CHAPTER-ONE

INTRODUCTION

This chapter deals with general background, review of the related literature, objectives of the study and significance of the study.

1.1 General Background

The term 'belief' refers to a perception or attitude towards a particular thing or object. Additionally, it is the psychological state in which an individual holds a proposition or premise to be true. Beliefs not only affect how people behave but also reflect what they perceive. Thus, belief plays an unique role to develop positive attitude towards something.

Understanding one's belief is prerequisite for any decision making tasks. So such studies have great importance in many social and educational settings as belief has a close tie with motivation and success of any programme or activity.

We can also link value of beliefs in language teaching learning process. Accepting new ways of language learning requires a fundamental and sometimes drastic change in the perception of teachers about how languages are learned and taught. Everyone is, to some extent, conditioned by the educational environment they experience. In language learning, beliefs are shaped not only by the educational environment but also by family, societal and cultural values. Therefore, it is important for teachers to recognize their beliefs towards visual aids which help the students in language learning and also to look at the present situations of the use of visual aids by teachers.

1.1.1 What are Beliefs?

We use the word 'belief' in a variety of ways. Beliefs not only affect how people behave but also what they perceive (or pay attention to) in their environment. When people believe something is true, they perceive

information supporting that belief which alters expectations. People perceive what they expect to perceive. Teachers also have their own beliefs towards teaching, learning language and students. Freeman (1993, p. 488) says:

> The study of teachers' beliefs has, in the last 15 years, emerged as a major area of enquiry in the field of language teaching. One strand of this research has focused on the relationship between teachers' beliefs and their classroom practices; more specially, there has been interest in the extent to which teachers' started beliefs correspond with what they do in the classroom, and there is evidence that the two do not always coincide.

Similarly, Hodges (2002) defines, belief as "a moral act for which the believer is to be held responsible." In addition to this, Pajares (1992, p. 307) says:

> Defining beliefs is at best a game of players choice. They travel in disguise and often underlies- attitudes, values, judgments, axioms, opinions, ideology, perceptions, conception, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practices practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature.

To sum up, Pajares (1992 p. 308) says, "Whatever one believes to be true either is true or becomes true in one's mind." These definitions exhibit that beliefs are generalizations about things such as causality or the meaning of specific action. It is also the conceptual systems of attitudes, values, ideology and personal theories of understanding which have formed impressions about themselves and their abilities and about the nature of knowledge, how learning takes place.

Richardson (1996, p. 102) discusses the feature of teachers' beliefs as follows:

i. They are powerfully influenced (positively or negatively) by teachers' own experiences;

ii. They act as a filter through which teachers interpret new information and experience;

iii. They outweigh the effects of teacher education in influencing what teachers do in the classroom;

iv. They can exert a persistent long-term influence on teachers' instruction practices;

v. They are, at the same time, not always reflected in what teacher do in the classroom;

vi. They interact bi-directionally with experience (i.e. beliefs influence practices can also lead to changes in beliefs);

vii. They have a powerful effect on teachers' pedagogical decisions;

viii. They strongly influence what and how teachers learn during language teacher education;

ix. They can be deep-rooted and resistant to change.

1.1.2 Categories of Teachers' Beliefs

The term 'category' refers to the class or division of something. Here, categories of teachers' belief deal with teachers' perceptions towards factors which are related to teaching English. Regarding this Gardner and Miller (1999, pp. 38-40) suggest five categories of the teachers' beliefs which are summarized in the following way:

i. English: Teachers have different beliefs about why their learners should learn English (or any other language). This may be because it is an international language, because it will help the learners get better jobs, or because of the perceived beauty of the literature associated with the language.

ii. Learning: Teachers' belief about how languages are learned affect their approach to the language. These beliefs come from how they were taught, their training and their experiences as teachers.

iii. Teaching: Teachers' beliefs about how they should teach are based not only on their training but also their personalities. Different teachers approach the same teaching situation in different ways because of this.

iv. The program and the curriculum: Some teachers have distinct philosophies about the program and curriculum they are using, others may follow the institutional or government dictates.

v. Language teaching as a profession: Some teachers have a distinct view of their profession as a career with goals and career opportunities. Others may not have such clearly established perceptions of their roles in teaching.

