



THE ROLE OF VISUAL AIDS IN TEACHING

A study of visual aids used by TTC teachers in two provinces of Afghanistan

Author's Name: Abdul Jabar Baser

Faculty: Arts and Social Science

Subject: Education

Points: Degree Project 15 Points

Supervisor: Dr. Getahun Yacob Abraham

Examiner: Dr. Pia Karlsson

Date: May 2013

ABSTRACT

This research is about the usage of visual aids in education which takes place in teacher training colleges (TTCs) of Afghanistan. The data is collected from two TTCs, Kabul and Wardak provinces. It covers a specific area, which is the use of visual aids during teaching and learning. The views of 100 teachers regarding usage of visual aids, providing visual aids, as well as male and female differences are considered and views of experienced and less experienced teachers are investigated. The necessary data is collected by using questionnaires.

The responses of teachers' show, that all of them use visual aids. Some teachers use less and some of them use more visual aids during teaching and learning. All respondents believe on the importance of using visual aids. Also the result shows that male and female teachers use the visual aids but, with some differences, as it is clearly shown in the findings some use one type, but some use other types. Kabul TTC teachers use more visual aids than Wardak province TTC teachers. In addition to that the important finding is the differences between experienced and less experienced teachers, the junior teachers use more visual aids than senior or experienced ones.

These findings would not be generalized for the whole country. But it could be considered for the central region of Afghanistan, because the two TTCs are located in the central region of Afghanistan.

Acknowledgement

I would like to express my deepest gratitude and thank all my professors, Dr. Pia Karlsson, Dr. Amir Mansory, Dr. Niklas Gericke, Lecturer Inger Olsson, Lecturer Elisabet Olsson and other who prepared video lectures and other facilities which contributed in a way to this study.

I am thankful to the support and guidance of my supervisor Dr. Getahun Yacob Abraham. I appreciate his comments and suggestions provided regarding writing of this thesis.

A very special thank you is extended to honorable mentors Dr. Ahmad Khalid Fahim and Dr. Ahmad Javid, who supported me in a very friendly way. My greatest appreciation goes, as always, to my parents who have always encouraged me, and with whom I have the understanding to spend far more time in pursuing with my dreams in coming years.

Special praise needs to be given to my dearest children; their patience to my studies and not playing with them.

Thanks,

TABLE OF CONTENTS

INTRODUCTION.....	1
Aims.....	2
Objectives	2
Research Questions.....	2
LITERATURE REVIEW	3
Teaching with Visual Aids.....	3
Visual Aids.....	3
Teaching Aids Hierarchy	4
METHODS	6
Strategy: Survey.....	6
Method: Questionnaire.....	6
Limitations	6
FINDINGS	8
DISCUSSION	14
Teachers views about visual aids	14
Usage of visual aids by teachers.....	15
Visual aids obtaining.....	17
CONCLUSION.....	18
REFERENCES.....	19

INTRODUCTION

The current study is about use of visual aids in Kabul and Wardak provinces TTCs of Afghanistan. Use of visual aids by male and female teachers, also, by experienced and less experienced teachers. Teacher's views, about visual aids, its role and benefits during teaching. The study explains the benefits of visual aids to the learners and learning outcomes. Kabul and Wardak are next to each other but with lots of differences in every field, for instance security, education facilities, the focus of authorities on education and especially on TTCs. As Kabul is the capital of Afghanistan so, most things are functioning well. But there is less attention to Wardak province TTC. Based on its location and position as a capital city Kabul TTC might have more visual aids compared to the TTC in Wardak province. This research will hopefully come up with clearer picture of the situation. Use of visual aids or teaching with visual aids may facilitate the process of teaching, learning and it may help clarity of communication between students and teachers, which finally could result gaining good knowledge.

