

## **CHAPTER-ONE**

### **INTRODUCTION**

This study is about problems and solutions in preparing teaching aids in EFL classroom. This chapter consists of general background, teaching-learning process, teaching aids, types of teaching aids, value of teaching aids, the use of aids in the English language teaching classes, review of the related literature, objectives and significance of the study.

#### **1.1 General Background**

Language is a special gift for the human beings. It has become the most valuable means of communication. It helps the human beings to transmit their desires, ideas, emotions, etc. In the process of communication one perceives a clear picture of the whole world through the use of language. Through language we are able to think, interpret, perceive and express. Richards et al. (1985, p.31) define 'language as a system of human communication by means of structured arrangement of sound to form large units e.g. morpheme, word, sentence.'

Language is a means of communication through which we can express our feelings, thought and emotions share our ideas and views and fulfill our wants and desires. Language is complex in its nature; however, it is surprising that it is acquired unknowingly from the very beginning of human life. It is only the language which distinguishes human beings from other species. By the medium of this we can transfer our history, thought, literature, culture, tradition, norms and values as well as human achievements from one generation to another generation. It is extremely complex and versatile code for human communication. There are innumerable numbers of languages spoken in the world. So, no one can expect human civilization without language. If we talk of the origin of language it dates back to the origin of human species. From the beginning language is used as an obedient servant of the human being. Human beings used language for different purposes. At first it might have been limited, fixed and simple in its coding system.

As human life evolved from its savage life to the modern age of this 21<sup>st</sup> century so did the language. Nowadays language has become a very vast phenomenon.

Language is one of the essential means of human communication. It is an important characteristic to differentiate human beings from other animals. Perhaps human beings could not have reached to this modern stage without language. It is purely human. We express our ideas, desires, wishes, feelings and emotions through a language. Human language is non-instinctive and conventional. It keeps on changing from generation to generation. Human beings acquire the language in family and community. Human beings have different articulatory organs. These organs have been designed and set by nature. They work naturally in production of sounds. Human language is open ended, extendable and modifiable. It extends message and symbols unlimitedly in quantity and dimension.

To quote Sapir (1978, p. 8) 'Language is a purely human and non-human instinctive method of communicating ideas, feelings and desires by means of a structured system of volunteering produced symbols.'

In this regard, Asher (1994, p. 513) defines language as:

The principal signaling system or instrument of communication used by humans for the transmission of information ideas, etc. the central element of which is verbal but which contains as essential component, a substantial non-verbal element. e.g. intonation, stress, punctuation, etc.

An analysis of the definitions of language yields the following facts:

- a) Language is systematic and generative.
- b) Language is a set of arbitrary symbols.
- c) Those symbols are primarily vocal, but may also be visual.
- d) The symbols have conventionalized meaning to which they refer.
- e) Language is used for communication.
- f) Language operates in a speech community or culture.
- g) Language is essentially human, although possibly not limited to humans.

- h) Language is acquired by all people in the same way-language and language learning both has universal characteristics.

As far as the English language is concerned, it is widely used in the world. It is understood and spoken by more than half of the population of the world as a first, second and foreign language. It is used as a native language by more than 400 million people of the world. Almost 60 percent of the world's advanced research is done in the English language and the rest is quickly translated into it. English has covered most of the fields of today's human life.

McCrum et al. (1986) found:

Over 100 countries treat English as a foreign language, about a third of world's newspapers are published in countries where English has special status, and majority of those will be in English and English is the medium of the vast treasure of world's knowledge and pleasure. More than half of the world's books are in English. Further more, some sixty percent of the radio broadcasts are beamed in English and English is the medium of eighty percent of the information stored in the world's computer (p.11).

Undoubtedly it is a gateway to visit the whole world. The English language is the only key to face challenges on various fronts of science, economics, commerce, as we strongly depend on English for our knowledge in these areas. It is the language of mass media, official instructions and of education in many countries. It is also language of computer, e-mail, internet and SMS (short message system). For anyone who wants to develop his career universally and competently, the knowledge of English is inevitable.

In this 21<sup>st</sup> century English has become the attraction of the people of the whole world. It has become so because most of the developments and advances that happen in this world today are explained and published in the English language.

Any literate person, who wants to keep himself in touch with the progress and advancements of this century in any area of the happenings, is compelled to know and understand English.

As far as Nepal is concerned, English has got more priority nowadays. How we can say this is that more and more students are attracted to studying English as a major subject in schools and colleges. Hosts are using English in any sort of public as well as private programs and ceremonies. People are using English while hosting programs in TVs and FMs. Bhattarai (2006) says 'In Nepal English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854'(p.11). So, by this we can say that the historical background of English in Nepal is not so long. At that time there were no any universities and colleges. After this long time now we have so many colleges and universities. The English language has been put in the curriculums from the beginning to the higher level of formal education. English has become a must to get a better job inside as well as outside the country for Nepalese and to fill in the gap of this need there are so many English language institutions around the country. The English language has become a compulsory language to keep us in touch with e-mail, internet as well as the whole world and so our country has given priority to English language nowadays.

### **1.1.1 Teaching-Learning Process**

The process of teaching-learning is as old as human beings on earth. It has been carried out by human beings and even by animals to teach their young ones for successful adjustment in the environment. The process has undergone several changes from non-formal to formal with the passage of time.

Teaching, as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the classroom. It is, generally, equated with telling, if we observe traditional classroom teaching we find that either the teacher is delivering information or one of the students is reading from the

textbook and other students are silently following him in their own textbooks. This probably is the concept of teaching help by traditional teacher.

In the last fifty years, a number of researches have been conducted on teaching and learning process. New methods and techniques have been developed on the basis of research findings. The techniques have been replaced by new methods and teachings in the last two decades in western countries. We can also benefit from these new methods and techniques, if we faithfully implement them in our classroom communication.

The traditional explanation of the term teaching which equates teaching with telling is not acceptable to the educators of today, because the recent researches in the field of psychology teaching and learning have thrown light on some new concepts of teaching. The old concept of teaching as giving of information has been completely discarded. According to modern educationists, it is not even half the battle to tell the child things and to fill in information in his mind.

According to the changed concept, teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. The main aim of teaching is to help the child to respond to his environment in an effective way.

Teaching and learning are just two sides of a coin. If there is no learning, there is no teaching and vice versa.

According to Brown (1994, p. 7):

Teaching cannot be defined apart from learning. Learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. Teaching is guiding and facilitating learning availing the learner to learn and setting the conditions for learning.

Teaching and learning is possible only with the use of teaching aids.

### **1.1.2 Teaching Aids**

Many successful teachers have relied on talk and chalk method throughout the ages. They have the ability to express their ideas clearly. They can easily arouse the interest of their students and make good use of the fact. But ordinary teachers may not have such a natural talent to allow students to learn quickly and enjoyably. They have to make use of teacher made and commercial aids. There are different teaching aids that make learning easier and quicker. In order to be better prepared for the use of such aids, the teacher has to learn a few skills to prepare or select and present the materials in a useful way.

