



JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**ASSESSING TEACHERS AND STUDENTS' PERCEPTION, PRACTICE AND
CHALLENGES OF USING VISUAL TEACHING AIDS IN EFL CLASSES:THE
CASE OF SOME SELECTED SECONDARY SCHOOLS(GRADE 11) IN LOMA
BOSSA WOREDA**

BY

DEMEKECH DERESSE

ID. No: S30150/11

PRINCIPAL ADVISOR: Dr. DAGNE TIRUNEH

CO-ADVISOR: Dr. TESHOME EGERE

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF MASTER OF ART
DEGREE IN TEACHING ENGLISH AS FOREIGN LANGUAGE**

AUGUST, 2024

JIMMA, ETHIOPIA

DECLARATION

I declare that this thesis entitled, “*Assessing EFL Teachers’ and students’ Perception, Practice and Challenges of Using Visual Teaching Aids: The Case of Some Selected Secondary schools in Loma Bossa Woreda*” is my original work and that all sources I have used or quoted have been duly acknowledged employing complete references. I further declare that this work has not previously submitted for any other degree or other qualification at Jimma University.

Name: **Demekech Derese**

Signature: _____

Date: _____

ADVISORS' APPROVAL SHEET
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTEMENT OF ENGLISH LANGUAGE AND LITRATURE

As thesis research advisor, I hereby certify that the thesis report entitled, “Assessing EFL Teachers’ and students' Perception, Practice and Challenges of Using Visual Teaching Aids: The Case of Some Selected Secondary schools in Loma Bossa Woreda” has been written by Demekech Derese, under my guidance. Therefore, I recommend that the student has fulfilled the requirements and hence can submit the thesis to the department for defense.

Name of advisor: Dagne Tiruneh (PhD)

Signature_____

Date_____

EXAMINERS' APPROVAL SHEET
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTEMENT OF ENGLISH LANGUAGE AND LITRATURE

We the examiners' board approve that this thesis entitled, "*Assessing EFL Teachers' and students Perception, Practice and Challenges of Using Visual Teaching Aids: The Case of Some Selected Secondary schools in Loma Bossa Woreda*" has passed through the defense and review process. We approved that this thesis as fulfilling the thesis requirements for the degree of Master of Arts in Teaching English as Foreign Language.

BOARD OF EXAMINERS

Chairman	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
Department Head	Signature	Date
_____	_____	_____

ACKNOWLEDGEMENTS

First of all I give thanks to almighty God to His endless help to accomplish my thesis; and my deepest gratitude goes to Dr. Dagne Tiruneh for his giving a lot of time to read the thesis progressively and giving constructive comments. If not for his close follow up and unreserved assistance, it could have been impossible to get the research in its present form. I would also like to thank my sister, Destaye Derese, for her unreserved and all rounded encouragement and support to accomplish my study. And also my friend Desta Azige, his unreserved support is unforgettable. Furthermore, I would like to express my heartfelt thanks and appreciation to the teachers and principals in the sampled Secondary schools, Loma Bosa woreda , that showed their unreserved cooperation in giving me the required information. Finally, I thank other people, who have unlimited help in my studies and the encouragement which built me up academically. God grants them His mighty strength in their lives. To all those who gave constructive criticism, comments and compliments, I highly appreciate it.

TABLE OF CONTENTS

Contents	Pages
DECLARATION	i
ADVISORS' APPROVAL SHEET.....	ii
EXAMINERS' APPROVAL SHEET	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv
LIST OF ACRONYMS AND ABBREVIATIONS	xvi
ABSTRACT.....	xvii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives of the study	5
1.3.1 General objective of the study.....	5
1.4. Research Questions	5
1.5. Significance of the study	5
1.6 Scope of the study.....	6
1.7. Limitations of the Study	6
1.8. Operational Definition of Key Terms	6
1.9. Organization of the Study	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Theoretical background	8
2.1.1. Behavioral Learning Theory	8
2.1.2. A Cognitive Approach.....	9
2.1.3. Constructivist theory of learning	9
2.2. Definitions of Visual Aids	10

2.3. Importance of Instructional Materials	11
2.4. The importance of visuals in Second Language Acquisition	11
2.5. Categories of Visual Aids.....	12
2.5.1. Projected Visual Aids.....	12
2.5.2. Non-Projected Visual Aids.....	13
2.6. Using visuals through Media in the language Classroom	14
2.7. Perceptions of Teachers in Preparation and Use of Visual Teaching Aids.....	15
2.8. Some challenges in Preparation and Use of Visual Aids	16
CHAPTER THREE	17
RESEARCH METHODOLOGY	17
3.1. Description of the Study Area	17
3.2. Research Design	17
3.3. Research Method.....	17
3.4. Data Sources and Target Population	18
3.5. Sample Size and Sampling Techniques	18
3.6. Data collection instruments.....	19
3.6.1. Questionnaire	19
3.6.2. Interview	19
3.6.3. Classroom Observation	20
3.7. Pilot Study	20
3.7.1. Validity of the instruments	20
3.7.2. Reliability of the Instrument	21
3.8. Procedures for Data Collection	21
3.9. Method of data analysis.....	22
3.10. Ethical Considerations.....	22
4.1. Results of the Questionnaire	23
4.1.1.Characteristics of the Respondents	23
4.1.2. The Use of Visual Aids to Attain Lesson Objectives	24

4.1.3. Visual Aids English Teachers used in the classroom	26
4.1.4. The Extent of Using Visual Aids in Teaching English Language skills	27
4.1.5. EFL Teachers' Perception of Using Visual Teaching Aids in EFL Class	27
4.1.6. EFL Teachers' Practice of Visual Teaching Aids in English Classroom	28
4.1.7. The Significance of Using Visual Teaching Aids in EFL Class	31
4.1.8. The Challenges EFL Teachers' Face in Using Visual Teaching Aids.....	33
4.2. Results of the Interview	36
4.3. Results of the Classroom Observation	40
CHAPTER FIVE	43
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	43
5.1. Summary	43
5.2. Conclusions.....	45
5.3.Recommendations	46
REFERENCES.....	48
APPENDICES	56

LIST OF TABLES

Tables	Page
Table 3.1: Sample Size and Sampling Technique	19
Table 3.2: The Reliability Test Result Respondents	21
Table 4.1: Demographic Information of students.....	23
Table 4.2: The Use of Visual Aids to Attain Lesson Objectives.....	24
Table 4.3: EFL Teachers’ Practice of Visual Teaching Aids	28
Table 4.4: The significance of using visual teaching aids in EFL class	31
Table 4.5: The challenges EFL Teachers Face in Using Visual Teaching Aids	34
Table 4.6: Observation Report of Teachers’ Use of Visual Aids in the Classroom.....	40

LIST OF FIGURES

Figure 1: Teachers' Use of Visual Aids in English Classroom.....	26
Figure 2: The Extent of Using Visual Aids in Teaching English Language skills.....	27

LIST OF ACRONYMS AND ABBREVIATIONS

EFL:	English as a Foreign Language.
NGO:	Non-governmental Organization.
UNESCO:	United Nations Education, Science and Cultural Organization.
VTAs:	Visual Teaching Aids

ABSTRACT

The purpose of this study was to assess teachers' and students' perception, practice and challenges of using visual teaching aids in some selected secondary schools of Loma Bossa woreda and would come up with possible findings to reduce or alleviate those challenges. Mixed research approach was used with the assumption that it helps to obtain sufficient information about assessing Teachers use of VTAs and challenges related to VTAs in secondary schools of Loma Bosa Woreda Descriptive survey design was employed in this study. Secondary schools were selected through simple random sampling technique by lottery method . Three secondary schools were considered. Moreover, 15 EFL teachers and 261 students were taken as data sources by using comprehensive sampling technique. The study revealed that less availability of VTAs, teachers' poor utilization of VTAs, lack of technical skills for application of VTAs use, presence of ill-equipped VTAs centers; weaken facilitation of school leaders and lack of supply of VTAs as challenges of teachers' use of VTAs in secondary schools. These are; lack of initiated teachers, lack of teachers professional skills, lack of committed school leaders, lack of cooperation between pedagogic center representatives, presence of large class size, lack of incentives for teachers and lack of woreda education office/government bodies attention. The study recommended that teachers should prepare locally available VTAs and improve utilization of VTAs to motivate students in EFL class. Woreda education office also should prepare technical and refreshment training to be given to EFL teachers, pedagogic center representatives and school leaders. Finally, cooperation from key stakeholders should increase to fill the gaps mentioned above.

Key Words: Visual aid, perception, Realia, audio-visual

CHAPTER ONE

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, research question, significance of the study, scope of the study, limitations of the study, operational definition of key terms, and organization of the study. Each of them could be explained in the subsequent subsection.

1.1 Background of the study

Visual aids are types of designated teaching and learning materials that may be locally or commercially produced. Mun & Jontue, (2016) have defined visual aids as those devices which are used in classrooms to encourage students learning process and make it easier and interesting; they are those sensory objects or images which initiate or stimulate and support learning. For example, visual aids such as animation videos, pictures, maps, charts and models as motivation tools increase interest on reading literary text, which in turn smoothens the learning to students.

visual teaching aids have proven to be one of the easiest ways to communicate with students these days and also it helps the teaching learning process as it allows students to understand the lesson effectively. Visual teaching aids generally makes teaching and learning impactful and empower and, notably, establish a language environment for the students (Daniel, 2013).

Achmad and Yusuf (2014) acclaimed that when a teacher is using the uncontrolled classroom activities, it is important to take cognizance of culture of the learners as it impacts on their learning outcomes. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. According to Vaugh and Wang (2009) teachers are often unsuccessful in using visual aids in real world practice due to a range of factors such as failure to identify individual characteristics of the learners and develop visual aids congruent to learners learning styles. It is therefore critical for teachers to become familiar with different types of visual aids and how they can be used properly in a manner that students understanding can be improved.

Goldstein (2008) further noted that it is visual aids can be very powerful tool used to enhance the impact of presentations. Words and images presented in different formats can appeal directly to audience's imagination and can add power to spoken words. Students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and more able to appreciate the relevance of what they have learned than students who passively receive what teachers teach them (Park, 2003). Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know. Teachers using visual aids improve class discipline by increasing motivation, attention and interest of the learners (Aggarwal, 2014). In contrast, classes that lack attention cannot receive instructions properly. In line with this, Eick and King (2012) asserted that use of visual aids improves learners' attitude and interest to the subject which increases their motivation to learn taught material.

A study conducted by Bhatti, Mukhtar, Arshad, and Jabeen (2019) identified the level of speaking skills by using appropriate audiovisual aids. The findings of the study clearly stated that audio-visual aids can actually improve one's speaking skills as it allows students to speak English. Audio-visual aids can also encourage students in developing their English proficiency if teacher changes some teaching techniques.

Raiyn (2016) argued that visual aids bring the real thing closer to the students where the learning process becomes more natural and realistic as well as easy for students to form mental images of abstract ideas. Similarly, Kaswa (2015) confirmed that visual learning aids such as pictures, drawings or dynamic videos were designed to facilitate learning which have an impact in the teaching and learning process. According to Tuimur and Chemwei (2015), teachers use visual aids of different types which enhance teaching and learning process. When these visual aids were used in teaching process, they lead to effectiveness of students in learning.

Teaching and learning resources are instructional materials and devices through which teaching and learning are facilitated in school (Sofowora and Egbedokun, 2010). Ngozi, Samuel, & Isaac (2012) unanimously agreed that audio - visual materials are very important and useful in education because, the normal learner in as far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series.

Besides, Ranasingh and Leisher (2009) stated that integrating teaching aids begins when a teacher prepares lessons to make it meaningful and relevant so that learners easily understand the subject matter. Ngozi, Samuel and Isaac (2012) unanimously agreed that audio - visual materials are very important and useful in education because, the normal learner in as far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. Chong (2016) who supported the idea that students can learn complex ideas more easily if they are given the opportunity to participate in the learning process and more students comprehend complex ideas if they are made meaningful to them - referring to the teachers (Chong, 2016). On the other hand, Onasanya and Dmasewo (2011) noted that standard and improvised instructional materials deliver the same positive effects on students' academic performance.

Melor, Yunus, Hadi and Dexter (2012) confirmed that visual aids are motivational tool in enhancing students' interest in reading literary and the teachers have positive perceptions towards the use of visual aids and there were limitations in the utilization of visual aids in the classroom settings. Also, Jain (2004) indicated that the uses of visual aids encourage the body movement and it may strengthen the control. This study was conducted in some secondary schools in Loma Bossa Woreda that focused on teachers' perception, practice and challenges of using visual teaching aids. By considering the above mentioned problems, this study was intended to assess teachers and students' perception, practice and challenges of using visual teaching aids with particular focus on secondary schools in Loma Bossa Woreda.

1.2 Statement of the problem

Teachers' perception, practice and challenges on the use of visual teaching aids within the classroom influences the learning process. Similarly the existence of challenges for teachers on the preparation and utilization of instructional materials are also believed to be other adversely affecting factors which are directly influencing learners' achievements. Visual materials not only make what a teacher has to say more comprehensive to his students, but also they can make it more interesting as well. Nowadays, most of what we have learnt and still learning are the product of visual media; that is why using visual materials is very important in teaching English as they commit information to long-term memory.

Similarly, the research findings by Irma, Yasim, Maimun, Zaid, Mohd, (2016) indicated that using teaching aids can improve students' mastery of vocabulary learning. This implies that visual aids are major components of instructional materials, and play their own great role on the processes of learning.

Regarding teachers' perception, practice and using instructional materials in general and visual aids in particular, there existed contradictory perception among many educators in the world which still leaves influences on students. For example according to Taiwo, (2009) the research finding on the perception of teachers on Turkish teachers between trained and untrained teachers showed that there were significant differences between the study participants. Perhaps this may be true to the perception of other countries' teachers' perceptions.