The interest is to study visual aids use in TTC classes. Also study of teachers views about visual aids so I decided to do my research on it. It was intended to find out the teachers views regarding use of visual aids in different TTCs. I tried to find out whether using visual aids are good or not, whether it should be used more or less and how to make use of it. I covered three point of views and explored them from three perspectives as male and female views regarding visual aids use in their lessons, comparison of two locations Kabul and Wardak TTCs teachers views about use of visual aids and from experience point of view the less experienced teachers and more experienced teachers views about use of visual aids in their lessons in TTC classes. In addition to that here in Afghanistan the schools and teacher training colleges use visual aids. They use it as helping tool to help teacher and students during teaching process.

Also it has mentioned that teacher's common ideas and views are that, instructional technology or other teaching helping technologies can be an effective learning tool and they hold a big importance for schools. Teaching aids proper use is important and only as a tool which may cause easiness and better clarifies the concepts and contents of the lesson (Li, 2003).

According to my experience as a student and teacher the use of simple teaching aids is common, like charts, maps, flash cards, pictures and some diagrams. The purpose of using these visual aids are also different to some extent it is just for monitors or evaluators to show them that we use teaching aids. To some extent teaching aids are considered as helpful materials, because the teachers' message can easily reach or convey to the students in the class.

The models as maps, pictures, formula are physical replicas of real objects. They are helpful and provide more chance of learning in the class. Also they are replicas for systems which can help more during teaching and learning (Cartier, 2011).

What are visual aids: visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.).

Problem Area

As it is known that teaching aids are one of the important teaching facilities and they are essential during teaching, they facilitate and make easy to learn, teach and present a theme easily. Visual aids may provide the chance to learn visually and are more effective and easy for human beings. During teaching with visual aids and models, students try to recognize it, or know its functions and try to have its interpretation, to understand its use. They compare it with their pre-concepts, assimilating the new phenomenon and seeking to know about it. Hence, it is good to activate the students or keep them active for eliciting in teaching and learning process. But, most of the teachers do not use enough visual aids as teaching materials. This may cause barriers to teaching and learning process and directly affects the learning outcomes.

I am interested in this study to know more about the contribution of visual aids in teaching and learning process, because most of the teachers do not know the importance of visual aids for teaching and learning, and do not use visual aids. I also want to find out teachers views about the visual aids use during

teaching and learning. Because it should explore those teachers views who do not believe the importance of visual aids, or some other factors affecting it. The other factors investigating in male and female, according to experience and two different locations. In addition to that the most important problem is that there is no research about this specific topic (visual aids) in the country. If my study shows positive results, some teachers may be convinced to use it and their use may contribute to good achievement of education.

Aims

To explore the use of visual aids, in the teaching and learning process in TTC.

Objectives

- To investigate the teachers' views about the use of visual aids in TTC classes.
- To describe differences and similarities in use of visual aids among teachers.
- To compare teachers' views regarding use of visual aids according to experiences, locations and gender.

Research Questions

- What are the views of TTC teachers about using visual aids?
- How differences in use can be explained by teachers' with different backgrounds, such as gender and work experience?
- Are there differences of use and views about visual aids between teachers in the capital city and in the province?

LITERATURE REVIEW

Teaching with Visual Aids

Afghanistan is a country in a war for a long time, during this long time war and different clashes all infrastructures and educational systems of the country has severely affected. The education has weakened from different aspects as facility, curriculum, text books, methods, teaching materials and several other factors which contributed to the weakening of education of this country. One of these issues was lack of research regarding different perspectives of education, specifically about visual aids for teaching. As its role showed important to teaching and learning, visual aids are considered useful in different international literatures. Therefore, these literatures are compiled to compare with findings of this research.

When we use visual aids as teaching aid, it is one of the factors which cause involvement of students in the lesson because when students look at visual aid or model, it is considered as a kind of involvement. Also the uses of visual aids encourage the body movement and it may strengthen the control. So, visual aids, then, is mutually beneficial to the students and teacher. Visual aids increase the interest of students and teacher to the subject matter (Rautrao, 2012). The same author stated that visual senses contributes to about 90 percent to all students or human learning. It means other senses have only 10 % contribution to learning. Visual aids help you and provide you facility to reach your objectives by doing emphasis to whatever is being said or explained regarding a concept or new phenomenon. Clear pictures increase the student's level of understanding of the material presented, and its use facilitate learning, reinforce your sayings, clarify ideas, and create excitement (ibid).

