

University of Zawia
Postgraduate Studies and Training Centre
Faculty of Arts
Department of English

Investigating EFL Teachers' Attitudes in Basic Education Libyan
Schools Towards Using Visual Aids in Vocabulary Teaching

A Dissertation submitted in partial fulfilment of
the requirements for the degree of Master of Arts in Applied
Linguistics

By
Doaa Al mokhtar AL ameri

Supervised by
Dr. Al bashir Ahmed

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The Abstract

This research was specifically designed to investigate EFL teachers' attitudes towards using visual aids for vocabulary teaching. The research was conducted among schools distributed in Tripoli and Zawia during the academic year 2020\2021. The researcher utilized a mixed method research design to collect the data from 104 participants. The questionnaire represented the quantitative data which was analysed quantitatively using excel software program. The classroom observations represented the qualitative data and were analysed qualitatively using Thematic Analysis Method. The research findings revealed that teachers have positive attitudes towards using visual aids while teaching vocabulary. They also confirmed remarkable effectiveness of using visual aids on students' learning, memorization and concentration. The findings obtained also showed that teachers face problems in using visual aids in the class because of the unavailability of visual aids in the schools, the large number of students in the class, and finally, the short time frame in the class. Suggestions, recommendations and implications were provided to help EFL teachers to integrate visual aids vocabulary teaching.

Declaration

I hereby declare that I am the sole author of this research proposal entitled ‘Investigating EFL Teachers’ Attitudes in Basic Education Libyan Schools Towards Using Visual Aids in Vocabulary Teaching’ and that no part has been plagiarized. I also declare that all the material submitted in this work which is not my own work has been identified with proper citation and referencing, and that no material is included which has been submitted for any other qualification of other subjects or courses.

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Dedication

To the dearest two in my life.

Mum (Aisha) and dad (Mukhtar).

To the soul of my dear aunt (Somia).

To my only beloved brother (Adularauf).

To my family members who prayed for my success, achievement and wished me good
luck.

This humble work is dedicated to you.

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My special thanks to teachers for their support, assistance in participating in the study as well as, headteachers who gave me their consent to apply this study in their schools, without them applying this study would not be possible.

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List of Abbreviations

CD	Compact disc
EFL	English foreign language
E.G	For example
Etc.	Etcetera
FL	Foreign language
IWB	Interactive white board
DVD	Digital video disc
PDF	Portable document format
PPT	Power point presentation
SL	Second language

Chapter One

Introduction

1.1 Background of the Study

Teaching English as a SL/FL has been the major focus of research for long time ago. Research has been conducted to help SL/FL students learn the four language skills, namely listening, speaking, reading and writing. In literature, many previous studies such as Folse (2004) and Richards & Renandya (2002) confirmed that vocabulary has been given less attention than the other aspects of the language. Being more precisely, Folse (2004) stated that there was larger emphasis on teaching grammar rather than vocabulary. She also went on saying that communication is severely hampered by lack of vocabulary. You can communicate without grammar, but not without vocabularies. Similarly, Richards and Renandya (2002) reaffirmed that in the past, vocabulary teaching and learning were largely overlooked in second language programs, but there has been a resurgence of interest in the vocabulary lately as well as its importance in learning and teaching. Vocabulary is a significant skill that learners should develop and increase. It really affects students' ability to speak, write, read and listen effectively. In addition, Sari (2016) manifested that a large vocabulary is a source of strength: words may help you become a better reader, writer, speaker, thinker, and student. More to the point, Algahtani (2015) explained that a restricted vocabulary in a second language might impede successful communication. It was also stated by the same author that vocabulary knowledge is frequently considered as a vital skill for second language learners.

In their research findings, Shabiralyani et al. (2015) considered visual aids as an effective tool that can be utilized to enhance students' vocabulary learning. Shabiralyani

added that visual tools not only attract students' interest but also make the teaching and learning process more interesting and memorable. By the same token, Raiyn (2016) said that visuals help students to develop their visual thinking, which is considered as a learning method in which the learner associates ideas, words, and concepts with visuals to better grasp and retain knowledge. This claim is manifested by Emes and Velde (2005) who stated that most individuals are visual learners who absorb knowledge via observation. Therefore, teachers should use visual learning techniques such as modelling and visual displays. Since English started to be a compulsory subject from the first grade in the Libyan schools, researchers noticed that teaching vocabulary to students is not an easy task for teachers specially in this young age with students who are introduced to a new language for the first time. Takac (2008) concluded that it is undeniable that fulfilling the objectives of L2 vocabulary education is a difficult task.

There is a wide consensus among researchers as well as teachers that using various types of strategies and aids to enhance and motivate students is a must for the benefit of the teaching and learning process. Teachers' attitudes towards the teaching aids could affect the teaching and learning process. This conclusion is emphasised by Omolara and Adebukola (2015) who maintained that the teacher's attitude may influence how effectively he/she organizes and prepares for his/her class. Teachers' attitude, whether intentionally or unconsciously, has a significant impact on students' academic achievement. Moreover, Organisation for Economic Co-operation and Development (2009) stated that for understanding and enhancing educational processes, teachers' beliefs, behaviours, and attitudes are critical. They affect students' learning environments and influence student motivation and success, and they are strongly related to teachers' techniques for coping with problems in their everyday professional lives as well as their overall well-being. What

has been discussed so far stimulated the researcher to investigate EFL teachers' attitudes towards using visual aids for vocabulary teaching.

1.2 Statement of the Problem

Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas. Teaching vocabulary is a task that requires much effort, a well-planned lesson as well as varieties of teaching aids particularly visuals. Therefore, according to the researcher own experience in teaching, EFL teachers face a challenge in using visual aids to teach vocabulary. stimulated the researcher to conduct this study investigating EFL teachers' attitudes towards using visual aids for vocabulary teaching, and explore what they actually do in class to achieve their goals.

1.3 Aims of the Study

The study aims at: (1) exploring teachers' attitudes towards using visual aids; (2) identifying the ways that EFL basic education school teachers use visual aids to enhance vocabulary teaching;(3) exploring if teachers attitudes align with their practices in the class.

1.4 Research Questions

This study is designed to answer the following research questions.

1. What are teachers' attitudes towards using visual aids to improve vocabulary teaching?
2. Do the teachers' attitudes align with their practices

1.5 Significance of the Study

Vocabulary learning is an essential part in SL/FL learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to

language teaching and is of paramount importance to a language learner. This study therefore, can provide a helpful and practical guide for EFL teachers since it deals with vocabulary teaching. It may also help students who are struggling to learn vocabularies by suggesting activities that make their learning task interesting, enjoyable and memorable. Moreover, the findings of this research can provide a good reference for other researchers who want to conduct more research about vocabulary teaching and learning especially in the Libyan context.

1.6 Methodology

In the current research, a mixed-method approach was utilized. A closed ended questionnaire was used to investigate EFL teachers' attitudes towards using visual aids. The questionnaire was distributed to 104 EFL primary stage teachers to obtain the quantitative data required. In addition, classroom observations were conducted to observe the teachers' actual practices in class. Being more explicit, 8 classrooms were visited, each class was visited three times by the researcher. The total number of classroom observations was 24. To analyse the data collected, Microsoft Office Excel was employed in analysing the quantitative data, and the Thematic Analysis Method was utilized in analysing the qualitative data.

1.7 Limitations and Delimitations of the Study

One of the limitations of the study is that the number of the participants may not be adequate to generalize the results of the study as well as the difficulty of finding the required resources in the recent unstable security and financial conditions in the country. A further limitation is caused by the Corona virus pandemic which resulted in delay of classroom observation visits because of the schools closing down due to discovering corona virus cases, which really affected the study regarding its time frame. Concerning the delimitation,

the study delimits itself to explore primary school teachers' attitudes towards the use of visual aids as a teaching technique.

1.8 Structure of the Dissertation

This dissertation consists of five chapters. Chapter one is the introduction which presents the background of the study, the research problem, research questions, methodology and the limitation of the study. Chapter two is the literature review which presents the definitions of attitudes and practices and the relation between attitudes and practices. Furthermore, the vocabulary definitions, the importance of vocabulary teaching, types of visual aids linked with their practice in class and a number of previous related studies. Chapter three presents the methodology of the study, the setting and the instruments used. It also includes the procedures of data collection as well as the reliability and validity of the research instruments. Chapter four contains the steps data analysis and presents the findings of both the questionnaire and the class observations. Finally, chapter five represents the discussion of findings, recommendations and the conclusion.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents definitions of attitudes and practices and the relation between attitudes and practices. Furthermore, some vocabulary definitions and some researchers' comments about the importance of vocabulary in language. Then, strategies of presenting and teaching vocabulary using visual aids were discussed. Finally, previous related studies conducted by a number of researchers locally and internationally were reviewed by the researcher.

2.1 Attitudes and Practices Definitions

Attitudes are the judgments or impressions that the people have toward person or thing. And those impressions could be positive or negative. Lavarakas (2008.p 39) stated that "attitude is a general, relatively enduring evaluation of an object. Attitudes are evaluative in the sense that they reflect the degree of positivity or negativity that a person feels towards an object" this definition was manifested by Gibson, et al. (1997, p. 99) Who define attitude as "a positive or negative feeling or mental state of readiness, learned and organized through experience, that exerts specific influence on a person's response to people, objects, and situations". On the other hand, practices are the performances of a person. Oxford dictionary (2006, p.597) defined practice as a "the actual doing of something rather than ideas or theory". Schatzki stated that 'a practice is a temporally evolving, open-ended set of doings and sayings linked by practical understandings, rules, teleo-affective structure and general understandings' (2002, p. 87). Furthermore, Cox

(2012) explained that practice “is about things being acted out in the world, about doing things, but gives weight to speaking (or not speaking) as performing action too”.

2.2 The Relationship between Attitudes and Practices.

In teaching, the atmosphere of language class has been observed to be influenced by the attitudes of language teachers. (Pajares, 1992, Varghese et al., 2005) Pajares stated that Teachers' beliefs primarily refer to their attitudes about education, including their attitudes on learning, teaching, and students. These undoubtedly have an impact on their practices. More to the point Varghese et al stated that studies showed that the teacher's beliefs, knowledge, and attitudes have a significant effect in the formation of classroom practices. According to Santiago (2019) a vital aspect of human personality is attitude. It is a propensity to respond in a certain way to a specific set of prepared stimuli. Philosophy is a key idea in education because it helps us to understand how teachers think, how their classrooms operate, how things change, and how they learn to teach. A teacher's teaching techniques are more significantly impacted by their attitudes, experiences, and practices. In a study conducted by Khan (2020) stated that “teachers’ beliefs and attitudes towards the students were found to affect their classroom teaching practices”. Therefore, it is obvious that teachers’ attitudes influence their practices.

2.3 Vocabulary Definitions

According to Hornby (1995), vocabulary represents the total number of words in a language. However, Ur (2012) defined vocabulary as words we teach in the foreign language. According to her, this definition includes” Words which are made up of two or three words but express a single idea like *post office*, and *mother –in-law*, Thus, a useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than words.” Hiebert and Kamil (2005, chapter1, para7) asserted that “vocabulary is knowledge

of meanings of words”. By the same token, Hatch and Brown (1995, p.1) defined vocabulary as “a list or set of words for particular language or a list or a set of words that individual speaker of language might use”. This means that vocabulary is lexical items of a certain language which are used by language speakers.

In Webster Dictionary (2005, p.556) vocabulary is defined as “a list or collection of words usually alphabetically arranged and explained or defined as “...a stock of words used by language group, individual, or work or in a field of knowledge, etc.”

To sum up, the term vocabulary refers to words which are used by people to communicate with each other in the society and defining it has many aspects including meanings and grammatical issues, and it is developed by age, mental maturity and social awareness.

