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**Assessing the Use of Teaching Aids in  
Teaching English Grammar to The 8th Class  
at Abu Hamad Locality Basic Schools**

**A Thesis submitted in partial fulfillment of the requirements for  
the degree of M.A in ELT**

**Prepared by: Anas Musa KaramAllah Mohamed**

**Supervised by :Dr. Ibrahim Mohamed Al Faki**

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## **DEDICATION**

To my family parents, brothers, and sisters.

To my husband and my children (Sondos and Istbrag ).

To my colleagues in the programme.

To my teachers those who made me .

## **AKNOWLEGMENTS**

I would like to express my sincere gratitude and indebtedness to Dr.Ibrahim A Ifaki supervisor of this thesis who was so kind and hospitable he devoted long hours of his private time to help me ,from start to finish. I am grateful for his guidance, advice and supportive manner which has made this work a reality. I am heartily thankful to my friend Intisar Abdu for helping me .

Additionally I would like to send the deepest thanks to all participants who have helped me so much when I was gathering the data for the study .

With out all those helps this study would not have come out into being.

## **ABSTRACT:**

Teaching English grammar for basic school pupils in Abu hamad locality has been facing a wide range of problems as it can not match with current communicative way of teaching and learning English all over the world, which involve the exploitation of teaching aids in class rooms. Thus one of the of the current study is to investigate the effectiveness of using teaching aids in teaching and learning English grammar at the school.

More specially ,it was to discover the types of teaching aids currently used in teaching English to the 8<sup>th</sup> class, and the teachers' and students' perceptions about the frequency of using teaching aids as well as the effectiveness of such aids on the students, grammar learning, the obstacles which prevent teachers from involving extra aids in their grammar lessons , and the recommendations for better exploitation of teaching aids in the future.

By using both qualitative and quantitative methods the study has found out that a variety of types of teaching aids has been applied to the teaching of grammar to 8<sup>th</sup> class, however, they were not used in a very frequent way. Also, by looking at several obstacles, it is recommended for the schools to supply more aids to make some changes in teaching , and for teacher to use extra aids in a structured and pedagogical manner.

## الخلاصة

تدريس قواعد اللغة الإنجليزية لتلاميذ مرحلة الأساس بمحلية أبي حمد قد يواجه مجموعة من المشاكل والتي لا تستطيع أن تتماشى مع طرق التواصل الحالية لتدريس وتعلم قواعد اللغة الانجليزية في كل العالم، والتي تقتضي استخدام المعينات التعليمية داخل الفصل. لذلك واحدة من الأهداف المهمة للدراسة الحالية ولتبرز فعالية استخدام هذه المعينات التعليمية في تدريس وتعليم قواعد اللغة الأنجليزية في المدرسة .

وبالأخص ،ولتكتشف الأنواع الحالية من المعينات التعليمية المستخدمة في تدريس قواعد اللغة الانجليزية للصف الثامن، ووجهة نظر المعلمين والتلاميذ عن تواتر استخدام هذه الوسائل والمعينات التعليمية فضلاً عن الفعالية لهكذا معينات في تعليم التلاميذ للقواعد، والعقبات والعوائق التي تمنع المعلمين من إدخال مزيد من المعينات والوسائل في دروسهم أو دروس قواعد اللغة الانجليزية لديهم والتوصيات باستخدام أفضل الوسائل التعليمية في المستقبل .

باستخدام كل من الطريقتين الكمية والنوعية ستكتشف الدراسة أن هنالك عدد من أنواع الوسائل التعليمية تطبق لتدريس القواعد للصف الثامن، إلا أنها لا تستخدم بشدة وبطريقة متواترة. أيضاً بالنظر إلى عدة عوائق ، توصي الدراسة المدارس بتزويدهم بعدد أكبر من الوسائل المعينات لتصنع بعض التغييرات في نظام التدريس، كما توصي المعلمين باستخدام معينات ووسائل إضافية ووفق نظام معين وأسلوب تعليمي.

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## **Abbreviation**

FL : Foreign Language.

ESL :English Second Language

GTM: Grammar Translation Method

CLT : Communicative Language Teaching.

## **Chapter One**

### **Introduction**

#### **1.0 Background**

Grammar could be said to be the core of language and one cannot communicate effectively without having proper knowledge about it-for example, even such a simple sentences as, "Hello! ,my name is Victoria." is made of the grammatical elements, i.e. the use of possessive, and the verb" to be".

Thus, the idea that we should only teach students/pupils such functions as inviting, apologizing, introducing, suggesting is not proper enough, instead, students should know grammatical base as well (Hamer,1967).

Though a number of various approaches have offered different techniques to deal with grammar teaching and learning, grammar lessons have been so challenging for both teachers and students in many schools. Teachers find it's a tough task to teach their students grammar, and students could not master the rules.

The question raised is "in what way the teacher should teach grammar?",so that their students can understand deeply and involve what they have learnt in their daily communication.

The Communicative Language Teaching Approach(CLT), which is considered the best one among others has proved that language learning can be achieved successfully if the learning process is closely connected to every day communication.

Using teaching aids can be considered a good technique to deal with language teaching, as it brings real life into class room environment.

Teaching aids including visual aids, audio aids, and audio visual aids have a real and important place in the process of teaching and learning English grammar. Involving them in lessons will help reduce teacher's talk and students acquire the grammar rules much better. However , due to many factors, exploiting teaching aids in language teaching and learning especially in teaching and learning , has been paid so less attention

## **1.1 Problems of study**

I have been teaching English language for 10 years , and I like to make my pupils participate actively in the classroom, so grammar can give students confidence in using language. In my experience I feel that the most pupils have problems and difficulties in understanding and using English grammar well.

## **1.2. Significance of the study**

This research will help teacher and those concerned with teaching aids in teaching English grammar. Also the gathered data could suggest several recommendations so as to make situation improve.

This research could be beneficial to educationists, course designers, teachers and other researchers who are investigating related fields.

## **1-3 : Aims of the study**

This study aims to:

- To assess the use of teaching aids in teaching English grammar to the 8<sup>th</sup> class with reference to their needs.
- To investigate the frequency of using teaching aids in teaching English grammar.
- To find out the difficulties encountered by Basic school pupils while learning English grammar.

## **1-4: Questions of the study**

The aims of the study could be summarized into the following question :

- 1.What are the type of teaching aids currently exploited in teaching English grammar?
- 2.What is the frequency of using teaching aids in teaching English grammar?
- 3.What is the effectiveness of teaching aids on the students' grammar learning?
- 4.What are the obstacles preventing the teachers from using teaching aids into English grammar lessons.

5. How can improve the practice of using teaching aids in teaching English grammar? .

### **1-5 Hypothesis of the study**

This study aims to validate the following:

- There are three types of teaching aids exploited in teaching English grammar.
- Teaching aids are effective for teaching English grammar.
- There are many obstacles prevent the teachers from using teaching aids into their grammar lessons.
- The frequency of using teaching aids in teaching English grammar is not properly enough to the 8<sup>th</sup> class.

### **1-6 Limits of the study**

This study is limited to Abu Hamad area. Basic school Level in the school year( 2008-2009).

### **1-7 Scope of the study**

Firstly , the study focus on the types of teaching aids being exploited in teaching English grammar only, thus, it will not concentrate on the way the teachers are using such aids.

Secondly , the research was carried out only with the eighth class pupils and the teachers who are in charge of English teaching to those pupils at Abu Hamad locality. (basic school level).

### **1-8. Methodology:**

This study adopted the descriptive and analytic method and identified the sample procedure.

### **1-9-1 (a) Key term**

Effectiveness- Teaching aids - Basic school.

### **(b): Definition of important term**

1- Effectiveness: Effectiveness in the extent to which an activity fulfils its intended purpose function. ([http://www.quality\\_research\\_international.com/glossary/effectiveness.htm](http://www.quality_research_international.com/glossary/effectiveness.htm)).

Also the property of being effective ([http://www.all\\_words.com/word-effectiveness.html](http://www.all_words.com/word-effectiveness.html)).

### **2-Teaching aids**

A teaching aid is a tool used by teachers, facilitators or tutors to help learners improve reading and other skills, illustrate on reinforce skills, fact or idea and relieve anxiety, fears or boredom, since many teaching aids are like games.

Also a teaching aid is an object or material used in a classroom in order to stimulate education and illustrate key point of what is being taught .

### **3.Basic school**

Basic school is a primary education consist of eight years.

## **Chapter Two**

### **Literature Review**

#### **2.1. grammar**

##### **2.1.1. Definition of grammar**

The long man Dictionary of contemporary English offer definition of grammar as “the study and practice of the rules by which words change their forms and are combined into sentences” . As can be seen two basic elements of grammar are involved in this definition- the rules and the study and practice of the rules. In this book named “Teaching and Learning Grammar ”, Hamer (1987:2) shared the same view and made it more explicit by emphasizing that grammar is “the way in which words change themselves and group together to make sentences” .

The grammar of a language is what happens to words when they become negative, or what word is used when we make questions or join two clauses to make one sentences. This point of view is somehow similar to the way Ur (1988:1) defines the term “grammar”. As for him, grammar may be roughly defined as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning ”.

Richard, Platt and Weber (1986), however considered that grammar is a description of the structure of language , and the way in which units such as words and phrases are combined to produce sentences in the language. Accordingly, it can be seen that the way words and phrases change themselves and combine with one another to make sentences is only an example among those of many other units, and apart from the level of words and phrases , grammar is a matter which concerns with different fields, additionally.

