

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language teaching comprises the process of simultaneously imparting four language skills to the learners- listening, speaking, reading and writing. In order to obtain mastery over these four skills of language, English exerts peculiar burden on the side of the learners due to the lack of sound-symbol correlation. Facilitation in the task of learning of all these aspects and motivation in engaging the learners in the suggested activities can only be accelerated by the deliberate and careful handling of teaching aids.

Various research studies, workshops, seminars and a large number of books and articles have unanimously reckoned that teaching of all these aspects in smooth coordination is likely to be grounded on complex harmony between teaching technology and teaching aids; for teaching aids render positive influence upon the learners to catch up with the language bits in the appropriate situation which is otherwise rarely possible.

Teaching aids are the materials applied in teaching and are put to use to attain the expected outcome. Here, in this context, teaching aids and teaching materials are synonymously implied except that teaching materials are also more vaguely implied so as to signify the contents of teaching that are basic and substantial to teaching such as curriculum,

course of study, textbook and other supplementary materials like songs, rhymes and games etc.

### **1.1.1 Historical Background of Teaching Aids**

Classroom teaching has been facing different challenges for ages. Only techniques or approaches are not sufficient to serve this purpose. For this, the teacher needs the support that can be provided by the teaching materials. The history of teaching materials in Nepal started with the publication of 'Thulo Barnamala' a text book prepared for beginners at the time of Dev Shamsheer (one of Rana Prime Ministers). The primary teaching materials then were a few text- books and blackboards. The text-books also were not sufficient.

In the English language teaching based on traditional approach, the importance of teaching materials was hidden behind the curtain. After the implementation of NESP (1971) the method applied in teaching English was changed and the teachers and the specialists started using different support materials to make clear perception of the concerned things in the learners. Support materials make language perceivable in an easy situation. To serve this purpose, it is thought necessary to make all the sensory organs of the learners engaged in learning procedure. The principle of teaching materials must have originated with this purpose (Sharma, 2006, p.1).

### **1.1.2 Role of Teaching Aids in Language Teaching**

Successful foreign language teaching should equip the learner with a need and purpose for using the foreign language. The purpose should go beyond passing examination or pleasing the teacher. It should be felt as a real motive for mastering a new tool that satisfies the learner's own interests. A context should be provided for language practice that is as near as possible to real-life situation.

This is perhaps more applicable in teaching a second language than teaching one's own mother tongue or a subject because motivation is a very significant factor for effective learning. Thus, for creating appropriate context teaching aids generate motivation among the students by involving their senses and make the students understand the lesson taught better. We should create learners own interest so the aids in teaching a second language are well established. Recent advances in applied science have provided foreign language teachers with new opportunities to help their students learn successfully. In order to prepare better for the use of such aids the teacher has to learn a few skills to handle such machines to select and present the materials in a useful way.

Real life situation paves the way of acquiring strength in learning experience. Various research studies have proved that the traditional concept of talk and chalk is the least effective way of teaching. Real life and verbal explanation are two opposite extremes. The closer they are brought together, the more effective the teaching will be. It is primarily

important, therefore, to create situation that is as near as possible to the natural context in which language is used.

Teaching aids in teaching English as a foreign language can hardly be exaggerated. Teaching aids are often said to focus attention on meaning, help to make the language use in the classroom more realistic and alive, stimulate imagination, facilitate understanding, provide incentive for action, develop ability to listen and also develop various skills. Besides it, teaching materials even complement or supplement the teachers.

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

The importance of teaching aids especially in teaching English for primary level is crucial and inevitable in that small children are hardly self-motivated in learning a language other than their mother tongue whereas they are more enthusiastic and anxious to play games, watch TV, travel to a new place, look at pictures and things. Cross (1992) puts,

The personality and enthusiasm of the teacher is probably the most important single factor in enlivening a lesson but the learning process itself should be exciting and enjoyable. We can make it by the frequent change of activity and diversity of materials (p.119).

Persuing a Chinese proverb we could conclude ‘a picture is better than a thousand words.’ The role of teaching aids pervades equally well over all skills and aspects of language teaching and learning such as listening, speaking, reading, writing, vocabulary, grammar and pronunciation as a whole. What role the teaching aids really bear in developing these aspects and skills of teaching and learning are mentioned by Wright (1976, pp. 2, 14, 31, 38, 48) in his book entitled ‘Visual Materials for the Language Teachers’ as follows:

**a. Role of teaching aids in listening activities**

- i) To motivate the Ss to want to find out more by listening.
- ii) To make them feel that what they are listening to relates to real people and a real way of life.
- iii) To provide them with a clue to the meaning of the text in detail.
- iv) To provide them with a clue to the meaning of gist of the text.
- v) To provide them with materials by which they can indicate non-verbally that they have understood.
- vi) To provide them with a graphic analysis of the sound features of the spoken language, for example, by diagrams of intonation patterns.

**b. Role of teaching aids in speaking activities**

- i) To motivate the Ss to want to speak.
- ii) To create context within which their speech will have meaning.

- iii) To provide them with information to use in speech, including objects, actions, events, relationships.
- iv) To provide them with non-verbal cues for manipulation work.
- v) To provide non-verbal prompts to dialogue reproduction or to dialogue invention.

**c. Role of teaching aids in reading activities**

- i) To motivate the Ss to want to read.
- ii) To make them feel that what they are reading and the way they are reading it relates to the way in which written text is used in reallife.
- iii) To provide a clue to the meaning of detail, either introducing them to the meaning for the first time or reminding them of it.
- iv) To provide a clue to the gist of the passage or text, either introducing it to them for the first time or reminding them of a theme previously met.
- v) To provide extra information over and above that given in the text, perhaps to make the general experience more interesting by compensating for the limitation of the language.
- vi) To provide them with material by which they may indicate non-verbally that they have understood.
- vii) To provide them with a symbolic analysis of the relation between written passage and spoken words.

**d. Role of teaching aids in writing activities**

- i) To motivate the students.

- ii) To create a context within which their written text will have meaning.
- iii) To provide the Ss with information to refer to, including objects, actions, events and relationships.
- iv) To provide non-verbal cues for manipulation practice.
- v) To provide non-verbal prompts to written composition.

**e. Role of teaching aids in the teaching of vocabulary**

- i) To draw the attention of Ss towards the words or phrases that are to be presented.
- ii) To clarify the meaning of the words or phrases presenting sensible context.
- iii) To provide non- verbal cues to the use of the given words/phrases meaningfully.
- iv) To assist the Ss to memorize the words/phrases by visualizing the with context.

**f. Role of teaching aids in the teaching of grammar**

- i) To clarify the meaning of a grammatical point for the pupils and to draw their attention to the precise form of the language involved.
- ii) For the diagrammatic analysis of the text.
- iii) In the making of general statement with the given grammatical structure.
- iv) To assist Ss with their practice of the use of grammatical points.