They further suggest that teachers' beliefs are constructed in the following ways:

i. Their own experience as language learners: It deals with the teachers experience as language learner. What the teacher felt when they were learning a language as a language learner.

ii. Experience of what works best: Beliefs are prepared on the basis of what the teacher experience in their teaching and learning activities. It depends on the experience as what the teacher has to do and what is their task.

iii.   Established practice: It refers to the activities that are involved in teaching learning process. It depends on procedure, method, approach that is established through practice in the learning environment.

iv.   Personality factors: It plays an unique role to construct beliefs about language teaching and learning. Personal factor deals with the individual characteristics and behaviour.

v.   Educationally based on research- based principles: Beliefs are constructed on the basis of research based principle which deals with various principles that are educationally based on the learning environment.

vi.   Principles derived from an approach or method: Any approach or method have a strong influence on the learning environment because principles derived from an approach or method assist to construct beliefs and attitudes about teaching and learning which have a powerful effect on teachers' pedagogical decisions.

1.1.3 Significance of Teachers' Beliefs

Regarding the significance of teachers' beliefs, Kagan (1992, p. 65) provides the following points:

i.   Teachers' beliefs influence perception and judgment: While learners' beliefs influence the way they learn, teachers' beliefs are also important as they have a strong influence on the learning environment, perception towards particular things and judgement as well.

ii.   Teachers' beliefs play a role in how information on teaching is translated into classroom practices: Teachers beliefs bring novel ideas and attitudes during the teaching and learning process in the classroom. So, those novel ideas evoke by the teacher on the purpose of teaching and learning can be translated into the classroom activities. Therefore, teachers'

beliefs play a significant role in classroom practices.

iii.   Understanding teachers' belief is essential to improving teaching practices and teacher education programs: Generally, teachers' belief towards something brings some kind of improvement. In such a way, for the improvement of teaching practices and education environment teachers' belief is essential to comprehend it.

In addition to this, teachers' beliefs bring new goals, attitudes and decisions in teaching that influence their teaching experiences and facilitate the learners to alter their beliefs. In this sense, Victori and Lockhart (1995, p. 38) argue that "learners' belief (which they refer to as metacognition) interact with autonomy and language learning." It is therefore, important for teachers to become aware of their own and their learners' beliefs during teaching and learning process. Any innovation in teaching and learning requires a shift in beliefs for both teachers and learners. It can be argued that without sensitizing teachers to their own beliefs, there is no change in teaching and learning process.

1.1.4 Teaching Aids

The term 'teaching aids' suggests, in the first instance, things brought into the classroom like wall charts, slides and films which help the teacher to do his/her job better. 'Audio-visual aids,' 'audio-visual materials', 'audio-visual media', 'visual aids', or 'language teaching aids and materials' all these terms, broadly speaking, mean the same things and have been used interchangeably.

Generally, teaching aids are devices such as charts, drawing, pictures, etc. intended to facilitate learning. An OHP, multimedia projector, films, T.V., video etc. are also teaching aids. We can say that any visual and aural things which can be helpful to the teacher are known as teaching aids. Teaching aids help teachers to do their job better. To be more specific, the definitions of teaching aids and materials given by some eminent scholars can be illustrated as follows:

El-Araby (1974, p.2) says:

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

Similarly, Stevick (1957) opines, "… anything audible or visual which helps your student learns the language more quickly or more accurately…" Likewise, Burton (1963, p. 71) says, "Teaching aids are those sensory objects or images which initiate as stimulate and reinforce learning." Mckown and Roberts (1979 p.10) say, "Teaching aids are supplementary devices by which the teacher through the utilization of more than one sensory channels is able to clarify establish and correlate concepts, interpretations, and appreciations."

These definitions suggest that any materials and machines used to help the teachers teach his/her lessons better can be included under teaching aids. Language teachers can easily arouse the interest of their students and make them express their ideas clearly by making good use of teaching aids. Those aids allow the students to learn quickly and easily.

Teaching materials, which are often said to focus on meaning, help to make the language used in the classroom more realistic and alive. They also change pupils attention, stimulate imagination, facilitate the understanding of the pupils, provide incentive for action and develop ability to listen and other various skills.

