




## Effectiveness of Visual Aids in Teaching of English at Secondary School Level

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### ABSTRACT

This study aims to explore the effects of visual aids at secondary level in teaching English. Quantitative research approach directed to use experimental design for this study. Two null hypotheses were formulated. The Pre-Test and the Post-Test were constructed for the current study. Population of this study consisted of 440 students. The sample size comprised of 30 students who were given the test under the Experimental research design to teach English at Secondary level in district Bahawalnagar. Convenient sampling technique was used to draw the sample from the population. The findings show that the achievements of experimental group were significantly better than control group. Students who were taught by traditional method also showed some improvement in the Post-Test. But this improvement is less than the improvement of experimental group in the Post-Test. Therefore, teaching through visual aids is better than traditional teaching as it significantly improved students' achievements. The study implies that more stress should be given to use visual aids in policy formulation. The study also implies that teachers should prioritize the activity method along with visual aids to traditional methods of teaching.

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## 1. Introduction

The well-known quote, "a picture is worth a thousand words" is the subject of this study. Visual aids utilize the sense of vision. These aids are the images of tools, instruments and graphical or pictorial images of the concepts. Historically, visual aids have been a great source of teaching and learning (Daniel, 2013). The term audio-visual aids is frequently used in the literature but least bothered in instructing subjects at school level (Singh, 2021). Audio aids includes the use of hearing which include the instruments such as radio, tape recorder, and gramophone. Visual aids are used by seeing and the instruments can be infographics, photographs, creative presentations, diagrams, educational charts, research reports, real objects, models, maps, flash cards, flannel boards, chalkboard, overhead projectors, and lesson plans. This study focuses on teaching of English through visual aids at secondary school level. The importance of visual aids has never been denied and ever increasing since the beginning of life on earth. It is the visual aids that enhance the interest of human beings to learn more (Kausar, 2013). Students at secondary level are not exempted from this principle. Undoubtedly, all the syllabic books from Early Childhood Education (ECE) to postgraduate level use images, pictures, diagrams, and graphs to strengthen the concept clarity of learners (Jamian & Baharom, 2012). Most importantly, visual aids are more needed for beginning level of education such as ECE, primary and secondary level than the higher level so that students can take interest in the content and absorb them (Yazar & Arifoglu, 2012) at maximum level. Therefore, secondary level subjects are not exempted from them and contain abundant pictures and diagrams (Seçer, Şahin, & Alcı, 2015), as the visual aids have the capacity to make easy even the abstract concepts. The objective of including these pictures in the syllabus

is that the difficult and complex subjects such as science, computer, and languages (e.g. English) can be easily understandable even to the average and slow learners.

Visual aids are used to realize, understand, and enable the students' learning experiences interesting. Statistics say that students learn 11% from the hearing sense while 83% from the visual sense (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). These statistics are more in favor of using visual aids than other aids. Teaching of English at secondary level as a second language is a big challenge for teachers. Literature (e.g. Al Dilaimy & Al-Rawe, 2020; Kausar, 2013; Singh, 2021) clearly says that language learning is a difficult and laborious task. Only God-gifted and brilliant children take it up as an instrument to excel in other fields where English is a medium of instruction, delivery, and communication (Yotta, 2023). While, instructing English at secondary level demands the ways in which it is equally acceptable to all students in the class. That's why among all the methods, use of visual aids is compulsory. There are multiple advantages of using visual aids at secondary level. For example, it not only enhances the interest of the learner in learning English but also creates an environment of discussion (Abdulrahman et al., 2020). It also inculcates them to be creative. Moreover, it enables them to express their thoughts. Thus, without visual aids teaching of English cannot bear desired results at secondary level and all the resources will be futile. Various visual aids have been used in a number of ways, especially at secondary level (Wyse, Sugrue, Fentiman, & Moon, 2014). Among them the most commonly and frequently used are: educational posters to display a complex concept, educational infographics to show a process, photographs to present a story, creative presentations to show entire lesson, diagrams, educational charts, real objects, models, maps, flash cards, flannel boards, chalkboard, overhead projectors, and lesson plans to present various things (Shabiralyani et al., 2015). Though language teaching is a matter of nation progress yet effective teaching methods of English has always been in demand. English Language teaching in colonial countries such as in Pakistan has been a problem as it is the medium of instruction and a compulsory subject in the education system. It is critical as Secondary level education works as a bridge for entire career of an individual. It is also important because it has become indispensable in the twenty-first century to excel in science, technology, engineering, arts, and mathematics (STEAM).

