they use the objects and situations shown in a picture, film or other visual representation of reality as if they were the actual objects and situations. This is controlled by the experience of the teacher to create the best atmosphere and enable pupils to share in preparing the visual aids.

2.11. The Range of Audio Visual Aids

The term audio-visual aid refers to anything that an extension agent uses to help to convey the message when communicating with learners. The spoken word is the agent's main communication tool, but, whether the agent is speaking to a large village meeting or discussing a problem in a field with a group of learners, its impact and effectiveness can be greatly increased by the use of suitable audio-visual aids. When selected and used properly, audio-visual aids can help in the following ways:

- The interest of the audience can be maintained if the agent varies the mode of presentation. It is difficult to concentrate for long on what someone is saying; but if the agent refers to a wall chart, or illustrates a point with some slides, his audience's attention can be maintained.

- When information is presented to more than one sense (sight and touch, for example, as well as hearing), more is taken in and it is better understood and remembered.

- Processes and concepts that are difficult to express in words alone can be explained. The procedure for applying for a loan, for example, may sound confusing, but a simple chart or diagram can make the process clearer. Again, the life cycle of a crop pest can be explained by showing a series of slides or drawings.

- The effects of decisions and actions that learners might take can be shown. Photographs of a cattle dip or a model of a cooperative store can
give learners a clear idea of just what it is they might be considering.

- Pictures can have a more immediate impact on our emotions than words. Photographs of a heavy crop, for example, are likely to arouse interest more effectively than details of yields read out by an extension agent.

2.12. Types of Visuals: -

Visual- Aids contain various materials: -

Group A; such as the blackboard, pictures, projectors, F.C, O.H.P., computers.

Group B; such as Radio, Recorder.

Group C; such TV and Cinema.

2.12.1 The blackboard:

The blackboard is the simplest classroom aid of all. It has great possibilities for pictorial representation, but as a matter of fact most teachers, rarely use its expect for writing lists of words on it.

Bumpass (1984:135) says that

"Teachers usually excuse themselves that they are not artists, when they are shown the value of quick skeleton for giving meaning or situation, in helping the pupil to picture what s/he is learning about"

It's not easy to listen with attention to a description; even the language of the description is quite simple.

The best type of blackboard drawing is a rapid sketch, the essentials are indicated only, and no unessential details are shown. The great advantages of the blackboard drawing are that, it takes shape under the eye of the pupil; teachers lose this advantage by preparing in advance.

A ready made task which is done in advance is best done on a piece of card and pinned up, but its skill has a different purpose from the purpose of the blackboard drawing.
The blackboard drawing, built up in front of the class, has a special life of its own, draw with comments from the teacher, it relates language to experience, the words and their meanings enter the mind very clearly, and the attention of pupils, if the drawing is rapid and lively is extreme.

On the blackboard a figure in a new position to give the idea of movement. Drawing on the blackboard assures way of calling the attention of a class; it's a way of giving point and focus to the spoken words. When the teacher draws very bad, it put him on a level with the class and brings him out their sympathy and friend lines at once. He must be able to get their attention by drawing pictures of animals and inviting numbers of the pupils to draw better ones. And then asking some judges to tell the class which animals were the best.

Bumpass (1984:139) says that

"The teacher must never draw a way silently on the blackboard, he must always comment on what he is doing (e.g. I have drawn arm too long), (Does an arm look like that?) . (Can any one draw it better)?"

The advantages of the blackboard:

It is found in the classroom at any time.

The teacher could use it easily.

S/he could explain on it what he/she is intend to say, e.g. the new and difficult words.

It is big enough for the class to realize what is on it.

Students can see it clearly.

The disadvantages of the blackboard:

The information on it will not stay for a long time.

Not all ideas and thoughts can be explained on it.
2.12.2. The Use of the Pictures and Charts:
The student could remember what s/he sees much longer than what s/he hears. The use of the eye speed up learning in all fields including language.

Bumpass (1984:142) says that

"The language must be based upon experience, and experience involves situations. As visual aids, pictures and charts provide both the situations which make the use of language possible and the subject on which language is used".

Pictures and charts may be very successfully in teaching in all linguistic features.