### **1.1.3 Classification of Teaching Aids**

Teaching aids include any materials, programs or machine that can be used to help the teacher present or explain his lesson better. Teaching aids or materials are designed to help the teacher save the time and effort and to arouse interest on the part of the students. Heaton (1979 as cited in Rai 1998, p.39) includes teacher, student, blackboard, textbook and classroom as five basic visual aids. But sometimes, teaching aids are distinguished from teaching materials in that teaching materials are those which have the content of teaching such as curriculum, courses of study, textbook and other supplementary materials like songs, rhymes and games.

Teaching aid is anything audible or visible or both which helps students learn the language more quickly and more accurately. Although teaching aids are indispensable in effective teaching, they are not basic needs for any educational program but secondary or optional ones, Sharma (2004, p. 318).

Teaching aids can be classified variously on the basis of various criteria. Following are some of the ways of classifying teaching aids on the basis of various criteria.

According to the sense used , aids can be named audio (heard) or visual (seen). According to their nature , they can be considered as flat , three dimensional , moving or still. According to how they are shown , aids may be divided into projected (shown to a group) or non projected (used by individual students) in terms of language skills they are used for, aids



may be grouped under listening speaking , reading and writing. The basis of grouping will determine the class of aid named (EL-Araby,1974, p. 1).

There is another way of classifying teaching aids. Those which involve some kind of machinery or require electricity are considered as technical and those that do not require any machinery or electricity are termed as non-technical teaching aids. Following this classification, OHP, film strip, television, tape recorder etc. are included into technical aids whereas pictures, posters, cards, maps, globes etc. are to be categorized as non-technical teaching aids.

Yet, another way of looking at all these teaching aids is how they are used. According to this criterion, they are divided into display devices and aids to be displayed. The first kind refers to the type of device on which visual materials are displayed or shown viz. magnet board, flannel board, plastigraph, OHPs etc. The second kind refers to those which can be seen as well as heard namely pictures, charts magazines, cards (visual), film-strips, TVs, computers (audio and visual) etc.

#### **1.1.4 A Brief Introduction to Teaching Aids**

Many media and many types of teaching aids are useful to the language learners. There is no general rule or criterion to indicate which media and aids are appropriate at any one time. The choice is affected by:

- the age, interest, types of intelligence and experience of the learners;
- the physical circumstances of the classroom or laboratory;
- the cost and convenience of the materials available;
- the teacher's own experience and knowledge (Wright,1976, p.1).

Language teaching is a collective title for a variety of activities undertaken by different people in very different circumstances. There is no single medium ideal for language teaching as is so often claimed. The teaching aids which are normally found in use in the context of Nepal have been serially mentioned in brief below.

**Blackboard/Chalkboard:** Blackboard and chalkboard are synonymously implied in our context. They are supposed to be the most common and inexpensive of the teaching equipments. They are used to present any type of writing such as words, sentences and any type of drawings like pictures, pinmen, diagrams, charts etc. The most burning defect of them is that they make the room dusty and they are immobile or inflexible.

**Whiteboard:** In contrast to blackboard, whiteboard is flexible and has smooth surface on which water based felt tip pens are used and can be erased without making any dust. Some whiteboards have the properties of magnetboard. All whiteboards can be used as screens for projection purposes. The advantage of whiteboard over the blackboard is that it can be carried and has no problem of dust in the room. The rest of the job of whiteboard is the same as that of the blackboard.

**Magnetboard/Flannelboard/ Plastigraph:** All these devices act as supports for the display of pictures, cutout figures or objects. Pieces of magnet are clung on the surface of the magnetboard so as to adhere the things which are to be hung for the display. It is easier and faster to use than flannelboard and plastigraph but is heavier. The flannelboard is cheap but does not give good adhesion and it is slightly more bother for the teacher to adapt any pictures for use. The plastigraph is light and figures adhere well when clean. On the other hand, it is more difficult for the teacher to display any picture he may find because of the need for a smooth plastic surface.

**Overhead projector:** This equipment projects horizontally placed transparencies on to a screen without any darkening of the room. Several transparencies can be placed together to form a single image. The transparencies can be drawn on during projection or pre- prepared objects too can be projected. Despite the expense, overhead projector has become attractive and effective means of teaching. The transparencies can be easily written or drawn on by the teacher while it is in progress. The teacher can easily control what appears on the screen, thus focusing and directing the students' attention.

**Flashcards:** Flashcards have become very common in the recent days. They are made from cardboard paper or found ready-made in different sizes in the market. They are especially useful for showing sounds, letters, words/phrases, sentences and even pictures singly or in succession. They are easy to handle and to store rendering no technical problem. The cards must, of course, be stout enough not to bend and flop.

**Wall-charts/Wall-pictures/Wall-posters:** Wall-charts represent series of pictorial or textual items or both simultaneously. They are used to give the aspects of a topic, for example, 'The Gurung Community'. On one chart the use may be made of photograph, artist's drawing, symbol, graph and text. Wall-pictures represent subjects containing a mass of information displaying complex pictures which are attractive enough for the students to grab what is intended to impart to. 'Wall-posters' is the alternative term for the 'wall-pictures'.

**Realia:** The real objects that are used in teaching are termed as realia. Small children are generally fond of seeing things and playing with them. The course of teaching and learning may smoothly advance when the children are introduced to different new objects and those that are around us. But the sole dependence on realia is absolutely impossible.

**Gloves/Maps:** Maps are assumed as common aids in general but they are not common in case of teaching English since they are only applied in particular situation when it is necessary to teach certain types of items such as teaching about showing or finding direction whereas gloves are used in rather limited situation, for example, teaching about countries, their parts, continents and so on.

**Pictures/ Cutouts/Magazines/ Matchstick figures:** As pictures are vital and cheap means in motivating Ss, almost all text books are occupied with them. The fact that a certain teacher does not use the teaching at all means he uses the pictures at least. Cutouts do not under the common aids but if the teacher desires to use them, they are neither expensive nor

scarce. Cutouts may be extracted from magazines or any other thing like this. Magazines have no less importance in making some lessons illuminating. Matchstick figures are simple drawing in combination of mere lines. Drawing matchstick figures also attracts Ss' attention and helps to clarify the concept of different actions, meaning, and situation to the Ss.

**Models/Puppets:** Models/puppets are the three dimensional visual aids that can be made up of rags, paper, wood or stick, mud and grass or straw as well. These are generally the means of entertainment and can have the function of dolls or toys. Therefore, these are very effective means of language teaching especially for the students of nursery or primary level. Puppets may be teacher made, home made or commercial ones.

**Tape recorder/Radio/Video/Television:** Tape recorder is one of the staple audio aids that are mainly found in use especially for consolidating listening practice of the native tongue; for most of the part of the non-native accent has already been practiced via teacher. Radio has now been a means of imparting information about teaching methods and technology and also for teaching of some specific lessons of different subjects. Likewise, television plays significant role in boosting children' proficiency of language (both mother tongue and second language) through cartoon pictures of which the children are so crazy. The video along with television screen or computer can be an ample support to present various ongoing live activities with the text that is to be taught. As with the demand of the situation, the pictures or the activities on the

screen can be made fast or slowed down or made still to give excitement to the students.

