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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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Introduction

The use of teaching aids have become necessity in all educational levels.. Teaching aids are designed to teach, illustrate and reinforce lessons. Teachers need to be enlightened by the various functions that teaching aids can carry out in the processes of teaching and learning whether visually or orally. The rapid globalization that has taken place enforce teachers to update their means of teaching and learning particularly with the new generation who are enthusiastic to know more about multimedia teaching aids and the internet methods and practices in learning a language. Thus, teachers confront great responsibility in how to employ these teaching aids effectively in order to make their classrooms more animated and dynamic.

Brinton (2000) declares that the use of teaching aids narrows the gap between teachers and learners in terms of putting situations into practice and make them real, significant and more dramatic to all kinds of learners. Moreover, visual knowledge is the source of adequate information, effective performance and useful outcomes. One point should be considered in classroom environment that learners usually come from different cultures with different conceptualization and use of teaching aids which can be affected by the use of mass media in general.

Santas (2009) emphasizes the importance of teaching aid in approaching the picture and make it more clearer for both teachers and the learners.

Mannan (2005) demonstrates that teaching aids can be a beneficent medium in classroom language. They can be used as basic techniques in all stages of lesson plan. Simply they help to explain, set up, interact and integrate precise ideas, analysis and assessment, and allow the teacher to make studying more factual, efficient, stimulating, creative, useful and distinctive. However, visible aids simplify and promote learners' learning besides they help in keeping learners' information for longer periods of times.

Teachers need to motivate their students in different level of education. This study promotes the use of teaching aids in secondary level schools as a technique for motivating learners and improve their understanding of English language. Therefore, teaching aids make the learning process more interactive and enjoyable in general and more attractive and memorable in particular. Thus, this research investigates teachers' and learners' attitudes towards using teaching aids; mainly to what extent teachers use aids in their classes. This research paper will be limited to English as a foreign language EFL teachers and students in secondary schools in Hasaisa locality, Gezira State, Sudan. The basic focus is on teachers' and students' approaches in using teaching aids.

This research paper aims to accomplish the following aims:

1. To emphasize the important use of teaching aids in classroom interaction.
2. To maximize the benefits of various teaching aids use in EFL secondary classroom settings.
3. To encourage teachers to update their methods of teaching, the teaching aids they use as well.
4. To encourage students to think and create learning aids of their own.
5. To utilize teaching aids needed for effective learning process in EFL classrooms.

The significance of the study stems from that teaching and learning aids are means that make an imaginative fancy congregate to the learner. They assist the learners to comprehend and paraphrase the facts and knowledge being demonstrated. Also, it is hoped that this study will pave the way toward using teaching aids in the field of EFL.

This research paper hypothesizes the following:

1- Teachers have positive attitudes towards using teaching aids.
2. Teaching aids activate teaching and learning processes.
3. Teaching materials encourage learner- learner interaction.
4.- Teaching aids help in classrooms setting and management.

The research paper adopts both the descriptive and analytical methods. The researcher uses two questionnaires as a tool to obtain the information from the EFL secondary school teachers and students. The obtained information will be analyzed by using SPSS Program**.**

Literature Review

According to (Rather, 2004) teaching aids are educational instruments which facilitate the process of learning and make the classroom more interactive and stimulated. These means involve different types such as patterns, tabulations and diagrammatic representations. Since traditional classroom methods and tools such as chalkboard and textbook do not satisfy the students' needs, most of the teachers are still far away from the implementation of teaching aids such as visual aids even though those tools are not new but it is not widely used Rather (2004). Thus, teachers need to be aware of this issue and try to create an enjoyable atmosphere and attractive classroom so that learners feel interested and involved in teaching English language.

Each teaching aid has its particular situation and appropriate context. For example teaching aids such as graphics, images or pictures assist learners to initiate links between word-class. . Nation etal., (1990) state that visual aids help learners in various aspect of their learning process such as using of pictures, photos, drawings, diagrams to explain the meanings of new words or using shapes referring to translate from one's language into another language and vice versa.