Those traditional definitions are supported by Nunan(2008), though he defined grammar in a communicative way as well. Nunan say it that grammar is a resource that enable us to “get things done, make choices, express ourselves as individuals, and articulate our feelings and attitudes” . In a word it can be understood that grammar is not only the rules and the structures of language but, it is a means of communication and it helps people succeed in communicating with other.

### **2.1.2. Grammar and meaning**

According to Tombury (1999), grammar is a process for making a speaker's or writer's meaning clear where contextual information is absent.

Grammar communicates meaning, the meaning of a very precise kind, which are different from those of vocabulary.

The following can be cited as an example. When people come to the cinema for a movie, a ticket inspector says "Tickets!" Here there seems to be little or no grammar, the meaning is conveyed simply at the lexical, or word level, "tickets", and the comers understand what the inspector means and do such requirement. Thus it can be said that situational factors make people involved not to work very hard to make meaning clear. From this Thombury formulates such rule of thumb as "the more context, the less grammar". He also adds another situation that supports this point of view. That is, a person (Mike) is phoning another person (Mandy) to ask a third person (Mary) to for word some pre-booked air line tickets. In this case, "Tickets!" would be inadequate, instead, we would expect some thing like "can you ask Mary to send me the tickets that I booked last week?". This is where grammar comes in to help convey the meaning precisely.

There are at least two kinds of meaning that grammatical forms convey and these two reflect the two main purposes of language, i.e. (a) to represent the word as we experience it, and (b) to influence how things happen in the world, specially in our relations with our people Tombury (1999:3). Accordingly, these purposes are called language, representational and interpersonal functions, respectively.

### **2.1.3. Grammar and function**

Teachers of English became more concerned with the relation between grammar and function, and writers of language teaching materials attempted to move the emphasis way from the learning of grammatical structures independent of their use on to learning how to function in a language, and above all, learning how to communicate. (Thombury), 1999:4)

From the following examples, it could be seen that the function of "warning" could be expressed in different ways:-



you'd better not do that.

If I were you, I would not do such thing.

If you do that, you'll be in trouble.

Don't do that, or you'll be in trouble.

Similarly, one form can express a wide range of function. for example, the form "If ..... will....." can express the following functions:-

If you do that, you'll be in trouble (function warning).

If you lie down, you'll feel better (function advice).

If it rains we'll stay at home tonight (function, plan).

If you pass the coming exam, I'll give you a nice present (function promise).

In a word, so as to successfully match form and function it is essential to be able to read clues context to understand the speaker's exact meaning.

Thus, teaching grammar out of context should be discouraged because this may lead to misunderstanding.

#### **2.1.4. The role of grammar in language teaching**

According to (Woods 1995, as cited in Zhu 2007:50) No body can doubt that a good knowledge of the grammatical system is essential to master a foreign language and it is also one of the most important parts of communicative competence". Thus it should be understood that grammar is a frame work without which a language cannot be structured and a message cannot be conveyed smoothly and fluently .Sympathizing with this view, Zhu (2007) stated that for most people, the essence of language lies in grammar, and grammar teaching has played an important role in language learning and acquisition. He evidence that no grammar teaching will lead to the product of clumsy and non standard foreign languages, which means, that grammar teaching is essential for language teaching. According to Celce- Murcia and Hilles (1998p.2) grammar rules are a part of what is "know" automatically by all native speakers of language, in fact ' they do not exist outside of native speaker.

Let us take an example. The rules of English allows us to accept the following sentences as grammatical .

- (A) : 1- He goes to school every day .  
2- What are you doing?  
3- I can't hear you.

However, those same rules allow us to reject following sentences which contain typical ESL errors:-

- (B) : 1- He go.  
2-What are do.?  
3- I can no hear you.

Our pupils do not have linguistic environment to practice and motivation to use the. language outside their classrooms.

In sum, teaching grammar is very important, and it is an integral part of foreign language teaching inorder to help learners gain their communicative competence in that language.

### **2.1.5. Aspects of teaching English grammar**

Teaching grammar means explaining the form and rules and then drilling students on them.

Also teaching grammar means providing students with opportunities to use language in a variety of realistic situations in order to learn to communicate successfully.

Supporting this view Hamer (1987:5)stated that “It is clear that when we introduce a new piece of grammar, we must teach not only the form, but also one of it's functions, and not only the meaning but also the use”. Doff (1998:10) seemed to agree with this as he said when we present a structure , it is important to “show what the structure means and use by giving examples, and show clearly how the structure is formed, so that student can use it to make sentences of their own”.

## **2.2. Methods in teaching English grammar**

### **2.2.1. The Form Function Method for teaching grammar**

Learning English Grammar by studying grammatical form and function:-

Grammar is an area of the language arts that teachers find difficult to teach and students find difficult to learn. The Form – Function Method for teaching grammar, however, simplifies the subject by breaking down grammar into the two most basic linguistic elements: grammatical form and grammatical function. The teacher uses the form –function method to easily and successfully teach grammar of any language.

Tests of the form-Function Method:- This method for teaching grammar is based on four principle tests:-

- 1-Language contain a finite number of grammatical forms.
- 2-Language contain a finite number of grammatical functions.
- 3-Grammatical forms perform on one or more grammatical functions.
- 4-Grammatical functions performed by one or more grammatical forms.

All languages contain a finite number of language specific grammatical forms. Grammatical form can be described as “what word, phrase, or clause looks like”.

Traditional grammars refer to grammatical form as “parts of speech” for example, the grammatical form of the word (dog) is noun, the word (bite) is verb, and the word (tiny) is adjective.

Grammatical form also includes the internal structure of word, phrases and clause. Teacher should take caution not to introduce grammatical function while discussing form.

Grammatical form in English:-

#### **The English language contains eight basic grammatical form**

- 1-Noun.
- 2-Adjective.
- 3-Deter miner.
- 4-Verb.
- 5-Adverb.

6-Preposition.

7-Conjunction.

8-Interjection.

### **Grammatical Function**

All language contain a finite number of language specific grammatical functions It can be described as “what word, phrase, or clause dose”. for example the noun phrase (the kitten) in the clause the kitten is drinking the milk, function as (the subject) and the milk function as the (direct object).

### **Grammatical function in English**

The English language contains approximately thirty one grammatical function:-

(1) Subject (2) Predicate. (3) Direct object. (4)

Indirect object. (5) Subject complement (6) Object complement, (7) Prepositional complement (8) Noun phrase modifier. (9) Noun phrase complement. (10) Possessive modifier. (11) Possessive modifier complement. (12) Appositive. (13) Adjective phrase modifier. (14) Adjective phrase complement. (15) Verb phrase modifier. (16) Verb phrase complement. (17) Progressive. (18) Perfect. (19) passive. (20) Modal. (21) Operator. (22) Adverb phrase modifier. (23) Adverbial. (24) Adjunct. (25) Determinative. (26) Particle. (27) Infinitive maker. (28) Coordinator. (29) Subordinator. (30)- correlator. (31) Interjector.

Note that different grammar give the same grammatical functions. Deferent names. For example the subject complement in English often divided into two categories (predicate nominative and predicate adjective) depending on the Form-Function diagrams are useful tools for helping student visualize grammar, also it is particularly useful in helping students separate grammatical form from grammatical function.

The Form-Function Method is pedagogical strategy that simplifies the teaching of grammar for teachers and the learning of grammar for students. (Huddles ton. Rodney. Introduction to the Grammar of English. Cambridge University press: Cambridge, 1984).

As with many other methods and approaches, Grammar translation method tended to be in past tense as if it had died out to be replaced all over the world by

the fun and motivation of communicative classroom .In this method, grammar points would come directly from the text and be presented contextually in the text book, and be explained elaborately by teacher.

Grammar, then provided the rules for assembling words into sentence and strengthen know ledge without much attention to content, the whole text would be translated from the native language.

Direct Method, also known as natural Method, was developed as an answer to recover the weaknesses of GTM.

Considering the learning process of second or foreign language is in the same way of that one's first language, it based on the belief that knowing language was being able to speak it.

Thus, there was no place for mother tongue in FL. lessons.

Grammar taught deductively, the learner find the rules through the presentation of asset of examples in the target language. ([http://en.Wikipedia.org/wiki/Direct Method education, principle section](http://en.Wikipedia.org/wiki/Direct_Method_education_principle_section)).

Communicative Language Teaching was developed in the last 20 years and facts have shown that it was the most popular among many others. CLT'S main idea is to improve student's communicative competence . According to Li and song (2007:64 ) there are two principles provided by.CLT as follows:(1) Grammar ability is apart of the communicative competence is that between “absorbing and practicing”.

Task-based approach to language learning and teaching is among those that have attracted so much attention over the past twenty five years.

Nunan (1999) defined task-based language teaching as follows “Task-based language approach” to the design of language course in which the point of departure is not an ordered list of linguistic items, but a collection of tasks.

## **2.3. Teaching aids**

### **2.3.1. Definition and classification of teaching aids**

Teaching aid is a kind of aid which support the process of teaching and learning activities of teacher and student. While the webs ([http://www.the free dictionary\\_com /teaching aid](http://www.the_free_dictionary_com/teaching_aid)). Defined teaching aids as, “teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A

teaching aid can be as simple as a chalk boarder as a complex as a computer program”.

Also as materials and equipments used in teaching”, the other one name, [http:// dictionary reference. com/ browse/teaching %20 aid](http://dictionary.reference.com/browse/teaching%20aid); considered teaching aid as a kind of “material used by the teacher to supplement classroom instruction or to stimulate the interest of students”. To put it more specific a teaching aid is (1) help learners improve reading and other skills, (3) relieve anxiety ,fears, or boredom, since many teaching aids are like games. (<http://www.sil.org/lingua/inks/literacy/referencep://www.sil.org/lingua/inks/literacy/reference materials/glossary of lileracy terms/ what Is Aid. Teaching Aid. shtm.>)

In short , teaching aids are the useful materials and equipments which help create motivation for teaching and learning environment. According to Toetal. (2009 :4), teaching aids can be divided into three sub. groups as follows: (1) visual aids (2) audio aids, and (3) audio- visual aids.