**Computer:** Computer is the most versatile electronic device ever made. Storage and manipulation of data, calculation, internet-global communication, playing games are the most common applications on computer. If habituated, the students can themselves learn at wish on computer. Most expensive of the teaching aids, computer has been familiar only in those schools which are capable of affording it in need. Computer performs as the library when internet is linked.

**Slides and Filmstrips:** Slides are the non-aural but visual aids that can be displayed on the surface of any type of objects where images are projected. The brighter the images look the smoother the surface is. Filmstrips are inserted into the slide- projector and these are visualized to present to the Ss. However, use of such aids in Nepalese schools is still rare due to hazards in preparation and lack of technical knowledge of the Ts.

**Library and Language laboratories:** Library is the source of reference books and also the store of audio-visual aids though it is not better to include it under teaching aids in that it is not directly introduced into the classroom as other teaching aids. The optimum use of library enhances Ss' development of language skills; for it helps to broaden the area of knowledge. Language laboratory on the other hand contains a number of booths each equipped with a tape recorder and ear phones so as to comfort individualized audio teaching. Like slides and filmstrips,

language laboratory also has remained still queer in front of the Ss of the government schools of Nepal.

### **1.1.5 Problems in the Use of Teaching Aids**

Despite the better achievement the teaching aids help to retain in the classroom teaching, we inevitably have to encounter numerous difficulties and complications while using them due to some reasons. It is the shared truth that the better the thing is, the harder it is to put to use. This fact is also applied in teaching aids. Innumerable are the teaching aids that can be used in the class. Teacher's wisdom in making the choice of aids as per the necessity of the lesson determines to what extent the lesson will turn out to be successful. We have seen that there are various kinds of teaching aids. But no matter how good they are their usefulness depends upon how a teacher uses them. Although they are good in themselves, each one of them has their own importance and use and a teacher needs to know how they could be effectively used.

Many teachers still question the use of aids for various reasons. Aids need more time to prepare and present than some overworking teacher can afford. Some manual and artistic skills are needed in handling them. They are usually complicated and expensive. Many teachers are even jealous of some teaching aids. The students respond more readily eagerly to a film or a tape than they do to a teacher's explanation. Poorly prepared teachers may even feel that aids threaten their prestige. The native speaker's pronunciation on a tape or a film may be much better than the teacher's performance. Finally, many teachers are afraid that they will press the

wrong button or turn the wrong knob, thereby exposing themselves to the ridicule of their students.

In developing countries, the use of aids creates additional problems. Good technicians are not always available. Spare parts cannot always be found on the local market. Electric supplies may be occasionally cut off or irregular, sometimes too strong, sometimes too weak. Materials for presentation such as films, tapes or film strips, are not always made for the language program taught. Through research studies, news articles, discussion programs regarding the use of teaching aids, perhaps the most serious problems of all is that teachers are not trained in the proper use of teaching aids.

Most of these problems can be solved by proper planning and adequate information. It will be shown that the use of aids does reinforce learning. Aids make vague ideas clear and bring them within the level of understanding of the students. They present the same ideas in different situations to help students learn. They offer a reality of experience which encourages the students to experiment by themselves. They offer varied experiences that are a welcome change from the routine of language class. If properly used, they save time and effort for both the teachers and learners.

It should always be remembered, however, that aids are to be used only when they can do something the teacher cannot do.



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

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

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

Teaching English has been a challenging profession with regard to its troublesome result. Many researchers as well as the teachers have been studying and discussing the responsible components of the declining of the standard of English. Among many research studies, some of them have been conducted to find out the effectiveness of the use of the teaching materials. But, no research studies have been made on current tendency towards language teaching aids used in primary classes. Almost all articles and written papers concerned with the ELT, unanimously

support the deterioration in the process of teaching English because of the lack of the teaching materials and suggest measures including effective use of the teaching materials. The researcher has got the following information studying the related research studies.

Pant (1975) conducted a research study on “A study on the types and uses of instructional materials in a few selected secondary schools of Bhaktapur district in teaching social studies and the problems faced by the teachers in using them.” She had aimed at finding out the types of instructional material the schools possess and how far they were and recommending possible solution. Though the research study seems imperfect to represent the condition of rural areas, it found that more than fifty percent materials required for teaching social studies were found in most schools there. In a few schools, the teaching materials were not sufficient. Some materials had not been used due to the lack of training in the teachers and also the unscientific classrooms were causing hindrances in using them.

Upadhyaya (1977) made a research entitled “A survey of instruction facilities in primary schools of Pokhara” and assessed the adequacy teaching materials there and suggested the measures to develop them .The research found that essential teaching materials were not used regularly in the classroom teaching . Even the trained teachers were found showing least interest in using teaching materials. It was also found that the so many teaching materials were most common. The teachers were found neglecting to consult the curriculum guide, teachers guide or teaching manual and to prepare lesson plan before entering into the classroom. The

research study also suggested that every school teacher should be provided with curriculum guide and the supervisors also should assist teacher to prepare the teaching materials and to prepare the lesson plan.

Paudyal (1978) conducted a research study entitled “A study of problems faced by secondary school teacher in teaching English in Patan district” aimed at finding out the problems in teaching English. He concluded that effective teaching can’t be achieved without the effective use of teaching materials.

Joshi (1986 as mentioned in Chapagain 1999) in his research entitled “A study on the availability and use of instructional materials in teaching social studies at the lower secondary schools of Surkhet district” found that the teachers seemed so weak to distinguish the types of teaching materials for concerned lesson. It also found that only the usual classroom materials like text-book and chalk-board were not able to use the teaching materials because of the lack of training. Heavy teaching load in the school was another reason for them to be unable to teach effectively using the teaching materials. The necessary teaching materials were not available there and also there was the lack of space to keep the teaching materials safely.

Chapagain (1999) in his research entitled “Use of teaching materials and its impact in the English language learning: A case study” found that teaching aids are effective and reliable supplement in teaching English. They have positive impact in learning the English language. He recommended that the schools should provide necessary teaching

materials for the teachers. There should be the provision of appointing trained teachers and the untrained teachers should be given training and there should be the refreshment training for the old teachers.

Sharma (2006) in her study entitled “Awareness of English language teachers towards implementation of language teaching aids: A case of lower secondary level of Lalitpur district” concluded that almost all head teachers and teachers seemed to be aware about the usefulness of language teaching aids while teaching but implementation aspect was found very poor. Although some of the teachers were found to use pictures, cards, realia, audio tapes (esp. for listening), they were ignorant about using them effectively. After her study she would like to recommend that concerned authorities should manage workshops and seminars and even short- termed teaching aids. She also suggested that school administration and management should sort out source to afford the necessary teaching materials to bring expected result in teaching and learning.

