

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, rationale of the study, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Visual aids are those sensory objects or images which initiate or stimulate and support learning (Borton, 1955). The teacher uses different approaches to teach their students and foster their active learning. With the passage of time, various methods and techniques have entered in the field of education and teacher use different kinds of aids to make effective learning. Visual aids arouse interest among learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids that are used in the classroom to encourage students learning process. Kinder J.S. (1988, p.32) describe visual aids as "visual aids are any devices which can be used to make the learning experience more real, more accurate and more active". Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). For example, models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these, black board and chalk are the commonest ones. Visual aids are those devices which are used in classroom to encourage students learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge.

English is taught and learnt for different purposes in different countries. In Nepal, English is taught and learnt as a foreign language in school levels from 1 up to 10 and as a compulsory subject in University level. Here, my concern is to the secondary level English curriculum. English is taught in secondary level for two main purposes: one is to enable students to exchange ideas with any nationality who speak and write English. Another is to expose them to a vast treasure of knowledge available in written and spoken English. The course

aims at developing student's communicative competence in the use of English language.

To fulfill these aims the secondary level school curriculum of English incorporates all four skills in the course. Text book is prescribed as a major teaching tool. Teachers can use other teaching aids and supplementary materials according to their needs. Among them visual aids is one which is prescribed by curriculum development centre. It is one of the most important teaching aids which help the teacher to create the lively environment and arouse interest in the learners. It allows the students to see variety of pictures and images. It helps to develop the seeing and learning capacity of the students and improves their English. So, when we use such materials, it is beneficial for students as well as teachers. Such type of teaching materials should be used in teaching in language teaching. Despite these advantages, it is not sure whether they are being used by the teachers in the language teaching or not and how do they feel when they use visual aids in their classes? How practical is the crowded classroom? Such questions are not still answered.

### **1.2 Statement of the Problem**

Visual aids are one of the important teaching facilities and they are essential during teaching, they facilitate and make calm to study, teach and extant a theme easily. Visual aids may provide the chance to learn visually and are more effective and easy for human beings. During, teaching with models and visual aids, students' effort to identify it or recognize its functions and try to have its interpretation to understand use. They compare it with their pre concepts, adapting the new sensation and pursue to recognize about it. Hence, it is virtuous to stimulate the students or keep them active for eliciting in teaching and learning process. But, most of the teachers do not use adequate visual aids as teaching materials. They may cause barriers to teaching and learning process and directly affects the learning outcomes. The use of visuals cannot be denied in the modern context of teaching learning. So, here my concern is to find out the beliefs of secondary school teachers about their views on using visual aids in the classroom.

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

This study had the following objectives:

- a) to find out the beliefs and practices of secondary level English teachers in using visual aids in their language classes
- b) to identify the challenges faced by teachers in using visual aids in their classes and
- c) To suggest some pedagogical implications.

### **1.4 Rationale of the Study**

Under the department of education Tribhuvan University a number of researches have been published on the topic of Visual aids but none of the research has tried to examine the beliefs of teachers along with their practices. Therefore, my study entitled "Secondary Level Teachers Belief on using Visual Aids" will be the one which will provide clear guidelines and information about the beliefs of the teachers on using visual aids in their classrooms. I am sure that my study will give new directions to the language teachers as well as other persons who involved in teaching learning process whether they are teachers or administrators. This study tries to find out the main rooted problems of using visual aids by the teachers in the language classrooms as well as help other language practitioners. In the context of Nepal, some teachers are teaching with well prepared lesson plans, some are following various techniques to make their class interactive and some are like statues, remaining passive and killing their time. That is why my research carries real situation of language teaching in eastern terai and give new dimension in the research field.

### **1.5 Significance of the Study**

The use of visual aids in modern teaching and learning process is ineligible. Modern classroom setting and course contents demand the use of visual aids. In this concern this study tries to explore the beliefs and practices of the secondary level teachers in using visual aids in their daily teaching learning at secondary level in Saptari district.

In most of the schools teaching through visual materials has been practiced to make the teaching learning more effective and live. None of the research has been done in the department on the beliefs of secondary level teachers' on using visual aids so; research in this area is significant for various personalities directly or indirectly attached with the classroom teaching activities. This study is aimed to find out beliefs and practices of visual aids employed by higher secondary level English teachers. So, this research is significant for all English teachers who are teaching English as a second language or foreign language to understand various techniques. This study might be very significant in the sense that it helps to add bricks in the field of teacher development and English Language and it certainly helps the English language teachers to make their class live and interactive, Moreover, this study is expected to be significant to all those who are directly and indirectly in language teaching and learning activities because she/he will be provided with the insight of how using the visual aids in the classroom is fruitful in the modern context to make the teaching learning effective. Likewise, one can be familiar with the secondary school teacher's views, beliefs and faced challenges on using visual aids. Therefore, this study will be beneficial to the textbook writers, curriculum designers, researchers who are interested in this field.

### **1.6 Limitations of the Study**

This study had the following limitations:

- a. This study was limited to find out teacher's beliefs on using visual aids in language teaching.
- b. This study was limited to only forty English teachers for questionnaire at the secondary level.
- c. This study was based on both public and private schools of secondary level of the Saptari district.
- d. This study was limited to only ten public and five private schools of the Saptari district.
- e. The questionnaire was only used as the tool to elicit data.

- f. The questionnaire was limited to the use of visual aids and teacher's beliefs.

### **1.7 Operational Definition of the Key Terms**

- a. Visual Aids: In this study visual aid refers to item of illustrative matter such as a model, picture, poster, map etc. designed to supplement teaching and learning process.
- b. Belief: In this study it refers to secondary level teacher's belief on the use of visual aids and their practices in everyday classroom teaching.
- c. Strategy: Strategy is the particular trick, plan or action which is used in the classroom to make teaching learning activities very effective,(i.e. teaching vocabulary by using visual aids)
- d. Secondary level Teacher: English language teacher who are teaching English in different government and private schools of schools of Saptari district.
- e. ELT Classroom: Classroom where English language is taught for academic purpose.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of the details of the theoretical and empirical reviews of literature, their implications for the study, and conceptual framework for the study.

#### **2.1 Review of Theoretical Literature**

This part of thesis includes teachers beliefs, teaching aids, types of teaching aids, Visual aids, types of visual aids, significance of visual aids that the researchers has read in different books, which are presented systematically.

##### **2.1.1 Teachers Beliefs**

The term 'belief' refers to the concept towards any objects/ events/people. People use it in variety of ways. Contrary to popular saying seeing believes, it is more likely that believing is seeing. When people believe something is true, they perceive information supporting that belief. Beliefs alter expectations. Simply teacher belief indicates the concept towards the whole teaching and learning process or classroom actions. In regards with the teacher's belief we can say that beliefs refer to the parental concept towards the different task s/he is typically confronted with. There is growing body of evidence to indicate that teachers are highly influenced by their beliefs. Which in turn are closely linked to their values, to their views of the world and their conceptions of their place within themselves? 'Teachers belief and educational research' concluded that these had a greater influence than teachers' knowledge on the way they planned their lessons, on the kinds of decisions they made and on their general classroom practice (Pajares, 1992). Beliefs are also found to be more influential than knowledge in determining how individuals organize and define tasks and problems and are better predictors of how teachers behaved in the classroom. Teacher's belief shape students learning environment and influence student motivation and achievement. It is assumed that these beliefs provide the underlying framework which guides their classroom actions. In other words, what teachers do is a reflection of what they believe and know. Beliefs

are notoriously difficult to define but we can make some helpful statement to understand them. They tend to be culturally bound. They are said to be formed early in one's life. They tend to be resistant to change. They are closely related to what we think we know but provide an affective filter which screens, redefines, distorts or reshapes subsequent thinking and information processing (Nespor, 1987).

