

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

NGUYEN THI LAN HUONG

**A STUDY ON USING VISUAL AIDS IN ENGLISH
CLASSROOMS AT SOME HIGH SCHOOLS
IN THAI NGUYEN**

**(Một nghiên cứu về sử dụng giáo cụ trực quan trong lớp học
Tiếng Anh tại một số trường THPT ở Thái Nguyên)**

M.A THESIS

Field: English Linguistics

Code: 8220201

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(Application Orientation)**

Field: English Linguistics

Code: 8220201

Supervisor: Nguyen Thi Minh Loan, PhD.

Thai Nguyen, 2019

DECLARATION

I hereby declare that this thesis represents my own work for the Degree of Master in English Linguistics at the Thai Nguyen University, and that it has not been previously submitted to this university or any other institution in application for admission to a degree, diploma or other qualifications.

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Thai Nguyen, July 10th 2019

Nguyen Thi Lan Huong

ABSTRACT

The study was carried out with an attempt to investigate the application of visual aids in English classrooms and teachers and students' attitudes towards the use of this type of teaching aids. The subjects participating in the research were 18 English teachers and 240 EFL students at six high schools in Thai Nguyen province. Survey questionnaires and observation were the major data collection instruments. The results of the study showed that teachers frequently used different kinds of visual aids in their lessons. Besides, both teachers and students had positive opinions towards the application of visual aids in the language classrooms. The study also summarized the problems that teachers encountered while using visual aids in their teaching practice and recommended on how to make effective use of the aids in language teaching.

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CHAPTER I: INTRODUCTION

This chapter mentions the background and rationale to conduct the study, states the aims, scope, and organization of the graduation thesis.

1.1. Rationale

Visual aids are powerful tools that can be used to help teachers in the foreign language teaching process (Pateşan, M. & Balagiu, A. & Alibec, C, 2018). In Vietnamese context, visual aids are becoming more and more popular among teachers in schools, especially high schools where students are under the pressure of studying a variety number of subjects and often ignore the importance of studying English in the modern life.

Visual aids offer many advantages (Vale & Freunteun, 1995; Meredith, 1947). Up to now, there are many studies conducted to examine the effectiveness of visual aids; nevertheless, these studies focused mainly on the outcomes of the application as well as the impacts of visual aid use in the teaching of on individual skill and paid little attention to the level of visual aids application and the attitudes of both teachers and learners towards visual aids.

In some high schools in Thai Nguyen, teachers especially English teachers have recognized the significance of visual aids; as a result, English teachers started to seek the ways to apply visual aids in their lessons in order to provide students with better learning condition. However, it is noticeable that how to apply visual aids effectively in teaching is not an easy question for every English teacher. It is worth noting that the instruction of applying visual aids has been provided in a limited way; therefore, different teachers have their own way of using visual aids. This fact revealed one of the certain problems in teaching and studying English at school.

With the purpose of evaluating the application of visual aids in teaching English, the study examined the usage of visual aids at 6 different high schools in Thai Nguyen province. From the outcome, the study analysed the application of visual aids and made some suggestions to improve the usage of visual aids in English teaching.

1.2. Aims of the study

The objective of this study was to examine the use of visual aids in English classrooms at six high schools in two different regions of Thai Nguyen province including the city center and the district areas.

The study sought to answer the following questions:

- To what extent do teachers use visual aids in teaching English?
- What are the teachers' attitudes towards using visual materials in teaching English?
- What are students' attitudes towards using visual aids in teaching English?

1.3. Scope and participants of the study

The study was conducted in 6 high schools in Thai Nguyen with 18 English teachers and 240 students who were all aged 17-18 and were in grade 11 at the time of the study. All the teachers applied visual aids in teaching English at classes in which the same curriculum designed by Ministry of Education was applied. The students learned with visual aids .

1.4. Significance of the study

The study drew a real picture on how and to what extent visual aids were applied by teachers in high schools in Thai Nguyen as well as gave an insight into how teachers and students' perceived about their application. This gave the school administrators some information about the problems their teachers faced and suggested the kind of support they should provide in order to motivate their teachers to use visual aids more frequently and appropriately to improve the teaching quality. The findings of the study also raised awareness of people related about the benefits and importance of visual aids in language teaching, helped teachers have some ideas on the feedback from students and understand their expectations to be able to choose more suitable visual aids to use in their classes.

1.5. Organization of the thesis

The graduation thesis consists of five chapters, organized as follows:

Chapter I- Introduction. This chapter mentions the background and rationale to conduct the study, states the aims, scope, and organization of the graduation thesis.

Chapter II- Literature Review. This chapter represents theoretical background knowledge related to the use of visual aids and a brief review of the previous studies on the field of knowledge investigated.

Chapter III- Methodology. This chapter states the subjects of the study, research instruments, and data collection procedures employed.

Chapter IV- Findings and Discussions. This chapter analyzes and discusses the results collected from the classroom observation and survey questionnaires.

Chapter V- Implications and Conclusion. This chapter summarizes the main points discussed in the previous parts, presents the limitations of the thesis and provides some suggestions for further research.

CHAPTER II: LITERATURE REVIEW

This chapter represents theoretical background knowledge related to the use of visual aids and a brief review of the previous studies on the field of knowledge investigated.

2.1. Visual aids definitions

From the beginning of teaching and learning, visual aids acted as an assistance to help students in the studying process. There are various concepts and descriptions of visual aid introduced by different authors throughout the time.

Weaber, G. and Bollinger, E. (1949) presented the definition of visual aids as any kinds of “drawing, illustration, model, motion picture, film strip” that are prepared or any device that will assist the learning process through the vision cognition.

In his point of view, Yi-Hsun Lai (2011) stated that visual aids played the role in both “stimulate students” and being tools of interaction with students in both past experience and everyday life experience. This statement paved the way for the understanding that visual aids would effectively help in the teaching and learning process and motivate students to participate in their experience.

Babalola (2013) introduced one concept that is accepted immensely at the present time which defines visual aids as any types of educational media or aids carrying information used to encourage the effective teaching and learning process, therefore it can be understood as a means to support the teaching process to help students achieve higher performance.

It is worth noticing that each scholar at their time had their own definition of visual aids. This study used the concept of Babalola (2013), considering all kinds of educational media or aid employed to facilitate the teachers’ teaching process and to help students achieve better academic result as visual aids.

2.2. Classification of visual aids

The usage of visual aids seems to be an indispensable part of teaching language. According to Yunus (2006) the application of visual aid in language

teaching will help to motivate and encourage students in the learning process; as a result, it is easier for students to understand the new ideas or information. Both Lin (2007) and Mayer (2003) considered visual aids as “advanced organizers”, or “pieces of information emphasizing” on different skills. In addition, Mohammadi, Moenikia & Zahed – Babelan (2010) stated that the use of advanced organisers (visual aids) would bring a positive out come compared to the traditional teaching method.

Jesse (2008) introduced a four categories of aids in learning process including: non-projected 2D: wall board, roll-up board, picture, poster, chart, cartoon, cue sheet, flannel board, flash card; non-projected 3D: cut-out, model, mock-up, puppet, marionette, diorama, vocabulary wheel, keyboard, teaching machine; projected 3D: slide, transparency sheet, film strip, microfilm, videocassette, CD; verbal: text book, supplementary reader, workbook, magazine, document, duplicated materials, reference book, newspapers, and clippings.

Asokhia (2009) classified visual aids which are any things can be seen or watched into several types:

- ✓ Posters which are colored and designed in big size, students enjoy spending time with them, posters can be use to play many games and class activities.
- ✓ Cartoons/ TV/ Videos which are used to reinforce the studied topics.
- ✓ Internet where an immense amount of resources for every grade and level.
- ✓ Chalk board and colored chalk: the board can be devided into sections for different teaching areas; colored chalk can be used to highlight the different teaching things.
- ✓ Flashcards in which pictures are presented in one side and the writing on the other. Flashcards can present answer and question cards, objects, subjects pictures and more.

In this study, the classification of Asokhia (2009) was taken into consideration as what the researcher defined as visual aids is familiar with the teachers in the studied context. Besides, several other means for visual illustration including pictures, objects and gestures were also counted as the visual aids in this study due to the fact that they

are also types of aids that “carry information used to encourage the effective teaching and learning process” as defined by Babalolo (2013).

To sum up, the types of visual aids investigated in this study include posters, videos, Internet, chalk board and colored chalk, flashcards as classified by Asokhia (2009), together with three other popular means for visual illustration which are pictures, objects and gestures.

2.3. Visual aids in language acquisition

Cognitive approach deals with the process of language acquisition through visual aids. There are scholars who introduced theories that coped with the significance of cognitive approach in terms of input, dual-coding theory and image schema theory which are closely related to the relationship between visual cognition, human being and the world. According to Mitchell and Myles (2004), the acquisition of second language could become easier by concentrating on the working process of brains and obtaining new information. In 2006, Geeraerts stated the theory that language did not make up any concept independently by individual’s brain, but it is the reflection of people’s experience. Language stems from the real life experience, as a result in order to achieve the highest outcomes as expectation, students should be placed in proper environment with a concrete study purpose.