Visual aids are used to enhance students' interest in and keep them engaged with their lessons, to simplify complex information/concept, to make data and information accessible, and to keep them informed and organized in the classroom (Yotta, 2023). The purposes of using these aids are to strengthen vocabulary, identify key concepts, and enable students to have overall concept clarity. Thus, conceptually speaking, these aids bring quality in teaching and resultantly learners can become life-long learners. Thus, teaching in this way provides the students with the base to develop a nation. The above discussion highlights that visual aids allow teachers to offer a realistic, interesting, and inspiring presentation to deliver the contents efficiently and effectively (Ghaemi & Rafi, 2018). More advanced forms of using visual aids in teaching can be the facilities such as language laboratories, interactive electronic screen, smart/ internet computer classroom, multimedia, power point presentations and television/LCDs (Konomi, 2014). In this sense, modern visual aids use multiple aids/multimedia. Conventional ways of using visual aids in teaching English bear low cost and can produce long-term results/ effect on students' learning. Therefore, the absence of using visual aids produces poor learning experiences for students. This discussion raises the major research question: "What is the impact of using visual aids on teaching English at secondary school level?" Therefore, this study explores the impact of teaching English at Secondary School Level. This study will be important for the teachers at secondary school level in particular. Moreover, it will be significant for those who want to succeed in teaching English effectively. On top of all that, this study will contribute to the pedagogical knowledge of English. The paper is constructed to show the next section of literature review, then there is research methodology that leads to the data analysis, discussion and findings.

## **2. Literature Review**

Achievement in education can only be accrued by better teaching and better teaching can be performed by effective teaching methods. There are a great number of teaching methods for great number of subjects (Westwood & Westwood, 2008). Categorizing the subjects into different disciplines, each discipline has its own *modus operandi* on which it is treated and delivered. Humanities and social sciences are of great significance, as their main

thrust is human being and their training (Golden, 2017). Teaching of languages in general and teaching of English in particular as a second language at secondary level requires greater attention than other subjects of human sciences (Sepyanda, 2017). Though there are many methods of teaching English but using visual aids has a great role to make teaching learning process more effective than other methods. Sanjaya, Dewi, and Paramartha (2022) are of the view that visual aids enhance the interest of students. Students at secondary level take interest in colors and different instruments. Considering their psychological aptitude it becomes quite easy for teachers to teach them with visual aids effectively. Visual aids have far longer history than the audio aids in teaching and learning (Fish, Mun, & A'Jontue, 2016). This can be learnt since the use of sign languages is very old. The most ancient and common form of visual aids that can be given as an example is the use of cave. Plato himself used the scenery of cave as foundations to represent his most abstract ideas and dialogues in easy language. Halwani (2017) is of the view that audio visual aids have been used in the school system and found effective for students' learning. It is meant that these aids promote learning process and students become motivated to complete their tasks. Literature (e.g. Baskota, 2021; Ho & Intai, 2017) highlights the utility of these aids in strengthening the teaching learning processes, especially for teaching English.

Apart from increasing students' interest, attention, and historic use of these aids, Yunus, Salehi, and John (2013) said that teaching through visual aids enable students to own their learning process and they take personal care in it. Students can also achieve highly successful presentation skills when they get involved in learning through visual aids. Resultantly, they (students) feel self-confidence, memorize the content by understanding it, and improve the quality of their performance (Macwan, 2015). It is also an admitted fact that visual aids leave more lasting impact on the memory of the students psychologically than audio aids, as the picture-frame is registered in their minds (Ghaemi & Rafi, 2018). Thus, the students can retain the content in the long-term memory and reuse it as and whenever it is needed to. This review establishes that importance of visual aids cannot be denied. However, how visual aids are meaningful and fruitful in Pakistan in teaching of English at secondary school level is questionable. Ho and Intai (2017) argued that the teaching and learning of English language can be made effective through the use of audio visual gadgets. According to him, these aids work scientifically and technologically to strengthen the instructions of English where students can gain practical experiences. Pateşan, Balagiu, and Alibec (2018) stated that visual aids in the modern age have become the part and parcel of teaching methods of English at secondary level. In other words, visual aids enable teachers to condense and manage abundant information efficiently. Explosion of information in the modern age can be a big challenge if students are not facilitated to organize and arrange the contents using effective tools such as visual aids. Thus, there is a need to know more about visual aids' utility in teaching English at secondary school level.