For example, in teaching pairs of sounds /i:/, /i/, /ei/ and /e/ and /ou/ , / / it would help to let the students see the meaningful difference between these sounds in pictures like:

Also in teaching vocabulary, the use of pictures and charts would reduce the necessity of using translation at the same time, yield better learning through visual translation for example;

House, tree, car, train, mouse, racket.

On the other hand, in teaching grammar, pictures and charts can be very useful in showing grammatical relation.

Beside their use in the teaching of linguistic features, pictures and charts may have other uses especially if they are properly and better used.

They play a great role in developing students' artistic sense as well as their interest in reading. They could develop an understanding of different or foreign cultures, which cannot be done as in class by words alone.

The spine series, the current syllabus that used at the governmental schools, illustrate the subject by very good pictures which are divided within the lessons.
If the teachers maximize these pictures, they will create good and attractive visual aids, to teach better lessons.

2.13. Kinds of Pictures:

Bumpass (1984:143) says that

"The term "Picture" includes several types of representation. The simple kind consists of illustration cut out from books, magazines and newspapers, photographs, colour prints like drawings, these can easily be mounted and field under the proper subject".

The head master of the school or the head of the department will have such a file in his office and will lend the materials to his teachers as needed.

Type number two is usually more colourful type of illustration- the posters- if the posters on display in the classroom have been selected with care; they will be referred to when ever the occasion arises. They should be of value not only as if it an educational material, but also as artistic material.

Essay (1932: 75) claims that

"A smaller type of representation that can be used very successfully in the teaching of civilization is the pictures on postcards. The teacher may have built up a rich collection on the basic of his travels abroad"

The best way to use them is to pass them around the class for individual pupils to look at them and examine.

For the use in front of the class, the picture card is much too small.

2.13.1. Procedure of Using Pictures: -

Pupils should also follow their teacher's suggestions in using these aids such as: -

A. Preparation:

We are surrounded by pictures, posters and signs of high technical quality. Magazines present a number of beautiful illustrations in colour.
B. Presentation:
Power of observation. Like those of listening must be trained. Many people are not fully aware of the importance of what they see or hear. Very few pictures need no explanation, the teacher is there to point out the important factors to stress and explain.

C. Application:
The information obtained should be applied. This can be done in number of ways, if the picture is used for purely linguistic aims, the new words and phrases should be used in original sentences.

2.13.2. Size of Pictures:
Essay (1932: 76) claims that

A picture shown to the class must, of course, be fairly large that it can be seen by every one. Small pictures, illustration and poster cards can be used for individual examinations. In this connection, the suggestion is made that such material is not sent around the room while the teacher is talking. It's better to have this done while there is a silence, the teacher may move around and comment to groups of students while they are looking at the material.

2.13.3. Ready-Made Pictures:
Ready – made pictures, either made by the teacher or members of the class out of the school or even bought for the class teaching, or simply cut out of old magazines, can be divided into two types, there are intended and designed for teaching, and there are those used for decorating the classroom and giving a visual impression of the country where the language is spoken.

2.13.4. The Use of Pictures for Practicing the Tense:
One way to get plenty of practice of tense is to ask about what the people we can see in a picture are doing, have done will do and will have done in two hours time.
Essay (1932: 77) claims that

"A way that will turn all present tense into past tense is to roll up the picture. Pictures should be kept carefully and displayed neatly where they can be seen well. The pictures are easy to handle and store if they are mounted on large sheets of brown paper".

There is no need to turn over the whole pile. Pictures printed in a book, especially if they are well drawn and brightly coloured can contribute and use by the teacher and students without even copy them on posters or charts.

Their advantages:
- Pictures are usually attractive and amusing students.
- Pictures can show details and create things as they almost they could be hung on walls.

* Disadvantages:

Pictures do not develop listening skill ready – made pictures decrease the ability of creating in the students and teachers as well.

2.14. Flash cards

This sort of material which is made by the teacher, is a 18 inches on which appear × piece of card board about 18

A word, a sentence or a simple out line drawing. The lettering should be large, neat and clear so that it can be seen from the sides of the room.

Capital letters are preferred. Print should be used since it is easy to read at a distance, the clever teacher will find that a great variety of linguistic forms can be practised with this simple device. Flash cards must always be brief.