Input learners receive in their process of learning plays a fundamental role in the language acquisition (Bahrani, 2013). Therefore, a lot of ways were introduced to get access to the target language input. Fotos (2000) believed that the input that students perceived in classroom could be modified to be suitable with the level and age range of students. Visual aids play an important role in the process of obtaining input of learners. According to Halwani (2017), visual aids are crucial for second language acquisition as they can be used as a tool to show the connection between words and their meanings, thus, are useful for the process of accumulating language input.

Dual-coding theory examines partly how the input is processed in brains. According to Paivio (1991), cognition consists of two subsystems: one is verbal and one is non-verbal. The former is used to deal with language directly, the latter is applied to deal with non-linguistic objects and events. The combination of this two system is extremely pivotal in language studying, therefore “combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging for grade school to university level” (Paivio, 1991, p.163).

An aspect that should be paid attention to is image schema theory, these image schemas are defined as “dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of our visual, auditory and kinesthetic bodily experience” (Gibbs, 2006, p. 240). Image schema application has been proved to offer strong benefits for language teaching (Bouchenek, H. L., 2017).

In short, it can be clearly seen that personal real interaction with the outside world plays a crucial role in in the process of acquiring knowledge. Therefore, creating meaningful context which reflects the reality in the classroom is useful and important for language learners.

2.4. Usage of visual aids in approaches of language teaching

From 1920s-1930s visual aids including film strips, pictures, slides and pass-around objects, have been using in teaching, training, studying English classroom. The first approach of which provided the significance of visual aids in classroom was Direct Approach. This method was largely accepted in 1920s-1930s of 20th century. When applying this method, teachers use direct objects and concepts to avoid the influence of the first language.

In the middle of 20th century, real life contexts were motivated through teaching by concrete objects, pictures, realia, charts and flashcards which was Oral-Situational Approach. Humanistic Approach approach also put emphasis on the use of visual aids, which was shown by the fact that teachers made use of a number of visualized materials such as wall charts, film drawings, worksheets in their teaching.

Krashen (1983) introduced the Natural Approach basing on his Monitor theory, which stated that the output was not expected to be the first concentration, but the process of studying. Pictures from magazines, visuals and kinesthetic aids were used to in the early stages when teaching listening skills to elicit students before they listened.

In recent decades, since Communicative Language Teaching was highly appreciated and applied, the importance of real life context in language classroom has been more emphasized. The need to use real life objects to produce communicative messages authentically is of increasingly significant concern.

In a nutshell, it is clear that though there exist different approaches, the use of visual aids in teaching are highly appreciated thanks to their potential benefits.

2.5. Previous studies

Recently, studies on visual aids particularly the application of visual aids in teaching English have been conducted and discussed more popularly. These studies revealed the advantages of teaching using visual aids accelerates the learning process of the learners as well as boosts the academic performance of students. The results of these research are likely to be related to the development of this study.

A research by Herron, Hanley and Cole (1995, cited in Maria, 2012) indicated that listening comprehension was significantly facilitated by visual support in the form of descriptive pictures and visual organizers. Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez & Cunningham, 2004). Obviously, the use of visual aids is potentially helpful to the teaching of different language skills.

Maria (2012) conducted her own research into the use of multimedia visual aids in the English language classrooms in her context with the participation of six teachers and 213 students. She found that multimedia visual aids can help to enhance students' learning and facilitate teachers' work. Regarding students' attitudes, the study revealed that students had positive feedbacks towards the use of visuals in the language classroom. Some benefits that students thought they gained were that they felt more motivated and confident to express themselves orally, memorize new

vocabulary more easily and understand the grammar with fewer explanations in the first language, and they found the learning more meaningful for them due to the contextualized contents. However, teachers did not often use multimedia visual aids though the language classrooms were sufficiently equipped. Therefore, students expressed their hope that teachers would use more visual aids in their classes. On the other hand, the researcher also collected teachers' opinions through survey questionnaires. The analysis of the statistics indicated that teachers hardly used multimedia visual teaching aids in their classrooms. They blamed this to the lack of time and unavailability of the equipment, which contradicted to students' answers. Despite this, the survey results showed that most teachers highly appreciated the use of multimedia visual aids because of their potentials to attract students, increase their participation and motivation for learning. However, it came to a disagreement on the effectiveness for lesson planning and timing as nearly 70% teachers did not think that visual aids were effective, and all teachers agreed that visual aid use required the amount of time that they did not have.

The findings from Maria (2012) were similar to the findings of a research conducted by Pamela Carrasco (2013) at Margarita Salas Secondary school. The research aimed at figuring out the reasons why teachers did not use visual aids frequently and find solutions for the application of visual in classrooms in an effective way. The participants were teachers and students from the first year of Secondary Education Obligatory (ESO) to the first year of post-compulsory education. The next process was the study designed for 2nd year of ESO group consisted of 27 students. The result showed that teachers did not apply visual aids in teaching due to the fact that they were in shortage of time and students felt unsatisfactory with this studying condition.

Joseph (2015) investigated the effect of visual learning aids on students's academic performance in public secondary schools of Magu District in Tanzania. The study was carried out among 102 people in 4 different schools in 2013 and 2014. Questionnaires, documentary reviews and cross-examination interviews were applied to collect data. The result was that the school with poor state of visual aid application

ranked at lowest position of school ranking board. The research also figured out such problems related to this poor application as the shortage of teacher, the lack of budget and the family background.

Regarding the teaching of vocabulary, the research into the extent to which teachers used visual aids to teach vocabulary to young learners conducted by Konomi (2014) showed that teachers used this type of teaching aids to different level of frequency. According to the researcher, young learners enjoyed the use of visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computers in their English lessons.

Bhatti, Mukhtar, Mazhar, & Touquir (2017) conducted a research to investigate the effect of visual aids in teaching vocabulary and concluded that the problem of learning difficult words faced by students significantly affected their learning speed and quality. The application of visual aids in teaching process helped teachers deal with this problem as they fostered students' memorization of the words learnt and made the explanation of the concepts easier to understand. The researcher therefore suggested that proper amount of time be allocated for the use of visual aids to teach vocabulary.

In Vietnam, a number of researches into the use of visual aids were conducted. With regard to the use of visual aids in schools in Thai Nguyen city where the researcher of this current study investigated, there was only one thesis about the use of visual aids in language teaching before this study. Dinh (2011) examined the usage of visual aids in teaching and learning vocabulary for 1st year non-english major students at college of sciences, Thai Nguyen University. A survey was administered with 7 teachers and 100 first year students. The result of the survey indicated that visual aids were used as an effective way of teaching vocabulary; however, there were still some drawbacks that need adjusting.

From the review of literature, it is noticeable that the application of visual aids has positively influence on the teaching and learning process; nevertheless, previous studies often looked at teachers and students' attitudes towards the use of visual aids in teaching one specific skill, most frequently in teaching vocabulary. Also, a number

of researches investigated the impacts of visual aid use on students' performance. Though in Vietnam, researches looking at the use of visual aids were quite popular, very few of them investigated the use of visual aids in high schools in Thai Nguyen city. These encouraged the researcher to conduct this research to look into the use of visual aids in different schools in Thai Nguyen city with the purpose of bridging the gap that the previous studies left.

2.6. Summary

The review of literature has provided some background knowledge regarding the fundamental concepts relating to the definition of visual aids and its classification, the usage of visual aids in different approaches to language teaching as well as some previous studies. Literature review shows that visualized teaching materials are important for language teaching and should be applied in language teaching classes.

CHAPTER III: METHODOLOGY

This chapter presents a review of the methodology of the study. It describes in detail the subjects of the study, the data collection instruments employed and the procedures of data collection.

3.1. Subjects of the study

The participants of the study were both teachers and students from different schools situated in Thai Nguyen province. To be more specific, there were 18 English teachers who taught at six different high schools in Thai Nguyen province.

The total number of students who participated in the study were 240 students. At each school, 40 students in each class were randomly chosen to participate in the study. All of them were in grade 11 of these six schools. For those students, English is a compulsory subject and they had English lessons every week, normally the frequency was three periods of forty-five minutes per week. All schools are applying the curriculum provided by the Ministry of Education with the course book “Tieng Anh 11” by Dr Hoang Van Van and published by Ministry of Education and Training.

Regarding teachers, they were from 27 to 45 years old, who have been teachers of English for at least 5 years and at most 23 years. All of these teachers had some experience in applying visual aids in teaching English in their classes.

3.2. Data collection instruments

The data for the study were collected by two major techniques including the researcher’s observations, and two set of questionnaires, one for the teachers and the other for the students. Detailed information about the two instruments was presented below.

3.2.1. Classroom observation

3.2.1.1. Justification

Observation plays an important role in many researches, sometimes it can be the main technique used in a project. Some researchers stated that observation is concerned with looking at/ or observing some form of behavior (Hayllar & Veal, 1996; Seliger & Shohamy, 1997), so it is good for documenting a behavior, especially

for a high inference behavior. A high inference behavior requires observers to interpret the behavior they observe- e.g., on- task or off- task behavior (Nunan, 1992). Observations were used in a flexible way to deal with situations where the questionnaires reveals certain level of inaccuracy. It was used to avoid the subjective answers of both teachers and students when answering the questionnaires.

Observation was chosen as the first instrument for collecting data in this study because it was supposed to provide more detail information about the use of teaching aids and students' attitude towards their usage. To collect necessary data, the researcher firstly designed an observation sheet, then attended twelve classes, and made notes on the types and frequency of visual aids used, as well as students' reaction in classes where teaching aids were employed. The data collected from observation sheets was then analyzed and compared with the information from the questionnaires to see whether information from these two sources was consistent.