Moreover, teaching aids offer many techniques for teaching and learning vocabulary and they help to promote learner' vocabulary skills. To present new words for the first time, it is recommended to use instructional aids which in turns make the process more efficient and productive. The selection of these instructional aids depend on the chosen situation and the learners' level.

In order to achieve an effective learning, there must be a firsthand experience by displaying real objects of everyday life such as: chair, table, flash-cards, charts, diagrams, maps, the globe, pictures which are the ideal means to help facilitate and present information in an interesting and entertaining way that the lesson would look more fun.

As mentioned earlier, instructional aids have their impact on both teaching and learning. They create friendly educational context which decreases learners' stress and make them more relaxed and highly motivated towards sharing new experiences and achieving valuable outputs. Garton and Graves (2004) assert that instructional aids can not be separated from teaching and learning practices. They represent the medium through which knowledge is conducted.

Instructional aids reinforce the new material which just has been learned and it has its influence on retaining knowledge for a longer period of time. They shorten the distance between the learners and the learned and make learning more real, practical and amusing. Singh (2005) emphasizes the significance of teaching aids by indicating their practicality and use in different aspects of life. Jain (2004) also illustrates that instructional aids root the interaction of learners in the classroom once they develop a visual image of the visual technology they promote their participation. Similarly, Mohanty (2001) explains that the visual instructional tools provide learners including the speakers of any language with the to perform more professionally and persistently. Therefore, through a proper use of the visual instructional aids, the instruction profession has many chances that could lead to the empowerment of the academic performance of the learners.

According to Burrow (1986), teaching aids can be very useful in supporting a topic in the sense that they introduce the subject gradually. Chacko (1981) presents that teaching aids represent resource of support for solving the problems that encounter learners in some aspects of the language. Variation is needed in using instructional aids and this is in relation with the material which need to be demonstrated.

Lynch etal., (2012) think that instructional aids will be changed according to the situation and the function that are planned to be demonstrated in classroom flow. Thus, teaching aids help in clear implementation of both written and spoken words simultaneously. Again teaching aids assist in generating a rich educational zone for both teachers and learners.

Lynch etal., (2012) also agree that teaching means are useful and impressive because they encourage and stimulate learners and they make them more concentrated and focused in classroom activities. Successful teachers usually include instructional aids when they come to prepare and plan for their lessons. They assist the teachers to accomplish lesson objectives in a perfect way and accordingly positive feedback.

Bellver (1989) argues that clear pictures augment the students' level of comprehension of the substance which may be used to convey the message, inculcate excitement and explain the points. Teaching aids make smooth tension from one activity to another. They encourage the use of body language and eye movement. This added movement helps to give the speaker the control over the presentation. Using teaching aids then is beneficial to both learners and teacher. Teaching aids create influence and excitement to a presentation. Butcher (2003) agrees that teaching aids help targeting more than one sense simultaneously, therefore they increase the learners' comprehension.

Moss (2000, p.63) points out the following types of teaching material used in teaching and learning processes:

1 Charts: These includes graphic teaching support and comprises of various diagrams, graphical diagrams, placards, pictures as well as maps. In other words, this kind of teaching material is an illustrative visual substance which help in making a logical relationship between the target ideas with their related facts.

2. Pictures: These are most frequently used teaching aids. Camera photographs, hand-made drawings, sketches as well as illustrated clips from various sources are included in this category. They help the learner in getting the meaning of words through pictorial demonstration. Furthermore, the are also extremely helpful for teachers as well and help them save time and energy. But too much detail confuses and distracts, while too little prevents recognition. A suitable share of teaching aids should be used according to the teaching situation.

3 Diagrams: A simplified drawing to depict various objects, things, gadgets or processes to highlight their finer points is called a diagram. Generally speaking diagrams demonstrate relationships between various things through lines and symbols without using the pictorial elements.

4 Graphs: Graphs are aids used in teaching/learning process for showing statistical information through comparing the data in hand and the changes of various attributes. These teaching aids comprise of graphs to present of numerical data and help in interpreting to increase understanding. Graphs can easily present huge data vividly and conveniently as compared to other teaching aids.