Teachers' belief about what teaching/ learning affects everything that they do in their classroom. Teachers are highly influenced by their beliefs. Their beliefs are closely linked to their values. They are also linked to their views of the world and to their conceptions of their role and place within it. In other words, teacher's beliefs guide the decisions they make and the actions they take in the classroom, which in turn have an impact on students.

To sum up the ideas, teachers' beliefs can be taken as guiding principles teachers hold to be true that serve as lenses through which new experiences can be understood. They are a part of teacher's identities and they shape teacher's professional practice.

### **2.1.2 Teaching Aids**

Teaching aids are generally defined as any materials that can be used in the classroom to facilitate learning. Teaching aids are teaching devices, such as charts, graphs, diagrams, table, pictures etc. They are used to enhance and promote teaching learning process, OHP, Multimedia projector; film, T.V. Video etc are also the teaching aids. Visual and audio aids which can be useful to the teacher of English as a foreign language are known as teaching aids. Teaching aids are those which help the teacher to do his job better EI-ARABY (1974, P.2) says:

Teaching aids, however, are designed to help the teachers save time and effort. Many of them can be effectively used in large classes. Some of them relieve the teacher from many routine works. All of them make the class livelier and more interesting for the teachers and students.

Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skill, illustrating or reinforcing or skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limit in what aids can be utilized when supplementing all lesson.

The definition clearly says that teaching aid could be two types: audio which appeals to the sense, audio visual which appeals to the sense seeing. Thus, picture, white board, OHP, etc. fall under visual aids whereas tape recorder, language lab, radio etc. fall under audio aids.

The development of modern teaching techniques has revolutionized the schooling system at every functional level. The teaching activity is no more restricted to the delivery of boring facts. It has changed into a lively and inspiring means of mutual communication. To enhance and effective interaction and to achieve the curriculum objectives teachers are always on the lookout for suitable aids and materials.

Hence we can conclude that language teachers can arouse the interest of their students and make them express their ideas clearly. Teaching aids motivate the learner, creating interest in the learning and encouraging them to make the ample use of language. Moreover, teaching aids help to contextualized teaching learning environment.

### **2.1.3 Importance of Using Materials in Teaching**

Teaching aids are of great importance in teaching learning process. Teaching learning process in absence of teaching aids will be meaningless. In this regard, Wright (1986, p.46) mentions the importance of the teaching aids by saying that teaching by visual aids make communicative approach to the language learning easier and more natural. They can be used for decorative purpose for creating variety and making lessons more interesting. Similarly, they shorten teaching learning process. The use of aids to teach word meaning is obvious. Hence, it can be said that visual aids has a great deal of importance in ELT classroom.



Likewise, Agrawal (1997, p.36) mentions the following advantages of using teaching aids in a language classroom:

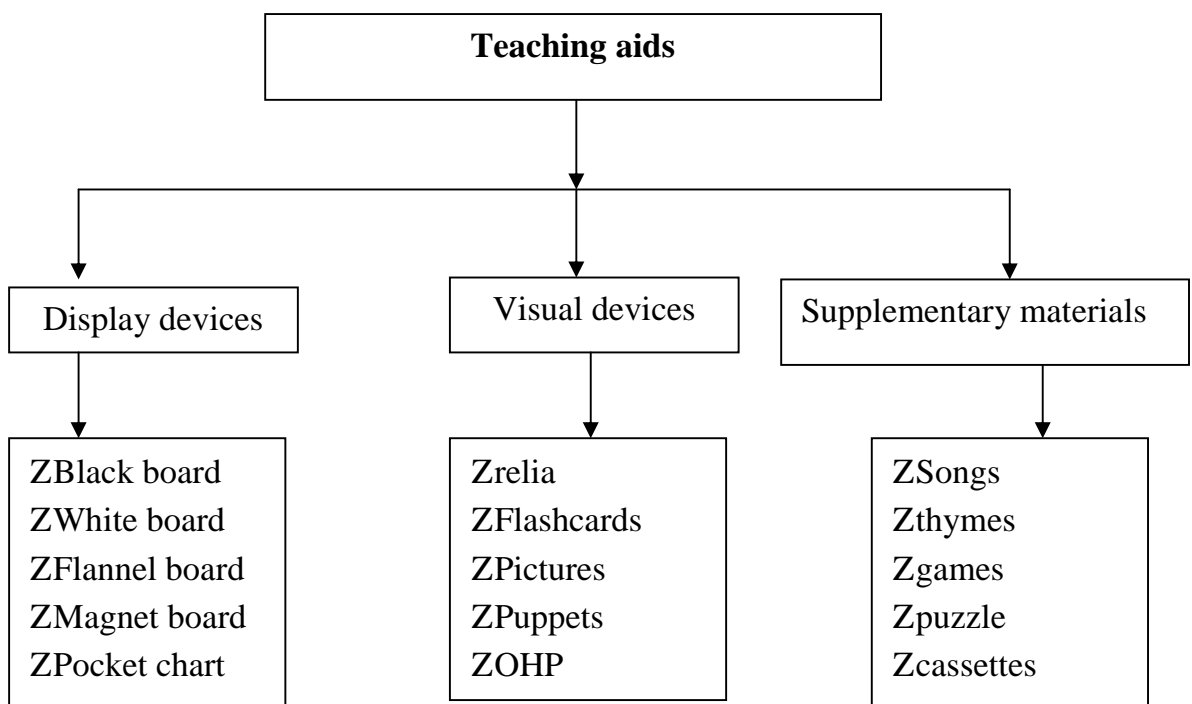
- ) They develop a sense of reality and vividness.
- ) They develop a sense of objectivity.
- ) They provide a kind of convenient and motivating environment.
- ) They arouse curiosity among the students.
- ) They provide opportunity for the useful mental experience and imagining. Comparing, analyzing and drawing inferences.
- ) They provide interest in the study of the inferences.
- ) They promote functional knowledge.
- ) They supplement classroom lesson.

From the above description of the two scholars on the importance of teaching aids it can be inferred that there is immense importance of teaching aids in language teaching.

#### 2.1.4 Types of Teaching Aids

Rai (1999) categorizes the teaching aids into display devices, visual materials and supplementary materials. The following chart shows this:

**Figure 1**  
**Types of Visual Aids**



These are the most widely used varieties of teaching aids which play a great contribution in making teaching learning meaningful and interactive. The use of such visual aids should not be ignored in the teaching learning process. The teacher needs to have a wide range of resources in the classroom for his/her student's development in the learning process. And these resources must include visual aids. Things that we see have enormous importance in affecting and giving us information. The emphasis has to be made on giving the students "a reason" for listening, reading, writing or speaking. Visual elements are in this way, a very good reason in order to motivate students to interact with the foreign language because they can clearly see the language in use by meaningful elements which their attention and, at the same time, motivate them to use the language.