3.2.1.2. Description

There were four items in observation sheet. It was used to observe what kinds of visual aids teachers used in the lesson and each of them are used in how many times. The usage of visual aids of teachers was evaluated in criteria including the kinds of visual aids used by teachers in their English lessons, how many kinds of visual aids were used in this lesson and how many times the teacher used the visual aids in each lesson, as well as the what skills the teacher used the visual aids to teach.

In other part of the questionnaire the interaction of the students with the visual aids were concentrated on, the observation examined the attitudes of all students during the lesson with visual aids used by the teachers. The last criteria used to observe how the students interacted with visual aids by attending classroom activities with the use of those aids. The scales include excellent, very good, average good, a little and no interaction of the students joined in the classroom activities. The observer could add any comments at the end of the observation sheet if she/he wished.

3.2.2. Questionnaires

3.2.2.1. Justification

The survey questionnaire is considered an effective instrument for collecting data in social science. It puts less pressure on respondents, and analysis of answers is straightforward (Gillham, 2000). Besides, it is supposed that the participants are not affected by the influence of surrounding environment such as the pressure of peer teachers or peer students or the influence of the researcher. The participants will have also longer time to think about the answers carefully therefore the result will be more accurate. Therefore, in this study, survey questionnaires were employed as the main sources for the researcher to collect information on teachers' and students' attitudes towards the use of visual aids as well as the extent to which teachers made use of visual teaching aids in their lessons.

Therefore, there are two questionnaires that were applied in this study including one for the teachers and one for students. The questionnaires were adapted to be suitable with Vietnamese teaching context.

3.2.2.2. Description

Questionnaire about teachers' attitudes towards the usage of visual aids

The questionnaire included 7 close and open-ended questions, aiming at finding the attitudes of the teachers as well as other criteria that related to using visual aids in English lessons.

The first three questions were multiple choice questions. Question number 1 aimed to get the information about the frequency that teachers used visual aids in teaching in general. There were 5 levels from *never* to *always*; the teachers circled on the most suitable one. Question 2 aimed to identify the times the teachers used visual aids by circling on one of the five answers or they might added other answers. In question 3, the teachers were asked to reveal where they obtained the visual aids from. Question 4 provided 8 kinds of visual aids and sought to find the frequency of applying each visual aid in teaching English. In the questionnaire the level of application of the visual aids were measured by the scales from 0 to 4 with 0 = never

use, 1 = rarely, 2 = sometimes, 3 = often and 4 = always. In the 5th question, teachers were asked to put a tick in the right boxes to show the problems they coped with when using visual aids. In question 6, the teachers were asked to think about the benefits that their student had from the use of visual aids with suggested options. In the last question, the teachers were asked to make three suggestions about the ways to improve the use of visual aids.

Questionnaire about students' attitudes toward the usage of visual aids

The questionnaire for the students included 4 close and open-ended questions. In the questionnaires the students answered questions related to visual aids and their attitudes toward the application of visual aids of teachers in teaching English.

In the first question, the students were asked to circle on suitable answers to show how often the visual aids were used. In the 2nd questions, the level of application of the visual aids were then measured by the scales from 0 to 4 with 0 = never use, 1 = rarely, 2 = sometimes, 3 = often and 4 = always. In question 3, students were supposed to tick on kinds of visual aids they liked to study with. Question 4 required students to tick the correct boxes to show their opinions on the benefits of visual aids.

The questionnaire for the students was introduced in both English and Vietnamese version for the students who were weak at English. The questionnaires then were collected and analyzed carefully to identify the attitude of the teachers and the students toward the application of the teaching technique

3.3. Procedures of data collection

Observations was conducted while the researcher observed the classes in the six schools . Two classes in each school were observed once. The observation was at the mid of the second term as that time students had enough experience with their teachers' teaching methods, therefore could provide more reliable answers.

Table 3.1. List of school, class and skill

School	Period	Class	Skill/knowledge
Luong Ngoc Quyen High School	1	11A8	Reading
	2	11A10	Speaking
Ngo Quyen High School	3	11A1	Listening
	4	11A3	Writing
Phu Luong High School	5	11C	Language Focus
	6	11D	Speaking
Tran Quoc Tuan High School	7	11A1	Writing
	8	11A2	Reading
Dong Hy High School	9	11A4	Language Focus
	10	11A12	Speaking
Luu Nhan Chu High School	11	11A4	Reading
	12	11A9	Listening

The questionnaires for the teachers and students were also distributed at the mid of the second term of the school year after the observation finish. The questionnaires looked into the teachers and the students' attitudes towards the usage of visual aids by their teachers in English classes.

3.4. Data analysis procedure

All the data collected from the questionnaires was summarized on Microsoft Excel spreadsheets. The data was then analyzed quantitatively and qualitatively to figure

out the level of the teachers' usage of visual aids and the attitudes of students towards this application. The information from the observation was used to compare with the data from the questionnaires to find out the result.

3.5. Summary

To sum up, the research based on a mix of qualitative and quantitative data collected from the questionnaires and the observation to investigate and draw a conclusion about the extent to which visual aid were used in the teaching and learning process. This reseach also report on the teachers and students' attitudes on the application of the tools in language teaching.

CHAPTER IV: FINDINGS AND DISCUSSIONS

This chapter summarizes and discusses the research results collected from the classroom observation and questionnaires.

4.1. Findings

4.1.1. Findings from the observations

As previously presented, each class was observed twice to collect the data. From the class observation, the researcher recognized that teachers made use of visual aids in the teaching of all English skills including reading, speaking, listening, writing and fundamental knowledge which were grammar, vocabulary and pronunciation. The chart below presented the information provided from the observation sheets about the extent that teachers applied visual aids during their teaching periods. The researcher attended one class period in each school, therefore, with six schools, twelve observation sheets were filled. The findings from observation were summarized and presented in the charts below.

Kinds of visual aids that teachers used

The types of visual aids that teachers used in their classroom include all kinds investigated together with the use of PowerPoint slide show in all classes. The information collected is presented in the table below.

Table 4.1. Kinds of visual aids teachers used

Visual aids	Number of classes	Percentages (%)
a. Pictures	12	100
b. Posters	4	33
c. Flashcards	8	66
d. Objects	2	17
e. Board and chalk	12	100
f. Gestures	4	33
g. Videos	6	58
h. Internet	1	8
i. Others (PowerPoint slides)	12	100

As can be seen from table, pictures, PowerPoint slides and board and chalk were the most frequently used which appeared in all classrooms observed (100%). Others like videos and flashcards were among the second popular group with 83% and 66% of classrooms making use of, respectively. Posters, gestures, objects and Internet were also used with less frequency, in which the first two visual aid types were used by 33% of the classes and the two former types appeared in only one class (8%).

Frequency of visual aid use by teachers

Regarding the level of frequency, both traditional and digital visual aids were used in classrooms. Figure 4.1 provided detailed information on this.

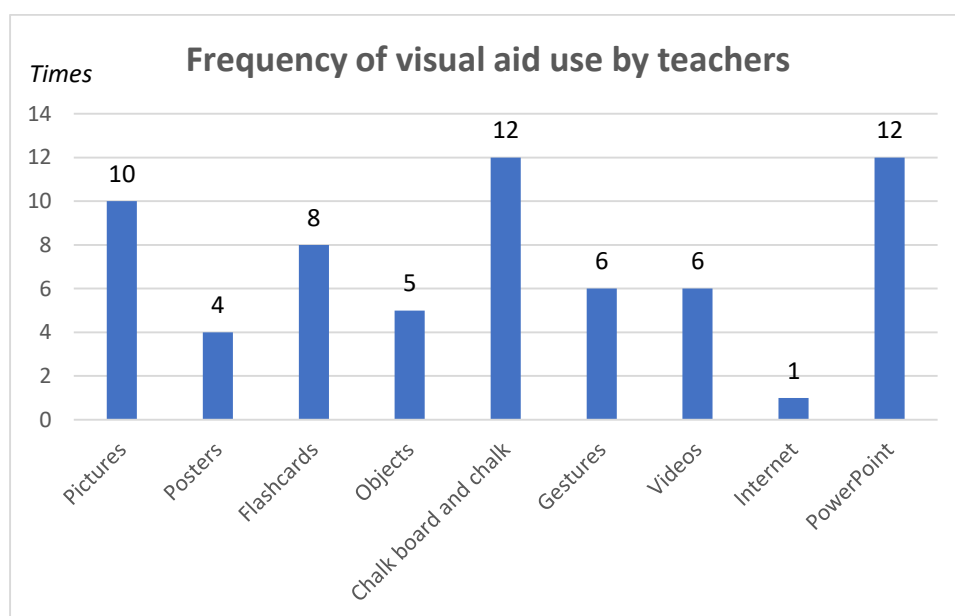


Figure 4.1. Frequency of visual aid use by teachers

As presented in figure 4.1, PowerPoint, board and chalk was the most popularly used with the largest number of times employed (12 times). Pictures ranked second with the total of ten application times in the classes observed. During the teaching process, teachers also showed videos, used flashcards and made gestures to visualize knowledge to facilitate their explanation of the knowledge and skills with fewer number of times applied. Among the twelve classes observed, Internet was used only once in the speaking lesson to help connect the students with the outsiders.