Thus, the aids which are deliberately used to increase the learners' knowledge and experience of language learning are teaching aids. These aids give to a real concept to the students about the main goals of teaching. Teaching aids also bring life in the class and assist to create the permissive environment for teaching and learning. It is argued that a good teacher should enter the classroom with teaching aids. He or she should always think that teaching aids

can help to fulfil the objectives of the planned lesson.

Teaching aids can be divided into a number of different ways. Wright (1976, p.1) says that "many media and many styles of visual presentation are useful to the language learner." He further mentions different types of visual materials such as, black boards, white boards, OHP, magnet board, flannel board, plastigraph, flashcards, wall charts, wall poster/wall picture, tops, clocks and games, sentence makers, drama visual materials, realia, epidiascopes, episcopes, slides and filmstrips and language laboratories.

Similarly, El -Araby (1974, p. 10) gives the following types of 'audio-visual materials'.

i.   Aids to Aural comprehension: This category includes materials like the gramophone, the tape –recorder and the language laboratory.

ii.   Aids to speech production: The materials in this group include the following materials:

    a   Two-dimensional aids: The major materials in this group are: bulletin-board displays, demonstration lesson, pronunciation less, chalkboards, flannel board, magnet board, wall pictures, clock-dial and slides, and filmstrips.

    b.   Activity programmes: This category includes field trips, dramatization and language games.

    c.   Recorded materials: The recorded materials include guided conversation, grammar practice, repetition drill, expansion exercise, controlled changes, vocabulary practice and free expression.

iii.   Reading aids: The materials in this group include the following materials:

a. Aids for visual recognition: The major materials in this group are: flash cards, reading cards, reading lab, comic magazines and poster and teacher and student made materials.

b. Mechanical aids for reading: This category includes materials like tachistoscopes, OHP, reading films and epidiascopes.

iv. Writing aids: The major materials in this group are; chalkboard and OHP, motion picture, T.V., radio, newspapers and magazines.

Similarly, Lee and Coppen (1964, p.8) mentioned the following types of materials in oral work, reading and writing.

i. Aids in oral work : This category includes materials like the blackboard and pin-men pictures ,flannel board and plastic board cut-outs , glove puppets , wall-Pictures ,isolated figures , model clocks , coins ,colour slides, sound films/TV and gramophone, radio and tape recorder .

ii. Aids in reading and writing: The major materials in this group are: notices and levels, matching objects, flashcards and calendar.

There is another way of classifying teaching aids. Celce-Murcia (1979) calls them technical and non-technical teaching aids. The former refers to those which involve some kinds of machinery or require electricity whereas the latter refers to those which do not require any machinery or electricity. According to this classification, the materials like OHP, filmstrips, television, tape recorder, etc. come under technical aids whereas flash-cards, whiteboard, pictures, etc. are included under non-technical aids.

Stevick's (1957) definition clearly shows that teaching aids can be of two types- audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, pictures, blackboard, OHP, etc fall under visual aids where as tape recorder, language lab, radio, etc. will come under audio aids. Similarly, Aggarwal (1996, p. 161) divides the teaching aids into the following

ways:

i)   Audio materials: This category includes materials like language, laboratories, radio, sound discrimination system sets, and tape recorder.

ii)   Visual materials: The major materials in this group are: bulletin boards, chalkboards, charts, drawings, exhibits, filmstrips, flashcards, flip books, illustrated book, magnetic boards, maps models, pictures, posters, photographs, silent films and slides.

iii)   Audio-video materials: The major materials in this group are : demonstration, films, printed materials with recorded sound, sound, filmstrips, study trips, study trips and video tapes.

The divisions made by various authors seem somehow similar. Thus, we can say that the teaching aids, generally, are of three types audio, visual and audio-visual materials. The first relate to hearing, second to sight and the third to both hearing and sight.

