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The Use of Audiovisual Aids in Teaching English in Sirte
Secondary Schools

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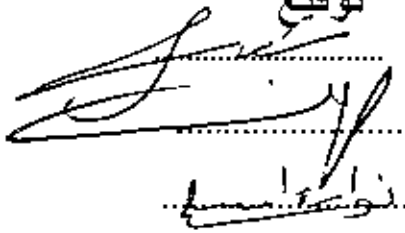
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Dedication

To the memory of my dear uncle,

To my dear parents,

To my brothers and sisters

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I should always be thankful to Allah for guiding and showing me how to appreciate the gift of gaining knowledge.

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Abstract

This study investigates the importance of some common types of teaching aids in the teaching and learning process of English language in Sirte Secondary Schools. This study attempts to identify the difficulties that teachers encounter when they are using teaching aids in the classroom.

This study falls into five chapters. The first is an introductory chapter. It identifies the problems, purpose, significance, the hypotheses, and the procedure of the study. Also it includes two sections about the status of English in Libya and the English syllabus implemented in Secondary Schools in Libya. The second chapter is concerned with some previous views and studies dealing with teaching aids. The third chapter presents the common types of teaching aids, their importance and use in teaching and learning English language. Chapter four is concerned with the practical part. It includes the data gathered through students' and teacher's questionnaires, and tests, and the findings of this study. Chapter five presents the conclusion of the study and some general recommendations.

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CHAPTER ONE

Introduction

1.1. Introduction:

The purpose of this study is to investigate how to use the audio-visual aids in teaching and learning English as well as to show their educational importance. By the audio-visual aids it is meant that the learners can hear and/or see what helps the teacher to convey his/her message to the learners. In the learning or acquiring of any language whether it is a native, second, or foreign language, the use of audio-visual aids is very much needed (cf. El-Araby, 1974: i).

In audio-visual aids, the two senses of hearing and sight take part in the process of learning. The following items of equipment listed in alphabetical order are frequently used in the classrooms and study centres.

1- The board: The board can be used for anything; it can be used for writing, drawing, sticking things on, projecting overhead transparencies etc.

2-The computer: The benefit of the computer is that it has all the functions required by the teachers and students (CD, audio, or integral modem) and that one can store huge information in a memory and moreover it is fast enough for the task needed.

3-The overhead projector: Overhead projectors (OHPs) are very helpful for showing pre-prepared overhead transparencies (OHTS).

4- Pictures and cards: Even in an increasingly technological age, pictures and cards are still necessary.

5- The tape recorder: The tape recorders can be used to play textbook tapes, tapes of people speaking, music tapes... etc.

6- The video playback machine: The main thing to think about this item is that the monitors need to be big enough and in the right place so that all the class can see them (cf. Harmer, 1998:177-178).

In the teaching process, the teacher plays the major role and this role can never be replaced by any other teaching aids. As Cable (1972:2) states "Audio-visual aids are no substitute for the teacher. Rather they do depend on skilful employment by him". The teacher resorts to audio-visual aids and they are of great help in simulating the learning process of a foreign language. Even when the teacher has a fluent command of English and pronounces it well, he can still use the aural aids to accustom the pupils to other voices (see Mialaret, 1966: 10).

As a teacher of English in Preparatory and Secondary schools for the last few years, the present researcher has noticed that teaching and learning English without utilizing teaching aids was not an easy task. The present researcher believes that by using teaching aids in the classrooms, the teacher can easily attract the students' attention and focus on the important points. This has prompted the present researcher to choose this problem as a topic of his research work.

1.2. The Statement of the Problem:

The problem of the study is that the teachers neglect the use of teaching aids in teaching English. The present study is designed to find out the reasons behind this problem and to find some solutions for it. This could be of non-availability of some teaching aids.

1.3. The Purpose of the Study:

The aim of this study is to identify the causes of neglecting teaching aids in teaching English, particularly in Secondary Schools in Sirte. It also aims at finding out useful ways for the appropriate use of these aids in Libyan Secondary Schools in the city of Sirte.

1.4. The Significance of the Study:

Language learners need a lot of aids to practice the language especially when they are learning the language as a foreign language. This is because they do not have an immediate contact to that language. English is considered as a foreign language in Libya. Audiovisual aids are the only channel which assist to create the appropriate environment for the students to learn and acquire the language. However, despite the importance of audiovisual aids in teaching-learning process they are neglected and hardly used in Sirte Secondary Schools. The significance of this study is to help educational authorities recognize the importance of audiovisual aids and make these

aids available in schools for the teachers and the students. This study helps the teachers know how to use audiovisual aids properly.

1.5. The Hypotheses of the Study:

The study is carried out on the basis of the following hypotheses:-

- 1- Teachers and students of the secondary schools do not possess adequate knowledge about teaching aids.
- 2- Schools do not provide teaching aids for the teachers to use in teaching English.
- 3- The time allocated for teaching English in the schools does not allow for the use of teaching aids.
- 4- Both teachers and students do not have a clear idea about the general objectives of learning and teaching English. They do not also recognize the importance of the use of teaching aids in the classrooms.

1.6. The Procedure of the Study:

This study consists of five chapters. The first chapter deals with a brief introduction to the present study, the purpose and the hypotheses of the study. This chapter also includes two sections namely; the status of English language in Libyan Schools and the English curriculum in the Secondary Schools. The second chapter is a brief survey of the literature related to the present study. An attempt is made to touch upon all the

available theories and studies related to this work. Therefore, this chapter deals with the importance of teaching aids in education in general and teaching and learning the English language in particular. Chapter three deals with the common types of teaching aids and their proper use. This chapter also sheds some light on the different types of audio-visual aids and discusses how to select and use them in the classroom. The last section of the chapter focuses on the importance of the language laboratory and its different types.

Chapter four concentrates on the practical part of the study. It deals with the questionnaires which are given to the teachers and students of Secondary Schools. It also deals with testing which is conducted for the students. It deals with the analysis of the data collected. The responses received are analyzed. This chapter also includes a detailed discussion of the findings of the study. Finally, some concluding remarks and recommendations are given in chapter five.

1.7. The Status of English in Libyan Schools:

The aim of this section is to shed some light on teaching English in the Libyan schools. Of all the languages in the world today English deserves to be regarded as a world language. English language has the status of a foreign language in Libya. It is a compulsory subject in schools. The teaching of English begins at the Primary level; fifth and sixth levels of the Primary stage at the rate of three periods per week, and each period is

forty-five minutes. Learning English goes along with Preparatory and Secondary stages with the same rate of time. This means that learning English starts at the age of ten. This has only started in the academic year 2006-2007. Previously, teaching English started at the age of thirteen. Good and qualified teachers are required in such stages for teaching English. Because the syllabus is based on communication methodology, therefore, audio visuals can be effective in the teaching-learning process. Each stage of the Secondary School levels has different specialization (see section 1.7).

For students at the university level, English is taught in other departments as a subject, and it is also studied by the students who are majoring in English in the Departments of English in Faculties of Arts in Libyan Universities.

1.8. The English Curriculum in the Secondary Stage:

The purpose of this section is to provide some information about the English curriculum used in the Secondary Schools in order to provide the reader with some background about this material which has been presented to the learners at this stage.

English in the Secondary stage as well as in the Primary and Preparatory stages is considered as part of the general curriculum. The books selected are part of the series of *English for Libya* which are carefully designed to meet the learners' needs in the early stages. The main concern in this section is to talk about the curriculum of English in the Secondary stage. The

Secondary books of English comprise a Course-book, a Work book, a Teacher's book and a Class cassette for each class of the four classes of the Secondary stage. In the first stage, all the classes have the same book which is given to the students who have completed three years in the Preparatory stage. But the new system which started in the year (i.e. 2006-2007) the Secondary stage lasts for only three years and each year has two semesters. The students can be directed by the General People's Committee for Education to specialize in one of the different specializations according to their grades. The students themselves can also choose their specialization according to their wishes and tendencies. These specializations are; Social Sciences, Basic Sciences, Life Science, Engineering, and English Specialization. However, each specialization is assigned a set of different books (i.e. there are core sections for all specializations according to years of study. All specializations have three books (already mentioned in this section), whereas the English Specialization has four books; the first three books and skills book. Each year of English Specialization has a specialized course-book; Second year: language and communication, Third year: language and culture, and Fourth year: language and society (see Teacher's Book: 1).

Each book is accompanied by a work-book and taped material. The teacher's book is designed to help the teacher to prepare his lessons in an appropriate way and deal with any

difficulty which encounters him in the course-book or workbook.

By looking into the contents of the books in more detail, we can notice that these books are very well-prepared and include the four skills; listening, speaking, reading, and writing using words and phrases, grammatical structures, and practicing pronunciation...etc.

The books were published by Garnet Education. English Specialization books were written and supervised by the language experts of The General People's Committee for Education, whereas the other specializations were supervised by the Libyan National Centre for Educational Planning and Vocational Training.

CHAPTER TWO

Literature Review

2.1. Introduction

There is no question that the development in educational technology plays a very major role in the teaching-learning process. An outstanding development in modern education is the growth in the use of audio-visual aids for instruction. Many researchers and writers have dealt with teaching aids. Therefore, this chapter reviews some studies about audiovisual aids and their use in the teaching-learning process.

2.2. Technology in Education

Percival & Ellington (1984) give a simple review of the main aspects of educational technology and explain how adopting an educational technology (i.e. based approach) can help improve the efficiency and effectiveness of the average teacher. Also, it depends on two main roles namely; (a) as a handbook for practicing teachers who want to learn something about the educational technology so they can use it in their work and (b) as a basic text for trainee teachers and students of education who are studying educational technology as part of their courses (cf. Percival & Ellington (1996:19).

Percival & Ellington (1984:19) write about the teaching aids in general and give a number of definitions of educational

technology which have been cited from different bodies and organizations.

The first definition which is given by the Council for Education Technology for the United Kingdom (CET) states that "Educational technology is the development, application and evaluation of systems, techniques and aids to improve the process of human learning"(ibid).

The second definition which is presented by the National Centre for Programmed Learning, UK. This definition says that Educational Technology is

... the application of scientific knowledge about learning, and the conditions of learning, to improve the effectiveness and efficiency of teaching and training. In the absence of scientifically established principles, education technology implements techniques of empirical testing to improve learning situations. (ibid)

The third definition which is given by the Commission on Instructional Technology, USA says that

Educational technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction. (ibid)

All three definitions are similar in that each reinforces the primary function of educational technology as improving the efficiency of the process of learning. Each definition implies the role of educational technology, involving a cyclical, system

approach to the design of teaching-learning situation and the use of whatever methods are suggested to be more appropriate in order to achieve the desired goals (cf. Percival & Ellington: 1984).

Technology in education, therefore, is obviously a very important aspect of education technology. Percival & Ellington (1984:12) state this aspect as follows:

... it is concerned with the 'gadgetry' of education and training, such as television, language laboratories and the various projected Media ,or, as someone once said ' everything from computer to dinner ticket dispensers '. In other words, technology is all about...audio-visual aids.

It can be pointed out that the major role of educational technology is to help improve the overall efficiency of the teaching-learning process.

Another study written by Cable (1972) lists some various aids at the teacher's disposal and explains very simply their nature and employment. The maintenance of mechanical aids is briefly explained. Cable (1972:13) writes that in education and training, improved efficiency can manifest itself in many ways, such as:

- (a) increasing the quality of learning, or the degree of mastery;
- (b) decreasing the time taken for learners to desired goals;
- (c) increasing the capacity. Teachers in terms of numbers of learners taught, without reducing the quality of learning:-
- (d) reducing costs , without affecting quality.

Furthermore, one of the most useful overall pictures of the development of educational technology is that given by Cheek and Beeman (1990) in which they identify three broad lines along which the field has evolved, namely; mass communication, individual learning, and group learning. Another study written by Rowntree (1974) gives some importance to educational technology. Rowntree (1974) says we still need the educational technology because educational technology is as wide as education itself: it is concerned with the design and evaluation of curricula and learning experiences and with the problems of implementing and renovating them (cf. Rowntree, 1974: 1).

2.3. Audiovisual Aids and their Significance

Hearing, seeing, looking and listening are the primary means of human learning. What one sees and hears markedly influences how he behaves. Since the teaching at its best is the stimulation and direction of learning, what learners look at and listen to are the main factors in the effectiveness of learning(see Wittich & Schuller, 1962:xix) .

Teaching through the ear and eye is usually associated with the use of motion pictures, slides, and film strips, as visual stimuli and the sound track of the film (a record or tape, with narration, or the voice of the teacher as the audio stimulus).

Haas and Packer (1964) is another study which tries to indicate how to prepare and use certain audio-visual aids to the greatest advantage. They also give some directions on how to organize the use of audio-visual aids, how to evaluate them in the classrooms, and how to create an instructional laboratory. They call teaching aids the instructional aids. Haas and Packer (ibid: 2) define them as "...an instructional aid is any device that assists an instructor to transmit to a learner facts, skills, knowledge, understanding, and appreciation"(ibid: 2).

There is another study written by El-Araby (1974) which in the present researcher's view is a very good study. In fact, El-Araby is one of the main sources available dealing with the use of audio-visual aids in the teaching of the English language. El-Araby's work provides significant suggestions about the use of teaching aids in teaching the English language. He divides the teaching aids into three broad types; a visual aid which is any instructional equipment that can be seen, but not heard, an audio aid which is any instructional equipment that can be heard, but not seen, and an audio-visual aid which is any piece of equipment that can be both heard and seen . However, in the present study, the term audio-visual materials is used to include those experiences and devices used in a teaching situation which employ the use of sound and/or sight.

Cable (1972) claims that such devices can roughly fall into three categories: non-projected materials which include

illustrative materials , such as flat pictures, charts and graphs , objects , maps, boards ...etc.; projected materials such as slides , filmstrips , transparencies , projected opaque pictures , and related projection equipment ; and audio materials which include records and record players , tapes and recorders, radio , and central sound systems(cf. ibid 1972 : 1) .

According to El-Araby (1974) teaching aids can be defined as any material, programme or machine used to help the teacher explain his lesson better .At the same time, El-Araby (1974: 1) divides the teaching aids into groups. According to the senses used, aids can be named audio (heard) or visual (seen). According to their nature, they can be considered as flat, three-dimensional, moving or still. According to how they are shown, aids may be divided into projected (shown to a group) or non-projected (used by individual students).

Many studies were conducted to determine the effectiveness and usefulness of audiovisual aids in the teaching and learning process. Cable (1972:3) states the value of the use of audiovisual aids in the teaching process, which can be summed up as follows:-

- 1- They arouse the interest of the students. This is because interest is highly significant for learning.
- 2-Verbalistic responses can be minimized by provoking through habits.

3- Learning can be established as they provide the basis for developmental learning.

4-Acquisition of knowledge becomes deep rooted as they provide rare experiences.

5- They help to enhance understanding which may enrich their vocabulary.

6- The natural setting provided may motivate the learner to individual activity.