### **2.1.5 Visual Aids**

Different methods and approaches have been practiced to teach English since teaching of English has been started formally in schools and colleges. In spite of many materials have been invented and devised to focus the teaching of English language, the results have not been so satisfactory. Because even experienced and trained teachers ignore the use of such materials due to various complexities like unavailability of materials, nature of class etc. Therefore various types of visual aids have been used to make teaching learning process meaningful to encourage learning and make it easier and motivating. The materials like models, charts, maps, film strip, television etc. are called instructional aids (Rather, 2004). Visual aids are effective tool that "invest the past with an air of actuality." Visual aids distribute the learners with true knowledge, with detention their auditory senses.

Visual aids are the most useful language materials any level of the learners. Visual aids help to reach the objectives by providing emphasis to whatever is being said. Clear pictures can multiply the students level of understanding of the materials presented and they should be used to reinforce the message, clarify points and create excitement.

In this context, Bowen (1982, p.11) claims, "Visual aids are meant to an end but not end in themselves," He means that visual aids are useful to make the teaching learning process meaningful and effective, but using these aids is not the target. Nevertheless, it cannot be neglected in modern classroom situations. Moreover, visual aids help students to learn quickly and natural way. Visual aids involve the students and foster a change from one activity to another from hearing to seeing. If the students don't clearly grasp the spoken word a visual aid can make complex information more understandable. Visual aids can allow the students to learn quickly and easily whereas teachers can also express their ideas clearly by making the wise use of visual aids.

We can conclude that Visual aids are something that we bring to support whatever subject or matter we are trying to make clearer. They provide the listener something concrete to look at and to enable a better understanding of the words said. In other words, it can be said that visual aids are anything that are brought in the classroom to relate with our subject matter to make it more clear and understandable.

### **2.1.6 Types of Visual Aids**

Most common types of visual aids are described below:

#### **2.1.6.1 Realia**

Picture is one of the most important visual aids. Picture is a representation or image of printed drawn, Photographed or rendered on a flat surface. A visual image especially one on a flat surface or screen. The picture reflected in the lake: focused picture on the movie screen. Similarly, picture provides us a mental image or clear picture of events. Picture shows a verbal description especially one that is vivid. Picture helps to describe vividly in words, make verbal picture of their heroism in glowing language. The pictures to be used in language teaching are to be directly related to the objectives.

#### **2.1.6.2 Models**

Models are the representative of the real objects used in the language classrooms. Generally, models are used when it is impossible to bring large and real objects in the classroom. In this, situation, models can be used

effectively. Models can be used instead of pictures are more advantageous than picture. Models are locally made or bought in the market. Models are made of clay, wood, stone, wax and so on.

#### **2.1.6.3 Flash cards and picture cards**

Flash cards refer to the cards or pieces of cardboard paper on which letters, words, phrases, sentences, etc. are written.

Flash cards having pictures are called picture cards. They are widely used in the class as they are common and simple visual aids.

#### **2.1.6.4 Wall posters**

Wall posters are very widely used and effective visual aids for teaching, they are usually made attractive to use in order to make class attractive and provide information. They serve similar function as that of flash cards and picture cards.

#### **2.1.6.5 Magazine cutouts**

The pictures and cutouts from the magazine and newspaper are referred to as magazine cutouts. They are authentic visual aids so they contribute a great in teaching learning. They are helpful in showing examples, linking ideas etc. magazine cutouts also help students to get updated about the current affairs.

#### **2.1.6.6 Matchstick figures (pin men)**

The figures which are made by joining or matching the pins are known as matchstick figures or pin men. Matchstick figures are being widely used in the language teaching fields as it is very easy to draw on the board and the actions can be easily taught by these figures. These figures are interesting and motivating for learners.

Moreover, materials like OHP, reading films, photographs, flannel board, motion pictures and many more are included under visual aids.

To sum up, many media and style of presentations are useful to language learners. There are many visual aids but a good teacher should be aware about the appropriate use according to the demand of the lesson or course. A teacher should know when to use visual aids they should match with the age, interest, physical circumstances, type of intelligence of the students etc. However, the

cost and convenience of the materials available can have an effect on the usage of visual aids in the classroom.

### **2.1.7 Significance of Visual Aids in Classroom Teaching**

Visual Aids are of the great importance when used in class they are used to support the classroom teaching learning by making them live and interactive. A good language teacher cannot deny the proper use of visual aids in the classroom. The significance of teaching aids in language is immense and their presence is indispensable in the classroom. In this context, Lee and Coppen (1964, p.1) mention that visual aids can be useful in language class in the number of different ways. Such as:

- ) Visual aids can brighten up the class
- ) Visual aids in particular can help to provide the situation which light up the meaning of the utterances used.
- ) They can help the teachers to improve his English and to prepare more effective lessons.

Both audio and visual aids can stimulate children to speak English as well as to read and write.

- ) They can develop a sense of reality and visuality.
- ) They develop a sense of objectivity.
- ) They provide a kind of convenient and motivating environment.
- ) They arouse curiosity among the students.
- ) They provide opportunity for useful mental experience and imagining, comparing, analyzing and drawing interferences.
- ) They promote functional knowledge.

### **2.2 Review of Empirical Literature**

Using visual aids in the classroom is the most emerging and widely used technique for the language teacher. There are different visual and multimedia tools or aids to make classroom interactive to teach English as a second language. In the Nepalese context, the applicability and practice of different

teaching techniques in language teaching classroom are the main focal points of research.

People use different teaching strategies according to context and situation where needed. Some researches on use of visual aids have been carried out in the department of English Education. All of them are related to use of visual aids and various multimedia used to teach different skills and aspects of language at different levels of Nepalese Education system. Some researchers are also related to various strategies used to teach different genre of literature. Similarly, many researches have been carried out in audio visual aids. But no researches have been carried out on the beliefs of secondary level English teachers on using visual aids in the classroom. So, this research will be a new one in the department.

Dwadi (2010) carried out a research objective of the study was to find out the effectiveness of visual materials in teaching reading comprehension. His primary sources of data were the 60 students of grade 9 studying in Gyan Jyoti higher secondary school. He used purposive sampling procedure to sample the population. Pre and post test administration was the tool for data collection. The main finding of the research was that the visual aids were proved as useful for enhancing the reading comprehension how present with evidence.

Gautam (2011) carried out a research; the objective of the study was to find out the effectiveness of visual materials in developing reading skills. The sample population were the 30 eight Grade students of Rastriya Taudaha higher secondary school. He used purposive sampling method to select the sample population. This was an experimental research. Pre test and post test were the tools of the study. The main finding of that research was that the visual aids were found to be effective and motivational technique in teaching reading skills.

