USE OF VISUAL MATERIALS IN ENGLISH TEACHING AND LEARNING AT SECONDARY LEVEL

A Thesis submitted to the Department of English Education in the Partial Fulfillment of the Master of Education in English

Submitted By

Isha Shrestha

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2019

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DECLARATION

I hereby declare to the best of knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any university.

Date: 21/12/2019

_____

Isha Shrestha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Isha Shrestha** has prepared the thesis entitled **Use of Visual Materials in English Language Teaching at the Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 22/12/2019

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DEDICATION

Dedicated

To my parents

ACKNOWLEDGEMENTS

ABSTRACT

The present research entitled **Use of Visual Materials in English Teaching and Learning at Secondary Level** aims at finding out the uses of visual materials in English language teaching and learning process at secondary level and finding out the perceptions and practices of teachers and students regarding the use of visual materials in English language teaching. In order to do so, the researcher collected the data from secondary English teachers and secondary students (9 and 10) of Kathmandu district. Only eight secondary English teachers, forty secondary students were selected. The researcher collected the data by distributing the closed ended questionnaire to the respondents, took interview to respondents and classes were observed using checklist. It was found that both the teachers and the students showed favorable attitude towards the use of visual materials agreeing that it facilitated language teaching and learning in various ways. Both students and teachers perceived visual materials as positive and important. The use of visual aids provides the learner extended language exposure to the learners for better ideas in the target language culture.

The thesis consists of five chapters. Chapter one deals with background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key terms. Chapter two deals with review of related theoretical literature, concept and importance of visual materials, types of visual materials, uses of visual materials, existing policies on the provision of visual aid in Nepal, practices of visual materials, advantages of visual materials, disadvantages of visual materials, review of related/ empirical literature, implication of the review for the study, conceptual framework. Chapter three includes research design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data collection procedures, ethical considerations. Chapter four includes analysis and interpretation of result, analysis of the data derived from the objectives questionnaire to the students, perception of students regarding visual materials, uses of visual materials in the

classroom, practices of visual materials in the classroom, motivation through visual materials, advantages of visual materials, disadvantages of visual materials, analysis of class observation, chapter Summary. Chapter five includes findings, conclusion, recommendation, policy related, practice related, further research related issues.

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CHAPTER-ONE
INTRODUCTION

This introduction part of the study entitled 'Use of Visual Materials in English Teaching and Learning at Secondary Level' includes background of the study, statement of the problem, objective of the study, research question , significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

Teaching materials are generally defined as any materials that can be used in the classroom to facilitate learning. Teaching aids are teaching devices, such as charts, graphs, diagrams, table, picture, etc. They are used to enhance and promote teaching learning possess. It is supplement to teaching and learning. According to Araby (1974, p.2).

> Teaching aids 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 lively and more interesting for the teacher and the students. Teaching aids make the class lively and more interesting for the teacher and the students in a certain period of time. There is no more effort in the part of both teacher and students in both teaching and learning.

Teaching and learning are the important elements in education. The teachers use different approaches and substantial to teach their students and their active learning. With the passage of time, altered methods and techniques are entered in the field of education and teachers use different kind of materials to make effective learning. Visual materials arouse the interest of learners and help the

teachers to explain the concepts easily. Visual aids are those instructional materials which are used in the classroom to encourage students learning process.

Visual materials are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual materials are the best tool for making teaching effective and the best dissemination of knowledge. Research of Cuban (2001) indicated the psychology of visual aids as under, 1% of what is learned is from the sense of taste, 1.5% of what is learned is from the sense of touch, 3.5% of what is learned is from the logic of smell, 11% of what is educated is from the logic of hearing and 83% of what is learned is from the sense of sight. Also people generally remember, 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they SAY as they do a thing. So, there is no doubt that technical devices have greater impact and dynamic informative system in classroom.

Nowadays, teachers can find many strategies to teach like, audio method, video methods and materials too. Which makes our way of teaching easier and effective. Visual materials are one of the powerful materials while teaching language in the classroom. Visual materials are tools that help to make an issue or lesson clear or easy to understand. For e.g pictures, charts, maps, videos, models, actual objects, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these black board and chalk are the commonest ones.

Visuals materials are powerful tools that can be used to assist the teachers in teaching a foreign language. That can be used to display complex information clearly and introduce variety into the activities in class. Specialist as well as teacher agrees on the important role of visuals that can significantly enhance the learning of students that belong to a generation familiar with the visual interface of multimedia and internet technologies. Visual materials make

teaching activities interesting and remain longer what they have learnt, which makes teaching effectiveness. As we can see in traditional way of teaching, we can find visual materials tools like blackboard, chalk in which teachers shows things by writing, drawing, textbook, charts, different kind of boards etc. which make effective teaching in past. We also find these materials are using in present time but it gets less effective now. Because today's visual materials are like power point, video, T.V, projector etc. which make learning easy and understandable. Visuals materials make teaching effective. It helps students to focus on study with enjoyment, which create learning environment and interesting on subject matter.

Visuals have been important components in ELT language classes over the years. To be exact, the use of visual materials for presenting, training, and teaching language has been around since the 1920s-1930s.Consisting mainly of film, strips, pictures, slides and pass around objects. They have been considered useful tools for teachers in almost every trend of Second language teaching. Such was an impact of visual materials that several schools, colleges and universities have even created catalogues of visual materials that trace the history of using visual literacy and visual education.

1.2 Statement of Problems

Visuals materials have been important teaching facilities that are essential in teaching, they facilitate in study, in teaching and learning and to give a theme easily. Visual materials provide the chance to learn visually and effectively. While teaching with visual materials, students are found in self effort to identify it, recognize its functions and tried to have its interpretation and understands its use.

Generally, it is agreed that visual materials assist in the learning process and students find it easy to grasp the materials in classroom. Although lots of benefits of using Visual Materials in our country, Visual materials are not used properly. Many parts of Nepalese schools followed lecturing method without

using any Visual Materials. Many schools only use board and marker and chalk as materials in this 21st century. However, use or non-use of visual materials is not only problem in secondary level in Nepal; materials shortage, economy, motivational inadequacy and poor learning environment, hard to assess to visual aids are some of the problems. Besides this teachers are also not interested with using Visual Materials. They followed lecturing method and hesitate to use technology. So, this study focused on how visual materials are effective while teaching English language at secondary level, important of using it and the reaction of students on it.

1.3 Objectives of the Study

The objectives of the present study had the following objectives:

- To explore the uses of visual materials in English language teaching classrooms at secondary level.
- To analyze the perceptions and practices of teachers and students regarding the use of visual materials in English language teaching.

1.4 Research Questions

This research focused on the following questions:

- What are the views of teachers and students about using visual materials in English class?
- How can the use of visual materials enhance English language teaching and learning at secondary level?
- What are the types of visual materials used at secondary schools and to what extent are they effective in students learning outcomes?
- What are the challenges of using visual materials at secondary level?

1.5 Significance of the Study

Visual materials are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support teacher to make learning more actual, active, motivating, encouraging, significant and glowing. Following are the significances of my research every individual has the tendency to forget. Proper use of visual materials helps to retain more concepts permanently. Students can study well when they are inspired properly through different visual materials. It grows the accurate image when the students see and hear properly. It provides complete example for conceptual thinking. It creates the environment of interest for the students. It helps to increase the vocabulary of the students. It helps teacher to get sometime and make learning permanent. It provides direct experience to the students.