7- Along with the motivation for investigation, the interest in voluntary reading may be increased. However, this does not mean audiovisual aids can do the job alone; to work effectively and positively, they must be in the hand of an operative and experienced teacher who has specific educational objectives in a classroom environment which is conducive to learning and teaching.

Both El-Araby (1974) and Cable (1972) discuss the important uses of teaching aids. These include:

1- Teaching aids can strengthen the teaching-learning situation.

2-They provide clarity, thereby making the matter easy for the learner to understand.

3- They make variety of situations of material possible.

4- They help the retention of material for a long time.

5- The actual experience may inspire the learner to expose and experiment by himself.

6- They help to enrich vocabulary and to keep up the habit of thinking. They give a feeling of a desirable change from the traditional classroom training of language.

7- Through a wise use of teaching aids, the effort and time of both the teacher and the learner can be saved considerably (cf. El-Araby, 1974:7)

2.4. How to Use Audiovisual Aids

Langford (1973) is another study which tries to concentrate on the use of software in Education. Langford (1973: 105) says that "...effective use of aids begins with understanding their potentialities". The aim of his work was to outline the practical teaching potential of various types of images and forms of software.

Teachers of English as a foreign language, especially in developing countries face many challenges in their efforts to assist the learners master the foreign language .Lack of motivation in their students, the complexity of language elements, overcrowded classes and shortage of suitable materials are some difficulties that they are trying to overcome. The conscientious teacher is repeatedly faced with the difficult choice between what he should and can do (cf. El-Araby 1974: ix).

Therefore, the use of audiovisual aids materials in teaching offers rich rewards to the good teacher who realizes that his

rewards come as a result of the successful learning experience of his students. Moreover, the trained teachers may find little difficulty in using audiovisual aids to complement and achieve a meaningful and successful teaching process (see King, 1991:32). But untrained teachers, who teach only by using a book, find it difficult to integrate audiovisual experiences into the classroom. Due to this De Kieffer (1965:5) mentions some guidelines for the use of audiovisual materials in the teaching process. He classifies the guidelines as follows:

A- Prepare yourself.

- 1- Beware of the relevance and objectives of the target material.
- 2- Have an idea about the requirements for the attitude of the students.
- 3- Find out the way by which problem communication emerges.
- 4- Choose the medium suitable to solve the educational problem.
- 5- Focus on the best utility of the medium.
- 6- Scrutinize the learning item to be introduced.

B- Prepare the classroom.

- 1- Make sure that all the necessary materials are ready and arranged for the most effective use.
- 2- See that the light is adjustable if needed.
- 3- Take care of ventilation and seating.

C- Prepare the class.

- 1- What is the justification for the use of particular medium?
- 2- Discuss the factors covered by the medium.

3- What are the objectives to be realized by introducing these factors?

4- New vocabulary may be introduced.

5- Detail the follow-up activities, including tests.

D- Present materials.

1-Introduce and establish the material effectively.

2-Consider the time factor.

3- Study students' responses.

E- Summarize.

1-Give the necessary explanation of the matter presented.

2- Ask recapitulating questions.

3- Clear the doubts and confusions, if any.

F- Follow up.

1- Give the students chance to apply what is newly learnt.

2- Provide guided follow-up activities (cf. De Kieffer, 1965:5).

There are some points that must be taken into account when the teacher decides to choose and use any teaching aid. As has been mentioned above teaching aids are means to achieve an end. We should not consider them as an end in themselves. In fact, teachers should be trained in the operation and use of educational technologies, (this is the latest term used to refer to audio-visual aids). Regarding this, Fawzi (1990) states that some points should be taken into consideration while using teaching aids. These points are similar to those mentioned by De Kieffer (1965). The difference between them is that De Kieffer

- classifies them into groups which make them clearer, whereas Fawzi (1990) only states the points. Fawzi's suggestions include:
- 1-The teacher should prepare or choose the appropriate audio-visual aids which can help him in achieving the aim of his lesson.
 - 2- He should be sure of the correctness of the information presented by the teaching aids.
 - 3- He should know when and how to use them.
 - 4- Audio-visual aids should be related to the material the teacher is going to teach, discuss, or revise.
 - 5- They should arouse the interest of the learners, attract their attention and stimulate them.
 - 6- The audio-visual aids should be simple and suitable to the level and age of the students.
 - 7-They should not be misleading or crowded with a lot of information.
 - 8-The teacher should use any appropriate technique to help his students participate in producing and making audio-visual aids related to their course of study.
 - 9- The teacher should study what he is going to use in the classroom in advance.
 - 10- He should know that using the same aids many times will result in making his lessons boring and that many aids in one lesson will result in lessening their effect and usefulness on the part of

the students and will distract their attention (see Fawzi 1990:108-109).

Blankmann from Northern Virginia Community College (Internet 1) is concerned with the use of teaching aids and how to get the benefit even outside of the classroom. He was concerned in particular, with teaching English using songs and music. Teaching English in non-English speaking countries is a challenge. Even advanced students, sometimes, tend to use their mother-tongue in the classroom. Blankmann found a way to keep students in touch with English even outside of the classroom. He asked his students to bring in a song they liked, a song of the moment. He put some blanks in the lyrics. The students did not get everything the first time they listened to these lyrics. So he had them take copies home and try to listen to that song in any environment or situation they find possible (in the car, CDs, anywhere). In addition he told his students to try not to look for the lyrics anywhere else but to listen to the song itself (cf. Internet 1)

To conclude, this chapter reviewed some studies which are concerned with the use of teaching aids and their importance in the teaching-learning process. From what has been presented in this chapter, it can be noticed that all the studies which dealt with teaching aids agree that these aids play a very major role in the teaching-learning process. The next chapter will deal with

the common types of teaching aids and their significance in teaching the English language.

CHAPTER THREE

Common Types of Audiovisual Aids

3.1. Introduction

This chapter introduces some common types of teaching aids whether they are visual , audio, or audio-visual .It shows how these aids can be utilized in the class room .There are various types of audiovisual aids .These aids can be divided into three broad types :-

- (i) - Audio Aids: Such as radio, tape recorders (these are heard).
- (ii) - Visual Aids: Such as the blackboard, charts, pictures, flash cards, objects, computers, overhead projectors, etc.(those can be seen).
- (iii)- Audio-visual Aids: These aids can be both heard and seen e.g. films and TV (Kohli, 2000:202).

Each of these types is dealt with in more detail below.

3.2. Audio Aids

The word "audio" comes from the Latin (audire) which means "hearing" .Listening is the foremost language skill to acquire; to talk or reply you need to listen first. El-Araby (1974:10) states that:

Aural comprehension, or listening with understanding, is one of the basic skills in learning a foreign language. In order to reach a satisfactory standard in this skill the learner should first of all be able to recognize the sounds of the target language. He should be able to differentiate

between the sounds in the same way as a native speaker does.

According to El-Araby (1974) the listening skill has a much more important role to play in learning than the other basic skills; speaking reading, and writing. The most important findings from recent research in listening is that it can be taught and that a better response is gained when care is taken in structuring the listening situation .Students need to learn to listen and listen to learn.

According to a paper published by the Centre of Education at Auckland College (Internet 2), the listening skill is the first skill which should be acquired in learning any foreign language. It indicates that listening may be considered in five categories: mood learning, relaxing, information gathering, analysis and critical listening. Hence the recordings must be devised to contribute appropriately to these categories. However, the ability to listen or hear can take advantage of modern aids, such as radio, tape recorder... etc .These aids, however , serve the special purpose of developing correct speech habits among the students. They can provide a stimulus to many things such as accuracy of hearing -and imitating an understanding of the sounds of a foreign language. The most essential aids to aural comprehension are recording and playing devices, such as tapes, gramophones records, video-tape-recorders and the language laboratory. Such teaching aids are not only used for the aural

comprehension, but may also be used for reinforcing other language skills (cf. El-Araby, 1974:10)

3.2.1. The Tape Recorder:-

Listening to accurate pronunciation is very profitable for both teachers of English and their students. Ur (2004:24) points out that "... it seems to be taken for granted these days that listening should be based on (cassette) ". Teachers, therefore, can use audio recordings as models to improve the pronunciation of the students and sometimes their own pronunciation. As De Keiffer (1965: 58) states "... the tape recorder performs two functions: it records sound, and it plays it back at any given time ". Of all the instructional aids presently available to an imaginative teacher, perhaps none offers him more versatile opportunities for creative teaching than the tape recorder. The tape recorder can be used as an assistant teacher; it can evaluate oral work done by the students and inspire them to do better (Wittich & Schuller, 1962:292). Brooks (1964:189) argues that the tape recorder can record the students' response, which he may judge more critically when replayed than he can as he hears himself speak.

The tape recorder is a valuable adjunct to the oral activities of the foreign language. Before using the tape recorder, there is a main thing to remember which is that the teacher has to strike a balance between convenience and quality. Harmer (1998: 182) says that the tape recorders "... may need to be a portable, but

they also need to be audible". The tape recorders can be used for playing textbook tapes, tapes of people speaking, music... etc.

The tape recorder is a very versatile equipment to have in the classroom. It can be used separately or combined with other equipment to make a significant contribution for the students. Kemp (1975: 43) states that "Increasing attention is being given to recordings, either by themselves or in combination with printed and projected materials, for self instruction, often in study areas called carrels ". In addition, the tape recorders can be used for students to record themselves in order to find out to what extent their pronunciation is accurate.

Sachdeva, (1992:247) writes

...the tape recorder can also be used for improving the pronunciation of the students both at junior and senior stages .It can also be used for teaching the students how to recite a poem and how to read a prose passage correctly. Thus use of stress, intonation, rhythm, etc. can be taught to the learners of language.

The tape recorder is traditionally used to present listening and /or visual learning materials in the classroom since it is considered as one of the classroom props. The tape recorders are also wonderful props that help the students become more playful with the learning process and involve them at a deeper level. Wittich & Schuller (1962: 309) state that

...the tape recorder is well adapted for work in speech, in evaluating and improving diction, voice, intonation, enunciation, and general speech patterns. In reading and extemporaneous

discussion on the part of both teacher and the student, recording offers many possibilities.

Here are two points for utilizing the tape recorder in the classroom which are given by the Centre for Technology and Education at Auckland College (Internet 2):

1- Have students record their conversations.

The feedback involved is invaluable, and often more effective than simple teacher correction. The students can easily recognize their own mistakes in pronunciation and syntax when listening to themselves on tape.

2- Have students practice and prepare a presentation or dialogue for tape recorder. Students preparing materials for a finished 'project' tend to be very involved in that project. This involvement can contribute to effective and productive "long-term" learning.

The Centre for Technology and Education at Auckland College gives some suggestions for better use of the tape recorder in the classroom which include:-

-Recording and presenting plays written and produced by students:-

Tape recorders can be utilized for simple plays written by students which would encourage their creative talents in writing. Similarly, dramatization by students can be recorded and played at suitable situations and this also accelerates the interest of the students in presenting roles of different characters.

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-Miming to a recorded play or story:-

When a story heard from a recorder, it can be presented by students in an interesting manner of miming.

-Dictation Exercises:-

Dictation is a very useful exercise in language learning activity. By using a tape recorder, words, phrases, sentences, or even paragraphs can be given as dictation exercises.

-Recording lectures for later evaluation or presentation to class:-

Lectures, once heard can be made available for repeated listening by recording them and produced by the record player. This is possible even for the introductory presentation of lectures.

-Developing creative expression:-

By recording the expression of the students, it is made possible to be evaluated by the students themselves for correction, comparison and creative development of expression.

-Group memorizing of songs and poems:-

Tape recorders can be effectively utilized for memorizing songs, poems, etc. for study purposes or for other individual or group performance.

- Background atmosphere to poems, stories etc.

An introductory explanation for the presentation of poems, stories etc can be recorded and played as when required in the teaching- learning activity.

-Class magazines for variety can be recorded on tape rather than in written form.

Class magazines are usually and conventionally in written form. At the same time, they will be a change and variety arousing interest in students. They can be recorded on tape after having been properly edited. Once they are fully recorded, they can be played over the school sound system.

- Taped Broadcasts from radio or perhaps television.

Items of important news, interviews, discussions etc. that are broadcast and telecast can be recorded and be played as a revision.

-Class discussion on current events.

The different discussions held in the class on events of currency and relevance can be taped and reproduced according to the need of situations.

-Providing sound for film strips and slides or multimedia computer based software.

The computer based software system for multimedia, film strips and slides can be made voiced by recording.

-Recording dramatized historical events.

Dramatized historical events can be kept for future play and practise by recording them on tapes.

-Guest speakers.

Worthy speeches and valuable discourses by eminent guest speakers can be recorded and reproduced at the befitting contexts and occasions.

- Listening skills can be practiced by pre-recording short stories or news bulletins.

News bulletins or short stories etc. can be recorded in advance for listening practice and it will be helpful for rapid development of the listening skill.

- Motivation and creation of atmosphere for written language and art work.

Although the tape recorder is a device for listening of oral presentation, the same matter being recorded and presented may function as a factor of motivation as well as creating an inspiring atmosphere for written language and art work (see Internet 2) Moreover, Cable (1972: 69) points out that

The tape recorder is chiefly useful in the 'creative' facility it gives the teacher, and in the opportunity it gives to assess and appraise all classes of aural work. The tape recorder can be used solely as a means of reproducing pre-recorded material-just like the record player.

Moreover, El-Araby (1974) gives a short description of the benefit of the tape recorder in the classroom and says that the appeal of popular music and songs can be used by the teacher. Songs such as *If I had a hammer...* can be used to introduce the conditional tenses, or to practise the *if* clause after it has been

explained in the class. To test comprehension, a recorded speech or a story can be brought to the class. A few questions, which are questions with three or four answers each from which the student must choose the correct one, can be given to make sure the learners have understood (cf. El-Araby 1974:13)

3.2.2. The Radio:-

Because of the overriding necessity given to English language, a lot of English can be found on the radio from which the teachers and their students can get more information such as exposure to the native speakers, lessons of teaching English, etc. But it is not easy for them to use it in the classroom. As Kohli, (2000: 206) says "the radio is a source of information, entertainment, and also of teaching English". Nowadays, many programmes specialized in teaching English with the different levels can be easily found on the radio. On the part of the teacher, he can record certain radio programmes intended for the learners of English and later play them on a cassette for students. On the part of the students, they can listen to certain such programmes which can at least provide the exposure to that language.

As Haas and Packer (1964: 225) say:

... the techniques for using the radio in a classroom depend on subject matter, grade level, number of students in the class, and time allotted to lesson. To insure a good lesson the instructor should consider (1) how to get ready, (2) the physical

aspects of the classroom, and (3) procedure of teaching the radio lessons.