Similarly, Adhikari (2011) carried out a study with the main objective of research to find out belief of the secondary school teachers on the use of Multimedia in Teaching English. The primary sources of the data were the 50 secondary level English teachers of Kathmandu valley who were sampled

purposively. Questionnaire was used as the tools for data collection. The results showed that teachers had positive beliefs towards using multimedia in their classes.

Regmi (2011) conducted a research entitled the main objective of research was to find out the effectiveness of matchstick figures in teaching behaviors. The sample populations of the study were 40 six Grade students of Pashupati higher school Bardiya. The sample population was selected by using non-random purposive sampling procedure. She used a set of test item as a tool of data collection for the research. It was found that matchstick figure had a positive impact in teaching emotional behaviors to a great extent.

Poudel (2015) carried out a research entitled the main objective of her research was to find out the primary level English teacher's beliefs on the use of relia in teaching vocabulary. The primary sources of data were the 40 primary level teachers. He used purposive sampling procedure to sample the population. A pre-determined set of questionnaire including both open and close ended items was the tool for the collection of data. The main finding of his research was that primary level English teachers were found more positive about the use of realia for teaching English Vocabulary.

Pokharel carried out a research entitled action research. His main objective was to find out the use of picture in improving the ability in developing vocabulary of fifth Grade students. The sample population of the study was the students of Lyecium international model school which consisted of 46 students studying in grade 5. Test items were the tool for the study. He found that teaching English vocabulary by using picture as an aid does improve the vocabulary power.

From the review of the literature mentioned above we can see that no research has been concluded to study the secondary level teacher's beliefs in using visual aids in the classroom. Therefore this research has been a new study in the Department of English Education.

### **2.3 Implications of the Review of the Study**

All the mentioned studies are related to beliefs, use of visual aids in teaching and learning. After reviewing these studies I got ideas and information

regarding beliefs and use of visual aids. These all researches helped me while carrying out my research. Especially I got information and insights about the relevance of teaching aids from Dwadi (2010) helped me to get ideas about the effectiveness of visual aids in teaching English. Gautam (2011) was useful for getting ideas on the usefulness of visual aids in enhancing reading comprehension. Similarly, Adhikari (2011) was useful in providing insights about teacher's beliefs and its importance in teacher's professional development. Regmi (2014) was helpful in doing literature review. Likewise, Poudel (2015) helped me in designing the questionnaire and Pokharel (2015) contributed in gathering ideas about the various kinds of teaching aids and their classification.

Similarly, the book of Kumar Ranjit (2005) provides guidelines to prepare research proposal and thesis. The book of El-A-Araby, S.A.(1974) helped me lot by providing me information about visual aids. The book of Bowen, B.M (1982) helped me lot by providing ideas on effectiveness of visual aids in the language classroom. Agrawal, (1997) provides information on methods and techniques of teaching

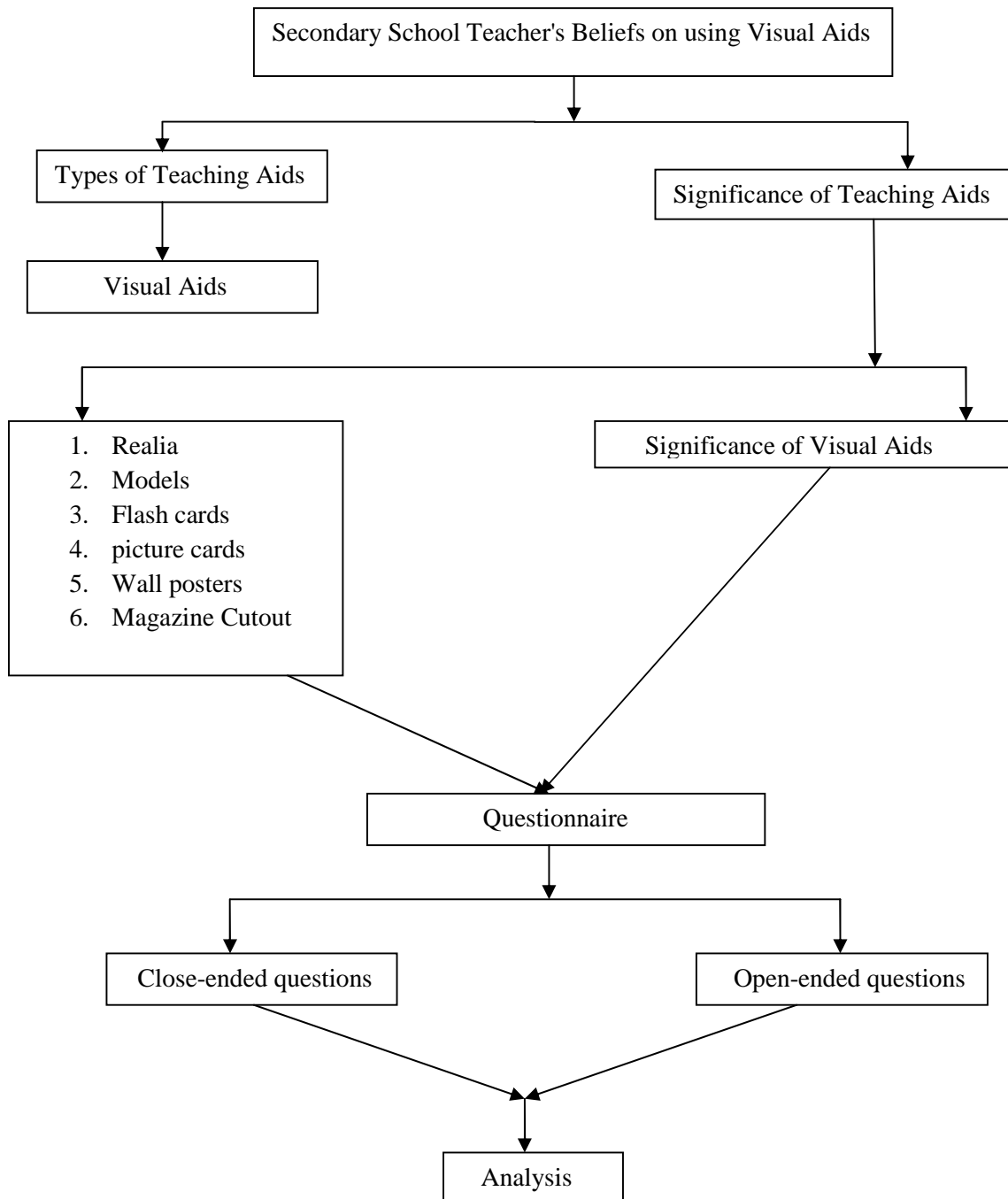
This entire source help to bring the clarity and focus on the research problem improve methodology and contextualizing finding.

Therefore my study is new in the field of English education especially in the Department of Education and this work is a new attempt in the exploration of above mentioned untouched area. This has been a single study to address the secondary school teacher's beliefs on visual aids in the department.



## 2.4 Conceptual Framework

I prepared the conceptual framework in terms of teaching aids, their classification and significance in English Language Teaching. The conceptual framework of this research is as follows.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with the methodology adopted in the study describing the sources of data, population of the study, sample population and sampling procedure, tools for data collection and limitation of the study.

#### **3.1 Source of Data**

In order to carry out this research the researcher collected the data from the both primary and secondary sources.