1.1.5 Visual Aids

Visual aids, in a broad sense, are defined as anything that can be seen, while the language is being spoken or something that people can look at to help them understand, learn, remember etc. In the simplest sense, visual aids mean things brought into the classroom, which are not essential and helpful in teaching. Thus, anything that can be seen e.g. the students, the teacher, bench, desk, chair, window, door, pictures and real things such as bag, coin, handkerchief etc. are visual aids A list of visual aids includes picture, demonstrations, photographs, slides, graphs, charts, display material on bulletin boards, blackboards, models specifies, filmstrips, flannelgraphs, puppet shows, drama, motion pictures, flash cards, and so on, including the classroom situation as a whole.

Byrne (1980, p. 195) says ,"anything which can be seen while the language being spoken may be a visual aids." Similarly, he makes a division between visual materials for 'talking about' and visual materials for 'talking with'.

Heaton (1979) includes teacher, students, blackboard, textbook and classroom as five basic visual aids. Similarly, Corder, (1987 p.32) states:

> The device that the learner can see in the classroom or through the window is potentially a visual aid while teaching English . This applies to the permanent fittings of the classroom such as walls, windows or doors; to its usual furnishings desks, benches, cup-boards, chairs, blackboards and bookselves. For the pupils, the picture is the centre of attention for the teacher; however, it is the language connected with picture making is important. This type of situational teaching is the truest and most effective because the language used is completely and naturally contextualized

Wright (1996, p. 108) argues, "Without a visual material it is very difficult for the teacher to create a situation in which the students want to say something." He means that visual material makes the classroom teaching easy and it also assists the teacher to create effective teaching situation in the classroom.

Similarly, Bowen (1982, p. 11) claims, "visual aids are means to an end but not an end in themselves." He means that visual aids are the supporting materials to make the teaching and learning a language successfully, but to use these materials is not the target. Hence, the teacher can use them in order to achieve the objectives of teaching.

Visual aids may be of projected and non-projected type too. Projected type includes posters, hoarding charts and exhibits, and non-projected type includes teaching aids such as chalkboard; pictures, flashcards, flipbooks, flipcharts, flannel graph etc. These aids help in making the spoken words more clear as the ideas are put across through in more than one of the senses. The feasibility

of different kinds of non-projected visual aids should be well understood before selecting them as an effective teaching tool.

To sum up, when we use visual aids they should be relevant with the objectives of teaching. They should also match with the needs, interests, age and mental and physical state of the learner. For example, simple and single coloured pictures are more useful at early stages where as complex maps and composite pictures can be more useful for the students of intermediate and advanced levels. Similarly, coins may also be used to teach the concept of money or mint and a clock to teach the concept of time. The meaning of some words can be taught only with the help of visual aids not by definition. For example, the words like hill, camera, train, bus can be taught using pictures.

1.1.6 Significance of Visual Aids in Teaching English

The significance of visual aids in language teaching is immense and their presence is indispensable in the classroom. Visual aids have great importance in teaching and learning process. Teaching learning process, without using visual aids will be meaningless. In this sense, El-Araby (1974, p. 21) states "a picture is better than a thousand words."

Similarly, Lee and Coppen (1964, p.1) say that visual and aural aids can be useful/helpful to English teacher in a number of different ways:

i.   Visual aids can brighten up the classroom and bring more varieties and interests into language lesson.

ii.   Visual aids in particular can help to provide the situations which light up the meaning of the utterance used.

iii.   They can help the teacher to improve his own English and to prepare more effective lessons.

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

v.　　They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

According to Wright (1986, p. 46), the significance of teaching aids are as follows:

i.　　They make communicative approach to language learning easier and more natural.

ii.　　They can be used for decorative purposes, for creating variety for making the lesson more interesting.

iii.　　They shorten teaching learning process.

iv.　　The use of visual aids to teach word meaning is obvious.

Similarly, Aggarwal (1987, p.36) mentions the following significances of visual aids:

i.　　They develop a sense of reality and visualness.

ii.　　They develop a sense of objectivity.

iii.　　They provide a kind of convenient and motivating environment.

iv.　　They arouse curiosity among the students.

v.　　They provide opportunity for useful mental experience and imagining, comparing, analyzing and drawing inferences.

vi.　　They provide interest in the study of the subject.

vii.　　They promote functional knowledge.

viii.　　They supplement classroom lessons.

ix.　　They help to teach the four language skills, i.e. listening, speaking, reading and writing and allow the teacher to integrate

these skills constructively.

x. They can dispel the monotony of practice work by creating variety.