This study shows the effectiveness of visual materials as important tools in enhancing student's attention in learning English language. Not only for the learners for teachers also it is important. It is believed that visual materials play vital role in English language teaching and learning process. Learning process without teaching materials will be meaningless. So, this study is trying to find out the uses, practices and perception of Visual Materials in English Language Teaching and Learning at Secondary Level. The study hopes that findings of this research will be beneficial for all the concerned people who are directly and indirectly involved in the field of teaching and learning English language in the sense that it will provide them with some ideas about the impacts of visual materials towards English language teaching at secondary level. This study will be a future guidance for the English language teachers regarding the issue.

1.6 Delimitation of the Study

The study delimited to the following areas;

- The study was limited to academic aspect of uses, perceptions and practice etc. of visual materials.
- The research was limited to secondary level. Secondary level classes in this study include 9 and 10 classes.
- The research was limited to use of Visual Materials in English Language Teaching at secondary level.
- The study was carried out on the context of Nepalese society.
- This research was limited to private schools of Kathmandu district.

1.7 Operational Definition of Key Terms

It is needed to define the specific words that we use in our research. I have used some key terms in my research proposal. The working meanings of the key terms are given below:

Visual Materials : In my study, visual materials refer to the tools that can be used in the classroom for English language teaching and that tools can be seen our eyes. Collins English Dictionaries states, devices, such as films, slides, models, and blackboards, that display in visual form material to be understood or remembered is visual materials. So Visual Materials means tools that used for convey the content in meaningful way and in my study it is used for to convey the meaning of subject matter in easiest way.

ELT : In my research ELT stands for English Language Teaching.

Types of Visual   : T.v, OHP, Slides, Whiteboard, Cassette, Pictures etc.
Materials

Perception   : The way in which something is regarded, understood, or interpreted.

Practice   : The actual application or use of an idea, belief, or method, as opposed to theories relating to it.

Secondary Level : Basically in Nepal secondary level included 9 to 12 classes. But in my study It stands for 9 to 10 classes only.

CHAPTER-TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents the existing literature and research related to the present study for finding out what have been already studied and helpful to the present study. This review of theoretical literature, theoretical/conceptual framework and implication of the review of the research has been included in the chapter.

2.1 Review of Related Theoretical Literature

This sub heading discusses the theoretical aspects related to Effectiveness of Visual Materials in English language teaching at the secondary level. The discussion started with concept and importance of visual materials, types of visual materials, uses of visual materials, existing policies on the provision of visual materials, advantages and disadvantages of visual materials respectively.

2.1.1 Concept and importance of visual materials

Learning is a complex process. It can be defined as a change in disposition; a relatively permanent change in behavior over time and this is brought about partly by knowledge. Learning can happen as an outcome of afresh attained skills, principles, perception, knowledge, facts, and new information at hand (Adeyanju, 1997). Learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process. Visual materials are those helping aids that help to make point or enhance a presentation. These are the materials to clear ones thought. Teaching is hard and risky things. It has many responsibilities. We have to make clear to learners through our ideas, skill. And this can be effective by using visual aids because it makes them to learn easily, clearly. They can remember the thing for a long time. There is famous Chinese proverb "one sighted is worth, a hundred words" it is fact that we take knowledge through our intellects. There is another maxim that" if we hear we

forget, if we see we remember, and if we do something we know it" so it means that use of visual aids make teaching learning process more effective. Besides this these aids saves teachers time and make them up to date.

Nowadays one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual input, through different technological devices. We can't imagine teaching process without visual aids. Clark and Lyons (2004), states that the "visual impact of images has been proved to be superior to the one of text, and that is why visual aids result to be very effective to help students in memorizing new vocabulary and structures". Using visual aids such as pictures, graphic organizers, charts, video, and computers can help students easily understand and realize the main points they have learnt at the lesson. If teachers use visual materials regularly, students will expect to learn the next language topic by using visual materials because each visual aid for them is an interesting learning tool. Apart from being an excellent tool to improve the language acquisition, the use of visual in the classroom provides a more meaningful content for the students. Visual materials arouse the interest of learners and help the teachers to explain the concepts easily. Visual materials are those instructional aids which are used in the classroom to encourage teaching learning process. As Singh (2005) defines, "Any device which by sight and sound increase the individual s' practice, outside that attained through read labeled as an audio visual aids". Visual materials are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps etc called instructional aids. Rather (2004), 'Visual aids are effective tool that invest the past with an air of actuality.' Visual materials distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. They demand to the mind through the visual auditory senses. When Teachers use visual aids as teaching aid, it is one of the aspects which root participation of students in the lesson because when students look at visual

model or aid, it is measured as a kind of contribution. Also the uses of visual materials encourage the body movement and it may strengthen the control. All these factors lead students to become more participative and communicative members of the class group. Besides it some other important are:-These materials allow students to have a chance to brainstorm and present their ideas or thought. They can participate in group work. It helps teachers as well by decreasing load of textbook. These materials can create excitement. It adds interest in presentation.

2.1.2 Types of visual materials

We can find many types of visual materials that represent the categorization based on subject matter and purpose in the case of English Language Teaching. Establishment of teaching, at that time we can find use of visual materials such as blackboard, chalk on board, aangar on kath (coal in board). Though that is not systematic and not given any much important. Direct approach was the first one to give important to the use of visual in language classroom. Such as use of pictures, slides, tape recordings gained special important as visual material. Concrete objects, pictures, realia, charts and flashcards were used as visual material in Oral situational approach. Colored wooden rods, set of wall charts, tapes or discs, film drawings and pictures, worksheets and transparencies were used in Humanistic approach.

There are many visual materials available these days. Like actual objects, charts, pictures, maps, flannel boards, flash cards, bulletin board, chalkboard, slides, overhead projector etc. out of these black/white boards and chalk are the commonest ones.

Aggarwal's (1996) classification of teaching materials, materials can be categorized as follows:-

Audio materials   : Cassettes, Radio, Songs.

Visual materials   : Realia, Black/White boards, Magnet Boards, Flannel boards, Pictures, OHP, Filmstrips, Slides.

Audio Visual Materials : Movies, Videotape, Television

2.1.3 Uses of visual materials

Stevic (1957) states, "…anything audible or visible which helps your students learns the language more quickly or more accurately…" (As cited in Sharma and Phyak, 2006, p.300). Similarly, Burton (1963) says, "Visual Materials are those sensory objects or images which initiate as stimulate and reinforce learning."(As cited in Aggrawal, 1996, p.134).

Based on the above statement, it can be concluded that visual materials are useful for presenting, practices and revising vocabulary or as prompts for other activities for examples, to illustrate the characters in a dialogue and to help students improvise their reading comprehension. Language teachers can easily arouse interest of students by using the visual materials. And teachers can express their ideas clearly if they make good use of visual materials. Those visual materials allow the students to learn quickly and easily.

Visual materials are supplementary materials to any teachers. This helps teachers to conduct large class easily. By using such materials make learning entertain and courage students to learn more with enjoying the learning. It makes learning memorable and in comparison sustainable than without teaching aids. There is one Chinese proverb which makes visual materials is perfect tool for teaching is "Tell me, I forget. Show me, I remember. Involve me, I understood." So by using such aids make learning easy, and rememberable.