##### **3.1.1 Primary Sources of Data**

Forty English teachers of fifteen government and institutional schools, i.e. (10 government and 5 institutional) schools from Saptari district were taken as the primary sources of data. Researcher selected both the school to examine the situation of both types of schools where all the teachers and their practices could be included.

##### **3.1.2 Secondary Sources of Data**

Researcher used various books specially books of Bowen, B.M.(1982), Kumar R. (2009), EI-A-Are by, S.A. (1974), Agrawal, J.C. (1997), and the thesis such as Dwadi (2010), Gautam (2011), Adhikari (2011), Regmi (2014) Poudel (2015), Amgai (2019), Panday (2019), newspapers and online. All these sources were used as secondary sources of data.

#### **3.2 Sampling Procedures**

Forty English teachers teaching at secondary level from different ten government and five institutional schools in Saptari districts were selected by using non-random purposive sampling procedure.

#### **3.3 Data Collection Tools**

Questionnaire was the major research tool of the data collection in this study. Two set of questionnaires (see Appendix: II) were used to collect secondary level. The questionnaire was related to these beliefs on using visual aids and problems faced by them while using them in the classroom. Both close ended and open ended questions were included in the questionnaire.

### **3.4 Procedure of Data Collection**

The researcher Visited concerned schools and took permission from school administration she consulted the authority expelling them the purpose and process of the study and established rapport with the concerned teachers explaining them about the purpose of the study. Researcher provided the questionnaires to the teachers to fill up and collected the questionnaires from the teachers.

### **3.5 Data Analysis and Interpretation**

The collected raw data were analyzed quantitatively as the survey type research has demanded. The researcher analyzed and interpreted the collected data statistically and descriptively by using table and paragraph. The data were collected from 10 government and five private schools by two sets of questionnaires. This study was carried out mainly to find out the existing beliefs and practices in secondary level, to find out the problems encountered by those teachers while using visual aids in their classroom.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE STUDY**

This chapter deals with analysis and interpretation of the collected data from primary sources.

#### **4.1 Analysis of Data and Interpretation of the Result**

In this chapter, Researcher have analyzed the collected data and interpreted results from the collected data from primary sources. The data were collected from forty English teachers of fifteen government and private schools by two sets of questionnaires. This study was carried out mainly to find out the beliefs and practices of teachers problems faced by the teachers while administering the aids in their classroom at secondary level in Saptari district. And the collected data were analyzed and interpreted descriptively and statistically.

##### **4.1.1 Analysis of the Information Obtained through Close-ended Question**

Researcher visited forty secondary level English teachers of fifteen government and private schools of Saptari district. The primary source of data has been obtained through two set of questionnaire. An attempt has been made here to describe in details the beliefs of secondary level English teachers in Saptari district. The set of questionnaire consist of both the close and open-ended questions. The data has been observed and analyzed. This analysis is organized in the following themes:

##### **Teachers' Beliefs on Using Visual Aid**

Teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their concept of their place within it. This table is intended to see the teachers' beliefs on using visual aids.

**Table 1**  
**Teachers' belief on using visual aids**

S.N.	Statements	Response									
		SA		A		U		D		SD	
		NR	%	NR	%	NR	%	NR	%	NR	%
		1.	Using visual aids is an appropriate technique to teach language skills at secondary level.	8	20	24	60	4	10	4	10
2.	Using visual aids in the classroom helps students to develop their vocabulary.	14	35	20	50	4	10	2	5	0	0
3.	Using visual aids enhances students' participation in teaching learning process.	16	40	12	30	4	10	4	10	4	10
4.	Teaching through visual aids reduces teachers load.	8	20	16	40	8	20	8	20	0	0
5.	Visual aids helps to reduce monotony in students.	16	40	16	40	0	0	4	10	4	10

As shown in table 1, twenty percent of the total respondents strongly agreed and sixty percent agreed with this statement. All together eighty percent of the total respondents believed that using visual aids is an appropriate technique to teach language at secondary level. While a little number, i.e. ten percent disagreed with the fact. And ten percent were not sure whether using visual aids in appropriate technique or not. This data reports that majority of teachers beliefs using visual aids is an appropriate technique to teach in the classroom. Similarly, in response to the statement two, i.e. using visual aids in the classroom helps students to develop their vocabulary. Eighty percent teachers agreed to this statement. Only a few of them i.e. percent of them disagreed. This data reveals that majority of them believe that using visual aids in language teaching helps students to develop their vocabulary.

In the same way, in response to using visual aids enhances students' participation in teaching learning process, forty percent of the respondents choose "Strongly Agree" option. Thirty percent of them went for "Agree". That is seventy percent participants agreed with the statement. This proves that teachers support that using visual aids enhances student's participation.

Likewise, in response to statement to fourth statement i.e. "using visual aids reduces teacher's load" sixty percent of the respondents responded in the favor of the statement. Whereas, other twenty percent were not sure about it. This reveals that majority of teachers has a belief that using visual aids reduces the workload of teacher.

Similarly, statement five was designed to inquire that using visual aids reduces the monotony in the students. Forty percent of the participants selected "Strongly Agree" option, another forty percent went for "Agree" option i.e. eighty percent of the total participants agreed with the statement that using visual aids reduces monotony in the students. This shows that teachers have positive beliefs on the use of visual aids.

#### 4.1.2 Teachers' Response on Students Participation in Learning while Using Visual Aids.

In this section, all together four statements were administered which aimed to find out teachers response on students participation in learning while using visual aids. The responses are analyzed in the following table;

**Table 2**

**Teachers' responses on students' participation in learning while using visual aids**

S.N.	Statements	Responses									
		SA		A		U		D		SD	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Teaching through visual aids helps to finish course in time.	0	0	8	20	16	40	14	35	2	5
2	Seeing visual aids has an effective role to develop language input.	4	10	36	90	12	30	0	0	0	0
3	Using visual aids is more effective in large class.	12	30	20	50	4	10	4	10	0	0
4	Students request you to teach by using visual aids.	8	20	12	30	16	40	4	10	0	0

Table 2 shows that, statement six was given to find out the use of visual aids in finishing course in time. In response to the statements, no one strongly agreed that teaching through visual aids helps to finish course in time. Likewise, few number of them i.e. twenty percent agreed with the statement. More number of teacher forty percent of them were not sure about it. Thirty five percent of the respondents disagreed that using visual aids helps to finish the course in time. While a few number, five percents strongly disagreed this statement. It shows that teachers were not sure whether the use of visual aids helps to finish course in time.

Likewise, in the response to statement seven, a vast majority of the teachers, i.e. Ninety percent accepted the statement that seeing visual a visual has an effective role to develop language input. While, ten percent of them were found undecided about the statement. This reveals that teachers believe that visual aids have an effective role to develop language input. It shows that most of the teachers believed that seeing visual aids has positive impact on the students learning.

In the same way, statement eight was formulated to find out whether using visual aid is more effective in large class or not. In response to the statement, eighty percent of the participants went in the support of the statement. Ten percent of them were uncertain and other ten percent disagreed to the statement. It is concluded that using visual aids is effective in large class.