1.2 Review of the Related Literature

In the Department of English studies on teaching aids are found specially in terms of their effectiveness, efficacy and awareness. The studies in the area of teaching materials have been reviewed below:

Chapagain (1999) carried out a research entitled "Use of Teaching Materials and its Impact in English Language Learning." The aim of this study was to determine the impact of teaching materials by comparing the students' achievement who are taught using the with those who are taught without using them. The population of the study was all sixth graders of the public schools in Panchthar district. It was found that teaching materials were effective and reliable supplement in teaching English for better learning..They had positive impact in learning the English language .

Acharya (2001) conducted a research entitled "The Effectiveness of Recorded Materials and Live Materials in Teaching Listening: A Comparative Study". The objective of this study was to find out the effectiveness of recorded materials and live materials in teaching listening . It was found that recorded materials are slightly better than the live materials in teaching listening.

Satyal (2003) carried out a research entitled " The Study of the Effectiveness of Visual Aids in Teaching English at the Primary Level". The objective of this study was to find out the effectiveness of visual aids in teaching English at primary level. It was found that the use of visual aids in teaching English at primary level is fruitful and effective. Teaching English with the helps of visual aids is more fruitful rather than without using visual aids in primary level.

Khakurel (2005) has carried out a research entitled "Effectiveness of Matchstick Figure in Teaching Action Verbs of Grade Five". The objective of this study was to find out the effectiveness of matchstik figures in teaching action verbs of grade five.Forty students of grade five from Buddha Shanti Secondary School , Piple -7, Chitwan were selected as the sample population. It was found that teaching action verbs through matchstick figures at grade five is more effective than teaching without using matchstick figures .If the teachers use matchstick figures in teaching action verbs inside the class room, the students can perform better in learning action verbs than those who are not assigned so and using matchstick figures in teaching action verbs has relatively better impact on the whole and the degree of effectiveness in the use of matchstick figure in teaching action verbs in English is very good.

Although a number of studies have been made in order to find out the effectiveness of teaching aids and materials, efficacy and awareness of aids and materials, none of the studies deals with the teachers' belief on visual aids in teaching English at the primary level. Therefore, I carried out this research study to explore teachers' belief on visual aids in teaching English.

1.3 Objectives of the Study

The objectives of the present study were as follows:

  a. To find out the teachers' beliefs on visual aids in teaching English at the primary level.

  b. To suggest some pedagogical implications.

1.4 Significance of the Study

The significance of visual aids in language teaching is immense and their presence is indispensible. Visual aids have a great importance in teaching and learning process. Teaching learning process, without using visual aids will be meaningless. Thus, the findings of the study will be directly useful for the

teachers and students who are teaching and learning English as a foreign language. This will also be useful for the English language teacher trainers, and all concerned people to teaching learning English. So it is hoped that this study will help to popularize the use of available visual aids in English Language teaching in the primary schools too.

1.5 Definition of Specific Terms

The specific terms used in the present study have been defined as follows:

Belief : It is the conceptual systems of attitudes, values, ideology and personal theories of understanding.

Visual aids : It is anything which can be seen while the language being speaker as something that people can look at to help them understand, learn, remember etc.

Teaching materials : All materials which can be used by the teacher at the time of teaching. These materials help teacher to present teaching item easily and the students to learn them effectively.

Realia : Those objects which can be brought into the classroom and used as visual aids for teaching learning purpose.

Perceptions : Perception is an act or faculty of perceiving the things.

CHAPTER-TWO

METHODOLOGY

I had adopted following methodological framework in order to collect required data for the study.

2.1 Sources of Data

Both primary and secondary sources of data were discussed to achieve the objectives of the study.

2.1.1 Primary Sources

The primary sources of this study were the responses of teachers who were teaching English at the primary level in Palpa district.

2.1.2 Secondary Sources

Various books, especially Lee (1964), El-Araby (1974) and Wright (1986) were used as secondary sources of data.