Different researchers' also highlighted that visual aids are such motivational tools which can capture the attention of all students regardless of their differences in educational level. To justify this, research findings and conclusions drawn by Melor. et al (2012) implied that the use of visual teaching aids are not only useful for EFL teachers teaching schools but also to the lecturers with related fields, especially those who are teaching trainee teachers and students of English literature course in the teacher training colleges and other educational institutes. But learning literature in English is not easy in Ethiopian context; this difficulty arises from teachers' limited perception towards using visual aids in literature class. Similarly, it was also shown that teachers do not use visual aids as an integral part of the everyday lesson due to timing issue and the students are not satisfied with this situation and it was recommended multimedia visuals as tools in the language classroom is highly beneficial and enhanced learning process Cuning & Wilson ,(2001). This implies there is different perceptions on using visual aids across different subjects of the same English. The above findings are the indicators of the realities of the perception and the challenges on practice and utilization of visual aids in other countries but not the realities of Ethiopian contexts in general and secondary schools in Loma Bossa Woreda in particular because there is much difference in culture, education, technology between the foreign EFL teachers and Ethiopia teachers specifically, EFL teachers of Loma Bossa Woreda Secondary schools. The researcher assumes that there may be differences in perception on practice and utilization of visual aids with respect to EFL teachers' context. Therefore, the

researcher attempted to assess the EFL teachers perception, practice and challenges on using visual aids in English classrooms in context of Loma Bossa Woreda Secondary schools.

So further studies are needed to check to what extent the perception and practice towards the utilization of visual aids affect learning in other African countries including Ethiopia in general and specifically in some selected Secondary schools in Loma Bossa Woreda. In addition, department heads and school directors complain at EFL teachers for not using visual teaching aids, However, Secondary schools in Loma Bossa Woreda look faced difficulty in using VTAs.....This fact has attracted the researcher to conduct her research on : Secondary school Teachers' perception, practice and the Challenges of using VTAs.

1.3 Objectives of the study

1.3.1 General objective of the study

The general objective of this study was to assess teachers and students' perceptions, practices and challenge

1.3.2. Specific Objectives of the Study s of using visual teaching aids in some selected secondary schools in Loma Bossa Woreda.

- ✓ To examine EFL teachers' perception of using visual teaching aids.
- ✓ To identify EFL teacher practices of using visual teaching aids in EFL class.
- ✓ To distangush challenges of EFL teachers on using visual teaching aids.

1.4. Research Questions

The study attempted to find answers for the following questions.

- ✓ What are the perceptions, of EFL teacher in using visual teaching aids in EFL class?
- ✓ To what extent do EFL teachers use visual teaching aids in EFL class?
- ✓ What are the challenges of EFL teachers in using visual teaching aids?

1.5. Significance of the study

The findings of this study may be significant for English language teachers to recognize the value of using visual teaching aids for the better mastery of contents. Moreover, the study may

aware secondary school leaders to fulfill necessary visual teaching aids either by purchasing or budgeting finance for the preparation of visual teaching aids from locally available materials. Moreover, it might help them develop their skills of preparing visual teaching aids from locally available materials and that likely saves money spent to purchase visual teaching aids from stationeries. This study could serve as reference material for those who are interested to conduct related study.

1.6 Scope of the study

The purpose of this study was to assess teachers' perceptions, practices and challenges of using visual teaching aids in some selected secondary schools in Loma Bossa Woreda. This study was confined to selected secondary schools in Loma Bossa Woreda, namely: Loma Bale, Yalo Lala and Mata secondary schools. The review of literature emphasize on practices, challenges and perceptions in using visual teaching aids.

1.7. Limitations of the Study

This study might have limitations that need attention of further study. This study comprised teachers and students only as participants of the study due to shortage of time and budget constraints that may have effect on generalizability of the study that further study might address the issues by participating larger group of respondents. Some respondents might be busy to fill the questionnaire that may need the researcher rescheduling of the program to get data from them. The overlap of conducting this study with regular work has put burden on researcher that may delay the completion of the study at intended period of time.

1.8. Operational Definition of Key Terms

There are some terms which are used in this study for particular purposes. Their meanings are listed below for transparency and clarity.

Perception: Refers to the ability to see, hear or understand; quality of understanding. Conscious understanding of what should be done to use visual aids in English classroom.

Practice: the actual use of visual aids in English classroom for the better mastery of the lessons being taught.

Realia: refers to materials and objects from real life such as plants, stones, tools, artifacts, and specimens used by teachers in classroom to facilitate understanding of the lesson being taught.

Visual aid: in this study, It refers to a device that is used in teaching-learning process of English language, including pictures, realia, maps, wall charts and photographs.

1.9. Organization of the Study

This thesis had five chapters. The first chapter dealt with introduction, including background of the study, statement of problem, basic research questions, objectives, significance and delimitation of the study. The second chapter presented review of relevant literatures. The third chapter focused on materials and methods on how the study was conducted. The fourth chapter (results and discussions) presented the data was collected from the field and states the major findings. Finally, chapter five dealt with the major findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical background

Visuals have been an important component of the language classes over the years. Also in the 1960's, French Scholars developed the audio-visual method. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation. Communicative Language Teaching puts much of the emphasis on the need for real life objects or texts to give authenticity to the communicative situation: 'Non-native speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environments' (Brinton, 2001). As Snow (2001; cited in Santas, 2009) suggested that the visual materials use Content-based goes from gestures and pantomimes to pictures, photographs and slides. These aids help to make the activities more motivating and meaningful for the students.

2.1.1. Behavioral Learning Theory

According to Graham (2010), the behaviorist viewed learning as a process in which experience with the environment leads to a relatively permanent change in behavior or the potential for a change in behavior. Behaviorism is a philosophy of psychology that focuses on observable behaviors and requires an objective, observable behavior to demonstrate a state of mind or learning. It stresses that psychological events are confirmed and observed by behavioral measures.

James (2006) described that learning is viewed as a conditioned response to external stimuli, which involves rewards for correct behavior and punishments for incorrect behavior. Teachers are expected to fill up the empty minds of students, who are expected passively to accept and memorize what is presented to them in order to correctly repeat it later. The common assumptions of these theorists are threefold, the first common assumption is the emphasis on observable behaviour rather than internal thought processes that create learning. Second, ultimately it is the environment that creates learning and it determines what is learned, not the individual student/learner. Lastly, it is the students ability to understand the overall process, and

the ability to repeat or reinforce that process that is a common thread (Mazur, 2005). Behavioral theory explains learning in terms of observable phenomena and ignores thoughts and feelings of students.

2.1.2. A Cognitive Approach

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world. Cognitivists allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles, 2004). It is assumed that the meaning constructed through the language is not independent module of the mind, but it reflects all of the human beings' experiences (Geeraerts, 2006).

Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes as many times as possible. Visuals can support the input that the student receives. In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. The gestalt psychologists explain that learning is neither a matter of adding new traces nor subtracting old ones, but of changing one gestalt into another. They view learning as a purposive, exploratory, imaginative and creative process of developing new insights or modifying old ones (Mayer, 2005).

2.1.3. Constructivist theory of learning

The term refers to the idea that learners construct knowledge for themselves- each learner individually (and socially) constructs meaning as he or she learns. Constructivism is viewed as a meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. According to this explanation of learning, individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact (Boudourides, 2003).

Constructivists believe that all humans have the ability to construct knowledge in their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally without structure and teaching is the defining factor amongst those who advocate this learning theory. Here, previous knowledge is seen as a basis for understanding new information and this leads to the development of formative assessments that is assessment for learning (Hayford, 2007).

The cognitivists derive idea from the claim that knowledge is not static, propositional and sentential, but it is grounded in and structure by various patterns of our perceptual interactions, bodily actions and manipulation of objects (Gibbs and Colston, 2006). According to this, if we want to set our students in a meaningful context, they should be placed in the reality they live in. In order to do it we must bring the reality “out there” inside the classroom.

Thus, the above mentioned theories, constructivist theory is appropriate for language learning since students are expected to construct meaning from their learning.

2.2. Definitions of Visual Aids

Visual aids are integral components of instructional materials which are visible or can be seen. Materials such as pictures, photographs, realia, chalk boards posters, flash cards, graphs and the like. Visual aids are very crucial in language teaching especially when teaching English as a foreign language. According to Okeke (2013) visual aids are any visible materials or equipment employed while teaching to aid learning. Devries (2017) explains that visual aids such as pictures and photographs facilitate learning by supplementing teacher’s verbal information. According to Gould and Roffey Barentsen (2018) 83% of our learning is achieved through the sense of sight. 11% comes from the sense of hearing, 3.5% through the sense of smell, 1.5% through the sense of touch and another 1% through sense of taste.

Emes and Velde (2005) suggested that most learners require visual content to learn. The preeminence of visual sense in learning further bears credence in famous Chinese proverb “one sighted is worth, a hundred words”. The overall success of any lesson in the classroom relies to the teacher’s use of visual aids to enrich and supplement the subject matter taught (Konomi, 2014). For every hour a teacher speaks, only about 8 10 minutes of the information given is

retained in the students' mind. The rest of the information is lost as learners tend to lose interest and attention to the content being presented especially when the lesson is dull and gloomy (Thomas, 2013). Therefore, when instructional materials consist of visual aids which are properly utilized, they help to promote learning because majority of learners are visual learners and have preference for visual content (Emes & Velde, 2005).

Budinski (2005) views visual aids as any materials or demonstrations presented during an oral presentation to support or enhance verbal message. According to this view, well prepared visual aids are useful in complementing unclear and incomplete information communicated orally by the teacher. Imogie and Agun (2008) observes visual aids as any materials which are employed during teaching in order to facilitate learning by stimulating visual senses. From this view, visual aids are more useful in enabling learning as they provide additional stimuli apart from oral information given by teachers.

2.3. Importance of Instructional Materials

Kochhar (2012) affirmed that instructional materials are very valuable tools for classroom teaching learning process. On account of this, the suggested importance of teachers access to additional instructional materials remains vital, so as to supplement what the students get from textbook. Abolade (2009) noted that instructional materials are cheaper for providing, useful for effective time managements and are a triggering factor for attentive follow up and interest on the part of students. Moreover, the study conducted by Meseret (2019) indicated that instructional material encourages the healthy classroom interaction which motivates both teachers and students since instructional materials provide clear image of the resources available in their respective schools and allow teachers to use imported teaching aids.

2.4. The importance of visuals in Second Language Acquisition

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. Santas (2009) reflected on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives. Mannan (2005) points out visual aids can help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make

learning more concrete, effective, interesting, inspirational, meaningful and vivid. Arif and Hashim(2006) proved that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words. A study carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it's a great help for students, given that they can understand 30% more than without the visual support.

Similarly, Clark and Lyons (2004) reported that visuals may help in order to build mental models, and communicate relationships among content objects in a more efficient way than can words alone. Clark and Lyons (2004) explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. The virtual capacity of the working memory is affected by how much related the knowledge of the long-term memory is with the domain studied. The more it is related, the more is the virtual capacity.

2.5. Categories of Visual Aids

Visual aids may be identified into two sub-categories: projected and non-projected (Mangal and Mangal, 2009).

2.5.1. Projected Visual Aids

According to Okaw (1995; cited in Humphrey, 2018) asserted that projected visual materials are those instructional materials which require projection for viewing. Accordingly, Dash and Dash (2007) perceive that projected aids as those visual aids where a bright light is passed through a transparent picture by means of lens and enlarged picture is shown or projected on the screen or the white wall. Projected visual aids include silent motion picture and filmstrips, computer graphics, epidiascope, magic lanterns, macro projections, and projection with the opaque and overhead projectors (Wilson and Brent, 2005). In relation to projected visual aids, Abdullahi (1998) surmise that a lighted screen has advantage of attracting student's attention and teachers should therefore select and project visuals for the sole purpose of sustaining the attention of their students. He further adds that projected visual aids may be used as substitutes for the real things,

in particular, those that are either too far away, too dangerous or too big to be brought in to class room or too small to be seen by the human eye or inaccessible because of their cost or importance.

Likewise, McArdle (2015) explains that projected visual aids are useful for large groups of people because everyone in the audience can see them properly. On this matter, Barnes (2013) suggests that an advantage of projected visual aids over non visual aids is that they can be used to project any kind of materials that is written, drawn, or printed. He also adds that this type of projection can be used in a fairly well lit room, which facilitates easy note taking and teacher interaction with learners. In support of this, Boor (2013) explains that when projected media materials are used in teaching, they improve interaction between teacher and learners and give instructions a more scientific base through providing a framework for systematic instructional planning. After learning about projected visual aids, let us dwell on non-projected visual aids.

2.5.2. Non-Projected Visual Aids

These are visual aids that do not require any form of projection before they can be used. Visual aids in this group do not require projector, projector screen and electricity (Anyanwu, 2003). Non-projected visual aids can be print or non-print materials (Sisiliya, 2013). Print materials are the journals, textbooks, newspapers, magazines, periodicals, and others while Non-print materials include chalkboard, felt board, bulletin board, photographs, posters, pictures, maps, graphs, wall charts, flip charts, globes, realia, models, specimens, and textbook illustrations. According to Jurich (2001), the use of non-projected visual aids such as pictures in teaching provides individual students with a tool to connect new words to a known meaning. This facilitates understanding and memorization.

According to Akram, *et. al.* (2012) models present simplified form of abstract and complex concepts so that learners can easily understand. Interestingly, Dash and Dash (2007) observe that non-projected visual aids are simple to use as they can be shown, hung on the wall, touched and handled by every child. They are usually easily available and can be procured from local environment or produced by teachers in the staffroom. After going through the general overview of visual aids, let us see the essence and development of visual aids in teaching.