Likewise, in response to statement nine i.e. students request you to teach by using visual aids, Twenty percent of the teachers went for "Strongly Agree" option. Thirty percent of them choose "Agree" option. Forty percent of them were uncertain about it. This shows that more than half percent of the students request the teachers to teach by using visual aids.

#### **4.1.3 Positive Belief of Teachers on use of Visual Aids**

The last statement of this section was design to find out that using visual aids helps to arouse interest and motivate students. Based on the respondents,



Ninety percent of the participants agreed with the statement. On the other hand, very few, i.e. Ten percent were uncertain about it and no one disagreed with the statement. This shows that teachers have positive belief of use of visual aids. This can be clearly in table number 3.

**Table 3**

**Positive belief of teachers' on use of visual aids**

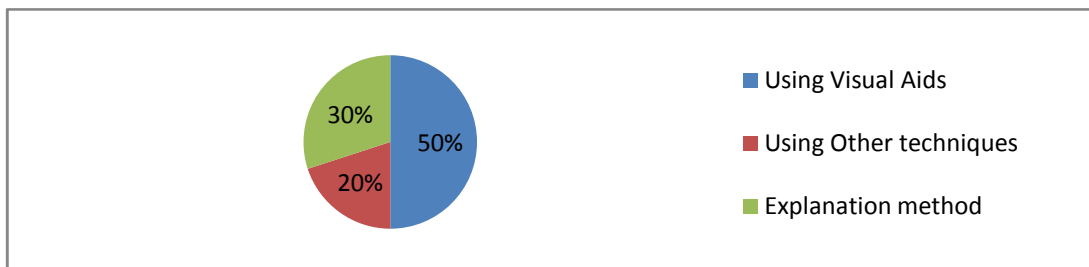
S. N.	Statements	Responses									
		SA		A		U		D		SD	
		NR	%	NR	%	NR	%	NR	%	NR	%
10	Using Visual aids helps to arise interest and motivate students.	16	40	20	50	4	10	0	0	0	0

In this way, the statement given in set 'A' of the questionnaire is analyzed in different themes and tables according to the disagreement and agreement of the respondents. The finding and recommendations related to this section will be presented in chapter four.

**4.2 Analysis of Information Obtained Through Open-ended Responses  
Availability of Visual Aids**

In this section, altogether five questions were asked to find out the availability of visual aids. All of the questions were related to whether visual aids are easily available in their schools or not, how frequently do they use visual aids in their classroom teaching.

**Figure 2**  
**Availability of visual aids**



Among them, the first question was asked to find out the technique followed by them while teaching language. In response to this question three possible answer;

Using visual aids, explanation method and using other techniques that those mentioned above, were provided. Most of the respondents, i.e. fifty percent of them responded that they used visual aids, thirty percent of them said that they used explanation method and remaining twenty percent said that they used other techniques than explanation and visual aids. It can be said that more number of teachers used visual aids in their classrooms.

Likewise, question no. 12 was asked to find out whether visual aids were easily available in their school or not. The data of the responses are presented in the table below.

**Table 4**  
**Availability of visual aids**

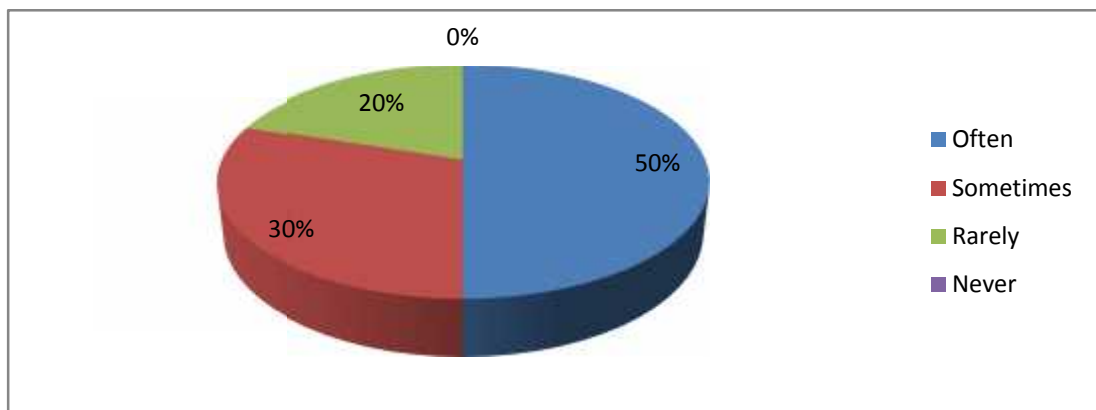
S.N	Availability of visual aids	Yes	%	No	%
		No. of teachers		No. of teachers	
11.	Visual aids is easily available	16	40	24	60

In the same way, another concern of this section was to find out the availability of visual aids in the schools. It was found that only forty percent of the teachers reported that visual aids was easily available in their school and other sixty percent teachers said that the availability was not satisfactory in their school

#### 4.2.1 Techniques of teaching at secondary level

This figure tries to explain the frequency of the methods used by secondary school teachers. The figure talks about three techniques of teaching i.e. explanation method, using visual aids and other than the two techniques mentioned above.

**Figure 3**  
**Techniques of teaching at secondary level**



Likewise, question no. 13 was asked to investigate how frequently they used visual aids in teaching learning. In response to this question four options: i.e. often, sometimes, rarely, never were provided. It was asked to find out the frequency of using visual aids. In response to this question twenty percent of the total respondents said that they often used visual aids, fifty percent responded that they used it sometimes and remaining thirty percent responded that they rarely used visual aids. No one of them responded 'never'. Those who responded that they used it rarely, they further said, using visual aids was difficult to prepare and handle in rural areas. It can be clearly seen in table 2 above.

#### 4.2.2 School Environment for the Use of Visual Aids

School environment has an important role in motivating the teachers to use visual aids in their classroom. This part of the thesis deals with the analysis of the data with regard to the school environment for the use of visual aids. The summary of the result has been presented as below

**Table 5**  
**School environment for the use of visual aids**

S.N.	School environment for the use of visual aids	Yes		No	
		No. of Teacher	%	No. of Teachers	%
14	favorable environment for the teacher to use visual aids in your school	24	60	16	40
15	provided with sufficient time to manage visual aids	16	40	24	60

On the basis of above mentioned responses, it can be found the sixty percent schools had favorable environment for the use of visual aids and other forty percent schools did not have. Those who responded that there was not favorable environment for the use of visual aids, they further said that work load, time consuming task, difficulty in handling and preparing visual aids, lack of training, lack of essential materials etc. create them problems for the regular use of visual aids. That's why they could not use it regularly.

In the similarly way, in response to the questions whether they are provided sufficient time to manage their visual aids or not, forty percent responded that they were provided sufficient time to manage their equipments. And rest sixty percent said that they were not given sufficient time to manage their equipment

due to unavailability of leisure period. Thus, it can be inferred that most of the teachers' are not given sufficient time to manage and use visual aids in their classroom.

#### **4.2.3 Appropriateness of Using Visual Aids**

In this section, 4 questions (both class ended and open ended) were included to find out the appropriateness of the use of visual aids in teaching learning process. Among them the first one was open ended and other three were close ended.