The teacher must write limited words. It can be displayed by the teacher or by a pupil, and the pupil is preferred, because it is a pupil activity.
2.15. **Overhead projector:**

Mackay (1979: 96) says that

"It allows ESL teacher to projector on a wall or screen printed or pictorial material s that are reproduced either professionally or by the individual teacher. This aid is extremely flexible; the teacher may use it without turning his / her back to the class."

The paper of words can be used in word –order changes, deletion or substitution of words grammatical elements…etc.

2.16. **The Opaque Projector**

It's useful in that it permits the ESL teacher to project in enlarged form for the whole class to see, a picture, a map, a paragraph…etc, from a book or a magazine. The language exercise from text books that the students do not have, can also be directly projected as paragraphs or composition that the teacher wishes to use as models, or students. Written work which the teacher wants to use as a basic for the class correction exercise.

This aid is useful, because many exercises printed materials (text, picture, charts…etc) that are too small for all the students to see if the teacher holds them up in front of the class, can be projected in an enlarged form and used to good advantage with the whole class seeing them clearly at the same time.

* **Advantages:** -
- They are modern and advanced means of teaching.
- Projectors have many abilities that could help students to learn.

* **Disadvantages:**
- They are very expensive and cost much money.
- They also cannot be providing at the schools.
2.17. Computers

They are most advanced means; they provide educational programs that are various and new modern methods and techniques. Computers enable pupils to get rich information and well knowledge. They maximize the students' performance. On the other hand, they have some disadvantages; the computer affects the eye, mind and bones. They are very expensive and might not be provided easily.

Computer-Based Multimedia

Interactive video is one form of computer-based multimedia. However, in recent years, the terms computer-based training (CBT), or multimedia training, have become very popular. The term multimedia is not new. Multimedia has been used for decades in some form or other. In a basic form, multimedia is a combination of more than one instructional media, but it could include several forms of media-audio, text, graphics, and video (or film). Multimedia in a more current context generally implies a computer-based media that is shown on personal computers (PCs). With computer-based multimedia, information access is simplified. Sophisticated databases can organize vast amounts of information which can be quickly sorted, searched, found, and cross-indexed.

Mackay (1979: 116) says that "Real interactivity with computer-based training means the student is fully engaged with the instruction by doing something meaningful which makes the subject of study come alive".

Although computers are often used on an individual basis by students, equipment is available that can project images from a computer screen. This allows the instructor to use a computer in conjunction with specially designed software programs to create presentations for an entire class.
The instructor can tailor the presentation for the class, if necessary, and also include graphics at appropriate points.

With computer-based training, the role of both the student and the instructor changes. Students become more involved in their own learning, and instructors may no longer occupy a center-stage position in a typical classroom setting. Instead, instructors become supportive facilitators of the computer-based multimedia program. As such, they serve as guides or resource experts and circulate among students who are working individually or in small groups. This results in considerable one-on-one instructor/student interaction. Thus, the instructor provides assistance, reinforcement, and answers questions for those who need it most.

Mackay (1979: 118) says that

"In this situation, the computer-based training should still be considered as an add-on instructional aid to improve traditional classroom instruction. The instructor, although no longer the center of attention, must continue to maintain complete control over the learning environment to ensure learning objectives are being achieved".

A more advanced application of computer-based training may involve less instructor control. For example, a laboratory-type environment may be configured with separate study areas for each student. With this setup, the physical facility is usually referred to as a learning center or training center. Students in these centers are often monitored by a teacher's aid, or other trained personnel, who can provide guidance, answer questions, and act as a conduit to the instructor who is responsible for the training. In this case, the responsible instructor needs to establish procedures to make sure the required training is accomplished, since he or she must certify student competency at the end of the course.
Numerous advantages are attributed to computer-based multimedia training. It is widely used in airline training for both pilots and aviation maintenance technicians. Due to the active nature of CBT, the overall learning process is enhanced in several ways. Well-designed programs allow students to feel like they are in control of what they are learning and how fast they learn it. They can explore areas that interest them and discover more about a subject on their own. In addition, learning often seems more enjoyable than learning from a regular classroom lecture.