Skills and language items taught with visual aids

The information sheet also provided information on the types of skills taught with the use of different kinds of visual aids during the twelve class periods observed. Information on this could be found in the table below.

Table 4.2. Types of visual aids used

Period	Skill/ Knowledge	Types of visual aids used (x= used; 0 = not used)								
		Pictures	Posters	Flashcards	Objects	Board and chalk	Gestures	Videos	Internet	PowerPoint
1	Reading	x	x	x	0	x	x	x	0	x
2	Speaking	x	x	x	x	x	x	x	x	x
3	Listening	x	x	x	x	x	0	x	0	x
4	Writing	x	x	0	0	x	0	0	0	x
5	Language Focus	x	x	0	0	x	0	x	0	x
6	Speaking	x	x	x	x	x	x	x	x	x
7	Writing	x	x	0	0	x	0	0	0	x
8	Reading	x	x	x	0	x	x	x	0	x
9	Language Focus	x	x	0	0	x	0	x	0	x
10	Speaking	x	x	x	x	x	x	x	x	x
11	Reading	x	x	x	0	x	x	x	0	x
12	Listening	x	x	x	x	x	0	x	0	x

As reported in the table, the teachers used all types of visual aids in their classrooms, and with different skills, different kinds of visual aids were employed. Among those, pictures, posters, chalk and board and PowerPoint were used to teach all skills. Videos were used in most of the skill teaching periods except for writing while Internet were used only in the teaching of speaking skill but not others.

Level of students' of interaction with visual aids

As observed, when the teachers used the visual aids, the majority of the classes' members showed their positive attitudes, which was quite clear and recognizable through their attention and contribution to the classroom activities

Table 4.3. Level of students' interaction with visual aids

Period	Students' level of interaction with visual aids
1	Very good
2	Very good
3	Average good
4	Excellent
5	Average good
6	Very good
7	Very good
8	Very good
9	Excellent
10	Average good
11	Average good
12	Very good

As shown in table 4.3, in all classes, interaction with visual aids ranged from average good to higher. The level of interaction in class 4 and 9 was the highest, evaluated as "excellent". In 6 other classes including class 1, 2, 6, 7, 8, 12, students showed that they were very good at interacting. In the four final classes, the level of interaction was also reported as average good. This showed that the use of visual aids had the potential to increase the level of the classes' interaction.

4.1.2. Findings from the questionnaire for teachers

This part presents the information collected from the questionnaires for the teachers, which revealed the teachers' opinion of their frequency of visual aid use, benefits of using visual aids in language classes and their difficulties.

Teachers' opinions on the frequency of visual aids used

Figure 4.2 presents information about the teachers' opinions on the frequency of visual aid used in their classrooms.

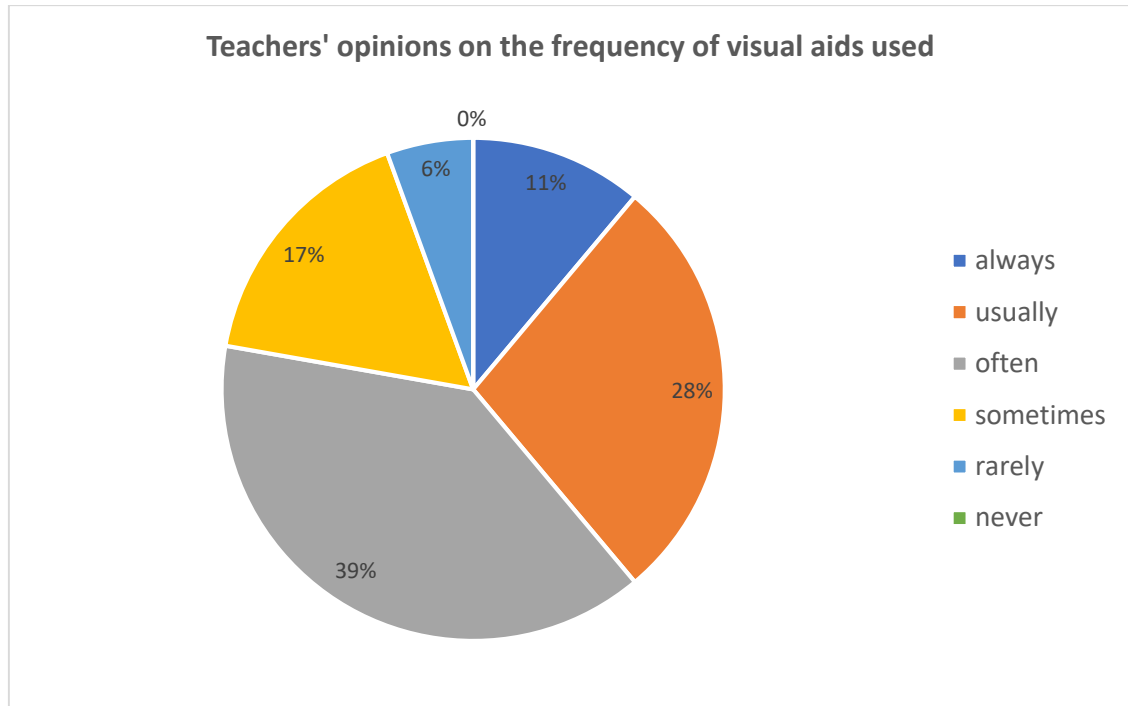


Figure 4.2. Teachers' opinions on the frequency of visual aids used

It can be seen from the figures that the largest number of the teachers (39%) thought that they often used visual aids in teaching. 28% the teachers reported that they usually applied visual aids. Only small number of the teachers (6%) revealed that this kind of teaching aids was rarely applied in their classes and no teachers (0%) never used them. Therefore, it can be said that visual aids were popular with all the teachers and they all made use of the aids to though to different extents.

The circumstances when teachers made use of visual aids

In responding to the questionnaires, the teachers also provided information on the circumstances that they often made use of visual aids, which was presented in the following table.

Table 4.4. The circumstances when teachers made use of visual aids

You use visual aids when...	Number of answers	Percentage (%)
...concepts are not clear.	18	100
...time is limited.	18	100
...explanation is difficult.	18	100
...students cannot learn.	18	100
Total	18	100

As shown in the table, it was clear that visual aids could help the teachers in a number of circumstances. The use of these tools could make it easier for them to explain the concepts to the students, draw the students' attention when they see that students cannot learn attentively. Besides they could also be used when the class time is limited. For all cases listed, all the teachers (100%) ever used them to facilitate their teaching.

The sources of visual aids used by teachers

From the survey, the teachers also provided information on the sources of visual aids that they employed in their classes. According to the teachers, visual aids to be used in classes could be collected from different sources. The table below shows the sources from which the teachers can take visual aids.

Table 4.5. The sources of visual aids used by teachers

Where do you obtain visual aids?	Number of answers	Percentage (%)
From the school administration.	4	22
Prepared by myself.	18	100
Prepared by other teachers.	15	83
Prepared by students.	12	67
Others	18	100

As can be seen from the table, the teachers used visual materials from a variety of sources including materials prepared by the school administration, by the teachers themselves and their colleagues, by their students and also from other sources such as the Internet. Normally, the teachers often used aids they made by themselves and from other sources (100%). A large number of the teachers used aids prepared by other teachers (83%), more than half of them also made use of visual aids made by students (63%). Interestingly, the survey responses showed that visual aids prepared by the school administration were not used as frequently used as materials from other sources. Only four teachers participated in this research, accounting for 22%, reported that they used visual aids provided by the school administration.

Teachers' opinions on the frequency of each visual aid used

More details about the frequency of each type of visual aids used by teachers under teachers' belief were visualized in chart below.

Table 4.6. Teachers' opinions on the frequency of each visual aid used

Types of visual aids	Frequency				
	always	often	sometimes	rarely	never
Pictures	17%	61%	22%	0%	0%
Posters	0%	17%	50%	33%	0%
Flashcards	11%	56%	28%	6%	0%
Objects	0%	17%	50%	33%	0%
Board and chalk	22%	61%	17%	0%	0%
Gestures	17%	44%	39%	0%	0%
Videos	17%	50%	33%	0%	0%
Internet	6%	22%	22%	50%	0%
PowerPoint	39%	33%	22%	6%	0%

Regarding the teachers' opinions on their use of specific types of visual aids, according to figure 4.3, pictures as well as board and chalk as two other major kinds of visual aids in classrooms, with the total of roughly 80% of the teachers usually or often used them. A large group of the teachers used PowerPoint in their lessons with 39% chose always and 33% chooses often. Flashcards, videos and gestures were the second popular group of visual material used with more than 70% often or usually used. On the other hand, internet is not the kind of visual aid frequently used at schools as approximately 70% of the teachers revealed that they only sometimes or rarely used the Internet in teaching.

Teachers' opinions on hindrances to the use of visual aids

In fact, from teachers' survey, a number of hindrances to the use of visual aids were revealed. Altogether 14 affecting factors which could somehow demotivate teachers from using visual aids were identified. The data is shown in the following figure.