2.6. Using visuals through Media in the language Classroom

The students with different learning styles must be taken into account too, and using media help the teachers a way to address the needs of visual, auditory and kinesthetic learners. Carney and Levin (2002) reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones. Graphic images also help students to create relations amongst the words, ‘bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated’ (Canning-Wilson, 2001). As Carney and Levin (2002) point out the transformational or mnemonic pictures include systematic memory enhancing components that improve readers’ recall of text information. As Kang (2004) claims, they are designed to help the learner, bringing the prior knowledge to a conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information.

Video provides this environment, and this helps learners to understand a particular discourse and improve their long-term listening comprehension, as well as their “confidence in speech” (Shrosbree, 2008). A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students’ needs and interests (Shrosbree, 2008). Most teachers seem to use the video as a reward or to control students’ behavior. But YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free (Snelson and Perkins, 2009). Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations (Snelson and Perkins, 2009). Teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic.

The above studies confirmed the significant effects of visual aids for the mastery of lessons but little of visual aids were the main hindrances at secondary level of education.

2.7. Perceptions of Teachers in Preparation and Use of Visual Teaching Aids

The perception of teachers concerning the preparation and use of instructional materials differs across the world. This is true to EFL teachers. According to the study finding of Taiwo, (2009) on the perception of the role of media in classroom on Turkish secondary school teachers, the results showed that there were significant differences in the perceptions about the roles of instructional materials. Besides the research finding of Rajapaksha, (2015) revealed that the teachers have precise perception of teaching aids and its functions. However, they face problems such as lack of time for preparing teaching aids for each lesson, lack of adequate knowledge on relating teaching aids to the lesson in the teaching learning process. Thus, the study recommended the provision of awareness, knowledge on using teaching aids effectively for teachers. On the basis of the findings of the above mentioned studies it can be inferred that there a difference in the perceptions of teachers on the preparation and utilization of instructional materials.

As a researchers' voice, the teachers' perceptions on the preparation and use of instructional materials may not be the same because many teachers claim using instructional materials are not this much mandatory in higher level educational institutions like colleges and universities. However, believe that preparing and using instructional materials like visual aids help learners acquire concrete information about the subject they are learning. When EFL teachers utilize as many visual aids as possible in EFL class, it can help them realize that they responsible to their clients and make their learners successful in their English language achievements. The findings of the study by Mathew & Alidmat, (2013), revealed that using visual aids as a teaching method stimulates thinking and improves learning environment in a classroom.

However, it is also important to consider EFL teachers opinions, perceptions, experiences, failures and success while using audio-visual resources. Even if the study was mainly focused on the usefulness of audiovisual aids, one thing to be known is that the EFL teachers' perception, knowledge and opinion can affect the usefulness of the instructional material under use.

Even English language teachers indicated the constructive value of visual aids in English language classroom; however, their uncooperative perception was developed due to of time for

preparing teaching aids for each lesson, lack of adequate knowledge on relating teaching aids to the lesson in the teaching learning process.

2.8. Some challenges in Preparation and Use of Visual Aids

There are a number of barriers which adversely affect the teacher' practices of preparing and using visual aids in EFL classes. Howard & Major (2005) indicated that having enough time to make teaching aids is the main challenge faced by school teachers. This shows that having sufficient time for planning and improvising teaching aid materials remains a series problem.

These problems are partly associated to lack of experience and in accessibility of the needed local materials, lack of teachers' motivation to prepare and use instructional materials especially at college and universities, lack of time and budget for teachers. According to Joan (2018; cited in Meseret, 2019) confirmed the absence of teachers openness towards the new techniques and merely willing to use the traditional methods as the best option is the great challenge of visual aids in the school. Besides to this, the absence of enough training on preparing and using visual instructional aids in school environment is another challenge of teachers faced during their lesson presentation.

In nuts shell, the significance of visual aids for the master of lessons in language classroom was mentioned by the researchers but several challenges blocked its proper utilization in English language classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents description of the study area, research design, participants in the study, data gathering procedures, sample size and sampling technique, data gathering tools, methods of data analysis and ethical considerations. Each of them could be explained in the subsequent sub-sections.

3.1. Description of the Study Area

This study was conducted in Loma Bossa Woreda in Dawuro Zone that is found in South West Ethiopia. It is located at about 500km South West of Addis Ababa, the capital of Ethiopia. Its relatively bordered in the south by Gamo and Gofa zones, in the west by the Gojeb River which defines its boundary with Oromia region, in the north east by Hadiya and Kambata-Tambaro zones and in the east by the Wolaita zone. Loma Bossa Woreda has considerable climatic variation from high land to low land. Mostly, it has cold climatic condition.

3.2. Research Design

With this in mind, the researcher used descriptive survey research design to get a description of prevailing conditions concerning teachers' perceptions, practices and challenges of using visual teaching aids in some selected secondary schools in Loma Bossa Woreda. Moreover, the nature of the study required wider description and investigation of facts and views related to the study focus.

3.3. Research Method

By taking the purposes of the study, both quantitative and qualitative methods were employed. The quantitative method was used to collect numerical data through questionnaire from the respondents. Specifically, in order to obtain pertinent data for this study, mixed method were employed in this study that aimed at obtaining both qualitative and quantitative information from the respondents.

3.4. Data Sources and Target Population

Primary data were collected from EFL teachers and students. In order to get s primary data, close-ended survey questionnaire was prepared and distributed to students, while interview was held with EFL teachers to get relevant information for this study. Additionally, classroom observation was conducted to see the practices and challenges in using visual teaching aids in sample schools. Thus, the target populations of this study were: EFL teachers and students of grade 11

3.5. Sample Size and Sampling Techniques

There are five (5) secondary schools in Loma Bossa Woreda. Then, simple random sampling technique was used by lottery method to select the schools to provide equal opportunity to be included in this study. Then, 60% (n=3) three secondary schools were included in this study. There were 15 teachers in sample secondary schools and all of them were selected through comprehensive sampling technique due to their manageable size and limited number. In addition to this, the researcher selected students from grade 11 because they are matured enough to fill the questionnaire. Accordingly, there were 754 students in grade 11 in Loma Bale, Mata and Yalo Lala secondary schools. From these, 34.6% (n=261) students were involved in this study.

According to Catherine (2013), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled. As a result, in order select representative sample size in the study, the following formula was used for the calculation of the sample size for this study. $n = \frac{N}{1+N(e)^2}$

$$n = \frac{N}{1+N(e)^2} = \frac{754}{1+754(0.05)^2} = \frac{754}{1+[754(0.0025)]} = \frac{754}{1+1.885} = \frac{754}{2.885} = \mathbf{261(34.6\%)}$$

n = sample size the researcher uses; **N**= total number of students (**N=754**).

e= maximum variability or margin of error 5% (.05); **1**= the probability of the event occurring.

Where, N=Total Population; **n**=sample size; **e**= Acceptable sampling error at 5 %(**0.05**).

Table 3.1: Sample Size and Sampling Technique

Schools	Target population		sample size	
	Teachers	Students	Teachers	Students
Loma Bale	5	286	5	99
Yalo Lala	6	242	6	84
Mata	4	226	4	78
Total	15	754	15	261
Sampling Technique			Comprehensive	Simple random

Source: Field Data from sample schools

3.6. Data collection instruments

Three sets of instruments were employed to collect relevant data from the respondents. These were: questionnaire, interview and classroom observation as explained below.

3.6.1. Questionnaire

Questionnaire is a list of questions that are sent to specific individuals who respond the questions appropriately (Grix, 2004). Questionnaire was used to get relevant information from large number of students. It consisted of both closed-ended and open-ended items. Closed-ended items were offered for respondents as set of alternative to choose one of them to reflect their views. A five point Likert scale items were developed to provide the respondents ease of answering the questions as per their level of agreement (McLeod, 2008). Questionnaire was developed to be used to find out clear understanding to the knowledge of sample respondents related to the issue of study. It was prepared and distributed to students. Then, the questionnaire was administered to 261 students at appropriate time commonly adjusted by the joint agreement of the researcher and respondents.

3.6.2. Interview

Cohen, Manion and Morrison (2000) argued that in-depth interviewing is a data collection technique relied on extensively by qualitative researchers because it enables the researcher to

obtain a large amount of data quickly and it allows immediate follow-up questions that are necessary for clarification. In addition to the questionnaire, a semi-structured interview was conducted with fifteen (15) EFL teachers. According to Henning, Van Rensburg & Smit (2004), interviews should be accurately transcribed, coded and interpreted. With this assumption, semi-structured questions were used to collect deep information on issues related to teachers' perceptions, practices and challenges of using visual teaching aids in the study area. Notes were sufficiently and carefully taken from the interviewees to provide explanations on the issues forwarded for them.

3.6.3. Classroom Observation

Classroom observation was used to get information which couldn't be obtained by any other way. To have first-hand information through eye-witness, the researcher observed the classroom setting. Also, it also helped the researcher to gain deep understandings of the context. The classroom observations were carried out by using checklist. For this purpose, the researcher was observed four sections from grade 11(grade 11th "A", 11th "C", 11th "D" and 11th "B") three times with the help of co-observer during teaching-learning of speaking skill of English language. These 4 sections were selected through comprehensively because the sections are limited in number and manageable in size. Before the observation the researcher created awareness about the purpose of the observation.

The classroom observation were conducted in two semester giving time gap between the first, second and third observations. Thus, the first observation was held at first semester in December, 2023, whereas the second observation was conducted in January, 2024. The third observation was held in March, 2024. Then, the collected data were analyzed and interpreted through narration. Classroom observation was used to get information which couldn't be obtained by any other way. To have first-hand information through eye-witness, the researcher observed the classroom setting. It also helped the researcher to gain deep understandings of the context.

3.7. Pilot Study

3.7.1. Validity of the instruments

To ascertain content validity of the research instrument the researcher consulted advisor and

experts in research methodology in the Department of English Language and Literature in Jimma University. Based on advisors suggestion, researcher modified certain items and submitted to the advisor for final development.

3.7.2. Reliability of the Instrument

This pilot study (pre-test) was carried out with objective of checking whether or not the items of the questionnaires are easily comprehensible by the respondents and could enable the researcher to gather the required information. In other words, before the administration of the questionnaire to the respondents and the collection of actual data, pilot test was conducted in Dodi Secondary School which is found in Loma Bossa Woreda. This school was selected since it has some common characteristics with the sample school of the study area.

Accordingly, the draft questionnaire was distributed to 35 students in the school. After the questionnaire is filled and returned back, the reliability of the items were measured by using Cronbach Alpha. Then, to test the reliability of the questionnaire, Cronbach Alpha was employed. According to Jwan (2010) a reliability coefficient of 0.71 is considered high enough for the instruments to be used for the study. Hence, the analysis was made by using the data gathered from 35 households. The obtained pilot test results of was 0.917 (see **Appendix-E**). After that, the pilot test report was submitted for the advisor for approval. Thus, necessary improvement on issues was made in accordance with the advisors comment and six (6) items were modified.

Table 3.2: The Reliability Test Result Respondents

N	Pilot Groups	Number	Items	Cronbach Alpha
1	Students	35	28	0.917

3.8. Procedures for Data Collection

The purpose of the study and the specific and general directions in the questionnaire was explained for the respondents. After that, the prepared questionnaire was administered for students. Besides, the interview was held EFL with teachers. Moreover, classroom observation was carried out to see the practices and challenges in using visual teaching aids in sample schools. Finally, the collected data were analyzed and interpreted properly.

3.9. Method of data analysis

The mixed approach involves collecting data in a simultaneous or sequential manner using both quantitative and qualitative methods in a fashion that best addresses the research question/s (Creswell, 2003). Quantitative method such as percentage was used to analyze the data from the questionnaire. Frequency described the number of respondents involved in this study. Mean value was used to see the extent of respondents' opinion to each item. The qualitative data that was collected from the semi-structured interview and classroom observation were analyzed and interpreted qualitatively through narration.

3.10. Ethical Considerations

Research ethics refer to the type of agreement that the researcher entered into with his research participants. Ethical considerations played a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher communicated smoothly and legally with all concerned bodies. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional was being. All references that were obtained from different and the respondents' information were acknowledged and kept confidential.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

This part of the study deals with results and discussions collected from sampled population (students and EFL teachers). A total of two-hundred sixty-one (261) questionnaires were distributed to students.

From the total questionnaires distributed for students, 261 (100%) were filled and returned appropriately without any loss. Moreover, the data collected through interview from 5 EFL teachers were analyzed qualitatively. Triangulation was made to check the consistencies and variations of the result obtained. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way, tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants regarding the topic of the study. The obtained data were presented in the following sub-section.

4.1. Results of the Questionnaire

4.1.1.Characteristics of the Respondents

This part is the analysis of characteristics of respondents, based on personal details and educational status were presented in terms of sex, age, and education background and grade level as follows.

Table 4.1: Demographic Information of students

N_o	Variables	Alternative	Response	
			N_o	%
1	Sex	Male	151	57.9
		Female	110	42.1
		Total	261	100
2	Age	15-16 years	9	3.4
		17-18 years	232	88.9

		19-20 years	20	7.7
		21-25 years	-	
		Above 25 years	-	
		Total	261	100
3	Marital Status	Married	13	5.0
		Single	241	92.3
		Widowed	7	2.7
		Divorced		
		Total	261	100

According to the personal details obtained from the total 261 key informants, 57.9%(n=151) were males but the remaining group of informants, 42.1% (n=110) were females. This indicates most students learning in secondary schools of Loma Woreda are males as compared to their counter parts.