### **2.3.2 .Visual aids**

A visual aids is an “object to relate classroom teaching to real life such as a food, clothing, a photograph, and item from school or daily life”. ([http:// www.o/se.ll.ht ml](http://www.o/se.ll.ht ml)).

Pham (2003:15) however, stated that visual aids are “anything visible to learners, which the teacher, for different teaching purposes in the class”.

Using visual aids is obviously beneficial for language teaching and learning it is helpful for teaching grammar as well”. Ur (1996) suggested “it is important for learners to have plenty of contextualized examples of the structure and understand them; visual materials can also contribute to understanding”( as cited in Le 2001:21). Thus visual aids can help provide such contexts and situations, and the teacher can present a structure simply and clearly.

#### **2.3.2.1. Pictures as visual aids**

The word pictures is defined as “The painting, drawing, etc, that shows a science, a person or thing;



a photograph or a description that gives you an idea in your mind of what something is like". (Oxford Learner's pocket dictionary, 3rd edition, p.322).

Celce-Murcia & Hilles (1998) stated that teacher can use pictures in all stages of grammar lesson. Also Kreidler (1971:23) divided pictures used in teaching and learning a grammar into two types. (1) structure. Oriented pictures and, (2) context oriented pictures.

He explained that the first one can be used in practicing a variety of grammatical drill types because they are basically simple pictorial representations of one action or one place.

He give some example explaining how "simple, singles lot sub situation drill".

Work with picture:-

| Figure                                                                              | Elements                                                                                                                                     |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>Elementary Level:- He is crossing the street.</p> <p>More advanced Level:-<br/>Before going to the movies, he crossed the street.</p>     |
|  | <p>Elementary Level:-<br/>She is waiting for the bus.</p> <p>More advanced Level:<br/>Before going to the movies she waited for the bus.</p> |



The doctor read the newspaper at home.

Context-oriented picture : are picture which are built around a context such as home activities or sports and include several actions or relationships all related to that context (kreidler.1971:33).

About the useful of context pictures kreidler stated: context picture can be introduced using any structure for a low intermediate level, depending on the level of the class.

### **2.3.2.2. Realia as visual aids**

Realia can be understood as any “real objects which are introduced into the classroom for teaching purposes (Thombury 1999:23). Thus realias are the thing that students can see in the classroom and can be simple objects such as books, Pens, desks ,etc , and can be already available in the classroom or brought to the class by the teacher or students. Doff (1995 p83) stated realias (real objects) are in many ways the easier kind of visual aids to use in the classroom. It can be used not only for teaching vocabulary but also prompts to practice structures and developed situation .(83).

In a word, realias are of great assistance to grammar teaching and learning, thus they are vital teaching aid for the ESL teacher.



### **2.3.2.3. Black board as visual aids**

Black board as found in most classroom, and some major advantage of using them are:-

- Noise less
- No power dependence.
- Cheap.
- Can be used any way.
- No maintenance cost.
- Can be used on the spot-build your visual as pre-requirement.
- Can be used at your pace, allows note-taking.
- Students can write on.
- Mistakes can be corrected instantly ([http://www.scribd.com/doc/1163//90/6-Effective-Use of –Audio- visual-aids](http://www.scribd.com/doc/1163//90/6-Effective-Use-of-Audio-visual-aids)).

To conclude, blackboard can be a very Effective aid in teaching if the teacher plans carefully.

### **2.3.3. Audio aids**

Audio aids can be defined as “models and devices that can be heard and give an image of something , some body ,and some situation”, (Maniruzzman). Using audio aids in language Classrooms, stated on the one hand, this type of aid enable the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary.

Additionally, he emphasized that the native speaker’s wise and accent through the audio tape make the learners enthusiastic and excited.

More importantly, audio aids add a life-like effect to the text book and other printed materials used to teach the target language .

Audio aids may include recorded materials , radio, cassette players, cassettes.

### 2.3.3.1. Songs

One of the essentials in learning to write well is Learning the structure of sentences. The teaching methods presented here were developed in the classroom and used successfully with elementary age children.

#### **Noun song : Noun (place , person, or thing)**

A noun names a person, place or thing.

It can also express an idea.

These words are common nouns.

Person: girl ,boy, friend.

Place: town ,school , library.

Thing: car, desk, coat.

Idea : love, joy, peace.

**A proper noun:** names a particular person, place or thing and always begins with a capital letter.

Person: Mary, John, Mr . Green.

Place: New York, Yellow Stone Park.

Thing: Ninth symphony, whistler's Mother.

#### **Verb: Shows action or being**

A verb is word that shows action or a state of being.

These verbs are action words.

Run, jump, read , swim , climb.

Thus verbs show being.

Is , was, am, are, were.

#### **2.3.4. Audio – visual aids-Videos**

Audio-visual aids can be understood as materials using sight and sound to present information”.( [audio.english.net/dictionary](http://audio.english.net/dictionary)),thus using them is greatly useful because they help “maintain a high level of interest in the lesson , get students to use the language promote greater student participation ”

About the use of video (Gallacher 2003), stated one of the aims of teaching English to young children is to instill in them the idea that language learning is a happy experience, video creates an effective enjoyable learning environment (48).

#### **Summary**

In a word this chapter has made some revision on the key terms as well as several worldwide and nation wide related to the studies .Most importantly ,it has pointed out different type of teaching aids, which are greatly helpful to the teaching and learning of grammar

## **Chapter Three**

### **Research Methodology**

#### **3.0.Overview**

This chapter will discuss the research design , the subject instrument , the procedure and tools, validity and reliability

#### **3.1 Research design**

To assure the reliability and validity of the research, both qualitative and quantitative methods are used in this research , survey questionnaire, interviews , and class observation were utilized as the main research tools.

#### **3.2 The subject**

The researcher decide to choose 8<sup>th</sup> class pupils and teachers of English in this study.

At first, (10) teachers of English at AbuHamad Locality basic schools and (95) eighth pupils at Giraif , Ummirdi , Turah , Marrow, and AbuHashim ,schools in Abu Hamad Locality , were randomly invited to complete the questionnaires regardless of their age and English level.

Secondly, two teachers and three pupils were invited to take part in several semi-structured interviews.

At the same time , two 8<sup>th</sup> class pupils were observed by the researcher so as to help answer the research questions in more valid way.

#### **3.3 Data collection method and procedure**

To address the research questions, a triangulation method including survey questionnaires, semi-structured interviews, and class observation were exploited in the this study .

The questionnaire is found to be one of the most popular means of collecting data in this research the question for the student were written in simple English. There were four types of questions in the questionnaire for the pupils (1) factual questions which aimed to the respondents' personal information. (i-e names , age,

year of learning English .(2) attitudinal questions which seeked their interests in learning English grammar, the teachers, use of teaching aids in a lesson and, the effectiveness of teaching aids.(3) behavioral questions were used to see the common teaching aids that their teachers have utilized when teaching English grammar (4)open-ended question which aimed to find out the other teaching aids that teachers have use but the researcher has not listed in the questionnaire.

Similarly, there were factual questions, attitudinal questions, behavioral questions and open-ended questions in the questionnaire for teachers.

Besides, two semi-structured interviews with teachers of English at Abu hamad locality for basic schools level , and three with their pupils , class observation was utilized together with above methods .

### **3.4 .Validity**

The validity of the tools is ensured by the evaluation of three expert teachers at secondary school. All of them give positive comments and, agreed that the tools are quite sufficient in providing the researcher with information needed for the study. After that they were presented to the supervisor for final correction and assessment.

### **3.5 Reliability**

The reliability of the questionnaire was calculated and the correlation is 0.83 this means that the tool is reliable.

## **Chapter Four**

### **Results and discussion**

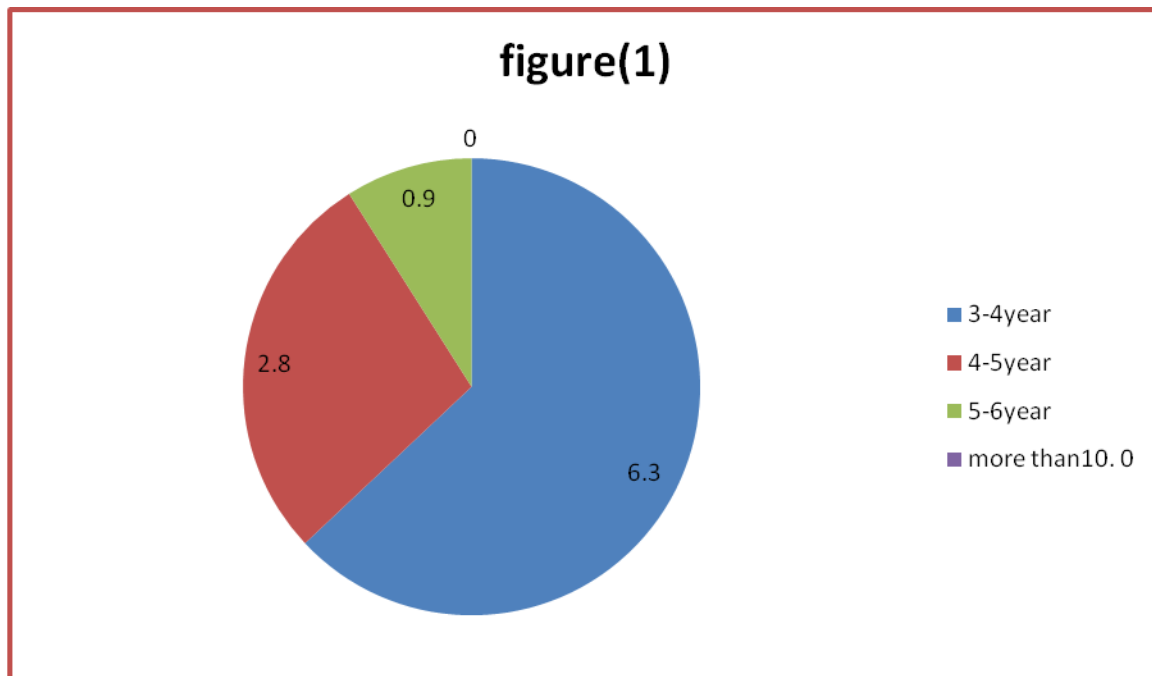
This chapter analyzes and interprets the data collected from the samples involved in this study . As mentioned beforehand in this chapter, all data, after being collected through the questionnaires, interviews and class observations will be analyzed and interpreted to answer the four questions namely, (1) the types of teaching aids exploited to teach grammar (2) Effectiveness of teaching aids on students, grammar learning , (3) obstacles preventing the teacher from using teaching aids into English grammar lessons, and (4) recommendations for better exploitation of teaching aids in teaching and learning grammar.