To summarize all these research studies, teaching aids are theoretically highlighted, their importance in language teaching has been greatly emphasized. However, they have been rarely used in practice due to various reasons such as ignorance of teachers, poor economic condition of schools, lack of training to the teachers, heavy burden of teaching to the teachers etc. It is also found the students are habituated to sit still on a bench and listen to the teacher patiently even without moving their heads; for they think better teachers give better lectures. No research studies seemed to be conducted on use of teaching aids in the language teaching

especially for primary level of English classes. Hence to find out the ground reality of teaching aids in the case of primary level with regard to their use or negligence towards them, this research was taken.

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

Nothing so ambitious is aimed to find out from this research study but it will possibly find the secret of present situation partially in the field of using teaching aids. The objectives of study can be listed as:

- a) To find out current tendency towards language teaching aids in the case of primary English teachers.
- b) To list and review the currently used teaching aids.
- c) To recommend some pedagogical implications.

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

The conclusion of this research will turn out to be of ample advantage for those English teachers who genuinely aspire to expose themselves as devoted and sensitive towards achieving better result from academic toil in general. To be concise, typical primary English teachers will certainly find some ways extraordinarily significant for furthering their career up the higher altitude. Furthermore, school administration, subject experts, curriculum designers and school supervisors will also avail abundance of advice, suggestions and information about the teaching aids for teaching English in primary level.

As the finding of this research will help to disclose the fact about whether the primary English teachers tend to apply teaching aids or not along with their actual reasons why they apply them or not at the present state of affairs, it will certainly impart essential information on the use of teaching aids in the case of teaching English at primary level to the concerned bodies in general.

### **1.5 Definition of the Terms Used**

**Language Teaching Aids:** Any things, machines or tools which are used by the teachers while teaching English.

**Primary Level:** The level containing from one to five grades or classes in all government schools of Tanahun district

**English Language Teachers:** The teachers who are teaching English in primary level of Tanahun district.

**Head Teachers:** The head teachers are those teachers who take over the responsibility of administration of the primary levels of schools in Tanahun district.

**Implementation:** Implementation means construction and use of language teaching aids in teaching English.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher has adopted the survey method in this study. Using this method the researcher has collected facts regarding the use of language teaching aids, their importance in teaching and learning, skills and attitudes of the teachers to the construction and use and available language teaching aids in schools by visiting school teachers himself and also by sending the questionnaire to some schools by posting letters. The observations of the classes were done in the same schools which were selected for the study. As this study has tried to deal with the current tendency towards teaching aids for teaching English language in primary level, the sources of data, tools of data collection, process of data collection are specified as follows:

#### **2. 1 Sources of Data**

Since the sole aim of this research was to trace whether the primary English teachers are desirous or negligent about the use of teaching aids, data were collected through the questionnaires provided to the teachers as well as the class observations held to list those aids instantly used by the selected primary English teachers. These primary data were the fundamentals to retain the targeted essential information. Secondary data also were consulted reading the books related to the topic of study and reviewing the literatures composed as the conclusions of researches made on the subjects related to this very topic. Thus, two sorts of sources of data were collected in the course of this study.

### **2.1.1 Primary Source**

The primary source of data included 40 primary school English teachers from 40 different schools of Tanahun district. For the study the schools were selected through the judgmental procedure under non probability sampling so as to ensure that they would represent all public primary schools of Tanahun district.

As the non-probability judgmental sampling leaves the room for researcher to be emancipated to select any of the population at will for gathering the data, he has chosen those figures of population who would stand for all primary English teachers in diverse schools in the mentioned district. They represent all sorts of schools such as economically resourceful or poor ones, those situated at urban area or remote one and the deliberately chosen population represent all those primary English teachers who are desirous or unwilling, well-trained or lay men, laborious or negligent towards the application of the teaching aids.

### **2.1.2 Secondary Source**

The secondary sources of the data were taken from books and theses that are mentioned below:

A Practical Hand of Teaching English by Cross (1974), A Study on the Types and Uses of Instructional Materials and Problems Faced by the Teachers in Using Them by Pant (1975), Visual Materials for the Language Teacher by Right(1979), Problems Faced by Study of



Secondary School Teachers in Teaching English in Patan District by Joshi(1986), Audio Visual Aids for Teaching English by EL-Araby (1992), Survey of Instructional Facilities in Primary School of Pokhara by Upadhyay (1997), English Language and Practice by Rai (1998), English Language Methods and Practices by Sharma (2002), Use of Teaching Materials and its Impact in the English Language Teaching Aids: A Case of Lower Secondary Level of Lalitpur District by Sharma (2006).

## **2.2 Population of the Study**

As the sole aim of this study was to find facts about teaching aids in the present state of affairs through the feelings, concept and teaching activities of the primary English teachers, the total population of the study includes primary school English teachers from different schools of Tanahun district.

## **2.3 Sample Population of the Study**

As this study circled round the periphery of the use of teaching aids in the case of primary level of English classes, 40 primary English teachers were selected through judgmental procedure under non-probability sampling. The population includes all those schools of Tanahun district including economically well off and poor ones, geographically outlying and comfortably situated at urban areas.

## **2.4 Tools for Data Collection**

The study was carried out applying two sorts of tools: questionnaires for the primary English teachers and checklists listing the teaching aids currently used by the teachers. The questionnaires consist of questions to elicit teachers' attitude, their efforts of bringing teaching aids into use, positive or negative encouragement from the school administration, overall outcome of teaching aids and students' interest towards the teaching aids in current use. The checklist was filled up by observing primary English teachers classes. Those aids which were instantly applied by the teachers in the observed classes were noted down with the help of the checklists. Altogether 40 classes of 20 teachers (2 classes held by a single teacher) were observed choosing a teacher from a school.

## **2.5 Process of Data Collection**

The researcher visited all these 40 schools of Tanahun district at the convenient time. The researcher formally informing and requesting the school administration and personally informing the English teacher, requested them to write answers to the given questions as in the appendix I. The researcher, then observed the primary English classes maintained by the same teachers who responded to the questionnaires provided and used the checklist to mark what teaching aids were being used while teaching in the classroom. The aids that were used instantly in the classroom by the teacher were duly ticked in the checklist. In this way the researcher had an encounter with every of the selected 40 school-teachers in turn and followed the tasks of giving questionnaire and observing

classes. Class observation was held in such a way as if it was a real class; for no prior information was given to the teacher about the ongoing class observation anticipating that the teacher would take the class as his regular and usual ones but not artificial or showy the class would be.

## **2.6 Limitation of the Study**

The possible boundary of the study is specified as below:

- a. The study was confined to only 40 schools of Tanahun district.
- b. The population remained within the periphery of 40 schools, consisting 40 primary English teachers in the mentioned district.
- c. The aids in the case of teaching English for primary level were further limited to the present state of affairs.
- d. The findings were based on the data collected through the questionnaire and the checklist.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

A set of questionnaire and a checklist were used to collect and analyze the data to derive the findings. The questionnaire which consisted of 22 questions was dispatched to the primary English teachers seeking their current attitude towards the teaching aids in bringing the expected outcome from classroom teaching, the trend of their present state of affairs in regard of the use of the teaching aids. The checklist included the list of materials possibly to be used in the classrooms by the teachers that were ticked in case the teachers applied them instantly in the class while being observed. What were actually found from the questionnaire and the checklist are respectively presented below.