Concerning the age of respondents, most of the respondents were within the age range of 17-18 years that is 88.9% (n=232), while the rest group of respondents, 3.4% (n= 9) of the respondents stated 15-16 years. Still the other group of respondents, 7.7% (n=20) were within the age range between 19-20 years. This asserts that most of students are within the normal school age.

Concerning the marital status of the respondents, majorities, 92.3% (n=241) were single and the others, 5% (n=13) and 2.7% (n=7) were married and divorced respectively. This reveals that majority of the students were single in the study area.

4.1.2. The Use of Visual Aids to Attain Lesson Objectives

Table 4.2: The Use of Visual Aids to Attain Lesson Objectives

No	Items	Alternative	Response	
			No	%
1	Do you prefer to learn English in visually assisted classroom?	Yes	227	87.0
		No	34	13.0
		Total	261	100

2	Does the school help your English teacher in acquiring visual aids?	Yes	18	6.9
		No	243	93.1
		Total	261	100
3	Does the attainment of your lessons objectives really require the use of any visual aids?	Yes	150	57.5
		No	111	42.5
		Total	261	100

As shown in Table 4,2, the respondents were asked to indicate if students prefer to learn English in visually assisted classroom, Accordingly, 87 % (n= 227) described they prefer to learn in visually assisted classroom, while the others, 13% (n=34) confirmed they didn't have preference learn English in visually assisted classroom. This indicates most students prefer to learn English in visually assisted classroom.

Likewise, in item 2, the respondents were asked to confirm if secondary schools help English language teachers to acquire visual teaching aids. In this regard, majority of the respondents, 93.1% (n= 243) reported their schools did not help English language teachers to acquire visual teaching aids, whereas the remaining group of respondents, 6.9% (n=34) mentioned their schools assisted English teachers to acquire visual teaching aids. Thus, it is possible to deduce from the above information that the failure of most secondary schools to help English language teachers to acquire visual teaching aids might lead to shortage of VTAs that in turn hinder the use of visual aids in English classroom.

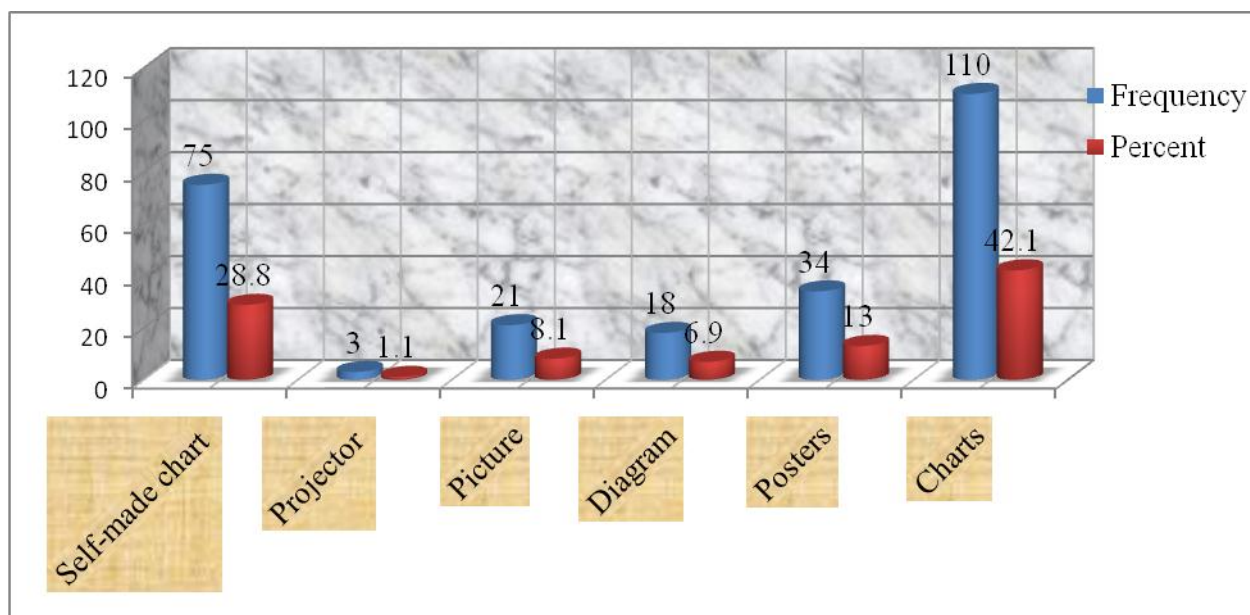
In item 3, the respondents were asked to indicate whether the attainment of lesson objectives really require the use of any visual aids. Concerning this, majority of the respondents, 57.5% (n= 150) reported the achievement of lesson objectives require visual teaching aids. On the other hand, the other group of respondents, 42.5% (n=111) stated they did not need visual teaching aids. This implies that the attainment of lesson objective needs the use of appropriate visual teaching aids in English classroom.

The findings concur with Agwu & Ogochi (2019) who indicated that teachers use visual aids during teaching and learning process. In this study, teachers described that they had confidence in teaching and learning process whenever visual aids were used to present the lesson. This implies that the practice of using visual aids during teaching and learning process simplifies the

lesson presentation and thus enables students to achieve the stated learning objectives. Similarly, Raiyn (2016) has further argued that visual aids bring the real thing closer to the students where the learning process becomes more natural and realistic as well as easy for students to form mental images of abstract ideas.

4.1.3. Visual Aids English Teachers used in the classroom

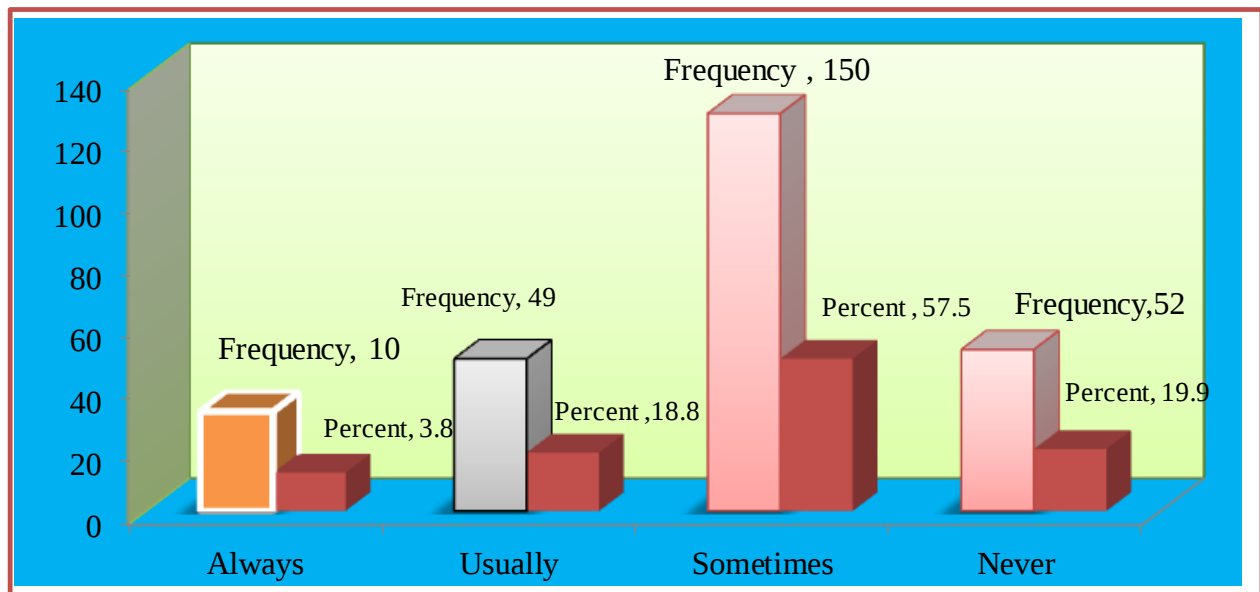
Figure 1: Teachers' Use of Visual Aids in English Classroom



As indicated in Figure 1, 28.8% of the respondents mentioned self-made charts of visual teaching aids were used in English classrooms. On the other hand, the other group of respondents, 42.1% reported their teachers used charts in English classroom. The obtained data indicated that, 13% and 8.1% of respondents asserted posters and pictures correspondingly. Still the remaining group of respondents, 6.9% and 1.1% mentioned diagrams and projectors respectively. This implies that charts of any kind and self-made charts were common visual teaching aids used at secondary level of education to teach English in Loma Woreda. In line with the above finding the study conducted by Adeogun (2010) discovered a very strong positive significant relationship between instructional materials and academic performance.

4.1.4. The Extent of Using Visual Aids in Teaching English Language skills

Figure 2: The Extent of Using Visual Aids in Teaching English Language skills



As described in Figure 2 above, 57.5 % of respondents confirmed that their English teachers sometimes used visual teaching aids in English classroom, whereas the others, 19.9% and 18.8% reported never and usually respectively. However, the remaining group of respondents, 3.8% assured always to the issue. This indicates that most English language teachers seldom used visual teaching aids in English classroom at secondary schools of Loma Bossa Woreda. In line with the above finding, Ngonyani (2018) elaborated that using different visual aids is important and increases the interest and engagement of students in learning. Thus, teachers must use visual aids in teaching and learning process which could improve students' academic performance.

4.1.5. EFL Teachers' Perception of Using Visual Teaching Aids in EFL Class

Perception refers to a process in which people use to explain and memorize past actions to produce accurate meaning. Onwong'a (2014) stated that teachers whether those on training or those that have qualified perceive the use of learning aids in teaching of English as advantageous to the teacher and the students. Their use reduces the talk and chalk method of teaching. Additionally, Ngonyani (2018) posited that teachers view the use of real objects as an important tool in teaching and learning process; views on the use of visual aids indicate that, there are some

concepts which are difficulty to understand when teachers use only chalkboards. This section tried to highlight English teachers' perceptions in using visual teaching aids in EFL class.

4.1.6. EFL Teachers' Practice of Visual Teaching Aids in English Classroom

Table 4.3: EFL Teachers' Practice of Visual Teaching Aids

No	Items	Res	Extent of Agreement					Mean	SD
			5	4	3	2	1		
1	EFL teachers use visual aids in teaching language skills	No	-	-	4	120	137	1.49	0.53
		%	-	-	1.5	46.0	52.5		
2	EFL teachers give students an opportunity to see what is actually happening	No	166	77	68	-	-	4.18	0.82
		%	44.4	29.5	26.1	-	-		
3	EFL teachers rarely use visual aids in teaching language skills	No	122	76	63	-	-	4.23	0.81
		%	46.7	29.1	24.1	-	-		
4	The use visual aids do not motivate students in teaching and learning process	No	2	-	25	131	103	1.72	0.69
		%	0.8	-	9.6	50.2	39.5		
5	Students do not necessarily learn best from the kinds of visual aids	No	-	4	51	83	123	1.75	0.82
		%	-	1.5	19.5	31.8	47.1		
6	EFL teachers use of visual aids is not time consuming	No	-	13	46	101	101	1.89	0.87
		%	-	5.0	17.6	38.7	38.7		
7	EFL teachers always bring visual teaching aids in the process of teaching and learning	No	-	-	-	227	34	1.87	0.34
		%	-	-	-	87.0	13.0		
8	EFL teachers do not use visual aids in every period	No	83	168	10	-	-	4.28	0.53
		%	31.8	64.4	3.8	-	-		

Key: strongly agree (5); agree (4); undecided (3) ; disagree (2) and strongly disagree (1)

As revealed in item 1 of Table 4.3, the respondents confirmed the failure of EFL teachers' use of visual aids in teaching language skills at secondary schools in Loma Bossa Woreda. Specifically, most of the respondents, 52.5% (n = 137) and 46% (n=120) indicated their strong disagreement and disagreement to the issue respectively. On the other hand, 1.5% (n = 4) of respondents moderately agreed to the item. Furthermore, the mean result of (M = 1.49; SD =

0.53) confirms strong disagreement of respondents to the statement. Thus, one can infer from the above information that little practice of English language in teaching English language by using visual teaching aids might have negative impact on the master of the lessons at secondary schools of Loma Bossa Woreda.

As shown in item 2 of Table 4.3, EFL teachers give students an opportunity to see what is actually happening. Concerning this, most of the respondents, 44.4% (n=166) and 29.5% (n=77) expressed their strong agreements and agreements respectively to the item. Conversely, 26.1% (n=68) moderately agreed to the item. Additionally, the mean result of (M = 4.18, SD = 0.82) shows the agreement of the respondents to the item. Thus, one can infer from the above information that EFL teachers' giving of opportunities for students to see what is actually happening might assist students to master the lesson much effectively at secondary schools of Loma Bossa Woreda.

In item 3 of Table 4.3, the finding of the study revealed that EFL teachers rarely use visual aids in teaching language skills at secondary schools of Loma Bossa Woreda. Particularly, most of the respondents, 46.7% (n=122) and 29.1% (n=76) described their strong agreements and agreements to the item respectively. In contrast, the other group of respondents, 24.1% (n=63) mentioned their moderate agreements to the item. Also, the mean result of (M=4.23, SD = 0.81) confirms agreement to the statement. This illustrates that EFL teachers occasional use of visual aids in teaching language skills might have negative impact on the master of lesson at secondary schools of Loma Bossa Woreda.

In item 4 of Table 4.3, the respondents were asked to indicate if the use of visual aids does not motivate students in teaching and learning process in the study area. To see in-detail, 50.2% (n=131) and 39.5% (n=103) confirmed disagreements and strong disagreements to the item respectively. Also, 9.6% (n=25) reveals the moderate agreement to the item. Moreover, the mean result of (M=1.72, SD=0.69) confirms the disagreement of respondents to the item. This demonstrates that the use visual aids greatly motivate students in teaching and learning process at secondary schools of Loma Bossa Woreda.