2.4 Types of Vocabulary

According to Hiebert and Kamil (2005, chapter1.para7), “individuals may have different types of vocabulary used for different purposes”. More to the point, Hiebert and Kamil (2005) stated that word knowledge is divided into two categories: receptive (what we can understand or recognize), and productive (the vocabulary we use when we write or talk). Haycraft (1986, p.44) agreed that receptive vocabulary is that vocabulary which could be identified and perceived in the listening and reading context but not being able to be used and produced accurately by the students. On the other hand, productive vocabularies are the words that students know, understand, and use when they produce the language.

Nation (1990) asserted that receptive knowledge includes the ability to identify the word when it is heard or seen, distinguishing it from words with similar forms, and determining whether the word form or sound seems correct while word productive

knowledge involves and expands the receptive vocabulary. This includes learning how to pronounce words, how to write and spell, and how to use them in the accurate grammatical patterns with words that are frequently associated. It includes utilizing the term stand for the meanings it represents and, if necessary, thinking of acceptable alternatives for the word.

Nation (1990) explained that the productive word knowledge of native speakers is only limited to small percentage of their overall vocabulary knowledge. This is due to the fact that native speakers develop their language vocabulary during their whole life and develop those words that they are familiar with. They neglect the other words which they seldom come across. This explains the reason why their receptive vocabulary is bigger than their productive one. Moreover, some EFL learners have a larger knowledge of words than native speakers specially those who study on special fields such as biochemistry or biology.

2.5 Importance of Vocabulary Teaching

Vocabulary has a major role in bringing learners to the actual use of a language. In this regard, Wilknis (1972, p.111) stated “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. In addition, Dellar and Hotcking (cited in Thornbury’s book 2002) stated that studying grammar will not offer that considerable language improvement for the learner while dedicating much more time to learn more vocabulary and expressions can offer the highest degree of the language enhancement. Learners can state very little with grammar, whereas they will be able to state nearly anything with vocabulary. Furthermore, Lightboun and Spada (2013) stated that vocabulary significance is very obvious because it has often been commented, we are able to communicate by utilizing words that are not placed within the appropriate order, pronounced flawlessly, or checked with the proper grammatical morphemes, but

communication regularly breaks down on the chance that we do not utilize the proper word. Alqhtani (2015) explained that learning vocabulary is very essential to comprehend and master a language, we need an adequate amount of vocabulary to understand other peoples' messages as well as to convey ours. Moreover, Boualleg (2016) said that in order to achieve the fluency in the second language, learners need an adequate number of words meaning to communicate easily and smoothly with others. She added that since learners face a significant challenge in conveying their ideas to the native speakers, learning words and how to be used is much more important than grammar rules. Based on the above considerations, we can understand how much vocabulary is important in achieving eloquent, graceful communication with others. Moreover, the vocabulary significance is not limited to speaking but also is found in the other skills like listening, reading and writing.

2.6 The Four Strands for Vocabulary Teaching

Nation (2007) created the four strands that can be used for vocabulary teaching in a language course, explained that the activities in a language course can be divided into four strands. Being on the same track, Nation and Yamamoto (2012) explained that a well-balanced language course should contain four equal strands of meaning focused input, meaning focused output, language focused learning, and fluency development, according to the four strands concept.

- **Meaning-focused Input**

Learning from listening and reading is part of the "learning from meaning-focused input" strand. In order to learn vocabulary in this strand, learners must already know %98 percent of the running words (Hu and Nation 2000). This implies that in every two lines there is unknown words. Regarding this, Ur (2012) maintains that learner can guess

through the context. The learning from input strand must be displayed indeed within the early stages of language learning.

- **Deliberate learning\ teaching**

It is also called Form- focused input in this kind of learning. It entails paying close attention to linguistic elements that are provided without the context, such as sounds, spelling, vocabulary, grammar, or speech. The most noticeable learning approach is recalling their first language interpretation to learn new words (Nation,2007).

- **Meaning-focused output**

This kind of learning involves learning from productive skills such as speaking and writing where students' main focus is to convey the message.

Swain (1985) argued that learning through productive skills such as speaking and writing gives the chance to students to foster their language learning. In addition, it helps them to be aware of vocabulary they do not have to focus on in skills such reading and listening.

- **Fluency development**

It is not sufficient to know a lot of words; you also need to be able to use them. The goal of a course's fluency development strand is to assist students in making progress. Only known language aspects for the students should be utilized in fluency development exercises, which should be message-focused, include large amounts of input and output, and include some pressure to execute quicker than usual (Nation,2007).

2.7 Visuals

Flashcards, drawings, realia and wall charts are among the visualizations. They are widely used to convey meaning and can be very effective for teaching tangible items of

vocabulary such as food or furniture, specific categories of vocabulary such as places, occupations, descriptions of people, actions, and activities like sports and verbs of movement (Shabiralyni, et al., 2015).

2.7.1 Boards

It is one of the cheapest\available visual tools that the teacher could use. In the typical classroom, the existence of a board is essential. No one can imagine a classroom without a board. Teachers write new words, exercises, drills and activities on the boards in their classes. They also can draw pictures, present graphs and different visual aids using boards (Davies &Pearse, 2000). The most fundamental element of classroom equipment is generally the board. If teachers know how to use it, they can accomplish a lot with it, such as writing up examples and exercises, or using diagrams, tables, and drawings. Regarding this, Cross (1992) claimed that boards hinder teachers from the extreme usage of the mother tongue while it contributes in fostering students to produce the language. He also added that a board is more important than a textbook. It is worth noting that students might be absent minded when they are supposed to carefully focus on something in the textbook, while they can be more aware and more attentive when they follow what the instructor has written or drawn on the board.

In order to maximize the efficacy of using boards, Davies and Pearse (2000) explained that what is written on the board must be well organised. Being more explicit, exercises or any materials you want learners to replicate should be written in a clear place where nothing else will impede or distract them. Besides, the teacher should check the board regularly during class time to guarantee that what has written is clear, well ordered and nothing needs to be erased. Moreover, cleaning the board at the end of each lesson is a

good habit to develop in order to prepare the class for the following session or another instructor.

Cross (1992) provided various useful hints for using the board in class. These are some of them: The teacher should not keep facing the board for a long time. He/she should try to stand aside and extend his\her hand to write. This will make it easier for the teacher to keep an eye on the students. The teacher should also try to keep the students engaged with him\her while they are writing on the boards, for example, he\she can ask them to read what he/she is writing on the board or ask them to spell the words or expect the next word. Last but not the least, the teacher divides the board into three sections: the left- hand side for new vocabularies while the right-hand section for grammar points. Those items on the bath sides should be kept without erasing but the middle side should be used for the ongoing work.

Researchers posited that simple drawing on the board would provide a better clarification for the new lesson items. Davies and Pearse (2000) argued that board drawings, when combined with real items, gesture, or mime, can prevent a lot of tedious explanations in the learners' L1 or translation. The same researchers presented the following examples of board simple drawings: (1) facial emotions are represented by circles or ovals with a few lines and dots for the lips, eyes, and brows; (2) Human actions are represented by lines for the positions of the body, arms, and legs, with a circle for the head ('stick figures'); (3) a little context (for example, the cliff for 'climbing') is sometimes required or beneficial; (4) simple line drawings of everyday items or locations (for example, cage, bird).

Moreover, Harmer (2007, p.184) suggested a number of interesting games that can be applied in class. Some of these games are:

Noughts and crosses: nine box frames are drawn by teacher on board and each box is filled with a word, then students are asked to make sentences using those words. The team who makes correct sentences write their O or X on that box frame which contains the word. If the students get three words in a row correct, they write their winning line.

Spelling game: in this game, the board is divided into two parts for two teams. They start by the same word. The students start writing words which begin with the same last letter of the word that precedes. They should write as much words as they can until the definite time is up. The team who makes the biggest number of correct words wins.

Vocabulary web activity: attaching an image to the board, adding and deleting information. The teacher puts an image on the board (or asks a student to draw a picture). Then he invites other students to the board to put down any words that they associate with the image. If the teacher wants to expand the class's vocabulary, he/she can add terms him/herself. (Wright and Haleem, 1994).

2.7.2 Mime and Gesture

In the realm of second language learning, body language is considered as an effective technique that help students to make sense of new words presented in class. Tai (2014) stated that teachers might use gestures in the classroom to communicate what they want pupils to accomplish. When a teacher explains the statement "He is obese", for example, he may splay his hands around his haunch. If the phrase is "She is slim" the instructor might show a curvy model in the shape of the letter 'S'. Students can improve their English comprehension by using expressive gestures. Other basic gestures are used to express the message of the teacher. For example, "Come here" (teacher extends one hand, palm pointing to himself, then beckons), "It's OK" (thumb upward), and so on.

Cross (1992) suggested a number of useful techniques to be used by the teacher in class.

- Facial expressions, to show feelings, for example (1) a smile to show happiness or agreement; (2) a frown to let someone know you are unhappy; (3) lowering of your brows to show someone you are angry or frustrated; (4) a raise of the eyebrows to ask a question or emphasize a word.
- Gestures, using hands and arms to show a range of meanings (fast, small, curving, wide, rolling). Gestures can be utilized to express actions, for example (to eat, to sleep, to wake up).

In addition, Wright and Taylor (2017) suggested some hints that teachers can use to teach students new words using gestures and mime. They confirmed that this way could provide instant feedback on students understanding as well as their confidence in retrieving the new lexicon. They went on saying that after the first presentation of the new words, the teacher can give the chance to the students themselves to choose a mime, a gesture or an action that corresponds with the word. After the teacher and the students decide on the corresponding action, three steps are followed:

- Teacher says the word and children present the mime, gesture that go with it.
- Then, children say the word while the teacher shows the mime.
- Lastly, the teacher can make a deliberate mistake while miming to add some joyful atmosphere in the class specially they will not expect their teacher to make mistakes. After that confident student will ask their teacher to mime.

Davies and Pearse (2000) introduced a number of fascinating teaching ideas using gestures and mimes for listening and vocabulary learning. The teacher chooses or creates a story, then decides which words may be left out and then he/she narrates the story as though he/she could not think of any. When he/she gets to one of the words, he/she mimics it

instead and asks the students to fill in the blanks. This exercise can be suitable for different levels. As an example, Davies and Pears (2000) suggested an activity involving miming actions and asking learners to reply. They argued, "You're eating a banana/ice cream" (Present Progressive + vocabulary) or "You've brushed your hair/put on a hat" (Present Perfect + vocabulary). The teacher gives learners cards with actions printed on them (such as "driving a vehicle" or "reading a newspaper"). The teacher encourages students to imitate the activity in front of the class so that the rest of the class can guess what is going on.

2.7.3 Wall chart

Wall charts not only decorate our classes but also play a significant role in teaching languages. They could be a good tool to practise grammar, vocabulary as well as speaking skills. More to the point, the permanent existence of the new lexical items accompanied with pictures in front of the students on everyday basis would facilitate the process of learning them. According to Spratt, Puverness et. al (2011, p.168) "we can use wall chart (drawing or graphs that can be put on the wall of a classroom) to display larger and more detailed pictures, or a series of pictures telling a story or showing related objects in a lexical set". By the same token, Duminy (1992, p.17) stated that "Wall charts are a collection of pictures, diagram, or graphs, on a large sheet of strong paper". It was also stated by the same author that wall charts that are utilized by students have a lot of potential and usually contain authentic information. More to the point, the primary goal of wall charts is to assist students in their studying efforts.

In the field of second language teaching, many researchers recommended several activities that teachers could utilize in class to strengthen students' vocabulary, for example Gairns and Redman (1986) suggested a number of interesting activities that can be suitable for different levels.

- Choosing a wall chart with a scene containing items for the students to revise. Explaining the topic of the wall chart without showing it to them. For example, (beach) asking them to expect and arrange in pairs the items in the wall chart (yacht, umbrella, sand castle). Finally, giving feedback and correcting any spelling or pronunciation mistakes.
- Asking the same pairs to sit giving their back to each other and showing one of the pairs the chart.
- Telling the one who cannot see to ask his partner about the predictions if they were correct or wrong? A: are there swimming sun glasses? B: Yes, there are.