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

The research study included the questionnaire with altogether 22 questions of both objective and subjective types. There was also the provision of expressing their views along with comments if the teachers intended.

The questionnaire aimed at finding out the teachers' knowledge of language teaching aids, their importance in teaching and learning, skills and attitudes of the teachers to the construction and use and available language teaching aids in schools. Overall questions targeted to trace out the fact about why the teachers use the teaching aids or why they do not use them, trying to seek obvious causes that compel the teachers to do so.

### **a. Responses regarding the use of teaching aids**

The first four questions were directed to the use of language teaching aids. All the teachers (100%) said that they used language teaching aids while teaching in the classroom. Among the respondents, most of (62.5%) used aids frequently and only 27.5% always used the aids and 10% used them rarely. According to their replies, the teachers used blackboard, textbook pictures and matchstick figures in everyday class. Frequently used aids were pictures, word cards, realia etc. The aids that were used sometimes (used very little) were puppets, wall posters, magazines, cassette player etc. They said that they never used TV, computer, slides, OHP etc because most of the schools did not possess them at all and some of them who owned TV and computer also did not bother to carry them to the class. What the teachers responded regarding the use of teaching aids is tabulated with their percentage below.

**Table No. 1**  
**The use of teaching aids in teaching**

Responses	Number of teachers giving the responses	Percentage of teachers
Always	11	27
Frequently	25	62.5
Sometimes	4	10

### **b. Responses regarding the usefulness of teaching aids**

The fifth and sixth questions were about the degree of usefulness of the aids in language teaching. Thirty percent teachers said that the aids were very useful and 70% teachers also agreed that the aids are useful. No teachers were found to say that teaching aids are not useful at all.

### **c. Responses regarding the preparation of teaching aids by the teachers**

Questions 7-11 were targeted to find out about the preparation of aids by the teachers themselves. Majority of the teachers (60%) stated that they frequently prepared the aids and only 40% of them did not prepare the aids themselves because of insufficient money, materials and time. They did not have knowledge about construction of some teaching aids. Majority of the teachers (65%) said that teacher- made teaching aids are necessary in teaching as it saves money, makes the teacher busy and skillful and only 22.5% did not agree with the statement because they were accustomed of using ready made teaching materials available in the market due to the shortage of time for the preparation and skill to construct them. The rest of others said they were not so thoughtful about and they never cared it particularly.

#### **d. Responses regarding whether teaching aids facilitate or delay teaching**

Questions 12-14 were about whether the teaching aids facilitate or slow down teaching. (i.e. it is more time consuming and difficult to finish the course in time while using the aids in classroom teaching ) and the problems faced by the teachers for the use of teaching aids. The teachers (42.5%) stated that teaching aids slow down the teaching because it takes a lot of time to use the aids strategically and the Ss delay much to learn with aids. The others (57.5%) said that teaching aids help to facilitate learning and they make teaching and learning easier as the more they are interested the more they learn and as a result, they proceed forward faster and consequently the lesson runs more quickly. Other forty two percent of the teachers concluded that they are deprived of available materials due to the fact that the school is too poor to manage all the aids for all the classes and nearly the same number of the teachers affirmed a huge number of students in the classroom created problem since a large number of students require a large number of materials and only 14.15% of them blamed the lack of adequate skills and knowledge to cause difficulty in the use of teaching aids while teaching in the classroom because they affirmed that they were more bewildered and hallucinated to use the aids; for they could not move the lesson smoothly and efficiently using the aids.

### **e. Responses regarding the problems in the use of teaching aids**

The fifteenth question dealt with the problems faced by the teachers. In this issue, Eighty percent of the teachers acknowledged that they are laden with teaching burden, they become bewildered at the presence of a large number of students in the class to manage them properly while using the teaching aids and also they revealed that they are devoid of spacious room for safe and comfortable storage. The rest of others accepted the fact that due to the lack of sufficient skills to use and handle the aids, poor financial condition of school and aloofness of school administration all lead to the negligence of the teachers towards the use of the teaching aids. They also wrote that their ignorance about the construction and the effective use of the aids led to their reluctance to abundant use of teaching aids. The problems in the use of teaching aids as indicated by the teachers are tabulated as follows:

**Table no. 2**

#### **Problems in the use of teaching aids**

Responses	Number of teachers giving the responses	Percentage of teachers
Huge number of students	17	42.5
Lack of time at school due to teaching burden	32	80
Lack of technical knowledge	6	15
Lack of materials	17	42.5
Problem of storage	12	30



#### **f. Responses regarding the availability of teaching aids**

The sixteenth and seventeenth questions inquire the availability of aids in schools. Teachers in minority (20%) asserted that there were sufficient aids (simply what teachers want to use) available in schools and 80% said that there were not sufficient aids because of various problems such as poor financial condition of school, negligence of the administration, lack of desire of the related teacher etc.

#### **g. Responses regarding the support of administration in using the aids**

Eighteenth question seeks to find out about the support of the head teachers in the use of teaching aids. The majority of teachers (80%) said that the head teachers encouraged them to use the maximum teaching aids in the classroom teaching if the concerned teacher feels the necessity of them. There were 10% teachers saying that they were discouraged by the head teacher who paid attention to the demand of the teachers with regard to the teaching aids and 10% of the teachers concluded that their head teachers were indifferent towards the teaching aids. A short glimpse at the following table will clarify the fact pertaining to the support of administration in the use of teaching aids in schools.

**Table No. 3**

**Support of administration in the use of teaching aids**

Responses	Number of teachers giving the responses	Percentage of teachers
Encouraging	32	80
Discouraging	4	10
Indifferent	4	10

**h. Responses regarding Ss' interest in using the aids**

The nineteenth question deals with the extent to which the students are interested in learning while using the teaching aids. The inquiry brought the result that almost all teachers favored the reality of having great interest and enthusiasm towards learning when they were exposed to varieties of teaching aid. They disclosed the fact that the Ss progressed far better while using the aids than when the aids were not used.

**i. Responses regarding Ss' assistance in preparation of the aids**

The twentieth and twenty-first questions circled round the help and assistance taken from the students to prepare the aids. Above 55%, less than 60% of the teachers answered that they never take any help from the students to prepare the aids thinking that the Ss have to be busy to do their class work at school and homework at home and the rest of all replied that they sometimes do when students were supposed to be able to do so if the Ss agree to take over the task of preparing the aids when

concerned teacher is too engaged. Surprisingly, only 10% of the teachers said yes while asking if they were trained to construct the teaching aids.