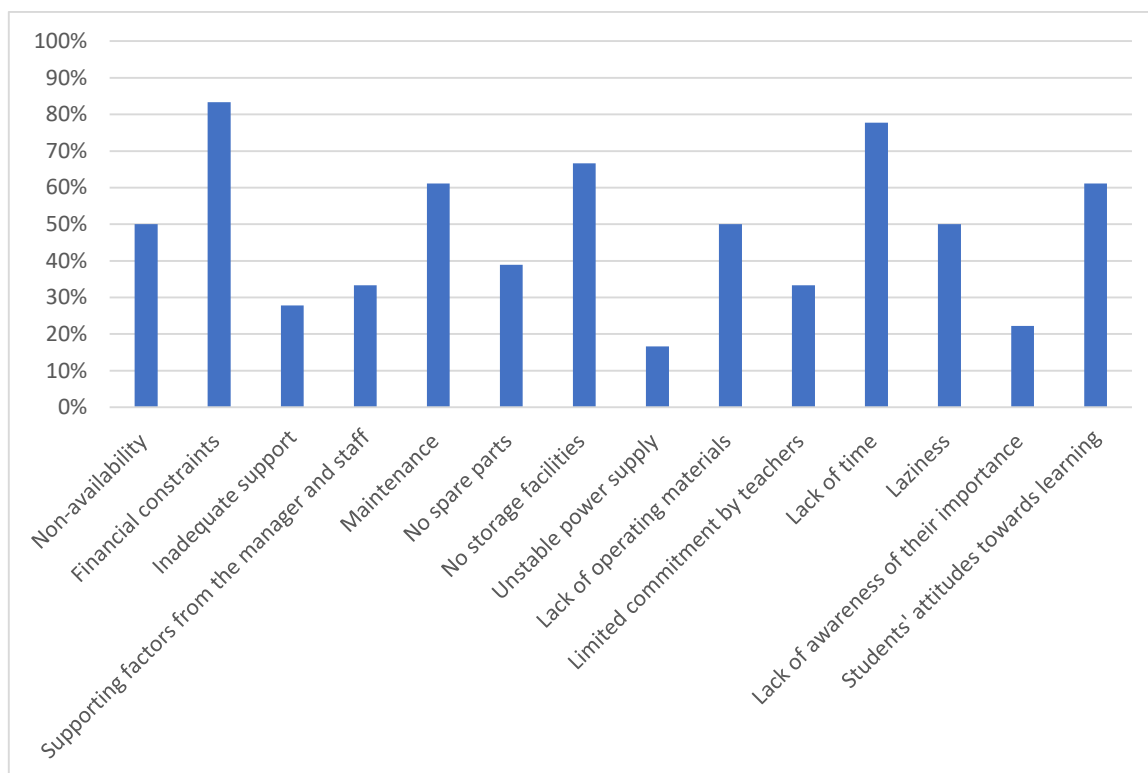


Figure 4.3. Teachers' opinions on hindrances to the use of visual aids

As can be seen in figure 4.3, the two most affecting factors included the lack of time and financial support. 83% and 78% teachers, respectively, recognized that these were the two biggest problems. Such objective factors as no storage facilities, lack of maintenance and the non-availability of visual aids, together with subjective factors including the students' attitudes towards learning, lack of commitment and laziness were also challenging to a number of teachers. Besides, some minor factors such as the lack of support, awareness of the importance of the visual aid use and even the unstable power supply could also affect the decision to use visual aids but with less significant impacts compared to others.

Teachers' opinions on the benefits from the use of visual aids

Though revealing that a number of problems existed, teachers also reassured that visual aids had a number of benefits to the language teachers and learners. An insight into teachers' opinions concerning the benefits that both teachers and students obtained from the use of visual aids were summarized in the chart below.

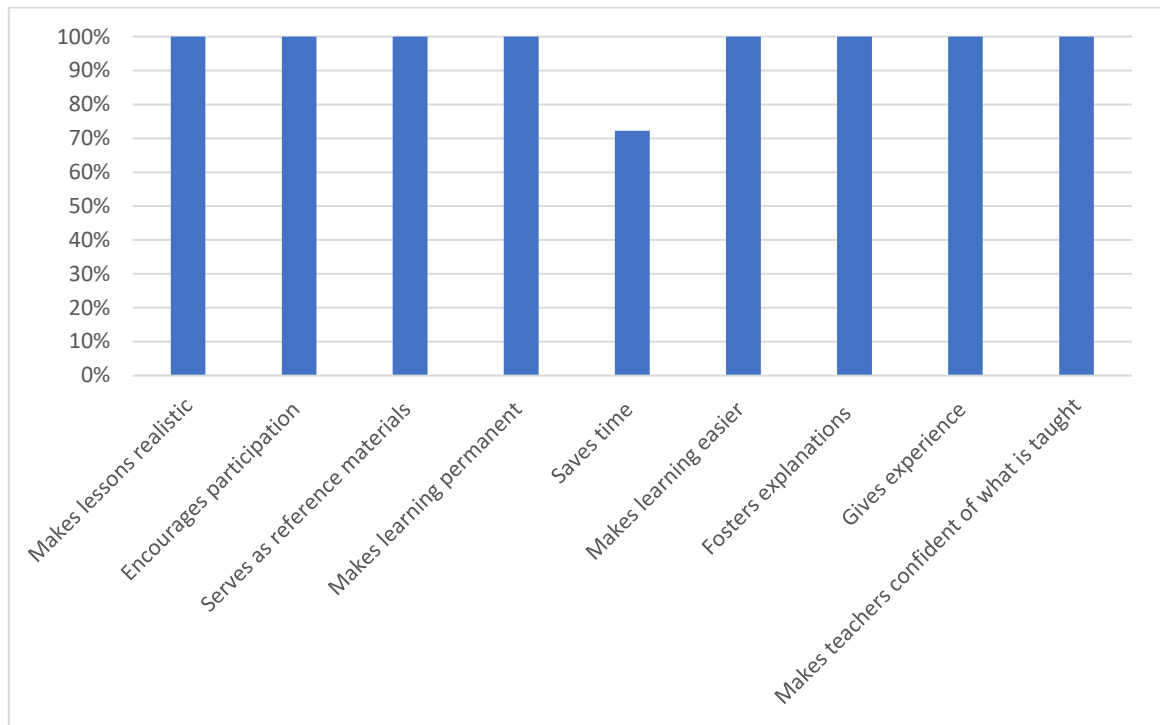


Figure 4.4. Teachers’ opinions on the benefits from the use of visual aids

As presented in the chart, all teachers (100%) agreed on the almost all benefits that they and their students could gain from the use of visual aids. According to all teachers (100%), visual aids helped make the lessons more realistic, the learning process easier to students. Their use also encouraged students’ participation and attention, made learning permanent and provided new learning experience. For teachers, the use of visual aids made teachers more confident to perform their teaching and somehow helped save class time (72%).

To sum up, the findings from the data collected have shown that teachers frequently used different kinds of visual aids in their teaching practice. Regarding teachers’ attitudes, most of them provided positive feedback towards visual aids used in classrooms. However, the employment of such teaching tools still had some challenges and teachers needed some support to fully exploit the benefits of the aids in teaching.

Teachers' suggestions on how to improve the use of visual aids

On the questionnaires, the teachers shared some ideas on how to improve the use of visual aids. Most of their suggestions included looking for ready-made visual aids on the Internet and made necessary changes to make them more suitable with the teaching activities they planned to conduct in a specific lesson, or they can prepare visual aids in groups and share with others. Some teachers also suggested that digital tools could be used to create visual teaching aids. This was believed to help the teachers save their time.

Another advice given by the teachers was that they should make careful lesson plans with the use of visual aids so that they could better exploit benefits of those teaching aids in their lesson.

Besides, the teachers also thought that official training on how to design and make use of visual aids were good. Therefore, the teachers thought they should be offered the opportunities to attend professional development events and courses to sharpen their teaching skills.

4.1.3. Findings from the questionnaire for students

Figure 4.6 below gave information about the students' opinions on the frequency of visual aid use by teachers in their classrooms.

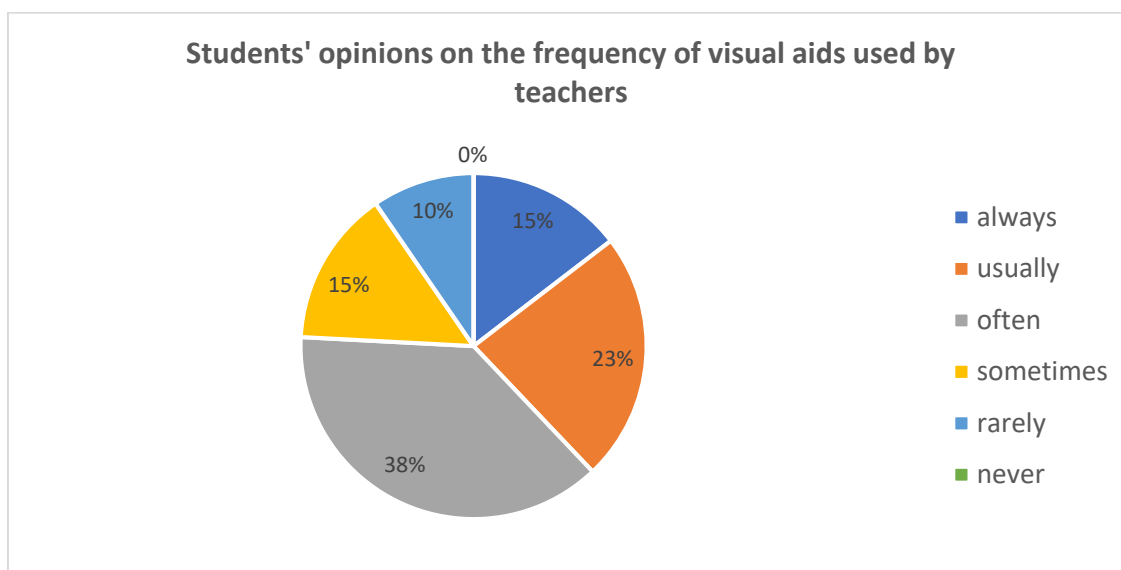


Figure 4.5. Students' opinions on the frequency of visual aids used by teachers

It can be seen from the figures, the opinions collected from the students were compatible with what collected from teachers. More specifically, the largest proportion of students (38%) agreed that the teachers often used visual aids in teaching. A little smaller number of the students (23%) reported that the teachers usually used these teaching aids. Only a small group of students (10%) believed that visual teaching tools were rarely applied in their classes. As can be seen from the figures, it can be concluded that all teachers used visual aids in teaching, though with quite different level of frequency.