In item 5 of Table 4.3, the respondents were inquired to rate if students do not necessarily learn best from the kinds of visual aids. Precisely, 47.1% (n=123) and 31.8% (n=83) of respondents replied strong disagreements and disagreements to the item respectively. Additionally, the other

group of respondents, 19.5 % (n=51) and 1.5% (n=4) explored moderate agreement and disagreement to the item correspondingly. Besides, the mean result of (M=1.75, SD=0.82) indicates the disagreement of the respondents to the statement. This validates that students necessarily learn best from the kinds of visual aids can help them to master the lessons effectively.

As shown in item 6 of Table 4.3, the respondents stated EFL teachers use of visual aids is time consuming. To see specifically, 38.7% (n=101) from the total respondents similarly indicated their disagreement and strong disagreement to the item respectively but the others, 17.6% (n=46) and 5% (n=13) rated moderate agreements and disagreements to the item. Also, the mean result of (M=1.89, SD=0.87) shows the disagreement of respondents to the item. Thus, one can deduce that the use of visual teaching aids in English classroom might be time consuming.

As indicated in item 7 of Table 4.3, the respondents were requested to describe if EFL teachers *always* bring visual teaching aids in the process of teaching and learning. Consequently, 87 % (n = 227) and 13 % (n = 34) of respondents disagreed and strongly disagreed to the item respectively. Furthermore, the mean result of (M=1.87, SD=0.34) shows the disagreement of the respondents to the statement. This exhibits that the failure of EFL teachers to bring visual teaching aids regularly in the process of teaching and learning might results in low master of the lesson at secondary schools of Loma Bossa Woreda.

The last but not the least factor was intended to assess if EFL teachers do not use visual aids in every period in the study area. Regarding this, 64.4% (n =168) and 31.8 % (n = 83) of respondents indicated the agreement and strong agreement to the item respectively, while the other group of respondents, 3.8% (n=10) noted their moderate agreement to the item. Besides, the mean result of (M =4.28, SD= 0.53) shows the agreement of respondents to the statement. This affirms that EFL teachers did not use visual aids in every period that in turn hinders better mastery of the lessons at secondary schools of Loma Bossa Woreda. The above finding matches with the study conducted by Eick and King (2012) asserted that use of visual aids improves learners' attitude and interest to the subject which increases their motivation to learn taught material. However, Vaugh and Wang (2009) confirmed that teachers are often unsuccessful in using visual aids in real world practice due to a range of factors such as failure to identify

individual characteristics of the learners and develop visual aids congruent to learners learning styles.

4.1.7. The Significance of Using Visual Teaching Aids in EFL Class

Table 4.4: The significance of using visual teaching aids in EFL class

No	Items	Res No	Extent of Agreement					Mean	SD
			5	4	3	2	1		
1	Visual aids help to master the lessons effectively	No	93	84	79	5		4.06	0.86
		%	35.6	32.2	30.3	1.9			
2	They are helpful in saving EFL lessons time	No	-	2	25	131	103	1.72	0.69
		%	-	0.8	9.6	50.2	39.5		
3	They enable us to develop our language skills by observing items	No	189	12	60	-	-	4.49	0.85
		%	72.4	4.6	23.0	-	-		
4	They are effective in reinforcing the lesson objectives.	No	159	24	78	-	-	4.31	0.90
		%	60.9	9.2	29.9	-	-		
5	They arouse motivation in classroom instruction	No	165	72	24	-	-	4.54	0.66
		%	63.2	27.6	9.2	-	-		
6	They increase EFL learners' interaction	No	177	84	-	-	-	4.68	0.47
		%	67.8	32.2	-	-	-		
7	They simplify teaching and learning process	No	30	18	36	68	109	2.20	1.35
		%	11.5	6.9	13.8	26.1	41.8		

Key: strongly agree (5); agree (4); undecided (3) ; disagree (2) and strongly disagree (1)

As depicted in Table 4.4, visual aids help to master the lessons effectively in the study area. Accordingly, most of the respondents, 32.2% (n=86) and 35.6% (n=93) indicated their

agreements and strong agreements respectively. On the other hand, 30.3% (n=79) 1.9% (n=5) reported their moderate agreements and agreements to the item correspondingly. In addition, the mean result of (M=4.06, SD=0.86) indicates the agreement of respondents to the statement. Thus, one can infer from the above information that visual aids help to master the lessons effectively at secondary schools of Loma Bossa Woreda.

In item 2, the finding of the study revealed that visual aids are also helpful in saving time during EFL lessons in the study area. Consequently, most of the respondents, 50.2% (n=131) and 39.5% (n=103) described disagreement and strong disagreement to the item respectively. Equally, 9.6% (n=25) and 0.8% (n=2) replied moderate agreements and agreements to the item respectively. Furthermore, the mean result of (M=1.72, SD=0.69) states disagreements to the statement. Thus, one can infer from the above information that the failure of visual aids are helpful in saving time during FEL lessons.

As indicated in item 3, the obtained data confirmed that enable students to develop their language skills by observing items at secondary schools of Dawuro Zone. To see specifically, 72.4% (n=189) and 4.6% (n=12) indicated strongly agreements and agreements to the item respectively. However, 23% (n=60) noted moderate agreement to the item. Additionally, the mean result of (M=4.49, SD=0.85) confirms the agreement of respondent to the statement. This reveals that visual teaching aids play significant roles in enabling students to develop their language skills by observing the contents of the lesson.

In item 4 of Table 4.4., the respondents confirmed that visual are effective in reinforcing the lesson objectives at secondary schools of Loma Bossa Woreda. To see in-detail, 60.9% (n=159) and 29.9% (n= 78) described their strong and moderate agreements to the item respectively, whereas the other group of respondents, 9.2 %(n=24) expressed their agreements to the item. Moreover, the mean result of (M=4.31, SD=0.90) confirms the agreement of respondents to the statement. This shows that visual teaching aids play critical roles in reinforcing the lesson objectives effectively.

In the same Table of item 5, the respondents were asked to indicate visual teaching aids arouse motivation in classroom instruction at secondary schools of Loma Bossa Woreda. To see in-detail, 63.2% (n=165) and 27.6% (n=72) mentioned moderate agreement to the item

respectively. Moreover, the mean result of ($M=4.54$, $SD=0.66$) shows strong agreements of the respondents to the statement. Hence, it is possible to infer from the above information that visual teaching aids can arouse motivation in classroom instruction in English classroom.

As indicated in item 6 of Table 4.4, visual teaching aids can increase EFL learners' interaction at secondary schools of Loma Bossa Woreda. In specific terms, 67.8% ($n=177$) of respondents stated strong agreement but the other group of respondents, 32.2% ($n=84$) noted their agreements to the item. Additionally, the mean result of ($M=4.68$, $SD=0.47$) indicates strong agreement of respondents to the item. This illustrates that visual teaching aids can increase EFL learners' interaction in English classroom.

In same Table of item 7, the respondents were requested to rate if visual teaching aids simplify teaching and learning process. Regarding this, 41.8% ($n=109$) and 26.1% ($n=68$) indicated strong disagreements and disagreements to the item respectively but the other least percentage, 13.8% ($n=36$) and 6.9% ($n=18$) rated moderate agreements and agreements to the item. Still the other group of respondents, 11.5% ($n=30$) described strong agreement to the item. Furthermore, the mean result of ($M=2.20$, $SD=1.35$) shows disagreement to the item. This indicates that the use of visual aid did not play critical roles in simplifying teaching and learning process in the study area.

In support of the above findings, Boor (2013) explains that when projected media materials are used in teaching, they improve interaction between teacher and learners and give instructions a more scientific base through providing a framework for systematic instructional planning. After learning about projected visual aids, let us dwell on non-projected visual aids.

4.1.8. The Challenges EFL Teachers' Face in Using Visual Teaching Aids

By visual aids in teaching is one mode to enhance lesson plans and give students additional ways to process subject information (Kunari, 2006). Visual aids are devices present unit of knowledge through auditory of visual stimuli both with a view to aid learning. However, there are several challenges that impede the practical use of visual teaching- teaching aids in English classroom. The increasing demand and expectation on teachers are often accompanied by fewer resources as well as increasing class sizes thus making it a huge challenge for many teachers and some lacking proper training. The

following Table 4.5 discusses the analysis and interpretation of data related to the challenges in using visual teaching aids in English classroom.

Table 4.5: **The challenges** EFL Teachers Face in Using Visual Teaching Aids

No	Items	Res	Extent of Agreement					Mean	SD
			5	4	3	2	1		
1	Lack of skills to use available visual aids	No	54	194	13	-	-	4.16	0.48
		%	20.7	74.3	5.0	-	-		
2	Lack of fund to purchase visual aids	No	128	111	22	-	-	4.41	0.64
		%	49.0	42.5	8.4	-	-		
3	Shortage of time to prepare visual aids	No	184	22	55	-	-	4.49	0.82
		%	70.5	8.4	21.1	-	-		
4	Lack of adequate visual aids	No	126	71	64	-	-	4.24	0.82
		%	48.3	27.2	24.5	-	-		
5	Lack of previous experience in using visual aids	No	100	34	127	-	-	3.89	0.93
		%	38.3	13.0	48.7	-	-		
6	Lack of cooperation between pedagogic center representatives and teachers	No	4	208	49	-	-	3.83	0.42
		%	1.5	79.7	18.8	-	-		
7	Large class size	No	74	45	142	-	-	3.74	0.87
		%	28.4	17.2	54.4	-	-		
8	Low attention of Woreda government to fulfill necessary facilities for secondary schools	No	35	212	14	-	-	4.08	0.43
		%	13.4	81.2	5.4	-	-		

Key: strongly agree (5); agree (4); undecided (3) ; disagree (2) and strongly disagree (1)

As presented in item 1 of Table 4.5, the respondents stated the lack of skills to use available visual aids in teaching language skills at secondary schools in Loma Bossa Woreda. In particular, most of the respondents, 74.3% (n = 194) and 20.7% (n=54) described their agreements and strong agreement to the issue respectively. On the other hand, 5% (n=13) of respondents rated moderate to the item. Furthermore, the mean result of (M=4.16; SD =0.48)

confirms the agreement of respondents to the item. Thus, one can infer from the above information that lack of skills to use available visual aids might have negative impact on the use of visual teaching aids at secondary schools of Loma Bossa Woreda.

As reported in item 2 of Table 4.5, lack of fund to purchase visual aids was one of the considerable challenges that hinder the use of visual teaching aids. Concerning this, most of the respondents, 49% (n=128) and 42.5%(n =111) expressed their strong agreements and agreements respectively to the item. Conversely, 8.4% (n = 22) moderately agreed to the item. Additionally, the mean result of (M = 4.41, SD = 0.64) shows the agreement of the respondents to the item. This declares that lack of fund to purchase visual aids might have negative impact on the use of visual teaching aids at secondary schools of Loma Bossa Woreda.

In item 3 of Table 4.5, the finding of the study reported that shortage of time to prepare visual aids at secondary schools of Loma Bossa Woreda. Particularly, most of the respondents, 70.5% (n=184) and 21.1% (n=55) pointed out their strong and moderate agreements to the item respectively. In contrast, the other group of respondents, 8.4% (n=22) mentioned agreements to the item. Also, the mean result of (M=4.49, SD = 0.82) confirms agreement to the statement. This demonstrates that Shortage of time to prepare visual aids negatively influences the use of visual teaching aids in the study area.

In item 4 of Table 4.5, the respondents were asked to indicate if lack of adequate visual aids influences the use of visual aids in English classroom. So, most of the respondents, 48.3% (n = 126) and 27.2% (n=71) depicted strong agreements and agreements to the item respectively. Similarly, 24.5% (n=64) reveals the moderate agreement to the item. Moreover, the mean result of (M=4.24, SD=0.82) proves the disagreement of respondents to the item. This exhibits the lack of adequate visual aids that might have negative influence on the use of visual teaching aids in the study area.

In item 5 of Table 4.5, the respondents were asked to rate if lack of previous experience in using visual aids influences the use of visual teaching aids in the study area. Specifically, 38.3% (n = 100) and 48.7% (n =127) of respondents agreed strongly sand moderately to the item respectively. Additionally, the other group of respondents, 13 %(n=34) informed agreement to the item. Besides, the mean result of (M=3.89, SD=0.93) indicates the agreement of the

respondents to the statement. This ensures that lack of previous experience in using visual aids greatly influences the use of visual teaching aids in the study area.

As described in item 6, the respondents mentioned lack of cooperation between pedagogic center representatives and teachers in the study area. In specific terms, 79.7% (n=208) and 18.8% (n=48) indicated their agreement and moderate agreement to the item respectively but the other least percentage, 1.5% (n=4) rated strong agreements to the item. Also, the mean result of (M=3.83, SD=0.42) displays the agreement of respondents to the item. Thus, one can deduce that lack of cooperation between pedagogic center representatives and teachers was one of the hindering factors in using visual teaching aids in the study area.

As indicated in item 7 of Table 4.5, the respondents were requested to rate if large class size was considered under the challenges in using visual teaching aids at secondary schools of Loma Woreda. Accordingly, majority of the respondents, 54.4% (n = 142) and 28.4% (n =74) of respondents expressed their moderate and strong agreements to the item respectively. Furthermore, the mean result of (M=3.74, SD=0.87) shows the agreement of the respondents to the statement. This displays that large class size was one of the blockages in using visual teaching aids in the study area.

Last of all, the respondents were asked to indicate if low attention of Woreda government to fulfill necessary facilities for secondary schools. In this regard, 81.2% (n =212) and 13.4%(n = 35) of respondents mentioned the agreement and strong agreement to the item respectively, while the other group of respondents, 5.4% (n=14) expressed their moderate agreement to the item. Besides, the mean result of (M =4.08, SD= 0.43) shows the agreement of respondents to the statement. This elucidates that the low attention of Woreda government to fulfill necessary facilities for secondary schools that might have influence on the use of visual teaching aids in the study area.