However, firstly, we should look at some factual information about the pupils and teacher English learning and teaching, which we found out from the questionnaire, interview.

### **Results**

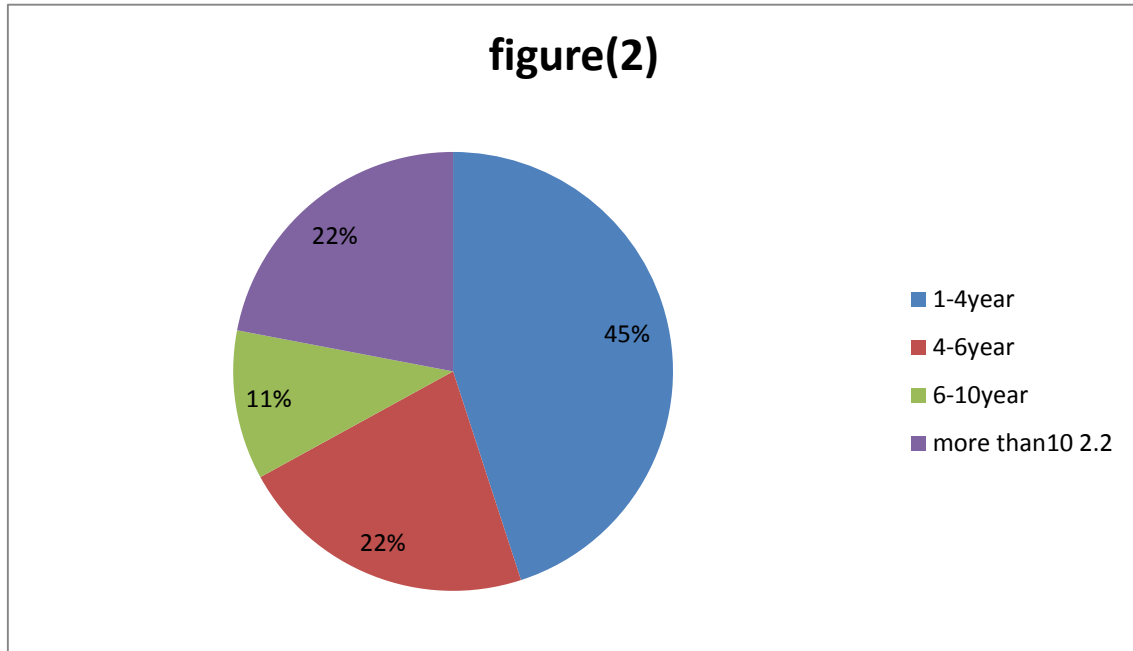
#### **4-1 General information about pupils, and teachers, English grammar learning and teaching at Abu Hamad Locality for some basic schools.**

At first, (95) questionnaires were delivered to pupils of five classes , all of them were gathered. As found in answer to question(1) , the student's years of learning English can be seen in Figure (1):-



**Figure (1) : Pupils' year of learning English**

Similarly, among (10) teachers who answered questionnaires, their experience of teaching English varied quite significantly that is, there are four teachers who have been teaching English for three or four years, which account for (45%) , where as two of the ten teachers have taught this subject for four to six years (22%), one teacher has taught for six to ten ,for four to six years (22%), one teacher has been taught for six to ten years( 11%). The rest of (22%) are those who have the longest time of teaching more than ten years.



**Figure (2) Teachers' years of teaching English.**

Secondly as found out from questionnaires, the pupils and teachers' idea about learning and teaching English grammar could be summarized in the below:-

| <b>Personal beliefs about learning / teaching English grammar</b> | <b>Number of pupils respondents</b> | <b>Number of teaching respondents</b> |
|-------------------------------------------------------------------|-------------------------------------|---------------------------------------|
| 1- Learning/Teaching English grammar is as normal as others.      | <b>31</b>                           | <b>2</b>                              |
| 2- Learning/Teaching English grammar is interesting.              | <b>22</b>                           | <b>6</b>                              |
| 3- Learning/Teaching English grammar challenging.                 | <b>22</b>                           | <b>0</b>                              |
| 4- Learning/Teaching English grammar is easy.                     | <b>5</b>                            | <b>2</b>                              |
| 5- Learning/Teaching English grammar is being.                    | <b>10</b>                           | <b>0</b>                              |
| 6- No idea.                                                       | <b>5</b>                            | <b>0</b>                              |
| <b>Total</b>                                                      | <b>95</b>                           | <b>10</b>                             |

**Table (1) personal beliefs about learning/teaching English grammar.**

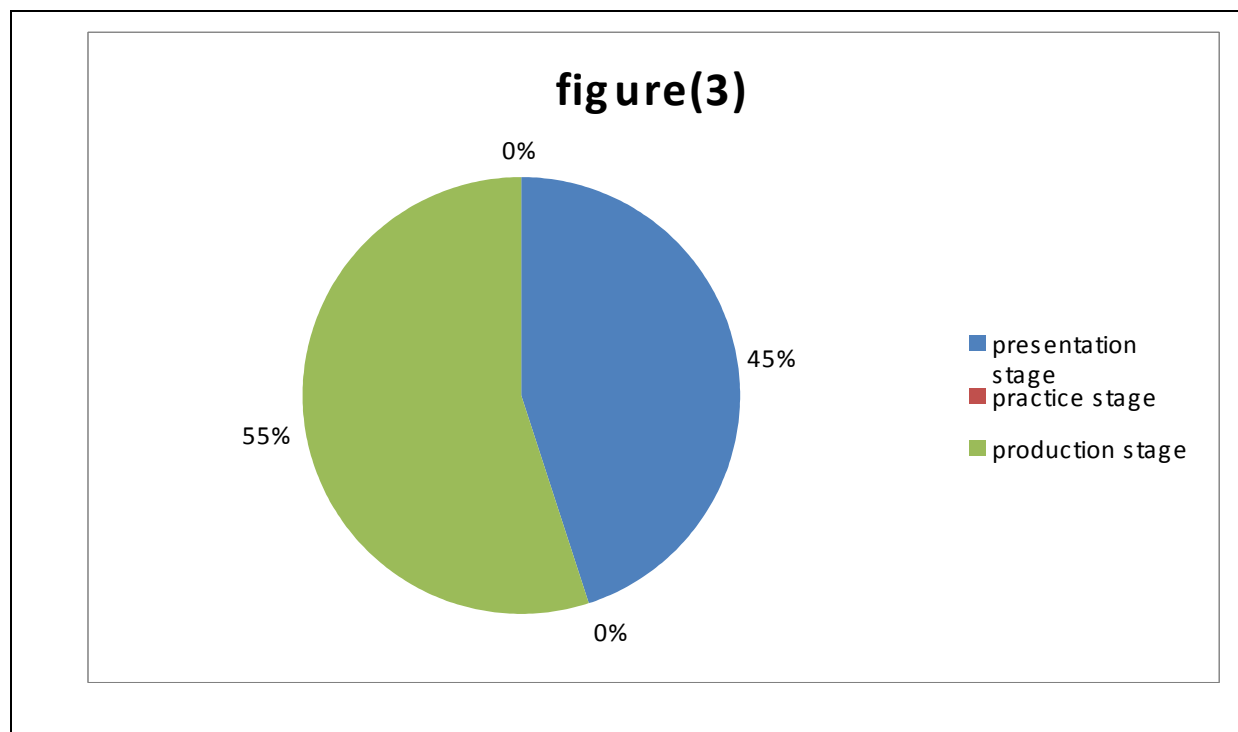


As can be seen from table (1) except for five pupils who did not choose any option about learning English grammar (23.16%) of those who answered to the questionnaire found learning English grammar interesting and the same number applied to those who found it challenging .

There were five pupils (5.26%) who thought that English grammar is easy ;and (10.53%) considered it is boring to learn this subject. On the other hand, the biggest percentage (32.63%) belonged to those who found learning English grammar as normal as other skills. These figures indicate that to the majority of the pupils learning English grammar is interesting , as it seems to be a long way to make it become easy .

On the other hand among ten teachers who completed the questionnaire, luckily , nearly (60%) thought that teaching English grammar is interesting. This may be a good piece of news, as when a teacher finds something interesting , they may contribute more to teach it. Also no one teacher told that teaching English grammar is boring and challenging , though two teachers said that it was easy to teach English language grammar, and other two considered it as normal as teaching other skills.