Students' opinions on the frequency of each visual aid used

The findings from the students' survey about their opinions on the frequency of each visual aid used are illustrated in the following figure.

Table 4.7. Students' opinions on the frequency of each visual aid used

Type of visual aids	Frequency				
	always	often	sometimes	rarely	never
Pictures	11%	49%	27%	9%	4%
Posters	0%	5%	53%	37%	6%
Flashcards	6%	27%	47%	14%	7%
Objects	0%	9%	45%	39%	8%
Board and chalk	27%	57%	8%	9%	0%
Gestures	6%	28%	54%	11%	2%
Videos	8%	39%	52%	2%	0%
Internet	6%	27%	29%	31%	8%
PowerPoint	27%	25%	27%	20%	2%

As revealed from the statistics, similar to what the teachers reported in their survey, the students' responses showed that the teachers more often used PowerPoint, pictures, board and chalk rather than other types of visual aids. Reported by the total of over 60% and up to 80% of the students as "often" and "usually" used, board and

chalk as well as pictures were the most frequently used tools. Videos and flashcards, though not popularly used, were still sometimes applied by the teachers. In contrast, posters, objects and Internet use were reported to be limited in classrooms with the highest percentage of the students' answers (approximately 40%) as "rarely".

Students' preference regarding the types of visual aids used

The students' questionnaires also collected information on students' preference regarding the types of visual aids used in their classes, which is presented in the following chart.

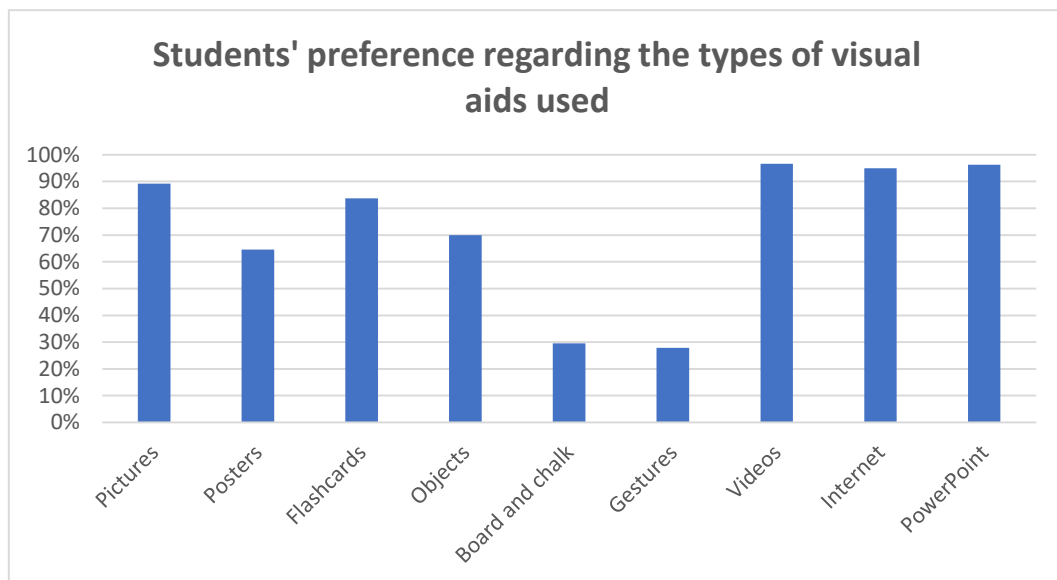


Figure 4.6. Students' preference regarding of types of visual aids used

As illustrated in figure 4.5, the students were most interested in the use of modern technology including PowerPoint, videos and the Internet with more than 95% of the students highly appreciated them. Pictures, flashcards, objects and posters also made the lessons more attractive to students as 89%, 84%, 70% and 65% respectively showed the positive opinions on their use. Compared to other types of visual aids, traditional tools including board and chalk as well as gestures were not as eye-catching according to students' belief.

Students' opinions on the benefits of visual aids

Data collected from the questionnaires for the students showed the students' positive opinions on the use of visual aids to facilitate learning. The table below clearly illustrates the students' opinions on the benefits of visual aids in language classrooms.

Table 4.8. Students' opinions on the benefits of visual aids

Students' opinions	Response (%)			Total (%)
	<i>Agree</i>	<i>Disagree</i>	<i>No idea/ No care</i>	
I enjoy English lessons with visual aids.	88	6	6	100
The use of visual aids is useful for English learning.	85	5	10	100
Visualizing makes the lectures more interesting.	92	3	5	100
Visualizing helps me understand the information.	78	7	15	100
Visualizing helps me maintain concentration.	69	17	14	100
I want my English teachers apply more visual aids in the future lessons.	80	7	13	100

From the information presented in the above table, it is clear that most students participating in the survey had positive feedback on the use of visual aids. 92% of the students found the lessons more interesting with the support of visual aids. 88% the students stated that they were more enjoyable when the teachers used visual aids in the lessons. Roughly, about three fourths of the students agreed that visual aids are useful for English learning (85%), helped them better understand the lessons (78%) and maintain concentration (69%). The majority of the students

(80%) wanted that their English teachers apply more visual aids in the future lessons.

The findings from the data collected have shown that the teachers frequently used different kinds of visual aids in their teaching practice, however, to different extents regarding different classes and different types of visual aids. The employment of such teaching tools received positive feedback from both the teachers and students. The findings of the research agreed with the previous ones that this kind of teaching tools had the great potential to positively support the English teaching and learning process. However, it was inevitable that some problems existed that might cause problems to teachers and students so some support should be provided so that the teachers and students could make the most benefits from them.

4.2. Discussion

4.2.1. Research question 1: To what extent do teachers use visual aids in teaching English?

In fact, data collected from different sources were quite consistent in the results. The summary and analysis of the statistics has shown that all the teachers participating in this research frequently used visual aids to support their classroom activities when teaching all kinds of English skills. Among the visual aids that were often employed, popular and simple ones like pictures, chalk and board were the most frequent. Such modern visual aids like videos, together with other traditional ones including gestures and flashcards belong to the second popular group. Objects, posters, and the Internet were also used but not quite often in classrooms.

From the information collected, it can be concluded that all teachers recognized and understood the potential benefits that the use of visual aids could bring to their classes, and therefore were very proactive in choosing, planning and including visual aids in their teaching practice. Besides, the teachers were also very flexible in selecting the types of visual aids to use for different activities at different stages of their lessons. However, the teachers used of visual aids to different extents. In some classes, the teachers very often made use of the teaching aids while in some other classes, the application of visual aids for teaching was quite rare. The results of

the study were quite similar to Konomi, D. K (2014) who found that teachers used visual aids with different level of frequency while roughly contradicted to findings of Maria, G. R. (2012) whose research showed that teachers rarely took advantages of visual aids in teaching. Besides there were also differences in the choice of visual aids used by the teachers in different teaching contexts with learners of different ages. Some enjoyed using multimedia, others preferred traditional visual aids while the teachers participated in this research liked using a mix of modern and traditional kinds of visualized teaching tools.

4.2.2. Research question 2: What are teachers' attitudes towards using visual aids in teaching English?

In previous researches, most the teachers highly appreciated the use of visual aids in the teaching process as it had a number of benefits such as fostering students' memorization of the words learnt and making the explanation of the concepts easier to comprehend (Bhatti, Mukhtar, Mazhar, & Touquir, 2017); helping students understand the grammar with fewer explanations in the first language, making students feel more motivated and confident to express themselves orally (Maria, 2012). In this study, the findings were quite similar. Teachers' responses to the questionnaires clearly showed that they highly appreciated the use of visual aids in teaching English. Most the teachers agreed that visualized tools brought a number of benefits to themselves and their students, such as making the lessons more realistic and permanent, encouraging students' participation, enhancing concentration, providing new learning experience, facilitating the explanations as well as making the teachers more confident with the lessons they taught.