2.2 Sampling Procedure

Sampling procedure is the way of determining the sample from the large heterogeneous study population. For this study, I purposively selected Palpa district as a research field of my study. I selected 60 primary English teachers of Palpa district using fishbowl draw of random sampling procedure.

2.3 Tools for Data Collection

I used a set of questionnaire to gather information. Altogether 25 questions were included in the questionnaire. Among them, 10 were close-ended questions which were to be answered with two alternatives; Yes and No. And other 15 questions were directly related to open-ended responses. I administered these sets of questions to elicit the beliefs and suggestions

towards using visual aids in teaching English.

2.4 Process of Data Collection

To collect the primary data, the following procedures were followed:

i. After preparing research tools, I went to the selected schools and build rapport with the concerned people.

ii I explained the purpose of my study to the English teachers and requested them for the permission to conduct my study.

iii. I distributed the questionnaires to the selected teachers who were teaching at primary level.

2.5 Limitations of the Study

The present study had the following limitations:

i. The study was based on the beliefs of 60 teachers who were teaching at the primary level of Palpa district.

ii. The data were collected using questionnaire as a tool.

iii. The study included only the primary teachers' beliefs.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data. The data collected from the informants have been presented on tables, charts and diagrams. The data collected from close-ended and open-ended questions have been analyzed and interpreted separately. While analyzing the data, the total number of teachers for each response was counted and the total numbers of responses were changed into percentage. If there was more than 50% or above responses, they were considered as positive beliefs. Similarly, the responses below 50% were considered as negative beliefs. The issues addressed by close type responses and their supporting ideas gathered from open-type responses have been analyzed one after another.

3.1 Teachers' Beliefs Towards Teaching Materials

In response to the question 'what is your perceptions towards visual aids in teaching English?', the teachers responded in different ways. I analyzed their responses as 'highly positive', 'positive', 'neutral' and 'don't know' to support their answer to open-ended questions in the following way:

Pie- Chart No. 1

Using Teaching Materials
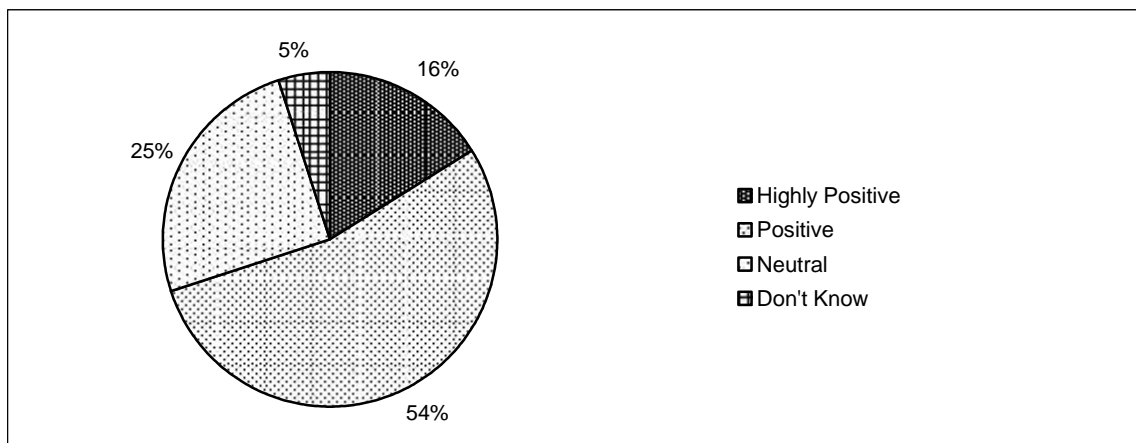
From the above mentioned pie-chart, it is clear that out of 60, 54% teachers answered 'positive' and 25% of them answered as 'neutral.' Similarly, 5% of the teachers expressed their belief as 'don't know' towards visual aids in teaching English. Finally, the remaining 16% of teachers expressed that they were 'highly positive' to use materials in teaching English.