From these findings , many teachers are interested in teaching English grammar ,and it is not difficult to teach such language items. The reason why teaching English grammar could be interesting was explained by an interviewed teacher who said: “teaching English grammar is quite interesting as the pupils are more concerned about the language items so that they can handle them in tests and exams, because they are only checked with grammatical items there”.



**Figure (3):**

### **The most difficult stage in grammar lessons**

From the figure, it is clear to see that more than half(55%) of the teacher considered the production stage to be the most difficult in their grammar lessons ,where as approximately (45%) said that the presentation stage is more challenging. It was amazing that no one considered the practice stage to be the most difficult , in fact, thus stage is quite time-consuming .Among those class observation no one was covered with the production stage as the teacher usually spent too much time on the two others, and in the end, they run out of time and could not give the pupils any chances to make their own production .

Finally , when being asked about the areas to be taught when teaching and learning grammatical items , the results can be seen in the following table:-

| <b>Pupils' opinions</b>                                             | <b>Number of respondents</b> |
|---------------------------------------------------------------------|------------------------------|
| 1-My teacher teaches the all form, meaning and usage of structures. | <b>92</b>                    |
| 2-My teacher teaches the form of the structures only.               | <b>1</b>                     |
| 3- My teacher teaches the usage of such structures only.            | <b>1</b>                     |
| 4- My teacher teaches the meaning of such structures only           | <b>1</b>                     |
| <b>Total</b>                                                        | <b>95</b>                    |

**Table (2) pupils' opinions about what their teacher teach when introducing anew grammatical item.**

| <b>Teachers' opinions</b>                                      | <b>Number of respondents</b> |
|----------------------------------------------------------------|------------------------------|
| 1- Only teach my pupils the form of such structures.           | <b>0</b>                     |
| 2- Lonely teach my pupils the meaning of such structures.      | <b>0</b>                     |
| 3- Lonely teach my pupils the usage of such structures.        | <b>0</b>                     |
| 4- I teach all the form, meaning and usage of such structures. | <b>10</b>                    |
| <b>Total</b>                                                   | <b>10</b>                    |

**Table (3) : Teachers, opinions about what to teach when Introducing anew grammatical item.**

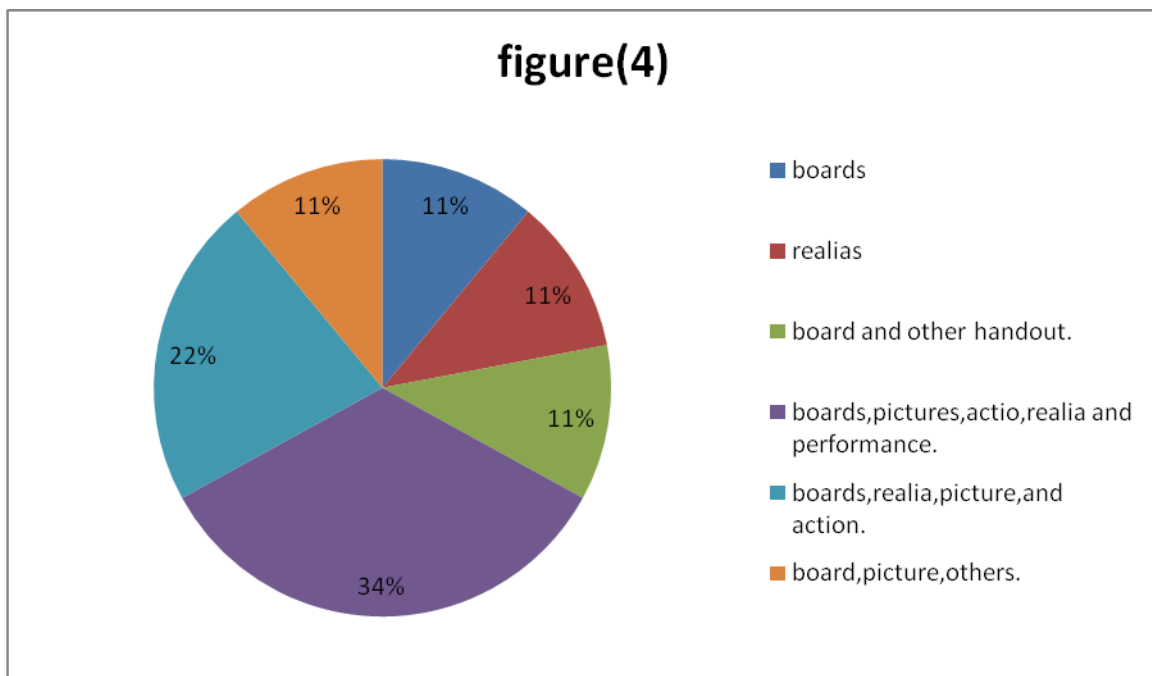
It is noticeable from the two above tables that when introducing a new grammatical point , the teacher usually mentions all the aspects namely , the form,

the meaning and the usage-That is good as it fits with the communicative way of teaching and learning English grammar.

#### 4.2. Research questions

1-Types of teaching aids currently exploited to teach English grammar to 8<sup>th</sup> class pupils at Abu Hamad locality basic schools.

Types of visual aids used in grammar teaching:



**Figure (4):- Type of visual aids used in teaching English grammar (as perceived by teacher.)**

As perceived by the teachers, in figure (4) all of them use teaching aids in teaching English grammar. Specifically, (11%) used boards and the same present age used realias as the sole kind of aid to teach grammar, while no one used only picture or action and performance. The largest number (34%) are belongs to those who used all the suggested visual aids, namely, boards, realias, pictures, action and performance. Then the second largest (22%) are those who integrated boards, pictures, action and performance into their grammar teaching. From the above figure very few teachers used a single visual aids.

When considering types of visual aids used in teaching grammar as perceived by the pupils, we notice that the big different between pupils and their

teachers on using them ,most of them only used boards and pictures (73%) and a few teachers who integrated different type of visual aids into teaching grammar are (27%).

The great difference between the pupils, perceptions and their teachers, on the type of visual aids used in teaching grammar and learning grammar is a big concern and needs reconsideration.

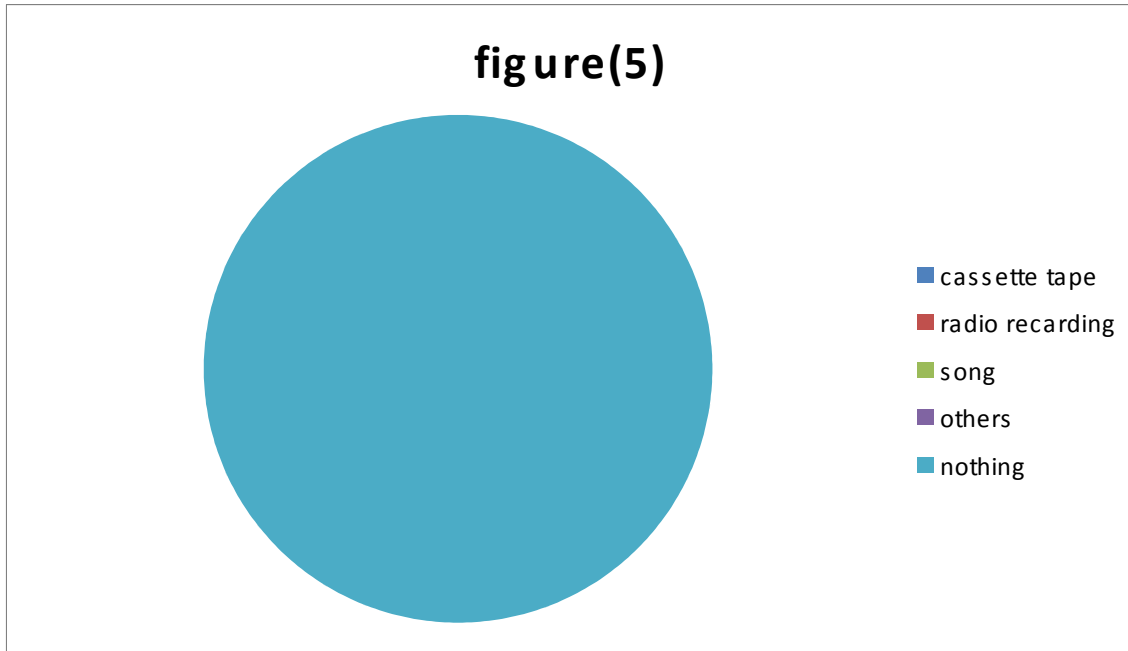
All in all, the variety of visual aids used in teaching grammar to pupils is a hopeful sign ,though by seeing such figures , we could not interpret any signal of effectiveness of the teachers' usage of such types.

(a)Types of audio aids used in teaching English grammar (as perceived by the pupils) .

The pupils (100%) of the pupils said that their teachers didn't use any type of audio aids. On the other hand the percentage of teachers using audio aids in teaching English grammar , all the teacher (100%) admitted that they have never used any audio aids to teach English grammar.