Performing this exercise, in addition to revising vocabulary, students are practicing grammar and speaking. Davies and Pearse (2000) stated that wall charts could be self-prepared by the teacher or ready-made. Some of these wall charts display scenes and others display separate items but related to the same topic, for example, a wall chart displaying different kinds of cars with their prices. The teacher can use this kind of chart to bring out the vocabulary of car parts (tires, wheels, windscreen).

2.7.4 Realia

Realia is known with its capacity to hold students' attention, bringing the class to real life as well as connecting the lexical items with the students' own experience which helps them to recognize words and easily retrieve them. French (1983) said that students' attention is drawn to the real object, which promotes concentration and comprehension. In addition to that, Takač (2008) explained that the usage of demonstration, visual aids and realia to teach vocabulary, will offer a better understanding for the new vocabulary since our memory reacts better to visuals and real objects. Thus, visual techniques will act as cues for lexical items. Davies and Pearse (2000) suggested some teaching ideas using realia

for vocabulary revision and sometimes not only memorization but also expansion. For example, teachers can use some of their stuff and put them on a table in front of the class and ask students to do so. After that, the class is divided into groups by the teacher. Then the students are asked to name as many things as they can and jot them down on a list. The group who correctly memorise items wins. Sometimes this particular task may include new words and learners may get their meaning from each other. When teachers want the whole class to revise the words; in this case, they can make a revision game. Teachers can ask their students to carefully look at the items on the table for a couple of minutes, before they are covered with a cloth. After that, students are asked to write as many words as they can remember on the board. Davies and Pearse (2000) added that realia might be utilized to illustrate stories, particularly, with young students. For example, if the teacher brings animal toys for children to look at and even touch, a tale about the jungle will be much more appealing to them. Teachers are not permitted to bring real monkeys or lions to class, but you are permitted to bring genuine toys. In addition, Oyraso,etal (2008) suggested some realia exercises that the teacher can implement with his/her students in learning vocabulary, and he presented them in a chart with the name of the techniques. The teacher's role, and the student's role are also included (see table 2.1 below)

Table 2.1: Realia for teaching vocabulary: A Chart adapted from Oyraso, et al. (2008,p.29)

<i>The name of the technique</i>	<i>What does the learner do?</i>	<i>What does the teacher do?</i>	<i>The material used</i>
<i>Role- play</i>	Learners perform a situation with the aid of the material.	Teacher creates a scenario, in which students have to perform accordingly.	Material promote and encourage communication in real- like setting.
<i>Concentration</i>	Learners, instead of saying their own names, they say the name of the object, which is given to them.	Teachers give any object to the learners and wait for their answers.	Any object (such as: classroom object or items of clothing).

Drilling	Sitting in a circle, classmates pass on object to their left. They say the name of the object and then they pass the object to the next learner.	Teacher monitors how the students work on an activity.	Objects from everyday life such as fruit utensils, or articles of clothing.
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Those adopted exercises can be modified by the teacher according to his/her students' level, age and interest. Harmer (2007, p.177) also notified that these kinds of techniques depend on the class size, and students' acceptance. Sometimes older students feel that they are asked to perform childish stuff so most of the exercises used by the teacher depend on the students' reactions as well the as teacher's performance.

2.7.5 Flashcards

Flashcards are widely used in teaching; many teachers depend on using them in classroom since they are colourful and vivid tools that can attract students' attention. Eljerrai (2006) stated that flash cards are handy aid that is mostly used with children to teach English letters, numbers and vocabulary. Davies and Pearse (2000) explained that clear illustrations and writing are required for flash cards. They are easier to handle when they are around 25 cm square and printed on firm cards rather than floppy papers. Covering them with clear sticky plastic, ideally non-reflective, will also assist to preserve them in an excellent shape. Words, basic drawings, or magazine images could also be included.

According to Wright and Haleem (1994), flashcards are divided into two types, namely picture cards and word cards.

- Picture cards are really helpful and useful. They could be used for presenting new vocabulary or revising the old ones. They are very beneficial if they are used as prompts for grammar activities, such as substitution drills, or identifying the

characters of a dialogue. Picture flash cards are also very useful in identifying verbs of action, revising and introducing prepositions or verb tenses (Haycraft.1986).

- A word card, on the other hand, is a card where the new lexical item printed on one side and its translation is written on the other one. “Learning from word cards is a form of decontextualized learning, which means that there is no context to help learners to understand the meaning and usage of the words” (He.2010). Ying stated that this strategy is really helpful especially for beginners whenever they are introduced to the word and its translation only (Ibid, 2010).

Thornbury (2002), Sheridan and Markslag (2017), and Wright and Jayne (2017) suggested different exercises that can be used with word cards.

- Guess my word: it is an exercise that is better used when students are familiar with words and the teacher wants the students to consolidate them. A student takes a card from his partner pile of cards and the other student should guess which word the card holds by asking closed ended questions such as: Is it a noun? Is it a verb? Does it begin with letter a, letter b? (etc.).
- De-voweled word: divide the class into two pairs. Each student chooses a word from his /her word card and writes it without vowels and his partner should figure it out.
- Ghost writing: each student chooses a word from the pile of the word cards and writes it on the air or on his partner back and his partner should guess the word.
- Categories: the teacher asks students to group their pile of cards according to what they share in common. For example, if they share the same topic: weather (hot, sunny, rainy) or gender qualities (women, girl, mother, aunt) and other times according to their taste if they are (sour, sweet, hot, salty).

- Tennis word card: the teacher acts as he/she holding an imaginary racket and throwing the ball to the students. Teachers should wait for students' reaction and if they did not understand, they should repeat the action again. Teachers should explain for the students that they are going to play tennis with word cards. Every two students stand in front of each other as if they are playing tennis. Teachers should make sure that every student has ten cards to use. Student A chooses a word from his pile and shows it from the English part side and student B should say the translation. Student A remarks a point for student B by putting the card on the desk. If student B did not know a word, student A puts the card away which means that students B is going to come across it again. Those steps are repeated for student A. The teacher could set a time for the game or it could be continued until the students finish their cards. This activity can enhance students' productive skills as well as being a good memorization exercise for students to reinforce their vocabulary (Sheridan, 2017).
- Show me: The flashcards are numbered and presented throughout the classroom. The students recite the number when the instructor calls out an object from one of the flashcards. Alternatively, the instructor may shout out the number and the students respond with the appropriate word/phrase (Wright and Jayne, 2017).
- Find the picture: Children then volunteer to speak a word or sentence from a flashcard held up by the teacher. If the student answers correctly, he or she is given the card, which they hide behind their backs. After all the cards are given, students who do not have pictures try to recall the names of items that their classmates are holding behind their backs (ibid,2017).
- Stepping stone: The floor is covered with flashcards that symbolize stepping stones across the river. A volunteer must remember the phrases for each stepping stone in

order to cross the river as soon as possible. They have fallen into the river if there is any hesitancy. If it takes too long, the instructor can make a signal and the students can shout out ‘Splash’ (ibid, 2017).

- Pass it quickly: Children transfer an object or a vocabulary card back and forth, and they try to recall where they are by naming the child and the item behind her/his back (ibid,2017).

2.7.7 Computer-based Presentation Technology

Multimedia has an essential role in learning languages. The more suitable techniques kids employ, the more their vocabulary grows (Assadi & Mozafari, 2012). Computer can provide a good way for presenting material, for example creating an PDF page of an exercise or setting up a well-designed slide on the Power-Point. This will offer the whole class to clearly see what teachers want to explain. Harmer (2007, p.187) stated that the computer and data projector are the most important components of hardware. Anything we have on our computer may be projected onto a screen or a white wall and presented to the entire class using a data projector. This implies that everyone in the class may see a word processing job at the same time, or a diagram or map can be projected.

Therefore, overhead projector is one of the beneficial visual aids that is helpful and practical for both students and teachers. Haycraft (1986, p.111) discussed some advantages of overhead projectors. He explained that the teacher is able to face his students in the contrary of the board where the teacher is obligated to turn his back to his/her students while working on the board. Secondly, this will save much time in class because of the pre-prepared material. Thirdly, it does not take effort to be cleaned because it is prepared in advance. Finally, it is a small size that offers much space in the classroom.

Regarding the PowerPoint and its use with the overhead projector, Harmer (2007, p.187) stated that “Presentation software such as power point increases our capacity to present visual material (words, graphics and pictures) in a dynamic and interesting way”. Power point started to be one of the measure tools in modern class rooms especially well-prepared ones. It adds colours and brightness to the class and that can be reflected on students and teachers’ performance. Of course, teachers can make it more colourful for children and less for adults. Indeed, this kind of attractive presentation of vocabulary will affect in terms of helping student vocabulary retention system. According to Nouri and Shahid (2005,p.56) “The PowerPoint presentation arouses students’ imagery systems, which become more activated when information is presented in non-verbal forms”.

The interactive white board is another important device that can be utilized by both teachers and students to present teaching and learning materials in terms of visuals, pdf pages, internet exercises, and even videos. Harmer (2007) explained a number of advantages which make this technology innovative. Firstly, interactive white boards can be easily controlled. Students or teachers can write, delete, and modify words or pictures by using only their fingers. Secondly, they can save, delete and print any changes or amendments on the pages being projected on the IWB directly without using computer. Thirdly, the students' capacity to move phrases, words, images around the board provides an interesting and motivating experience of learning. These instruments are very expensive which limits their spread in public schools. They can be found in some private schools and language centres.

2.7.8 Video and Cartoon

Davies and Pearse (2000) stated that there is a growing amount of video material available these days. For example, most course books now come with their own video and

audio CDs, and many ELT publishers offer extra video materials. In addition, there are a plethora of films and documentaries available for purchase. It was also stated by the same authors that the popularity of English language teaching videos demonstrates how important the modern technology is in SL/FL classes. The dynamic visuals and colours, which are accompanied by sounds, captivate and enthrall learners. Young students, in particular, really enjoy watching videos, songs and cartoons. Furthermore, Harmer (2007) stated that videos may provide important additional advantages to students' learning experiences; they can enhance their experiences in language use, improve their cross-cultural comprehension and develop their creativity and enthusiasm.

Using videos in teaching should be utilized with careful preparation in advance. More explicitly, using videos in teaching without subsequent activities will not result in the desired learning experience. In this regard, Hadijah (2016) stated that when instructors successfully integrate a video, it may help students engage more in learning activities since they can gain a different learning experience. Being on the same track, Davies and Pearse (2000: video, para2) confirmed that “the effective use of video requires knowledge and planning”. They explained that playing a video can easily turn the lesson into a boring and frustrating atmosphere if the teachers play the video on one hand, and turn themselves off by the other. Therefore, teachers should carefully plan the lesson while using a video, they should also make sure that the video is related to the lesson objectives and the students' learning needs, if the language used in the video is comprehensible by the students and suitable to their level, if the video is interesting and enjoyable, what type of activities that can be integrated with the video so it could attract students' attention and boost their concentration. These conclusions go in agreement with Harmer (2007) who stated that teachers should make sure that the students are given appropriate viewing and listening

activities so that they can fully concentrate on what they are hearing and seeing. Harmer also suggested a number of viewing activities, some of which are explained below:

- Fast forward: the instructor hits the play button and then fast advances the DVD or video so that the scene passes softly and quickly, in a matter of seconds. When the video is finished, the instructor can ask the students what the excerpt was about and if they can predict what the characters were saying.
- Silent viewing (for language): the teacher plays the video. Students are asked to guess what is being said by the characters. After they finished, the teacher plays the video with sound to figure out if their answers were correct.
- Freeze frame: At any point throughout a video sequence, we may 'freeze' the image. This is great for asking students what they believe will happen next or what a character will say next.
- Partial viewing: Allowing pupils only a limited view of the images on the screen is one approach to pique their interest. Pieces of card could be used to hide the majority of the screen, leaving only the borders visible. Alternatively, small squares of paper could be placed all over the screen and slowly remove them, revealing what is going on just gradually.