Mackay (1979: 121) says that

"The main advantages are less time spent on instruction compared to traditional classroom training, and higher levels of mastery and retention. Disadvantages include the lack of peer interaction and personal feedback. For the instructor, maintaining control of the learning situation may be difficult"

Models, Mock-ups, and Cut-Aways

Models, mock-ups, and cut-aways are additional instructional aids. A model is a copy of a real object. It can be an enlargement, a reduction, or the same size as the original. The scale model represents an exact reproduction of the original, while simplified models do not represent reality in all details. Some models are solid and show only the outline of the object they portray, while others can be manipulated or operated. Still others, called cut-aways, are built in sections and can be taken apart to reveal the internal structure. Whenever possible, the various parts should be labeled or colored to clarify relationships.

Although a model may not be a realistic copy of an actual piece of equipment, it can be used effectively in explaining operating principles of various types of equipment. Models are especially adaptable to small group discussions in which students are encouraged to ask questions. A model is even more effective if it works like the original, and if it can be
taken apart and reassembled. With the display of an operating model, the students can observe how each part works in relation to the other parts. When the instructor points to each part of the model while explaining these relationships, the students can better understand the mechanical principles involved.

Essay (1932: 78) claims that

"As instructional aids, models are usually more practical than originals because they are lightweight and easy to manipulate. A mock-up is a three-dimensional or specialized type of working model made from real or synthetic materials. It is used for study, training, or testing in place of the real object, which is too costly or too dangerous, or which is impossible to obtain".

Production and equipment costs are limiting factors to consider in developing and using models, mockups, and cut-aways. Depending on the nature of the representation, costs can vary from low to high. For instance, scale replicas are often very expensive. In general, if a two-dimensional representation will satisfy the instructor's requirement, it should be used.

Essay (1932: 79) claims that

"Test preparation material applies to an array of paperbased, video, and computer-based products that are designed by commercial publishers to help student applicants prepare for FAA tests. While test preparation materials may be effective in preparing students for FAA tests, the danger is that students may learn to pass a given test, but fail to learn other critical information essential to safe piloting and maintenance practices."


**Group B. Heard:**

2.18. The radio:

Mackay (1979: 98) says that

"It was and is still used in the language classroom in much the same way and for much the same purposes at television, i.e. to air language lesson or regular programs, many teachers make special use of tape, recorded radio board caste, especially short news features (i.e. two or three minutes) dealing with current problems, important, personalities, or current"

* Advantages:

- It is available and easy to be brought and used.
- It could attract attention of the students and make them follow it easily.
- The student can possess this material.

* Disadvantages:*

- The program on radio may not be represented during the school day.
- Using ear only might not help the students to learn every thing.
- Students could imagine false objects and materials when they only listen.

2.19. The Tape Recorder:

It was the first technical aid to be used extensively in the language classroom. It was used to bring in the voices of native speakers and to bring in the songs and stories representing the culture of the language being learned in the classroom.

Eliot*: pointed out that (a tape recorder is likely a phonograph in that, it makes it possible for the students to listen to English spoken by a native speaker even when the teacher is doing something else)

* Advantages:

- They are easily used materials.
- They could develop listening easily and quickly.


- They also could be replayed in order to ensure understanding.

**Disadvantages:**

Un live materials may create problems with new terminologies and vocabulary beside the usage.

**Group C:**

2.20. **Movies:**

Mackay (1979: 99) says that

"Some schools and universities have libraries of English language movies, which the teacher can use or the school has access to service through which can be inexpensively rented for use in the classroom".

Even when such facilities are not available, the local cinema can be used for a class field trip. This is effective with intermediate and advanced students, although use with beginners should be ruled out.

The teacher should always preview films and prepare the classroom with background information on what they are about to see (and hear) and should give them tasks to perform or questions to answer while viewing the film.

2.21. **Television**

Television could be used in two ways; the first one is to the air professionally developed English language lessons to large numbers of students in remote classrooms or are regular basic.

The second application of TV is the use by some teachers of regular programs that are produced by commercial or educational TV and that are on the air during class time.

**Advantages:**

- It is easy to be brought.
- It is available at rural areas and urban areas.
- It provides good material and modern programmes.
Disadvantages
The television is uncontrolled like the computer.