5 Maps: **M**ap are graphic demonstrations of the surface of the earth, locations, cities and countries through diagrams. Map is frequently drawn to measure scale that is mentioned on it. For the sake of accuracy, maps should include such descriptions like its title, its grid, its declared scale, its key to understand the distances and locations as well as dates of its preparation (Moss, 2000).

6 Poster: These are the graphic demonstrations which include short, brisk, particular messages with vivid and clear paintings.

7. Cartoons: **Sometimes** humorous drawings are used to present indirect twisted messages. Cartoons exploit specific pictorial medium that are captivating and bear strong visual appeal. In this kind of teaching aid, things and people are presented in an exaggerated style to hightlight some particular aspects so that the students can easily understand and concentrate on these symbolical aids.

8. Comic Strips: These are graphic depictions presented in a row sketches and drawing s of some target characters as well as events. These tools are of in particular of communicative interest and excitement for children when we want to teach them stories and historical events; though these are equally liked by the young and the old.

9. Flashcards: These cards are of smaller size measuring 25 to 30 cm that are displayed to the students a few moments when a message or an idea needed to be brought to their notice. Flash cards should be used for brief ideas and they are usually useful when presented as classroom presentations. IT is noticed that the target material may be more effectively taught by using these cards along with other aids. It is suggested that the following may be exploited while presenting flash cards. Firstly, brief introductions may be presented effectively about the lesson with their help. Secondly, Clear instructions should be given to the students about the target activity when these cards are flashed. Thirdly, these cards should be flashed in front of the students with both hand from a height that is visible to all the students. Fourthly, Allow the learners respond

according to the instructions already given. Lastly, it is better to review the target material selectively through these cards (Moss, 2000).

10. Pictures and images**:** Pictures are another teaching aid exploited to give information and attract the students‟ intention as Harmer (1998) said that pictures may be exploited as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2000) confirms that pictures give individual learner with a tool to link the target words to known meaning; therefore, it facilitates comprehension and memorization. Furthermore, pictures need to be suitable as for as the language to be learned is concerned, as well as for the level of their competence. According to Harmer (1998), there are two kinds of pictures: pictures charts which are helpful in presenting the target vocabulary as well as revising the previous material. These are instrumental in conducting good oral tasks and increasing conversation skills. Charts may be successfully used in teaching stories, paragraph writing, drill exercises for vocabulary and phrase teaching. It is also good for teaching grammar and making final reviews. Picture cards can be used for various purposes like enriching vocabulary, revising structures and tenses, practicing articles and prepositions, drilling pronunciation. Alkhuli (2000) points out the purpose of using pictures in classes is to ensure the collective overview of the teaching situation. Through these aids, the learners are made to concentrate on one thing throughout the teaching session; therefore, it is suggested that pictures should be exploited in teaching the target vocabulary by linking the words to their pictures. These are also used as stimuli to enhance conversation as well as oral competence activities. This aid also act as a visual cue when we do substitution drills. Pictures can be used induce variety and interest which ultimately ensures external motivation among foreign language learners. Images play an important role as well as a useful resource in teaching and learning language. Goldstein (2008) asserts that it visual aids have been an extremely powerful tool to increase the impact of presentations. Likewise, the use of words as well as various images in different situations bear strong appeal for the learners and influence their imagination and increase power to spoken words.

11. Realia: It is real objects designed to be used in real life. Examples of realia which teachers can bring objects in classroom in order to support his/her words like clocks, various food stuff, calendars, fruits and vegetables made up of plastic, graphs, interactive maps, objects, food utensils and so on. In addition, it is used in teaching vocabulary and word meaning especially with beginners at that sense. Harmer (1998) emphasizes the usefulness of bringing real objects in teaching meaning of words as well as increase students stimulation; teachers sometimes appear in class with card board, plastic fruits and so on. The most benefit of using realia is offering to students the chance and the ability to remember new words.