Also modeling is the most famous activity in teaching worldwide. It is clear and the modeling can easily be learned by reading its development in children. A child sees red tea pot on the top of a stove and touches it. The child learns that red objects are painful. Then she/he sees a red coal that falls out of the heater the child learned about it, she/he protect her/himself from risk of burning, because of her/his previous experiences. Modeling can serve as a tool to expose aspects of nature that are not directly evident or it is impossible to observe it or bring it to the classroom (Silvert, 2001).

The teachers who teach language are focusing on the verbal nature of the language learning classroom or telling mostly verbally that many seem to underrate or ignore the potentially useful role that visual learning aids can play in those language classrooms or the classrooms which teaches language (Richards & Rolati, 2011).

Technologies which are used as for teaching aids are classroom tools. They are aids for the teacher and can make teachers work easy and help more. It plays an important role during lessons in classrooms. Teachers general ideas and believes are that, on the one hand, instructional technology or other teaching technologies can be an effective learning tool and they hold a great importance for schools. On the other hand, it is realized that technology should be used properly and only as a tool which may cause easiness and better clarifies the concepts, lessons or phenomenon (Li, 2003).

Visual Aids

Teaching with visual aids or observational learning via model takes place when observer or learner displays new patterns of behavior that, without model reflection the learning probability was less even if there was more motivation and encouragement to the learner. Or the model can facilitate the possibility of learning easily and immediately. Model provides information and cause quick learning of the new concepts or objects to the learners. Here the model is something visual which can directly contribute to the learning of students and make it easy.

As during observational learning attention is paid and it means that learners got it meaningfully. Students are very self-confident because they are sure and gained something with more accuracy and interest. Also feature or color of the model is important for attracting attention, because if the model shape, size, type, color or voice is unfamiliar the learner will pay more attention in such condition. They will try to recognize, know its function and place it in their mind directly. Retention is also the creation of observation

or observation have direct effect on retention, when we save or keep something in the mind and possess it recall it mean it is possible to retrieve (Schunk, 2012).

It is essential to know the theoretical expectations about the nature of human learning it means that we should know how learners are learning easily, and also the development which have encouraged the design of such systems (Wood, 2011). There are other types of visual aids like computer use in United States of America; it has used in school districts about 25 percent and it is a broad computer-based teaching system, it is called integrated learning systems.

Humans are able to practice writing messages and picture information via different tracks through visual sense. Each way has a limited information processing capacity. Regarding active processing humans can transform or rebuild related information, set information into steady mental modules, and then make the learned information meaningful or bring a bit changes with the already existing information. Also these processes will respond or send new knowledge into long term memory. Multimedia teaching concentrates on helping learners to be organized and to conduct meaningful coding as well as to make best use of information, pictures, animation, and audio effects make students more attentive and thus received information processed and stored in long term memory as well as link with old knowledge. The purpose of multimedia is to deliver multiple communication channels to address the differences between learners and to present teaching content through best modalities, including text, narration, presentation, graphics, illustrations, photographs, charts, animations, videos, essential reality, and interactive programs. Each multimedia teaching material has its own goals. If multimedia is used well, students' learning efficiency may be enriched (Lou, et al, 2012).