4.2. Results of the Interview

During in-depth interview, EFL teachers mentioned that they have desirable perception to use visual teaching aids in English language classroom. Even if they have better understanding to use visual teaching aids as well as willingness to develop their knowledge and skills in using visual teaching aids, lack of continuous training and workshop along with unavailability visual

teaching aids negatively influenced the proper use of them. One of EFL teacher (T3) noted that:

EFL teachers have best perceived the role of using VTAs in EFL classes. VTAs are important to facilitate English language learning thereby conceptualizing the content of the lesson as VTAs have close connection with students' sense organs. Additionally, using VTAs in a language classroom makes the lesson interesting and also creates encouragement in students' minds.

Regarding the importance of VTAs, T5 says as follows:

My students are very happy when I come with VTAs and it also creates inspiration for my students... I use VTAs in order to make my lesson very interesting and to make it clear to my students. However, the unavailability of visual teaching aids has been challenging their use in English classroom.

They also argue that using VTAs is very essential to authenticate their lesson together with the context they are; VTAs make their lesson real and understandable for the students; thus students can easily understand what has been said if the teachers accompany their lesson with relevant VTAs.

The respondents also discussed the advantage of VTAs by comparing the difference between learners' understanding, motivation, interest and participation when delivering the lesson with and without teaching aids. They perceive that when they use VTAs, the students learn with interest, motivation and active participation; thus, this in turn leads them to effective mastery of the language skills. But when they teach without VTAs, the students are bored and not motivated to attend the lesson; this in turn negatively influences the effectiveness of language learning. Therefore, according to the interviewees' perception, VTAs are Very important for effective English language teaching and learning process.

EFL teachers listed several types of important VTAs that can often be used in EFL classes. These include posters, charts, flash cards, pictures and wall paintings, models and real objects. They also pointed out that classroom objects and students can be used as the best visual aids according to the language items being taught or the lessons presented.

EFL teacher (T₉) describes this situation as follows:

For example, if I teach comparatives, I can use real objects or, there might be a picture, which can be posted or else; if there are given students in the classroom, who is long, who may be medium, and who is short I may bring them in front of the classroom and make the students to determine who is different from the others; that makes the students be able to say something about what they have seen.

VTAs which promote the learners' language ability need to be available inside and outside the classroom because students can easily observe something that assist their language learning form the VTA which is posted, fixed or painted on the wall or on the blackboard.

Furthermore, the results also show that EFL teachers have got positive perception in terms of their responsibility of preparing and using VTAs to their lessons. Majority of them believe that it is obligatory for EFL teachers to use VTAs to their lessons when the topic of the lesson allows them to use VTAs. According to the respondents, it is teachers' professional obligation to use VTAs because it is part of their educational process; as they teach and assess language, they need to support their teaching with appropriate teaching materials in order to promote a live learning of English. EFL teacher (T₁₃) describes English language teachers' responsibility of using VTAs as follows:

As we attended different professional courses, it is teachers' responsibility to use teaching materials because it is part of our teaching process, assisting the lesson with live materials makes students visualize or concretize the lessons and activates the students participation in language classroom

In general, EFL teachers in the primary schools of the study area positively perceived the importance of VTAs in language classrooms. This implies that EFL teachers in the study area might not have wrong perception in terms of using VTAs in EFL classroom.

Gaikwad (2013) suggests that perception, understanding, transfer of training; recall and retention are enhanced when instructional materials are matched to the specific objectives of the lesson and learners' characteristics. Kaswa (2015) investigated the contribution of visual learning aids

to students' academic performance. In a study which was carried out in Magu District in Tanzania, it was discovered that visual learning aids were effective in enabling students learning compared to presentations by words alone. Shabiralyani, *et.al.* (2015) to investigate the impact of visual aids in enhancing the learning process in District Dera Ghazi Khan in Pakistan showed a positive correlation between visual aids and students learning. The findings revealed that using visual aids as a teaching method stimulated students thinking and improved learning environment in classroom.

Moreover, the researcher interviewed to EFL teachers if they regularly use visual teaching aids for better mastery of lesson objectives and to improve students' academic performance. Accordingly, most EFL teachers faced difficulty to use visual teaching aids due to time and material constraints. One of EFL teachers (T₁₂) narrated as:

I prefer to use the chalkboard due to scarcity of other visual aids to teach my lesson even if I have interest to use visual teaching aids. In my school, there are no other visual aids other than chalkboard. Even though I am not comfortable in teaching without any visual aid lack of sufficient visual aids, lack of budget to purchase visual teaching aids and work load hindered me from using visual teaching aids.

Furthermore, EFL teachers were interviewed to indicate whether they use visual teaching aids in English classroom. As they said, majority of English teachers reported that they failed to use visual teaching aids due to lack of visual aids in their schools which was attributed to the high cost of materials and inadequacy of the school budget allocation for the purchase of learning aids.. As one of EFL teacher (T₄) reported:

I tried to use visual teaching aids in English classrooms but the shortage of time as well as lack of visual teaching aids hinder my intention. Due to this, I prepared charts and diagrams to teach some contents but rarely used due to shortage of time and workload. In my school, English language teachers have high workload of teaching as compared to other teachers that have negative influence in using visual teaching aids.

The above extract assures that the attempts English language teachers made to use visual teaching aids but several factors hindered their success. The foresaid findings also concur with Konomi

(2014) stated that the overall success of any lesson in the classroom relies to the teacher's use of visual aids to enrich and supplement the subject matter taught. Additionally, Thomas (2013) confirmed that the rest of the information is lost as learners tend to lose interest and attention to the content being presented especially when the lesson is dull and gloomy.

During the interview, the respondents suggested that the pace of change both in content and pedagogy along with technology, continual updating of teachers' knowledge and skills should be considered a high priority and should be an important component of the career development of teachers as well as an important aspect of the education strategy.

4.3. Results of the Classroom Observation

Atieno (2014) asserted that the views of teachers on appropriate use of instructional aids increases learners' interest and improves academic performance. When using models and visual aids to teach, students attempt to identify it or recognize its functions and attempt to interpret it in order to comprehend its application. Tety (2016) asserts that teachers believe that the use of instructional materials is very important in teaching and learning process to students which enhances their performance in subjects. To confirm the above findings, the researcher observed teachers' use of visual aids in English classroom by using checklist and presented as follows.

Table 4.6: Observation Report of Teachers' Use of Visual Aids in the Classroom

Key: 1= Properly used; 2=wrongly used; 3=not used

No	Items	Round	11 th "A" (T1)			11 th "C" (T2)			11 th "D" (T3)			11 th "B" (T4)		
			1	2	3	1	2	3	1	2	3	1	2	3
1	Teacher possession of visual aid	1 st			x			x		x				x
		2 nd			x			x			x		x	
		3 rd		x				x			x			x
2	Teacher's effective use of visual aid	1 st			x		x			x				x
		2 nd		x			x			x		x		
		3 rd			x		x			x		x		
3	Relevant visual aid to	1 st		x				x			x			x

	the content taught	2 nd			x				x				x				x
		3 rd			x				x				x				x
4	Understandable visual aid for students	1 st			x				x				x				x
		2 nd		x					x				x				x
		3 rd			x				x				x				x
5	Locally made visual aid	1 st			x		x					x					x
		2 nd			x		x					x					x
		3 rd			x		x			x							x
6	Presence of purchased visual aids	1 st			x				x				x				x
		2 nd			x				x				x				x
		3 rd			x				x				x				x

As can be seen from the above Table 4.6, each section was observed three times to cross checks the activities observed in three different rounds. The direct classroom observation indicates EFL teachers failed to possess visual aid in case of 11th “A” during the 1st and 2nd round observation but wrongly during the third observation. However, the observation report of grade 11th “C” shows teachers did not possess of visual aids throughout the observation period. Also, teacher who have been teaching grade 11th “D” wrongly used visual aids during the first observation but never used during the 2nd and 3rd observation. Moreover, teacher who have been teaching grade 11th “B” never used VTA during the 1st and 3rd observation but wrongly used during the 2nd observation. This implies that EFL teachers were unsuccessful in using visual teaching aids in English classroom.

In item 2, teacher’s effective use of visual aid was observed. The classroom observation report 11th “A” indicated that they never used visual teaching aids during the 1st and 3rd round observation even if wrongly used during the 2nd observation. However, the observation report of grade 11th “C” and grade 11th “D” indicates teachers inappropriate use of visual teaching aids since the visual teaching aids do not match with the content of the lesson. Additionally, teacher who have been teaching grade 11th “B” never used VTAs during the 1st observation but properly used during the 2nd and 3rd observation. This shows that most EFL teachers were not using visual aids appropriately with exception to grade 11 English teachers.

In the same Table of item 3, the relevant of visual aid to the content taught was observed during the instruction. The reports confirm that EFL teachers' irrelevant use of visual aid in case of 11th "A" during the 1st round observation but they failed to use VTA during the 2nd and 3rd observation. On the other hand, the teachers who have been teaching 11th "C", 11th "D" and 11th "B" never used relevant VTA throughout the observation periods. This illustrates that relevant visual teaching aids were not used at secondary schools of Loma Bossa Woreda that might have negative impact on the mastery of the contents.

In item 4, the researcher observed if EFL teachers have been using understandable visual aid for students. Accordingly, the reports confirms that EFL teachers never used understandable visual aids during the 1st and 2nd observations, whereas they wrongly used during the 2nd observation. Conversely, the teachers who have been teaching 10th "C", 11th "D" and 11th "B" never used understandable visual aid for students throughout the observation periods. Thus, it is possible to infer from the above information that EFL teachers' failure to use understandable visual teaching aids might have negative impact on the mastery of the contents.

Likewise, in item 5, the researcher observed the availability of locally made visual aid in the study area. Consequently, the teachers who have been teaching grade 11 "A" and 11th "B" never used locally made visual aids, whereas EFL teacher of 11th "C" wrongly used. On the contrary, the teacher who have been teaching 11th "D" never used locally made visual aid during the 1st and 2nd observations but properly used during the 3rd observation. This asserts that most EFL teachers' failure prepare visual teaching aids from locally available materials that resulted in shortage of VTA and negatively influence their use in English classroom.

Lastly, the researcher observed the presence of purchased visual aids in the study area. Consequently, the teachers who have been teaching all grade the grade levels from grade 11 never used purchased visual aids in English classroom. This implies that most secondary schools do not have recognition about value of visual teaching aids for better mastery of the contents.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to assess teachers and students' perception, practice and challenges of using visual teaching aids in some selected secondary schools of Loma Bossa Woreda of Dawuro Zone, South West Ethiopia. In order to attain the desired objectives, the following procedures were undertaken: the problem area and study site were identified, relevant documents were examined from various prevalent sources; questions were prepared and distributed to the sample populations, sample populations were determined, the study area was delimited; and tools for data collection (interview and questionnaire) were developed and administered to the sample groups; and finally, the data was analyzed and interpreted. To attain the objectives of the study, the following research questions were formulated:

- 1) What are the perceptions, of EFL teacher in using visual teaching aids in EFL class?
- 2) To what extent do EFL teachers use visual teaching aids in EFL class?
- 3) What are the challenges of EFL teachers in using visual teaching aids?

The study was conducted in three (3) secondary schools in Loma Bossa Woreda, and the subjects of the study were: EFL teachers and the students. Then, students were selected through a simple random sampling technique, while comprehensive sampling technique was used to include the EFL teachers. To gather the necessary information from the respondents, a questionnaire was provided for 261 students, whereas interview was held with EFL teachers. Then, the questionnaire was filled out and returned properly, and then the data collected from 261 students were analyzed quantitatively. The obtained data was analyzed using percentage, mean score, and narration. Accordingly, the major findings of the study were summarized below.

5.1. Summary

On basis of the major findings, the following points were obtained and a summary was made with respect to the obtained data.

1. The findings of the study concerning the perceptions and significances of visual teaching aids at secondary schools of Loma Bossa Woreda were:

- The majority of the respondents, (87 %) confirmed that students prefer to learn English in visually assisted classroom. Also, (93.1%) of respondents asserted that English language teachers did not acquire visual teaching aids.
- The obtained data confirmed that the achievement of lesson objectives require visual teaching aids. Concerning this, 28.8% and 42.1% of respondents stated English language teachers used self-made charts and charts respectively. However, 57.5 % of assured that English teachers sometimes and never used visual teaching aids in English classroom accordingly.
- The findings of the study revealed that EFL teachers have desirable perception to use visual teaching aids in English language classroom. Even if they have better understanding to use visual teaching aids as well as willingness to develop their knowledge and skills in using visual teaching aids, lack of continuous training and workshop along with unavailability visual teaching aids negatively influenced the proper use of VTAs.
- The results of the study indicated that the use of visual teaching aid is worth enough to master the lessons effectively, to enable students to develop their language skills by observing, to reinforce the lesson objectives effectively, to arouse motivation in classroom instruction in English classroom, increase EFL learners' interaction and to simplify teaching and learning process but requires much time.

2. The obtained data with regard to extent of EFL teachers use visual teaching aids in EFL classroom were indicated as:

- The finding of the study, (52.5%) and (46%) indicated their strong disagreement and disagreement at mean value of ($M=1.49$; $SD = 0.53$) confirms little practice of English language in teaching English language by using visual teaching aids might have negative impact on the master of the lessons at secondary schools of Loma Bossa Woreda.
- The obtained data revealed that EFL teachers give opportunities for students to see what is actually happening might assist students to master the lesson much effectively at secondary schools of Loma Bossa Woreda.
- The finding of the study revealed that EFL teachers rarely use visual aids in teaching language skills at secondary schools of Loma Bossa Woreda. Also, the use visual aids greatly motivate students in teaching and learning process at secondary schools of Loma Bossa Woreda.
- The respondents described that students do not necessarily learn best from the kinds of visual aids

and they do not bring visual teaching aids regularly in the process of teaching and learning; Similarly, EFL teachers do not use visual aids in every period in the study area.