12. Models **:**According to Akram etal., (2012), it is a recognizable representation of real things. It is the same as realia characteristics in bringing real object in classroom; used in order to highlight of parts and make learning more pleasant and stimulating. In the implementation of teaching, models present simplified form of abstract and complex concepts.

13. Cuisenaire Rods: Harmer (1998) claims that it is considered as one type of teaching aids. According to (Oxford dictionaries online, 2018), Cuisenaire bars are small shapes of wood of

different lengths and colors. Each length is a different color". It is used to provide visible actions or situation of any language structure. Rods trigger meanings to teach word order in sentences.

14. Chalkboard: It is considered as a basic teaching tool. It has different usages such as presentation new vocabulary items and their meanings, present new grammatical structure, drawing of pictures or diagrams to explain certain difficulties and others. There are other kinds of board such as bulletin board: it is called pin board or notice board in English. According to Akram etal., (2012), it is simple device used to display photographs, publications, posters and so on . In addition, students in the EFL classroom can use bulletin board to display the new vocabulary they have gathered during the lesson. Another board is called peg or fasten board and it is a kind of panel which has tiny holes for fixing or attaching particular letters. the fasten boards are usually attached to wall. These kinds of boards are usually used for games and presenting information. The third kind is magnetic board; it is an iron sheet that used for presenting images, extracts and objects. It makes use of iron that pulls the magnet towards it .

The selection of teaching aids depends mainly on what and how to teach(who/where the learners are; what they are learning the language for; how much the time is available; available resources, among others) Generally speaking, material design should consider and try to harmonize situated possibilities with learners' needs.

Method

Participants

The populations of this study are English language teachers and students at secondary level schools in Hasaheisa Locality in Sudan. The sample of the study has been selected randomly from teachers and students of Hasaheisa secondary schools. The questionnaires has been distributed to twenty teachers and fifty students to select their answers or responses from a number of options.

Instruments

The study used questionnaires as a tool for collecting data from English language teachers and the other for the learners. It included of twenty five statements for teachers and fifteen statements for the students. Each statement has five options, they are: strongly agree, agree, neutral, disagree and strongly disagree. The study used (SPSS) to analyze the collected data. In order to present the result of this study more obviously, the researcher used percentages and tabulation for more clarification.

Measures

The questionnaires are distributed to EFL teachers and students at secondary schools. The questionnaire statement options are: strongly agree, agree, neutral, disagree and strongly disagree to get information which related to the research.

The study used the statistical package for social sciences (SPSS) to analyze the reliability of the teachers' questionnaire. The researcher used Pearson's correlation and the results obtained are as follows:

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{\left[N(\Sigma X^2) - (\Sigma X)^2\right]\left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}}$$

Where
r = correlation
R: Reliability of the test
N: number of all items in the test
X: odd scores
Y: even scores
∑: Sum

$$R \quad \frac{2\times r}{1+r}$$

$$\text{Val} = \sqrt{\text{reliabilit y}}$$

Correlation = 0.920

Reliability Statistics

Cronbach's Alpha	N of Items
.920	25

This indicates that teachers' questionnaire is highly reliable.

Results and Discussion

In this section, the collected data is analyzed and presented in tables and figures. This is done according to the order of the statements of the questionnaire. In this section, the hypotheses of the study are also tested in relation to the results of the data.

Teachers' Questionnaire

As mentioned earlier that the number of the participants who have taken part in this research are twenty teachers who teach in secondary schools. Their responses are presented in table (4.1).

Table (1) ***Teachers' responses***

Responses with Frequencies							
Item	**Statements**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**	**Cumulative percent**
1	Teachers use teaching aids in all their EFL lessons.	16.0	20.0	6.0	18.0	40.0	100.0
2	Teachers need to be trained on how to design teaching aids.	60.0	20.0	5.0	5.0	10.0	100.0