There are numerous benefits of visual arts in education for young children, ranging from sensory exploration to the exercising of the imagination. However, visual arts are not granted the high value and serious consideration that they deserve in the school curricula and are not fully appreciated by the community. Although the educational importance of a mathematics, science, social studies, or literacy program for young children is rarely questioned, one can assume that teachers spend much of their time justifying the value of visual arts education in children's lives. (Buldu & Shaban, 2010 p.1)

Teaching Aids Hierarchy

Materials used by today's teachers are different as here vocabulary teaching and learning steps are divided as hierarchy and it starts from 1-6. For example, if the word is frog, the use of the higher level in the hierarchy, level 6, would want the class to travel to a nearby stream and visually look at a frog in its native home. If this is not an accurate option, then the fifth level, the object, would be to bring a frog into the classroom. Fourth level of this system, students would see the model of a frog, perhaps life-sized, with identifying marks as to the various organs or have students demonstrate the movement of frogs. In third step, students would see or create pictures of frogs. During level two, students would read descriptions of frogs, what their habits are, and so on. Finally, at level one, students would receive some verbal information about frogs and its habits. The six levels below shows visual models and real object observation as follows:

Stage 1: Oral descriptions of words

Stage 2: Descriptions of words as writing

Stage 3: Visuals or pictures, pictures of real-world resources and drawing

Stage 4: Models of real-world materials that look like artifacts, also included at this level are representations of verbs, adjectives, and some nouns by dramatic performance for example acting angry, pretending to cry, yelling, and laughing and so on.

Stage 5: Living and nonliving materials that are true artifacts, but have been removed from their native location and brought to the classroom for teaching and learning.

Stage 6: Real-world materials, living and nonliving materials in their native territory (Holme & Holmes, 2012)

Holme & Holmes explained here presenting something with description or oral and then followed it toward visualizing. Models are in fourth phase or stage here. The models are defined here with very wide span or area, from real-world materials to artificial and even self-modeling like imitation of anger, laughing, cry and so on. But Cartier (2011) considered models as maps, diagrams, formulae and he insists that generally models are physical replicas of objects or system which need to introduce or teach to students.

The term “model” is often used to describe (among other things) physical replicas of objects or systems. A space-filling molecular model made of plastic as well as the material globes and light bulb that make up a “model” of the solar system are examples of physical models. Representational systems, such as maps or diagrams, and mathematical algorithms or formulae are also referred to as models. Not surprisingly, researchers characterizing students’ views on models have found that many students cite examples of models that are physical replicas, verbal or visual entities, and mathematical formulae (Cartier, 2011 p.2).

Different types of models mentioned here as bulb for solar system is a physical model. Also representational systems are important. Common type of models as mentioned are consist of maps, mathematical algorithms, formulas and diagrams. The use of mentioned types of visual aids is more and could be well known to students and teachers.

As Cartier sited here that model use is very important for teaching and learning process. It shows that models or visual aids can be used for presenting every concept or phenomena, for example; “inheritance phenomena” (Cartier, 2011 p.5). The same cited by Holme & Holmes (2012) and mentioned the stages or hierarchies of using models for teaching and learning which starts from description to model and even real word material may be living and nonliving materials. And it mostly focuses on vocabulary teaching and it shows that vocabulary also can be visualized, and we can make it easy to the students. However, Schunk (2012) cited in this regard that observational learning is important without model observation the learning probability is less even if there is more motivation and encouragement to the learner. But when learners observe the model then the teaching process may be facilitated and learning can take place.

METHODS

Strategy: Survey

I have selected survey as strategy for my research, because it is likely successful in achieving the aims of the research and through this strategy I can easily accomplish it. Survey is providing suitable kinds of data for answering my research questions and it may provide good information to the findings. It has clear link with my research purpose, because survey measures some aspects of a social phenomenon or trend and also collect facts for testing theories (Denscombe, 2010). Here I would like to know that how teachers use visual aids in TTC, how often and how are their views about teaching with visual aids. This strategy matches with my work very well.

Regarding feasibility, I got access to people, locations and information which were needed for this research. I considered getting agreement of people or institutions, to work together. In addition to that I considered meeting deadlines and I was able to complete research within specific time.