**j. Responses regarding whether Ts use usually available materials**

The twenty-second question (question no. 22) was about whether the teachers use locally available materials or those brought from the market. Eighty percent of them asserted that they use the materials most of which were local ones and rest of others replied most of the materials they used were commercial ones (those bought in the market). The teachers in support of the local aids answered that it was wise to use such aids as much as available because it saves money and helps to consolidate teachers' habit of being self-reliant. Those who were accustomed of using commercial ones opined that they have neither time nor idea to construct the necessary aids.

**k. Responses regarding the types of teaching aids used by the teachers**

The question no. twenty-third and twenty-fourth inquired about the types of aids which the teacher generally used. Majority of the teachers (90%) replied that they preferred to use the locally available aids and the rest of them responded that they were inclined to use the well-prepared aids that are simply found in the market. They also remarked that they did not entirely ignore the locally available materials. Those who preferred the local aids said that it saved money and enriched the skill of the teacher in preparing teaching aids. The other teachers (10%) stated that they desired to use the ready-made aids (those bought in the market) due to the lack of time for preparation.

### **l. Responses regarding availability of time for the preparation of teaching aids**

The twenty-fifth and twenty-sixth questions tried to trace the available time duration when the teachers tend to prepare the teaching materials. This question brought the answer that approximately 90% of them use only the school leisure time which was in fact insufficient for them to construct and prepare the aids necessary for teaching. Merely about 10% of the teachers genuinely desired to spare the time at home for the teaching, thinking that effective and fruitful teaching is the sole aim of their duty since preparation of teaching aids takes comparatively long time if the aim is to construct the more effective teaching aids. Majority of the teachers gave emphasis on the school time thinking that preparing aids at home is quite impossible because of their house-hold work.

### **m. Response regarding the available leisure period for the preparation of the aids**

The twenty-seventh question was given to the teachers to introduce whether the leisure-period time is enough or not for constructing and preparing all the teaching aids that are required. Majority of the teachers (80%) were found to be saying that this time is absolutely inadequate since they have to make preparation of aids for at least five classes per day. A small number of teachers (20%) opined that the time of leisure at school is generally enough if they have the collection of them that were used previously in the same classes to teach the same lessons.

## **n. Open responses**

The last two questions targeted to induce the teachers' views and opinions about the requirement, appropriateness, availability of preparation time, their expectation from the administration and management to overcome the burning problems etc. Most of the teachers (80%) focused on the fact that it was because of the shortage of available time and skills needed for the construction and preparation of the aids, lack of the attention of the administration, safe storage problems, they are unsuccessful to achieve the desired outcome by using the teaching aids despite the shared truth of inevitability of aids in efficient teaching.

### **3.2 Analysis of the Data Obtained from the Class Observation**

**Table No.4**

#### **The teaching aids used by the teachers while in observation**

S.N.	Teaching aids	Number of teachers giving the responses	Percentage of teachers
1	Blackboards	40	100.0
2	Matchstick figures	21	52.5
3	Flash cards	6	15.0
4	Pictures	8	20.0
5	Cutouts	5	12.5
6	Wall posters	4	10.0
7	Realia	5	12.5
8	Others	Not used while in observation	-

To find out whether the common types of language teaching aids are available in the schools or not, the name of the teaching aids used by the teacher while teaching were listed and the researcher himself visited the concerned schools and observed 40 classes taken by different 20 teachers in total to list those materials instantly used by the teachers.

The chalkboards were commonly used in every school. In some schools, they were in a very appalling condition. They were neither cemented nor painted well. In some schools, they were too small to use and they were not hung / put in appropriate position / place. It was very difficult for the students sitting at the back to look at and copy down from the board. So far as the matchstick figures are concerned, 21 (52.5 %) teachers strived to draw the matchstick figures which are generally supposed to be one of the most influential teaching aids especially for the beginners. As far as the flash cards are concerned, they were only applied by the six teachers while in observation although most of forty teachers have replied they use flash cards frequently. The case of pictures was more satisfactory than cutouts and flash cards. Altogether 8 teachers were seen to be using them. Realia were not so neglected as puppets since five of the twenty teachers were found showing realia while teaching whereas not a single teacher entered the class with the puppets.

Though there were tape recorders in almost all secondary schools, they were not in use in many schools. Teachers were neglecting the listening exercises given in the textbook. There were no cassette players available in many primary schools. There was no wiring in every classroom, so it was costly to use batteries. Even some teachers had problems (lack of technical knowledge) to use them. In some schools, the tape recorders

were in store because they did not work and no proper maintenance was done.

In 30% schools, flannel boards have been found but they were not properly used. The flannel boards which were found in use were in fact kindly given by the student teachers, who were for their practicum from different colleges/campuses. Only 20% schools had possessed magnetic boards but they were not used for language teaching. Most schools were found to own wall pictures, posters, wall paintings and quotations in English.

No television was found in any schools nor there halls for watching television and for running listening programs. CDs were not used for language teaching/learning in any schools. Over head projector was still anonymous for the children in the schools which were observed. Many untrained teachers even did not know about OHP and its use.

Though there were some puppets in 50% schools, they were safely stored in the cupboard. In 25% of schools, pocket charts were appallingly hanging in most of the staffrooms. It seemed that they were not used properly in language teaching. Only 40% conscious teachers were observed having used magazine cutouts and cutouts from other resources (pamphlets, posters, advertisements etc.) to teach language and they had a collection of them.

Libraries were found in 20% schools with reading rooms. The numbers of books were very limited. The books in the libraries had been provided from different donors, organizations etc. Therefore, many of them were reference types of books, especially for the teachers. No books,

periodicals, magazines, newspapers, brochures were genuinely suitable for the students. The libraries were for the sake of libraries only. Because of the limited number of books and large number of students, even the books available in the libraries were not sufficiently used at all. In only 20% of the schools that tended to use the teaching aids possessed some students-made teaching aids. In other schools, students were not told to do so. In 80% of the schools using the aids, teacher-made materials were found in use. As the statement given by most of the teachers, they fell behind the adequate use of the teaching aids owing to the economic condition of the schools, insufficient time and resources. Merely ten percent of the schools could provide the facility of computers. However, the computers were used only in the administrative purpose and in the teaching of computer programs. Similarly, the use of CDs was scarce in almost all schools. Despite plenty of materials that are seen in most of schools, they have been hardly used regularly at necessity. The another bitter fact which was found is that some teachers were using some of the teaching aids while teaching but not properly and reasonably so as to enhance maximum participation of the students in learning activities to retain more fruitful achievement.

Some limited number of teaching aids which were found in use while in the class at the time of observation are tabulated below to grasp them easily at a short glimpse.



## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The staple findings of this study which are grounded on the current state of affairs with regard to the use of teaching aids are summarized below. Also some recommendations and suggestions that are perceived by the researcher are made on the basis of the findings.