According to the above quotation, we can understand that the teacher has to take into consideration while utilizing the radio, the nature of the lesson, the level and type of the students, the number of the students, and the time allotted for the lesson. Cable (1972:72) writes:

Radio's appeal to only one of the senses, that of hearing, is not disadvantage. On the contrary, there are distinct advantages in a medium which does not absorb the child's full range of concentration but leaves him free to exercise his imagination and visual perception in images of his own creation....Radio is an aid to the teacher, not substitute for him.

In another place of his book, Cable explains that the radio itself cannot be brought to the class and used as a teaching aid. The present researcher, in fact, agrees with him because it is better for the teacher to record the lesson which he likes to present in the class than bringing and operating the radio. By recording the lesson or the programmes, which the teacher desires to introduce to his students, the teacher will have a sufficient background about the lesson. Moreover, he can manage the presentation of the lesson before coming to the class. This can be overcome, to some extent, by recording top quality broadcasts for distribution via disk or tape recording (see Wittich & Schuller, 1962:276).

Sachdeva, (1992:246) maintains that radio

... is a very common type of audio aid these days. It can be used in a number of ways for teaching English. The young learners can listen to English news and other programs which are broad-cast on the radio. The pronunciation of the students can be improved considerably.

Learners in senior stages can be encouraged to be regular listeners of the news broadcasts and other programmes in English to enrich their English and to get some knowledge about current affairs (cf. Kohli, 2000: 207).

There are three stages of activity for the radio lessons that the teacher has to keep in mind; first he has to prepare the students for the lesson. He has to be a witness to the actual lesson, and finally when it is taken, he has to help the students in the follow up programme of this lesson. The three stages can be summed up as follows; (i) Preparation work ;(ii) Actual radio lesson; and (iii) Follow up work (ibid).

3.3. Visual Aids:-

The word (visual) is derived from the Latin word (visus) which means (seeing or sight). A visual aid, however, is anything the students can see .The major reason for using the visual aids is to help the teachers get their message effectively communicated to their students .Visual aids are the traditional aids to teaching and learning processes. They can make use of the senses of seeing, touching, and tasting .The quality and

clarity of visual aids are very essential factors in determining the effectiveness of an oral presentation (see Internet 3).

3.3.1. The Blackboard:-

The board is an extremely popular visual aid. It is associated with most of teaching and speaking centres. Haas and Packer (1964:163) stress that "The blackboard is probably the most widely used visual aid. Properly used it may be of tremendous value in all kinds of teaching".

Many boards are still chalk-based, which is known as blackboard, but white boards, which use marker pens, are also commonly used. "...the earliest and perhaps the oldest helper of the teacher, which is also as one of the 'feet' of the teacher, besides his lecturing or talking and chalking activities, is now available in many more colors, and so is known as the new term "chalkboard" indicates "(Internet 4). Any board should be legible and well-organized. As Harmer (1998:177) points out "... the two things to remember about the boards is that (a) your writing needs to be legible to all the students in the class, and (b) organized boards are better than chaotic ones!"

De Kieffer (1965:19) has the following to say about the boards:

There are a great number of different types of demonstration boards ... Among the more common types found in the classrooms are chalkboards, bulletin boards, felt-or flannel boards, magnetic boards and work boards. Each type has its own advantages and limitations. The thoughtful teacher will select the type most

valuable for a specific situation.

As a teacher, the present researcher has noticed that most teachers in Secondary Schools in Sirte often forget that the board, particularly the white board, is a visual aid as slides or transparencies. This is because of the very simple reason which is that the majority of schools do not have white boards or overhead projectors. The board should not be utilized for mere writing, but it should be used to develop a logical sequence of information which is to be suitable to the understanding and comprehension of the students. Kohli (2000) says that the board should be used as follows:

1-The writing on the board should be clean, neat and tidy and from top to the bottom.

2-The writing should be quick and bold.

3-The teacher should check his writing from the back of the class, whether it is readable from there.

4-The matter written on the board should be in an orderly form; (i.e. any one can read it. He can easily get the full implications even in the absence of the teacher.

5- Wrong matter should never find a place on the class board. Such as misspelling... etc).

6- The teacher should neither use the board too much nor too little.

7- Before leaving the class the teacher should clean the board (cf. Kohli, 2000: 203).

Haas and Packer (1964:165) make reference to almost the same points which have just been mentioned. They add one point which is that the teacher should stand at one side of the black board and use a pointer to focus attention.

El-Araby (1974: 52) gives the following suggestions for using the blackboard in the class.

1- While writing on the chalkboard, the hand should not move at the wrist. The whole arm and body should move with motion of the writing.

2-Good drawings on the board make for a successful interesting lesson. Use line-figures and simple drawings to refer to the items you teach.

3- Encourage learners who can draw well to show some of their sketches on the board.

The teacher also should not constantly face the board, but he should frequently turn towards the class to maintain eye contact with the students. He should not stand with his back to the students. In addition, it can be suggested that while the teacher prepares his notes for the class, he should sketch out briefly how the board space will be used. He should keep in mind what the main points will be and how much space they will require. Hence, the teacher has to think about how and when exactly he will use the board while he is preparing the lesson. The writing on the board can be done while the students do nothing. That will be effective .While writing on the board,

the teacher can make the students read and repeat parts of what he is writing. He can also ask them to spell words. If the teacher is drawing, he can make the students get involved by asking them certain questions, for example (*what's this?*) (*What is this going to be?*) and so on. Finally, it is useful if the teacher keeps a section of the board reserved for vocabulary.

3.3.2. The Pictures:-

Pictures are very important in the teaching-learning process. As the Chinese proverb says "One picture is equal to 50,000 words". Harmer, (1998: 182) states that "Even in an increasingly technological age, there is still good value to be had from pictures of all shapes and sizes ". The idea is that if the teacher explains something to the students in talking, it can be forgotten. But anything visualized through pictures has its impact and effect for a longer time. Through the picture, the students are able to retain the idea in their minds longer (cf. Sachdeva, 1992: 243).

Pictures can come from different sources: drawings, magazines newspapers, postcards etc. Most learners have visual minds. Hence, pictures are a great help in the teaching-learning process. They remind the learners of the meaning and help them to communicate, and they help the teacher save his voice .When the teacher selects the picture, some points should be kept in mind:-

- 1-The picture should be large enough for the entire class. Small pictures can be used for pair work, group work, and games.
- 2- The picture should illustrate the point from the first glance.
- 3- The coloured pictures are more effective than black and white ones.
- 4- The picture should not be confusing (see Internet 3).

According to El-Araby (1974:60)

...because pictures are silent and still, they need somebody to speak for them. You, as the teacher and leader of your class, should try to bring each scene to life. Make people in a picture move and talk. Let them think about what they have done and plan what they are going to do.

The following are some guidelines for using pictures in the teaching process (ibid: 60-61)

- 1- The teacher has to point out familiar objects in the picture. This serves the teacher's introduction to new items and actions that the picture suggests.
- 2- The teacher should explain new objects which the students do not know .After the oral presentation the teacher can write the new words and expressions on the board.
- 3- The present progressive tense is natural for most of the actions suggested via a picture. e.g. (*He is fixing the door. She is preparing the table*). Past and Future tenses may also be used. The students can imagine that they are looking at what happened yesterday, or what will happen tomorrow.

4- Each student will notice variety of details in a picture according to his own interest .The teacher has to guide his class to speak about specific features that are related to the topic he wants to teach.

5- The teacher has to make the students introduce features that are not obvious in the still silent pictures. He has to ask the students about what the people may be thinking of, where they have come from or what they plan to do.

6- The teacher should encourage his students to create a conversation between people in the picture (cf. El-Araby, 1974: 60-61).

3.3.3. Overhead Projection Transparencies:-

The overhead projector is a simple, quick way to enhance teaching through the use of visuals. It is easy to operate, having only an on-off switch and focus knob. It requires only a little practice to master. As El-Araby (1974:106) says "older models of overhead projectors are too heavy to move from one room to another. Newer ones are light and easily portable". Harmer (2001: 180) claims that "Overhead projectors (OHP) are useful for showing pre-prepared overhead transparencies (OHTs) or as an alternative to the board". The projector has the additional advantage of allowing the instructor to face the students and maintain eye contact. It allows the teacher's voice to project toward the students instead of into the black board .By turning

the projector on and off during the presentation, the teacher can focus the attention of the students on him or the materials. This technique also helps to add variety and change of pace in a presentation (see Internet 3).

Transparencies are a popular form of locally prepared audiovisual materials. The growing utilization of large transparencies is supported by development of small, lightweight, efficient overhead projectors combined with simple techniques for preparing transparencies and by dramatic effectiveness of the medium (cf. Kemp, 1975: 196).

The overhead projector is considered very important equipment that can be used in the classroom. However, Wittich and Schuller (1962:337) claim that "One of the most significant developments in still projection devices is the overhead transparencies projector" .The overhead transparency has a different practical application in the classroom. It transmits a strong beam of light through a transparency and onto a screen behind the instructor who is at the front of the room facing his class (see Wittich & Schuller, 1962: 337).

The overhead projector can be used in the teaching process. It can greatly enhance the teacher's presentation if it is used correctly. It is very easy to use and can accommodate large classes .The English teachers in particular should use this equipment in their classes during the teaching process. The overhead projector, however, is designed to allow the teacher to

project an image while facing the students. The image may be a picture or graphic notes indicating the points the teacher is using or longer texts that the teacher wants to read aloud .Whenever you use an (OHT), the attention of the students will be divided between the teacher and the image. A few points to be followed are the following:

1- The teacher has to make sure that the image can be seen by all the class: The teacher can go if possible to the class in advance and check whether everything on the OHTs can be read from the back of the classroom.

2- The teacher has to make sure that the projector is in a convenient position: The teacher has to decide where he wants to stand and when to speak and then the position of the projector where he can get it easily. This will be on the side of the teacher's body that he normally uses for writing.

3- The teacher has also to keep his slides in a pile next to the projector and put them back, in order, in another pile as he takes them off the projector.

4- During presentation, the teacher has to avoid looking at the projected image and the transparency on the projector .It is a good idea to print out his slides on paper to keep with his notes, so he can refer to them while he is speaking.

5- If the teacher wants to draw the attention of the students to a point on (OHT), he can put pen on top of it and leave it pointing at the point he wants to draw attention to (see Meskill, 2005:47).

The overhead transparency projector helps the teacher to show interesting reading material to the students while he is facing them. El-Araby (1974: 106) stresses the importance of using the overhead projector in reading when he says: "A written or drawn material can be projected onto various details and helps to explain difficult words while maintaining your position facing the class". One of the merits of the overhead projector is that it makes possible for the teacher to prepare a great deal of written work long before the class begins. Writing on the board is time-consuming. When the teacher turns his back on the class for a long period of time, this can make for disciplinary problems. A lot of students will lose interest in what the teacher is writing. When the teacher prepares his material on the transparent roll before the class time, he can show the material for reading silently or aloud, and discuss its content with the class. The use of the overhead projector is an improvement on simple talk and chalk. Class time is saved because all the points have been prepared beforehand. Oral discussion accompanies and reinforces visual stimuli. The use of colour, sketches, capitalization and arrangement of items to emphasize points which can show relationships between parts of the presentation. The students can still take notes and read printed material because minimal darkening is required. Therefore, the overhead projector can be substituted by a blackboard very easily because the latter is a traditional item

and is not always the ideal presentation medium (cf. El-Araby, 1974:110).

The teacher of English as a foreign language should be familiar with the nature of reading skill, the techniques used in the improvement of the reading the mechanical and home-made aids useful in reinforcing this skill as well as the other skills ; listening , speaking and writing .

El-Araby (1974:106) points out "The overhead transparency projector enables you to show interesting reading materials to the class while you are facing them".

3.3.4. The Flash Cards:

Flash cards are considered as one of the traditional visual aids which are used in the teaching –learning process .Haas & Packer (1964:107) point out that "It is said that lightning never strikes twice in the same place, but instructors can strike repeatedly at the understanding of students by the use of flash cards". Flash cards are pieces of card board or hard paper on which word(s), phrase(s), and even sentence(s) are written or picture(s) are drawn. They can be shown to the class at any time. Flash cards are used to help students read words, phrases, sentences without analyzing them into syllables or letters .The teacher can control time of showing each card by making it shorter as the learners progress. Flash cards can also be used to enrich vocabulary, practise points of grammar. Simple drawings

on the flash-cards clarify the meaning and attract the attention of the students (see El-Araby, 1974:90).

Sachdeva (1992) mentions a number of purposes for effective and successful use of flash cards:-

- 1- Word Recognition: - The learners have to recognize what is written on the flash card.
- 2- Team Competition: - The class may be divided into two teams. The flash card can be shown to each team .Each team is asked to read it out as quickly as possible.
- 3- Teaching in Speaking:- Some flash cards can include some questions .The students are asked to answer those questions.
- 4- Teaching Writing: - Flash cards can be used to improve the students' hand writing (see Sachdeva, 1992: 244).

A creative teacher can find many ways to improve the students' ability to read with the help of the flash cards .El-Araby suggests some points for using flash-cards in reading.

1- Question-Answer Cards:

The teacher has to prepare cards equal in number to the students in the class. Questions are on one side and answers are on the other .The teacher has to ask one student to read aloud the first question .The rest of the class look for the answer for that question .The students who find the answer first may choose one of his question to the class . This kind of flash card encourages sight-reading, recognition and understanding .If there are any

new words on the card, this can also encourage vocabulary enrichment and practice of grammar.

2- Completion Cards:-

One side of the card contains the first part of a sentence and the other part contains the rest. The teacher has to ask one student to read the first part and the rest of the students to look for a suitable completion. Students who succeed in finding the correct answers are asked to read aloud the first part of the sentence they have.

3- Vocabulary Cards:-

One side of the flash card contains a drawing of an action or object, while the other part includes sentences describing the actions or the objects. The teacher has to ask one student to read the description and allow the rest of the students to find out the corresponding drawing. After the students match the cards correctly, the teacher can ask individual students to describe the drawings in their own words.

4- Matching Cards: -

The teacher can prepare two sets of cards, one in flash card size and an identical duplication in reading-card size. The students with identical card should stand up and read what is written on theirs, while the teacher is showing one flash-card. This practice will be more interesting to the students if the sentences tell a story or describe an event. Also Sachdeva emphasizes that the flash cards can serve the purpose of match

cards .They are displayed on the flannel board .The students watch them carefully, then they are asked to match them correctly (see Sachdeva, 1992: 244).

5- Real-life Cards:-

These kinds of flash cards include small-scale pictures of real life written forms such as cheques, timetables, class schedules, application form, calendars ...etc. They help students read what they are likely to meet when they go to an English speaking-country or apply for a job there (see El-Araby, 1974:92)

Haas and Packer (1964) give some models of using the flash cards in teaching English .Many errors in the use of English may be avoided by planned instruction. The following are some of these models.

(1) – Adjectives and Adverbs:-

THE CUSTOMER WALKED
(SLOW , SLOWLY) UP THE
STEPS.

(2)- Was and Were:-

----- YOU OUT YESTERDAY?