Moreover, the researcher suggested an exercise that could enhance vocabulary learning by using animation movies, which is called write what you see: at the beginning, the teacher tells the students that they are going to watch a part of an animation movie, and asks them to write down any words they know in the movie on a piece of paper. The teacher can divide students into pairs to help each other and make the task more interesting or one to one student to make it more challenging. At the end, students who compile the biggest number of written words are the winners.

2.8 Previous Studies

Locally, Muftah (2009) conducted a study about the importance of using realia in teaching English to primary school children in Sabratha city. His study included 50 sixth grade students divided into two groups. One group received traditional teaching method treatment and an experimental group which received realia teaching method. The post-test results showed that the experimental group participants achieved better results than those of the controlled group. The researcher also noticed from the interview with the students at the end of the experiment that realia made a real effect on students' motivation towards learning. She explained that students expressed their desire to keep learning vocabulary by using realia and she noticed their enthusiasm and smiles during the class. The researcher also distributed a questionnaire for 14 primary school teachers 10 females and 4 males. Her questionnaire results showed that the 14 teachers use realia in classroom. It was also confirmed by the same author that all of the teachers strongly agreed that using realia encouraged students to pay more attention with language teachers. They also agreed that they would do their best to advise EFL teachers to use realia in teaching. The results revealed that teachers believed that realia helped students to recall the language points they learnt from the previous lessons. In addition, the majority of teachers believed that realia helped students to learn vocabulary rather than speaking and grammar. Regarding the teachers' reasons for not using realia for teaching, the study results showed that the time provided obstacle the use of realia.

Another study was conducted by EL-Jarrai (2006) in Ejailat preparatory school investigating teachers' use of teaching aids in teaching vocabulary. The teaching aids included in the study were blackboards, flashcards, overhead projector, wall charts, videocassette player, tape recorder, and computer. The researcher distributed a questionnaire to investigate teachers' attitudes towards using teaching aids and he also

conducted a class observation. The results of the questionnaire showed that about 100% of the teachers use blackboards, 50% use wall charts, 60% use tape- recorders and 0% for other aids such as flashcards, over- head projector and computer. All of the teachers confirmed that using teaching aids can increase students' vocabulary in a foreign language. The majority of teachers think that using teaching aids helped a lot in recalling what the students had studied and that the use of teaching aids encouraged students to be careful and follow the teacher in the class. In addition, the researcher confirmed that the teachers noticed that using teaching aids helps to increase students' motivation to teach vocabulary. Even though the questionnaire and the observation results showed that most teachers do not use teaching aids and their use is only limited to blackboard and sometime wall charts and audio tapes recorder, most of them think that teaching- aids can improve students' vocabulary learning. The researcher owed that to three reasons. The first reason is the lack of facilities in the classroom which does not offer the teacher a variety of tools to choose from. The second reason is the absence of adequate training for teachers to use teaching- aids in the class. The third reason is the short-limited time between the study program exams and the big amount of curriculum they need to cover in the timeframe. This makes teachers worry about covering as much as possible from the syllable rather than teaching it creatively.

Internationally, a study was conducted in Iraq by Mohammed and Yassen (2017). The main purpose of the study was to investigate teachers' attitudes towards the use of visual aids for vocabulary mastery. The study was delimited to 35 primary stage teachers of fourth and fifth grade. Most of the teachers had positive attitudes regarding the different types of visual aids such as flashcards, wallcharts, television, pictures, gestures, and realia. They think that they are colourful engaging aids that help students to concentrate and participate in a better way with the teachers. According to the results provided, the

researcher drew a conclusion that it is reasonable to give the students the chance to practice using more visual aids which will allow them to understand vocabulary without searching words in a dictionary or asking a teacher.

These findings fall in harmony with a study conducted in Sudan university by Idreis in (2016) investigating the use of PowerPoint in teaching English vocabulary at secondary schools. In order to prove his hypothesis, the researcher distributed a questionnaire to 120 teachers. The findings of the questionnaire showed that the majority of respondents approved that using PPT is an effective, motivating, and engaging teaching aid for students learning. All of the participants in the findings of the study agreed that using PowerPoint to teach vocabulary saves class time. Even though students have different characteristics, Idreis (2016) said that it is beneficial to engage both bright and poor kids in various activities. PowerPoint can be used to introduce more complex animations for brighter pupils to understand, and assist poor students to cope with pace of the session. PowerPoint provides a lot of potential for accommodating individual variances. Idreis (2016) recommended that teachers should have a good background on how to use computer and he insisted on using computer and PowerPoint for all levels.

More recently, Ahmed (2018) investigated teachers' and students' approach in teaching vocabulary in Taif university in Saudi Arabia. The main aim of the study was to investigate teachers' approach in using visual aids and to emphasize their importance. Two questionnaires were distributed to teachers and students. Teaching aids that they were mentioned in the study were charts, pictures, diagrams, graphs, maps, cartoon, comic strips, pictures, flashcards, realia, models, Cuisenaire rods, and chalkboards the results showed that about the majority of the participant teachers think that using teaching aids makes lessons more memorable for the student. More than the half of the participants think that using visual aids arouse students' motivation and interaction. The results also revealed that

half of the participants think that using visual aids saves the class time. Moreover, the results of the students' questionnaire revealed that using teaching aids attract their attention to the lesson and the use of realia helps them to understand the new vocabulary. Ahmed in the conclusion of his study manifested the importance of providing teachers the suitable training for making the suitable teaching aids for their language classes. He also concludes that visual aids are effective in promoting lessons and make them memorable.

Besides, Omar and Mekael (2020) investigated Kurdish EFL teachers' attitudes towards the use of authentic materials in EFL classroom. A questionnaire was distributed to 40 EFL teachers. The results of the study revealed that teachers have positive attitudes towards using authentic materials in EFL class. The results also showed that the majority of the teachers think that using authentic materials help in increasing students' vocabulary knowledge which they needed in everyday situation. Researchers concluded that authentic material assist in raising students' interest towards learning. They concluded that authentic materials have a good effect on students' overall language proficiency.

Moreover, the findings of a study conducted by Ngonyani (2018) about the impact of visual aids on students' performance on 30 teachers and 50 students using questionnaire and interviews instruments revealed that teachers believed in the effectiveness of using visual aids on students' positive academic performance. He noted that teachers' attitudes showed that using visual aids attract students' attention and have a good effect on their memorization of previous lessons. Ngonyani (2018) concluded that despite the fact that teachers support using visual aids in teaching vocabulary, most of them depended only on using blackboards as a visual aid. This occurred due to some reasons such as the high prices of the visual aids and unavailability of these aids in the schools as well as the absence of the sufficient training for teachers to use visual aids effectively.

Despite the number of researches conducted on using teaching aids in teaching, locally and internationally, there were few studies that were conducted about investigating teachers' attitudes about using visual aids to teach vocabulary in particular. Therefore, the present study is intended to investigate teachers' attitudes towards using visual aids in teaching vocabulary particularly in the Libyan context.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the research methodology that was used in the practical part of the study. It also discusses the research sample, and the methods employed for collecting and analysing data.

3.1 The Research Design

Research design is known as the number of ranked suitable measures used to collect the needed data according to the aim of the study. Creswell and Clark (2011, p53) defined research design as “procedures for collecting, analysing, interpreting and reporting data in research studies. They represent different models for doing research and these models have distinct names and procedures associated with them”. Creswell and Clack (2011) explained that research designs are beneficial in giving the researchers the chance to decide on the suitable research methods for the study which lead to better interpretations of the results.

This study aims to investigate teachers’ attitudes towards using visual aids in teaching vocabulary and then goes further to explore teachers’ actual practices in class. Therefore, the researcher decided to use a mixed design research method. Tashakkori and Creswell (2007, p.4) defined mixed method as “a research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry”. By using a mixed research method, the researcher can use quantitative and qualitative data using questionnaire and classroom observation. The questionnaire was used to have a large

sample of teachers investigating their attitudes towards using visual aids and classroom observation was used to explore the real situation in the classroom setting.

3.2 Location of the Study

The study included basic education public schools in Zawia and Tripoli. (See appendix 1)

3.3 Population and Sampling Procedures

The targeted population is primary stage, EFL teachers in basic education public schools in Zawia and Tripoli. In this study two sampling methods were used for reaching the respondents. The convenient sampling was used for selecting the schools and a snowball sampling for selecting teachers.

The convenient sampling is defined by Lavrakas (2008, p.148) as “a type of nonprobability sampling in which people are sampled simply because they are convenient source of data for the researcher”. In other words, it is a type of sampling where the sample can be chosen because of their convenience to the researcher to reach in many terms such as budget or nearness of the location. 26 primary schools containing 72 participants were accessed. The other part of the participants was selected by the use of the snowballing sampling which is defined by Pandey and Pandey (2015, p.55) as “a sampling procedure in which the sample goes on becoming bigger and bigger as the observation or study proceeds”. This method depends on selecting respondents who constitute a part of the primary data and then asking them to recommend other respondents who have the same qualities to participate. 32 teachers were selected by using snowballing sampling. In addition, the researcher conducted the study with the total number of 104 respondents distributed in 31 basic education schools within two big cities to make the study more representative.

3.4 Data Collection Instruments

In the current study, a mixed method approach was used to collect data. The quantitative data were analysed by using Excel Microsoft Programming, and the qualitative data was analysed by using thematic analysis method.

3.4.1 Questionnaire

Questionnaire is a type of data collection instrument that comprises written points and questions which the respondents are asked to answer according to their perceptions/attitudes/practices. Dornyei and Taguchi (2010) explained that by distributing a questionnaire to a group of individuals, one may collect a large quantity of data in small amount of time. Also, a questionnaire is an effective and adaptable, since it can be used effectively with a wide range of people in a wide range of situations, and it can be used to target a wide range of topics.

The questionnaire was available in two versions Arabic and English (see appendix 2 and 3). The questionnaire started with a brief introduction to the topic and aim of the questionnaire, including a request for collaboration and permission to participate, and also a guarantee that all the personal information would be kept confidential. The questionnaire included 14 items separated into three sections: a yes or no section with three items, a Likert

scale multiple-choice section with 6 items, and a multiple-answer section with 5 items. The quantitative findings are displayed in tables using Excel statistical software. Likert scale questions in this questionnaire had no mid-point to obtain definite answers from the participants. According to Garland (1991) researchers prefer to receive definite answers from respondents rather than choosing neutral option, therefore, they prefer to use a scale without a midpoint since it does not affect validity and reliability of the research.

3.4.2 Classroom Observation

Classroom observation was utilized to represent the practical side of the study. Being more explicit, it was used to explore the teachers' actual performance in classroom. Observation offers the researchers the chance to assemble 'live' information from normal everyday social events; this is the special element of observation. Thus, the specialist can gaze straight toward what is occurring in a situation instead of depending on second accounts (Cohen et al., 2007).

Best and Kahn (2006) pointed that observation is generally utilized to gather information in regards to the quantity of events in a particular timeframe, or the term, of quite certain practices or occasions. The researcher used semi-structured classroom observation check list (see appendix4) that helped the researcher collect a valid data about the teacher practices and students' reactions during the class. Best and Khan (2007, p.310) define check list as "a prepared list of behaviours or items. The presence or absence of the behaviours may be indicated by checking yes or no". The data gained from classroom observation was analysed qualitatively using themes.

3.5 Face Validity

Kumar (2011) indicated that face and content validity is evaluated by the researcher, his/her readership, and experts in the area for how well statements or questions represent the topic they are meant to assess, and the extent that questions relate to the attitude or phenomena that are supposed to be measured. Face validity is where, apparently, the test shows– at face value – to test what it is intended to test (Cohen et al. 2007). To manifest the face validity, the questionnaire was reviewed by three experts in the field of applied linguistics. On the light of their comments and feedback some items were deleted and others were modified. The following are the items which were deleted and modified:

- (Students are facing problems in learning vocabularies) this item was deleted
- Age and sex items were deleted.
- Using visual aids have a good effect on students'(understanding). The word understanding was modified to (learning).
- Using visual aids increase students' vocabulary retention. The word retention was substituted by (memorization).