Teaching aids are the devices used by a teacher to make teaching and learning effective. All the materials used inside the language class are teaching materials. Teaching aids include pictures, realia, posters, drawings, charts, matchstick figures, etc. Such teaching aids are used to make teaching effective and to help students learn language easily and quickly. The teacher can make the idea clear through the use of such aids and students can learn quickly.

Teaching aids can be used for teaching any subjects. They are designed to help the teacher save time and effort. Many of them can be effectively used in large classes. All of them make the class livelier and more interesting for the teacher and the students. Especially in the field of language teaching, teaching aids have contributed great deal to make learning more enjoyable and more efficient. They enable the teacher to make his lessons effective and interesting.

Teaching aids are the boards, real objects, pictures, models, cards, posters, cut outs, songs, games, puzzles, films, laboratory etc. These aids are those sensory objects or images which stimulate and reinforce learning. These aids are devices which can be used to make language learning more realistic and more dynamic.

Teaching aids in teaching English as foreign language can hardly be exaggerated. Teaching aids are often said to focus attention on meaning, help to make the language use in the classroom more realistic and alive, stimulate imagination,

facilitate understanding, provide incentive for action, develop ability to listen and also develop various skills. Besides it, teaching materials even complement or supplement the teachers.

Teaching materials in teaching English give special emphasis on boosting the confidence and enhancing the skill of the participants. Such a prominent and integral element of teaching English should not be ignored and its wise application is expected to increase the quality of our English education.

### **1.1.3 Types of Teaching Aids**

Teaching materials are essential in language class. They are the most useful things which support teachers in successful teaching and the students in successful learning. No effective teaching is possible without appropriate teaching materials. They are fundamental units of teaching. Teaching materials in English teaching give special emphasis on boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching.

Everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aid- teacher, boys, girls, clothes, objects, etc. Everything that anyone is seen to do, any movement s/he makes, any action s/he performs- laughing, crying, working etc. all are potential visual aids. The whole classroom and its contents are instantaneously converted into potential visual aids.

There is no uniformity in the number and types of teaching aids. Stevick (1957, as cited in Rai, 1999, p. 41) defines it as ‘..... anything audible or visual which helps your students learn the language more quickly or more accurately.’ The definition clearly says that teaching aids could be of two types: audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, picture, black board, OHP etc. fall under visual aids whereas tape recorder, language, lab, radio, etc. come under audio aids.

We have another way of classifying teaching aids. Celce-Murcia (1979, as cited in Rai, 1999, p.41) calls them ‘technical and non-technical teaching aids: the first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to those which do not require this.’

According to the senses used, teaching aids can be named audio (heard) or visual (seen). According to their nature, they can be classified as flat or dimensional, moving or still, projected or non-projected.

In terms of the language skills they are used for, teaching aids can be grouped under listening, speaking, reading and writing. Teaching aids are used for teaching any other subjects. Some of the aids are subject specific. For example, language lab, video recorder etc. are mainly used for language teaching than in other subjects.

Teaching aids are divided as follows:

- a) Display Devices  
chalkboard, whiteboard, flannel board, cork board, magnet board, plastic board (roll-up board) and pocket chart.
- b) Visual Materials
  - realia, pictures and models
  - flash cards, picture card
  - wall poster, wall pictures, magazines, cutouts.
  - matchstick figures
- c) Supplementary Materials
  - songs and rhymes
  - games and puzzles
- d) Electronic Aids
  - over-head projector
  - film/T.V.
  - video and audio players
  - radio etc.



### **1.1.3.1 Display Devices**

Among display devices, some popular devices are chalkboard, flannel board, cork board, magnet board, plastic board and pocket chart. They are, in brief, introduced here.

#### **a) The Chalkboard**

The chalkboard is widely used in teaching-learning. It is a non-projected aid. We can see chalkboards having different colours. Some are black, some are white and some are blue or green. Traditionally, blackboards have been widely used.

The chalkboard must be wide and large enough to write or draw on it as required. It is said that the chalkboard space is to be mentally divided into two parts: reference and working area. On the reference area, something that is required at a later stage of the lesson is to be written. Working area is used to write or draw something, which need not stay long on the board. It is advisable to plan mentally what are to be written on the reference area and arrange these items in the most effective manner. Appropriate use of coloured chalk will help one in focusing important points and making the writing more interesting.

#### **b) The Flannel Board (Flannel Graph)**

The flannel board is a piece of flannel or cotton stuck on a piece of wood or plywood. It can also be made straight by inserting two sticks: one at the top and next at the bottom of it. It is hung on the wall in front of the class. Pictures, cut-outs, word cards, sentences cards etc. can be stuck on the flannel board. It is a two-dimensional display device that importantly contributes to language teaching.

The size of the flannel board depends on choice of the teacher probably 5 feet by 3½ feet. It is very flexible because it can be hung anywhere.

### **c) The Cork Board**

The cork board is one of the display devices. It is not commonly used in language teaching in our country. It is also a two dimensional display device. It can be bought from the market. Multiple-size corkboards are available in the market.

Cork board is made of cork (bark of oak tree) or rubber with a frame around it. It can be found in various sizes. The cards, pictures and cutouts are easily stuck on it with the help of thumb pins.

### **d) The Magnet Board**

A magnet board is a sheet of magnetic metal on which pictures, figures, cut-outs, flash cards etc. are displayed with the help of small magnets or strip of magnetic sheet of metal. Magnet and flannel boards are used for the same purpose but they save a great deal of time because pictures and cards are prepared before the class begins. Magnetic boards need a thin sheet of wire screening underneath the flannel surface. If we glue magnets to the back of our pictures, they will stay in place when attached to the board. Some magnetic boards can be made with painted canvas surfaces that can hold chalk writing. Again local material can be used in constructing these boards.

### **e) The Plastic Board/Roll-up Board**

The plastic board is a board which is made of Plastic Visible Card (PVC). It is prepared in a rectangular shape (100cm×70cm). It is also called roll-up board. The sheet of PVC can be rolled up. Two sticks are attached with it: One at the top and next at the bottom. The sticks are used to tighten it. It can also be made at home or bought in the market. Normally water soluble erasable markers are used to write on it. A plastic board is used by hanging it onto the wall. Therefore, it is used instead of a chalkboard.

## **f) The Pocket Chart**

A pocket chart is a rectangular display device which contains several pockets to display small teaching aids like, flash cards, picture cards, figures etc. It is mostly made of cardboard paper. We can also find pocket charts made of a piece of cloth. It is normally made by the teacher as it is very easy to make.

### **1.1.3.2 Visual Material**

Realia, pictures, models, flash cards, picture cards, wall pictures, magazine cut-outs, matchstick figures etc. are discussed under the category of visual materials.

#### **a) Realia**

In language teaching, actual objects and items which are brought into the classroom as examples or as aids to be talked or written about and used in teaching are referred to as realia. In short, real objects, things and items which are used as the teaching aids are called realia. They may also include photographs, articles of clothing and kitchen objects. For example, desks, benches, tables, blackboards, books, pens, pencils, magazines, newspapers, money, menus, stamps, calendar, tickets, etc. are common real objects to be used in the class. Similarly, house, door, window, box, knives, balls, bats, curtains, some fruits, vegetables, small machines, corns, coins etc. can also be used as realia in a language class.