Thus, it indicates that teachers have a positive belief towards visual aids in teaching English at primary level. Moreover, I had also asked the teachers what sorts of teaching materials they have been using. I have analysed their responses in the following way:

Table No. 1

Types of Teaching Materials

S.N	Teaching Materials	Used%	Not Used%
1	Flash Cards	60.21%	39.79%
2	Pictures	70%	30%
3	Posters	51%	49%
4	Photographs	52.31%	47.69%
5	Charts and Drawings	65%	35%

As the above table depicts that out of 60 teachers, 60.21% have positive beliefs towards in using 'flash cards' in teaching English at primary level. And 70% of them have a high belief in using 'pictures'. Likewise, 51% of them have a satisfactory belief in using 'posters'. Similarly, 52.31% of them have a satisfactory belief in using 'Photographs'. And 65% of them have a satisfactory belief towards using 'charts' and 'drawings' in teaching English.

Thus, it indicates that teachers' beliefs towards visual aids in teaching English at primary level is very positive. Among the various teaching materials pictures, charts and drawings were most frequently used materials.

3.2 Teachers' Beliefs on Advantages of Using Teaching Materials

This section is concerned with the analysis of teachers' belief on advantages of using visual aids in teaching English at primary level. This area is related to question number 2 (see Appendix I). The responses of the teachers have been presented in the following table:

Table No. 2

Advantages of Using Teaching Materials

S.N	Responses	No of Teacher	No of Teacher in %
1	Make the teaching and learning convenient	9	15%
2	Help to motivate the students	10	16.66%
3	Promote functional knowledge	8	13.33%
4	Make the process of learning long-lasting	10	16.66%
5	Make learning easy and fast	7	11.66%
6	Provide interest in the study of the subject	11	18.33%
7	Break the monotony of practice work by creating variety	5	8.33%
8	Develop creativity of students	40	66.66%

As the above table depicts that out of 60 teachers, 9 of them (i.e.15%) responded that visual aids make the teaching and learning convenient and 16.66% of them responded that visual aids help to motivate the students. Similarly, 8 teachers (i.e.13.33%) out of 60 viewed that visual aids promote the functional knowledge and 16.66% of teachers that visual aids make the process of learning long lasting. In the same way, 7 teachers (i.e.11.66%)

expressed that visual aids make learning easy and fast and 18.33% of them responded visual aids arouse interest in the study of the subject. Finally, 5 teachers (i.e.8.33%) expressed that visual aids break the monotony by creating variety in classroom activity. And 40 teachers (66.66%) responded 'yes' towards the visual aids in creativity of the students.

It indicates that visual aids in language teaching is immerse and their presence is indispensable. In this sense teaching learning without visual aids seems meaningless. Thus, teachers' beliefs on visual aids have shown a positive attitude in teaching English at primary level.

3.3 Visual Aids for Effective Classes

This section is concerned with the analysis of teachers' beliefs towards the role of visual aids to make classes effective. In this regard, teachers were asked to share ideas on how visual aids are important for effective classes. The following table presents their views:

Table No. 3

Visual Aids for Effective Classes

S.N	Responses	No. of Teachers	No of Teachers in%
1	Yes	45	75%
2	No	8	13.33%
4	Unattempted	7	11.67%
Total		60	100%

As the above table presents the maximum number of teachers i.e., 75% agreed that visual aids make classes effective and support teaching learning process. They opined that without visual materials, it was very difficult for the teachers to create a situation in which the students wanted to speak. Likewise, 13.33% of them disagreed on the role of visual aids to make classes effective. They

22

responded that visual aids slow down teaching i.e., it is more time consuming and it is very difficult to complete course in time. But 13.67% of them did not response anything regarding this matter. It shows that teachers have positive beliefs towards visual aids in teaching English at primary level.

As a whole, we can say that teachers have a positive beliefs towards visual aids in teaching English. They believed that visual aids can brighten up the classroom and bring more varieties and interests into language lesson and also break the monotony by creating variety.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of findings of the study.

4.1 Findings

The major findings of the study have been summarized in the following points:

i. It was found that around 60% of them had a positive belief towards visual aids. And 70% of them used pictures as visual aids. It exhibits that teachers had positive beliefs towards visual aids in teaching English.

ii. It was also found that 18% of teachers believed that visual aids raise interest in language learning. Likewise, 16% of them responded that they help to motivate the students and 15% of them expressed that they make teaching and learning easy.

iii. Likewise, 66.66% of the teachers opined that visual aids develop creativity of the students.

iv. In the same way, 75% of them argued that visual aids make classes effective. It was also found that visual aids make the process of learning long lasting and break the monotony.