2.22. Videos

As indicated previously, video has become one of the most popular of all instructional aids. The initial discussion of video, which follows, is limited to passive video. Interactive video is covered separately.

Passive Video
Passive video cassettes provide motion, color, sound, and in many cases, special effects with advanced graphic and animation techniques. High-quality, commercially produced video cassettes are available for almost every subject pertaining to aviation training. Consequently, video has replaced many of the projection-type instructional aids.

Advantages of video are well documented. The current generation of students is sometimes referred to as the video generation. Some educators have theorized that TV has produced a visual culture that has actually changed the way people learn. In any case, it is apparent that most, if not all, students are familiar with and receptive to video.

For instructors, the convenience of video is certainly an advantage. The capability to easily stop, freeze, rewind, and replay is particularly helpful for both instructors and students. The cost of a video cassette and the associated equipment, although higher than some of the more basic instructional aid equipment, is fairly economical. In addition, the video cassette recorder and television can be used for other than instructional purposes.

Essay (1932: 84) claims that

\[
\text{Instructors also should be aware of certain disadvantages with video. Students are often accustomed to dramatic, action-packed film or video that is designed...}
\]
as entertainment. At the same time, they tend to watch film or TV in a passive way without attempting to absorb what they are seeing and hearing”

As is true with any instructional aid, instructors need to follow some basic guidelines when using video. For example, the video presentation is not designed to replace the instructor. Prior planning and rehearsal will help determine the important points and concepts that should be stressed, either during the presentation or as part of a summary. Instructors should also try to prepare students for viewing video programs by telling them what to watch carefully, what is important, or possibly, what is incorrect. In addition, instructors should be available to summarize the presentation and answer any questions students may have regarding content.

Interactive Video

Interactive video refers broadly to software that responds quickly to certain choices and commands by the user. A typical system consists of a combination of a compact disk, computer, and video technology. A compact disk (CD) is a format for storing information digitally. A major advantage of a CD is the capability to store enormous amounts of information. As an example, a single compact disk may contain all pertinent aviation regulations, plus the complete AIM. With search and find features incorporated, a CD is a powerful information source. The software may include additional features such as image banks with full color photos and graphics, as well as questions or directions which are programmed to create interactivity for students as they progress through the course.

Essay (1932: 84) claims that

"The questions or directions are programmed using a branching technique, which provides several possible courses of action for the user to choose in
order to move from one sequence to another. For example, a program may indicate, "That was incorrect. Go back to ... and try again."

Interactive video solves one of the main problems of passive video in that it increases involvement of the student in the learning process. Well-designed interactive video, when properly used, is highly effective as an instructional aid. Each student essentially receives a customized learning experience.

Distance learning, or distance education, is another trend applicable to aviation. In general terms, distance learning is the use of print or electronic media to deliver instruction when the instructor and student are separated. It also may be defined as a system and process that connects students with resources for learning. As sources for access to information expand, the possibilities for distance learning increases.

**Using Audio-Visual Aids**

Audio-visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio-visual aids, the agent will be limited to what is readily available or can be made. Within that range, some aids are more suited to a particular objective than others. For example, if accurate detail is needed, a photograph, slides or a careful drawing may be more appropriate. If, on the other hand, the agent simply wants to highlight the structure of a talk or the main conclusions of a discussion, a blackboard or newsprint will be suitable. The agent should also consider where the aids will be used: indoors or outdoors, with or without electricity, at a large meeting or with a small group. All these factors will influence the choice of audio-visual aids.
Mackay (1979: 101) says that

"Proficiency in using audio-visual aids cannot be learned from a book; it comes only with practice. The following principles may, however, be useful, whatever audio-visual aids an extension agent may use”.

**Select** the aids most in accordance with your objective, the composition and size of the audience where the aids will be used.

**Use** the aids to reinforce your message. They are there for support, to complement and supplement the spoken word, and should not be expected to communicate their contents without explanation. Refer to them, explain them and ask questions about them.

**Make sure** that the audience will be able to see and hear clearly. Audio cassettes that cannot be heard or lettering that is too small to be seen can make the audience restless and inattentive.