#### **4.1 Findings**

Since the aim of this study is chiefly centered around the use of teaching aids in the case of primary English teachers of Tanahun district, the findings on the teacher's point of view about the teaching aids along with their present state of affairs with regard to the use of aids have been jot down as follows:

- a. Almost all the English teachers who were in fact inquired agreed that teaching materials are undoubtedly essentials for second language teaching. However, they at the same time reckoned the bitter fact that they are far behind in the implementation of those materials in class room teaching.
- b. Despite their commitment and keen interest to implement the language teaching aids especially in class-room teaching, they have to step backwards due to some undesirable and unwanted circumstances that prevailed in school and also in the class-room environment which are actually devoid of the way of solution on behalf of the teachers.

- c. Most of the primary English teachers blamed inadequacy of time and economic source to be the poignant factors in arising problems in the use of the teaching aids. Others indicated the weakness of school administration and management who in fact neglected teachers' needs and demands that the teachers had been raising since long.
- d. A few teachers affirmed that they had been so unaware and ignorant about availing the use of teaching aids while teaching seeking new ways of solution of the problem of money and time.
- e. Some teachers even pointed their lack of training, technical knowledge and idea to the use of teaching aids.
- f. Only a few teachers did not humiliate to devaluate the importance of teaching aids saying that aids hallucinate the students, delay the pace of lesson, and quite impossible to maintain due to the high expense.
- g. Despite the commonly found teaching aids like blackboard and some other teaching aids such as pictures, cards etc. which were often used, the concerned teachers were not so much aware about the right size, well maintenance and putting them in the right and appropriate place.
- h. The flannel boards, magnetic boards and pocket charts are hung on the wall laden with dust just in the staff rooms in some of the schools but the English teachers seemed to forget them for ever, for they were not seen in any of the observed classes.
- i. Tape recorders are found in almost all secondary and higher secondary schools but their use especially for listening practices in primary classes are found appalling because the English teachers have not been using them with proper attention and caution so as to strengthen the students' listening skills. Nevertheless, the primary

English teachers are devoid of the concept that using tape recorders is inevitably necessary for the sole development of their listening and partially speaking ability. It is also found that some of the primary English teachers lack sufficient knowledge to use the tape recorders effectively for enhancing their listening efficiency.

- j. The teachers in some schools also complained that their school administration does not care much when they the teachers instantly demand the necessary teaching aids.
- k. The study also showed that using television to teach language in the primary level is still a dream for many of the English teachers in most schools due to the lack of electricity and poor economic condition.
- l. As far as the OHP is concerned not a single teacher is found to have any opportunity to use it for teaching whereas the importance of OHP is growing day by day in this 21<sup>st</sup> century.
- m. Although the use of flash cards and puppets is most common in theory, the majority of English teachers are found to neglect them in real classrooms.
- n. The most satisfactory case of this study is that 90 percent of the primary English teachers were seen to be drawing the matchstick figures while in the classrooms when necessary.
- o. The less satisfactory case than the matchstick figures appeared in using pictures, posters and easily found realia when 50% of the observed teachers are found using these aids instantly.
- p. It is not surprising that the primary English teachers rarely use the magazine cutouts because there is no access of magazines and newspapers in almost all schools that were visited.

- q. Separate and well-installed libraries have been seen in only a few well-off schools. Most of the schools in Tanahun district do not possess well established libraries due to their financial situation.
- r. Computers are not used to teach language and no connection of internet and no appropriate CDs about language teaching and learning are found in almost all schools though there is the facility of computer and telephone in some schools.
- s. It is found that there are still some English teachers who indiscriminately take their classes without any preparation of the teaching aids assuming that making teaching aids and using them is entirely infeasible; for they have obtained no training, nor they have any technical idea. Unfortunately, those who sincerely desire to maintain maximum use of teaching aids to retain positive outcome in teaching grumble that they never meet with the sufficient time for the preparation of teaching aids nor they can afford for them because of the poverty of school.
- t. Though some of the head teachers are aware and familiar about the value of teaching aids and show readiness and commitment to provide the necessary aids to the teachers who demand them but the teachers themselves are negligent towards using them because they abide by their laziness or they are indulged in chatting with staff while in leisure at school.

## 4.2 Recommendations

Tanahun district lies in one of the hilly regions of the country. Most parts of the district are outlying and far from the motorable road. Among the 40 schools selected for the research 37 are outside the urban areas. Therefore, availability of all of the teaching aids in these schools is impossible and out of our common sense. Suggestions and recommendations in the field of using aids while teaching which will be certainly valuable for the English teachers, school supervisors and experts are put down as follows:

- a. Generally analyzing the finding of the study, the use of teaching aids in Tanahun district is found appalling. One of the most serious cases is that those teachers who intend to introduce the aids into the classes say that they have no sufficient time for the preparation of the teaching aids and also the school administration cannot manage all the materials they need. In this case the school administration seems to be negligent and it is highly suggested that the school administration along with the management should make effort to manage and provide the teaching aids which are simply required.
- b. The other problem seems to be that although the school administration is fully committed to manage any thing for exulting the educational status of any of the subjects, the concerned teachers do not seem to be alert towards raising the quality of their teaching by using the teaching aids efficiently. In such a case the administration should leave no stone unturned to encourage the teachers to be more enthusiastic to promote facilitation in learning

activities of the Ss by implementing the aids as wittily as the situation demands.

- c. Those schools whose financial condition is pitiable is advised that the teachers should use drawings, matchstick figures, realia and other locally available teaching materials. Any school administration should be positive towards the attempt of optimum use of the teaching aids for enlivening classes to acquire better achievement.
- d. In most schools, libraries are found in very miserable condition- lack of sufficient books, inappropriate management of libraries and lack of proper environment in the library room. There should be proper maintenance of the available books and materials, journals, periodicals, computers, CDs etc. so that the Ts and Ss can use those documents as references regularly while teaching and learning language.
- e. Tape recorders, computers and television are the vital means to teach and learn language effectively; therefore the focus should be given to the maximum use of those aids that are already present in schools. Since the research found out that some teachers are complaining of the shortage of time for the preparation of the teaching aids, the school administration should provide them with at least some leisure periods in a week for the preparation or for the construction of teaching aids.
- f. The District Education Office should administer district level and regional level seminars and workshops on the use and impact of teaching aids in English language teaching and also there should be the provision of transparent monitoring mechanism for the implementation of the workshops and seminars.

- g. National Centre for Educational Development (NCED) is responsible for providing training to the teachers in school; therefore it should effectively launch teacher training programs focusing on the construction and the use of language teaching aids. This will undoubtedly prompt the ignorant teachers to put the teaching aids to use while teaching.
- h. The school should introduce and manage various other supplementary teaching aids in English. Computers should not be only applied for only administration, accounting and reference purposes in the libraries but also as teaching aids in the classrooms.
- i. To solve the problem of huge class, the school ought to be too sensitive towards it and make necessary effort to bring proper solution of the classroom management either by dividing the class or providing adequate teaching aids as demanded as per the situation.

If the above mentioned recommendations are taken for granted by all the primary English teachers and the concerned bodies, the language teaching will turn out to attend more fruitful and successful results to meet the entire objectives of the teaching.