2.1.4 Existing policies on the provision of visual materials in Nepal

The concept and process of visual material has changed in recent years. At past as material chalks, boards were used for the teaching. But now the concept has

been changed. The way is changed for teaching. Many concepts are coming in the field of teaching. Like learners centered, learner friendly, teaching with technology. We focus on our student achievement, making friendly environment. So, this broad idea brings many ways to teach using materials. Our National Education System Plan-2028 (NESP-2028) also provisioned for visual materials. Such as it states, "Modern scientific methods of teaching presuppose a greater use of educational materials in the classroom. Teachers will be trained to produce their own educational materials. Science and vocational subjects are better comprehended if films, filmstrips and slides are used". So this plan of Nepal in the field of education gives official value to use visual materials though for only limited subject. And now it takes huge change in the field of teaching in Nepal.

2.1.5 Practices of visual materials

Visual materials are the tools that are used to present the ideas effectively in the class room. And for practice we used materials like OHP, Videos, T.V, Pictures, Boards and cards etc. in an effective way in the classroom.

2.1.6 Advantages of visual materials

As Kang (2004), in the journal "Using Visual Organizers to enhance EFL instruction claims, 'they are designed to help the learner, bringing the prior usage of multimedia visual materials in the English language classroom knowledge to a conscious level in the form of an organizational structure. This author summarizes the advantages provided by visual organizers as follows:

- They allow users to develop a holistic understanding that words can't convey.
- They provide users with tools to make thought and organization processes visible.
- They clarify complex concepts into a simple, meaningful display.
- They assist users in processing and restructuring ideas and information.

- And they promote recall and retention of learning through synthesis and analysis.(154)

Concluding above advantages, visual materials have great advantages in education. It is helpful for both teachers and students. Through this we can teach them hard content easily. It saves time by giving clear vision.

2.1.7 Disadvantages of visual materials

Although visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of visual materials is not effective.

According to Cakir (2006), the main disadvantages of Visual Materials are:-
- Cost, inconvenience, maintenance, and some cases the fear of technology.
- Teacher should be well trained otherwise it becomes boring and purposeless for the students.

Besides him, if the materials are not selected wisely it misleads and makes learners confused.

- If materials are not comprehensible for them which may make the anxiety level of the learners high.

2.2 Review of Related/ Empirical Literature

There are so many researches which have been carried out in connection with visual materials. Here, an attempt is made to review of some related literature on Effectiveness of Visual Materials in English Language Teaching in Secondary Level.

Abdullah (2014) conducted a study was to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method had been followed to collect

the data. The research comprised both observation method and interview method with open ended questions. 5Experiences teachers and 25 students were selected and among teachers interview and among students focus group discussion (FGD) were conducted to collect in depth data. It had been found that the use of audio visual aids assists both the teachers and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio visual aids in language teaching.

Kaswa (2015) conducted a research study entitled 'The effect of visual learning aids on students' Academic performance in public secondary schools : A case study of MAGU District secondary schools'. The objectives of this study were to find out the effect of use and non use of visual learning aids on students academic performance in Magu districts. The four school had been identified as two using visual aids in learning (Magu and Kitunba) and the other two as non-using (Kandawa and itumbil).For this research he selected 102 people as a sample. Both primary and secondary sources of data were used with random andpurposive sampling procedures were used to meet the objectives of the study. The questionnaires, documentary review and direct interviews were used to collect the data. This study found that Mugu and Kitumba Secondary school which used learning aids had better result than and the other two kandawa and Itumbili which used none using.

Shabiralyani, Hasan, Hamad and Iqbal (2015) carried out a study entitled Impact of visual aids in enhancing the learning process case research: District Dera Ghazi Khan . The objective of this study was to explore the teacher'sopinions on the use of visual aids as a motivational tool in enhancing student's attention in reading literary texts. To accomplish the aim of this research, the close ended questionnaire was used to collect the required data. The sample size was 200 for the research and the targeted population for the study was staffs and students of the public and private educational institution of District Dera Ghazi Khan and the primary data was used for gathering

information. The study found that majority of the teachers and students had positive perception of the use of visual aids.

Khan (2017) conducted a research study entitled 'the effects of visual aids in enhancing the learning performance of students at elementary level in district Peshawar'. The objective of the study is to enhance the effects of visual aids on students learning performance at elementary level in district Peshwar. For this research he selected 100 students as sample size through random sampling procedures to fulfill the objectives. To achieve the purpose of study questionnaire was design as research tool to collect the required data. The study concluded that majority of the students had positive perceptions of the use of visual aids and use of visual learning aids can make difficult ideas easy to understand, the use of aids made learning effective in classroom ,and it saves students time.

Dahiya (2018) conducted a research on the topic 'Impact of audio visual aids in teaching learning process.' Its main objective was to find out assess Post-Basic B-sc nursing students regarding use of audiovisual aids in teaching learning process. To meet its objective action research was used in the study using purposive sampling technique and sample size was 25. Self structure technique was used to assess the attitude of Post –Basic B-sc nursing students. Descriptive and inferential statics were employed to analyze the data. The findings of the study revealed that that majority of the nursing students were having positive attitude towards use of audio visual aids.

Master (2018) has carried out research entitled 'Influence of visual aids in strengthening the learning processes. The objective of this study was to analyze teacher's point of view towards using the visual aids. The research was conducted with the help of qualitative approach and close-ended questionnaire was developed for this purpose. The sample size used 200 and the population was selected teachers and the students from the public and private schools in Ilinois through random sampling method. The primary data was used for

analyzing the quality of research and data was presented by using SPSS software for validating data and different types of graphs, pie chart, and bar chart are used. This research conducted that teachers and the students are positively motivated to use the visual aids for teaching and learning processes as it makes things more interactive and engaging.

2.3 Implication of the Review for the study

The review of related literature and theoretical literature plays the significant role for research in any research study because it significantly supports the research to precede his or her study in right direction. Researcher collects different insights on the subject matter and expands his knowledge on his subject of the study. The review of this reviewing literature also helps the researcher to make familiar with various techniques, procedures and practicalities of this research. Keeping the importance of review of related literature in mind, I observed the various empirical research like Kaswa (2015), Khan (2017), Shabiralyani, Hasan and Iqbal (2015), Master (2018), Dahiya (2018), Abdullah (2014). I found some implications from the above mentioned review of related literature are supportive for my research study. From Kaswa (2014), I found the effectiveness of visual aids in terms of its using than non using in the classroom and the concept of documentary review as the tool for study. Similarly from Khan (2017) I found the visual aids enhance the students learning performance and questionnaire in terms of knowing perception of teachers and students as tool for illustration the effectiveness of visual aids. As similar from Dahiya (2018) I found about the impact of audio visual aids in teaching learning process and action research as tool to find out such impact of audio visual aids, and self structure techniques also used as a tool. And some other theoretical review related to my topic like Clark an Lyons (2018), Aggarwal (1996), NESP (2028), Kang (2004), related articles, journals and so on with the help of above research ideas my research study focuses on the effectiveness of visual aids in ELT at the secondary level. The present day up to now many studies have been carried out on the similar topic as mine.