3. The study identified the common impeding challenges in using visual teaching aids in Loma Bossa Woreda. The findings were described as follows:

- Most of the respondents, (74.3%) and (20.7%) described their agreements and strong agreement reported lack of skills to use available visual aids in teaching language skills at secondary schools in Loma Bossa Woreda.
- Lack of fund to purchase visual aids was one of the considerable challenges that hinder the use of visual teaching aids as most of the respondents (49%) and (42.5%) expressed their strong agreements and agreements respectively to the item at the mean result of ($M = 4.41$, $SD = 0.64$).
- The finding of the study reported that shortage of time to prepare visual aids at secondary schools of Loma Bossa Woreda. Equally, lack of adequate visual aids influences the use of visual aids in English classroom.
- The obtained data further identified the lack of previous experience in using visual aids, lack of cooperation between pedagogic center representatives and teachers, large class size and low attention of Woreda government to fulfill necessary facilities for secondary schools the hindering factors in using visual teaching aids. Most EFL teachers faced difficulty to use visual teaching aids due to time and material constraints.
- The observation reported ensured that most English teachers did not use understandable, relevant and effective visual teaching aids of purchased or locally made.

5.2. Conclusions

Based on the summary of the study, the following conclusions were drawn.

The simple use of visual teaching aids, however, does not guarantee effective lesson delivery, or effective learning. It is teacher's careful and skillful handling of visual materials that increases the value of such aids in enabling learning. Hence, students prefer to learn English in visually assisted classroom and the achievement of lesson objectives require visual teaching aid but English language teachers did not acquire visual teaching aids and they mainly rarely used self-made charts; EFL teachers have desirable perception to use visual teaching aids in English language classroom. Even if they have better understanding to use visual teaching aids as well as

willingness to develop their knowledge and skills in using visual teaching aids, lack of continuous training and workshop along with unavailability visual teaching aids negatively influenced the proper use of VTAs.

The use of visual teaching aid is worth enough to master the lessons effectively, to enable students to develop their language skills by observing, to reinforce the lesson objectives effectively, to arouse motivation in classroom instruction in English classroom, increase EFL learners' interaction and to simplify teaching and learning process but requires much time.

Moreover, English language teachers less use of visual teaching aids in English classroom was confirmed by their little use of visual teaching aids, students' failure students to learn best from the kinds of visual aids, teachers' unsuccessfulness to bring visual teaching aids regularly in the process of teaching and learning and their failure to use visual aids in every period.

Lastly, the use of visual teaching aids was delayed due to several challenges. The study identified lack of skills to use available visual aids in teaching language skills, lack of fund to purchase visual aids, shortage of time to prepare visual aids, lack of adequate visual aids, lack of previous experience in using visual aids, lack of cooperation between pedagogic center representatives and teachers, large class size and low attention of Woreda government to fulfill necessary facilities for secondary schools in the study area.

5.3.Recommendations

The following recommendations are made on the bases of the discussion of the findings and conclusions.

- 1) It is recommendable if secondary school principals, English language Department Heads and EFL teachers should ensure the availability and effective use of visual aids available at secondary schools along with their storage after use.
- 2) It is better if the Ministry of Education should appeal to non-governmental organizations, the private sectors, individuals and industries to assist in supplementing and substituting obsolete educational materials and teaching /learning aids like audio and visual materials and software packages.
- 3) Teachers are the primary concerned bodies to help their students and to worry for the achievements of lesson objectives to produce competent citizens. Thus, it is recommended that EFL teachers should prepare visual teaching aids from locally available materials.

- 4) There is need for teachers in the field to have a forum for meeting periodically to assess the effectiveness of their teaching using the methods of instructional and educational technology as applicable to the organization of the content of the school syllabuses at secondary schools.
- 5) Most secondary English language teachers greatly relying on text books. Thus, recommends that they should be exposed to modern use of other teaching resources such as audio and visual aids, computers, photographic materials such as film strips slides, photographs, flat pictures and internet that should be facilitated by the government through the Woreda Education offices.
- 6) Refresher courses, workshops and conferences should be arranged for the teachers for improving their skills of using visual teaching aids to the needs of students' effectiveness. Any concerned bodies ranging from Loma Bosa woreda to Ministry of Education may mount periodic training sessions for teachers who are already in the field to be retrained on recent discovery regarding the use of teaching aids/VTAs in teaching English at secondary schools.
- 7) School officials, Woreda Education Office, Zonal Education Department and Regional Education Bureau responsible to support secondary schools with VTAs to promote live teaching of English language.
- 8) Visual aids are important and effective in the process of teaching and learning. As a result, encouraging every teacher to improvise and use visual aids during lesson presentation.

REFERENCES

- Abolade, A.O. (2009). Basic criteria for selecting and using learning and instructional materials. In I.O. Abimbola & A.O. Abolade (Eds.), *Fundamental principles and practice of instruction* (pp 497-504). Department of Science Education, Ilorin.
- Achmad, D. & Yusuf, Y. Q. (2014). Observing Pair-work in An English Speaking Class. *International Journal of Instruction*. January 2014, Vol.7 No. 1.
- Adeogun AA (2010). The principal and the financial management of public secondary schools in Osun State. *J. Educ. System and Develop.* 5 (1): 1 - 10.
- Aggarwal, J.C (2014). *Essentials of Educational Technology*. New Delhi: Vikas Publishing House PVT ltd.
- Agwu, S. N., & Ogochi, M. A. (2019). Assessing the effect of visual aids on secondary school students' achievements in learning English language in Agbani education zone of Enugu state, Nigeria. *Advance Journal of Education and Social Sciences*, 4(10), 1 -2.
- Akram, S., Sufiana, M, K. (2012). Use of audio visual aids for effective teaching of biology at secondary school level. *Elixir Leadership Management International Journal*, 50: pp. 10597-10605.
- Anyanwu, J. M. (2003). *The effectiveness of instructional materials in teaching social studies in some selected post primary schools in Owerri Educational Zone Imo State* (Research Project unpublished).
- Arif, M. & Hashim, F. (2009) *Young Learner s Second Language Visual Literacy Practices*. Oxford: Inter-Disciplinary Press.
- Atieno, A. J. (2014). Influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi

- District, Kenya (Master research project). University of Nairobi. Embakasi district, Kenya.
- Barnes, L. (2013). Master Educator. USA. Milady.
- Bhatti, M. S., Mukhtar, R., Arshad, A., & Jabeen, Z. (2019). Investigating Teaching Speaking Skills through Av Aids for ESL Learners. *International E-Journal of Advances in Education*, 5(13), 75-82.
- Boor, C. M. H. (2013). Impact of Projected Still Visuals on the Academic Performance of Junior Secondary School Students in Social Studies in Zaria Inspectorate (Educational) Division in Kaduna State.
- Boudourides, M.A. (2003). Constructivism, education, science, and technology [Electronic Version]. *Canadian Journal of Learning and Technology*. Available at http://www.cjlt.ca/content/vol29.3/cjlt29-3_art1.html.
- Brinton, D.M. (2001). 'The use of Media in Language Teaching', in Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language* (3rd ed., pp.459-475). Boston: Heinle and Heinle.
- Budinski, K.G. (2005). *Preparing and Delivering Technical Presentations*. USA. ASTM International Press.
- Clark, R.C and Lyons, C. (2004). *Graphics for Learning: Proven Guidelines for Planning, Designing, and Evaluation visuals in Training Materials*, San Francisco, CA: Pfeiffer.
- Canning-Wilson, C. (2001). Visuals and Language Learning: Is there a connection?' *The Weekly Column*, article 48, February.
- Carney, R.N and Levin, J.R. (2002) 'Pictorial Illustrations still Improve students' Learning from Text' *Educational Psychology Review*, Vol. 14, no. 1, March.
- Catherine, D. (2013). Advanced research methods. A practical guide for social science research .Constable and Robinson.

- Chong, R. K. (2016). Effects of instructional materials on performance of social studies students in junior secondary schools in Kaduna North and South LGA of Kaduna State.M.Ed Thesis submitted to Ahmadu Bello University, Zaria.
- Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education*. 5th ed. London: Routledge.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods \Approaches*. London: Sage.
- .
- Dash, N. and Dash, M (2007). *Teaching English as an Additional Language*. New Delhi: Atlantic Publishers and Distributors (P) ltd.
- Eick, C. and King Jr., D. T. (2012). Nonscience Majors' Perceptions on the Use of YouTube Video to Support Learning in an Integrated Science Lecture.
- Emes, C. and Velde B. P. (2005). *Practicum in adapted physical activity*. Champaign, IL. Human Kinetics.
- Fish, K., Mun, J., & A’Jontue, R. (2016). Do visual aids really matter? A comparison of students’ evaluations before and after embedding visuals into video lectures. *The Journal of Educators Online- JEO*, 13(1), 195-199.
- Gaikwad, V. (2013). The Impact of a Visual Approach Used in the Teaching of Grammar When Embedded into Writing Instruction: A Study on the Writing Development of Chinese First Year University Students in a British University in China. PhD dissertation.
- Geeraerts, D. (2006). A rough guide to Cognitive Linguistics’ in Geeraert (ed.) *Cognitive Linguistics: Basic Readings*, (pp 1-28). Berlin: Mouton de Gruyter.
- Gibbs, R.W. Jr. and Colston, H.L. (2006) ‘Image Schema: The cognitive psychological reality of image schemas and their transformations’ in Geeraert (ed.) *Cognitive Linguistics: Basic Readings*, (pp 239-268). Berlin: Mouton de Gruyter.

- Goldstein, B. (2008). *Working with images: A resource book for the language classroom*. U.K : Cambridge U.P.
- Gould, J and Roffey-Barentsen J. (2018) *Achieving your diploma in education and training* 2nd ed. London: Sage Publications Limited.
- Graham, G. (2010), "Behaviourism", In Edward Z.(Ed.). *The Stanford Encyclopedia of Philosophy* (2010 ed.).
- Grix,J (2004). *The foundation of research*. Macmillan: Palgrave.
- Hayford, S. (2007). *Continuous assessment and lower attaining pupils in secondary and junior secondary schools in Ghana*. PhD dissertation.University of Birmingham School of Education, Birmingham UK.
- Henning, E., Van Rensburg, W. and Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.
- Humphrey, N. (2018). *The Impact of Visual Aids on Students' Academic Performance: A Case of Mkuranga District Secondary Schools*. PhD Dissertation. Open University of Tanzania.
- Irm M, Md. Yasim.Maimum A.Zaid. A.and Mohd N. Mohd Y.(2016).*The use of teaching Aid in the Teaching and Learning of Arabic Language Vocabulary* ministry of Education .Putrajaya.Malaysia
- Jain,P..(2004). *Educational Technology*, Delhi Moujpur publication.
- James, M. (2006).'_Assessment, Teaching and Theories of Learning', *Research gate publications*, pp.1-15.
- Jurich, S. (2001). *ICT and The Teaching of Foreign Languages*. Knowledge Enterprise inc.
- Jwan, J. (2010). *Conducting Quantitative Research: Current Trends & Developments*: Moi University 5th Campus Wide Research Workshop.
- Kang, S. (2004) 'Using Visual Organizers to enhance EFL instruction' *ELT Journal*, vol. 58, no. 1, January.

- Kaswa, J. M. (2015). *The Effect of Visual Learning Aids on Students' Academic Performance in Public Secondary Schools: A Case of Magu District Secondary Schools* (Master dissertation). The Open University of Tanzania. Magu District, Tanzania.
- Kunari ,C. (2006).Methods of teaching educational Technology, New Delhi.
- Kochhar, S. K. (2012). *The teaching of social studies*.New Delhi, India. Sterling Publishers Private Limited.
- Konomi, D. K. (2014). *Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners*. International conference. New perspectives in Science education 3rd Edition Florence, Italy.
- Mathew N,&Alidmat,(2013). *A Study On The Usefulness of Audio Visual Aids In EFLClassroom*. Implications for Effective Instruction.
- Mannan, A. (2005).*Modern Education: Audio-Visual Aids*. New Delhi: Anmol Publications.
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. New York: Cambridge University Press.
- Mazur, J. (2005). Learning and behavior. 6thEdition. Upper Saddle River, NJ: Prentice Hall.
- Mangal, S.K. and Mangal, U. (2009).*Essentials of Educational Technology*. New Delhi. PHI Learning Private Limited.
- McLeod, S. (2008). Simply Psychology. [Online]
- Melor Md, et. al.(2012).Integrating Social Networking Tools Into ESL Classroom : Strength and weaknesses, English Language Teaching.vol.5, No.8,2012,pp.42-48.doi:10.5539/elt.v5n8 p 42.
- Meseret Assefa(2019). Challenges and Coping Mechanisms of improvingInstructional Materials: The Cases of Secondary Schools inAddis Ababa.College of Education and Behavioral Studies, Department of Curriculum and Instruction.Vol. 7, No. 2, pp.29-45.