(3) – Says and Said:-

SHE ALWAYS ----- "GOOD
MORNING" THE MINUTE SHE
ENTERS THE DEPARTMENT.

(4)- Don't and Doesn't:-

JANE LOOKS WELL
IN THAT HAT .-----
SHE.

(5)- Double Negatives:-

YOU AREN'T NOWHERE
NEAR THE ELEVATOR

The use of the flash cards is very effective in such cases (see Haas and Packer, 1964:111 -112).

Another model is given by El-Araby (1974:93) for using the flash cards in teaching English in the following:-

Mr. Ali Mustafa	March 2 nd , 1974
Pay to the order of University Bookshop L.E. 4.00 Four Egyptian pounds.	
The Arab Bank Cairo Egypt	Ali Mustafa

The teacher has to hand out the class the cards with the drawings of a cheque on them .Then he can ask the students the following questions:-

When was the cheque written?

Who has written the cheque?

Which bank can it be cashed from?

Who will cash the cheque? ...etc. (ibid).

Next, the teacher asks individuals to write cheques similar to the one above, and allow them to show on the black board what their cheques look like (see El-Araby, 1974: 93).

3.4. Audiovisual Aids:

These include; The Computer and the Video.

3.4.1. The Computer:-

Computers and projectors appear in classroom as standard equipment to augment instruction. Harmer (1998: 178) says "the range of uses for computers in English teaching language is growing all the time, even as you read this!"

However, most teachers may have never used this equipment or have difficulty incorporating this technology into their lessons. This is because they are not sure about how to utilize these presentation tools or how these tools impact students learning .Computers should be used as a language tool. Jones and Fortescue cited in Mohammed (2002:21) say: "The computer's advantage lies in its clarity and attractiveness of presentation, its games-manager role, its availability at all hours, and its flexibility in catering for the preferences of different users."

The teacher can use computer programmes to model the writing process. For example the writers use programs like Microsoft PowerPoint or inspiration to organize their ideas.

They can transfer these ideas to paragraph form using a programme like Microsoft Word.

In the classroom, the teacher can use the computer and projector to demonstrate this process to students, by using graphic organizers; he can guide the class discussion and record the students' ideas.

The students feel validated since their ideas are being recorded. Once the information is saved in a document, the class can repeatedly revisit this document later. The teacher can also demonstrate how to transfer this collected information into organized paragraph. The students will see how to create, organize, and write their own essays using computer programmes.

Computers can be used in teaching pronunciation when the learners are exposed to the native speakers' performance through the songs. During the singing of a song, students practice word pronunciation. Depending on the lyrics of the song, the class can create movements to help illustrate the meaning of certain vocabulary words. The illustrations can also help reinforce the movements. In the example, the teacher incorporates signs from American Sign Language to emphasize the days of the week that appear in the song (see Internet 4).

There are various programmes which can be used effectively and productively in teaching listening, pronunciation, intonation etc. A typical lesson which focuses on how intonation

affects understanding and production could begin by asking students various questions using different intonations to receive various responses based on a sentence written on the board.

Examples:

When did Tom drink five cups of coffee?

Tom drank five cups of coffee this morning.

Who drank five cups of coffee this morning?

Tom drank five cups of coffee this morning.

How many cups of coffee did Tom drink this morning?

Tom drank five cups of coffee this morning (Internet 5).

Students inductively learn the importance of intonation in this exercise. This can be followed by a discussion of the importance of intonation. As a follow up to this exercise, students can be given a standard response and a variety of questions to be asked for that response. Students can practise responding with the correct intonation. The teacher can walk about the room controlling the students' responses. This exercise can be further improved by adding the recording element provided by the computer. By recording the voice students can compare their pronunciation with a target pronunciation (ibid).

Teachers can demonstrate how to use computer programmes in classroom presentations in cases such as:-

1-Daily Journal Writing

2-Grammar Lesson

3-Cloze / Fill-In-The-Blank Activities

4-Essay Writing

At the same time the teachers use this technology to lead classroom activities; students are able to observe how the teacher uses the software. These observations of course will only give students confidence in their own computer use. (Meskill, 2005:46)

3.4.2. The Video:-

Videotape recorders are traditionally used to present visual and listening materials to students. They are also wonderful props that make the students become more playful with the learning process and involve them at a deeper level. John (1999:96) says that "Ideally, the inspiration that the video can generate tends to promote not only language learning, but acquisition of insights ". To some teachers videotape is merely a glorified version of audiotape, and the video in class is just listening with picture. As Singh & Sunarshan (1996:6) put it "As with audio recorders, a video-cassette player in school gives more flexibility to the teachers in their use of broadcast materials". The video-recorder can provide sound and, the video-tape is very much like a tape recorder. The equipment can replay parts of any programme as often as desired .This feature

allows both teachers and students the opportunity to analyze their performance.

Harmer (1998:108) states that "Video is richer than audio tape. Speakers can be seen .Their body movements give clues as to meaning, so do the clothes they wear, their location etc. Background information can be filled in visually ".

The teacher should choose video material according to the level and interest of the students .If the teacher makes the material too difficult or too easy, the students will not be motivated. If the content has nothing to do with the students' interest, it may fail to engage them.

Harmer points out that there are many special techniques for using videos which include:

1- Play video without sound

The teacher and students together discuss what they are seeing, what it reveals to them then they can guess what the characters are actually saying. Once students have predicted the speech or the conversation, the teacher rewinds the video and, plays it again with sound. After that they check whether they were correct or not.

2- Playing the tape but covering the picture:-

This reverses the previous procedure. In this technique the students will listen to the video with the picture covered. While the students listen, they attempt to guess where the speakers are, what they look like, what is going on...etc. When they have

predicted, they can then listen again and this time with the visual images.

3- Freezing the picture:-

In this technique, the teacher pauses the picture for a while and asks the students to predict what is going to happen next.

4- Dividing the class in half:-

The class is divided into two groups; one group faces the screen .The other group sit with their backs to it .The first group describe the visual images to the second group and vice versa (see Harmer, 1998:109).

Also he has suggested some reasons why the video can add a special, extra dimension to the learning experience:-

1- Seeing language –in-use:-

One of the main merits of video is that students do not just hear language .The teacher as well as the students can observe how intonation can match facial expression.

2- Cross-cultural awareness:-

The video can allow the students to look at situations even out of the classroom. The video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3- Motivation:-

Most students show an increased level of interest when they have a chance to see language in use as well as hear it (cf. Harmer, 1998:109)

3.5. Language Laboratory

The best way to learn a language is by communication with the speakers of that language. Living in a country where English is rarely used in communication is not helpful for language learners. Therefore the language laboratory (henceforth, L Lab) is an artificial environment that helps students to be exposed to that language and master it. It is the environment which makes language learners listen and speak the language they are learning.

The L Lab is a very essential aid in teaching any foreign language. Many books discuss the L Lab and its importance. Scholars have different views about the L Lab. The majority agree that the L Lab is one of the necessities not accessories in the teaching-learning process. Sachdeva (1992:249) goes further to suggest that "Technological aids in language teaching are the major force today, and among these aids, the language laboratory occupies the most prominent place ".The language laboratory occupies a unique and an important place in the teaching- learning process. With the progress and advancement in the fields of various sciences, languages also took a hint from them, that like any sciences having their individual laboratories, languages also have their own laboratories (see Kohli, 2000:208). Hayes cited in Sachdeva (1992:249) states that : "A language laboratory is a classroom containing equipment

,designed and arranged to make foreign language learning more effective than is usually possible without it" .

The L Lab is a special room designed, equipped and used for learning and teaching foreign language with the aid of electronic instruments. The purpose of the equipment is to enable the students to hear the target material with clarity and high fidelity (cf. Stack, 1969:3).

Any language laboratory has between ten to twenty booths. Each equipped with a tape-deck, headphones, microphone, and nowadays computers. According to Turner (1968: xi) "... a group of linked recorders in each language classroom is useful ". An L Lab is a study room equipped with electronic sound reproduction devices that enable the learner to hear model pronunciation of the target language and record their own voices as they engage in pattern drills. El-Araby (1974: 18) argues that "... the language laboratory has become the most effective and most expensive aid for teaching the aural aspects of language" .Most laboratories provide a master control board that permits the teacher to listen to and correct any student individually. Cable (1972: 71) says that "the language laboratory is in effect a battery of tape recorders, up to a total of about thirty, each linked to a control panel operated by the teacher ". El-Araby (1974: 19) gives a brief description of the L Lab when he says:

The language laboratory is classroom equipped with tape recorders for listening and recording. Usually there is a control desk for the teacher,

from where he can send programs to individual students and listen to their performance.

The teaching by L Lab can be supplied with other items such as video tape recorder, an audiovisual camera, and overhead projector. Harmer (1998:142) points out "... in many self access centres or SACs there are audiotape machine ,video, and computers which perform some of the functions of a language laboratory , giving the students opportunities for both extensive and intensive listening and reading".

In another place of his book, Harmer (2001:124) explains how much the equipped laboratories are needed. Generally, laboratories equipped with computers for each booth can allow teachers to read what his students are writing and make correction individually either talking to them or by using the editing facility attached to their word-processing package.

There are three basic characteristics which make the L Lab unique and marked out from other learning resources. The characteristics mentioned by Harmer (2001) include:

1- Double Track: This design helps the students to listen to one track on their tapes and record on another. Hence they can listen back to what they themselves say into the microphone which is, of course, attached to their headset.

2- Teacher Access: - Apart from the separate language booths, laboratories have a master control board (console) for a teacher

who can listen to individual students , and also talk with one student at a time by using microphones and headsets .

3- Different modes: - From his own board, the teacher can decide whether or not to have all the students working at the same time because they are all listening to one master tape (cf. Harmer ,2001:142).

Any teaching aids can be effective only in the hands of an experienced teacher who knows how to make the best use of them, otherwise they cannot be effective. The L Lab is one of them. Hence language teachers must analyze the aims of the language programme, and then they can decide the best way a laboratory can be helpful. El-Araby (1974) states some points which can help in foreign language learning. These include

1- The learner hears and speaks the target language whenever he is in the laboratory. Since the English language is considered as a foreign language in all Arab countries and Libya is one of them, the only time the learner is in contact with that language is during the lesson. El-Araby (1974:24) refers to this point when he says:

... Language laboratories offer opportunities for students to practice understanding the language as spoken by native speakers, to imitate native speakers' pronunciation and to practice patterns acceptable to native speakers.

2- Besides hearing the teachers, the students practise listening and understanding other voices. After a period of time students

get used to their teacher's voice and can understand it easily. In every day communication, students will hear many different voices from different sources. The language laboratory prepares them for such experience.

3- Some students feel shy to speak out in front of others for fear of making mistakes. Adult students are very sensitive to criticism by the teacher or by their colleagues. In L Labs, each student has his own booth that separates him from the other students. Only the teacher can hear what the student is saying. Thus, shy students are encouraged to speak out.

4- The target materials or the master voice on the tape can be repeated again and again without getting angry or bored with the students. Teachers sometimes feel tired or impatient to do that many times.

5- In the L Lab only correct language patterns are heard. The only mistakes the student hears are his own.

6- The recording equipment and the active headphones can help the student to hear his own voice as it sounds to others. Hence, the student can judge his performance better if he hears his voice as others do.

7- An effective way of testing and evaluating the students' speaking ability is provided by the L Lab. Once the voice is recorded on tape more than one teacher can judge and analyze it (see El-Araby, 1974: 23-24).

In addition to El-Araby's points concerning the benefit of the L Lab which have just been mentioned, Kohli (2000:208) refers to other benefits of the L Lab:

1- A teacher can explain to several students the intricacies of pronunciation with this aid. He does not have to provide models of voice himself, as he now owns various voices, in the master tapes.

2- The amount of practice for students has considerably increased. In normal classroom, so many students cannot have so many experiments, with their own voices.

3- They can have self-correction as a device with L Lab. The teacher is only an initiator and the rest is carried out, within his direction.

4- With the ever increasing needs of mass education, we can have a good number of language experts, available for our schools, almost every year.

L Lab programmes or materials for aural comprehension can help students recognize the sounds of the foreign language. They should help them as means of understanding words, phrases, clauses, and sentences. Such material should be carefully prepared. The teacher has to correct any incorrect materials before the students hear them. El-Araby (1974) suggests some effective and helpful points in preparing a good tape for aural comprehension.

- 1- No sound should be presented alone. The smallest context in which a sound should occur is a meaningful word. Meaningless syllables are to be avoided.
- 2- Recognition is the first step in comprehension. Initially, the teacher should make sure to the best of his ability that his students recognize the sounds of the target language. Then he can introduce the sound distinctions.
- 3- No new sounds are to be introduced for the first time in the L Lab. Practice should start only after the students have learned the sounds in the class.
- 4- Recording more than one voice can help the students to be exposed to different people in real life situations including recording voices of old people, young people, and children. These can serve such purposes.
- 5- In the beginning of recognition drills, confusing sounds should not be introduced. When the students have enough practice with such sounds, then they can be introduced.
- 6- The teacher has to vary or change the kind of drill he presents to the class. Concentration on one simple sound, recognition, becomes tiring to the students (see El-Araby, 1974: 26).

3.5.1. Types of L Lab:-

There are three main types of L Lab; audio-passive, where the learners only listen audio-active where the learners listen and respond orally, and audio-active recorder which is better

and most common nowadays, where each student has his own section. He can listen, speak, respond and answer the questions from the master board. These three types will be discussed in more detail below:

3.5.1. a. Audio-passive: - In this type, the students only listen and/or do something else other than speaking. El-Araby (1974:20) says that "This is the simplest kind of language laboratory, sometimes called "The Listening Lab". This type consists of a master or central tape, cassette recorder which is connected with a number of headphones. "It consists of a tape recorder or a recorder-player wired to students' desk. At every student-station, there is a pair of headphones and a volume control to amplify or reduce the sound "(ibid). The main purpose of this kind is to be used for aural comprehension and dictation. However, the students listen to a passage or a story from the master tape and answer written questions to show how much they have understood.

3.5.1. b. Audio-Active: In this type of L Lab, the students may listen and respond orally. They listen to their response through the headphones. El-Araby (1974:21) calls this type "Listening-Respond Lab". It consists of a control centre where the teacher sends recorded programmes to individual students' headsets. At each student-station, there are headphone-microphone combinations, a volume control and an amplifier. The teacher also can monitor the students' responses and speak to them, or

record samples of their responses .When the teacher speaks into the microphones, the students can hear him through their own headsets. Moreover, the students can listen to their own voice exactly as it sounds to their own voice exactly as it sounds to others. Of course, any mistakes can be noticed and then avoided. L Lab can be used for both listening and speaking practice (see El-Araby, 1974).

3.5.1. c. Audio-Active Recorder:-Each student has his own tape-cassette recorder and his own headset. Each student-position is equipped with a recorder, a microphone, a pair of headphones, and controls for different operation of recorder. Each student listens through headphones to the lessons from the master board. He answers questions, speaks into his microphones, and hears his voice through his headphones. The students listen to the master recording on one channel, then they respond and their responses are recorded on the other. "The programme from the console (the master) and the students responses are simultaneously recorded on the student's machine "(ibid).