Therefore, obviously this study will be the helpful and additional materials to department of English Education, T.U. Kritipur.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the thesis by the research and own conceptualization of the relationship between various terms. In my thesis I used following method and tools to find out my objectives:

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│ Uses │      │ Practic │    │ Perceptions │         │ Tools │
└──────┘      └────────┘    └─────────────┘         └───────┘

                        ┌────────┐
                        │ Survey │
                        └────────┘

┌───────────┐      ┌──────────────┐       ┌───────────┐
│ Interview │      │ Questionnair │       │ Checklist │
└───────────┘      └──────────────┘       └───────────┘

                ┌──────────┐
                │ Analysis │
                └──────────┘
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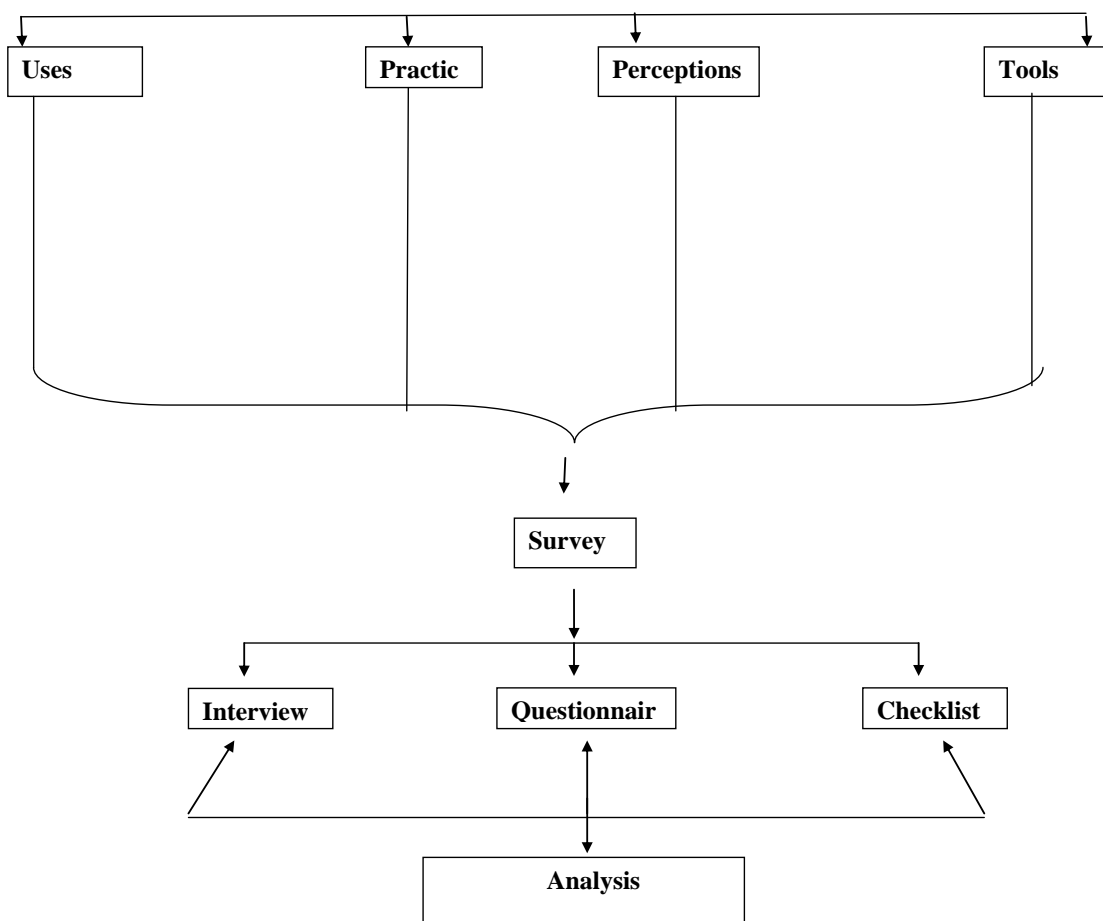
CHAPTER-THREE
METHODOLOGY

3.1 Research Design

The present research focuses on survey research design. Survey research is the descriptive research. It is the most commonly used method of investigation of educational researches. Survey research is now one of the most important research designs used in educational investigation. Using this method I collected facts regarding the use of visual materials, their importance, effectiveness and impact in teaching English language at secondary level of Kathmandu District. Questionnaires and interview questions were used to collect the data. Sixteen English classrooms were observed to get data. I adopted the following methodological framework in order to collect required data for the study.

3.2 Sources of Data

I used both the primary and secondary sources of data. Thus, this study was based on both primary and secondary sources of information.

The primary source of data was collected by taking interview to English teacher and giving closed ended questionnaire to the student and some ELT classroom observed at Neric Academy. The data was collected from forty students by taking test as given closed questionnaire in different periods of secondary levels students. Likewise, I consulted various books about visual materials e.g. Abdulla (2017), Cuban (2001), Rather (2004), Singh (2005).

3.3 Population of the Study

As the sole aim of this study was to find facts about visual materials in the present state of affairs through the feelings, concept and teaching activities of the secondary English teachers, the total population of the study included 40

students of private school name mentioned above and 8 English teachers from same school and 16 class observation from same respective schools.

3.4 Sample Population and Sampling Procedure

Sampling procedure is the way of determining the sample from the large heterogeneous study population. This study being circled round the periphery of the use of visual materials in ELT classroom at secondary level, 40 secondary English students, 8 English teachers,16 ELT class observed through observation form from the same respective school of Kathmandu District. The samples were selected through purposive non random sampling procedures where the informants can cooperate in study by giving the required information.

3.5 Data Collection Tools and Techniques

The main tools for the collection of data were interview, closed ended questionnaire to the students, observation checklist of ELT classroom. The interview questionnaire consist the question to elicit teacher's attitude and their efforts of bringing visual materials, positive or negative encouragement from the school administration regarding the visual materials.

3.6 Data Collection Procedures

I visited 1 private school of Kathmandu District at my convenient time. I formally informed and requested the school administration and personally informed the English teachers and students of respective schools requesting them to answer the given questions. Then I observed 4 ELT classes taught by different teachers at secondary level. Classroom observation was held without any prior information given to the teacher would take the class as his/her regular and usual ones but not artificial or showy the class would be. Then I interviewed 4 English teachers after getting permission from the principal.

3.7 Data Analysis and Interpretation Procedure

While analyzing the data in this research, different table's were used. I tried to make the analysis of the collected data as objectively as possible using descriptive and analytic way. Beside this, I interpreted the data collected from objective questionnaire as a whole analysis. This is to say, the analyzed data were interpreted later on by comparing the holistic and item wise result questionnaire.

3.8 Ethical Considerations

While carrying out research, I paid attention to different ethical considerations. During my study I took permission of the concerned authority and I kept the responses of the respondents in a confidential way. I ensured that all the ideas use in this research is my own idea except the cited ones. I tried to keep it safe from the plagiarism.

CHAPTER-FOUR
ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the respondents. This research is based on the survey research design. The survey was carried out to identify the uses and perceptions and practices of visual materials in English language teaching at secondary level. In this study, eight secondary English teachers were interviewed and forty students of secondary level were given objective questionnaire and sixteen classes were observed. The discussion of which is presented in following ways.