3	Simple and cheap resources are available for designing teaching aids.	55.0	32.0	2.0	6.0	5.0	100.0
4	Teaching aids are effective in teaching and reinforcing the lesson objectives.	37.0	45.0	3.0	5.0	10.0	100.0
5	Teaching aids help in classrooms setting and management.	48.0	27.0	4.0	6.0	15.0	100.0
6	The selection of teaching aids depends mainly on what and how to teach and who/where the learners are.	31.0	28.0	22.0	11.0	8.0	100.0
7	EFL textbooks with technological aids promote motivation in classroom instruction.	39.0	27.0	2.0	17.0	15.0	100.0
8	Teaching aids are helpful in saving EFL lessons time.	22.0	28.0	24.0	7.0	19.0	100.0
9	Teaching aids are helpful in changing the view of teacher-centered class.	41.0	23.0	10.0	12.0	14.0	100.0
10	Teaching aids arouse EFL learners' motivation.	27.0	36.0	4.0	15.0	18.0	100.0
11	Teaching aids increase EFL learners' interaction.	43.0	22.0	11.0	17.0	7.0	100.0
12	Teachers use modern technologies when teaching English in EFL classroom.	14.0	18.0	12.0	38.0	30.0	100.0

13	Teachers use whiteboard when teaching English in EFL classroom.	12.0	17.0	3.0	38.0	18.0	100.0
14	Teachers use blackboard when teaching English in EFL classroom.	23.0	40.0	4.0	17.0	16.0	100.0
15	Teachers use graphs as one of the teaching aids when presenting statistical information.	18.0	21.0	1.0	33.0	27	100.0
16	Teachers use cartoons or humorous drawings when teaching English in EFL classroom.	15.0	31.0	3.0	28.0	23.0	100.0
17	Teachers make use of objects when teaching English in EFL classroom.	21.0	25.0	8.0	24.0	22.0	100.0
18	Teachers use Cuisenaire rods (small blocks of wood of different lengths and colors. Each length is a different colour) when giving visible actions or situations of any language structure.	13.0	12.0	7.0	24.0	44.0	100.0
19	Teachers use chalkboard when explaining certain difficulties in EFL classroom.	37.0	31.0	0.0	14.0	18.0	100.0
20	Teaching aids develop EFL	36.0	22.0	17.0	19.0	6.0	100.0

	learners' writing skills.						
21	Teaching aids develop EFL learners' oral skills.	33.0	27.0	9.0	13.0	18.0	100.0
22	Teaching aids develop EFL learners' reading skills.	22.0	40.0	10.0	11.0	17.0	100.0
23	Teaching aids develop EFL learners' listening skills.	24.0	38.0	11.0	7.0	20.0	100.0
24	Teaching aids develops learners' ability to communicate ideas effectively.	16.0	42.0	21.0	8.0	13.0	100.0
25	Teaching aids make the lessons more memorable.	38.0	24.0	13.0	11.0	14.0	100.0

Teachers' questionnaire analysis

Based on the statistical analysis of the above table, it is clear that (58%) of the participants do not use teaching aids whereas (36%) agree upon using them in all their lessons. Furthermore, most respondents (80%) agree that training enables them to design teaching aids. According to the statistics of third statement most respondents (87%) confirm the availability of resources for designing teaching aids. However, (2%) are neutral and (11%) disagree with this statement. Greater number of the participants (82%) indicate the efficiency of teaching aids in teaching and reinforcing the English lessons. It is clear that most respondents (75%) agree that teaching aids help in classrooms setting and management. Furthermore, the statistical analysis of statement (6) emphasizes that most of the sample participants (59%) agree, (22%) are neutral and (19%) disagree that the selection of teaching aids depends mainly on what and how to teach and who/where the learners. A great number of respondents (66%) agrees that EFL textbooks with technological aids promote motivation in classroom instruction. By referring to statement (8), (50%) of the participants agree, (24)% are neutral and (26%) of the participants disagree that teaching aids are helpful in saving lessons time. Statistics of statement (9) show that (63%) of respondents consider teaching aids are helpful in changing the view of teacher centered class. Statement (10) says (63%) of the participants think that teaching aids arouse learners' motivation. The information presented in statement (11) reflects that (65%) of the participants say teaching aids increase learners' interaction. Statement (12) indicates (56%) of the participants do not use modern technologies when teaching English in EFL classrooms. This may have negative effect on the students performance. Teachers use different boards when delivering their classes and statement (13) presents (68%) of the participants do not use whiteboard when teaching English in