On the other hand, the teachers also shared their opinions about the problems that might discourage them from using visual materials in their classrooms. Fourteen affecting factors were listed, among those, the lack of time and financial support were acknowledged to be the most troublesome. The first problem was also stated in the researches by Maria (2012) and Carrasco (2013), in which the teachers blamed their limitations in using visual aids to the time restriction and the lack of facilities. Obviously, to be able to include visual aids in teaching process, the teachers need to

make careful plans for each type of the aids as well as for the suitable stages to include them. As a result, preparation can be really time-consuming, which caused a rather big problem for teachers. In the present study, financial constraint was referred to as another big problem with which the teachers had to deal. It cannot be denied that without reasonable financial support, it is difficult to supply enough qualified visualized teaching materials and maintain their use in the long run.

From the teachers' opinions, it can be assured that the use of visual aids was beneficial to both the teachers and students to a large extent. However, there are also a number of hindrances that might discourage teachers from making use of these tools in teaching. Therefore, it is necessary to provide the teachers reasonable support to promote the use of visual aids in class in order to enhance the teaching and learning effectiveness.

4.2.3. Research question 3: What are students' attitudes towards using visual aids in teaching English?

According to the findings of the observation process as well as from students' opinions shown through the questionnaires, it can be clearly seen that the majority of students had positive attitudes towards the employment of visual aids. This finding coincided with all other previous studies in which the majority of feedbacks from the students, though at different ages, showed that they enjoyed the lessons with teaching aid application (Konomi, 2014; Dinh, 2011, Maria, 2012). Data from the observation sheets of this study also showed that students' level of interaction were different before and after the use of visualized materials. Most of the classrooms witnessed the students' positive changes regarding their willingness to interact as a result of visual aid use. Most frequently, the students became more interested, active and attentive when their teachers included visual aids in conducting an activity.

Regarding students' opinions on the benefits they gained from learning with visual aids, in this study, most the students agreed on the advantages of this type of teaching tool. They reported that visual aids made the lesson more interesting, were useful for learning, helped them maintain their concentration and understand the information more clearly. This was also very similar to what Maria (2012) and Bhatti,

Mukhtar, Mazhar, & Touquir (2017) reported in the researches. This explained why the students confirmed that they enjoyed learning with this kind of teaching aids and wanted their teachers to continue using them in the future lessons.

In this study, through the questionnaires, students also shared their opinions on the preference over each type of visual aids. It was not a big surprise that students preferred the state-of-the-art visual aids which are videos and the Internet more than other types of visualized materials. Pictures, flash cards, objects and posters were also reported to be enjoyable. However, board and chalk as well as gestures seemed not really attractive to the large number of students, although from the findings for the first research question, these were two of the most popularly used visual aids by the teachers. The findings of the study suggested that the teachers should include more modern teaching aids than traditional ones in order to better attract students to the lessons.

4.3. Summary

This chapter provides detailed information about the research data collected. Generally, as reported in the findings and discussion of this research, the positive results from the observation sheets as well as positive feedback from the students and teachers' questionnaires help assure that visual aid use was advantageous to the teaching and learning process and therefore should be encouraged in language classrooms. However, the teachers still encountered a number of problems in making effective use of the visual materials as well as when trying to promote their application. Therefore, necessary support should be provided to maintain and promote the use of visual aids in language classrooms in order to promote the teaching and learning quality

CHAPTER V: IMPLICATIONS AND CONCLUSION

This chapter presents the summary of findings, the implications, limitations of the thesis and provides some suggestions for further research.

5.1. Implications

Based on the above findings, the following recommendations for different related groups are proposed in order to help reduce the teachers' obstacles and enable students to take advantage of visual aids in their learning process.

5.1.1. For school administrators

As shown in the previous parts, there are a number of hindrances that may discourage the teachers from using visual aids in their classrooms. Therefore, it is advisable that school administrators provide practical support to maintain and enhance teachers' motivation. It is suggested that spiritual support and recognition such as compliments or certificate of merits presented to teachers are good methods to encourage teachers. Besides, reasonable financial support for the preparation of visual aids, sufficient storage space and facilities should be available so that teachers can use visual aids more frequently and keep them safe for future use. Besides, providing well-equipped classrooms is a good way to encourage teachers to integrate modern teaching tools to their English lessons.

Raising teachers' awareness about the importance of visual aids in language teaching and fostering their professional skills are also good suggestions to maintain and promote the use of visual aids by teachers in the classes. Once teachers understand the benefits that visual aids bring to their students and know how to take advantages of visual aids, they are likely to be more willing and confident in making use of these teaching aids. Therefore, school administrators should provide enough professional training to enhance teachers' knowledge and sharpen their skills for more qualified teaching practice.

5.1.2. For teachers

As preparation of visual aids is a time-consuming process, teachers can look for ready-made visual aids on the Internet and make necessary changes to make them

more suitable with the teaching activities they plan to conduct in a specific lesson. Also, it is advisable that teachers prepare visual aids in groups and share with others instead of doing it by oneself.

To save money and save time for preparation, as well as to improve the quality of the visual aids it is suggested that teachers use digital tools to create visual teaching aids and keep them on their computers for future classes.

Another advice is that teachers should make careful lesson plans with the use of visual aids in order to maximize benefits of those teaching aids in each lesson. Policies to help teachers in their preparation for the lesson quality has been added.

The teachers who use visual aids should create groups with other teachers from different school, even other provinces to exchange visual aids as well as experience of using them.

Accumulating knowledge and sharpening teaching skills can help teachers know what teaching aids should be apply for a specific type of activities, when and how they should employ these aids to make best use of them. Therefore, it is advisable that teachers should be proactive in finding and attending professional development events and courses that are now available both on site and online.

5.2. Limitations

Although the study was conducted with the best effort of the researcher, limitations were unavoidable. In this part, the researcher is presenting all the limitations of this research as a note for herself to avoid in her future studies as well as for other researchers who also aims to investigate the same subject matter.

In the first place, due to the time constraint, the researcher observed only two class periods in each school. In fact, the observation of two class periods in each school was not really long enough to provide the researcher sufficient information. Although questionnaires then provided for more information, it is believed that more observation should be conducted so that more various data could be collected.

The second limitation is that though the data were collected by two different instruments, the study significantly relied on subjective evaluation of the observer and participants. Regarding the observation sheet, the researcher failed to show clear

differences among the five levels of interactions suggested (*item 4*). This was also the problem of the questionnaires as the researcher did not clarify in detail the differences between the frequency levels of some items in the questionnaires. This might not be a problem for teachers who participated in the survey, but with 240 students with different background of English, the difference of such frequency as “often” and “sometimes” when looking at the whole English course could be a bit ambiguous. The survey results could have been better if the researcher explained the differences to make it clearer to students.

Also, the research only pointed out teachers’ and students’ attitudes towards the benefits of visual aids, but failed to compare the difference before and after visual aid use to better investigate the usefulness of this type of teaching aids in language teaching.

5.3. Recommendations for further research

Visual aids have been proved to significantly facilitate the English teaching and learning process; therefore, researches into this subject matter should be continued to investigate their various benefits and impacts on different students of different locations and backgrounds, to be able to choose the best ones that suit a specific teaching context. Future research can choose to investigate the use of other kinds of visual aids, especially the recent ones created by modern technology or to compare the effectiveness of the traditional and modern visual aids on learners.

Future research on this subject matter can also follow the action research framework in which teachers also take the role of the researcher to have a close and continuous look into students’ reactions towards the use of visual aids in a longer term for more details.

Besides researches could be done to better investigate the usefulness of teaching aids, especially their effects on students’ academic performance by comparing students’ learning results before and after the use of visual aids or among classes with and without the use of visual aids. Posters, chalk and board and PowerPoint should put in more use for lessons due to their advantages .

5.4. Conclusion

Integrating the use of different teaching aids into teaching is proved to be meaningful and useful for teachers as it helps make the lessons more lively, interesting and attractive to students as well as enhance the quality of the teaching periods. Therefore, this study was conducted to have a better look into how teachers in Thai Nguyen made use of the visual aids in teaching and how their students reacted.

The primary aims of this study were to investigate the extent to which teachers of different high schools in Thai Nguyen city made use of visual aids during their teaching process, to understand teachers and students' attitudes towards the application of the aids in the teaching and learning of English and based on the data collected to propose some recommendations for more effective use of those aids to enhance the language teaching and learning quality.

Three research questions were raised, each was compatible with one aim presented, which are:

1. To what extent do teachers use visual aids in teaching English?
2. What are the teachers' attitudes towards using visual materials in teaching English?
3. What are students' attitudes towards using visual aids in teaching English?

The study involved 18 teachers and 240 students from six different high schools around Thai Nguyen city. Questionnaires and observation were two major data collection instruments applied to gather information to answer the research questions.

Regarding the first question, the analysis and discussion of the data from both questionnaires and observation have shown that a combination of different visual aids were frequent in English classes of all schools investigated, regardless of their different locations and distances from the city centre. Data collected also revealed that some kinds of visual aids were more frequently used than others such as pictures, videos, gestures and flash cards while such aids as posters, objects and Internet were rarely employed.

With regard to the second research question, the data showed that teachers highly appreciated the application of visual aids in teaching as it brought a number of benefits to both teachers themselves and their students. Visual aids were reported to help save time, provide new learning experience, encourage participation, make the lessons more realistic as well as help enhancing teachers' confidence. However, it is unavoidable that teachers still had some problems with visual aid use and need some support to maintain their motivation as well as the favorable conditions to promote the use of visual aids in their teaching process.