I also considered ethical issues which are very important and I as researcher considered that no one should suffer harm as a result of participating in this research, and was assured that there is no harm for respondents. In addition to that there were other specific standards for measurement which are considered as well. Also participant anonymity and confidentiality of the data has kept. Participant has briefed about the research and his/her involvement and finally participants have encouraged participating voluntarily. In addition to that I considered operating in law, honesty and avoiding deception (ibid).

Method: Questionnaire

I selected questionnaire method for this research, questionnaires are written list of questions and are tools for data collection, prepared to collect the information which is needed for related research. Also attention is paid regarding questions wording, because a word or question which have a common meaning to a person may mean something different to others or respondents. But once you are clear and know what you need to know then it gives ability to you for wording your questions correctly, as that it will mean the same to respondents as to you (Bell, 2010).

This research took place in the months of February, March and April of 2013, the locations of data collections are Kabul and Wardak provinces of Afghanistan and institutions are teacher training colleges (TTCs). The duration of data collection was 20 days. I went to both TTCs and I distributed questionnaires to the 100 teachers. 50 teachers were belonging to Kabul and other 50 were related to Wardak TTC. 70 teachers were male and only 30 were female but all females were belonging to Kabul TTC, all questions got responses. Everything explained clearly and I briefed them about my research honestly. After they answered the questions I collected the questionnaires on selected dates. The time was well-planned and it was enough for this task. I have informed the respondents about anonymity which I considered in this research, the purpose of this study was also explained to them very well and I clearly informed the respondents that this study will be completed in May 2013.

Limitations

The limitation of this data may be the that I collected the information regarding visual aids not all teaching aids for example there is nothing about auditory and so on. I think that the method of questionnaire which I selected is useful and easy for this purpose. There is also observation method which can be used for this purpose. But it needs to observe several classes and fill out observation forms, which is more time consuming. Also observation method is possible in proper time. I mean summer and spring not winter season, because schools and TTCs are on leave and there are no classes to observe. In addition to that bad security situation was also the crucial element which limited the length of this study. It caused to plan my research just in two provinces Kabul and Wardak. But if the security was better I could do this study in several provinces, and was giving generalize-ability to my research throughout Afghanistan. Some teachers were not answering to my questionnaires and saying no time to do it, it means that they did not participating and I was struggling to get other respondents instead of them, this took my time and it delayed my work.

The aim and objectives briefing is very important to the respondents. Therefore I explained it clearly that what I do, why I do it and what are the consequences of this project. So if you were able to inform the respondents properly then you may receive the right and honest responses to the research. Also as we know that this research is about teaching with visual aids and views of teachers regarding visual aids then you may not draw any other information from it, like; auditory aids, methods of teaching and etc.

FINDINGS

The findings regarding use of visual aids in teaching and learning process are shown in the following text and tables. The findings present a comparative picture of visual aids use by the TTC teachers in two provinces namely Kabul and Wardak. The findings have been categorized in terms of the experienced and less experienced teachers' views about visual aids use, female and male teacher views in this regard, familiar with different types of it and most usable types of visual aids during teaching.

Regarding use of visual aids, all respondents male, female, experienced, less experienced, Kabul and Wardak teachers responded that they use visual aids during teaching and learning process. But when it comes to the kinds of it, time of usage and amount, I observed variations and differences.

Table 1: Teachers views on variety of visual aids

Teachers Background	Respondents and their total number		Q7: Varied visual aids use is better than limited?									
			Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
location	Kabul	50	0	0%	1	2%	2	4%	27	54%	20	40%
	Wardak	50	0	0%	0	0%	5	10%	30	60%	15	30%
Sex	Female	30	0	0%	0	0%	1	3%	18	60%	11	37%
	Male	70	0	0%	1	1%	6	9%	39	56%	24	34%
Experie.	Experienced	32	0	0%	1	3%	3	9%	19	59%	9	28%
	Less Exper.	68	0	0%	0	0%	4	6%	38	56%	26	38%

Table-1 shows the views of different teachers about use of variety of visual aids during teaching in the classroom. The percentages showed a considerable contradict between female and female teachers. Female teachers stated 60 percent which is more than male responses to this option of the question, while male responded 56 percent and they said that they are agree with goodness of various visual aids. Also Wardak province teachers responded 10 percent that they do not know about it they were neutral. But Kabul teachers responded only 4 percent to the mentioned option.