**Practise** using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment. For example, there are seven incorrect ways of loading a slide into a projector but only one correct way.

**Previous studies**

**Study one**: Abdelmaged Hudi Hussein Hamed, (2016)

“Investigating the problems that face secondary school’s teachers in using visual aids, a case study, and secondary school teachers. This study aims to investigate the problems that face secondary school teachers in using visual aids. The descriptive analytical method was adopted in this study and given to (15) English language teachers from different secondary schools in Omdurman locality. The data were analyzed by using the statistical package of social science (SPSS). The findings of the study have reviewed that most of secondary school teachers were unable to use the visual aids. Also the findings showed that most of the students have
negative attitudes towards using visual aids because they considered them the most difficult area of English language and the meaning of visual aids cannot be inferred from the meaning of individual words. The study recommends that the use of visual aids should be further emphasized in the syllabus effective strategies of teaching and learning, items should be introduced to promote teachers awareness in using visual aids. Moreover particle approaches to teaching and learning visual aids should be used in EFL class rooms.

**Study two:** Motaz Abdulgader (2006) “Impact of visual aids in teaching idiomatical expressions on promoting the linguistic complacence of EFL learners, a case study, of third year students of English Department Sudan University of Science and Technology.”

The aim of the study is to investigate the impact of visual aids in teaching idiomatic expressions on promoting the linguistic competence of EFL learners. The researcher has adopted the descriptive analytic approach with dual tools. Questionnaire and test for collecting data from study sample. The analysis process has been done by using (SPSS) program where tables of results were obtained. The study has reached some finding as follows: Most of teaching activities neglect using visual aids in teaching idiomatic expressions. Students are much weaker in idioms. Based on the finding researcher recommends the follow; learners should be familiar with every day discussion, teachers should give their students enough time to practice the idiomatic expressions.

**Study three:** Hajir Mustafa Fath-Elrahman (2015) “An investigating into the problem of using visual aids in English language facing secondary schools teachers, A case study of some secondary schools in East Nile locality”. 
This study aims to investigate the problems of using phrasal verbs in English language which encounter secondary schools students in first and third levels.

The study adopted the descriptive analytical method of research. The researcher designed a test on phrasal verbs for the students, in addition a questionnaire for English teachers. The phrasal verbs test aimed at measuring the students’ abilities in dealing with the problems posted by the phrasal verbs expressions. The test was administrated to a total sample of 30 students. The English teachers questionnaire, on the other hand aimed at assessing the English teachers views on the relevance of phrasal verbs to English language curricula in these secondary school (spine series) and, the questionnaire was administrated to a total sample of (8) English teachers from the same secondary schools in East Nile locality. The above mentioned tools satisfied the criteria of validity and reliability.

The researcher raised four key questions about the semantic and structural problems of English phrasal verbs. Moreover, four corresponding hypotheses were formulated and later confirmed. Finally, some relevant recommendations have included in this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with procedures which are used in conducting the study. It illustrates the study population, the sample, the tools of data collection and the statistical procedures implemented for the analysis.

3.1. The Subjects

The data has been collected from a sample of ELT teachers from Wad Medani.

3.1. Population of the study

The population of this was English teachers at great AL Hassahisa Locality at basic school. The schools of basic level in AL Hassahisa town are 123 schools and the total number of the teachers is 5482 teachers, the number of untrained teachers is estimated by more than 70 percent of the total number. The chosen sample is ranged between (33) and (54) years, 28 teachers are males and 22 teachers are females, male teachers' experiences ranged between (19 – 41) years and the females' ranged between (17 – 33) years.

3.2 Sampling

The sample of study contains the EFL teachers at basic schools in Wad Medani. The purposive sample consists of (50) teachers (15 male and 35 female). The sample is selected according to the location of schools in each section (AL Hassahisa).

3.2. The Tool of Data Collection

The tool which is used in collecting data in this study is a questionnaire distributed to the sample of the study.
3.3. The Content of the questionnaire
The questionnaire (see appendix 1) is composed of 14 statements. Each statement has three options of answers. The purpose of using these options is to facilitate the process of obtaining data from the respondents.