4.1 Analysis of the Data and Interpretation of Results

The interview and close ended questionnaire aimed at finding out the teachers uses, perceptions and practices of visual materials in the class as well as students' too. The questionnaire aimed at finding out the teachers' knowledge of visual materials, their importance in teaching and learning, frequency of using visual materials, their reasons of using and not using visual materials, skills and attitudes of the teachers to the construction and use of available visual materials in schools. Overall description is presented below.

4.1.1 Uses of visual materials in the class and its frequency of using it in classroom

In the past teaching was like just lecturing and the learners had to imagine the things. But gradually the system changed and now learners can see and understand what they learn. Due to the advancement of technology the education system has great development. Different kinds of materials we can use in class to teach our learners. So the first question was asked to the teacher about use of visual materials.

The first question was directed to the use of visual materials. All the teachers said that they used visual materials while teaching in the classroom. All the

teachers those whom I interviewed, responded this question that they use visual materials while they are teaching. In this regard T1 said, "Yes, I use visual materials while I teach because of its benefit towards the children and me as well". By this response I can say that use of visual materials is increasing to the classroom. Maximum numbers of teachers use visual materials in their classes.

The response shows us that the teachers used the visual materials in the classrooms while teaching. Everybody had the concept of using visual materials while teaching.

Regarding the frequency of using teaching materials, 2 teachers claimed that they used teaching materials frequently, and 2 teachers used them regularly. According to their replies, most of the teachers used white boards, textbook pictures, flashcards etc. in every class. Frequently used materials were pictures, word cards, and e-class. To the frequency T2 responded, "I use visual materials regularly in my class. It makes my class really effective". Likewise T3 said, "I use visual materials in my class but not regularly. I use it on the basis of contents."

By these responses teachers are using visual materials in their classes either regularly or frequently because of positive thought regarding visual materials.

4.1.2. Purpose of using visual materials while teaching

There are different purposes of using visual materials according to the users. Some users used it for general purposes and some users used it for specific purposes. So, this second question is designed to ask such purposes of using visual materials.

Regarding the purpose of using visual materials, all the teachers said they used visual materials to make their teaching effective, make the teaching clear to the students, foster learning, and to give them content. To the very question all the teachers said, "Visual Materials make class effective and clear. It makes all the students to sit attentive in the class. So, to make class effective and foster

knowledge and to take all the attention of students I use visual materials in the classroom."

The response says that using visual materials help them to achieve their purpose of teaching and learning in the classroom.

4.1.3. Problems in using visual materials

There are lots of problems using visual materials. Especially in Nepalese context classes because of money and the landlocked places. Other problems like lack of materials, insufficient time, huge number of students, no facility of electricity and the furniture and improper manage of classroom. So the third question was to find such problems of using visual materials.

The third question was related to the problems of using visual materials in the classroom and almost all the teachers pointed out that they had some problems while using visual materials. Among all teachers, maximum number of teachers said, "I have faced the problems like lack of proper materials, lack of time, costly, and some materials are not supported by school administration and huge classes as well." Other teacher said, "I have not faced any types of problems."

To sum up these responses even there are lots of advantages using visual materials still they are facing problems like lack of time, materials, huge classes, costly and some administrative problems.

4.1.4. Perception regarding usefulness of visual materials in teaching

To do anything we need to understand what other have the perception towards the things. So to use visual materials, we need to understand teacher's perception regarding the usefulness of visual materials.

The fourth question was about the degree of usefulness of visual materials in English language teaching. Among all the teachers said that visual materials were very useful and highly beneficial, it helped to focus the attention, it helped to manage time according to lesson plan, make practical, and have to

make it compulsion. To the response the question, T5 said, "Visual materials are very useful in the classroom. It helps us to deliver content easily without feeling bore to both sides."

By the above response I can sum up that the visual materials are useful. It is highly beneficial to teach and it focuses on the attention of students. It managed to finish lesson plan and it makes class practical.

4.1.5. Necessity of visual materials

Regarding the responses of the teachers, almost all the teachers said that they were necessary for secondary level. According to them the visual materials made the students interactive and attentive. Not only that they also guided them to understand the theme of the lesson quickly. They also supported their answer saying that students got interested when they were shown the pictures, charts and liked to participate in the listening-speaking activities when carried out with help of visual materials. To this question, T7 said, "Yes, it is necessary in the classroom. It becomes the part of teaching system. It makes our teaching interested and learner learns quite fastly."

To conclude following paragraph, the response indicates that there are necessities of visual materials. It gives us lots of advantages. It focuses students to concentrate their mind in contents.

4.1.6. Level of satisfaction with available materials

Satisfaction is the key to get success in what we involved and what we plan to achieve the goal. So this question is to know the teacher's satisfaction with the available materials.

Regarding the responses, half of the teachers were satisfied with the available materials and half of the teachers were not satisfied. According to them not getting exact materials even they search in internet, and the time they got to manage materials. In which they were not satisfied and those who satisfied they

used most available materials and daily used materials like board newspaper cutouts. For this half of the teachers said, "I have such limited time in classroom and in that time we can't use visual materials properly and beside this I have to search materials by myself. But the problem is even I search in internet I can't find such exact materials."

Concluding the above mention statement the teachers are in favor of using visual materials but along with favor they also stated that they were not satisfied with the available materials. Because they had to search themselves, they didn't have enough time and they couldn't find authentic materials as well.

4.1.7. Difficulty in presenting visual materials

Along with advantages there are disadvantages also present. So to know the difficulty in presenting visual materials the question was formatted.A question was asked to find out whether the job of presenting the visual materials in the classroom was the toughest job. Among the respondents, maximum (one third of total) teacher said, "Yes I have difficulty to present visual materials because of numbers students in the classroom and the seat arrangement of students in classroom." Other teacher said," it is not tough."

To sum up the response, there are disadvantages also because of huge class and seat arrangement system of classroom as well.

4.1.8. Delay or facilitation?

The question was asked to know that visual materials facilitate or delay teaching process. Because proper use of anything can be facilitate and improper use of anything makes delay. So what were the teacher's perception and felt while teaching using visual materials. What they had experienced on this topic. So the question was formatted and asked.

Regarding the question all teacher said it facilitated the teaching. While teaching, it facilitated in every way like it led teaching in a correct way. It guided teaching. It facilitated teaching to give what it intended to. So the learners leant what they had to. To support following paragraph, T (all) said, "Visual materials facilitate teaching. It leads content in correct way. It makes class to be in content oriented."

Visual materials really facilitated the teaching and learning in classroom. It is two way process.

4.1.9 Effect of the lack of visual materials

To know the difference between using visual materials and teaching without visual materials, what would be effect if the visual materials lack in teaching? To find out such problem I asked the question to the teacher and what they had responded was presented below.

In response to this question teachers had said that they had to face lots of problem if there was lack of visual materials. They said that without visual materials the class would be boring and students didn't give interest. The responses of the T (all) said, "Ican'timagine such things. Because this is 21 century, teaching with lecturing methods would not be effected. It makes them feel bore and not interested in learning."

If there is lack of visual materials, teaching will go back to old time. All teachers claimed that there were lots of bad effect happened if there was lack of visual materials.

4.2 Analysis of the data derived from the closed ended questionnaire to the students

I conducted a closed questionnaire test for students to know how they perceived the visual materials and the practiced they had and uses of visual materials, how they motivated towards these material, is visual materials have

really advantages or disadvantages? For this I had prepared question and gave it to students and collected data. After analyzing data I divided such data in Perception, Practice, Uses, Motivation, Advantages and Disadvantages in below and detailed description as well.