#### **b) Pictures**

Pictures of things and objects can be used in language teaching. They can play a vital role to make the lesson effective and to motivate the learners. Pictures of different types and categories can be used.

#### **c) Models**

Models are concrete three-dimensional representations of the objects or things. They are usually smaller than the real objects. The models of buses, planes, helicopters, trains, animals, birds, ships etc. can be used in teaching language.

Models serve the same purpose of the isolated pictures, but with a little more advantage over the pictures. Models can be made of clay, wood, stone, cardboard, wax, metals, plastic, paper etc.

#### **d) Flash Cards**

Flash cards refer to cards or pieces of cardboard paper on which letters, words, phrases, sentences etc. are written or pictures are drawn, and which are flashed in the class by the teacher. They are widely used in the class as they are common and simple visual aids used in the field of teaching. Simply flash cards involve word cards, sentence cards and pictures cards. We can also draw matchstick figures in the flash cards.

#### **e) Picture Cards**

The cards on which pictures are drawn or printed are called picture cards. They can be both captioned and uncaptioned. They are useful for teaching language skills (LSRW) and aspects (Vocabulary and Grammar) in the school levels (primary level to secondary level). Picture cards can also be used as the flash cards having pictures.

#### **f) Wall Posters**

Wall posters are effective visual aids for teaching different language skills and aspects. They are usually made attractive because they are primarily used as the means of advertisement and information. They certainly convey important pieces of information. A teacher can collect wall posters to facilitate herself in teaching language effectively. The size of the wall-posters is generally large (about 80cm×60cm). They are hung on wall or posted permanently.

#### **g) Wall Pictures**

The pictures which are displayed on the wall of the class are called wall pictures. We can collect the pictures from any sources and place them on the wall. We can

also make them ourselves if we are well-skilled in making pictures. They serve the similar function to that of which are served by picture cards and wall posters.

#### **h) Magazine Cutouts**

The pictures and drawings which are cut out from magazines and newspapers are referred to as magazine cutouts. These cutouts importantly contribute to the teaching of language if they are properly used as the visual teaching aids. They can be displayed on the flannel board/magnet board/pocket chart/cork board. They can be used for teaching different language skills and aspects.

#### **i) Matchstick Figures**

The figures which are made by joining or matching the sticks or pins are called matchstick figures. They are also called pin men. In the field of language teaching, matchstick figures/pin men are widely used in the class. They are very easy to draw. They can be quickly drawn on the chalkboard and the white board.

### **1.1.3.3 Supplementary Material**

Supplementary materials such as songs, rhymes, games and puzzles can be effectively used in a language class. These materials are interesting and entertaining for school students. These materials are, in brief discussed here.

#### **a) Songs and Rhymes**

Songs and rhymes automatically help to develop the command of prosodic features of the language. The prosodic features are stress, rhythm, intonation and syllable length. These patterns are among the most difficult aspects of language for students to master.

Poems and songs exaggerate the rhythmic nature of language. They give insights into the target culture. The language teachers can enhance the students' sense of achievement and give prominence to language teaching by getting a class to sing a song or two. Songs and rhymes refresh the monotony of classroom teaching.

Naturally, the students like singing and dancing. They love song. Songs and rhymes motivate learners to the class.

### **b) Language Games**

A game can be defined as an activity carried out by co-operating or competing within a set of rules and their objectives. This definition can be applied in the sense of a language game. Language games can be used to teach a foreign language communicatively. Through language games, learners practice and internalize vocabulary, grammar and structure. Motivation gets enhanced by the games and competition is involved in them. Language games contribute to unconscious acquisition of the target language. Various types of language games can be devised to motivate the students and to break the monotony of the class as well. Some rules are required to make the students practice a second language through games.

### **c) Language Puzzles**

Puzzles are widely used in the field of language teaching. Especially, crossword puzzles are famous. Students are interested in puzzles. Crossword puzzles can be used as games too. Nowadays, we can find variety of crossword puzzles in newspapers and magazines crossword puzzles can easily be used to teach school children crossword puzzles are useful to practise vocabulary items.

### **1.1.3.4 Electronic Aids**

The twenty first century is the age of science and technology. Now we have many modern electronic aids which can be used for classroom teaching. They are audio-video recorders, overhead projectors, computer, T.V. etc.

#### **a) The Audio-video Records/Recorders**

The audio-video records are talking books. They make learning interesting and meaningful. They add new taste of teaching. They can be very effective for classroom teaching prerecorded tapes consisting of dialogues of native speakers on any subject can be played or displayed into the classroom.

These aids have proved to be a boon in teaching foreign language. They are played or displayed in the classroom to teach proper accent, pronunciation and intonation.

### **b) Overhead Projector**

Overhead projector is the simplest of all projected aids. It projects an image of transparency onto a large screen. The teacher faces the audience with maintaining eye-contact and draws their attention. The transparency to be projected is placed up on a glass platform about 25cm square in size. The light passes through the head to make an image on the screen. A cooling fan is used to block hot air out in the lamp house. The image on the screen is focused by turning a knob which raises or lowers the projection head.

The image of the written matter should be visible, readable and glare free from anywhere in the room. The screen should not be placed exactly vertical because the image would be vertically distorted. Transparencies may either be hand made or machine-made. Hand made transparencies must be clearly written; with at least 6m.m. size letters either freehand or by transfer letters or templates etc. Transparencies should be patiently prepared with bright or contrasting colors legibly and systematically.

### **c) The Computer**

A computer is an electronic machine which has the capacity of storing and processing data as per the instructions.

Computer assisted language learning (CALL) is a new concept of using the computer in language teaching. CALL is the special designed computer programme. There can be quick reinforcement of correct responses which the learner has and any incorrect answers can be corrected. In CALL the students can work individually or in pairs and groups or as whole class.

### 1.1.4 Value of Teaching Aids

Teaching aids are designed to help the teachers and the students save their time and effort. Teaching aids can be effectively used in language classes. These aids make classes more lively and interesting. These aids actively engage the learner with the subject he is learning. These are designed to encourage participation in the process of teaching-learning as often as possible.

The value of teaching aids can be summed up as follows:

- a) These aids help to create situation to make the meaning of a word or a structure clear.
- b) They bring the class nearer to real life or bring the outside world into the classroom.
- c) They help to clarify the points explained in the words.
- d) They break monotony of class work and bring freshness and variety in teaching-learning process.
- e) They help to proceed from known to unknown and from simple to complex.
- f) The students get chances to learn at their own paces. Slow students are given simpler materials. Bright students can be given more difficult tasks.
- g) They help the teachers to improve their own command of the language.
- h) They can stimulate both the learners and the teachers to use the skills of language i.e. listening, speaking, reading and writing.
- i) They are helpful in attracting attention.
- j) They offer opportunities to students to handle and manipulate things.
- k) They are helpful to retain what students have learnt.
- l) They are helpful to avoid translation.
- m) They are helpful to decorate classroom.
- n) They reduce the burden of the teacher.
- o) They are bases of modern methods and approaches e.g. direct method, communicative approach.
- p) They help to acquire indirect experience of the matter.