EFL classrooms while in statement (14), (63%) of the participants indicate the effectiveness of the blackboard when teaching English in classrooms. Teachers sometimes need to explain statistical information. Statement (15) presents that (60%) of the teachers do not use graphs whereas (39%) of them use them when presenting statistical information. Teachers also need to be skillful and creative. Statement (16) reflects that the majority of teachers (51%) do not use cartoons or humorous drawings whereas (46%) of the participants use them when teaching English in EFL classrooms. The information presented in statement (17) is also closely related to the previous statement. It is found that (46%) of the teachers use objects and realia while (46%) of the teachers do not use realia when teaching English in EFL classrooms. For language structure presentation, statement (18) shows that (68%) of the participants do not use Cuisenaire rods when giving visible actions or situations of any language structure in EFL classrooms. Statement (19) states that (68%) of the teachers use chalkboard when explaining certain difficulties in EFL classrooms. Teachers are asked whether they use teaching aids to develop their learners' writing skills and statement (20) briefly indicates that (58%) of the participants confirm the importance of teaching aids use in developing writing in general. Apparently, statement (21) reflects that (60%) of the teachers ascertain the use of teaching aids in developing learners' oral skills. In addition, statement (22) reflects that (62%) of the participants use teaching aids to develop learners' reading skills. Similarly, statement (23) mentions that (62%) of the participants use teaching aids to develop EFL learners' listening skills. Generally speaking, statement (24) reports that (58%) of the teachers use teaching aids to develop learners' ability to communicate their ideas effectively in English. The last statement provides measurements that (62%) of the teachers say teaching aids make the lessons more memorable.

Table (2) ***Students' Responses***

Responses with Frequencies							
Item	**Statements**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**	**Cumulative percent**
1	The use of teaching aids attract my attention to the lesson.	28.0	33.0	9.0	19.0	11.0	100.0
2	Teaching aids activate my participation in the lesson.	29.0	55.0	2.0	6.0	8.0	100.0
3	The use of teaching aids makes my lessons more memorable.	13.0	61.0	6.0	9.0	11.0	100.0
4	I understand the new vocabulary well when the teacher uses realia such as: clocks, food items.	50.0	30.0	5.0	10.0	5.0	100.0

5	The use of teaching aids helps me link the meaning of concepts and words in sentences.	12.0	53.0	8.0	12.0	15.0	100.0
6	The teacher uses pictures from books in the English language lessons.	13.0	18.0	6.0	33.0	30.0	100.0
7	The teacher uses diagrams in the English language lessons.	12.0	11.0	15.0	9.0	53.0	100.0
8	The teacher uses posters in the English language lessons.	17.0	19.0	2.0	25.0	37.0	100.0
9	The teacher uses graphs in the English language lessons.	15.0	10.0	15.0	12.0	48.0	100.0
10	The teacher uses maps in the English language lessons.	23.0	13.0	11.0	12.0	41.0	100.0
11	The teacher uses cartoons or humorous drawings in the English language lessons.	22.0	15.0	4.0	34.0	25.0	100.0
12	The teacher uses Cuisenaire rods in the English language lessons.	11.0	19.0	0.0	15.0	55.0	100.0
13	The teacher uses chalkboard in the English language lessons.	15.0	52.0	0.0	13.0	20.0	100.0
14	The teacher uses comic strips in the English language lessons.	17.0	12.0	3.0	44.0	24.0	100.0
15	The teacher uses flashcards in the English language lessons.	7.0	9.0	2.0	51.0	31.0	100.0