3.4. Procedure
The data obtained by means of a questionnaire has been distributed in Wad Medani schools between January and February 2012 by the help of some expert teachers in selecting the sample.
The collected data is analyzed by computing percentages and tables were used to convey statistical information.

3.5. Reliability
The split half method used to measure the reliability of the questionnaire. The scores were divided into two halves for scoring purposes. For this purpose, the items are scored separately to obtain corresponding scores. The researcher used correlation coefficient of Pearson's equation, which is stated as follows:

\[
R = \eta(\varepsilon \chi\gamma - \varepsilon \chi \varepsilon \gamma)
\]

\[
\sqrt{\frac{(\eta(\varepsilon \chi^2) - (\varepsilon \chi)^2)(\varepsilon \gamma^2) - (\varepsilon \gamma)^2)}{}}
\]

Where
R: reliability of the questionnaire

N: number of all items in the questionnaire

X: odd degrees
Y: even degrees
ε: sum

Reliability = (2*R) / (1+R)

Val = \sqrt{\text{reliability}}

n= 25

εxy = 32186

εx  εy = 781781

εx² = 30103

εy² = 34779

(εx)² = 717409

(εy)² = 851929

3.6. Validity

The questionnaire was checked by a number of expert lecturers in department of English – AL Hassahisa. The face validity was checked. All the teachers agree that the questionnaire is valid.
Chapter Four
Data Analysis

4.0 Introduction
This chapter is confined to the analysis of the questionnaire which was chosen as the data collection tool because it takes short time from the respondents to answer the questions.

4.1 Data Analysis and Discussion
Table (4.1) Audio - Visual aids are very important for the English teacher to ease the subject.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>66.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.1) Importance of audio – visual aids

(66 %) of the respondents agree with and (30 %) of the sample choose the answer agree to some extent. This confirms that there is a problematic area in using audio- visual aids.
4.2. Motivation by the audio-visual aids

<table>
<thead>
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<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
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</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(70.0%) of the respondents agree with and (16%) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio-visual aids.
Table (4.3) Most of the language teachers use audio-visual aids in the best way.

4.3. Using the Audio – visual Aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.3) Using the Audio – visual Aids

(58 %) of the respondents agree with and (22 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio-visual aids.
Table (4.4) All of the Audio - visual aids are available for the teacher to use

4.4. Availability of Audio- Visual Aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.4) Availability of Audio- Visual Aids

(84 %) of the respondents agree in and (10 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Table (4.5) Many teachers are not well trained in using the Audio visual – aids.

4.5. Teachers training in using the Audio visual – aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
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</table>

Fig (4.5) Teachers training in using the Audio visual – aids

(80 %) of the respondents agree with and (10 %) of the sample choose the answer disagree and agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Table (4.6) In order to provide and use audio-visual aids, this costs much money and much effort.

4.6. Providing and using audio-visual aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.6) Providing and using audio-visual aids

(92 %) of the respondents agree with and (6 %) of the sample choose the answer agree to some extent. This confirms that there is a problematic area in using audio-visual aids.
Table (4.7) Some teachers neglect to use audio-visual aids.

4.7. Neglecting the audio-visual aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.7) Neglecting the audio-visual aids

(84 %) of the respondents agree with and (8 %) of the sample choose the answers disagree and agree to some extent. This confirmed that there is a problematic area in using audio-visual aids.
Table (4.8) Missing advanced and modern Visual aids creates troubles in teaching and learning English.

4.8. Creating troubles by the advanced and modern Visual aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.8) Creating troubles by the advanced and modern Visual aids

(76 %) of the respondents agree with and (16 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio-visual aids.
Table (4.9) using Audio – visual aids develops the process of reading for the students.

4.9. Developing the process of reading by using Audio – visual aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.9) Developing the process of reading by using Audio – visual aids

(86 %) of the respondents agree with and (24 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Table (4.10) Using Audio – visual aids facilitate the process of solving the disabilities of reading for the students

4.10. Using Audio – visual aids to facilitate the process of solving the disabilities of reading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.10) Using Audio – visual aids to facilitate the process of solving the disabilities of reading

(94 %) of the respondents agree with and (6 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Table (4.11) Most of the Audio – visual aids enchant the students to learn the language easily.