Comparative study conducted by Phang (2019) highlighted the importance of communication technology for teaching English at secondary school students. The study found that multimedia instructional system was better than conventional instructional system. Similarly, López (2022) identified the effectiveness of the use of audio visual aids and materials to teach English. The study further indicated lack of interest of administration using these aids in the right manner. It can be drawn from this discussion that what and how are the appropriate uses of audio-visual aids. Regarding this, there is a need to further explore that what are the reasons that school administration is not taking interest in using audio-visual aids with information technology as they should be used. According to Lam (2000), personal beliefs of teachers regarding benefits of technology use for language teaching influence their instructional decisions. Mathew and Alidmat (2013) explored the effectiveness of audio-visual aids to teach English at secondary school. He found that many English teachers faced problems in using audio-visual equipment and materials. This shows that teacher's personal beliefs in teaching methods matters for effective teaching and learning (Bovellan, 2014). These beliefs play a more critical role in teaching languages. It also implies that when teachers' personal beliefs are not clear they need to comprehend the significance of different aids to make classroom more conducive. The study also showed an association of teaching methods of English and teacher's training. It also indicates a new line of inquiry that what should be the level of teacher's competency in using visual aids for teaching English. Following psychological principles of learning, abstract concepts and ideas can be translated into concrete ones that help students understand and interpret information (Ghaemi & Rafi, 2018). Educational theory

has a positive association with cognitive psychology with respect to visual learning of students for all ages (McLaughlin & Byrne, 2020). This technique can include concept mapping, posters and storyboards to enhance students' visual learning. Thus, when teachers use cognitive psychology with relation to visual aids students can concentrate attention on learning and thoughts and ideas can better be applied in new situations. However, to what extent teachers at secondary level use these principles in teaching English is and under-research issue.

Visual aids in teaching can be more effective when the information they learn and contain are systematically organized. A critical point in this regard is that in the beginning of the lesson, students' attention is mostly at peak (Seçer, Şahin, & Alci, 2015). Audiovisual aids used effectively can strengthen learning among students in the conducive teaching and learning environment (Nicolaou, Masiola, & Kalliris, 2019). Breaking down bigger ideas and concepts into manageable chunks help students associate and save them proficiently. (Alomoush & Alkhozah, 2022; López, 2022). Thus, drawing their attention to visual aids for to be delivered concept, they (students) can absorb the concept at maximum using their capacity of attention. Optimum use of technology has fostered its new forms to be used differently. Considering audiovisual aids as beneficial tools learners can make rich experiences of their learning. Visual aids develop the continuity of thought and stimulate students' interest not only to understand the concepts but also apply, analyze, create and generate further ideas—following Bloom taxonomy (Arneson & Offerdahl, 2018). In this way, gradually, students are brought to the level where they can use multiple intelligences that deepens and advances their learning. Jiménez Escobar (2021) is of the view that using visual aids and technology in the classroom mediate the difference between the students of slow and fast learning. These techs take their level up to the mark in digesting what is being communicated to them in the classroom. Thus, these aids help in making a uniform class. When students are trained enough to use a variety of skills they can achieve learning objectives and contribute towards the quality of education. Thus, it all can be possible when visual aids are used in the classroom.

