

EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study

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Abstract

The use of teaching aids has high impact on enhancing students' interaction and participation. Therefore, this research intends to investigate both instructors' and learners' approaches in using the instructional aids and to reinforce their importance. This research also tried to verify whether teaching aids activate teaching and learning processes and more specifically if they make students interactive and effective participants. Moreover, it encourage teachers to update their methods of teaching. A questionnaire has been used as a tool to collect the necessary information. The questionnaire content was designed involving multiple items to maximize the benefits of various teaching aids use in English as a foreign language (EFL) classroom settings. Twenty teachers and fifty students took part in the questionnaire survey. Findings from the teachers' and students' questionnaires demonstrated that teaching aids help teachers and students activate their teaching and learning processes. Moreover, they help in classroom setting and management. Teachers' approaches and their insights in using teaching aids as motivational techniques have positive prospects since they all find the necessity of using them to improve students' English performance. As a result, teachers should know that avoidance of the instructional aids use affects negatively students' motivation. It has been recommended that teachers need to systematically design their own teaching aids for effective teaching and learning betterment.

Key words: Teaching aids, Traditional class methods, EFL teachers, EFL students.

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