3.6 Reliability

Reliability means the consistency between items within the measure if it reoccurred with similar participants. Reliability refers to “the purity and consistency of a measure, to repeatability, to the probability of obtaining the same results again if the measure were to be duplicated” (Oppenheim, 1992, p.144). In addition, Cohen et al. (2007, p146) stated “Reliability is a measure of consistency over time and over similar samples”. The researcher used Cronbach alpha to test the reliability of the questionnaire. Cronbach alpha is a type of measure that is intended to measure the internal consistency of the measured items. It is usually expected to see reliability of instruments utilized in distributed science education studies framed as far as a measurement known as Cronbach's alpha (Cronbach, 1951) which yields 0.88 (see appendix 5). According to Goerge and Marly (2003), Cronbach alpha value ranging from 0 to 1. In addition, 0.90, Cronbach's Alpha denotes Excellent internal consistency; 0.80 denotes good; 0.70, acceptable; 0.60, suspect; 0.50, bad; and below 0.50, unacceptable. Moreover, Tavakol and Dennick (2011) claimed that the acceptable alpha values range from 0.70 to 0.95, according to various studies. Low alpha may be caused by lack of connection between items or the small number of questions. On the other hand, a high alpha value (> 0.90) may indicate redundancy and indicate that the test length should be reduced.

3.7 Pilot Study

Piloting the questionnaire is distributing the data collection tool to a set of respondents who are close to the population that tool originally was constructed for (Mackey and Gass, 2012, p.79).

A pilot study was administered on 10 primary school EFL teachers. After the questionnaire was collected and analysed, the researcher changed some wording on. The researcher obtained an idea about most of the items that needed to be clarified while administering the questionnaire, and the suitable free time for teachers to participate.

3.8 Data Collection Procedures

At the data collection stage, the researcher took the permission from the headmasters of the schools to distribute the questionnaire. The questionnaire took about five weeks to be gathered from 72 respondents, from the second of February 2020 to the fifth of March 2020. In order to have a close look on teachers' actual performance, 6 class observations were conducted with 2 teachers after taking a written consent from each educational directorate of the involved schools. Teachers were also asked for their permission. As a result of the corona pandemic, schools were closed. Therefore, snowballing sampling was used to collect the rest of the questionnaire papers. The process of administering the questionnaire continued from the 4th of April to the 5th of May 2020. The rest of classroom observations were cancelled because of the Corona pandemic. After schools reopening the rest classroom observations were preceded and the researcher managed to conduct 18 classroom observations with 6 teachers.

3.9 Ethical Consideration

The researcher was permitted by the headmasters of the intended schools to conduct this study. The teachers were notified by the headmasters and the researcher also asked for their approval to take part in the study. To maintain the confidentiality, the participants were asked not to write their names. A covering letter (see appendix 2) was accompanied revealing the purpose of the study requesting them to participate and thanking them if they would, ensuring that all the replies would be treated confidentially. In addition, teachers were also informed that they have the right to withdraw from the study at any time. During administrating the questionnaire, any ambiguity raised was clarified by the researcher. At the observation stage, the researcher took a written permission (see appendix7) of each educational directorate that include the targeted schools.

Chapter Four

Results Analysis

4.0 Introduction

This chapter represents the data analysis of the study obtained from the questionnaire and the classroom observations.

4.2 Questionnaire Results

The following tables present the results obtained from the questionnaires to answer the research questions of the study. Excel program software was utilized to analyse the questionnaire results quantitatively. The following abbreviation was utilized in tables: (T) for (Total) number of teachers. (N) for (number) of teachers.

Table4. 1: Teachers and Training Courses on using Visual Aids

Item 1	T. number of teachers	N. teachers	Percentage
Yes	104	42	40%
No		62	60%

Question 1 was asked to figure out whether teachers have ever received training courses on using visual aids to teach vocabulary. 60% answered with (No) while 40% answered with (Yes).

Table4. 2: Teachers' who Face Difficulty in Using Visual Aids in Teaching

Item 2	T. number of teachers	N. teachers	Percentage
Yes	104	58	56%
No		46	44%

Question 2 was asked to find out if teachers face any difficulties while doing any kind of exercises that include using visual aids in class. 56% of the teachers answered (Yes) 44% answered (No).

Table4.3: Teachers who Recommend their Colleagues to Use Visual Aids

Item 3	T.number of teachers	N. Teachers	Percentage
Yes	104	104	100%
No		0	0%

Question 3 reveals that all teachers 100% who participated in the questionnaire recommend their colleagues to use visual aids.

Table4. 4: Visual Aids have a Good Effect on Students Learning.

Item 4	T. number of teachers	N. teachers	Percentage
Strongly agree	104	82	79%
Agree		22	21%
Disagree		0	0%
Strongly disagree		0	0%

Item 4 shows that the majority of teachers with a percentage of 79% strongly agreed that teaching vocabulary by using visual aids have a good effect on students' learning. Also, 21% of the teachers answered with 'agree' while no one answered disagreed or strongly disagreed.

Table4.5: Visual Aids Enhance Students' Ability to Memorize

Item 5	T. number of teachers	N. teachers	Percentage
Strongly agree	104	79	76%
Agree		25	24%
Disagree		0	0%
Strongly disagree		0	0%

As for question 5, the findings indicate that 100% of the participants either strongly agreed or agreed that teaching using visual aids enhances students' ability to memorize. while none of the teachers answered disagreed or strongly disagreed with the statement.

Table4. 6: Visual Aids help in Avoiding Dullness in the Class

Item6	T. number of teachers	N. teachers	Percentage
Strongly agree	104	78	75%
Agree		25	24%
Disagree		1	1%
Strongly disagree		0	0%

Answers to question 6 revealed that teachers believed that using visuals in teaching vocabulary helps in avoiding dullness in class. This was clear from the number of positive responses to this item as 75% strongly agreed and 24% agreed with the statement while 1% of the teachers selected the ‘disagree’ option and none of the teachers selected ‘strongly disagree’.

Table4.7: Teaching Vocabulary Saves Time

Item 7	T. number of teachers	N. of teachers	Percentage
Strongly agree	104	53	51%
Agree		36	35%
Disagree		15	14%
Strongly disagree		0	0%

Question 7 asked the respondents if teaching vocabulary using visual aids saves time. About 51% of the participants reported strongly agree that the use of visual aids saves time. 35% of the participants reported agree while 14% reported disagree.

Table4.8: Visual Aids Help in Attracting Students’ Attention to Teacher’ Explanation

Item 8	T. number of teachers	N. teachers	Percentage
Strongly agree	104	87	84%
Agree		16	15%
Disagree		0	0%
Strongly disagree		1	1%

Question 8 asked if teaching vocabulary using visual aids helps in attracting students’ attention during class time. Table 4.8 showed that 84% of the teachers reported

strongly agree and 15% reported agree with the statement. However, only 1% of the respondents reported strongly disagree.

Table4.9: Teaching Vocabulary Motivates Students towards Learning

Item 9	T. number of teachers	N. teachers	Percentage
Strongly agree	104	64	62%
Agree		39	38%
Disagree		1	1%
Strongly disagree		0	0%

In response to question 9, most of teachers' responses with a percentage of 99% asserted that using visual aids in teaching vocabulary motivates students towards learning while only 1% reported disagree. It is noticed from these results that almost all teachers agreed that using visual aids helps in motivating students towards learning.

Table4.10: Kinds of Teaching Aids that are Available in the School.

Item 10	T. number of teachers	N. of teachers	Percentage
White boards	104	104	100%
Projectors		11	11%
Wallcharts		10	10%
Smartboards		10	10%
Pictures		9	9%
Flashcards		9	9%
Realia		6	6%
Video and cartoon		4	4%
Other		5	5%

Teachers' responses to question 10 'what kind of visual aids are available in the school' showed that 100% of the teachers pointed out that boards are available in the school while 10% of teachers asserted that wall charts and smart boards are available in the school, 11% mentioned projectors, 9% asserted that flashcards are available in the school, 6% of the teachers indicated that realia are available in the school, only 4% of the teachers answered that video and cartoons are available in the schools and, finally, 5% of the

teachers stated that other things are available in the school. This item was an open-ended which gives teachers the ability to list any type of visual aids the researcher did not include such as educational carpet, balloons, toys, desks and a clock.

Table 4.11: kind of Visual Aids that Teachers can Bring with Them to the Class.

Item 11	T. number of teachers	N. of teachers	Percentage
Flashcards	104	89	86%
Pictures		88	85%
Realia		80	77%
Wallcharts		52	50%
Video and cartoon		32	31%
Projectors		7	7%
Other		24	23%

Responses to question 11 ‘what kind of visual aids do you bring to the classroom?’

indicated that 86% of the teachers bring flashcards to class, 85% stated that they bring pictures, 77% of the teachers confirmed bringing realia to class, 50% answered that they bring wall charts, 31% asserted that they bring video and cartoons, 7% of the teachers pointed that they bring projectors, and 23% clarified that they bring other visual aids to the class. Regarding (other) option, teachers mentioned laptops and mobile phones to present cartoons, 5 teachers mentioned toys, and 2 teachers listed self- made craft work at home to present for learners. The findings obtained showed that the majority of the participating teachers bring flashcards, pictures and realia. This might be due to their small size and easiness to make or buy and carry.

Table4. 1: Kinds of Visual Aids that Teacher Use in Teaching Vocabulary

Item 13	T. number of teachers	N of teachers	Percentage
Whiteboards	104	97	93%
Flashcards		93	89%
Pictures		88	85%
Realia		81	78%
Wallcharts		56	54%
Video and cartoon		32	31%
Projectors		13	13%
Smartboards		4	4%
Others		14	13%

Item (13) indicated that 93% of the teachers use boards for teaching vocabulary, about the half of the teachers 54% use wall charts, 85% of the teachers stated that they use pictures, 89% pointed out that they use flashcards, 78% of the teachers stressed that they use realia, 31% of them answered that they use video and cartoons, 13% clarified that they use projectors, 13% pointed that they use other aids: 9 teachers answered they use their personal laptops, mobile phone and big tabs to present videos and cartoons, 4 teachers answered that they use craft work, drawings, and, finally, 4% use smart boards.

Table 4. 2: When Teacher Use Visual Aids in Teaching Vocabulary

Item14	T. number of teachers	N. of teachers	Percentage
To present new vocabulary	104	83	80%
To check students understanding		70	67%
To play games with the students to motive them to learn		64	62%
Other		3	3%

Item (14) indicated that 80% of the teachers use visual aids to present new vocabulary, 67% of teachers use visuals to check students understanding of the previous learned vocabulary, 62% of the teachers asserted that they use visual aids to play games

with students to motivate them to learn, while 3% answered they use visual aids for other things. Some teachers that they use them in cases like written dictation or in oral tests. One teacher explained that she uses them when she wants her students to learn a song so she plays the song accompanied with visuals.

Table4.14: Reasons that Hinder Teachers from Using Visual Aids in the Class

Item 14	T. number of teachers	N. of teachers	Percentage
Short time frame of the class	104	71	68%
Large number of students in the class		67	64%
Lack of teachers' training on using visual aids		35	34%
High prices of some kinds of visual aids		56	54%
Visual aids for are not provided by schools		85	82%
Other		15	14%

Looking at table 4.14 shows that 68% of the teachers answered that the short timeframe is a hindrance from using visual aids, 64% of the teachers think it is the large number of students in classes, 34% of the teachers pointed that the lack of related teacher' training courses is the hindrance of using visual aids in class, 54% of the teachers stated that the high prices of some kinds of visual aids were a hindrance that face teachers to buy and use them in class, while the majority of teachers with a percentage of 82% asserted that the visual aids are not provided by schools, and 14% of the teachers selected the option 'Other'. Some teachers clarified in the 'Other' option that the absence of English lab or smart class is a big hindrance for teachers. For teachers the lab and smart class are prominent places that contains all language equipment and tools. Other teachers explained that the absence of English teacher assistant that can help them in the class is an obstacle towards using visual aids in the class effectively. Another teacher added that the long hours of no electricity in schools also prevents teachers from working effectively in class. From

the above results, it can be concluded that the unavailability of visual aids like projectors and smart boards in classes is the biggest hindrance towards using visual aids in the class by teachers. Some teachers reaffirmed that they have many ideas and exercises they want to do in class but because of the shortage of visual aids tools in the school, they failed to accomplish that.