3.6. Conclusion

This chapter has dealt with the common types of audiovisual aids which are widely exploited in the classroom whether by the teachers or their students .The teaching aids which have been dealt with are the audio aids ; the tape recorder and radio , visual aids ; the blackboard , pictures

.overhead projectors , and flash cards . and the audiovisual aids ; computers ,video tapes, and language laboratories .English teachers as well as their students should be familiar with these teaching aids and how to use them effectively in the teaching-learning process . Since English is considered as a foreign language in Libya, exposing our students to this language by using these aids in the classroom will be very helpful. The use of such teaching-aids can help the process of acquiring the language skills; listening, speaking, reading, and writing easily.

Nowadays, computers and overhead projectors are more widely used in the classroom .However, although some of the other teaching aids such as the blackboard, and pictures are among the traditional teaching-aids, no one can imagine the classroom without them.

CHAPTER FOUR

Practical Part

4.1. Introduction:-

The previous chapter has dealt with the common types of audiovisual aids and their use and importance in the teaching-learning process. This chapter will be concerned with the practical part of this study. The methods used in this study to gather data is a questionnaire and a test.

The data of this study are obtained from three main sources: the teachers' questionnaire, the students' questionnaire and testing. The purpose of the two questionnaires is to obtain some information about the use, the effectiveness, and the availability of teaching aids in Secondary Schools in the city of Sirte. Also to know the background of the teachers and the students of Secondary Schools about teaching aids. Nunan (1992:143) points out that questionnaires are

... relatively popular and attractive means of collecting data. They enable the researcher to collect data in fields setting, and the data themselves are more amenable to qualification than discursive data such as free-form fields, participant observers' journal, and the transcripts of oral language.

4.2. Students' Questionnaire

The students' questionnaire employed in this study is designed to include nineteen questions. Some questions have the same answer; **agree**, **partially agree** and, **disagree** and some have **yes/no** answers. In order to make this questionnaire as reliable as possible, it is preceded by some instructions to the students who are given the optional to write their names or not. Moreover the questionnaire was given to the students in their classes during the lesson. The present researcher had to translate some difficult questions. This is done to encourage the students' co-operation and to get answers that are as close as possible to the reality. Some questions were translated for the students in order to make the questionnaire understandable. The number of students is randomly selected. The questionnaire is distributed to sixty students from different secondary schools in the city of Sirte. Fifty-five of these students are females and five are males. The years of learning English are between 5-7 years; students have studied English for three years at Preparatory level and four years at Secondary level. Besides, it should be noted that some students are still in the 2nd and 3rd years of secondary level (i.e. the questionnaire is distributed to fifteen students in the 2nd year, fifteen students in the 3rd year, and thirty students in the 4th year of Secondary Schools). All of the students are studying English in the Specialized Secondary School stage.

4.2.1. Analysis of the Students' Questionnaire

The data collected were classified and presented in the form of tables. Each table presented a question. Then each table followed the analysis and the summary of the results obtained.

Q1- Memorizing is easier when teaching aids are used.

This question aims to find out the role of teaching aids in the students' community and whether it helps to improve memorizing skills.

Forty-nine of the students (81.7 %) agree that memorizing is easier with teaching aids, and nine students (15%) partially agree, whereas only two (3.3%) students disagree.

By looking at the results presented in the table, we can recognize that teaching aids help in memorizing. Therefore, this leads us to say that teaching aids can be effective in such situations.

Options	Agree	Partially agree	Disagree
No. of students	49	9	2
Percentage %	81.7%	15%	3.3%

Table One

Q2- Learning things becomes easier through teaching aids.

This question attempts to find out how teaching aids would help the students in their learning process.

From Table Two, it can be seen that students feel that the teaching aids can make the learning process easier. Fifty two students (86 %) agree, three students (5%) partially agree, whereas, five students (9%) disagree.

Options	Agree	Partially agree	Disagree
No. of Students	52	3	5
Percentage %	86%	5%	9%

Table Two

Q3- The abstract ideas are shown concrete with teaching aids.

The understanding of the topics would be made easier by teaching aids. This is the purpose behind the question. Thirty-five students (58.3%) feel that understanding objects would be easy by teaching aids, whereas fourteen students (23.3%) are not sure whether teaching aids can make understanding objects easier with teaching aids. And the rest eleven students (18.4%) disagree.

Options	Agree	Partially agree	Disagree
No. of students	35	14	11
Percentage %	58.3%	23.3%	18.4%

Table Three

Q4- Teaching aids make direct contact possible with what is learnt.

This question attempts to find out if the teaching aids help students internalize the subject which they have learnt.

Most of the students, forty-six (76.7%) feel that teaching aids can make students familiar with what they are learning and eleven students (18.3%) **partially agree**, whereas only three students (5.0%) **disagree**. Hence teaching aids help students comprehend the topics which are not familiar with them.

Options	Agree	Partially agree	Disagree
No. of students	46	11	3
Percentage %	76.7%	18.3%	5%

Table Four

Q5 -Teaching aids make the far objects appear nearer.

Teaching aids can help students to understand the topics which they feel that are not common to them. This is the concrete idea of the above question.

It can be seen from Table Five that forty-nine students (81.7%) **agree** that by the exposure to English through teaching aids, the whole world can be available in the classroom. Two students (3.3%) **do not agree** about this notion and nine students (15%) **partially agree**.

From Table Five, we can see that teaching aids provide the information and facts of the world. Students feel that

teaching aids help them explore the corners of the truth in the universe; so that, students can expand their knowledge. Their exposure to the world would be achieved by teaching aids.

Options	Agree	Partially agree	Disagree
No. of students	49	9	2
Percentage %	81.7%	15%	3.3%

Table Five

Q6- Visual aids help students see and learn.

The question enquires to seek out the importance of visual aids in the learning process.

The majority of the students, fifty-two (86.7%) feel that visual aids can play a positive role in the learning process, five students (8.3%) **partially agree** while only three students (5%) **disagree**. This means that teaching aids help the students to see and learn which make the learning process more effective and active.

Options	Agree	Partially agree	Disagree
No. of students	52	5	3
Percentage %	86.7%	8.3%	5%

Table Six

Q7- Audio aids help students to listen and imitate.

The learning process moves fast when the subject is followed and imitated. The purpose of this task is to find out that whether the audio aids fulfill the aspirations of the students or not.

Most of the students, fifty-two (86.7%) agree that audio aids help the students to listen and imitate the accurate pronunciation, and five students (8.3%) partially agree. Whereas only three (5%) disagree that the audio aids do not fulfill the aspiration of the students.

Options	Agree	Partially agree	Disagree
No. of students	52	5	3
Percentage %	86.7%	8.3%	5%

Table Seven

Q8- You like the English class because your teacher uses a lot of teaching aids.

The teaching aids will create more interest in the language. If they are used by teachers, students improve their interest in the learning process.

Forty-six of the students (76.7%) do not like the English class because their teachers use only few equipments; the traditional ones like (board, course-book), eleven students (18.3%) partially agree. Whereas only three students (5%) like

their English class because their teachers use different teaching aids in the classroom. By looking at the results, we can easily find out that there is a shortage in the use of teaching aids in the classroom in secondary schools in Sirte.

Options	Agree	Partially agree	Disagree
No. of students	3	11	46
Percentage %	5%	18.3%	76.7%

Table Eight

Q9- Seeing things and projected material which are presented by teaching aids in the classroom is interesting.

Some teaching aids create an enthusiasm in students. Do teaching aids make students feel interested? This question tries to trace out that purpose.

From Table Nine below, it can be seen that thirty-three students (55 %) feel that teaching aids create an enthusiasm in the class and make them creative and active. Ten students (16.7%) partially agree, whereas seventeen students (28.3%) disagree and feel that seeing things which are presented by teaching in the class are not interesting.

Options	Agree	Partially agree	Disagree
No. of students	33	10	17
Percentage %	55%	16.7%	28.3%

Table Nine

Q10- Lessons like poems taught with teaching aids remain longer in memory.

Poetry will remain longer in the memory when it is explained by objects. The complexities of the poetic verses would be made easier by teaching aids. What do students feel on this matter? Do teaching aids make any impact on them when they are taught a poem by using aids? This question tries to find out the role of teaching aids in teaching different subjects.

Sixteen students (26.7%) feel that lessons like poems can be taught by using teaching aids and such lessons will remain longer in the mind and twenty-seven (45%) **partially agree** while the rest seventeen students 28.3% **disagree** and feel that lessons like those teaching poems do not require any teaching aids.

Consequently, this leads us to think that teaching aids are not used in such situations and also lessons like those teaching poems are neglected and students do not know that poems can be understood well if they are taught by using teaching aids or not .

Options	Agree	Partially agree	Disagree
No. of students	16	27	17
Percentage %	26.7%	45%	28.3%

Table Ten

Q11-Lessons in which poems are taught with the help of teaching aids are more enjoyable.

The appreciation of the literary genres would be more effective if teaching aids are used. Do teaching aids make students appreciate the poem? This question aims to find out the use of aids to improve the reception of students.

The results in Table Eleven show that twenty-seven students (45%) do not know whether teaching aids are helpful in teaching lessons like poems and make them more enjoyable and seventeen students (28.3%) agree about this concept. Whereas sixteen students (26.7%) see that lessons like poems taught with teaching aids are not interesting or enjoyable.

Options	Agree	Partially agree	Disagree
No. of students	17	27	16
Percentage %	28.3%	45%	26.7%

Table Eleven

Q12- Lessons like poems taught with teaching aids spoil their nature.

This question is contrary to the previous question. As mentioned above, the poetic characters and possibilities of various meanings of the particular poem would be missed, if we give a stereo- typed meaning by using teaching aids. This question attempts to find out the different opinions on this matter.

Thirty students (50%) **disagree** that teaching aids can spoil the nature of lessons like poems and eighteen students (30%) **partially agree**, whereas only twelve students (20%) feel that teaching can work negatively.

Options	Agree	Partially agree	Disagree
No. of students	12	18	30
Percentage %	20%	30 %	50%

Table Twelve

Q13-Spoken English can be effectively practised in Language Laboratories.

This question aims to find how a particular subject can be effectively taught in Language Laboratories (Henceforth L Labs) where teaching aids are used frequently.

The majority of the students, forty-seven (76.7%) **agree** that spoken language can be practised effectively in L Labs and eleven students (17.3%) **partially agree**, whereas only two students (3.7%) **disagree**. It is clear that students have been involved in L Labs and they know that L Labs are the ideal place to practise the language.

Options	Agree	Partially agree	Disagree
No. of students	47	11	2
Percentage %	78.33%	18.34%	3.33

Table Thirteen

Q14- Efficiency in spoken English can be attained even outside L Labs.

Can spoken language be improved in the every day life situation? This question aims at finding out whether students improve their oral skills outside the classroom?

Most of the students, forty-five (75%) feel that the efficiency in spoken English can be attained even outside the L Labs, and nine students (15%) partially agree, while six students (10%) feel that efficiency can be attained only inside L Labs.

Options	Agree	Partially agree	Disagree
No. of students	45	9	6
Percentage %	75.0%	15%	10%

Table Fourteen

Q15-L Labs help students to imitate the standard pronunciation.

L Labs are considered as a major teaching aid of teaching for improving pronunciation. This question checks the different uses of teaching aids. L Labs offer the practical usage of the language. What do students feel? Do they have opinion that learning English in L Labs is active? This is the notion which lies behind this question.

Out of sixty, forty-seven students (78.3%) agree that the L Labs help to imitate the standard pronunciation by listening to some conversations presented by native speakers through cassettes, eleven students (18.4%) partially agree about this notion, and only two students (3.3%) disagree.

Therefore, without doubt, we can say that students who have been exposed to L Labs and feel that such Labs can be effective aids in the learning process and help the students in gaining the accurate pronunciation.

Options	Agree	Partially agree	Disagree
No. of students	47	11	2
Percentage %	78.3%	18.4%	3.3%

Table Fifteen

Q16- Audio-visual aids are essential in a good teaching-learning process.

The audio and visual aids have become necessary in both teaching and learning processes. The gist of this question is to know what students feel in general about teaching aids in educational activities. The majority of the students, fifty-two students (86.7%) feel that the audio-visual aids are very important in a good system of the teaching-learning process, five students (8.3%) partially agree, whereas only three students (5%) disagree.

Options	Agree	Partially agree	Disagree
No. of students	52	5	3
Percentage %	86.7%	8.3%	5%

Table Sixteen

Q17- Computers are very important nowadays even at home.

Contemporary life requires the presence of computers. Computers have become inevitable today. By keeping in mind that the computer is one of the main sources of teaching aids, this question attempts to check the various ideas.

Out of the total number, fifty-two students (86.7%) feel that computers are very important not only in the classroom as teaching aids but also at home. Five students (8.3%) **partially agree**, while three students (5%) **disagree** that computers are very important devices even at home.

Options	Agree	Partially agree	Disagree
No. of students	52	5	3
Percentage %	86.7%	8.3%	5%

Table Seventeen

Q18- Do you like to listen to English songs?

The media can play a very essential role in learning and improving language proficiency. The popular culture plays a

main role today. In this way, do students like to listen to English songs in order to improve their language skills?

Out of sixty students, forty-one (68.3) say that they listen to English songs, whereas, nineteen (31.7) say they do not listen to English music.

Options	<i>Yes</i>	<i>No</i>
No. of students	41	19
Percentage %	68.3%	31.7%

Table Eighteen

19- Do you watch some educational programmes on television?

The powerful media-television telecasts some educational programmes. Does it make any stimulation in the students' community? 52 students (86.7%) watch some educational programmes on television, while eight (13.7%) do not watch any educational programmes on Television.

Options	Yes	No
No. of students	52	8
Percentage %	86.7%	13.7%

Table Nineteen

4.3. Teacher's Questionnaire

The teachers' questionnaire includes thirty-two questions for the purpose of getting information about using teaching aids inside the classroom, and also to find out the reasons behind the lack of use of teaching aids in English language teaching in Secondary Schools in Sirte.

The majority of questions have the same required answers; **agree, partially agree, disagree**, only two questions carry the same answer; **yes/no responses**. The questions are carefully prepared to cover all points that may cause difficulties in the use of teaching aids.

In order to make this questionnaire as reliable as possible, it was preceded by some instructions to the teachers who were given the option to write their names. This was done to encourage the teachers' co-operation and to get answers that are as close as possible to reality. They were asked to provide some information about their experience in teaching, their sex (male or female), and their age.

The number of the teachers was randomly selected. They were twenty teachers from different secondary schools. Fifteen of these teachers were females and five were males. Their ages ranged from twenty-four to forty. All of them were graduates from different Libyan universities which meant they held BAs in English.

4.3.1. Analysis of the Teachers' Questionnaire

The data collected were classified and presented in the form of tables. Each table presented a question and it was also given a number and a title.