- q) They reduce teacher talking time and increase students-talking time.
- r) They help to integrate language skills constructively.
- s) They enhance motivation.
- t) They help to overcome language difficulties.
- u) They give vividness to the learning situation.
- v) When the language fails to convey certain ideas accurately, then teaching aids are helpful.
- w) They strengthen word power.
- x) Emotions and feelings can be best presented through visual aids.

### **1.1.5 The Use of Aids in the English Language Teaching Classes**

This study seeks to trace teachers' 'way of viewing at and dealing with something at present context.' Here in this context, it refers to teachers' point of view about the teaching aids along with their present state of affairs with regards to the use of teaching aids. If the teachers think the teaching aids are essential in teaching, what reasons lie behind it? Similarly, if they argue that the teaching aids render no achievement, why is it so? In case the teachers are in support of teaching aids, they should know how to prepare them, how to use them effectively and they should be sensitive enough to retain as much benefit as they can by implementing the teaching aids in teaching. Current tendency towards teaching aids explains the facts about what the teachers think of the teaching aids and how they behave with them at the present situation concerning the effects of them in the field of teaching in general.

### **1.2 Review of the Related Literature**

Teaching aids play a crucial role in learning. In addition, they have a key role to L<sub>2</sub> or foreign language learning. They have great intuitive appeal to language learning many researchers have found positive correlation between teaching aids and foreign language learning. The studies related to this area have already been carried out in the department of English Education. They are as follows:

Panta (1975) conducted a research study on 'A Study on the Types and Uses of Instructional Materials' in a few selected secondary schools of Bhaktapur district in teaching social studies and the problems faced by the teachers in using them. She had aimed at finding out the types of instructional materials the schools possess and how far they were and recommending possible solution. It was found that more than fifty percent materials required for teaching social studies were found in most schools there. In a few schools, the teaching materials were not sufficient. Some materials had not been used due to the lack of training in the teachers and also the unscientific classrooms were causing hindrances in using them.

Chapagain (1999) in his research entitled 'Use of Teaching Materials and its Impact in the English Language Learning: A Case Study' found that teaching aids are effective and reliable supplement in teaching English. They have positive impact in learning the English language. He recommended that the schools should provide necessary teaching materials for the teachers. There should be the provision of appointing trained teachers and the untrained teachers should be given training and there should be the refreshment training for the old teachers.

Adhikari (2005) carried out a study on the topic 'Effectiveness of Teaching Vocabulary Through Games.' It has been found that teaching vocabulary through games is more effective than usual techniques of teaching vocabulary.

Sharma (2006) in her study entitled 'Awareness of English Language Teachers Towards Implementation of Language Teaching Aids: A Case of Lower Secondary Level of Lalitpur District' concluded that almost all head teachers and teachers seemed to be aware about the usefulness of language teaching aids while teaching but implementation aspect was found very poor. Although some of the teachers were found to use pictures, cards, realia, audio tapes (esp. for listening). They were ignorant about using them effectively. After her study, she would like to recommend that concerned authorities should manage workshops and seminars. She also suggested that school administration and management should sort out

source to afford the necessary teaching materials to bring expected result in teaching and learning.

Chaudhary (2007) has studied on the topic ‘Effectiveness of Teaching Vocabulary Through Songs and Rhymes.’ It has been found that teaching vocabulary through songs and rhymes is highly effective in comparison to usual techniques of teaching vocabulary.

Tiwari (2009) carried out a research entitled ‘Use of Teaching Aids in the English Language Classes.’ He assessed the use of teaching materials in English language classes and suggested the measures to develop them. Most of primary English teachers blamed inadequacy of time and economic source to be the main factors in causing problems in the use of teaching aids. He found that some teachers even pointed at their lack of training, technical knowledge and idea to use teaching aids. He recommended that concerned authorities and teachers should manage workshops, seminars, trainings related to teaching aids so that it could make the teaching learning process better.

The review given above shows that different researches have been carried out in the effectiveness of teaching materials and problems in teaching English as a second language but this research is different as no research has been carried out in order to find out the problems and solutions in preparing teaching aids.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To point out the problems in preparing teaching aids.
- b) To find out the causes of the problems and their solutions
- c) To suggest some pedagogical implications of the study.

### **1.4 Significance of the Study**

All language teachers undeniably accept that teaching aids provide the main impetus to language learning and make learning successful and joyful. So the role

of teaching aids is indisputable to successful second language learning. Without using teaching aids and materials teaching learning process will be unsuccessful. So, the study is expected to be significant to all those who are interested in language teaching and learning in general, and more particularly to the teachers, students syllabus designers, textbook writers and producers of materials. The researcher hopes that the findings will provide a valuable support to those who attempt to prepare and use teaching aids for EFL classroom.

## **CHAPTER-TWO**

### **METHODOLOGY**

The researcher has adopted the survey method in this study. Using this method the researcher has collected the facts regarding preparing teaching materials, problems and solutions by visiting secondary level English teachers himself and interviewing the teachers as well as giving a set of questionnaire to them. The interview with teachers was conducted by visiting them. This study has tried to deal with the current tendency towards preparing teaching materials, problems and their solutions in secondary level schools. The sources of data, tools of data collection, process of data collection are described below:

#### **2.1 Sources of Data**

This study used primary as well as secondary sources of data.

##### **2.1.1 Primary Source**

The primary source of data included 40 secondary level English teachers from 40 different schools of Chitwan district. For the study, the schools were selected through the judgmental non-probability sampling so as to ensure that they would represent all public as well as private schools of Chitwan district.

##### **2.1.2 Secondary Source**

The secondary sources of the data were taken from Cross (1974), Pant (1975), Wright (1992), Chapagain (1999), Sharma (2006), Tiwari (2009) etc.

#### **2.2 Population of the Study**

The main aim of this study was to find out the facts about problems and their solutions while preparing teaching materials in secondary level schools by English teachers. The total population of this study included secondary level English

teachers from different schools (both from government- aided as well as private) of Chitwan district.

### **2.3 Sample Population**

As this study is concerned with the problems in preparation of teaching materials and their solutions in the case of secondary level of English classes, 40 secondary level English teachers were selected through judgmental non-probability sampling procedure. The population included 20 teachers of government-aided schools and 20 teachers of private schools of Chitwan district including economically well off and poor ones, situated at urban or village area.

### **2.4 Tools for Data Collection**

The study was carried out applying two sorts of tools: questionnaire for the secondary level English teachers and questions for interview. The questionnaire consisted of questions to elicit teachers' attitude towards preparing teaching materials, their efforts of bringing teaching aids into use, positive or negative encouragement from the school administration towards preparing teaching materials, problems while preparing teaching materials and use of teaching materials. The questions for interview were centered on finding out teachers' experiences in preparing teaching materials, the type of problems occurred while preparing teaching materials, the solutions they thought of the problems and help of students, other teachers and administration in preparing teaching materials.