4.3 Classroom Observation

The researcher made 25 classroom observations with 8 classes and 8 teachers. The classroom observations were conducted in both Zawia and Tripoli schools. Each class was visited 3 times, only one has been visited 4 times and each visit was for about 30 to 40 minutes. The educational stages that were included in the observation were basic stage classes from first grade to fifth grade. The researcher used semi-structured observation checklist which would help to grasp the information that the researcher needed to collect.

The researcher noticed that most teachers use visual aids to clarify meaning. Only in few classes, teachers did not use them and depended only on the book or body language.

4.3. Visual Aids that the Teacher Uses in Teaching Vocabulary.

The research finding showed that most teachers use visual aids in class. More explicitly, six out of eight participants made an effort to make their own visual aids and try to use various visual aids in class. For example, during the second classroom observation, teacher (B) made a craft work at home by herself. She drew and coloured pictures of sun, star, moon, flower, butterfly on cardboards and cut them according to their shapes, after that she glued them into a stick. The teacher used a stick to hold and wave the craft of (sun, clouds, moon, etcetera). At the same time, she was singing the new song and presenting each craft with its pronunciation. Only two teachers totally depended on visual aids such as realia that are available in the school like (classroom furniture or with students such as

school tools (sharpener, pencil, notebook, pencil case). Otherwise, they depended on using aids such as body language or they depended on using pictures available in students' course book. Even those teachers who used other visual aids such as flashcards, drawing on the whiteboards used realia a lot and the researcher noticed that as the most used aids in class are the ones that teachers bring to class or realia that available in school. The research findings also showed that teachers use the whiteboard a lot in class not only to draw or write but as a focal point to present their visual materials whether they are drawings, flashcards or realia. For example, teacher (G) used realia of (dress, skirt, jacket, jeans, t-shirt, cap, shoes) and put them on the board using an adhesive bandage to give the chance to every student to see the aids. Similarly, teacher (E) presented flashcards on the board using magnetic dots.

4.3.2 Teachers Use of Visual Aids.

In most observations the teachers used visual aids to present new vocabulary, and enhance students' understanding. Most of the teachers that were observed by the researcher invested what is available and related to the subject being taught to make the teaching and learning process enjoyable and memorable. As an example, they used school furniture to clarify the meaning of some new vocabulary. Teachers usually depend on themselves in providing the teaching aids required, for example teachers (C), (F) and (H) used self-made flash cards to present the new vocabulary of each new lesson with the letter it presents. Teachers used even crayons to present colours.

Teachers use visual aids not only to present new vocabulary but also to check understanding and consolidate previously learned vocabulary. For example, teacher (C) brought many balls with different colours to present numbers and to check understanding and consolidate what has already been covered. It is worth noting that teachers rarely used

visual aids to play with students. Even though, there are some teachers who use visuals to play with students such as teacher (H) who taught third grade. She used video on her mobile phone to present a video song that presenting body parts with an accelerating rhythm and cartoon characters that made different movements while students were watching and imitating those characters interestingly. In addition, teacher (B) who taught second grade used uncoloured pictures of three chickens and asked students to colour them with new learned colours. The researcher owes the scarcity of using visual aids to play games for the limited time of the class. Teachers were worried about delivering the syllabus on time particularly teachers who teach more advanced levels such as fourth and fifth grade. Therefore, they mostly use visual aids for presenting and consolidating meaning of words.

4.3.3 Students' Reaction towards Using Visual Aids.

In most classroom observations, students' reactions were positive, only in 2 observations students' reactions were negative. In those two classes, (teacher C and teacher E classes) students had a low level, therefore, they were not active especially if the vocabulary were presented for the first time. Therefore, teachers usually repeat what they have covered previously in the following class to offer students good opportunity to do revision and effectively participate in classroom interaction. On the other hand, in the third classroom observation, teacher (D) did not use any visual aids in that class. Therefore, the researcher did not note students' reactions. In the most of class observations, students were engaged, motivated and memorizing the vocabulary with the teacher especially in those classes when the teacher brought videos and cartoon craftwork and realia, the kinds of visual aids that they can interact with such as coloured footballs, crayons and craftwork that contain making exercises.

To summarize, the researcher observed that schools suffer from a shortage of visual teaching aids such as smart boards, overhead projectors and wall charts. There were not any wall charts in the classrooms. In some schools, there were some wall charts hanged in the school corridors and halls not in the classrooms and which were made by students as a part of their school activity and not provided by the school as visual aids. Most teachers whom the researcher observed agreed on using wall charts as teaching aids in their questionnaires but the researcher during the three observations did not notice teachers using them. Among all the schools which was visited by the researcher, few schools have one class called by a (smart class) which has a smart board and overhead projector. In one classroom observation, the teacher tried to use the projector but the continuous cutting off of electricity was a hindrance, and in another school while the researcher arrived to the class the teacher was trying to use the overhead projector but she found out that it was broken and needed maintenance.

The short time frame and the large number of students in class partially contributed in preventing teachers from using visual aids effectively. The researcher noticed that teachers having a hard time in eliciting students to participate in exercises especially in classroom activities. For example, the teacher who presented coloured balls only elicited one student to kick the ball in front of the other students because they were about 30 students in the class while the others did not have that chance. Despite all of these facts, most of the teachers observed were doing their best to use visual aids in their teaching task.

Chapter five

Discussion and Conclusion

5.1 Introduction

This chapter discusses the quantitative and qualitative findings obtained in relation to the research questions and related literature. Furthermore, this chapter includes the conclusion, recommendations suggestions for further research.

5.2 Discussion of the Results

The main goal of the study was to investigate teachers' attitudes towards using visual aids in teaching vocabulary. The findings obtained showed that teachers have positive attitudes on using visual aids in teaching vocabulary. This reflects teachers' conviction about using visual aids.

5.2.1 Teachers' Attitudes

The findings attained assert the effectiveness of using visual aids in increasing vocabulary learning. These results are in harmony with a number of previous studies such as ElJarrai (2006), Muftah (2009), Omar and Mekael (2020), Idris (2017), and Ngonyani (2018).

Regarding the effectiveness of using visual aids in saving class time, the results of this study agree with Idries' (2016) findings in which he concluded that the use of pre - prepared power point slides saves time better than writing on the board. However, Ahmed's (2018) results showed a significant variance in participants' attitudes since only 50% agree that teaching aids save time while 24% are neutral and 26% disagree. This implies that the relation between time consumption and the use of teaching aids still a debatable issue.

Another interesting finding is that using visual aids makes students pay more attention to their teacher instructions and explanation. These results coincide with studies conducted by Muftah (2009), Eljarrai (2006), Mohammed and Yaseen (2017), Idries (2016) and Ngonyani (2018). All these researchers confirmed that using visual aids helped in raising and sustaining students' attention during the lesson. This leads to the conclusion that visual aids can be used to raise students' awareness and concentration during the class time.

Finally, the research findings indicated almost a complete consensus among the participants that visual aids should be actively used by the language teachers and they would recommend their colleagues to use visual aids. This conclusion is supported by Muftah's (2009) argument in which stated that teachers would do their best to advise other teachers to use visual aids. This can be attributed to the teachers' awareness of the effectiveness and significance of using visual aids in teaching.

5.2.2 Teachers' Attitudes align with their Practices

The qualitative and quantitative results of this study showed that most teachers use visual aids such as board, realia, flashcards, pictures to teach vocabulary which contrasts with Eljarrai (2006) and Ngonyani (2018) results. Eljarrai (2006) pointed that teachers use board, neglecting other types of aids such as flashcards or overhead projectors because of their unavailability in schools. Therefore, this contradiction can be attributed to the progress in teachers' awareness of the significant role that teaching aids could play in improving the process of teaching and learning.

The quantitative findings of teachers' attitudes confirmed that using visual aids enhances students' vocabulary memorization. Interestingly, this conclusion was in line with the qualitative findings. This reaffirmed that teachers' attitudes towards the ability of using

visual aids in enhancing students' vocabulary memorization align with their practices. Being on the same track, EL-Jarrai (2006), Muftah (2009) and Ngonyani (2018) all maintained that using teaching aids, visual aids and realia could help students to memorize previously learned materials. Therefore, including visual aids in the new lesson help students to memorise their previously learned vocabulary.

One more fascinating finding is that the use of visual aids helps in increasing students' motivation towards the process of teaching and learning, which was noticed during the classroom observations as students got motivated and actively engaged in classroom activities whenever visual aids are used. This conclusion agrees with previous studies carried out by El Jarrai (2006), Idries (2016) and Ahmed (2018). In his argument, Eljarrai (2006) stated that using teaching aids helps mostly in motivating students to learn vocabulary rather than grammar and spoken English. In this respect, Idries (2016) also argued that teaching vocabulary using power point motivating students for more active engagement in classroom activities. Therefore, that motivating students towards learning vocabulary can be attained through teaching using visual aids during the class time.

Teachers also agreed that they use visual aids to present new vocabulary or to consolidate previous learned vocabulary. This was in line with their practices in the class where the researcher noticed that teachers mostly use visual aids to present new vocabulary and revise learned ones.

5.2.3 Obstacles that Hinder Teachers Use of Visual Aids

The research findings indicated a significant shortage of visual aids in schools such as smart boards, wallcharts and projectors. Most of the teachers agreed on bringing their visual aids by themselves which costs them money and effort. As Q10, Q11 and Q12 of the questionnaire showed a significant disparity in the results of the visual aids that provided

by schools in Q10 (see 4-10) and the visual aids brought by the teachers themselves in Q11 (see 4-11). Besides, the corresponding in the results between the visual aids that brought by teachers in Q11(see 4-11) and the visual aids that teachers use in teaching in Q12(see 4-12). In question 10 most of visuals offered by schools (except boards) don't exceed 11% of the total sample. On the other hand, in Q11and Q12 there is proximity in the results where most of the aids brought by teachers themselves are used in the class such as pictures, realia and wallcharts as it is shown in Q12. These findings lead to an interpretation that teachers rely on themselves regarding the provision of visual aids. These findings were affirmed throughout 12 class observation where the researcher noticed that teachers depend on themselves and bring with them their visual aids. More specifically, the whiteboard was the only aid provided by the school and the other visual aids were provided by teachers. Eljarrai (2006) also came up with the same conclusion that teachers suffer from shortage of feasibilities which hinders them from using teaching aids.

The findings obtained indicated a gap between the syllabus assigned and its suggested timeframe, i. e. the time provided to cover all the syllabus items is insufficient. Despite the fact that using visual aids could save much class time, still generating various classroom activities accompanied by using appropriate visual aids is really time-consuming process which in turn might obstacle teachers to cover the syllabus within its predetermined time schedule. Throughout the classroom observation conducted, the participants were observed using visual aids to simplify the material being taught and motivate students to participate more effectively. Most of the class time the teachers were observed using visual aids either to present visual new vocabulary or check understanding and consolidate previously learned vocabulary. In this regard, Muftah (2009) argued that the time that is assigned to the class was inadequate and, therefore, teachers restrict their focus only on the

basic items. By the same token, Eljarrai (2006) stated that teachers most of the time worried about the curriculum and finishing it rather than trying to use different teaching aids.

According to the finding attained, big class size was a major obstacle towards using visual aids in class. This indeed was witnessed during class observations. Teachers were observed in big size classes unable to engage more students in class activities or games due to time limit. The number of students in the classes researched ranged between 30 to 35 despite the wide spread of corona virus pandemic. These findings go in line with Eljarrai's (2006) conclusions in which he stated that overcrowding in the classroom, a lack of teaching aids, teachers' lack of training in the use of teaching aids, and a lack of time committed to the course are some of the barriers to employing teaching aids. The findings of this study are also consistent with those of Ngonyani (2018) who concluded that teachers like to utilize visual aids, but a lack of sufficient visual aids prevents them from doing so.