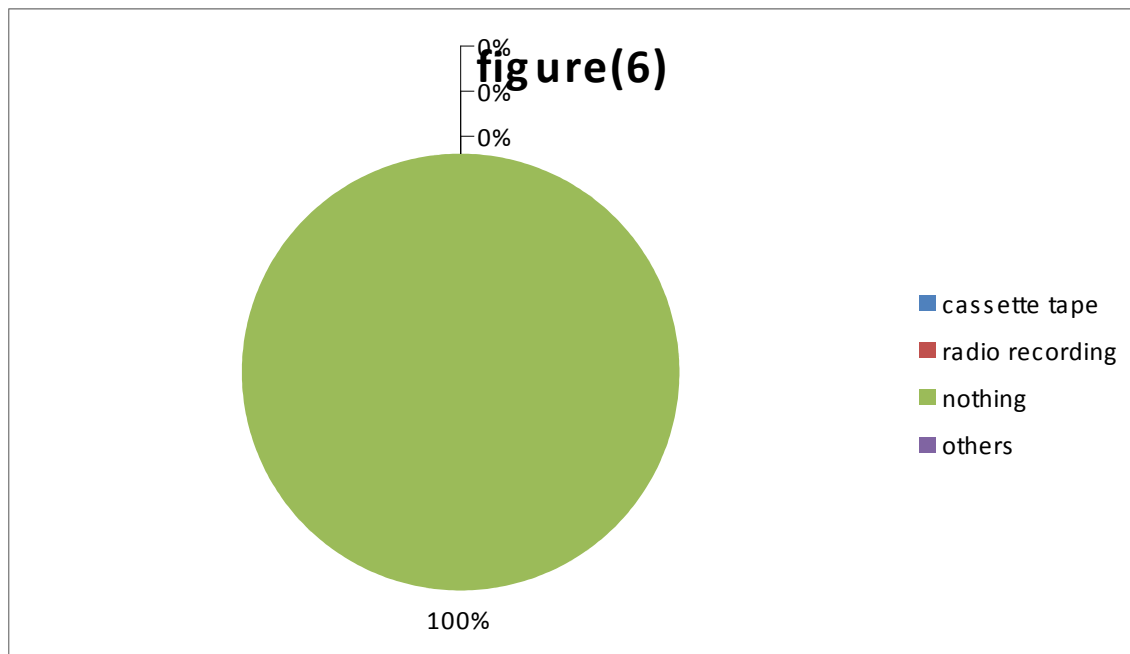
In short ,as perceived by both Pupils and teachers who have not used any kind of audio aids.

**Figure (5)**



**Figure (5) Type of audio aids used in teaching English grammar (as perceived by the teachers).**

**Figure (6)**



### **Type of audio aids used in teaching English grammar (as perceived by the pupils).**

#### **C. Type of audio- visual aids used in teaching English grammar.**

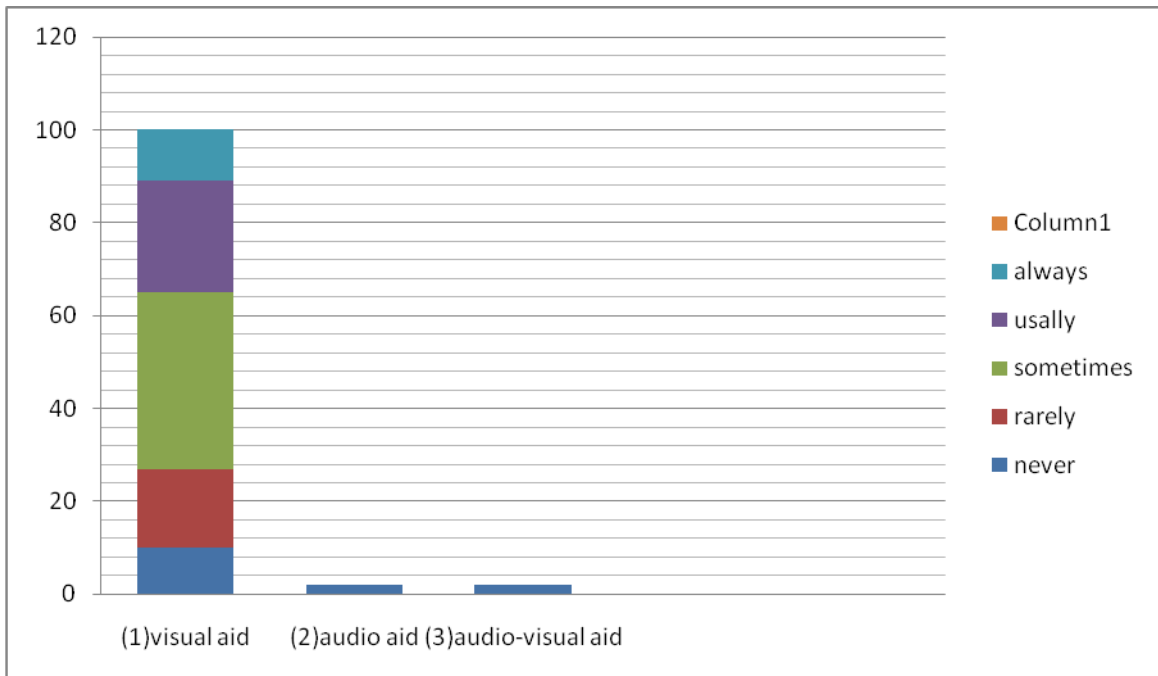
Also audio – visual aid on are less or never exploited as perceived by both the pupil and the teachers.

Additionally , the researcher saw that only one teacher used pictures as kind of visual aid in the language item through the observation from the researcher. Also , as one interviewed pupils said “My teacher has never used any pictures-videos to teach grammatical item”.

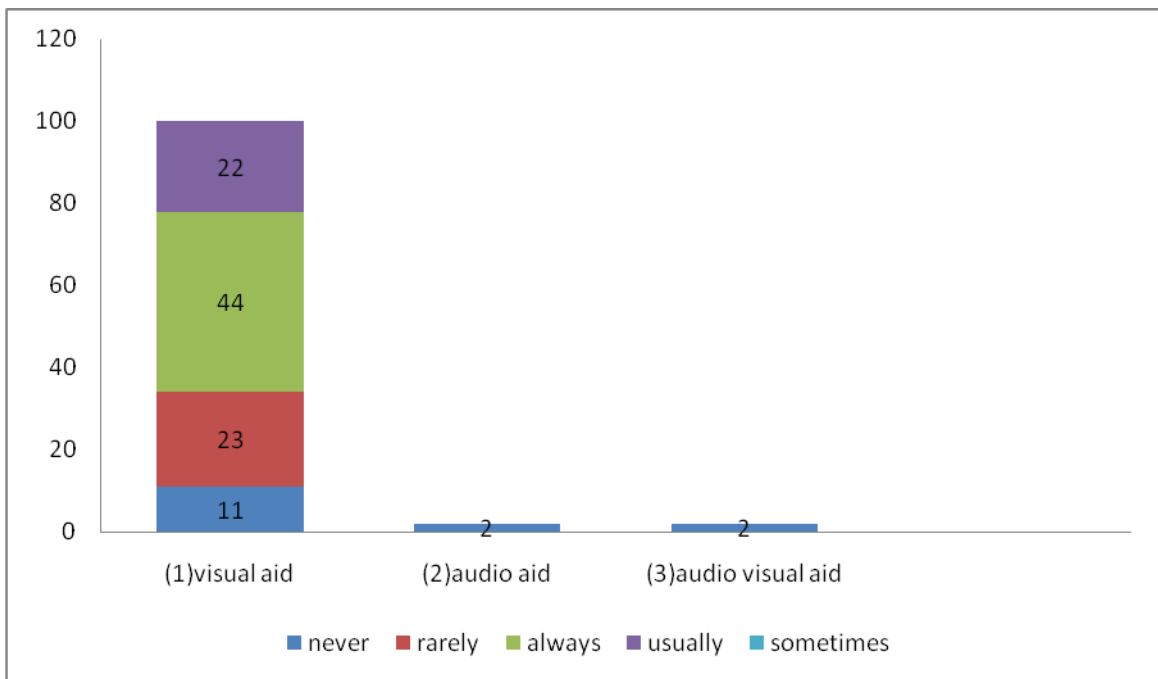
#### **4.3. Research question (2)**

Frequency of using teaching aids in teaching grammar to 8<sup>th</sup> class pupils.

All the teachers said "no" to option I always use visual aids, audio aids, and audio-visual aids in grammar classes". In term of visual aids ,the biggest percentage belongs to the group of teachers who said "sometimes I use visual aids in grammar class"; whereas ,with regard to audio aids and audio-visual aids, most of teachers are those who said "never".