### **2.5 Process of Data Collection**

The researcher visited all those 40 schools of Chitwan district at the convenient time. The researcher formally as well as informally requested the school administrations and teachers for their permission. The teachers were asked to write answers to the questionnaires provided as in the appendix-I. The researcher interviewed the same teachers from the questions prepared for the interview as in the appendix-II visiting all the mentioned schools himself.

## **2.6 Limitations of the Study**

This study had following limitations:

- a) The study was confined to only 40 secondary schools of Chitwan district.
- b) The population consisted of only 40 secondary level English teachers of the mentioned district.
- c) The focus of the study was limited to problems in preparing teaching aids and their solutions.
- d) The concentration was made on finding the causes of the problems and solutions.
- e) The findings were based on the data collected through questionnaire and questions for the interview.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

A set of questionnaire and questions for the interview were used to collect the data. The questionnaire which consisted of 20 questions was given to the secondary English teachers, both from government-aided schools and private schools seeking their current attitude towards the teaching aids with regard to problems in preparing teaching aids and their solutions. The questions for the interview included 20 questions which were used to seek answers from the English language teachers to find out the problems with their solutions while preparing teaching aids. What were actually found from the questionnaire and the questions for the interview are respectively presented below.

#### **3.1 Analysis of the Data Derived Through the Questionnaire**

The research study included the questionnaire with 20 questions of objective type. The questionnaire aimed at finding out the teachers' knowledge of language teaching aids, their importance in teaching and learning, skills and attitudes of the teachers to the construction and use of available language teaching aids in secondary schools. Overall questions targeted to trace out the fact about why the teachers used the teaching aids, how they prepared teaching aids, what problems occurred, how they overcame them, trying to see obvious causes and their solutions from the questionnaire.

##### **a) Responses Regarding the Like/Dislike Using Teaching Materials in EFL Classroom**

The first question was directed to like/dislike in using teaching materials in EFL classroom. All the teachers (100 percent) said that they liked using teaching materials in EFL classroom. The second question was directed to the use of teaching aids. Among the respondents, 27.5 percent teachers used teaching



materials frequently whereas 72.5 percent teachers sometimes used teaching materials. But nobody said that they did not use teaching materials.

Teachers' responses regarding the use of teaching aids are tabulated with their percentage below:

**Table No. 1**  
**The Use of Teaching Aids in EFL Classroom**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Frequently	11	27.5
Sometimes	29	72.5
Never	0	0

**b) Responses Regarding the Materials Used in EEL Classroom Daily**

The third question was related to the materials used by teachers in EFL classroom daily. Forty-five percent teachers said that they used books daily and 52.5 percent teachers said that they used black board/chalk daily. But 2.5 percent teachers used pictures as daily materials. Except these no other teachers said that they used other materials as daily materials.

Aforementioned responses are tabulated with their percentage below:

**Table No. 2**  
**The Materials Used in EEL Classroom Daily**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Books	18	45
Blackboard/chalk	21	52.5
Pictures	1	2.5
Others	0	0

### **c) Responses Regarding the Preparation of the Teaching Materials**

Questions 4 to 9 were targeted to finding out about the preparation of teaching aids. All of (100 percent) the teachers liked to prepare teaching materials themselves. Regarding their attitude towards preparing teaching materials, it was found that 100 percent of them were positive. Among the respondents, 30 percent teachers were found preparing teaching materials themselves, 12.5 percent teachers bought teaching materials from the market and 57.5 percent teachers got teaching materials provided by the school administration. Similarly, it was found that 32.5 percent teachers spent their own money for preparing and collecting teaching materials; 5 percent teachers were found not spending their money and 62.5 percent teachers got support from school administration (economic support).

Regarding support from school administration in preparing teaching aids, it was found that 37.5 percent teachers were provided help sometimes, 12.5 percent were helped frequently and 50 percent teachers needed help. Similarly, regarding training related to preparing teaching aids, 87.5 percent teachers got training, 12.5 percent did not get training.

### **d) Responses Regarding the Problems While Preparing Teaching Aids**

Questions 10 to 15 were targeted to tracing the problems while preparing teaching aids. Twenty seven point five percent teachers said that lack of money was the main problem in preparing teaching materials; 7.5 percent teachers said due to lack of knowledge and they were unable to prepare teaching materials; 50 percent teachers replied that they lacked both money and knowledge about preparation of teaching materials and 15 percent teachers found other problems like lack of source materials and lack of time. While preparing teaching aids, 2.5 percent teachers felt very difficult; 2.5 percent very easy and 95 percent felt neither difficult nor easy to prepare teaching materials. At the time of preparation, it was found that 25 percent teachers got support in the preparation from the fellow teachers; 5 percent did not get and 70 percent teachers got support from their friends sometimes. Similarly, 65 percent teachers gave tasks of preparing teaching

materials to the students and 35 percent teachers did not do so. While talking about the availability of materials in the classroom, 87.5 percent teachers said that teaching materials were available in their classroom and 12.5 percent teachers said that they did not have materials available.

For the preparation of teaching materials, it was found that 7.5 percent teachers prepared their teaching materials at school, 87.5 percent at home and 5 percent at both at home and school as required.

**e) Responses Regarding the Types of Teaching Aids Used by the Teachers**

The question number sixteen inquired about the types of aids which the teachers generally used. Majority of the teachers (75 percent) replied that they preferred to use teacher made aids. Ten percent teachers said that they used materials made by the students; 12.5 percent teachers were found to use materials bought from the market and 2.5 percent teachers were found to use both teacher made aids as well as students made materials.

**Table no. 3**  
**The Types of Teaching Aids Used by Teachers**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Teacher made aids	30	75
Student made aids	4	10
Bought materials	5	12.5
Both teacher and student made aids	1	2.5

**f) Responses Regarding Whether Training Supports in Preparing Teaching Aids or Not**

The question number seventeen was targeted to finding out whether the training supported in the preparation of teaching aids or not. It was found that 32.5 percent teachers got support in preparing teaching aids from the training whereas 2.5

percent teachers did not get any support in preparing teaching aids because their training was not related to preparing teaching aids. Similarly, 65 percent teachers were found to get support sometimes because some trainings enhanced their teaching learning process only and some trainings supported in preparing teaching aids.

**Table No. 4**  
**The Responses Regarding Training Support in Preparing Teaching Aids or Not**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Yes	13	32.5
No	1	2.5
Sometimes	26	65

**g) Responses Regarding the Materials Focused More by the Teachers**

The question number eighteen was targeted to find out which materials were preferred more by the teachers. Majority of teachers (52.5percent) were found to use daily used materials; 15 percent teachers used teacher made materials; 2.5 percent teachers used students made materials; 2.5 percent teachers used materials bought from the market; 25 percent teachers focused on using all types of materials which were available in their schools and 2.5 percent teachers used daily as well as teacher made materials.

**Table No. 5**  
**The Materials Focused More by the Teachers**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Daily used materials	21	52.5
Teacher made materials	6	15
Students made materials	1	2.5
Bought materials	1	2.5
All of them	10	25
Both a and b	1	2.5

### **h) Responses Regarding the Use of Materials Prepared by the Teachers**

The question number nineteen was prepared to find out whether teachers taught the students by using the materials prepared by themselves or not. It was found that no one taught his/her students without using teaching materials. Thirty percent of teachers were found to be using the materials prepared by themselves and 70 percent teachers taught their students by using such materials sometimes. It was due to lack of materials.