The research findings revealed that 40% of the teachers participated in training courses contain using visual aids to teach vocabulary. These results also align with a study made by Muftah (2009) who concluded that less than half of the participants joined training courses and with another study conducted by Eljarrai (2006) who confirmed that the majority of participants did not participate in any training courses. Eljarrai (2006), and Muftah (2009) came up with the same conclusion that teachers did not use visual aids because they did not receive adequate training courses.

Even though, the current study indicated that 34% of teachers believe that the scarcity of training courses is a reason for not using visuals in classroom activities. The findings also showed that teachers use visual aids in their classes, and that can be attributed to wide spread of modern technology such as 'Internet web sites and You tube' that offer teachers the chance to surf and learn new insights and more updated teaching skills.

5.3 Conclusion

Vocabulary plays a vital role in English language teaching and learning. Its important role is noticed in every skill and task that can be carried out in class. EFL learners need vocabulary to comprehend other people's messages such as listening and reading and they need vocabulary to deliver their messages clearly like in speaking and writing. EFL language teaching has been rapidly developed and teachers started to use different aids and strategies to assist them in vocabulary teaching such as using visual aids. Therefore, the researcher was highly stimulated to investigate EFL Libyan teachers' attitudes and practices towards using visual aids in teaching vocabulary. Analysing the data collected came up with a number of fascinating and interesting findings, for instance almost all the participants showed positive attitudes towards using visual aids. They believe that using visual aids in teaching vocabulary have a good effect in terms of enhancing students' vocabulary learning, memorisation, motivation as well as attracting students' attention. Moreover, the research findings confirmed that EFL teachers use many kinds of visual aids to teach vocabulary and what is more interesting is that their attitudes are congruent with their actual practices in using visuals.

The research findings raised a number of significant issues concerned with using visuals in class such as the unavailability of facilities and visual aids equipment in the schools, in addition to the inadequate class time frame compared to the volume of the material that should be covered. These issues seem to be not new to the Libyan context and still without any clear practical solutions from the ministry of education. In this study, most teachers complained about the large number of students in each class and the high cost of teaching aids.

To conclude, teachers believed in the effectiveness of using visual aids for vocabulary teaching and raising students' attention and motivation. Despite the previously

mentioned obstacles, teachers are highly recommended to use visual aids because of their positive affect on the teaching and learning process. Some teachers still struggle to overcome those obstacles and try to use visual aids in the class. They utilized their purchased or self-made visual aids in the class because most of the schools suffer from the unavailability of such aids.

5.4 Recommendations and Implications of the Study

Taking in consideration the insights and the findings obtained, the following recommendations should be taken into account:

1. Schools should be provided with different types of visual aids such as (flashcards, realia, wallcharts, etcetera) and every class should contain an overhead projector and smartboard.
2. In the case that providing overhead projector or smartboard in each class was not possible, each school should contain a language smart class that contains overhead projector, smartboard and computer and all visual aids such as flashcards, wallcharts, students and teachers craft work that teachers need to use so as for teachers not worry about carrying their stuff with them in each class.
3. Each class should not include more than 15 students. This gives the teacher the ability to control the class, and offer the students good opportunities to participate in different activities and learning games.
4. The ministry of education should consider adding extra class to the English classes per-week for primary stage students so that teachers can employ extra time to teach students vocabulary and employ these attracting visual aids in teaching.
5. The ministry of education should offer more opportunities for teachers to engage in in-service teaching training courses.

5.5 Suggestions for Further Research

1. Researchers could investigate EFL teachers' attitudes towards using visual aids in other study levels such as: preparatory stage, secondary stage or university.
2. A more research could be conducted on the effectiveness of using certain visual aids in specific linguistic skills, for example, speaking, writing or grammar.
3. Further research could be carried out to investigate teachers' attitudes towards using visual aids in teaching different linguistic skills.
4. More focused research could be conducted on problems and obstacles that face teachers in using visual aids.
5. Replicating this study more broadly to include the largest possible number of participants throughout the Libyan state in order to generalize the findings attained.

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Appendix 1
List of schools

Table A1

Schools located in Tripoli City		Schools located in Zawia City	
1	Ahmed Assguzi School	23	Abdulkhader eljazayri School
2	Ahmed Kara School	24	Ali Algamodi School
3	Abdulrahman Binauf School	25	Elbernawi Banin School
4	Al-jehad school	26	Al-Jeel aljadeed School
5	AL-Shomoukh School	27	Almojahed School
6	Al-Qaumea Alarabia School	28	Al-Gurdabia School
7	Abu Dhar Algafari School	29	Seventeen of February School
8	Annesaa Alkhaledat School	30	Tweibia school
9	Assaida Zainab School	31	Elqurdabia school
10	Awfia 17 of February		
11	Bab Tajora School		
12	Dhat Ennetaqain School		
13	Fatima alzhraa School		
14	Ghout Dees School		
15	Geel Almostakbel School		
16	Hey Demashaq School		
17	Musa Binusair School		
18	Omar Al khtaab School		
19	Om Ayman School		
20	Shuhada Badr School		
21	Waraqa bin Naufal		
22	Yaom Alfedaa		

APPENDIX 2

Teachers' Questionnaire

Dear Teachers

I am Doaa Almokhtar, a postgraduate student; I am doing my MA thesis on the use of visual aids in teaching EFL. This questionnaire is intended to investigate EFL teachers' attitudes towards using visual aids in teaching vocabulary. Thus, your participation in this questionnaire is very important and highly appreciated.

Please note that any information you would give in the questionnaire will be anonymous and confidentially treated.

Section one: Yes/No Questions

1. Have you ever received training courses on using visual aids to teach English?

Yes No

2. Do you find it difficult to make exercises and games using any kind of visual aids in the class? Yes No

3. Would you recommend the use of visual aids to teach vocabulary?

Yes No

Section Two: Likert questions

Please tick the most appropriate option

4. Teaching vocabulary using visual aids has a good effect on students' learning.

Strongly Agree Agree Disagree Strongly disagree

5. Teaching vocabulary using visual aids helps in avoiding dullness during the class.

Strongly Agree Agree Disagree Strongly disagree

6. Teaching vocabulary using visual aids saves time.

Strongly Agree Agree Disagree Strongly disagree

7. Teaching vocabulary using visual aids helps teachers to attract students' attention during the explanation.

Strongly Agree Agree Disagree Strongly disagree

8. Teaching vocabulary using visual aids saves time.

Strongly Agree Agree Disagree Strongly disagree

9. Teaching vocabulary using visual aids motivate students towards learning.

Strongly Agree Agree Disagree Strongly disagree

Section Three: Options

Please tick the appropriate options (You can select more than one option).

10. What kinds of visual aids are available in the school?

- Boards
- Wallcharts
- Pictures
- Projectors e.g,(PowerPoint, data show projector, overhead projector)
- Smart boards
- Other.....
- Flashcards
- Realia
- Videos and cartoons

11. What kinds of visual aids do you manage to bring to the class?

- Flashcards
- pictures
- Videos and cartoons
-
- Wallcharts
- Realia

Projectors e,g,(PowerPoint, data show projector, overhead projector)

Other

12.What kinds of visual aids do you use while teaching vocabulary?

Board

Flashcards

Wallcharts

Realia

Pictures

Videos and cartoons

Projectors e,g,(PowerPoint, data show projector, overhead projector)

Other.....

13.When do you use visual aids in the class to teach vocabulary?

To present new vocabulary.

To check students' understanding of the learned vocabulary

To play games with the students to motivate them to learn

Other

14.Which of these reasons hinder the teachers from using visual aids to teach

vocabulary?

The short time frame of the class.

The large number of students in classes.

The lack of teachers' training on using visual aids.

The high prices of some kinds of visual aids.

The visual aids e,g (projectors, wallpcharts, etc.) are not provided by schools.

Other.....

Thank you for your participation

APPENDIX:3
Questionnaire Translated Version
استبيان المعلمين

حضرات المعلمين والمعلمات

أنا دعاء المختار، طالبة دراسات عليا أعمل على إعداد رسالة ماجستير حول استخدام الوسائل التعليمية البصرية (visual aids) في تدريس اللغة الإنجليزية كلغة أجنبية. أعدت هذه الاستبانة للاستقصاء عن آراء معلمي اللغة الإنجليزية كلغة أجنبية في استخدام الوسائل التعليمية البصرية (visual aids) لتعليم المفردات. ولذلك؛ فإن مشاركتكم في حل هذا الاستبيان مهمة جداً وأقدرها للغاية. علماً بأن أي معلومة تُقدّم في هذه الاستبانة ستكون مجهولة المصدر وستُعامل بكل سرية.

القسم الأول: أسئلة نعم أو لا

1. هل سبق وأن تلقيت دورات تدريبية لتعليم اللغة الإنجليزية باستخدام الوسائل التعليمية البصرية (visual aids)؟
2. هل تواجه أي صعوبة في القيام أي نوع من التمارين والألعاب التي تتضمن استخدام الوسائل التعليمية البصرية

(visual aids) داخل الفصل؟

نعم لا

3. هل تنصح باستخدام الوسائل التعليمية المرئية (visual aids) لتعليم المفردات؟

نعم لا

القسم الثاني: أسئلة (ليكرت)

الرجاء الإشارة على الخيار الأنسب.

4. للوسائل التعليمية البصرية (visual aids) تأثيراً جيداً على الطلاب في تعلم المفردات.

لا أوافق بشدة لا أوافق أوافق أوافق بشدة

5. تعمل الوسائل التعليمية البصرية (visual aids) على تعزيز قدرة تذكر الطلاب للمفردات.

لا أوافق بشدة لا أوافق أوافق أوافق بشدة

6. يساعد استخدام الوسائل التعليمية البصرية (visual aids) لتدريس المفردات على تجنب الملل داخل الفصل.

أوافق بشدة أوافق لا أوافق لا أوافق بشدة

7. يُمكنك استخدام الوسائل التعليمية البصرية (visual aids) لتدريس المفردات من توفير الوقت المخصّص.

أوافق بشدة أوافق لا أوافق لا أوافق بشدة

8. يساعد استخدام الوسائل التعلیمیة البصرية (visual aids) على جذب انتباه الطّلاب للمعلم خلال الشرح.

أوافق بشدة أوافق لا أوافق لا أوافق بشدة

9. يساعد استخدام الوسائل التعلیمیة البصرية (visual aids) على تحفيز الطلبة على التعلم.

أوافق بشدة أوافق لا أوافق لا أوافق بشدة

القسم الثالث: الخيارات

الرجاء الإشارة إلى الخيارات المناسبة. (بإمكانك الإشارة لأكثر من خيار).

10. ما هي الوسائل التعلیمیة البصرية (visual aids) المتوفرة داخل الفصل من قبل المدرسة؟

السبورة البطاقات التعلیمیة (بطاقات تحتوي على صور وكلمات)

اللوحة الحائطية الوسائل التوضیحیة التي تعتمد على استخدام أشياء حقيقية

(Realia)

الصور الفيديوهات والمسلسلات الكرتونية

جهاز العرض المرئي "projector" (كالباوربوينت، وجهاز عرض البيانات "data show"

"projector"، وجهاز العرض الضوئي العلوي "overhead projector")

السبورة الذكیة

غيرها.....

11. ماهي الوسائل التعلیمیة البصرية (visual aids) التي بإمكانك إحضارها معك للفصل؟

اللوحة الحائطية البطاقات التعلیمیة (بطاقات تحتوي على صور وكلمات)

الصور الوسائل التوضیحیة التي تعتمد على استخدام أشياء حقيقية (Realia)

الفيديوهات والمسلسلات الكرتونية

جهاز العرض المرئي "projector" (كالباوربوينت، وجهاز عرض البيانات "data show"

"projector")

غيرها.....