The second instrument used to elicit data from the participants is also a questionnaire was given to (50) students. In general, the teachers' questionnaire is similar to the students' one. However, there are few items which existed in the students' questionnaire and did not exist in the teachers' questionnaire. The first statement indicates that the majority of the students (61%) say the use of teaching aids attract their attention to the lesson. Statement (2) is closely related to the first one which reports that (84%) of the participants confirm the importance of teaching aids in activating their participation in the lesson. The statistical analysis of the third statement positively indicates that (74%) of the participants say teaching aids make their lessons more memorable. In statement (4), it is noticed that (80%) of the participants agree (5%) are neutral and only (15%) disagree that they understand the new vocabulary well when the teacher uses realia such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money and food containers. Both statements (4) and (5) correspond closely to each others. In statement (5), (65%) of the participants indicate that the use of teaching aids helps them link the meaning of concepts and words in sentences. The next statement centers on the use of pictures and (63%) of the participants disagree that teachers use pictures from books in their English language lessons. It is clear from the statistics of statement (7) the majority of the teachers do not use diagrams in their English language lessons. Moreover, statement (8) supports the fact that the majority of the teachers do not use posters in their English language lessons. Similarly as presented in the previous statement, statement (9) shows that great numbers of the teachers do not use graphs in their English language lessons from their students' perspectives. Closely related to the previous statement, statement (10) confirms that (53%) of the participants say teachers do not use maps in their English language lessons. It is noticed in statement (11) that (59%) of the participants say teachers do not use cartoons or humorous drawings in their English language lessons. Statement (12) presents the data that (70%) of the teachers do not use Cuisenaire rods in their English language lessons. Statement (13) states that (67%) of the participants say teachers use chalkboard in their English language lessons. Statement (14) concentrates on comic strips and it is found that a great number of teachers (68%) do not use comic strips in their English language lessons from their students' perspective. Based on the the students' views, the statiscs of the last statement refelcts that (82%) of the teachers do not use flashcards in their English language lessons.

Hypotheses Testing

This study tries to test and verify these hypotheses.

1- Teachers have positive attitudes towards using teaching aids.

According to the statistical analysis of statement (4) in table (1) most respondents (82%) indicate the effectiveness of teaching aids in teaching and reinforcing lesson objectives. However statements (1, 12, 13, 15,16 and 18) of the teacher's questionnaire and statements (6, 7, 8, 9, 10, 11, 12, 13, 14 and 15) of the students' questionnsire show negative attidues of using teaching aids in the teaching process. This refects the incorrecrnes of this hypotheses.

2-Teaching aids help teachers and learners activate teaching and learning processes.

Based on the information of statements (9) and (11) in table (1), it is proved that this hypothesis is true.

3-Teaching materials encourage learner- learner interaction.

By referring to table (1) and to the statistical analysis of statements (10), (11) and (24), it is clear that their results indicate the acceptance of this hypothesis.

4- Teaching aids help in classrooms setting and management.

Reviewing table (1), statement (5) and table (2), statement (1) and their statistical analysis, one can prove the trueness of this hypothesis.

Conclusion

The statistical analysis drawn in the previous section presents that teachers need to be trained on how to design teaching aids to fit their English language lessons. The use of teaching aids in EFL classes eases the understanding of difficult concepts**.** Furthermore, EFL learners lack motivation through traditional methods of learning and instructional aids stimulate the attention of the students and assist the teachers to explain the learning concepts easily**.** In fact the selection of teaching aids depends mainly on what and how to teach and who/where the learners are**.** It is noticed that modern teaching aids develop EFL learners' language skills and increase learners' productive skills. This means teaching aids develop learners' ability to communicate their ideas effectively. To conclude, visual aids are effective in teaching and reinforcing lessons; they make the lessons more memorable. They also help in classrooms setting and management

Based on the above conclusion, the researcher recommends the following:

1.EFL teachers should have knowledge of how to use information technology in ELT teaching. It is known that online and video chatting approach the EFL learners to the culture of English speaking-countries. Technology, such as youtube, learning websites can expose students to the native authentic materials. Moreover, mobile digital devices like laptops, iPods, tablets, smart phones make English language learning easier. Furthermore, Interactive board can be used as a tool for promoting interaction.

2. EFL teachers should include teaching aids when designing and planning their lessons.

3. EFL teachers should design their own teaching aids for effective teaching and learning betterment.

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