The first open ended question i.e. question no. 16 was asked to find out appropriateness of visual aids in language teaching. In response to this question, teacher 1 stated that

*In order to make teaching learning entertaining, effective, interesting and successful various kinds of teaching aids and materials are used. They can be widely used for teaching language functions communicatively.*

By analyzing her quotes, it can be said that teaching by using visual aids help students get motivated without large effort towards teaching learning

The responses of other three remained questions are tabulated below:

#### **4.2.4 Appropriateness of Visual Aids**

This section of thesis deals with the analysis and interpretation of data with regard to the appropriateness of visual aids in teaching learning process. The summary of the result has been presented as below.

**Table 6**  
**Appropriateness of visual aids**

S.N	Appropriateness of using visual aids	Yes		No	
		No. of Teacher	%	No. of Teacher	%
17	Visual aids help to meet the objectives of the course	40	100	0	0
18	Visual aids contributes in teaching learning process is economic in terms of time.	16	40	24	60
19	Contributes to the teacher professional development	40	100	0	0

Analyzing the responses responded in the table 6, question no seventeen was asked to find out what extent does the use of visual aids help to meet the objectives of the course. Almost all the teachers responded that the use of visual aids help to meet the objectives of the course. It means that the teachers believed that the use of visual aids is appropriate to meet the objectives of the course.

Likewise, in response to question no.18, which was asked to find out whether the use of visual aids is economic in time or not forty percent of the respondents, responded that using visual aids was economic in time. Whereas, majority of them disagreed the fact i.e. sixty percent of them responded that use of visual aids was not economic in time. Those who said using visual aids is not economic in terms of time further said that it was a time consuming task, took more time and training to prepare and handle it.

In the similar way, the last question of this section was intended to find out whether using visual aids contributes the teacher professional development or not. In response to this question, all of the respondents reported that using visual aids in language teaching contributes to their professional development. They further said that it is very effective to develop confidence and competence of the teacher. It shows that most of the teacher believed on the use of visual aids in teaching learning process helps to meet the objectives of the course.

#### **4.2.5 Problems of Using Visual Aids**

Though using visual aids is an appropriate technique in teaching learning, it needs some technical knowledge and pre-plan. It is found that lack of training and essential materials, handling and preparing of visual aids are the major challenge for teachers. Lack of appropriate knowledge and materials, school environment are other challenges for teachers to use visual aids.

Six questions were included in this section regarding the problems of using visual aids. Among them the four questions (i.e. question no.20, 21, 22) were close ended and other three were open ended. The responses to the three close ended questions are summarized in the following table:

#### **4.2.6 Problems in Using Visual Aids**

This section of the thesis deals with the analysis and interpretation of data with regards to problems faced by teachers while using visual aids in their classroom. The summary of the result has been presented as below.

**Table 7****Problems in using visual aids**

S.N.	Problems	Responses			
		Yes		No	
		No. of teachers	Percent	No. of teachers	Percent
20	Difficult task for teachers.	24	60%	16	40%
21	Encountered problems while using visual aids.	36	90%	4	10%
22	Provide with sufficient time to manage their materials.	32	80%	8	20%

Analyzing the response of question no.20, mentioned in above table, majority of respondents, i.e. twenty percent responded that using visual aids in teaching is the difficult task while other forty percent did not agree with this fact. Those who said using visual aids is difficult task for teachers further said that lack of training, need of preparation and plan, lack of favorable school environment to use visual aids, so teachers should be provided with sufficient time to prepare and manage visual aids.

Similarly, in response to the close ended question no. 21, most of the teachers, ninety percent responded that they face the problems like handling visual aids



difficult to manage students in crowded class, in sufficient time to use visual aids in their classroom. On the other hand, ten percent responded that they rarely used visual aids in their classroom. So, they did not face any problems while using it.

Furthermore, the next question was asked to know whether teachers are provided with sufficient time to manage their materials or not. In response to this question, majority of the respondents, eighty percent responded that they were provided with sufficient time to manage their materials in the school. While other twenty percent responded that there was lack of time management due to limited number of teachers and crowded classroom.

Likewise, question no.22 was provided to find out the reasons behind not using visual aids. In this regard Teacher 3 reflected that

*It is difficult to manage the students and create the environment in the classroom due to large size. It is time taking but task of enough time target. Wrong selection of aids may lead the wrong concept. It needs preparation and planning.*

Teacher 3 stressed the problem of using visual aids could be the large size of students. Preparing and selecting appropriate visual aids can be a time taking process.

In the similar way, the second last question was intended to find out view of teachers on the use of visual aids. Almost of them, i.e. ninety percent were in favor of using visual aids and further said that teacher should use visual aids as it boost up teacher's confidents to provide exposure, creates interest in the students visual aids should be used by all teachers to develop student's skill.

The last question was asked for some suggestions towards using visual aids. Each and every teacher had written their suggestions. Some major suggestions are listed below.

) Visual aids should be used in the classroom teaching.

- ) Adds newness and draw attention of the students.
- ) It should be made available in every school.
- ) Language teachers should be trained.
- ) Schools should have proper environment to use it, such as appropriate classroom and materials.
- ) It contributes to the professional development of the teacher.

## CHAPTER-FIVE

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Findings

The research was carried out to find out the beliefs of the secondary level English teacher belief on using visual aids. To accomplish my research,

The researcher visited fifteen government and institutional schools and collected required data with the help of two set of questionnaires. The objectives of my study were to find out the beliefs of secondary level English teachers on using visual aids, to identify the challenges faced by those teachers while using visual aids in their classroom and to suggest some pedagogical implication. All above mentioned tables shows that teachers were using visual aids; they face various problems while using them in the classroom and their views on how can visual aids effectively be used. The specific findings of the survey research are listed below:

- ) Eighty percent of the teachers believe that using visual aid is an appropriate technique to teach at secondary level.
- ) Seventy percent of the teachers admitted that using visual aid helps students develop their vocabulary.
- ) More than half percent of teachers i.e. sixty percent said teaching through visual aids reduces teacher's load.
- ) Majority of the teachers i.e. eighty percent believed that visual aids help to reduce monotony in students.
- ) More than ninety percent of the teachers stated that seeing visual aids has an effective role to develop language input.
- ) Half percent of the teachers i.e. fifty percent said that students requested them to teach by using visual aids.
- ) Fifty percent of the teachers accepted that using visual aids is more effective in large class.

- ) Majority of the teachers (ninety percent) held positive belief on using visual aids helps to arouse interest and motivate students.
- ) Seventy percent teachers used visual aids in their classroom.
- ) Sixty percent teachers were provided with favorable environment to use visual aids in their school.
- ) Forty percent teachers admitted that they were provided with sufficient time to manage visual aids.
- ) Almost all the teachers (100%) agreed that using visual aids contributes to the teacher's professional development.
- ) Sixty percent of the teachers confessed that preparing visual aids is difficult task for the teachers.
- ) Majority of the teachers i.e. ninety percent encountered problems while using visual aids.
- ) Majority of the teachers i.e. ninety percent were in the favor of using visual aids.
- ) Thirty percent of the teachers often used visual aids in their classroom.