**Figure (7) :Student’s perceptions of frequency of their teachers, using (1) visual aids in T.E.G.**



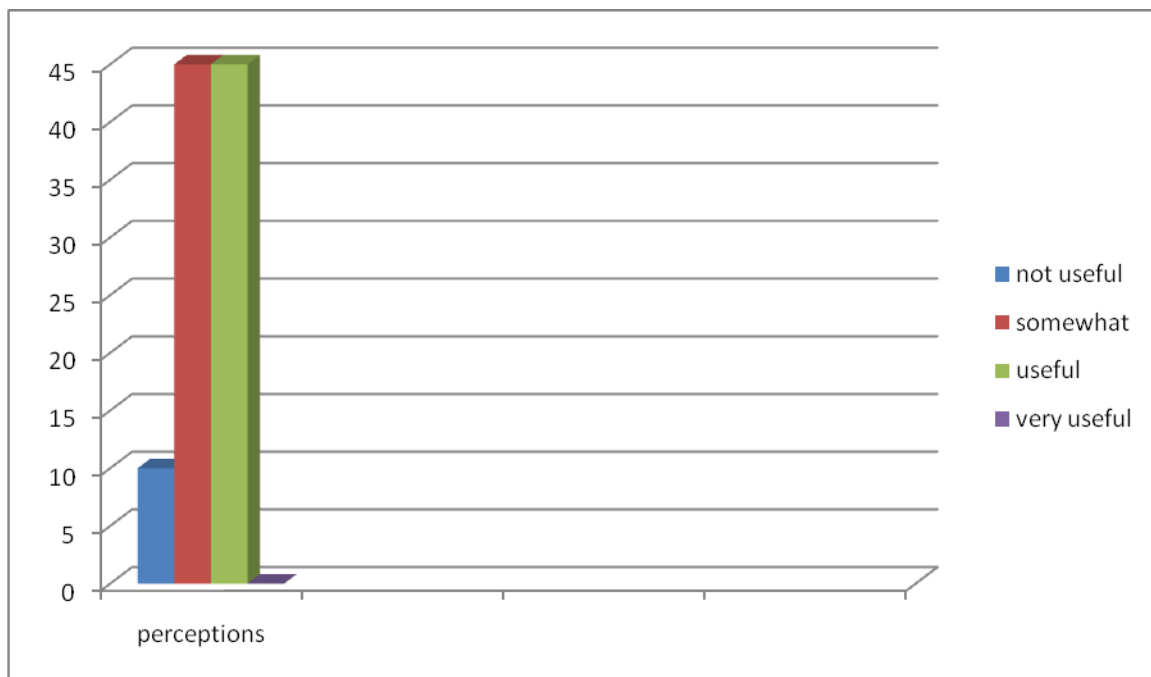
**Figure (8)  
Frequency of using teaching aids in teaching English grammar**



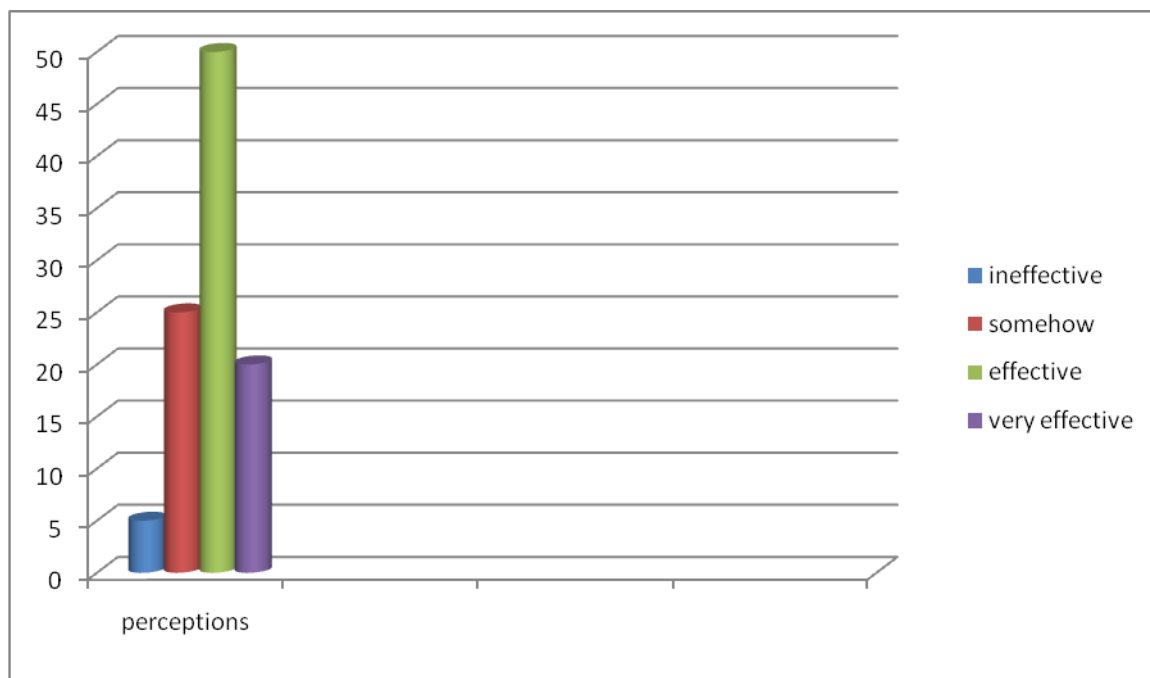
To sum up, three kind of teaching aids namely visual aids, audio aids, and audio-visual aids, are not used to teach English by the pupils and their teachers.

**4-4 Research question (4) :**Effectiveness of Teaching aids on the students’ grammar learning:

In an attempt *to* ask about the effectiveness of teaching aids on students’ grammar learning , the two questions, which appeared in the questionnaires for students and their teachers and the teachers are shown in figure (9) and (10) are different. First when asked about the usefulness of teaching aids to the students, English grammar learning more than (40%) of teachers said “useful” and the same number said some what useful”, while nearly (10%) considered teaching aids to be “useless “ for teaching English grammar. And, unfortunately, no one has agreed that using teaching aids is “very useful” for grammar teaching and learning. From that perceptions, it may be concluded that teachers’ view points and the usefulness of teaching aids to teaching English grammar are quite positive.



**Figure(9):**Teachers’ perceptions of the usefulness of teaching aids in teaching and learning English grammar.



**Figure (10):Pupils’ perceptions of the effectiveness of teaching aids.**

When be asked about the effectiveness of teaching aids on their grammar learning ,it is quite good to see that most of the students’ idea are positive as shown in figure (10). This assumption can be demonstrated by the two interviewed pupils as they stated. “I like teaching aids because they help me relax- Iam more interested in the lesson ...Normally I can remember grammatical point.....

Also, as observed a grammar class in which teacher used picture to introduce the language items “present continuous tense” the research saw that pupils tended to be more motivated , and they did quite well in the exercise

#### **4.5 Research question (4)**

Obstacles preventing the teachers from using teaching aids into English grammar lessons. Though teaching aids considered to be of great help to pupils grammar learning it is obvious that not many teachers used them in their grammar lessons. The question raised is that what prevent teachers from interacting such useful aids into grammar teaching. The reasons for this are clearly shown in Table (4) :

| <b>Obstacles</b>                                                                                                                  | <b>Number of answers.</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| (1)I don't have enough aids.                                                                                                      | <b>6</b>                  |
| (2)I have to help my pupils be well prepared for my test and exams ,so I can't use any extra teaching aids.                       | <b>4</b>                  |
| (3)I don't have enough administrative support.                                                                                    | <b>5</b>                  |
| (4)My pupils have different learning style , so I'm afraid if I use teaching aids ,they may not fit some students learning style. | <b>3</b>                  |
| (5)My pupils ignore me because they have watched enough video game enough cartoon, computer game ,...etc.                         | <b>0</b>                  |
| <b>Total</b>                                                                                                                      | <b>10</b>                 |

**Table(4):Teachers' ideas about the obstacles preventing them from using teaching aids in teaching English grammar.**

Firstly, six teachers said that they did not have enough teaching aids to use in their grammar lessons. Also as one interviewed teacher has noted there are only few aids used for teaching and learning activities at his school. For the second suggested obstacle "My students ignore me because they have watched enough cartoons , films. ...etc", received no votes from the teachers.

This suggests that our students are still very interested in such aids , because this is the century of modern technology.

All in all, several obstacles have been discussed thoroughly .These problems, in fact can be solved by suggestions made by the teachers, which will be discussed in the next research question 4-6 . Research question (5).Recommendations for better

exploitation of teaching aids interesting English grammar to the 8<sup>th</sup> class pupils are clearly shown in table (5):

| Suggestions                                                                                                                                                    | Number of answer |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| (1)My school should provide more aids .                                                                                                                        | 5                |
| (2)My school should provide better teaching aids.                                                                                                              | 4                |
| (3)Teaching aids should be used in a structured and pedagogical manner , so students feel that they can gain some knowledge through an activity.               | 4                |
| (4)There should be more time for this subject, because sometimes I lack time when using extra aids in my lesson.                                               | 3                |
| (5)We should not test too many grammatical items in the exams, so pupils will not be worried and I feel freer to use extra teaching aids in my grammar lesson. | 3                |
| Total                                                                                                                                                          | 10               |

**Table(5): Teachers’ suggestions for better use teaching aids in teaching grammar.**

The first recommendation is that the school should provide the teacher with more and better teaching aids. As have been noted , there are less visual aids used for teaching and learning activities in these schools , which offer very few chances for the teachers of English to use teaching aids in their grammar classes. Because preparing teaching aids can be very-time- consuming and costly , teachers must use over head projectors ,to show pictures, play songs , or videos to teach language items. Thus , with very few video rooms like this , teachers cannot apply such things into their classes. More and better teaching aids should be provided is a very good recommendation so that the use of teaching aids in language classroom in general , and in grammar classes in detail , would become better and frequent.

When there are not too many items and real life situation to be covered instead , teacher will give pupils more time for free practice and production with extra aids , and pupils will have more motivation , to practice the language items communicatively with no worrying too much about the exams. Thus so as to make teaching aids be used to the fullest , changing style of foreign language teaching is a real need in our education system now a days.

The other suggestion that draws our attention is a need for more time for this subject , as some teachers usually lack time when trying to include some kind of teaching aids in their lessons , because time is quite a big problem to teachers .

Also teachers find it quite hard to control the class when using teaching aids and in fact it consumes a considerably large amount of time.

The last point as suggested by the teachers is that teaching aids should be used in a structured and pedagogical manner ,so pupils feel that they can gain some knowledge through an activity . This is an important factor in order to make the use of teaching aids more effective. What is more , the teachers should always be clear in their mind that before showing any aids , they should make the purpose of such thing clear for the pupils , and the teacher has to think carefully before choosing any aid because the pupils may find it is difficult to learn .

### **Summary:**

This chapter has provided the results gained from the data in questionnaires , interview , and class observation for each research question.