Q1-Mere talking by teachers is not teaching.

Talking, of course, is a primary tool in the teaching and learning process. But talking does not fulfill the students' needs. This question aims at finding the opinions of the teachers on this issue.

The majority of the teachers, fifteen teachers (75%) agree that talking is not teaching and itself can not make the teaching process more effective and three teachers (15%) partially agree, whereas two teachers (10%) agree that mere talking can make the learning-teaching process successful.

Options	Agree	Partially agree	Disagree
No. of teachers	15	3	2
Percentage %	75%	15%	10%

Table Twenty

Q2-Teaching aids play a vital role in teaching-learning activities.

Teaching aids add the effectiveness and liveliness to the teaching-learning process. It plays a major role. The question

attempts to find the teachers' opinions on the role of teaching aids in their career.

Out of twenty, eighteen teachers (90%) agree that teaching aids can make the teaching process successful, only two teachers (10%) partially agree. Hence, we can easily recognize that teaching aids are needed in the teaching process.

Options	Agree	Partially agree	Disagree
No. of teachers	18	2	0
Percentage %	90%	10%	0%

Table Twenty-One

Q3-Teaching aids provide experiences of reality.

Teaching aids explain the textbook and its chapters in detail which means they can explain some activities in the course-book by referring to every-day life activities through teaching aids. Aids stretch the textbook's possibilities to make clear the topics. It provides liveliness among students. This task tries to trace out the teachers' opinions on the use of teaching aids in the classroom.

Eighteen of the teachers (90%) agree that teaching aids can provide experience of reality and two teachers (10%) partially agree about this concept.

Options	Agree	Partially agree	Disagree
No. of teachers	18	2	0
Percentage %	90%	10%	0%

Table Twenty-Two

Q4-Talented teachers can teach without any teaching aids.

Can teachers teach effectively without teaching aids? Really, the teaching process needs teaching aids. Some teachers do not use aids. This question aims at finding out the teachers' opinions on this.

Out of the total number, three teachers (15%) feel that talented teachers can teach without teaching aids. Whereas seventeen (85%) teachers feel that even talented teachers cannot teach without teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	3	0	17
Percentage %	15%	0%	85%

Table Twenty-Three

Q5-No teacher can make the teaching process effective without teaching aids.

Teaching aids make teaching effective. This question attempts to find out the opinions on the role of teaching aids in the learning process. It is clear that most teachers, fifteen

teachers (75%) agree that no teacher can teach without using teaching aids. Whereas five teachers (25%) feel that some teachers can teach and make the teaching process successful even without teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	15	0	5
Percentage %	75%	0%	25%

Table Twenty-Four

Q6- Teaching aids are required only for certain skills and language competence.

Some say teaching aids are not much effective for some particular subjects. This opinion raises different versions of thoughts. So, the sixth question aims to find out those opinions.

It can be seen from Table Twenty-Five below that three teachers (15%) agree that teaching aids are needed only for certain subjects, whereas seventeen teachers (85%) feel that teaching aids are required for all skills and language competence.

Options	Agree	Partially agree	Disagree
No. of teachers	3	0	17
Percentage %	15%	0%	85%

Table Twenty-Five

Q7-Teaching aids are required for all skills and language competence.

This question attempts to trace out the different view points about whether teaching aids are required for teaching all skills and language competence.

It is clear that most teachers, seventeen teachers (85%) **agree** that teaching aids can be useful equipment in the teaching process, whereas, 15% **disagree** and see that teaching aids can be used only for certain skills.

Options	Agree	Partially agree	Disagree
No. of teachers	17	0	3
Percentage %	85%	0%	15%

Table Twenty-Six

Q8-Classroom discipline depends upon teaching aids.

Teaching aids help teachers to control the classroom. The classroom discipline would be achieved with teaching aids. The main idea behind this question is to find out how many teachers agree with this.

Out of the total number, thirteen teachers (65%) **agree** that the classroom discipline can be achieved with the teaching aids, and five teachers (25%) **partially agree**, while only two (10%) **disagree** and say that teaching aids do not help to maintain classroom discipline.

Options	Agree	Partially agree	Disagree
No. of teachers	13	5	2
Percentage %	65%	25%	10%

Table Twenty-Seven

Q9- Teaching aids help to make the classroom successful.

The success of the classroom connotes different meanings. The outcome of students understanding is one among the meanings as a success. Teaching aids help the teachers to make their classes successful. How many teachers do say that success lies in using teaching aids? The question tries to find out the different view points.

Fifteen teachers (75%) agree that teaching aids are one of the essential factors which make the classroom successful and two teachers (10%) partially agree. Whereas only three teachers (15%) feel that the classroom can be successful even without teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	15	2	3
Percentage %	75%	10%	15%

Table Twenty-Eight

Q10- Teaching aids accelerate the teaching-learning process.

Teaching aids accelerate the interest in learning and teaching. Do teaching aids energise the process? The above question tries to find out responses of the teachers.

From Table Twenty-Nine, it is clear that eleven teachers (65%) feel that by using teaching aids, the teaching process can be interesting and help in accelerating the teaching process and seven teachers (35%) **partially agree** about this notion. While only two teachers (10%) **disagree** and feel that teaching aids cannot accelerate the teaching-learning process.

Options	Agree	Partially agree	Disagree
No. of students	11	7	2
Percentage %	55%	35%	10%

Table Twenty-nine

Q11- Teaching aids slow down the teaching-learning process.

Aids help students increase their learning process. Perhaps some teachers feel that teaching aids slow down the teaching and learning process. This question attempts to find out the ratio of the teachers who feel that aids slow down the process.

The results shown in Table Thirty show that thirteen teachers (65%) agree and feel that the teaching aids accelerate the teaching-learning process and seven teachers (35%) disagree about this notion.

Options	Agree	Partially agree	Disagree
No. of teachers	13	0	7
Percentage %	65%	0%	35%

Table Thirty

Q12 -Students prefer those teachers who use teaching aids.

Aids create enthusiasm among students. Teachers who use aids are highly appreciated by the students. Students like the teachers who use teaching aids. What do teachers feel about this? This is the aim of the question.

Out of the total number, thirteen teachers (65%) agree that students like their teacher because he uses teaching aids and six teachers (30 %) are not sure whether the students like or dislike the teacher who does not use any teaching aids, whereas only one teacher (5%) disagrees.

Options	Agree	Partially agree	Disagree
No. of teachers	13	6	1
Percentage %	65%	30%	5%

Table Thirty-One

Q13- Students do not prefer those teachers who use teaching aids.

This question attempts to find out the teachers' opinions on students' preference .Do students like the teachers who do not use any teaching aids?

From table Thirty-Two below it can be seen that only seven teachers (35%) agree that students do not prefer teachers who use teaching aids, whereas thirteen teachers (65%) disagree with this notion.

Options	Agree	Partially agree	Disagree
No. of teachers	7	0	13
Percentage %	35%	0%	65%

Table Thirty-Two

Q14- A good teacher will always use teaching aids.

A good teacher knows each and every step of the teaching-learning process. He uses all the techniques to make students understand. Teaching aids find a significant role in improving the teaching skills. What do teachers think? The question tries to find out their opinions.

It is clear that the majority of teachers believe that every teacher should always use teaching aids in the classroom. Fourteen teachers (70%) agree, and four (20%) partially agree, while two teachers (10%) disagree and claim that it is not necessary that any teacher should use teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	14	4	2
Percentage %	70%	20%	10%

Table Thirty-Three

Q15- Teaching aids minimize the burden of the teacher.

As teaching aids help the students in their understanding process, teaching aids also help the teaching community in minimizing their efforts. Aids lessen teachers' burden .What do teachers feel about this?

Out of twenty teachers, thirteen teachers (65%) **agree** that teaching aids lessen the burden of the teachers and five (25%) **partially agree**, whereas only two teachers (10%) **disagree** and hold opposite view points.

Options	Agree	Partially agree	Disagree
No. of teachers	13	5	2
Percentage %	65%	25%	10%

Table Thirty-Four

Q16 - Pictures help the students better than facts.

The subject complexities would be easily solved by using teaching aids .The varieties in teaching help both students and teachers. Teaching aids explore the possibilities .What do teachers think about this?

Ten teachers (50%) agree that pictures can play a positive role better than facts, and eight teachers (40%) partially agree, whereas only two teachers (10%) disagree.

Options	Agree	Partially agree	Disagree
No. of teachers	10	8	2
Percentage %	50%	40%	10%

Table Thirty-five

Q17 - All the classrooms are completely equipped and you can use any equipment.

Any classroom should be equipped and designed well to use any teaching aids particularly the electronic aids. The aim of this question is to find out the teachers' opinions about their classrooms if they are equipped or not. The question attempts to find out the teachers' opinions.

From the results below, it is clear that fourteen teachers (70%) disagree and say that all the classrooms are not completely equipped to use any teaching aids, and five teachers (25%) partially agree. Only one teacher (5%) agrees that all the classrooms are equipped to use any teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	1	5	14
Percentage %	5%	25%	70%

Table Thirty-Six

Q18 –The given time is not sufficient to use teaching aids.

Some teachers struggle to manage the given time to complete their assignments in which they are supposed to use teaching aids. This question is related to the given time and asks the teachers whether the time allocated for using teaching aids is enough or not.

60% of the teachers believe that forty-five minutes for each period are not enough time and eight teachers (40%) say that forty-five minutes are sufficient to use teaching aids. The time factor is very important. Of course, this leads us to say that time shortage is one of the difficulties which face the teachers to use any teaching aids.

Options	Agree	Partially agree	Disagree
No. of teachers	12	0	8
Percentage %	60%	0%	40%

Table Thirty-Seven

Q19 - The syllabus I am teaching is very tightly structured to allow any materials to be used in the classroom.

Using teaching aids does not depend on the teachers but also on the syllabus. If it is heavy, one cannot frequently use teaching aids in classes .This question tries to find out the different opinions about this concept. Out of the total number, fourteen teachers (70%) agree that the syllabus is very heavy

and does not allow any aids to be used in the class and five (35%) **partially agree** and feel that sometimes the syllabus is convenient and sometimes the syllabus is very tightly structured while one teacher (15%) believes that the syllabus is convenient and allows any aids to be used in the classroom.

Options	Agree	Partially agree	Disagree
No. of teachers	14	5	1
Percentage %	70%	25%	5%

Table Thirty-Eight

Q20- White boards are better than blackboards.

Boards are personified symbols of teaching aids. A teacher can explain better with boards. The aim of this question is to know the teachers' opinions on which board is better the white board or the black board?

Most of the teachers (75 %) **agree** that white boards are better than blackboards, and four teachers (20%) **partially agree**, while only one teacher (5%) holds an opposite opinion.

Options	Agree	Partially agree	Disagree
No. of teachers	15	4	1
Percentage %	75%	20%	5%

Table Thirty-Nine

Q21- Songs and poems help enlarge students' vocabularies.

English songs and poems can play a major role in increasing the students' vocabularies. This question tries to find out the teachers point of view about this question.

The majority of teachers, (75%) believe that songs and poems enlarge the students' vocabulary whereas five teachers (25%) disagree that songs and poems have anything to do with enlarging students' vocabularies.

Options	Agree	Partially agree	Disagree
No. of teachers	15	0	5
Percentage %	75%	0%	25%

Table Forty

Q22- Any teacher should have a fairly good background about teaching aids especially computers.

A teacher should know the basic knowledge of using teaching aids in today's world. Computers may provide a lot of opportunities to teachers to exercise their creative talents. So a teacher should have minimal ideas of using computers as aids. This is the aim of the question.

From Table Forty-One, it can be seen that the majority of teachers, (95%) agree that they should have a fairly good background about teaching aids and know how to use them. and only one teacher (5%) partially agrees.

Options	Agree	Partially agree	Disagree
No. of teachers	19	0	1
Percentage %	95%	0%	5%

Table Forty-One

Q23- I am teaching listening skill lessons using

a- Tape recorder b- L Labs c- Teacher's book

Since the tape recorder and the L Lab are the most appropriate aids to be used in teaching listening skills and the teacher's book includes transcripts of the listening lessons such as conversations and passages, the purpose of this question is to find out which of the mentioned aids the teachers are using.

Table Forty Two shows that only one teacher (5%) uses the tape recorder whereas nineteen teachers (95%) use the teacher's book. Teachers never use L Lab in teaching listening skill

Options	Tape recorder	Language Lab	Teacher's book
No. of teachers	1	0	19
Percentage %	5%	0%	95%

Table Forty-Two

Q24-Currently, Which one(s) of the following teaching aids are you using?

- a- Blackboard b- White board c- Tape recorder
d- Video e- Computer f- Pictures g- Overhead projector
h- Other aids**

The purpose of this task is to know the types of teaching aid teachers are frequently using in the class. The majority of teachers, eighteen teachers (90%) use the blackboard; only one (5%) uses computer and eleven teachers (55%) use pictures. There is not any teacher who uses the other mentioned aids. This means that teachers use only the traditional aids in the classroom. Perhaps because of the shortage of the other teaching aids or the teacher himself does not know how to use them.

Options	No. of teachers	Percentage %
Blackboard	18	90%
Tape-recorder	0	0%
Video	0	0%
White board	0	0%
Computer	1	5%
Pictures	11	55%
Overhead projector	0	0%
Other aids	0	0%

Table Forty-Three

25 - Which one(s) of the following teaching aids you feel is more convenient to the students.

- a- Blackboard b- White board c- Tape recorder
d- Video e- Computer f- Pictures g- Overhead projector
h- Other aids**

The aim of this question is to know the teachers' opinions about which one(s) of the aids mentioned in this question are convenient for the students.

From table Forty-Four, we can see that the majority of the teachers feel that the modern aids are more suitable and useful for their students. Twelve teachers (21.1%) believe that white boards are convenient, the tape-recorder and pictures are chosen by ten teachers (17.5%), and seven teachers (12.3%) see that computers are more suitable while five teachers (8.8%) see that overhead projector is suitable. Eight teachers (14%) see that video plays a main role in the teaching-learning process, and two teachers believe that blackboards can play a positive role in teaching-learning process.

Options	No. of teachers	Percentage %
Blackboard	2	3.5%
Tape- recorder	10	17.5%
Video	8	14%
White board	12	21.1%
Computer	7	12.3%
Pictures	10	17.5%
Overhead projector	5	8.8%
Other aids	3	5.3%

Table Forty-Four

26- I usually ask students to bring some cards or pictures to the classroom.

The aim of this task is to find out whether the teachers encourage their students to use the teaching aids by asking them to bring some cards or pictures to the classroom.

Out of the total number, twelve teachers (60%) are asking their students to bring some teaching aids to the class while eight teaches (40%) are not.

Options	Yes	No
No. of teachers	12	8
Percentage %	60%	40%

Table Forty-Five

4.4. TEST: The Effectiveness of the Use of Audio-visual Aids

The main purpose of this section is to see whether or not teaching aids are effective in teaching English, particularly, in Secondary Schools in Sirte. This test aims at evaluating the students' responses with and without the use of teaching aids.