National Education Policy 2009 provides beneficial points and actions to improve the quality of textbooks and learning materials i.e. audio-visual Aids (Statistics, 2010). The policy shows that the use of visual aids in Pakistan education system can be promoted to strengthen the quality of secondary education (Islamabad, 2017). The policy strives to improve the quality of education via good textbooks so that the concept of knowledge-based society can be promoted in Pakistan. Though efficient policy initiatives are considered for effective textbooks, yet it requires to explore that how facilitating visual aids are being used in teaching English at secondary level. The above reviewed literature shows that using visual aids is underestimated in teaching English at school level. It discusses the necessity, importance and the reasons to use visual aids. It also shows that there is a gap between teaching methods of English and audio-visual aids use to strengthen students' learning of English. Additionally, the review shows a complex nexus of epistemological beliefs, teaching methods and use of visual aids. It raises the question that how visual aids can contribute towards students' learning of English at secondary level in Pakistan that is addressed in the coming section of research methodology.

### **3. Research Methodology**

The nature of the phenomenon in this study directed us to use quantitative research approach (Gay, Mills, & Airasian, 2009). As the study aimed to explore the effect of visual aids on teaching English at secondary level, experimental research design was considered more appropriate than other quantitative designs for this study. It is the virtue of the Experimental design that it determines the validity of the controlled variable that is in this study is visual aids. Thus, the most frequently and traditionally used pre-test post-test experimental research design was carried out in this study (Creswell & Clark, 2011). This study used two variables. Among them the dependent variable was the learning of students in English while the independent was the teaching of English through visual aids. Since the experimental design was used in this study, we developed two groups (control group and experimental group) for pre-test and post-test. Population for this study consist of secondary school students in city Bahawalnagar. Number of schools were eleven. Since the pre-test and post-test were conducted in class 9<sup>th</sup>, thus, total population was 440 students in eleven schools. Convenient sampling technique was used to select thirty students for this study (Creswell, 2005). Keeping in view the nature of study two null hypotheses were formulated that are given as below:

1. There will be no significant difference between the achievement of control and experimental group in the start of study.
2. There will be no significant difference between the achievement of control and experimental group in the posttest.

Data were collected by using the annual paper of English grade 9<sup>th</sup> designed by the Board of Intermediate and Secondary Education, Bahawalpur. While analysis of data was done using the SPSS. Since, the tests were already validated by the experts of the Board. Only then these tests were conducted in this study. To ensure the reliability, tests were presented to the five Experts of teaching of English. These experts went through the findings and ensure it. Moreover, a pilot study was conducted on 10 students to check the reliability of the instrument. Reliability was calculated through Cronbach's Alpha, it was 0.64. This section has shown the research methodology, population, sampling technique, sample size, data collection and analysis; while, results are given in the below section.

#### **4. Results**

This section shows how the data were analyzed and results were found. For this, all the students were Pre-Tested. Then the students were divided randomly into control and experimental groups. Fifteen students were allocated to each group. After this the same topics, which were taken from the English of 9<sup>th</sup> class taught to both groups. The students of experimental group were taught through Visual aids while the students of control group were taught through traditional method. The duration of teaching was same for both groups. As well as, all the other variables were fully controlled. Then the students of both groups were Post-Tested at the same time. The Pre-Test, Post-Test comparison of students' achievements of control and experimental group were made by calculating t-values. For this purpose the SPSS software was used. Table 1 has been given to show the pre-test and post-test marks of the students of control and experimental groups. While, Table 2 shows the results in the form of T-values of both the pre-test and post-test of control and experimental groups. The marks of the pre-test and post-test of control and experimental groups are given in the following Table 1.

**Table 1: Marks of the pre-test and post-test of control and experimental groups**

<b>Sr. No.</b>	<b>Name of student</b>	<b>Marks in Pre-test</b>	<b>Marks in Post-test</b>
1	(Control Group)		
2	A	40	52
3	B	53	57
4	C	40	53
5	D	42	56
6	E	52	59
7	F	49	51
8	G	50	49
9	H	51	48
10	I	46	53
11	J	21	47
12	K	45	48
13	L	33	44
14	M	50	58
15	N	40	57
16	ZZ	48	53
17	(Experimental Group)		
18	O	44	68
19	P	41	85
20	Q	38	60
21	R	34	55
22	S	55	84
23	T	44	66
24	U	50	68
25	V	52	77
26	W	43	78
27	X	22	46
28	Y	52	84
29	Z	31	66
30	AA	53	76
31	BB	42	68
32	CC	43	70

The following Table 2 shows the t-values. These values are calculated by using SPSS.