**Table No. 6**

**The Use of Materials Prepared by the Teachers Themselves**

<b>Responses</b>	<b>Numbers of Teachers</b>	<b>Percentage</b>
No	0	0
Yes	12	30
Sometimes	28	70

### **i) Responses Regarding the Use of Teaching Materials in EFL Class**

It was found that all teachers (100 percent) used chalkboard as their teaching aids. Similarly, 97.5 percent teachers sometimes used pictures/matchstick figures and 2.5 percent teachers always used them. Ninety-five percent of teachers used posters as teaching materials and 5 percent of teachers never used posters as teaching materials. Wall pictures and charts were found to be used by 87.5 percent teachers sometimes and 2.5 percent of teachers always used them but 10 percent of teachers never used them. Concerning the use of globes/maps, it was found that 52.2 percent teachers sometimes used them; 2.5 percent teachers always used them and 45 percent never used them. Ninety percent teachers sometimes used cutouts; 5 percent teachers always used them and 5 percent teachers never used them.

Seventy seven point five percent teachers sometimes used flannel board and magnet board as teaching materials in EFL classroom; 10 percent teachers always used them and 12.5 percent teachers never used them. Similarly, pocket chart was used sometimes by 85 percent teachers; always by 10 percent and never by 5

percent teachers. Forty percent teachers sometimes used wall painting as teaching materials and 60 percent teachers never used it as teaching material. Realia, as teaching material, was found to be used sometimes by 77.5 percent teachers, but always by 5 percent and never by 17.5 percent teachers.

Regarding puppets/models, 40 percent teachers sometimes used them whereas 60 percent teachers never used them. Tape recorder was used in EFL classroom as teaching material sometimes by 95 percent teachers; always by 2.5 percent and never by 2.5 percent. On the other hand, television was used as teaching materials sometimes by 70 percent teachers; always by 2.5 percent teachers and never by 27.5 percent teachers. Fifty percent teachers sometimes used video player as teaching materials; 2.5 percent teachers always used it and 47.5 percent teachers never used it. While finding the use of multimedia/computers as teaching materials, it was found that 62.5 percent teachers sometimes used them; 5 percent teachers always used them and 32.5 percent teachers never used them. Concerning other materials, it was found that most of all teachers used others materials which were prepared by teachers themselves too.

### **3.2 Analysis of the Data Obtained From the Questions for the Interview**

The research study included the questions for the interview with 20 questions. The questions were prepared to find out preparation of teaching aids: problems encountered and their solutions.

#### **a) Responses Regarding the Teaching Experiences of the Teachers**

First question was related to experience of teachers. It was prepared to find out whether teaching experiences enhanced preparation of teaching aids or not. While asking this question, the researcher found that 42.5 percent teachers had five years experience and 57.5 percent teachers had more than five years experience.

### **b) Responses Regarding the Use of Teaching Materials**

Regarding the question number two, he found that 30 percent teachers used teaching materials frequently and 70 percent used them sometimes.

**Table No. 7**  
**Use of Teaching Materials**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Frequently	17	30
Sometimes	28	70
Never	0	0

### **c) Responses Regarding the Preparation of Teaching Materials by Teachers Themselves or Buying From Market**

The question number three was targeted to find whether the teachers prepared teaching material themselves or bought from the market. Forty percent of teachers were found to prepare teaching materials themselves; 15 percent teachers bought them from market and 45 percent teachers prepared them themselves.

**Table no. 8**  
**Preparation of Teaching Materials by Teachers Themselves or Buying from Market**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Preparing themselves	16	40
Buying from market	6	15
Both	18	45

### **d) Responses Regarding the Training about Preparing the Materials**

The question number six was concerned with the training about preparing the materials. It was found that all the teachers (100 percent) had got training about preparing the teaching materials. According to their responses, they had learned to prepare teaching materials by using locally available materials.

#### **e) Responses Regarding Electronic Devices Used as Teaching Materials**

The question number eight was concerned with finding out whether teachers used electronic devices as teaching materials or not. After the interview, it was found that 92.5 percent teachers used electronic devices as teaching materials. According to their responses, they used computer, tape-recorder and television as teaching materials in their EFL classroom. But 7.5 percent teachers were found not using such electronic devices as teaching materials. According to their responses, they did not use electronic devices due to lack of electricity and economic problem to buy such electronic devices. Similarly, they said that they did not use them due to lack of knowledge about the devices.

#### **f) Responses Regarding the Establishment of Language Lab in School**

The ninth question was targeted to find out about language lab in the school. Twenty percent teachers said that they had language labs in their schools, especially for listening and speaking class, whereas eighty percent teachers said that they did not have language labs in their schools due to economic problem as well as lack of knowledge about it.

#### **g) Responses Regarding Support of Administration in Preparing Teaching Materials**

The question number twelve was related to find out whether school administration supported the teachers in the preparation of teaching materials or not. The researcher found that all of (100 percent) school administrations supported their teachers to prepare teaching materials. According to the teachers' responses, school administrations provided teachers with economic support, emotional support managing the materials as well as provided time to prepare teaching materials.

#### **h) Responses Regarding Students Help in Preparation of Teaching Aids**

The fourteenth question inquired about the help and assistance taken from the student. It was found that all of (100 percent) teachers got help from the students.



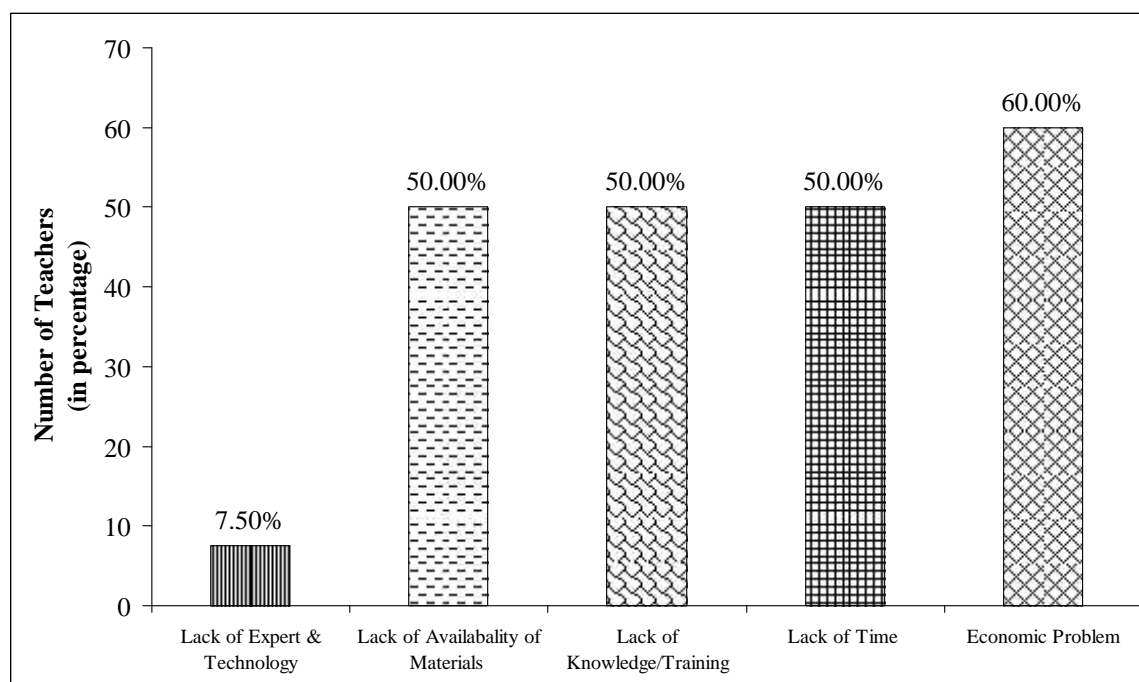
Whenever the teachers requested the students, they supported the teachers whole heartedly. According to the teachers' responses, students supported their teachers in drawing pictures, preparing flash cards which were required while teaching.