But when comes to the option of agree or disagree 40 percent of Kabul teachers strongly agreed, while only 30 percent of Wardak teachers are with this view. And they differ 10 percent with each other. Also in comparison of experienced and less experienced teachers 10 percent variation is observable. It means that teachers with less experience were more agreed and marked 38 percent, that varied visual aids use is better for teaching, while experienced teachers showed only 28 percent. In other option which is strongly agree, females are pioneer and showed 37 percent but males stated 34 percent.

Table 2: Teacher's views on importance of visual aids

Teachers Background	Respondents and their total number		Q8: Use of visual aids is important during teaching and learning process.									
			Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
Location	Kabul	50	0	0%	0	0%	4	8%	26	52%	20	40%
	Wardak	50	0	0%	0	0%	10	20%	25	50%	15	30%
Sex	Female	30	0	0%	0	0%	2	7%	17	57%	11	37%
	Male	70	0	0%	0	0%	12	17%	34	49%	24	34%
Experience	Experience	32	0	0%	5	15%	5	15%	14	44%	8	25%
	Less Experie.	68	0	0%	0	0%	12	18%	37	54%	19	28%

In table-2 the responses are provided just regarding importance of visual aids, related to this 25 percent of experienced teachers thought and were strongly agreed that visual aids are important during teaching and learning process. While 28 percent of less experienced teachers viewed the same. There is a contrast of only 3 percent between these two. In addition to that, 57 percent of female teachers agreed with the statement. While we came to the male teachers only 49 percent stated that they agree to accept the importance of visual aids. Also, there is other important point regarding disagreement of experienced teachers 15 percent stated that they are not agree with importance of visual aids. But ideas of other teachers are zero in this regard.

Table 3: Teachers view on teaching without visual aids

Teachers Background	Respondents and their total number		Q9: It is possible to teach without using visual aids.									
			Fully agree		Agree to some extent		I do not know		Disagree partly		Disagree fully	
location	Kabul	50	4	8%	30	60%	2	4%	12	24%	2	4%
	Wardak	50	2	4%	18	36%	1	2%	24	48%	5	10%
Sex	Female	30	3	10%	16	53%	1	3%	8	27%	2	7%
	Male	70	3	4%	32	46%	2	3%	28	40%	5	7%
Experiences	Experience.	32	3	9%	21	66%	0	0%	7	22%	1	3%
	Less Exper.	68	3	4%	27	40%	3	4%	29	43%	6	9%

The above table percentages have shown that Wardak teachers 4 percent are fully agree with teaching without visual aids. But Kabul teachers 8 percent are fully agree to this statement.

When we come to experienced and less experienced teachers, regarding the option of agreement to some extent 66 percent of experienced teachers stated that teaching without visual aids is possible. While only 40 percent of less experienced teachers are with the same view.

In addition to that 48 percent of Wardak teachers were partly disagree to the above statement. While 24 percent of Kabul teachers are partly disagree with the above idea.

Table 4: Teachers views on importance of visual aids

Teachers Background	Respondents and their total number		Q10: Rank the visual aids below in their order of importance.											
			Oral descriptions		Descriptions as writing		Pictures or drawing		Models of real-world materials		Living/nonliving materials		Real, living, nonliving in native territory	
location	Kabul	50	0	0%	3	6%	15	30%	29	58%	2	4%	1	2%
	Wardak	50	0	0%	6	12%	10	20%	31	62%	1	2%	2	4%
Sex	Female	30	0	0%	1	3%	10	33%	17	57%	1	3%	1	3%
	Male	70	0	0%	8	11%	15	21%	43	61%	2	3%	2	3%
Experiences	Experienced	32	0	0%	5	16%	9	28%	17	53%	0	0%	1	3%
	Less Experi.	68	0	0%	4	6%	16	24%	43	63%	3	4%	2	3%