4.2.1 Perceptions of students regarding visual materials

As we know that visual materials are integral part of teaching. Visual materials are taken as backbone of teaching. It makes the classroom practical, authentic and reliable. Visual materials are supported materials and through these we can get and give ideas clearly. To know the perceptions of these points I gave them question related with perception. And their responses are given below:

Table 1 Perceptions on Visual Materials

Question	Number of students	Strongly agree	Percentage of the students
Supporting aids and Practical	40		
Authentic and reliable		√	100%
Understood clearly and Simple way			

Among 23 questions, all the questions somehow related to find out perceptions of visual materials. By analyzing data of participants, all the participants perceived visual materials as supporting aids. It helped a lot while studying. It was authentic plus reliable as well. They understood clearly and simple way. They perceived it as a practical way of learning. They understood well about visual materials.

4.2.2 Uses of visual materials in the classroom

Visual materials were used in the classroom, but did students understood or not? How the visual materials used in the classroom, whether the students understood or not? The used materials were subject oriented or not? It led to

correct way or incorrect way? To find out such question, this question uses of visual materials in the classroom and how it is used, was asked to participants. All the participants said that the visual materials were used in proper way. It is subject oriented and it led to correct way. Their responses are given below:

Table 2 Uses of Visual Materials

Question	Number of students	Strongly agree	Percentage of the students
Used in proper way	40		
Understandable		√	100%
Subject oriented			

The data shows that the uses of visual materials are in proper way. It can be understood by learners and most importantly it is subject oriented.

4.2.3 Practices of visual materials in the classroom

For the practices of visual materials, it is practiced in classroom almost regularly. By analyzing the raw data from participants, I found that 100% regular practice of visual materials in class. The materials that practiced in classroom were very authentic and reliable. For teaching movie review, poem recitation, biography, journals, the teacher used video. And for sympathy and condolence the teacher used newspaper cutouts. Their responses are given below:

Table 3 Practices of Visual Materials

Question	Number of students	Strongly agree	Percentage of the students
Regular practice in classroom	40		
Authentic and reliable materials		√	100%
Used materials according to subjects			

The data shows that visual materials are practiced in classroom in proper way. Used materials were authentic and reliable. Visual materials are used according to the topic. For example: -For sympathy and condolence the teacher used newspaper cutouts.

4.2.4 Motivation through visual materials

In response to the motivation, all the participants were motivated by the visual materials in learning. These materials encouraged them to learn more, with full concentration and laziness is reduced in these types of class. They wanted to learn more. They felt active on such classes.Their responses are given below:

Table 4 Motivation through Visual Materials

Question	Number of students	Strongly agree	Percentage of the students
Motivated by visual materials	40		
Encouraged with full of concentration		√	100%
Reduced laziness			

This data shows that visual materials make classroom active. All the students are motivated by visual materials. It reduced laziness.

4.2.5 Advantages of visual materials

Above mention points are all the advantages of visual materials. Besides that the advantages I found some other advantages by the participants that they felt relaxed and active. They felt easy to learn because it made the classroom practical. They know the contents by their self observation rather than listening and imagine. Which makes learning sustained and it facilitated learning.Their responses are given below:

Table 5 Advantages of Visual Materials

Question	Number of students	Strongly agree	Percentage of the students
Felt relaxed and active	40		
Practical class		√	100%
Sustainable learning			

The data shows us that there are lots of advantages of using visual materials. Such as it felt relaxed and made active in classroom. It makes practical class and the learning become sustainable and it facilitate learning in the classroom.

4.2.6 Disadvantages of visual materials

Although, all the participants agreed that visual materials facilitated their language learning, majority of them admitted that sometimes they faced some difficulties when their teachers used different visual materials in the classroom. Few of them mentioned that the visual materials made their competence level high but performance level low. Some mentioned that the classroom became monotonous, less interactive. And few mentioned it made listening skill high but not speaking skill.Their responses are given below:

Table 6 Disadvantages of Visual Materials

Question	Number of students	Strongly agree	Strongly disagree	Percentage of the students
Classroom becomes monotonous	16	√		40%
	24		√	60%
Less interactive	20	√		50%
	20		√	50%
Not cover 4 skills of language	28	√		70%
	12		√	30%

The data shows that the students felt some disadvantages too. Analyzing the data the major disadvantages of visual materials are it didn't cover the four skills of language, the classroom becomes less interactive and monotonous.

4.2.7.1 Detailed description for the above points

In below I have presented the detailed description with data as well.

4.2.7.2 Understand about visual materials

In the question there were presented option to tick as strongly agree, agree, disagree, strongly disagree (as presented in appendix). Regarding question, 40(100%) students ticked in strongly agree column. The Data were shown in following table.

Table 7 Understand about Visual Materials

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Understand about Visual Materials	40(100%)	√			

The table shows us that the students were known well about visual materials. All the students ticked in strongly agree column.

4.2.7.3 Uses of visual materials in the classroom

Regarding the question, among 20(50%) student ticked in strongly and other 20(50%) students ticked in agree column. Means technically teachers used visual materials in the classroom properly within subject oriented. Teachers were used more visual materials than lecture. Following data were presented in table below.

Table 8 Uses of Visual Materials in the Classroom

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Uses of Visual materials in the classroom properly	20(50%)	√			
	20(50%)		√		
Use more visual aids than lecture	20(50%)	√			
	20(50%)		√		

4.2.7.4 Attentive and interested class

In response to this question, 20(50%) student ticked in strongly column. Which means, the visual materials make the classroom really interesting and the students self are in attentive and other 20(50%) student ticked in agree column.Basically all the students agreed that the visual materials really made the classroom attentive and interested. Following data were presented in table below.

Table 9 Attentive and Interested class

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Visual materials makes attentive and interesting the classroom	20(50%)	√			
	20(50%)		√		

The following table shows us that all the participants ticked in favor of the topic. Half participants ticked in strongly agree column and other half students ticked in agree column. So basically the data shows us that the visual materials make class attentive and interesting.

4.2.7.5 Make difficult content into easy

In response to this question, all student ticked in strongly agree column that visual materials make any difficult content learning into easy. It helped them to learn easily.

4.2.7.6 Supporting aids for learning

To this question, all the students ticked in strongly agree column. Visual materials are very easy to remember what they read and it really supported the learning activities.

4.2.7.7 Content oriented materials

In response to the question, all participants ticked in strongly agree column. On the basis of this, the materials used in the classroom were very content oriented and related to subject.

4.2.7.8 Authentic and reliable visual materials

In response to this question, the used materials were very authentic and reliable. The teachers used such materials were granted by school authentic. All 40 (100%) students ticked in strongly agree column.

4.2.7.9 Effective and more comfortable

In response to this question, the participants strongly agreed that visual materials used class room were more effective and comfortable class than normal class. Following data were presented in table below.

Table 10 Effective and more Comfortable

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Visual materials make classroom effective.	40(100%)	√			
Visual materials make classroom more comfortable	40(100%)	√			

This table shows that the visual materials make any classroom effective and more comfortable. All participants ticked in strongly agree column. Means that it has very good effective on classroom and it makes classroom comfortable.