### **i) Responses Regarding the Problems Faced by the Teachers While Preparing Teaching Aids**

The question number seventeen was prepared to trace out the problems faced by the teachers while preparing teaching aids. Most of teachers (60 percent) said that they faced financial problem due to which they were unable to prepare teaching aids. Fifty percent teachers said that lack of time was the major problem for constructing teaching aids because they had more class periods to teach. Fifty percent teachers were unable to prepare teaching aids due to lack of knowledge because they did not get any training related to preparing teaching aids. Similarly, fifty percent of teachers said that materials for constructing teaching aids were not available either in the market or in the school. Likewise, seven point five percent teachers responded there was lack of expert to give training and technology for preparing teaching aids.

The above description is shown in the following bar graph:

**Figure No. 1**  
**Problems in Preparing Teaching Aids**



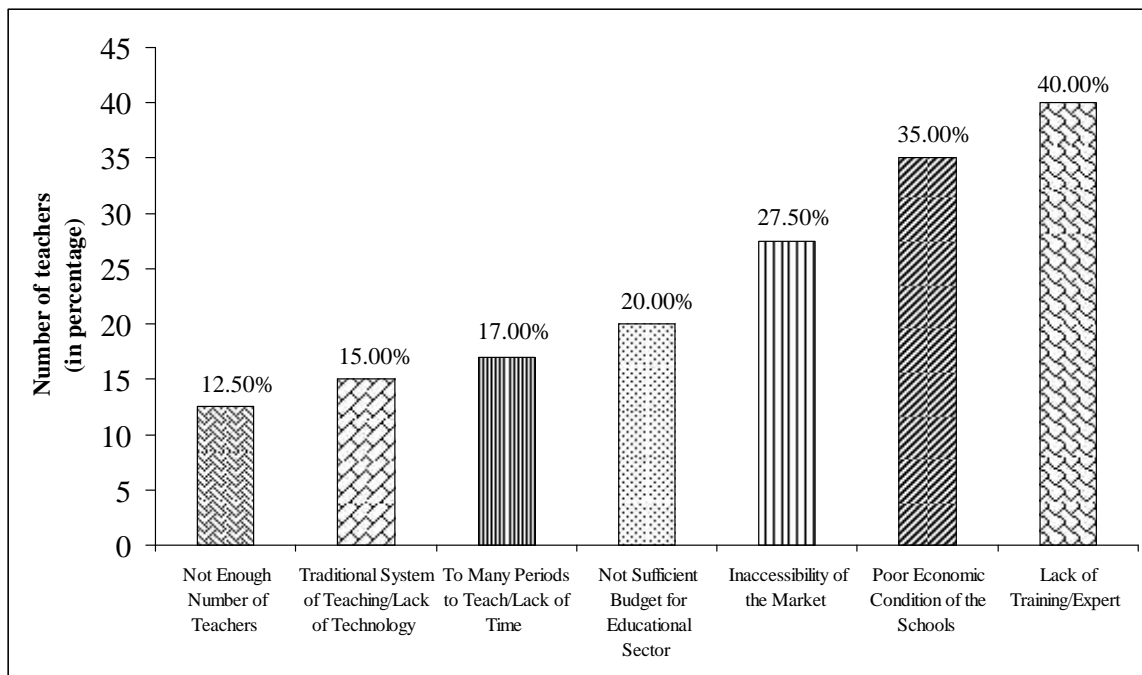
**j) Responses Regarding the Causes of the Problems Faced by the Teachers While Preparing Teaching Aids**

The question number eighteen was asked to find out the causes of those problems faced by the teachers while preparing teaching aids. Thirty five percent teachers said that the major cause was poor economic condition of the school due to which various problems occurred while preparing teaching aids. Similarly, twenty percent teachers said that government did not provide sufficient budget in educational sector due to which they were unable to prepare teaching materials. Seventeen percent teachers said that most of teachers had to teach more periods due to which they lacked the time for preparation of teaching aids. Twelve point five percent teachers said that there was less number of teachers in the school. This caused obstacle in preparing teaching aids. Whereas forty percent teachers claimed that lack of training was the major cause of problems seen while preparing teaching aids because they did not have any idea about the preparation of teaching aids. Twenty seven point five percent teachers said that inaccessibility of the market was the cause of problems seen while constructing teaching aids because

the required materials were not available near by their schools. Likewise, fifteen percent teachers said that they did not prepare teaching materials as they required due to traditional system of teaching as well as lack of science and technology.

The aforementioned description is shown in bar graph too.

**Figure No. 2**  
**Causes**



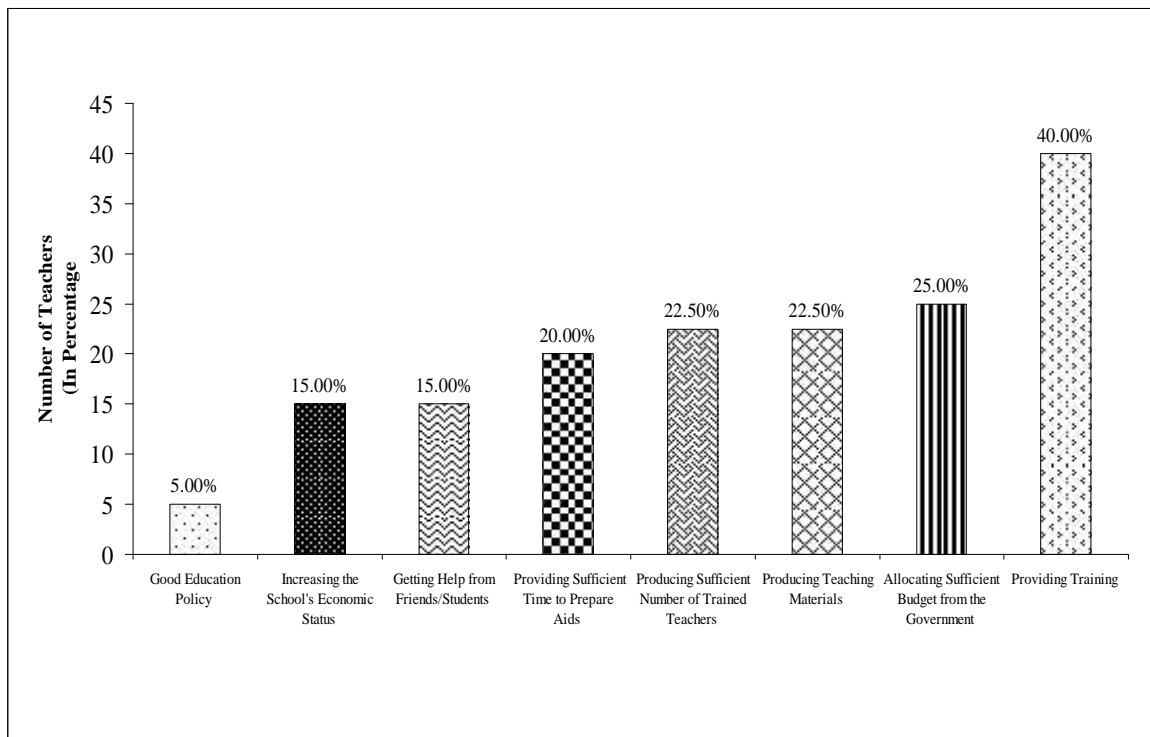
**k) Responses Regarding the Solutions of the Problems Faced by the Teachers While Preparing Teaching Aids**