16 percent of experienced teachers showed that descriptions as writing are important for them. While only 6 percent of less experienced teachers thought that descriptions as writing is important. Also 33 percent female teachers of TTC said that pictures and drawing is important during teaching and learning, it can easily transfer the knowledge and students learn better through usage of it. But when it comes to the male teachers

only 21 percent of them marked it. It means they said that pictures or drawing is important. There is 12 percent different. So, it showed that more pictures and drawings are used by female teachers during teaching and learning.

But if we look to the finding according experience of teachers, it showed contradict of 10 percent. In this part 53 percent of experienced teachers stated that models and usage of real- world materials is important. While 63 percent of less experienced teachers said that models and real-world materials are important for teaching and learning.

Table 5: Teachers views on use of visual aids

Teachers Background	Respondents and their total number		Q2: why do you mainly use visual aids?									
			Facilitate teaching		Explain concepts		Make interesting		Easy & understandable		All of options	
Location	Kabul	50	4	8%	4	8%	12	24%	7	14%	23	46%
	Wardak	50	4	8%	3	6%	10	20%	6	12%	27	54%
Sex	Female	30	2	7%	3	10%	5	17%	5	17%	15	50%
	Male	70	6	9%	4	6%	17	24%	8	11%	35	50%
Experiences	Experienced	32	4	13%	1	3%	4	13%	3	9%	20	63%
	Less Experienced	68	4	6%	6	9%	18	26%	10	15%	30	44%

The above table figures and percentages show the use of visual aids by different teachers. The teachers with more experience responded about 13 percent that they use visual aids in order to facilitate teaching through it. While only 6 percent of less experienced teachers use it for the mentioned purpose. Regarding explaining concepts through visual aids 10 percent of female teachers responded that they use it for clarity of concepts. But when it comes to male teachers only 6 percent said that they use visual aids in order to explain the concepts to the students in the class. Other high contradict is shown by teachers with different experiences, with the option of visual aids make lessons interesting. 13 percent of experienced teachers responded that they use visual aids in order to make lessons interesting to the students. While 26 percent of less experienced teachers stated that they use visual aids for this purpose. The same category of teachers showing contrast about responses to the next option, which says that visual aids makes lesson easy and understandable. So, 9 percent of experienced teachers responded to this option and 15 percent of little experience teachers marked the same option. It means that less experienced teachers use more visual aids than experienced teachers.

Table 6: Teachers views on kind of visual aids

Teachers Background	Respondents and their total number		Q3: What kind of visual aids do you use?									
			Long lasting		Small/easy to carry		Related to concept		Modern/electronic		Other	
Location	Kabul	50	13	26%	10	20%	25	50%	2	4%	0	0%
	Wardak	50	6	12%	16	32%	24	48%	4	8%	0	0%
Sex	Female	30	7	23%	5	17%	16	53%	2	7%	0	0%
	Male	70	12	17%	21	30%	33	47%	4	6%	0	0%
Experiences	Experienced	32	6	19%	9	28%	14	44%	3	9%	0	0%
	Less Exper.	68	13	19%	17	25%	35	51%	3	4%	0	0%

Table – 6 is also about use of visual aids but specific about kinds of it. 26 percent of Kabul teachers use long lasting visual aids. But Wardak province 12 percent teachers used this kind of visual aids. It means that

Kabul teachers use 14 percent more of this type. Also, the visual aids which are small and easy to carry used by 32 percent of Wardak teachers, while only 20 percent of Kabul teachers use small and easy to carry visual aids. In addition to that there are considerable contradict between experienced and less experienced teachers. Less experienced teachers use more concept related visual aids than experienced teachers.