It is concerned with the lessons of teaching the listening and speaking skills. This test concentrates on the listening skill because it is the most fundamental skill and it also gives an opportunity to the learners to be exposed to the language as spoken by native speakers.

As mentioned in the literature review in chapter two and chapter three, audio-visuals facilitate the teaching-learning process, this test was performed to figure out the importance of audio-visuals in teaching English in the Secondary Schools in Sirte. The test was given in two different Secondary Schools with two English teachers of different levels (i.e. the 2nd year of English Specialization at Almanar School and the 4th year of Basic Science at Al-Fakir Alra'ad School). The duration of the test was four days from the 26th of February to the 1st of March (i.e. two days for each test). Some people might argue that the use of the tape recorder might not be enough. Since listening and conversation lessons were taught, the appropriate aid to be used in such situations was the tape recorder.

Some questions were provided to test the students' responses with and without the use of teaching aids namely;

Yes/No questions, completing blank space, and pronunciation. The questions were presented to the students in the last ten minutes of each lesson. The following sections will deal with each test separately and in more detail.

4.4.1. Test One

The first test took place at Almanar School with a Libyan teacher and two classes of 2nd year of English Specialization. The number of the students in the first and the second classes was twenty students each. All the students were females. The idea was that the teacher taught the two classes of the same level but in the first class she did not use the tape recorder while in the second class she used the tape recorder. The results of each test are arranged separately in a tabular form and each table is followed by a summary as follows:

Question 1: Circle 'T' (true) or 'F' (false):

- 1 - *The person you are in touch with receives your message at the same time as you send it.*
- 2- *You cannot change the typeface.*
- 3- *You can only chat with one person at a time.*
- 4- *You can have a private chat with a private person.*
- 5- *UNI stands for Unique Identity Number.*

	<i>First Class When the Tape Recorder was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1 - The person you are in touch with receives your message at the same time as you send it.	3	15%	17	85%
2- You cannot change the typeface.	5	25%	15	75%
3- You can only chat with one person at a time.	3	15%	17	85%
4- You can have a private chat with a private person.	9	45%	11	55%
5-UNI stands for Unique Identity Number	4	20%	16	80%

Table Forty-Six

Table Forty-Six shows how the first class students answered Yes/No questions when the tape recorder was not used. It can be seen that the students' responses were not good. Generally, their correct answers were few. In the first question; only three students (15%) gave correct answers whereas seventeen students (85%) gave incorrect answers. The second question was answered correctly only by five students (25%), whereas fifteen students (75%) could not give the correct answer. In the third question three students (15%) answered it correctly while seventeen students (85%) answered it incorrectly. Compared with the previous questions the answers to the fourth question were better; nine students (45%) answered it correctly whereas eleven students (55%) gave incorrect answer. In the fifth

question only four students (20 %) gave the correct answer, while sixteen students (80%) could not give the right answer.

	<i>Second Class When the Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1 - The person you are in touch with receives your message at the same time as you send it.	15	75%	5	25%
2- You cannot change the typeface.	14	70%	6	30%
3- You can only chat with one person at a time.	11	55%	9	45%
4- You can have a private chat with a private person.	13	65%	7	35%
5-UNI stands for Unique identity number	19	95%	1	5%

Table Forty-Seven

Table Forty-Seven shows the students' responses of the second class when the tape recorder was used. The results obtained show that the correct answers were encouraging. In the first question only five students (25%) could not give the right answer and fifteen students (75%) gave the correct answer. In the second question six students (30%) gave the incorrect answer, whereas fourteen students (70%) answered it correctly. The third question was answered incorrectly by nine students (45%) and correctly by eleven students (55%). In the fourth question, only seven students (35 %) could not answer it correctly and thirteen students (65%) answered it correctly. In

the fifth question only one student (5%) could not answer it correctly and nineteen students (95%) gave the correct answer.

By looking at the students' responses of the first and second classes, it can be seen that the teaching-learning process with audio-visuals is more successful and valuable than without using audio-visuals.

Question 2: Complete the following passage of the conversation:-

-Well the person you are in -----with receives your ----- at the same time as you ----- it. It's like talking on the -----The difference is that you ----- your message the other person ----- it. So it's "real-time" (see the subject book of 2nd year of Specialization: 85).

	<i>First Class, When the Tape Recorder was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1 -well the person you are in-----	2	10%	18	90%
2 - with receive your -----	4	20%	16	80%
3 - at the same time as you ----- it	1	5%	19	95%
4 - It's like talking on the-----.	2	10%	18	90%
5 -The difference is that you -----	6	30%	14	70%
6 -your message the other person ---- it.	2	10%	18	90%

Table Forty-Eight

Table Forty-Eight shows that the students of the first class, when the tape recorder was not used, were not good at completing the missing words of the target passage. In the first blank only two students (10%) answered it correctly while eighteen students (90%) answered it incorrectly. The second blank was answered correctly only by four students (20%) and incorrectly by sixteen students (80%). In the third blank only one student (5%) filled in the blank correctly and nineteen students (95%) did not fill in it correctly. The fourth blank was answered correctly only by two students (10%) while eighteen students (90%) did not give the correct answer. In the fifth blank out of the total number only six students (30%) answered it correctly and fourteen students (70%) did not give the correct answer. In the last blank only two students (10%) filled in the blank correctly whereas eighteen students did not fill in it correctly.

	<i>Second Class When the Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1 – well the person you are in-----	17	85%	3	15%
2 – with receive your -----	16	80%	4	20%
3 – at the same time as you ----- it	14	70%	6	30%
4 – It's like talking on the-----.	15	75%	5	25%
5 –The difference is that you -----	16	80%	4	20%
6 –your message the other person ----- it.	10	50%	10	50%

Table Forty-Nine

From Table Forty-Nine, it can be seen that the students' responses of the second class were better and encouraging. In the first blank only three students (15%) filled in the blank incorrectly whereas seventeen students (85%) filled in it correctly. The second blank was filled in correctly by sixteen students (80%) and incorrectly only by four students (20%). The majority of the students of the second class filled in the third blank correctly; only six students (30%) did not give the correct answer whereas fourteen students (70%) gave the correct answer. In the fourth blank only five students (25%) filled in it incorrectly and fifteen students (75%) gave the correct answer. In the fifth blank, only four students (20%) did not fill in it rightly and sixteen students (80%) gave the correct answer. The students' responses of the sixth blank was not quite good; ten students (50%) filled in it correctly and the other ten (50%) filled the blank incorrectly.

From the Tables Forty-Seven and Forty-Eight, it can be seen that the tape recorder plays a major role in improving the listening skills. It helps the students to acquire that skill easily.

Question 3: Pronounce the following words:

Typeface- favourite -nickname -identity -private -unique

	<i>First Class When the Tape Recorder Was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Typeface	8	40%	12	60%
Favourite	3	15%	17	85%
Nickname	6	30%	14	70%
Identity	5	25%	15	75%
Private	9	45%	11	55%
Unique	0	0%	20	100%

Table Fifty

Table Fifty shows that only few students of the first class, when the tape recorder was not used, could pronounce the words accurately; only eight students (40%) pronounced the first word correctly and twelve students (60%) pronounced it incorrectly. The second word was pronounced correctly only by three students (15%) whereas seventeen students (85%) pronounced the word incorrectly. Only six students (30%) could utter the third word correctly while fourteen students (70%) could not utter it correctly. In the pronunciation of the fourth word, only five students (25%) pronounced it accurately whereas fifteen students (75%) were inaccurate in their pronunciation of the fourth word. The fifth word was pronounced correctly only by nine students (55%) whereas eleven students (55%) pronounced

it incorrectly. No students of the first class could pronounce the sixth word correctly.

	<i>Second Class When the Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Typeface	18	90%	2	10%
Favourite	14	70%	6	30%
Nickname	15	75%	5	25%
Identity	11	55%	9	45%
Private	9	45%	11	55%
Unique	2	10%	18	90%

Table Fifty-One

Table Fifty-One shows that the second class students, when the tape recorder was used, were more accurate in pronunciation but below the expectations. Only two students (10%) pronounced the first word inaccurately whereas eighteen students (90%) pronounced it accurately. In the second word, only six students (30%) could not utter it accurately and fourteen students (70%) pronounced the word accurately. Most of the second class students uttered the third word accurately; only five students (15%) could not utter the word accurately while fifteen students (75%) could not utter it accurately. In pronouncing the fourth word, nine students (45%) were inaccurate and eleven students (55%) were accurate. The fifth

word was pronounced correctly only by nine students (45%) whereas eleven students (55%) pronounced it incorrectly. Only two students (10%) could utter the sixth word correctly while eighteen students (90%) could not.

4.4.2. Test Two:

The second test took place in Al-Faker Ara'ad School with an Egyptian teacher and two classes of the 4th year of Basic Science. The number of the students in the first class and the second one was twenty-five students each. All the students were females. The idea was that the teacher taught the two classes; in the first class, she did not use the tape recorder while in the second class she used the tape recorder

Question 1: Circle 'T' (true) or 'F' (false):

- 1- The weather on Thursday will be similar the weather today.*
- 2- There's no risk of flash floods.*
- 3- Temperature on Thursday and Friday will be between 20 to 24 degree Centigrade.*
- 4- Coastal areas in the north will have clear skies in the morning.*
- 5- The outlook for next week temperature will not begin to rise.*

	<i>First Class When the Tape Recorder was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1-The weather on Thursday will be similar today.	5	20%	20	80%
2- There's no risk of flash floods.	7	28%	18	72%
3-Temperature on Thursday and Friday will be between 20 to 24 degree Centigrade.	3	12%	22	88%
4- Coastal areas in the north will have clear skies in the morning.	10	40%	15	60%
5- The outlook for next week temperature will not begin to rise.	8	28%	17	68%

Table Fifty-Two

Table Fifty-Two above shows the students' responses when the tape recorder was not used. As can be seen the students' responses were not encouraging. In the first question; only five students (20%) gave the correct answer whereas twenty students (80%) could not give the correct answer. The second question was answered correctly only by seven students (28%), whereas eighteen students (72%) could not give the correct answer. In the third question, three students (12%) answered it correctly while twenty-two students (88%) answered it incorrectly. The fourth question was answered correctly by ten students (40%) and incorrectly by fifteen students (60%). Eight students of the first class (28%) answered the fifth question correctly whereas seventeen students (68%) gave the incorrect answer.

	<i>Second Class When Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1-The weather on Thursday will be similar today.	15	60%	10	40%
2- There's no risk of flash floods.	11	44%	14	56%
3-Temperature on Thursday and Friday will be between 20 to 24 degree Centigrade.	16	46%	9	36%
4- Coastal areas in the north will have clear skies in the morning.	20	80%	5	20%
5- The outlook for next week temperature will not begin to rise.	15	60%	10	40%

Table fifty -Three

In this table, the students' responses of the second class are shown. It can be seen that the majority of the students were correct in answering Yes/No questions. In the first question ten students (40%) gave the incorrect answer and fifteen students (60%) gave the correct answer. Eleven students (44%) of the second class answered the second question correctly while fourteen students (56%) could not answer it correctly. In the third question, sixteen students (46%) answered it correctly and nine students (36%) gave the incorrect answer. Out of the total number only five students (20%) gave the incorrect answer whereas twenty students (80%) answered the fourth question correctly. The last question was answered incorrectly only by ten students (40%) and correctly by fifteen students (60%).

Question 2: complete:

The ----- for Sunday and ----- is better, with the ----- coming from the south----- and bringing ----- weather with it. The rain, -----, is likely to continue for a few more days (see the course book of 4th year of Basic Science: 37).

	<i>First Class When the Tape Recorder Was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1-The ----- for Sunday	6	24%	19	76%
2- and ----- is better,	9	36%	16	64%
3- with the----- coming from	4	16%	21	84%
4- the south-----	8	32%	17	68%
5- and bringing -----weather with it.	10	40%	15	60%
6- The rain, -----, is likely to continue for a few more days.	11	44%	14	56%

Table fifty-Four

Table Fifty-Four shows that the students of the first class, when the tape recorder was not used, were not good at completing the missing words. In the first blank, only six students (24%) filled it correctly while nineteen students (76%) did not fill it correctly. The second blank was answered correctly only by nine students (36%) and incorrectly by sixteen students (64%). In the third blank, only four students (5%) could fill it correctly and twenty-one students (84%) could not fill it correctly. The fourth blank was filled correctly only by eight

students (32%) while seventeen students (68%) could not give the correct answer. In the fifth blank, ten students (30%) answered it correctly and fifteen students (60%) did not give the correct answer. In the last blank eleven students (44%) filled the blank correctly whereas fourteen students (56%) did not fill it correctly.

	<i>Second Class When the Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1-The ----- for Sunday	20	80%	5	20%
2- and ----- is better,	15	60%	10	40%
3- with the----- coming from	16	64%	9	36%
4- the south-----	22	88%	3	12%
5- and bringing -----weather with it.	14	56%	11	44%
6- The rain, -----, is likely to continue for a few more days.	17	68%	8	32%

Table fifty-Five

From table Fifty-Five it can be seen that the students' responses of the second class were more accurate. In the first blank, only five students (20%) filled the blank incorrectly whereas twenty students (80%) filled it correctly. The second blank was filled correctly by fifteen students (60%) and incorrectly only by ten students (40%). Out of the total number of the second class, sixteen students (64%) filled the third blank correctly and nine students (36%) did not give the correct

answer. In the fourth blank only three students (12%) filled it incorrectly and twenty-two students (88%) gave the correct answer. In the fifth blank, only eleven students (44%) could not fill it rightly and fourteen students (56%) gave the correct answer. the sixth blank was filled correctly by seventeen students (68%) and incorrectly by eight students (32%).

Question 3: Pronounce the following words:

*Annoying – thunderstorms – what a pity – centigrade – terrible-
north-western*

	<i>First Class When the Tape Recorder Was not Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Annoying	2	8%	23	92%
Thunderstorms	6	24%	19	76%
What a pity	3	12%	22	88%
Centigrade	9	36%	16	64%
Terrible	7	28%	18	72%
North-western	10	40%	15	60%

Table-Fifty-Six

Table Fifty-Six shows that only few students of the first class when the tape recorder was not used could pronounce the words accurately; only two students (8%) pronounced the first word correctly and twenty-three students (92%) pronounced it

correctly. The second word was pronounced correctly only by six students (24%) whereas nineteen students (76%) pronounced it incorrectly. Only three students (12%) could utter the third phrase correctly while twenty-two students (88%) could not utter it correctly. In the pronunciation of the fourth word, only nine students (36%) pronounced it accurately whereas sixteen students (64%) were inaccurate in their pronunciation of the fourth word. The fifth word was pronounced correctly only by seven students (28%) whereas eighteen students (72%) pronounced it incorrectly. Ten students (40%) uttered the last word correctly whereas fifteen students (60%) did not utter it accurately.