## **5.2 Conclusions**

On the basis of analysis and interpretation of the data following conclusions are drawn:

It was found that secondary level teacher had positive view in the use visual aids. Eighty percent teachers believed that using visual aid is an appropriate technique to teach at secondary level. As the result of the study indicates teacher's positive view in the use of visual aids; appropriate environment for its use should be created and it should be used regularly in classroom. Time should be managed properly by the teachers as well as institution should also provide enough time to them to use visual aids. It is found that visual aid is easily available only in forty percent of the school. So there should be availability of visual in all the schools and educational institutions.

The findings of the study suggest that using of visual aids as a teaching method stimulates thinking and improves learning environment in the classroom. Effective use of visual aids substitutes monotonous learning environments. Findings suggest that students find visual aids useful and relevant when it has direct relation to the course content. The present research gave insights on teachers' belief and opinions on the use of visual aids. However, it is also important to consider teacher's experiences, failures and success while using visual aids.

Almost all the respondents agreed that using visual aids contributes to teacher professional development. Many schools do not provide sufficient time to the teachers to manage their visual aids. Teachers responded that school authority provided them sufficient time to manage visual aids. Most of the teachers (i.e. eighty percent) said that they encountered problems while using visual aids. Therefore, the school management should co-ordinate with the teacher regarding visual aids management.

### **5.3 Recommendation**

The implications of this research work have been recommended on the basis of findings and conclusions. The main implications of the study can be pinpointed under the following three levels.

#### **5.3.1 Policy Related**

Policy refers to a deliberate system of principles to guide decisions and achieve rational outcomes. It justifies a particular person, institution or nation. Since effective implementation of the policies leads to successful completion of an action, it should be taken into considerations. The main implications at this level are:

- ) It will be effective for the teachers to have ideas on the beliefs of teachers on the use of visual aids.
- ) The university can also utilize the study to find out the beliefs of teachers and visual aids.

- ) It will be effective for the course designers in the sense that how to incorporate the use of visual aids in the course.
- ) The policy can be made to encourage and compulsion of visual aids in the classroom.
- ) The concerned institution and authority should focus on the availability of visual aids in the school.
- ) Necessary materials, innovative tools, visual aids should be provided and periodical teachers training and orientation programs should be conducted.

### **5.3.2 Practice Related**

Teachers should use appropriate visual aids. They use visual aids to enhance students' learning language to develop vocabulary power. Teachers should use visual aids as they reduce their work load. They need to use as visual aids reduce students' monotony and make the classroom more lively and interesting. Teachers should focus on using student centered teaching method. Teachers can involve their students in preparing visual aids for their classroom teaching which can aid in improving language skills of the students. A similar study can be conducted with more students and teachers to have an in-depth understanding of the successful use of visual aids and resources in the EFL classroom.

Teachers should use students centered methods like demonstration, group discussion, project work, visual aids various other teaching aids. Teachers should involve student to make visual aids to improve the language skills of students.

### **5.3.3 Further Research Related**

No work is final and no research is complete itself. Since, very little research has been carried out on the topic of beliefs of secondary level teachers in using visual aids in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this research helps the people to find out the beliefs and practices of teachers on using visual aids. This study helps those who want to carry out the research in the similar topic in the upcoming days.

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**APPENDIX I**  
**Consent Form**

Dear informants,

I would like to invite you to take part as a one of the respondents in my research entitled Secondary Level Teachers' Beliefs on Using Visual Aids: A Survey Research under the supervision of Dr. Gopal Prasad Pandey, Reader and Head of the Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research are to analyze teachers' beliefs and practices on the use of visual aids and to find out the challenges faced by those teachers while using the visual aids. The expected duration of your participation will be one hour. The research tool mainly will be the questionnaire. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it will definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

See you soon,

Researcher

Priyanka Yadav

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- ) There will not be certain risk & discomfort associated with this research.
- ) The information you provide for the purpose of this research is confidential for the responses.
- ) I hope you will not leave yourself at any process at any stage.

Signature.....

Name.....

**Date**.....

## APPENDICES-II

This questionnaire will be a research tool to draw the primary data for research work entitled "**Secondary School Teachers Belief Using Visual Aids**" under the supervision of Dr. *Gopal Prasad Pandey*, Reader and Department Head, Department of English Education, T.U. Kirtipur. Your co-operation in completing of the questionnaire will be a great value to me. I'm interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Priyanka Yadav

Name of the informant:

Name of the School:

Qualification:

Teaching experience:

**Set: A**

**Teacher Beliefs on Using Visual Aids**

Please put a tick (✓) for each statement to give your opinion.

<b>S. N.</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	Using visual aids is an appropriate technique to teach language skills at Secondary level.					
2.	Using visual aids in the classroom helps students to develop their vocabulary.					
3.	Using visual aids enhances students participation in teaching learning process.					
4.	Teaching through visual aids reduces teachers load.					
5.	Visual aids help to reduce monotony in students.					
6.	Teaching through visual aids helps to finish course in time.					
7.	Seeing visual aids has an effective role to develop language input.					
8.	Using visual aids is more effective in large class.					
9.	Students request you to teach by using visual aids.					
10.	Using visual aids helps to arise interest and motivate students.					

**Set B**

**Availability of Visual Aids**

11. How do you teach English at secondary level?

- (i) Using visual aids
- (ii) Explanation method
- (iii) Using both techniques mentioned in (i) and (ii)

12. Visual aids is easily available in your school?

- (i) Yes
- (ii) No

13. How frequently do you use visual aids to teach English language?

- (i) Often
- (ii) Sometimes
- (iii) Rarely
- (iv) Never

14. There is favorable environment for the teacher to use visual aids in your school?

- (i) Yes
- (ii) No

If No, support your answer with some reasons.

.....  
.....  
.....  
.....

15. Teachers are provided with sufficient time to manage their visual aids in your school?

- (i) Yes
- (ii) No

**C. Appropriateness and practices of Visual aids**

16. How appropriate do you think the use of visual aids in Language teaching?

.....  
.....  
.....  
.....

17. To what extent do you think the use of visual aids help to meet the objectives of the course?

.....  
.....  
.....  
.....

18. Do you think, the use of visual aids contributes in teaching learning process is economic in terms of time?

- i) Yes
- ii) No

Support your answer with some reasons.

.....  
.....  
.....  
.....

19. Do you think the use of visual aids help in teaching contributes to the professional development of a teacher?

.....  
.....  
.....  
.....

20. Do you think teaching by using visual aids is a difficult task for teachers?

(i) Yes

(ii) No

Why do you think so?

.....  
.....  
.....  
.....

21. Have you encountered any problems while using visual aids in the classroom?

(i) Yes

(ii) No

If you have encountered mention few of them.

.....  
.....  
.....  
.....

22. Why do you think teachers do not frequently use visual aids in their classroom?

.....  
.....  
.....  
.....

23. Teachers are provided with sufficient time to manage their materials in your school?

(i) Yes

ii) No

24. What should be done for easy application of visual aids in the classroom?

.....  
.....  
.....

25. What is your view on using visual aids in teaching language skills?

.....  
.....  
.....

Thank you for your cooperation.