**Table 2: t values of the pre-test and post-test of control and experimental groups**

Sr. No.	Nature of test	Calculated t-value	Table Value of t
1	Comparison of Pre-test of control and experimental group	0.332	2.048
2	Comparison of Pre-test and post-test of control group	3.35	2.048
3	Comparison of Post-test of control and experimental group	5.777	2.048
4	Comparison of Pre-test and Post-test of experimental group	7.347	2.048

Following are the results of this study:

1. To assess whether the difference in mean scores of pre-test of control and experimental group was statistically significant or not, t-test was applied. The calculated value of t is 0.332. This is less than the value given in the Table ( $t = 2.048$ ) of t at 0.05 level. So there is no significance difference between the mean scores of pre-test of control and experimental group. So hypotheses No. 1 was accepted.
2. To assess whether the difference in mean scores of pre-test and post-test of experimental group was statistically significant or not, t-test was applied. The calculated value of t is 7.347. This is greater than the value given in the Table ( $t = 2.048$ ) of t at 0.05 level. So there is significance difference between the mean scores of pre-test and post-test of experimental group. So hypotheses no 2 was rejected.

## 5. Discussion

The study intends to understand the impact of visual aids on teaching of English, 9<sup>th</sup> grade. Visual aids have greater impact on teaching of English at secondary school level. When visual aids are used they also influence students' learning. The results of this study show that without visual aids teaching seems to have no effect on students' learning. Considering these results, it can be stated that the study conducted by Baskota (2021) Ho and Intai (2017) is consistent with this study. Since the present study was conducted in the city Bahawalnagar at the Public schools, the findings can be generalized to the public schools with the same features of the population. This study guides and strengthens practice of visual aids with respect to their use at secondary school in general and at grade 9<sup>th</sup> in particular. The concept of using visual aids helps teachers in delivering the contents efficiently and effectively. Apart from this, the findings also direct the learners to absorb the contents easily. The intervention provided with the students to evaluate the impact of visual aids in teaching English proved beneficial for them. Moreover, it draws the attention of those teachers who do not care of using such instrumental aids in teaching language. Thus, it becomes clear that the acquisition of English can be facilitated at school level if the delivery is made efficient, effective and understandable for students. These findings in this regard link with the study conducted by Pateşan, Balagiu, and Alibec (2018) and Singh (2021). These findings also stress on the continuous use of visual aids for teaching English. The study has shown that visual aids are directly related to the learning of English language. Visual aids' uses especially at secondary school show the teachers' professional development with regard to their mastery over pedagogical skills. Additionally, it implies that trained teachers can combat with the challenges of language barriers among the learners. The study has also highlighted the future direction and ensured the advancement of visual aids with the changes in teaching methods. Thus, this study contributes importantly to field of teaching methods of English with reference to visual aids at secondary school.

## 6. Conclusions

This study attempted to understand the impact of visual aids in teaching English at Secondary school. The findings have shown a significant difference between the mean scores of pre-test and post-test of experimental group. Thus, the students who were taught through the use of Visual aids showed improvement in their achievement. The study concludes that teaching method of teaching English using visual aids is better than the lecture method in order

to enable students to achieve more. On the other hand, the study concludes that before the intervention both group were at the same place in terms of learning English/ achievement of English. The study also concludes that the challenge of teaching English can be translated into an opportunity with focus on visual aids. Based on the findings, it is implied that policy should focus more on the use of facilitating tools such as visual aids at school. As this study was quantitative the findings can be generalized. Moreover, these recommendations can be made: 1. Teachers teaching English should use visual aids as it increases the achievements of student; 2. The use of conventional method/lecture method should not always be encouraged as it decreases the achievement of students in English; 3. Teachers teaching English should develop different number of activities to ensure the use of visual aids so that students can learn English easily and retain the concept for longer period in their memory. The future study can be conducted to include the private schools to evaluate the effectiveness of visual aids for English and other subjects at secondary school.

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