4.2.7.10 Visual materials make class monotonous, less interactive

In response to being monotonous, about 16(40%) students said that it really made the class monotonous and other 24(60%) students said that it didn't make classroom so. About 20(50%) students said that the classroom became less interactive and other 20(50%) students said it didn't. Following data were presented in table below.

Table 11 Visual Materials Make Class Monotonous, less Interactive

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Makes monotonous class	16(40%)	√			
	24(60%)			√	
Makes classroom less interactive	20(50%)	√			
	20(50%)				√

4.2.7.11 Focus on competence rather than performance

In response to this question, almost 28(70%) students said that it focused on competence level rather than performance level, remaining other students disagreed to the question. Following data were presented in table below. Following data were presented in table below.

Table 12 Focus on Competence rather than Performance

Question	Number of students	Strongly agree	Agree	Disagree	Strongly disagree
Focus on competence rather than performance	28(70%)	√			
	12(30%)			√	

The table shows that the majority of participants tick in strongly agreed column which shows that visual materials focuses on competence level rather than performance level.

4.3 Analysis of Class Observation

To find out whether the common types of visual materials are available in the schools or not, the name of the visual materials used by the teacher while teaching were listed. For the collection of data I observed 16 classes of 4 secondary English teacher, four classes of each.

Table 13 List of Visual Materials Used in the Classroom

1. White board	2.Wall Painting
3.Pictures	4. Realia
5. Posters	6.Puppets
7. Wall Pictures	8. Models
9. Maps	10. Chart
11.Cutouts(Magazine, Newspaper)	12. Ts made teaching materials
13. Overhead projector	14. Ss made teaching materials
15. Flash Cards	16. Real Objects
17. Video	18. Flannel board
19. Matchstick	20. Television
21. Others	

The chalkboard/ whiteboards were commonly used in each class besides these videos and newspaper cut, magazine cut, video class were used. In some classes, it was very difficult for the students sitting at the back to look at and copy down from the board. But classroom were well decorated and furniture as well. So as far the pictures concerned 12(75%) classes used it. In the same way, videos were also used in 8(50%) classes And 12(75%) classes used newspaper and magazine cutouts for to teach. Talking about matchstick figures, 4(25%) classes were used it which was generally supposed to be one of the most influential teaching materials especially for teaching grammar and vocabulary. As far as the models and teacher's made materials are concerned; they were used 6(40%) in classes while in observation although most of teachers had replied that they used frequently. The case of pictures and cutouts were more satisfactory than flash cards and models. Altogether in 5(30%) classes were used flash cards. Realias were not as neglected as puppets since 2(15%) classes were used whereas not a single class used puppets.

During the time of observation, flannel boards haven't been found in any class. The teacher said that this was old one material so that were not used. Classes were found to own wall pictures, posters, wall printing and quotation in both

English and Nepali. All the classrooms had its own notice board and in wall we found students made chart and pictures as well. The classes were full of students made materials like grammar rules with example, pictures of preposition etc.

Television was there in E-class with over head projector and facilitated with pen drive insert where teachers could search the materials and took them in class to watch it. So, 12(75%) classes were used such class in my observation. Overhead projector was still anonymous for the children in the school which were observed. Many teachers did not use it because of pen drive system. In 12(75%) classes, the cutouts were there in notice board, which were used in classroom.

Library was also there. The numbers of books were enough but they were no managed well. The books in the library had been provided from different donors, organization etc. Therefore, many of them were reference types of books, especially for the teachers and students as well. There well lots of story books and the grammar books. The library room was well managed and the furniture was also well managed. Almost in one time 35 students could sit in the classroom. Teacher took them once in a week to the library class. The library was used properly in the school. I found that in 8(50%) classes, the teacher made materials were used. At the statements given by most of the teachers, they fell behind the adequate use of visual materials owing to economic condition of school, insufficient time and resources. The school had provided the computers. But the computers were not found to use for language teaching. Another bitter fact which was found is that some teachers were using some of visual materials while teaching but not properly and reasonably so as to enhance maximum participations of the students in learning activities to retain more fruitful achievement.

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

Table 14 Numbers of Teachers Using the Visual Materials

S.N.	Teaching materials	Numbers of classes using the teaching materials	Percentage of teachers
1	Board(white)	16	100
2	Pictures	12	75
3	Posters	16	100
4	Wall pictures	16	100
5	Puppets	-	-
6	Maps	-	-
7	Cutouts (Magazine, Newspapers)	12	75
8	Wall Painting	16	100
9	Videos	8	50
10	Realia	2	15
11	Matchstick figure	4	25
12	Models	6	40
13	Flash Cards	5	30
14	Flannel board	-	-
15	Television	12	75
16	Chart	16	100
17	Ss made teaching materials	16	100
18	Ts made teaching materials	8	50
19	Overhead Projector	-	-
20	Others	-	-

CHAPTER-FIVE
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the findings, the conclusion of the research and the recommendations made to be applicable to the different areas of the applications.

5.1 Findings

The research was carried out systematically, objectively in a controlled environment. The main objective of this research was to find out the use, perceptions and practices of visual materials in English language teaching and learning at secondary level. After the data analyses, it has been found that both the teachers and the students showed favorable attitude toward the use of visual materials agreeing that they facilitate language teaching and learning in diverse ways. Both parties are benefitted by the use of materials. By using visual materials in the classroom, teachers can teach English language making the class interesting

Different visuals bring variation in the classroom teaching they are helpful to draw the attention of the students toward the lessons. For example, if the language teachers use different pictures related to the lesson to the class, the classes become lively as well as learners get some schemata of the topic. It is always better to have something visuals in front of the students so that they can understand the lesson well. Harmer also states 'use of pictures in the class makes the lessons appealing. The recent textbooks are intentionally designed in ways for grabbing reader' interest.Also, it enhances the text giving readers a view of the outside world' (135). Moreover, different related pictures provide the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related visuals beforehand. Also, teachers can ask question about the visuals to elicit ideas from the learners

about the text. This creates an opportunity for a good class discussion which is very important for language teaching and learning.

According to the concern of teacher the teacher and the students, the use of visual provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Also, the use of visual materials give the learners extended language exposure giving them better idea of the target language culture.

Regarding the perception, It was found that the participants think that a great advantage of using the visual materials is the contextualization of the lesson. Teachers can make the lesson effective and create contexts using visual materials. Moreover, it creates a long-term impact on learners' mind if there are visuals with the lessons. Mathew and Alidmat (2013) found that 'visual materials can make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. Student felt that information can be retained for longer duration due to the use of visual materials'.

Almost all the teachers agreed that visual materials are undoubtedly essential for English language teaching. Besides this, some teachers indicated that weakness of school administration and management.

The result of the study also indicates that the visual materials motivate the learners and helps them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom. These work as hints to the learners about the topics and give them ideas for discussion which ultimately make them ready for speaking. However, the teachers need to be careful in selecting the visual materials for teaching speaking and listing.

The present research gave insight on students/ perception and opinions on the use of visual aids and resources. According to the data, perception towards

visual materials of teachers and students both perceived positive and important. Also the use of visual aids gives the learners extended language exposure to the learners giving them better ides of the target language culture. I found that visual materials are practiced in the classroom. It had positive effect.