12. ماهي الوسائل التعلیمیة البصرية (visual aids) التي تستخدمها لتدريس المفردات؟

السبورة البطاقات تعلیمیة (بطاقات تحتوي على صور وكلمات)

اللوحة الحائطية الوسائل التوضیحیة التي تعتمد على استخدام أشياء حقيقية (Realia)

الفيديوهات والمسلسلات الكرتونية الصور

جهاز العرض المرئي " projector " (كالباوربوينت، وجهاز عرض البيانات "data show projector",

وجهاز العرض الضوئي العلوي "overhead projector"

السبورة الذكيّة

غيرها.....

13. متى تلجأ لاستخدام الوسائل التعلیمیة البصرية (visual aids) لتدريس المفردات؟

لتعليم مفردات جديدة.

للتأكد من استيعاب الطلاب للمفردات التي تعلموها مسبقاً.

للعب مع الطلاب وتحفيزهم للتعلم.

لسبب آخر وهو

14. أي من هذه الأسباب قد يساهم في منع المعلمين من استخدام الوسائل التعلیمیة البصرية (visual aids).

الإطار الزمني القصير للحصص.

العدد الكبير من الطلاب داخل الفصل.

قلة تدريب المعلمين على استخدام الوسائل التعلیمیة المرئیة (visual aids)

غلاء أسعار بعض الوسائل التعلیمیة المرئیة (visual aids).

وسائل التعليم المرئیة (visual aids) كجهاز العرض المرئي واللوحات الحائطية لا توفرها المدارس.

لسبب آخر وهو

شكراً جزيلاً على مشاركتكم

APPENDIX 4

Classroom Observation Checklist

1. Kinds of visual aids that teacher uses in teaching:

- Black boards
- Wall charts
- Smart boards
- Flashcards
- Other.....
- Pictures
- Power points
- Projector

Comment

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

2. How teachers use the visual aids in teaching vocabulary?

- To present vocabulary
- To consolidate the previous learned vocabulary
- To make exercises and motivate students
- Other.....

Comment

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

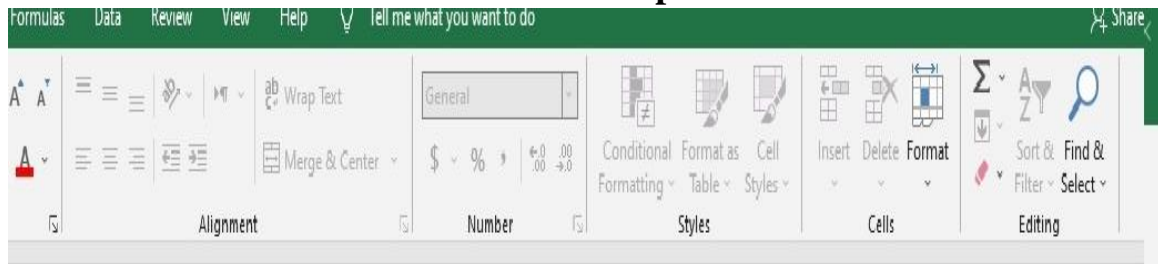
3. How do students act towards using visual aid?

- Positively
- Neutrally
- Negatively

Comment

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

Appendix 5 Cronbach alpha



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	R	S	T	U	V
1		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	Total				sample
2		0	0	0	0	0	0	0	0	0	104	0	14	0	0	118		number of item		14
3		0	0	0	0	0	0	0	0	0	10	89	97	0	0	196		sum of variance item		12583.92
4		0	0	0	0	0	0	0	0	0	10	7	4	0	0	21		variance of total score		69655.75
5		0	0	0	0	0	0	0	0	0	9	88	13	0	0	110		Cronbach a		0.882368
6		0	0	0	0	0	0	0	0	0	9	24	32	0	85	150				
7		0	0	0	0	0	0	0	0	0	11	32	56	3	15	117				
8		0	0	0	0	0	78	53	87	1	5	52	81	64	67	488				
9		42	58	104	82	79	25	36	16	39	6	80	88	70	71	796				
10		62	46	0	22	25	1	15	1	64	4	82	93	83	56	554				
11	variance of	489.6	475	1068	667.4	629	612	347.6	736	490.7	915.56	1137.8	1279.7	1168.5	1168					

APPENDIX 6
Pilot Study Analysis

The following are the results of the pilot study:

Yes	No
30%	70%

Table 1: Teachers and training courses on using visual aids

Item 1 results showed that only 30% of teachers participated in training courses containing how to use visual aids while 70% of teachers didn't use participated in such course.

Number of teachers	Yes	No
10	30%	70%

Table2 Teachers' who face difficulty in using visual aids in teaching

Item 2 regarding if teachers face problem using visual aids showed that 70% of teachers do not face problem regarding using visual while 30% answered that they face problem using visual aids.

Number of teachers	Yes	No
10	100%	0%

Table3: teachers who recommend their colleagues to use visual aids

Item 3 showed that the whole majority of teachers recommend their colleagues to use visual aids to teach vocabulary

Strongly agree	Agree	Disagree	Strongly disagree
80%	20%	0%	0%

Table4: visual aids have a good effect on students learning.

Item4 showed that 100% of teachers use think that use visual aids have a good effect on students learning. On the other hand, no one answered with strongly disagree or disagree.

Strongly agree	Agree	Disagree	Strongly disagree
70%	30%	0%	0%

Table5: visual aids enhance students' ability to memorize

The results of item 5 revealed that 100% of teachers approved that using visual aids help students to memorize vocabulary.

Strongly agree	Agree	Disagree	Strongly disagree
50%	40%	0%	0%

Table6: teaching vocabulary using visual helps in avoiding dullness in the class

Item 6 showed that 50% and 40% of teachers strongly agreed and agreed that using visual aids helps teachers in avoiding dullness in the class. However

Strongly agree	Agree	Disagree	Strongly disagree
50%	40%	10%	0%

Table7: Teaching vocabulary saves time.

Item7 revealed that half of teachers strongly agreed that using visual aids, Moreover, less than half of teachers agreed that using visual aids saves time while only 10% of teachers disagreed that using visual aids saves time.

Strongly agree	Agree	Disagree	Strongly disagree
70%	30%	0%	0%

Table8: visual aids help teachers in attracting students' attention to teacher' explanation

Item 8 revealed that 70 % and 50 % of teachers claimed that using visual aids help in attract students' attention to teachers' explanation.

Strongly agree	Agree	Disagree	Strongly disagree
80%	20%	0%	0%

Table9: teaching vocabulary motivates students towards learning

Item 9 showed that the whole percentage of teachers stated that using visual aids helps in motivating students towards learning.

Boards	Wall charts	Pictures	Projectors	Smartboards	Flashcards	Realia	Video and cartoon	Other
100%	10%	0%	0%	10%	10%	0%	10%	10%

Table10: kinds of teaching aids that's available in the school.

Item 10 the results of the question that 100% of teachers claimed that boards are available in the school, while only 10 % stated that smart boards, flashcards, video and cartoon are available in the class.

Flashcards	Realia	Videos and cartoons	Projectors	Wallcharts	Pictures	Other
------------	--------	---------------------	------------	------------	----------	-------

70% | 70% | 20% | 0% | 30% | 80% | 30%

Table11: kind of visual aids that teachers can bring with them to the class.

Item11 showed that about 80% of teachers stated that they can bring pictures to the class besides that 70% of teachers answered that they can bring flashcards and realia with them. Moreover, 30 % selected wallcharts and others aids they can bring to the class. Only 20% teachers stated that they use video and cartoon while no one selected projectors. Teacher who answered that they use other aids they listed items such as coloured pens, mobile phones.

Boards	Wallcharts	Pictures	Projectors	Smartboards	Flashcards	Realia	Videos and cartoons
90%	30%	70%	10%	-	60%	70%	10%

Table12: kinds of visual aids that teacher use in teaching vocabulary

The results of item12 revealed that the most majority of teachers use boards when teaching vocabulary. The results showed that 70%of teachers use pictures and realia for teaching vocabulary and 60% use flashcards while only 10% use projectors and video and cartoon.

To present new vocabulary	90%
To check students' understanding and consolidate previous learned vocabulary	60%
To play games with the students to motive them to learn	70%
Other	0%

Table13: when teacher use visual aids in teaching vocabulary in teaching vocabulary

Item 13 results showed that 90% of teachers agreed that they use visual aids to present new vocabulary. In addition, 70% agreed that they use it to play games. Moreover,

60% stated that they use visual aids to check understanding and consolidate previous learned vocabulary.

The short time frame of the class	70%
The large number of students in the class	50%
The lack of teachers' training on using visual aids	30%
The high prices of some kinds of visual aids	30%
The visual aids e.g. (projectors, wall charts, smartboards) are not provided by schools	80%
Other	0%

Table14: Reasons that hinder teachers from using visual aids in the class

The results of item 14 showed that the main hinderance that hinder teachers from using visual aids is that visual aids are not provided by schools. 70% of teachers regarded this due to the short time frame of the class. About 50% of teachers agreed that large number of students in the class contributed in hindering teachers from using visual aids. However, 30% of teachers answered that the lack of the efficient' training on using visual aids and the large number of students in the class were hinderance towards using visual aids.

Appendix 7

Written permissions to conduct the study in the selected schools

Ministry Of Higher Education
And Scientific Research

وزارة التعليم العالي
والبحث العلمي

جامعة الزاوية
كلية الآداب

University of Zawia
Faculty of Arts

التاريخ: / / 2019 م الموافق: / / هـ

الرقم الإشاري:

إلى من يهمه الأمر

تحية طيبة وبعد،،،

نفيدكم بأن الطالبة **حناء المختار العاصمي** هي إحدى طالبات الدراسات العليا بقسم اللغة الإنجليزية وأن الطالبة في مرحلة البحث وإعداد رسالة الماجستير بعنوان: **(المجموع في عوالم تعليم اللغة الإنجليزية كخلفية أجنبية في محاضرات التعليم الأمامي حول استخدام الوسائل البصرية لتدريس المفردات الإنجليزية)**

عليه نرجو منكم مساعدتها في إجراء جزء من دراستها الحقلية في مؤسستكم التعليمية، وتقبلوا منا سلفاً خالص الشكر والتقدير والإحترام.

والسلام عليكم ورحمة الله وبركاته

مشرف الرسالة
د. البشير عبد الحميد مفتاح أحمد

منسق الدراسات العليا بالقسم
د. عبد السلام صالح الطنطاني

2020-01-07

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لا مانع
مكتب التعليم لجامعة



وزارة التعليم العالي
والبحث العلمي

جامعة الزاوية
كلية الآداب

التاريخ: / / 2019 م الموافق: / / هـ الرقم الإشاري:

المسيد المحترم
مدير مكتب التعليم لجامعة
الزوايا بعين الراش للمجد

إلى من يهمه الأمر

تحية طيبة وبعد،،،

نفيدكم بأن الطالبة حناء المحجار العامري هي إحدى طالبات الدراسات العليا بقسم اللغة الإنجليزية وأن الطالبة في مرحلة البحث وإعداد رسالة الماجستير بعنوان: (البحر في مواقف علمي اللغة الإنجليزية حلقة أدبية في محاضرات التعليم الأمامي)

حول إمتحان الوسائل البصرية لتدريس المفردات الإنجليزية

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والسلام عليكم ورحمة الله وبركاته

منسق الدراسات العليا بالقسم

مشرف الرسالة

د. عبد السلام صالح الطنطاني

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2020-01-07

Albushair



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دولة ليبيا
وزارة التربية والتعليم
شؤون التربية والتعليم بالزاوية

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بسم التوبة والسلام

في اطار الرفع من مستوى التعليم والمساهمة في انجاح العمليات
التعليمية في شتى المجالات والرفع بعجلة التعليم والتعليم اينما وجد .
وفي إشارة لطلب المقدم من الطالبة دعاء المختار عبدا لله العامري بخصوص منحها
الأذن بزيارة بعض المدارس وحضور بعض الحصص بها من اجل استكمال رسالتها في
الدراسات العليا تخصص علم اللغة التطبيقي

عليه

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023.7632011 - 023.7632012 : ☎

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