Regarding the question number nineteen, the researcher found that 15 percent teachers said that the problems could be solved by increasing the school's economic status. It was found that 25 percent teachers said that government should allocate sufficient budget for educational sector so that any problems could be solved easily because economic status plays a vital role in solving any problems. Twenty-two point five percent teachers suggested that producing trained as well as sufficient number of teachers which supports in the preparation of teaching aids by the teachers themselves. Forty percent teachers claimed that providing training to the teachers was major solution of the problems. Similarly, twenty-two point five

percent teachers suggested demanding teaching materials from government as well. Five percent teachers said that government should make good education policy so that problems do not occur. Twenty percent teachers said that if the burden (over load) of teachers decreases, the problems will be solved somehow. Likewise, it was found that 15 percent teachers faced their problems by seeking help from friends and students while preparing teaching aids.

The above description is shown in the bar graph:

**Figure No. 3**  
**Solutions**



## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

The major findings of this study which are grounded on the current state of affairs with regards to preparation of teaching aids including problems and solutions are summarized perceived by the below. Also some recommendations and suggestions that are based on the findings are included.

#### 4.1 Findings

Since the main goal of this study is to find out problems in preparing teaching aids and solutions in the case of secondary level English teachers of Chitwan district, the findings from the teachers have been listed as follows:

- a. It was found that 100 percent teachers liked using teaching materials in EFL class.
- b. About half of the teachers (52.5 percent) used blackboard and chalk as their daily teaching materials; 45 percent teachers used books as daily teaching materials where as 2.5 percent teachers used pictures, flash cards as daily teaching materials.
- c. All (100 percent) teachers liked to prepare teaching materials themselves but due to the problems like lack of money and lack of time, sometimes they were unable to prepare teaching materials.
- d. As training supports teaching learning activities, it was found that the training given to the teachers did not support in the preparation of teaching materials because the training focused only on methods of teaching.
- e. Teaching experience was found to be helpful in the preparation of teaching aids too.
- f. It was found that 100 percent teachers used teaching aids in EFL classroom.
- g. Forty percent teachers were found to prepare teaching aids themselves. Remaining (60 percent) teachers used ready made materials found in the market.

- h. Regarding the use of electronic devices, it was found that 92.5 percent teachers used electronic devices as teaching materials but 7.5 percent teachers were found not using electronic devices as teaching materials; it is due to lack of electricity and economic problem; they were unable to use them though they were interested in using such devices.
- i. Language lab is most important for the English language class but it was found that 20 percent schools had language lab but not so scientific where as 80 percent schools had no language lab due to economic problem.
- j. It was found that 100 percent teachers got support in preparing teaching materials.
- k. The following problems were found in the preparation of teaching materials.
  - i. Lack of expert/technology.
  - ii. Lack of availability of materials.
  - iii. Lack of knowledge/training.
  - iv. Lack of time.
  - v. Economic problem.
- l. It was found that the followings were the major causes of those problems which occurred while preparing teaching materials.
  - i. Inadequate number of teachers.
  - ii. Traditional system of teaching/lack of technology.
  - iii. To many periods to teach.
  - iv. Inadequate budget for educational sector.
  - v. Inaccessibility of the market.
  - vi. Poor economic condition of the schools.
  - vii. Lack of training/expert.
- m) As the teachers suggested, the followings were the solutions of those problems which were faced by the secondary level English teachers:
  - i. Good education policy.
  - ii. Increasing the school's economic status.
  - iii. Getting help from others- teachers and students.
  - iv. Providing sufficient time to prepare teaching aids.

- v. Producing sufficient number of trained teachers.
- vi. Producing teaching materials by teachers themselves.
- vii. Allocating sufficient budget from the government for educational development.
- viii. Providing training.

## **4.2 Recommendations**

The recommendations below are based on the findings of the study.

- a. It is highly suggested that the school administration along with the management committee should make effort to manage and provide the teaching aids which are simply required.
- b. The administration should encourage the teachers to be more enthusiastic to promote facilitation in learning activities of the students by implementing the aids as the situation demands.
- c. Those schools whose financial conditions were not good are advised that the teachers should use drawings, matchstick figures, realia and other locally available teaching materials. School administration should be positive towards the attempt of optimum use of the teaching aids for enlivening classes to acquire better achievement.
- d. Tape recorders, computers and television are the vital means to teach and learn language effectively; therefore, the focus should be given to the maximum use of those aids that are already present in schools. Since the researcher found out that some teachers were complaining about the shortage of time for the preparation of the teaching aids, the school administration should provide them with at least some leisure periods in a week for the preparation or for the construction of teaching aids.
- e. The District Education Office should conduct district level and regional level seminars and workshops on the use and impact of teaching aids in English language teaching and also there should be the provision of transparent monitoring mechanism for the implementation of the workshops and seminars.

- f. National Center for Educational Development (NCED) is responsible for providing training to the teachers in school; therefore it should effectively launch teacher training programs focusing on the construction of teaching aids. This will undoubtedly help the teachers to prepare teaching materials by using locally available materials themselves.
- g. The school should introduce and manage various other supplementary teaching aids in English. Computers should not be only applied for administration, accounting and reference purpose in the libraries but also as teaching aids in the classrooms.
- h. To solve the problems of economic condition of the schools, government should make good educational policy and allocate sufficient budget for educational sector.
- i. It is suggested that all the secondary level English teachers should get help from their friends and students to prepare teaching aids which are possible by them.
- j. School administration and management committee should support the teachers while preparing teaching aids and in teaching too so that their burden in teaching periods decreases and helps the teachers to use teaching aids in the EFL classroom effectively.
- k. Similarly, there should be applied modern techniques and technology in preparing teaching aids and in teaching too.



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