- Mitchell, R. and Myles, F. (2004) *Second language learning theories* (2nd Edition). Hodder Arnold.
- Mukherjee, N. & Roy, D. (2003). *A Visual Context-Aware Multimodal System for Spoken Language Processing*. doi=10.1.1.13.9729.
- Ngozi, B. O., Samuel, A. O. & Isaac, O. A., (2012). Motivating use of Audio - Visual in a Nigeria Technological University Library. *Journal of Education and Social Research*, Vol. 2 (1).
- Ngonyani, H. (2018). The Impact of Visual Aids on Students' Academic Performance: A Case of Mkuranga District Secondary Schools. Unpublished MA Thesis. University of Tanzania.
- Okeke, T. A. (2013). Teaching styles: A primary Determination of Students Motivation. *Journal of Education*. 16 (4),12-15.
- Onasanya S. A. and Omosewo E. O. (2011). Effect of improvised and standard instructional materials on students' academic performance in Physics in Ilorin, Nigeria. *Singapore Journal of Scientific Research*, 5(3), 123-127.
- Onwong'a Yobesh (2014). Perception of Teachers on the Role of Learning Aids in Teaching of English in Starehe Sub-County, Nairobi County, Kenya.
- Rajapaksh.(2015). *Problems Faced by Preschool Teachers when Using Teaching Aids in The Teaching Learning Process*. (International Journal of Multidisciplinary Study. (IJMS) volume 2, issue, 2015).
- Ranasinghe , A. & Leisher, D. (2009). *The Benefits of Integrating Technology Into The Classroom*. International Mathematical Forum, 4, (40), 1955-1961.
- Raiyn, J. (2016). The role of visual learning in improving students' high-order thinking skills. *Journal of Education and Practice*, 7(24), 115.
- Sabitu, A. O. and Nuradeen, B. B. (2010). Teachers' Attributes as Correlates of Students' Academic Performance in Geography in the Secondary Schools in Ondo State, Nigeria. *Pakistan Journal of Social Sciences* Vol.7, Pp. 388-392

- Santas, A. (2009) 'The eyes know it? Training the Eyes: a theory of Visual Literacy' *Journal of Visual Literacy*, vol. 28, no. 2, pp 163-185.
- Shabiralyani, G., Hasan, K. S., Hamad, N. and Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice*. 6 (19), 226-233.
- Snelsson, C. and Perkins, R.A. (2009) 'From Silent Film to YouTube: Tracing the Historical Roosts of Motion Picture Technologies in Education' *Journal of Visual Literacy*, vol. 28, no. 1, pp –27.
- Shrossbree, M. (2008). Digital video in the language classroom' *The Jactcall Journal, Selected Papers, Kochi University of Technology*, vol. 4, no. 1.
- Sisiliya, K. (2013). *Efficacy of instructional methods and materials prepared and used in the selected schools of Manipur state*. Avinashilingam Deemed University for Women.
- Sofowora O. A. and Egbedokun A. (2010). An Empirical Survey of Technology Application in Teaching Geography in Nigerian Secondary Schools. *Ethiopian Journal of Environmental Studies and Management* Vol. 3 No. 1, 2. Pp 46-54.
- Taiwo, S . (2009). *Teachers' Perception of Role Media in Classroom Teaching In Secondary School*.
- Tety, J. L. (2016). Role of instructional materials in academic performance in community secondary schools in Rombo district (Master dissertation). The Open University of Tanzania. Rombo district, Tanzania
- Thomas, V. I. (2013) Exploring students' perceptions of their interest/lack of interest in academic work at a five year government secondary school in South Trinidad. Masters thesis. University of Trinidad.
- Tuimur, H. N., & Chemwei, B. (2015). Availability and use of instructional materials in the teaching of conflict and conflict resolution in Primary schools in Nandi North District Kenya. *International Journal of Education and Practice*, 3(6), 229-233.

- Vaughn, B. K and Wang, P. (2009). The Design and Development of a UserControlled Visual Aid for Improving Students' Understanding in Introductory Statistics. *Journal on School Educational Technology*. 5 (1), 20-35.
- Wilson, S. (2013). Determinants of Poor Academic Performance in community Secondary Schools in Tanzania: A Case Study of Kinondoni Municipality. PhD dissertation .Open University of Tanzania.

APPENDICES

APPENDIX-A: QUESTIONNAIRE FOR STUDENTS

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

General Direction!

I am a post graduate student at Jimma University pursuing a Master's Degree in TEFL. The main purpose of this study is to investigate “*Assessing teachers and students' perception, practice and challenges of using visual teaching aids: in the case of some selected secondary schools in Loma Bossa Woreda.*” The information collected through this questionnaire will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to complete the questionnaire carefully. Please, read the instruction and each item in the questionnaire carefully before you give your response. If you want to change any of your response, please make sure that you have cancelled the undesired ones.

Thank you for your cooperation!

Directions

- ❖ Don't write your name
- ❖ There is no need of consulting other to fill the question
- ❖ Follow the relevant Instruction when filling out the questionnaire
- ❖ Circling in box provided for opinion or completion

Part I: Background Information

Please, put a mark (√) in your choice among the following alternatives with respect to background information on the space provided in the box for each item below.

1. Sex: A. Male ☐ B. Female ☐
2. Age: A. 10-14 years ☐ B.15-18 ☐ C. 19-20 ☐ D. 21-25 ☐ E. above 25 ☐
3. Marital Status: A. Married ☐ B. Unmarried ☐ C. Widowed ☐ D. Divorced ☐

Part II. Items related to basic research questions

1. Which visual aid is used by your English teacher? A. Self-made chart ☐ B. Wall charts ☐ C. Projector ☐ D. Pictures ☐ E. Posters ☐ F. Diagrams ☐ Any other, please specify _____

2. Do you prefer to learn English in visually assisted classroom? A. Yes ☐ B. No ☐

3. Does the school help your English teacher in acquiring visual aids? A. Yes ☐ B. No ☐

4. Does the attainment of your lesson's objectives really require the use of any visual aids?

A. Yes ☐ B. No ☐

5. How often do you use visual aids in teaching English language skills?

A. Always ☐ B. Usually ☐ C. Sometimes ☐ D. Never ☐

1. EFL Teachers' Use of Visual Teaching Aids in English Classroom

Direction: Questions 1-6 asks you about the EFL teachers' perception of using visual teaching aids in the study area. Give your answer by putting "√" mark on the number in the box on the right side. The numbers have the following meaning:

Key: 1=strongly disagree; 2=disagree; 3=moderately agree; 4=agree; 5= strongly agree

No	Items	Rating scales				
		1	2	3	4	5
1	EFL Teachers use visual aids in teaching language skills					
2	EFL teachers give students an opportunity to see what is actually happening					
3	EFL teachers rarely use visual aids in teaching language skills					
4	The use of visual aids do not motivate students in teaching and learning process					
5	Students do not necessarily learn best from the kinds of visual aids					

6	EFL teachers' use of visual aids is not time consuming					
7	EFL teachers use visual teaching aids in the process of teaching and learning					
8	EFL teachers do not use visual aids in every period					

2. The significance of using visual teaching aids in EFL class

Direction: Questions 1-5 asks you about the significance of using visual teaching aids in EFL class in the study area. Give your answer by putting “√” mark on the number in the box on the right side. The numbers have the following meaning:

Key: 1=strongly disagree; 2=disagree; 3=moderately agree; 4=agree; 5= strongly agree

No	Items	Rating scales				
		1	2	3	4	5
1	Visual aids help to master the lessons effectively					
2	They are helpful in saving EFL lessons time					
3	They enable us to develop our language skills by observing items					
4	They are effective in reinforcing the lesson objectives.					
5	They arouse motivation in classroom instruction					
6	They increase EFL learners' interaction					
7	They simplify teaching and learning process					

3. The Challenges EFL teachers on using visual teaching aids

Direction: Questions 1-8 asks you about the challenges EFL teachers on using visual teaching aids in the study area. Give your answer by putting “√” mark on the number in the box on the right side. The numbers have the following meaning:

Key: 1=strongly disagree; 2=disagree; 3= neutral; 4=agree; 5= strongly agree

No	Items	Rating scales				
		1	2	3	4	5

1	Lack of skills to use available visual aids					
2	Lack of fund to purchase visual aids					
3	Shortage of time to prepare visual aids					
4	Lack of adequate visual aids					
5	Lack of previous experience in using visual aids					
6	lack of cooperation between pedagogic center representatives and teachers					
7	Large class size					
8	Low attention of Woreda government to fulfill necessary facilities for secondary schools					

APPENDIX-B: INTERVIEW QUESTIONS FOR TEACHERS

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

This study is conducted in order to find out the impact of visual aids on students academic performance. Your contributions to this study are therefore very important. You are kindly requested to be cooperative and free to give your views. Before we start our interview, I would like to assure you that the information you give will be strictly confidential.

- 1) Do you prepare and use visual aids when teaching English language?
- 2) What kind of visual aids do you use in English classroom?
- 3) Do you prepare visual aids from local environment to help in teaching?

- 4) Do you find visual aids interesting? Why?
- 5) Are there any ready-made visual aids in your school?
- 6) Do the school and Woreda Education Office allocate budget or provide support to purchase necessary teaching aids?
- 7) Are you able to remember more when taught with visual aids?
- 8) Do you see any relationship between visual aids and students' academic performance?
- 9) Do students understand better when visual aids are used?

APPENDIX-C: OBSERVATIONCHECKLIST

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

The observation schedule intends to record teachers' use of visual aids in the classroom during lesson delivery.

- ❖ Name of the school
- ❖ Observation begins atended at.....
- ❖ Number of students in classroom.....

No	Items	Rating scales		
		Properly used	Wrongly used	Not used
1	Teacher possession of visual aid			
2	Teachers' effective use of visual aid			
3	Relevant of visual aid to the content taught			
4	Understandable visual aid for students			
5	Visual aid is locally made			
6	Presence of purchased visual aids			

Appendix-D: Standard Deviations and Mean value

	N	Mean	SD
EFL teachers are interested to use visual aids during teaching	261	1.4904	.53070
EFL teachers think that visual aids give students an opportunity to see what is actually happening	261	4.1839	.82082
The chalkboards simplify teaching task	261	4.2261	.81255
I find that using visual aids do not motivate students in teaching and learning process	261	1.7241	.69652
Students do not necessarily learn best from the kinds of visual aids	261	1.7548	.81879
EFL teachers use of visual aids is not time consuming	261	1.8889	.86775
EFL teachers are hopeful to use visual aids in the process of teaching and learning	261	1.8697	.33724
I do not use visual aids in every period	261	4.2797	.52836
Visual aids help to master the lessons effectively	261	4.0153	.85920
They are helpful in saving EFL lessons time	261	1.7241	.69652
They enable us to develop our language skills by observing items	261	4.4943	.84408
They are effective in reinforcing the lesson objectives.	261	4.3103	.90269
They arouse motivation in classroom instruction	261	4.5402	.65875
They increase EFL learners' interaction	261	4.6782	.46808
They simplify teaching and learning process	261	2.2031	1.35340
Lack of skills to use available visual aids	261	4.1571	.48262
Lack of fund to purchase visual aids	261	4.4061	.64136
Shortage of time to prepare visual aids	261	4.4943	.82098
Lack of adequate visual aids	261	4.2375	.82105
Lack of previous experience in using visual aids	261	3.8966	.92862
lack of cooperation between pedagogic center representatives and teachers	261	3.8276	.41714
Large class size	261	3.7395	.87329
Low attention of Woreda government to fulfill necessary facilities for secondary schools	261	4.0805	.42657
Valid N (listwise)	261		

Appendix-E: Reliability Result

Reliability Statistics

Cronbach's Alpha	N of Items
.917	28

Item-Total Statistics				
	Scale Mean	Scale Variance	Corrected Item	Cronbach's Alpha
Which visual aid is used by your English teacher?	73.4571	307.961	.290	.917
Do you prefer to learn English in visually assisted classroom?	74.0000	306.118	.327	.916
Does the school help you in acquiring visual aids?	73.9429	306.703	.265	.917
Does the attainment of your lesson's objectives really require the use of any visual aids?	74.2571	288.550	.586	.912
How often do you use visual aids in teaching English language skills?	74.5429	291.550	.592	.912
EFL Teachers use visual aids in teaching language skills	74.5429	291.138	.588	.913
EFL teachers give students an opportunity to see what is actually happening	71.5143	309.434	.174	.918
EFL teachers never use visual aids in teaching language skills	73.8286	328.676	-.506	.925
The use visual aids do not motivate students in teaching and learning process	74.0286	312.087	.095	.918
Students do not necessarily learn best from the kinds of visual aids	73.9429	312.703	.063	.919

EFL teachers think that use of visual aids is time consuming	73.6857	326.575	-.412	.924
EFL teachers are hopeful to use visual aids in the process of teaching and learning	73.8857	306.163	.226	.918
I do not use visual aids in every period	72.2571	272.608	.934	.906
Visual aids help to master the lessons effectively	72.7429	284.197	.767	.910
They are helpful in saving EFL lessons time	73.8571	306.655	.199	.918
They enable us to develop our language skills by observing items	72.7143	277.681	.810	.908
They are effective in reinforcing the lesson objectives.	72.5714	279.958	.789	.909
They arouse motivation in classroom instruction	72.2000	268.106	.894	.906
They increase EFL learners' interaction	72.3429	270.408	.867	.906
They simplify teaching and learning process	73.9143	306.728	.206	.918
Lack of skills to use available visual aids	72.4286	277.311	.892	.907
Lack of fund to purchase visual aids	72.1429	275.714	.723	.910
Shortage of time to prepare visual aids	71.9143	280.316	.648	.911
Lack of adequate visual aids	71.9714	277.558	.732	.909
Lack of previous experience in using visual aids	72.4857	292.434	.476	.914
lack of cooperation between pedagogic center representatives and teachers	72.3143	291.163	.603	.912
Large class size	72.4286	287.252	.608	.912
Low attention of Woreda government to fulfill necessary facilities for secondary schools	72.6857	287.457	.595	.912