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## APPENDIX I

### QUESTIONNAIRE ADDRESSED TO THE PRIMARY ENGLISH TEACHERS

Dear Sir\Madam,

I am conducting a research work on the current tendency towards language teaching aids in the case of primary level of English teachers. I hereby humbly request you to answer as genuinely as you can, feeling free and comfortable. None of your responses will tend to disclose your privacy since this ongoing research study is strictly for academic use.

Teacher's name (optional):

School:

Address:

#### Questions

1. Do you use teaching aids in the classroom?

a) Yes

b) No

2. Why?

.....  
.....

3. If you use , how often ?

a) Always

b) Frequently

c) Rarely

4. The teaching aids you frequently use are

.....  
.....

5. Your opinion regarding the teaching aids in teaching

a) Very useful

b) Useful

c) Not useful



16. Are teaching aids available in your classroom?

a) Yes

b) No

17. Why?

.....  
.....

18. The headteacher's support in the use of teaching aids:

a) Encouraging

b) Discouraging

c) Indifferent

19. Do you find the students interested in using the teaching aids?

a) Yes

b) No

20. Do you take any help from students to prepare the teaching aids ?

a) Yes

b) No

21. Why?

.....  
.....

22. Have you taken any training on teaching aids ?

a) Yes

b) No

23. What types of aids do you use more ?

a) Locally available

b) Those bought in the market

24. Why?

.....  
.....

25. What time do you prepare the aids?

a) In leisure of school time

b) At home

26. Why?

.....  
.....

27. If you prepare the aids in the leisure period, is this time enough ?  
why?

.....  
.....

28. What do you expect from administration and management regarding  
teaching aids?

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

29. Your view about the use of the teaching aids:

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

## APPENDIX II

### A CHECKLIST OF TEACHING AIDS

School:

Address:

Teacher's name:

Names of teaching aids

- |                                 |   |   |
|---------------------------------|---|---|
| 1. Chalk board                  | [ | ] |
| 2. Pictures/Matchstick figures  | [ | ] |
| 3. Posters                      | [ | ] |
| 4. Wall pictures/Charts         | [ | ] |
| 6. Gloves/Maps                  | [ | ] |
| 7. Magazine cutouts             | [ | ] |
| 8. Flannel board\Magnetic board | [ | ] |
| 9. Pocket chart                 | [ | ] |
| 10. Wall painting               | [ | ] |
| 11. Realia                      | [ | ] |
| 12. Puppets/Models              | [ | ] |
| 13. Tape recorder               | [ | ] |
| 14. Television                  | [ | ] |
| 15. Video player                | [ | ] |
| 16. Overhead projector          | [ | ] |
| 17. Multi media\ computer       | [ | ] |
| 18. Ts made teaching aids       | [ | ] |
| 19. Ss made teaching aids       | [ | ] |
| 20. Others .....                | [ | ] |

### APPENDIX III

## TEACHERS' RESPONSES TOWARDS THE QUESTIONNAIRE

### Use of teaching aids while teaching

Responses	Number of teachers	Percentage of the teachers
Yes	40	100
No	-	-

### If yes, how often?

Responses	Number of teachers	Percentage of the teachers
Always	11	27
Frequently	25	62.5
Rarely	4	10

### Usefulness of teaching aids

Responses	Number of teachers	Percentage of the teachers
Very useful	12	30
Useful	28	70
Not useful	-	-

### **Preparation of teaching aids by teachers**

Responses	Number of teachers	Percentage of the teachers
Yes	24	60
No	16	40

### **Necessity of teacher-made teaching aids**

Responses	Number of teachers	Percentage of the teachers
Necessary	26	65
Not necessary	5	12.5
Indifferent	9	22.5

### **Teaching aids slow down teaching**

Responses	Number of teachers	Percentage of the teachers
Yes	17	42.5
No	23	57.5

### **Problem faced while using teaching aids**

Responses	Number of teachers	Percentage of the teachers
Huge number of students	17	42.5
Lack of technical knowledge	6	15
Lack of materials	17	42.5



### **Availability of teaching aids in schools**

Responses	Number of teachers	Percentage of the teachers
Sufficient	8	20
Not sufficient	32	80

### **Support of administration in the use of teaching aids**

Responses	Number of teachers	Percentage of the teachers
Encouraging	32	80
Discouraging	4	10
Indifferent	4	10

### **Types of teaching aids used by the teachers**

Responses	Number of teachers	Percentage of the teachers
Locally available aids	31	78.5
Ready-made (Commercial) aids	9	21.5

### **The availability of time for the preparation of teaching aids**

Responses	Number of teachers	Percentage of the teachers
Yes	8	20
No	32	80

## **APPENDIX IV**

### **SELECTED SCHOOLS FOR THE STUDY**

1. Shree Parvati Secondary School, Kota
2. Shree Kalika Secondary School, Devghat
3. Shree Bajrayogini Primary School, Devghat
4. Shree Rastiya Primary School, Devghat
5. Shree Ganesh Primary School, Kota
6. Shree Debeswari Primary School, Devghat
7. Shree Siddha Primary School, Devghat
8. Shree Janasakti Primary School, Devghat
9. Shree Mukundeswari Primary, Devghat
10. Shree Mahadev Primary School, Devghat
11. Shree Siddha Mahakali Primary School, Devghat
12. Shree Janajyoti Primary School, Devghat
13. Shree Mahakali Primary School, Kota
14. Shree Krisnagandaki Primary School, Kota
15. Shree Bhagawati Primary School, Kota
16. Shree Adarsa Secondary School, Baidi
17. Shree Shanti Lower Secondary School, Baidi
18. Shree Shanker Primary School, Chhipchhipe
19. Shree Balkesh Lower Secondary School, Chhipchhipe
20. Shree Gorkhakalika Primary School, Chhipchhipe
21. Shree Shivasundar Primary School, Virkot
22. Shree Janasakti Primary School, Virkot
23. Shree Balbikash Secondary School, Virkot
24. Shree Sahidganga Secondary School, Kahun

25. Shree Deepak Primary School, Kahun
26. Shree Chandi Primary School, Kahun
27. Shree Udaya Primary School, Deurali
28. Shree Chandidevi Primary School, Deurali
29. Kanyadevi Lower Secondary School, Deurali
30. Shree Ramsaha Higher Secondary School, Anbu Khairani
31. Shree Ankala Primary School, Anbu Khairani
32. Shree Nirmal Primary School, Anbu Khairani
33. Shree Pabitra Secondary School, Bandipur
34. Shree Jaldevi Primary School, Bandipur
35. Shree Kalika Primary School, Bandipur
36. Shree Nirmal Higher Secondary School, Damaui
37. Shree Satyabati Higher Secondary School, Damauli
38. Shree Bedbyas Secondary School, Damauli
39. Shree Barahi Secondary School, Ghasikuwa
40. Shree Deurali Primary School, Ghasikuwa