	<i>Second Class When the Tape Recorder was Used</i>			
	<i>Correct</i>		<i>Incorrect</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Annoying	17	68%	8	32%
Thunderstorms	20	80%	5	20%
What a pity	16	64%	9	36%
Centigrade	15	40%	10	60%
Terrible	11	56%	14	44%
North-western	16	64%	9	36%

Table Fifty-Seven

Table Fifty-Seven shows that the students' pronunciation of the second class was quite good (i.e. The second class when the

tape recorder was used was better than the first class when the tape recorder was not used). Apparently, only eight students (32%) pronounced the first word inaccurately whereas seventeen students (68%) pronounced it accurately. In the second word, only five students (20%) could not utter it accurately and twenty students (80%) pronounced it correctly. Sixteen students of the second class (64%) uttered the third word accurately, and nine students (36%) could not utter the word accurately. In pronouncing the fourth word, ten students (40%) were inaccurate and fifteen students (60%) were accurate. The fifth word was pronounced correctly only by eleven students (44%) whereas fourteen students (56%) pronounced it incorrectly. Sixteen students (64%) could utter the sixth word correctly while three students (36%) uttered the word inaccurately.

4.5. The Findings of the Study:-

The methods of gathering data employed in this study i.e. the students' questionnaire, the teachers' questionnaire and testing confirm the fact that secondary school students and teachers do not use audiovisual aids as much as needed in the teaching-learning process. Consequently, the findings of this study can be summed up as follows:-

- 1- There is an agreement among teachers and students that teaching aids are a very important factor and play an essential role in the teaching-learning process (see Tables Nine, Sixteen, Twenty-One, and Twenty-Seven).
- 2- All the teachers see that the time allocated for each period is not sufficient to use any teaching aids. The time factor is very important, especially when a teacher uses teaching aids. This shortage of time allows the teacher to focus just on the syllabus, particularly in the final years of secondary school. In these final years, the teacher must complete the syllabus in the limited time given (see Table Thirty-Seven).
- 3- The tightly structured syllabus is one of the factors which do not help the teachers use any teaching aids. Teachers see that such a syllabus is tightly structured and it is very difficult to use any teaching aids (see Table Thirty-Eight).
- 4- There is a total agreement among teachers and students that the success of the classroom depends upon using

teaching aids. They see that using teaching aids can easily maintain the discipline of the classroom (see Tables Twenty-Seven, and Twenty-Eight).

- 5- The lack of teaching aids in the school and the absence of well-prepared classrooms cannot help in using teaching aids. In other words, such shortcomings are considered as some of the difficulties which face using teaching aids. Hence, from the results obtained from the questionnaire, it is clear that all the classrooms are not completely equipped for teachers and students to use any sort of teaching aids, especially the electronic aids; tape-recorders, overhead projectors, computers...etc (see Table Thirty- Six).
- 6- All the examinees see that teaching aids accelerate the teaching-learning process and help in making it interesting and enjoyable. They see that instructional aids can help in understanding of some lessons like poems and make the students enjoy such lessons (see Tables Nine, Ten, Eleven, and Twelve).
- 7- Since teaching aids make learning easier and more interesting, at the same time they have an effect on the students' desires, students prefer teachers who use teaching aids and dislike those teachers who do not use teaching aids (see Tables Eight, Twelve, and Thirteen).
- 8- Spoken proficiency can be obtained inside and outside the language Labs. But the majority of the students see that the

language Lab is the appropriate place to improve their pronunciation (see Tables Thirteen and Fourteen).

9- There is a total agreement that all the teachers should use teaching aids in the classroom and every teacher should have a good background about using teaching aids at least the computer (see Tables Twenty-Three and Twenty-Four).

10-All English skills and language competence; grammar, writing, reading, listening, pronunciation, and even literature, need teaching aids to be learned effectively and comprehensively. The majority of the teachers stress the above notion. Therefore, teaching aids are not required only for teaching certain subjects, but they are needed for all skills and language competence (see Tables Twenty-Five and Twenty-Six).

11-The teachers use only the traditional aids in the classroom.

At the same time, teachers see that the other aids are significant, and they feel that such aids are more convenient for the students, but they do not use them. This means that such aids can not be found in the school or the amount of the time given is not enough (see Tables Forty-Two and forty-Three).

12- There is an agreement among the teachers and students that the abstract ideas can be shown concrete with teaching aids and they can make students familiar with what is learnt.

Students can internalize the subject which they have learnt (see Tables Two and Three).

13-Audio visual aids help in improving listening skills. They can help students to imitate the standard pronunciation and learn the accurate utterances (see Table Seven).

14-It is known that white boards are better than black ones; but unfortunately all the classrooms in Secondary Schools in Sirte are equipped with blackboards. The teachers feel that the white board is more suitable than the black board, but white boards are not found (see Tables Thirty-Nine, Forty-Two and Forty-Three).

15-All teachers teach listening skill lessons by using the transcripts which are in the teacher's book. No teacher uses the tape recorder (see Table Forty-Two)

16- From the two tests which were given to the students, it can be concluded that the tape recorder plays a very important role in facilitating the teaching-learning process, also helps students to acquire the listening skill.

CHAPTER FIVE

Conclusion and Recommendations

5.1. Conclusion:

The aim of this study was to find out the reasons behind the acute shortage in the use of audiovisual aids in Secondary Schools in Sirte. Also the study aimed at finding out the difficulties and shortcomings that encounter teachers and students in Secondary Schools in Sirte while they are using the teaching aids in the classrooms.

It was hypothesized in chapter one that the teachers and the students did not know, or the students were unaware of the importance of teaching aids. It was hypothesized that the allotted time was not enough to allow for the use of any equipment during the lesson and the school itself did not provide teaching aids for the teachers. Two questionnaires; the teachers' questionnaire and the students' questionnaire and testing were conducted to test these hypotheses.

The results obtained in this study show that there is acute shortage of some teaching aids in the schools in Sirte, if we exclude the blackboard and textbooks. Although all the teachers and students agree that teaching aids are very important factors in the teaching-learning process, they only use the tradition aids. Also the allocated time is not sufficient to allow any teaching aids to be used during the lesson. Moreover, although the Secondary School syllabus is functional and communicatively

based, teachers do not use any teaching aids. All the classrooms are not well equipped to use any teaching aids especially the electronic ones.

5.2. Recommendations

From the findings of this study, some recommendations are suggested in order to make the English teaching language in schools, particularly Secondary Schools in Sirte more effective. The following recommendations are suggested:

- 1- Since the syllabus is communicatively based, teaching-aids are very much needed.
- 2- All the schools should be equipped with white boards instead of blackboards.
- 3- All the classrooms should be equipped with electricity supplies to allow the teachers and the students to use any teaching aids.
- 4- Teaching aids should be used by experienced and qualified teachers. Therefore, the educational authorities should give some training courses for the teachers in order to teach them how to use teaching aids properly, also to prepare the teachers technically and professionally to take care of the computers.
- 5- The allocated time is not enough to use any equipment during the lesson. Therefore time should be increased to facilitate the using of any teaching aids the teacher and his students need.

6- The number of the students in each class should not be more than twenty students in order to allow the teacher to listen to all students and involve them to do the classroom activities effectively.

7- The teacher should limit using the mother tongue during the lesson. This can be done by using objects or pictures in illustrating unfamiliar words.

8- While teaching the language skills, particularly, the listening skill, the teacher should use audio-visual aids in order to make the students familiar with listening to the native accent. In teaching other skills, namely; writing, reading and speaking, pictures, flash cards, video...etc. can play a very important role in acquiring such skills easily.

9- Teachers should include some questions about the listening skill in their exams in order to make the students read and listen to some conversation in listening skill lessons.

10- Furnishing schools with modern language laboratories in order to practice the different kinds of educational programmes.

11- Teachers should provide some supplementary materials from real-life situations such as listening to news, stories ...etc. and encourage the students to listen to different programmes on T.V. and radio

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Appendix 1

Students' Questionnaire

I am Mohammed Abdjaleel Alghanai, a post-graduate student at the English Department, Al-tahadi University. This questionnaire is included in my MA. Dissertation about "The Use of Audio-visual Aids in Teaching English in Sirte Secondary Schools".

In this questionnaire you will find some questions relevant to you. I hope that you will answer all the questions. The majority of the questions have three possibilities. You can choose any answer which you feel appropriate. All questions are simple and short. Please, try to answer all of these questions. Your co-operation is greatly appreciated.

Thanks

Personal Information

Name (Optional) -----

Male/female -----

Age -----

The years of learning English -----

Please tick the suitable answer for you.

Q1- Memorizing is easier when teaching aids are used.

Agree Partially agree Disagree

Q2- Learning things becomes easier through teaching aids.

Agree Partially agree Disagree

Q3- The abstract ideas are shown concrete with teaching aids.

Agree Partially agree Disagree

Q4- Teaching aids make direct contact possible with what is learnt.

Agree Partially agree Disagree

Q5 -Teaching aids make the far objects appear nearer.

Agree Partially agree Disagree

Q6- Visual aids help students see and learn.

Agree Partially agree Disagree

Q7- Audio aids help students to listen and imitate.

Agree Partially agree Disagree

Q8- You like your English class because your teacher uses a lot of teaching aids.

Agree Partially agree Disagree

Q9- Seeing things and projected material which are presented by teaching aids in the classroom are interesting.

Agree Partially agree Disagree

Q10- Lessons like poems taught with teaching aids remain longer in memory.

Agree Partially agree Disagree

Q11-Lessons in which like poems are taught with the help teaching aids are more enjoyable.

Agree Partially agree Disagree

Q12- Lessons like poems taught with teaching aids spoil their nature.

Agree Partially agree Disagree

Q13- Spoken English can be effectively practised in Language Laboratories.

Agree Partially agree Disagree

Q14- Efficiency in spoken English can be attained even outside L Labs.

Agree Partially agree Disagree

Q15- L Labs help students to imitate the standard pronunciation.

Agree Partially agree Disagree

Q16- Audio-visual aids are essential in a good teaching-learning process.

Agree Partially agree Disagree

Q17- Computers are very important nowadays even at home.

Agree Partially agree Disagree

Q18- Do you like to listen to English songs?

Yes No

Q19- Do you watch some educational programmes on Television?

Yes No

Appendix 2

Teacher's Questionnaire

I am Mohammed Abdjaleel Alghanai, a post-graduate student at the English Department, Al-tahadi University. This questionnaire is included in my MA. Dissertation about "The Use of Audio-visual Aids in Teaching English in Sirte Secondary Schools".

In this questionnaire you will find some questions relevant to you. I hope that you will answer all the questions. The majority of the questions have three possibilities. Hence you can choose any answer which you feel appropriate. All questions are simple and short. Please, try to answer all of these questions. Your co-operation is greatly appreciated.

Thanks

Personal Information

Name (optional) -----

Male/ Female -----

Qualifications -----

Number of years teaching English -----

Level of students you are teaching now -----

Please tick the suitable answer(s) for you

Q1-Mere talking by teachers is not teaching.

Agree

Partially agree

Disagree

Q2-Teaching aids play a vital role in teaching-learning activities.

Agree Partially agree Disagree

Q3-Teaching aids provide experiences of reality.

Agree Partially agree Disagree

Q4-Talented teachers can teach without any teaching aids.

Agree Partially agree Disagree

Q5-No teacher can make the teaching process effective without teaching aids.

Agree Partially agree Disagree

Q6- Teaching aids are required only for certain skills and language competence.

Agree Partially agree Disagree

Q7-Teaching aids are required for all skills and language competence.

Agree Partially agree Disagree

Q8-Classroom discipline depends upon teaching aids.

Agree Partially agree Disagree

Q9- Teaching aids help to make classroom successful.

Agree Partially agree Disagree

Q10- Teaching aids accelerate the teaching-learning process.

Agree Partially agree Disagree

Q11- Teaching aids slow down the teaching-learning process.

Agree Partially agree Disagree

Q12 -Students prefer those teachers who use teaching aids.

Agree Partially agree Disagree

Q13- Students do not prefer those teachers who use teaching aids.

Agree Partially agree Disagree

Q14- A good teacher will always use teaching aids.

Agree Partially agree Disagree

Q15- Teaching aids minimize the burden of the teacher.

Agree Partially agree Disagree

Q16 - Pictures help the students better than facts.

Agree Partially agree Disagree

Q17 - All the classrooms are completely equipped and you can use any equipment.

Agree Partially agree Disagree

Q18 –The given time is not sufficient to use teaching aids.

Agree Partially agree Disagree

Q19 - The syllabus I am teaching is very tightly structured to allow any materials to be used in the classroom.

Agree Partially agree Disagree

Q20- White boards are better than blackboards.

Agree Partially agree Disagree

Q21- Songs and poems help enlarge students' vocabularies.

Agree Partially agree Disagree

Q22- Any teacher should have a fairly good background about teaching aids especially computers.

Agree Partially agree Disagree

Q23- I am teaching listening skill lessons using

a- Tape recorder b- L Labs c- Teacher's book

Q24-Currently, Which one(s) of the following teaching aids are you using?

a- Blackboard b-White board c-Tape recorder
d- Video e- Computer f- Pictures g- Overhead projector h-Other aids

25 - Which one(s) of the following teaching aids you feel is more convenient to the students.

A-Blackboard b-White board c-Tape recorder
d- Video e- Computer f- Pictures g- Overhead projector h- Other aids

26- I usually ask students to bring some cards or pictures to the classroom.

Yes No

Appendix 3

Testing

Test One

The information which is provided in this test is taken from Subject book A of 2nd year of English Specialization (Page 85).

Question 1: Circle 'T' (True) or 'F' (False):

- 1 - The person you are in touch with receives your message at the same time as you send it.*
- 2- You cannot change the typeface.*
- 3- You can only chat with one person at a time.*
- 4- You can have a private chat with a private person.*
- 5-UNI stands for Unique Identity Number.*

Question 2: Complete the following passage of the conversation:-

-Well the person you are in -----with receives your ----- at the same time as you ----- it. It's like talking on the ----- .The difference is that you ----- your message the other person ----- it. So it's "real-time".

Question 3: Pronounce the following words:

Typeface- favourite-nickname-identity-private-unique

Test Two

The information which is provided in this test is taken from the course book of the 4th year of Basic Science. Page (36-37).

Question 1: Circle 'T' (true) or 'F' (false):

1-The weather on Thursday will be similar the weather today.

2- There's no risk of flash floods.

3-Temperature on Thursday and Friday will be between 20 to 24 degree Centigrade.

4- Coastal areas in the north will have clear skies in the morning.

5- The outlook for next week temperature will not begin to rise.

Question 2: complete:

The _____ for Sunday and _____ is better, with the _____ coming from the south-_____ and bringing _____ weather with it. The rain, _____, is likely to continue for a few more days.

Question 3: Pronounce the following words:

Annoying – thunderstorms – what a pity – centigrade – terrible- north-western