4.11. Enchanting the students to learn the language easily

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
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</table>

Fig (4.11) Enchanting the students to learn the language easily

(90 %) of the respondents agree with and (10 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Table (4.12) Using the Audio – visual aids enables the students to learn the new vocabulary well.

4.12. Learning the new vocabulary through using Audio – visual aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.12) Learning the new vocabulary through using Audio – visual aids

(84 %) of the respondents agree with and (16 %) of the sample choose the answer agree to some extent. This confirmed that there is a problematic area in using audio- visual aids.
Testing the hypotheses

1- Using visuals aids facilitate the teaching and learning processes.
Table (4.2.) shows that (70.0 %) of the respondents agree with. This confirms that the hypothesis is true.

2- Visual aids are not available for most of schools.
Table (4.4) shows that (84 %) of the respondents agree with that (All of the Audio - visual aids are available for the teacher to use) which confirms that the hypothesis is true.

3- Visual aids are very expensive for many schools to be used in.
Table (4.6) shows that (92 %) of the respondents agree that (In order to provide and use audio-visual aids, this costs much money and much effort). Which confirms that the hypothesis is true.
Chapter five
Conclusion, findings and recommendations

5.1. Conclusion

Using the visual aids in teaching English language is very important to develop the process of teaching and enable the pupils to use the language in the best way.

This study is about the problems of teaching English by the use of visual aids at basic schools.

It is carried by the use of the descriptive and analytical methods of surveying.

The used tool is a questionnaire paper that had been distributed to ten teachers at the basic level school in AL Kamlein town.

At the end of this study there are some findings and recommendations.

5.2. Findings

According to the answers, there are some observations about the problems of the study:

1- Many teachers are not well trained in using visual aids in teaching English.

2- Some teachers do not use the best and most advanced methods of teaching which could help them to do their tasks well and easily.

3- Most of teachers do not use visual aids in teaching new words and expressions.

4- Most of schools do not provide the effective visual aids for teachers.

5- Many students are not able to understand and use English because of the lack of visual aids.
6- There is a shortage in the required teaching materials that might help teachers to assist their students to use the language.

7- Teaching English requires special characteristic in the teacher to illustrate the subject in the best way.

8- Most of teachers do not follow a scientific method in teaching English language.

9- Most of the students fall into errors in using the language items.

5.3. Recommendations

In order to solve the problems of using vocabulary items, there are some suggestions to put in account:

1- Teachers should be trained in using audio-visual aids.

2- Teachers should encourage their students to learn through visual aids.

3- Teachers should use modern methods of teaching which could develop the standard of teaching.

4- There should be advanced visual aids for teaching English language.

5- Schools should provide the new visual aids

6- Teachers should provide more extra activities for their students to develop their use of items in the language.
5.4. References

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4- Mackay et. al (1979)- Reading in the Second Language- Hypnoses and Organization, and Practice.


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12- Australian Embassy, Republic of Korea: Australia-Korea Social Security Agreement
5.5. Appendixes

بسم الله الرحمن الرحيم

University of Gezira

Faculty of Education – Hassaheisa

English department

Postgraduate studies

A questionnaire paper for MA in English

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>To some extend</th>
<th>disagree</th>
</tr>
</thead>
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<tr>
<td>1- Audio - Visual aids are very important for the English teacher to ease the subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Audio - Visual aids motivate learners to acquire the language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Most of the language teachers use audio- visual aids in the best way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- All of the Audio - visual aids are available for the teacher to use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Many teachers are not well trained in using the Audio visual - aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- In order to provide and use audio-visual aids, this costs much money and much effort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Some teachers neglect to use audio-visual aids.</td>
<td></td>
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<td></td>
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<tr>
<td>8- Missing advanced and modern Visual aids creates troubles in teaching and learning English.</td>
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<td></td>
<td></td>
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<tr>
<td>9- using Audio – visual aids develops the process of reading for the students</td>
<td></td>
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<td></td>
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</tbody>
</table>
9- Using Audio – visual aids facilitate the process of solving the disabilities of reading for the students.

10- Most of the Audio – visual aids enchant the students to learn the language easily.

11- Using the Audio – visual aids enables the students to learn the new vocabulary well.