5.2 Conclusion

Visual materials are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support teacher to make learning more actual, active, motivating, encouraging, significant and glowing. Proper use of visual materials helps to retain more concepts permanently. Students can study well when they are inspired properly through different visual materials. It grows the accurate image when the students see and hear properly. It provides complete example for conceptual thinking. It creates the environment of interest for the students. It helps to increase the vocabulary of the students. It helps teacher to get sometime and make learning permanent. It provides direct experience to the students.

It was found that both the teachers and the students showed favorable attitude towards the use of visual materials agreeing that it facilitated language teaching and learning in various ways. Both students and teachers perceived visual materials as positive and important. The use of visual aids provides the learner extended language exposure to the learners for better ideas in the target language culture.

The literature reviews mentioned here have claimed that visuals help to enhance the language teaching, as well as students' comprehension of the new input. Visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention. As it has been shown in this paper, the benefits of using visuals materials in the language classroom have been researched and asserted by scholars over the years. The

different approaches to language teaching have used visuals as an important tool in the language acquisition.

The result of this research shows that the teachers are using visual materials in their classroom regularly. They are using the visual materials to make their learning effective and to make their teaching easy.

Regarding the perception, this study analyzed the development of a research aimed to prove that visual materials can help to enhance students' learning and facilitate teachers' work. The results of the questionnaires, filled up by students', clearly showed their positive attitude towards the use of visuals in the language classrooms; what is more, the students indicated their desire to have more classes based on visuals. The result proved that teachers agreed that the use of visual materials benefits the classrooms dynamics, gaining students attention and increasing their motivation.

Regarding the practices of visual material, the teachers used materials in classroom and they practiced it inside the classroom. The result of the students' answered to the closed ended questionnaire reports that they have experienced the benefits of visuals materials: they have felt more motivated and more confident to express themselves orally. Visuals have helped them to memorize new vocabulary and understand the grammar with fewer explanations in the mother tongue. And the learning has become more meaningful for the classroom with videos and presentation.

Finally, this research concluded that visual materials have really great effect on teaching and learning both. Students as well as teachers both feel comfortable using visual materials. They have positive effect in using materials.

5.3 Recommendation

On the basis of findings, the following recommendations have been made for English language teaching. I would like to provide the following points of

recommendation for the policy related, practice related and the further researcher related level of application.

5.1.1 Policy level

I would like to point out some of the recommendation for policy making level as below:

- While designing syllabus for Nepalese learners, language planners, course designers and text book writers should consider about Visual Materials.
- The government should focus on different students centered teaching techniques. It is because this study shows that using visual materials strategies seemed very effective than conventional way of teaching.
- Government should give adequate trainings to the English teacher for better management and implementation of visual materials.
- This research proves that visual materials are being inseparable part in teaching and learning process. That's why the government should conduct the awareness spreading programs so as to make the school authority, teachers, guardians etc aware about the advantages of using Visual materials to teach a language for quality education.

5.1.2 Practice level

From the study, I would like to provide following practice related recommendations:

- There is less practice of using authentic visual materials in language teaching. So, administrator should provide visual materials in the schools.
- Extra time should be given to prepare visual materials apart from period.

- Students should be encouraged to use and read English materials i.e. magazines, story books, newspapers to increase reading speed and the comprehension ability.
- The learners should learn the content with practicality.
- Students should apply all the knowledge, skills and techniques to comprehend the text.
- The learners should be given comprehension input, exposure and high motivation in their test results.

5.1.3 Further research related

The present research will be very much helpful for the new researchers who will be interested to carry out further research in similar topics. Some of the related field and area suggest the researcher as follows:

- This research is delimited to the use of visual materials at Secondary level students. Similarly, other areas can be investigated.
- The further researchers have to address the issues that are not raised and solved in the present context.
- This research provides a valuable secondary source for the researchers and suggests to new research areas which are left to be investigated.
- Since this study is a small scale study taking evidence from forty students and four teachers of private school. So, the new researchers are suggested to carry out large scale actions and experimental studies in the future regarding the same concern.
- Research is an ongoing process, so the new researchers should explore other dimensions of technique in ELT for making them to able to develop the comprehensions ability.
- It suggests new research areas which are left to be investigated.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS' INTERVIEW

1.   Do you use visual material in your classroom? If yes, how often do you use them? And if not, why?

2.   Why do you use visual materials in teaching English language?

3.   Do you have any problems in using visual materials? What problems are they?

4.   What is your perception regarding the use of visual materials in teaching English at secondary level?

5.   What types of visual material you used in your class?

6.   Do you think visual materials are necessary at secondary level in teaching English language? Why?

7.   How would you value the effect on students of the use of visual materials in your teaching?

8.   Do visual materials delay or facilitate the teaching English language? If facilitates, how does it facilitate you in teaching English language?

9.   How do visual materials help:

        a. Your students in English language learning?

        b. Your teaching?

10.   Are you satisfied with the available teaching materials at your school?

11.   How do you relate the visual materials with the lesson?

12.   How do you select visual materials for your class?

13.   Does your administration support you in using visual materials?

14.   Do you get enough time in your school to prepare visual materials?

15.   Do you think that lack of visual materials make teaching difficult? Why? Why not?

16.   Are there differences in students' performance while using teaching visual materials and without visual materials? How?

APPENDIX II

OBJECTIVE QUESTIONNAIRE FOR STUDENTS

S.N	Statements/Question	Strongly agree	Agree	Disagree	Strongly disagree
1.	I understand well about visual materials.				
2.	Teacher use more visual materials than lecture.				
3.	My subject's teachers prepare and use visual materials in the teaching learning process.				
4.	Visual aids that used in classroom are content oriented.				
5.	Authentic and reliable visual materials are used in classroom.				
6.	Learning with visual materials makes you to sit attentively in classroom with full concentration.				
7.	Visual materials can help learning by providing basis for discussion.				
8.	Using visual materials in class make u to get teachers idea easily.				

9.	I am more interested in visual learning class than regular class.				
10.	Feel more comfortable in visual classes.				
11.	Visual class makes any difficult content into easy one.				
12.	Visual learning materials can make difficult ideas easy to understand.				
13.	Visual materials make class effective.				
14.	Easy to remember what you have learnt in visual class.				
15.	Do I agree that your teacher uses Visual material is related to your subject content?				
16.	These Visual materials really supporting aids for your study.				
17.	Visual materials make class monotonous.				
18.	Visual materials make class less interactive.				

19.	Visual materials focus in competence level more than performance level.				
20.	Visual materials focus on listening skill more than speaking skill.				
21.	Poem recitation, movie review, journals, biography are understood well in E-class.				
22.	Your teacher takes you in E-class regularly to teach Poem recitation. Movie review, journals and biography				

APPENDIX III
CLASS OBSERVATION CHECKLIST

Name of the school_____   Class_____

Topic of the lesson_____   Total students_____

1. Common visual materials used:

    _____

    _____

2. Techniques of using visual materials in the class:

    _____

    _____

3. The visual materials were related to the objective of the lesson: yes/no

    _____

4. What are the language skills that were promoted through the visual
    materials? How?

    _____

    _____

5. Does the use of visual materials help the teachers? How?

    _____

    _____

6. What are the students' reactions about the use of visual materials in the
    class?

    _____

    _____

APPENDIX IV

CLASSROOM OBSERVATION SHEET TO BE FILLED BY RESEARCHER

S.N.	Name of teacher	Name of school	No. of mostly used materials	No. of frequently used materials	No. of sometimes used materials	No. of never used materials
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						