As a whole, the teachers have in favor of benefit of using visual aids in teaching English. Due to those benefits, they have shown positive beliefs towards visual aids.

4.2   Recommendations

On the basis of findings the following recommendations have been made for English language teaching.

i.   Visual aids should be used in teaching English at primary level. But use of visual aids should be relevant to the contents and objectives of the lesson. Similarly, they should also be related to the needs, interests and age of the learners.

ii.   The teacher should use different types of visual materials to develop the creativity of the student.

iii.   The teachers should use relevant teaching materials in order to break the monotony of the student and to make lessons effective.

iv.   The teaching method should be student centered. Communicative approach in teaching English should be adopted instead of using grammar translation method. It is because communicative approach promotes use of visual aids.

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APPENDIX I

Questionnaire to the Teachers

Dear Respondent

As a student of Master's Degree in Education with specialization in English language teaching, the researcher is working on a research as a partial fulfillment of Masters Degree in English education under the guidance of **Mr. Prem Bahadur Phyak Teaching Assistant in Department of English, Faculty of Education, Tribhuvan University, Kathmandu.** The title of research is "Teachers belief on visual aids in teaching English at the primary level of Palpa district." You are kindly requested to give your responses through the following questionnaire. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Name of the teacher:

Name of the school:

Qualification:

Experience:

Answer the following questions.

1. What is your belief towards visual aids in teaching English?

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2. What, in your opinion are advantages of visual aids at the primary level?

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3. Do you think all the visual aids are equally important?

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4. What type of visual materials do you use most of the time?

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5. Do you think that visual materials make your presentation effective? Give reasons?

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6. In which textbook did you use teaching materials most of the time?

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7. a) Do you think visual aids is necessary at the primary level in teaching?

   i) Yes   ii) No

  b) Why do you think so? Give reasons.

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8. a) Do you think you can have interested students involvement while using visual aids in language teaching classroom?

   i) Yes   ii) No

  b) Support your answer by giving some reasons.

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9. a) Are you satisfied with the available visual materials at your school?

   i) Yes   ii) No

b) Support your answer by giving some reasons.

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10. Does visual aids help to develop creative aspect of the students? How?

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11. Do you think, presenting the visual aids is toughest job? What is your view on it?

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12. a) Do you think that lack of teaching materials make teaching English difficult?

   i) Yes   ii) No

b) Why do you think so? Support your answer by giving some reasons.

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13. a) Do you use different visual materials such as realia, flashcard, pictures, match stick figures, sentence cards, pocket charts etc. to present the lesson clearly?

   i) Yes   ii) No

b) Why do you think so? Give some reasons.

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14. a) Do you encourage your students to make the different types of visual aids?

   i) Yes   ii) No

b) Why it is necessary or not?

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15. Do you use visual aids in the classroom while teaching?

    i) Yes   ii) No

16. The visual aids you frequently use are

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17. a) Have you ever prepared the visual aids yourself?

    i) Yes   ii) No

  b) Why do you think so? Support your answer by giving some reason.

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18. a) Do you feel using visual aids slows down teaching? i.e. it is more time
        consuming and it is very difficult to complete course in time.

    i) Yes   ii) No

  b) Why do you think so? Support your answer by giving some reasons.

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19. What is your opinion regarding the importance of visual aids in teaching?

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20. a) Do you prefer to use different classroom techniques such as lecturing,
        Pairwork, drama, songs and rhyme while teaching visual aids at primary
        level?

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  b) What type of classroom technique do you use most of the time?

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21. What do you suggest to make teaching classes effective at the primary level?

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22. Do you think girls are more interested in making pictures than boy? Are you agree with this? Give some reasons.

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23. a) Do you think, Visual aids support the teaching and learning?

   i) Yes   ii) No

   b) Why do you think so? Give reasons.

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24. In your opinion, All the visual materials helps the students and teachers can be fruitful or not? Give some reason.

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25. Which problems are you facing to use visual aids?

Thanks for your kind co-operation.   **Arjun Parajuli**