## **Chapter Five**

### **Conclusion.**

#### **5.0. Overview**

The previous chapters have introduced the topic , provided the literature review ,justified the methods discussed the findings of the study as well as provided the teacher with several activities for teaching grammar with use of teaching aids . Finally ,this chapter will cover summaries of major findings , pedagogical suggestions as well as recommendations for further studies .

#### **5.1. Major findings of the study**

In an attempt to find the answer of the five mentioned research questions , data gathered from the questionnaire ,semi-structured interviews, and class observations were involved to draw the conclusion.

Firstly, the study confirms that all types of teaching aids are used in teaching English grammar to eighth class in those schools . Specifically more visual aids are used than the other two types , namely audio aids and audio-visual aids. However ,it should be noted that such common aids like black boards received more votes than others ; thus many other interesting aids like songs, cartoon films are less used. Also there exist big contrast between the types of teaching aid used in grammar teaching and learning as perceived by the teachers and those by their pupils.

Secondly, the research has exploited the frequency of the teachers' use of teaching aids in their grammar classes. According to the gathered data, hardly are there teachers who exploited teaching aids frequently in their grammar lessons. The majority of the teachers, as answered to the questionnaires said that they just sometimes used such aids in their lessons.

Next , the pupils and their teachers ' evaluation of the effectiveness of teaching aids on their learning and teaching grammar has been clearly discussed. The collected data showed that most of the pupils and teachers agreed on the high effectiveness of teaching aids on the pupils' grammar learning. Though some still

declined the role of extra aids in grammar lessons, the findings show that teaching aids are highly appreciated by the majority of the participants.

Finally, the paper has found out several recommendations for the better use of teaching aids in teaching English grammar to the 8<sup>th</sup> class pupils in the studied context as perceived by the teachers. The suggestions which were recommended by the teachers, several as the solutions to such mentioned obstacles. Accordingly, more and better teaching aids to be provided, using teaching aids in structured and pedagogical manner are mostly voted by teachers. Also the positive changes in the testing system were also mentioned by several teachers.

**5.2. Recommendations:** For teacher, better exploitation of teaching aids in English grammar classroom.

Firstly, because of the pupils' great interest on their teacher's use of teaching aids in classes, the teacher should be well-prepared with extra aid together with communicative activities so that grammar lessons would become a fun but still on effectiveness way of grammar learning. This hopefully, may help pupils obtain the language item more easily and they recall them in tests and exams more exactly.

In addition the researcher would like to offer several recommendations

First, we, as the teachers should always check for ambiguity when planning any type of teaching aids. The aid prepared should never be misunderstood by any pupil in term of its name, meaning or benefits.

Secondly the teacher should be aware of the level of his/her class. What is more, before starting the lesson with the use of aids, clear the purpose of the aid to the pupils.

Lastly, using teaching aids needs careful preparation in item of time and cost. If the aid is too expensive, teacher should think of other simple and cheap ways.

### **5.3. Suggestions for further related studies**

1-Teaching aids and their effective role in developing students, knowledge of the language.

2-Visual aids help motivate Basic school pupils while learning grammar.

3-The role of audio aids in helping students, to recall and increase their vocabulary.

4-Using teaching aids in teaching English language as an effective strategy in teaching language.



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## Appendices

### Appendix (1)

#### Observation scheme

Date of observing :

Class :

Period No :

Teacher's name :

| Language items | Stage        | Teacher | Pupil | Teaching aids |        |              |
|----------------|--------------|---------|-------|---------------|--------|--------------|
|                |              |         |       | Visual?       | Audio? | Audio visual |
| 1              | Presentation |         |       |               |        |              |
|                | Practice     |         |       |               |        |              |
|                | Production   |         |       |               |        |              |
| 2              | Presentation |         |       |               |        |              |
|                | Practice     |         |       |               |        |              |
|                | Production   |         |       |               |        |              |

## Appendix (2)

### **Dear teachers/pupils:**

Below is an interview , as apart of a research on (The effectiveness of using teaching aids in teaching English grammar ).

The researcher would be very grateful if you could kindly answer the interview and return it as soon as possible. All you have to do is to read each question carefully then answer it.

By answering this interview you contribute to improve teaching English grammar in basic school level.

### **(A)Questions for interview with pupils :-**

- (1)How long have you been learning English ?.
- (2)What do you think about learning English grammar ?.
- (3)Does your teacher usually use teaching aids such as picture, song, video in teaching grammar ?.
- (4)Will your grammar learning become better if your teacher uses an extra aid to teach grammar? .

### **(B)Questions for interview for teachers:-**

- (1)How long have you been teaching English ? .
- (2)What do you think of teaching English grammar ?.
- (3)What do you teach when introducing an English grammar structure?.
- (4)What do you think about using teaching aid in teaching English grammar students?, to what extent is it useful? ,.
- (5)Can you give the reasons that make our teachers hesitate to use teaching aids to teach grammar to student?.
- (6)Do you recommend anything so as to make the exploitation of teaching aids in teaching English grammar become more frequent and better?.

### Appendix (3)

#### (A) Questionnaire for teachers:-

**Dear teacher :**

This survey questionnaire is designed to collect data for my study (The effectiveness of using teaching aid in teaching English grammar to 8<sup>th</sup> class pupils in Abu Hamad locality ).

I pledge that all the information will be kept strictly confidential and will not be used for any other purposes.

I would like you to answer all the questions based on the instructions provided.

**Thank you very much.**

**Question (1):** You have been teaching English for:

- (a) 1-2 years                      (b) 4-6 years  
(c) 6-10 years                    (d) more than ten years.

**Question (2):** In your opinion ,teaching English grammar is:

- (a) interesting                                      (b) easy  
(c) boring                                              (d) challenging

**Question (3):** What stage is the most difficult in your grammar lesson?.

- (a) The presentation stage .  
(b) The practice stage .  
(c) The production stage .

**Question (4):** What do you teach when introducing a new grammatical item?.

- (a) the form                                      (b) the meaning  
(c) the usage                                      (d) all of the above.

**Question (5):** How useful are teaching to teaching English grammar?.

- (a) not useful
- (b) useful
- (c) somewhat useful
- (d) very useful.

**Question (6):**How frequently do you use teaching aids (visual aids , audio aids , audio-visual aids) in your grammar lesson?.

| Frequency<br>Aids | Never | Rarely | Sometimes | Usually | Always |
|-------------------|-------|--------|-----------|---------|--------|
| Visual aids       |       |        |           |         |        |
| Audio aids        |       |        |           |         |        |
| Audio-visual aids |       |        |           |         |        |

**Question (7):** What are the type of visual aids have you use to teach English grammar ?.

- (a) board
- (b) realia
- (c) picture
- (d) action and performance
- (e) nothing
- (f) others.

**Question (8):** What are the types of audio aids have you use to teach grammar lessons?.

- (a)a cassette tape                      (b)radio                      (c)song  
(d)others (please specify)                      (e) nothing .

**Question (9):**What are the types of audio-visual aids have you used in your grammar lessons?.

- (a)cartoon films                      (b)track of movies .  
©others (please specify )                      (d)nothing .

**Question (10):** What problems do you face when exploiting teaching aids in your grammar lessons?.

- (a) I don't have enough aids.  
(b) My pupils ignore me because they have watched enough cartoon films ,video games ,etc....  
(c) My pupils have different learning styles, so I'm afraid if I use teaching aids, they may not fit some pupils learning style.  
(d) I don't have enough training for using them.

**Question (11):** What do you recommend to better the current exploitation of teaching aids in grammar classes in your school?.

- (a)My school , should provide more teaching aids.  
(b)My school should provide better teaching aids.  
(c)We should not test too many grammatical items in the exams so, student will not be worried and will feel fear to use extra teaching aids in my lesson.  
(d)There should be more time for this subject , because sometimes I lack time when using extra aids in my lesson.

**Thank you very much for your contribution.**

**(B)Questionnaire for pupils:-**

**Dear pupils:**

I would like you to answer all the questions .

**Thank you very much .**

**Question (1):** You have been learning English for :

- (a) 3-4 years                      (b)4-5 years  
(c ) 5-6 years                      (d) more than 6 years.

**Question (2):**In your opinion , learning English grammar is :-

- (a) Interesting                      (b) easy                      (c) boring  
(e) Challenging

**Question (3):** What does your teacher teach you when introducing a new grammatical item ?.

- (a)the form                              (b)the usage  
(c)the meaning                      (d) all the above .

**Question (4):**How frequently does your teacher use aids (visual aids , audio aids ,audio-visual aids )in teaching English grammar.

| Frequency<br>Aids            | Never | Rarely | sometimes | Usually | Always |
|------------------------------|-------|--------|-----------|---------|--------|
| <b>Visual<br/>aids</b>       |       |        |           |         |        |
| <b>Audio<br/>aids</b>        |       |        |           |         |        |
| <b>Audio-visual<br/>Aids</b> |       |        |           |         |        |



**Question (5):**What types of visual aids has your teacher ever used in your grammatical classes?.

- (a) board (b)realia (c)pictures  
(d)action and performance (e)nothing (f) others .

**Question (6) :**What are the types of audio aids that your teacher used in grammar classes? .

- (a)cassette (b)radio (c)song  
(d)others(please specify.) (e) nothing.

**Question (7):** What are the types of the audio visual aids that your teacher used in teaching grammar lessons ?.

- (a) Cartoon films  
(b) track and movies  
(c) others (please specify ).

**Question (8):** Compared with grammar lessons without teaching aids, how effectively can you learn a grammatical item when your teacher uses an aids to explain it?.

- (a)in effective (b)some how effective  
(c)effective (d) very effective .

**Thank you very much.**