For the third question about students' attitudes towards the use of visual aids in their classrooms, the majority of students responded that they enjoyed lessons with the support of visual aids and recognized that those aids helped them maintain concentration, understand the knowledge more easily and as a result, helped improve their learning. Concerning the specific type of visual aids used, students preferred videos and Internet more than other types. Pictures, flashcards, objects and posters also appeared attractive to students. However, though being used very frequently by teachers, gestures and board and chalk were the least welcomed visual aid types.

Basing on the findings from the data collected, the study made some recommendation to school administrators as well as to teachers on what to care about to be able to better make use of visual aids in classrooms. It is hoped that those suggestions would be beneficial to schools and teachers who decide to promote the use of visual aids in their language classes.

In conclusion, visual aids were frequently used in English classrooms and proved to be good assistance for English teachers. The use of visual aids showed that this type of teaching aids had a number of benefits therefore received positive feedback from both teachers and students.

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APPENDIX 1
OBSERVATION SHEET

School: _____

Class: _____

Teacher: _____

Skill: _____

1. Kinds of visual aids the teachers are using

Visual aids	Tick (v)
a. Pictures	
b. Posters	
c. Flashcards	
d. Objects	
e. Board and chalk	
f. Gestures	
g. Videos	
h. Internet	
i. Others:.....	

2. Number of times visual aids are used

Visual aids	1	2	3	4	5	More than 5 times
a. Pictures						
b. Posters						
c. Flashcards						
d. Objects						
e. Board and chalk						
f. Gestures						
g. Videos						
h. Internet						
i. Others:.....						

3. Skills and knowledge item taught with visual aids.

Skill/ Knowledge	Tick (v)
a. Reading	
b. Speaking	
c. Listening	
d. Writing	
e. Language Focus	
f. Others:.....	

4. Ways of students' interaction with visual aids.

Skill/ Knowledge	Tick (v)
a. No interaction	
b. A little interaction	
c. Average good interaction	
d. Very good interaction	
e. Excellent interaction	

APPENDIX 2

QUESTIONNAIR FOR TEACHERS

This survey aims to investigate the use of visual aids in English classrooms at some high schools in Thai Nguyen. Your responses to the following questions are highly appreciated. All the information in this survey will be kept confidential and will be used for the research purpose only.

Thank you very much.

1. How often do you use visual aids while teaching?
 - a. Always
 - b. Often
 - c. Usually
 - d. Sometimes
 - e. Rarely
 - f. Never
2. When do you use visual aids in the class?
 - a. When concepts are not clear
 - b. When time is less
 - c. When explanation is difficult
 - d. When students cannot learn
 - e. All of the above
 - f. Other _____
3. From where do you obtain visual aids?
 - a. From the school administration
 - b. Prepared by myself
 - c. Prepared by other teachers
 - d. Prepared by students
 - f. Other-----
4. Circle on suitable number which suit with the frequency of using each type of visual aids do you use.

Visual aids	Level of application (0: never, 4: always)				
	Never	Rarely	sometimes	often	always
a. Pictures	0	1	2	3	4
b. Posters	0	1	2	3	4
c. Flashcards	0	1	2	3	4
d. Objects	0	1	2	3	4
e. Board and chalk	0	1	2	3	4
f. Gestures	0	1	2	3	4
g. Videos	0	1	2	3	4
h. Internet	0	1	2	3	4
i. Others:.....	0	1	2	3	4

5. Please put a tick on the hindrances to the use of visual aids at your school.

The hindrances to the use of visual aids	Tick (v)
a. Non-availability	
b. Financial constraints	
c. Inadequate	
d. Supporting factors from the manager and staff	
e. Maintenance	
f. No spare parts	
g. No storage facilities	
h. Unstable power supply	
i. Lack of operating materials	
j. No commitment by teachers	
k. Lack of time	
l. Laziness	
m. Lack of awareness of their importance	
n. Students attitudes towards learning	

6. In your perception, what benefits do you and your students obtain from the use of visual aids? Put a tick on suitable ideas. You can tick more than one idea.

Benefits from the use of visual aids	Tick (v)
a. Makes lessons realistic	
b. Encourages participation	
c. Serves as reference materials	
d. Makes learning permanent	
e. Saves time	
f. Makes learning easier	
g. Fosters explanations	
h. Gives experience	
i. Helps learners to operate them	
j. Makes teachers confident of what is taught	

7. Mention THREE important ways in which you think the use of visual aids can be improved.

- a.....

 b.....

 c.....

APPENDIX 3

QUESTIONNAIR FOR STUDENTS

This survey aims to investigate the use of visual aids in English classrooms at some high schools in Thai Nguyen. Your responses to the following questions are highly appreciated. All the information in this survey will be kept confidential and will be used for the research purpose only.

Thank you very much.

1. How often do your English teachers use the visual aids in teaching?
 - a. Always
 - b. Often
 - c. Usually
 - d. Sometimes
 - e. Rarely
 - f. Never
2. What type of visual aids do your teachers of English use and how often do they use? Circle on the suitable number in the table.

Visual aids	Level of application (0: never, 4: always)				
	Never	Rarely	sometimes	often	always
a. Pictures	0	1	2	3	4
b. Posters	0	1	2	3	4
c. Flashcards	0	1	2	3	4
d. Objects	0	1	2	3	4
e. Board and chalk	0	1	2	3	4
f. Gestures	0	1	2	3	4
g. Videos	0	1	2	3	4
h. Internet	0	1	2	3	4
i. Others:.....	0	1	2	3	4

3. Please put a tick on kinds of visual aids do you like to study with.

Visual aids	Tick (v)
a. Pictures	
b. Posters	
c. Flashcards	
d. Objects	
e. Board and chalk	
f. Gestures	
g. Videos	
h. Internet	
i. Others:.....	

4. Please indicate your opinion on benefits of visual aids by ticking all the correct boxes.

Students' opinions	Response (%)		
	Agree	Disagree	No idea/ No care
I enjoy English lessons with visual aids.			
The use of visual aids is useful for English learning.			
Visualizing makes the lectures more interesting.			
Visualizing helps me understand the information.			
Visualizing helps me maintain concentration.			
I want my English teachers apply more visual aids in the future lessons.			

APPENDIX 4

QUESTIONNAIR FOR STUDENTS IN VIETNAMESE

BẢNG CÂU HỎI VỀ SỬ DỤNG CÁC PHƯƠNG TIỆN GIÁO CỤ TRỰC QUAN TRONG GIẢNG DẠY.

Khảo sát này nhằm mục đích điều tra việc sử dụng các phương tiện trực quan trong các lớp học Tiếng Anh tại một số trường trung học ở Thái Nguyên. Câu trả lời của bạn cho các câu hỏi sau đây được đánh giá cao. Tất cả thông tin trong khảo sát này sẽ được giữ bí mật và sẽ chỉ được sử dụng cho mục đích nghiên cứu.

Chân thành cảm ơn.

1. Các giáo viên tiếng Anh của bạn có thường xuyên sử dụng các phương tiện trực quan trong giảng dạy không ?
 - a. Rất thường xuyên
 - b. Thường xuyên
 - c. Thỉnh thoảng
 - d. Hiếm khi
 - e. Không bao giờ.
2. Giáo viên tiếng Anh của bạn sử dụng loại giáo cụ trực quan nào và họ có thường xuyên sử dụng không? Khoanh tròn vào số thích hợp trong bảng.

Giáo cụ trực quan	Mức độ sử dụng (0:không bao giờ , 4:luôn luôn)				
	Không bao giờ	Hiếm khi	Thỉnh thoảng	Thường xuyên	Luôn luôn
a. Hình ảnh	0	1	2	3	4
b. Tranh, quảng cáo	0	1	2	3	4
c. Thẻ ghi chú	0	1	2	3	4
d. Đồ vật	0	1	2	3	4
e. Bảng biểu và phần.	0	1	2	3	4
f. Cử chỉ	0	1	2	3	4
g. Video	0	1	2	3	4
h. Mạng Internet	0	1	2	3	4
i. Loại khác:.....	0	1	2	3	4

3. Đánh dấu(v) vào các loại phương tiện trực quan mà bạn muốn học.

Các phương tiện trực quan	Đánh dấu (v)
a. Những bức ảnh	
b. Áp phích	
c. Thẻ ghi chú	
d. Đồ vật	
e. Bảng biểu và phần.	
f. Cờ chỉ	
g. Video	
h. Mạng Internet	
i. Loại khác:.....	

4. Tích các phương án đúng thể hiện quan điểm của em về lợi ích của phương tiện trực quan.

Quan điểm của học sinh	Phản hồi (%)		
	Đồng ý	Không đồng ý	Không ý kiến/ không quan tâm
Em thích các tiết học có sử dụng phương tiện trực quan.			
Việc sử dụng phương tiện trực quan có ích cho học sinh học tiếng Anh.			
Việc sử dụng phương tiện trực quan giúp bài học trở nên thú vị hơn.			
Sử dụng phương tiện trực quan giúp em hiểu thông tin hơn.			
Sử dụng phương tiện trực quan giúp em duy trì sự chú ý.			
Em muốn thầy cô sử dụng nhiều phương tiện trực quan trong giờ học.			

Cảm ơn bạn đã hoàn thành phiếu.