Table 7: Teachers views that when they use visual aids

Teachers Background	Respondents and their total number		Q4: When do you use visual aids in the class?									
			Unclear concept		Less time		Difficult to explain		Not learning		All options	
Location	Kabul	50	11	22%	5	10%	12	24%	2	4%	20	40%
	Wardak	50	8	16%	10	20%	10	20%	2	4%	20	40%
Sex	Female	30	6	20%	3	10%	6	20%	2	7%	13	43%
	Male	70	13	19%	12	17%	16	23%	2	3%	27	39%
Experiences	Experienced	32	6	19%	6	19%	4	13%	1	3%	15	47%
	Less Experienced	68	13	19%	9	13%	18	26%	3	4%	25	37%

In table -7 the Kabul teachers who responded that when concepts are not clear then they use visual aids are 22 percent. While only 16 percent of Wardak teachers responded to the option. It showed that Wardak teachers use less than others in this regard. There are other points which worth to mention as 13 percent experienced and 26 percent less experienced teachers use visual aids when topics and subject matters are difficult to explain. So, there is a variation of 13 percent, and it shows that experienced teachers use less visual aid for such purposes.

Table 8: Teachers most useable visual aids

Teachers Background	Respondents and their total number		Q6: Which one or set of the following visual aids do you mostly use?											
			Drawing/pictures		Graphs/charts		Models		Film/videos		Real objects		Living/nonliving	
Location	Kabul	50	13	26%	18	36%	10	20%	0	0%	9	18%	0	0%
	Wardak	50	12	24%	21	42%	12	24%	0	0%	5	10%	0	0%
Sex	Female	30	7	23%	11	37%	7	23%	0	0%	5	17%	0	0%
	Male	70	18	26%	28	40%	15	21%	0	0%	9	13%	0	0%
Experience	Experienced	32	8	25%	10	31%	8	25%	0	0%	6	19%	0	0%
	Less Exper.	68	17	25%	25	37%	18	26%	0	0%	8	12%	0	0%

The above table shows the responses of teachers to types or kind of visual aids that they use more. The Kabul TTC teachers stated 26 percent usage of drawing and pictures in their classes during teaching and learning. Other category teachers have responded about the same 23, 24 and 25 percents. Hence, it shows that drawing and pictures use is something common among male, female, rural, urban and others. But regarding graphs and charts usage a considerable difference is displayed here. It shows that experienced teachers of TTCs use less graphs and charts 31 percent as visual aids. While 37 percent of junior teachers use it.

Table 9: Teachers views on not using visual aids

Teachers Background	Respondents and their total number		Q5: Why you do not use the other types of visual aids which are listed under question number 6?									
			Unavailability in market		No budget		Not effective		No time		Difficult to bring	
Location	Kabul	50	25	50%	20	40%	3	6%	0	0%	2	4%
	Wardak	50	22	44%	21	42%	5	10%	0	0%	2	4%
Sex	Female	30	15	50%	11	37%	3	10%	0	0%	1	3%
	Male	70	32	46%	30	43%	5	7%	0	0%	3	4%
Experiences	Experienced	32	16	50%	13	41%	0	0%	0	0%	3	9%
	Less Exper.	68	31	46%	28	41%	8	12%	0	0%	1	1%

In table – 9 is also describing use of visual aids, specifically asked about use of some visual aids not other types. As we see that unavailability is marked about 50 percent by majority of respondents. Regarding budget we have the same responses and about 40 percent is marked. Most of respondents said that there is not enough budget and not available in bazaar. But teachers who said the items which we did not use are not effective is zero for experienced teachers and 12 percent for juniors. They said that did not use these types but use other kind of it.

Table 10: Visual aids obtaining source

Teachers Background	Respondents and their total number		11. From where do you obtain visual aids? Select the one most common source?									
			Environment		School prepared		By myself		Other teachers		Students	
Location	Kabul	50	20	40%	2	4%	12	24%	12	24%	4	8%
	Wardak	50	13	26%	7	14%	7	14%	22	44%	1	2%
Sex	Female	30	12	40%	1	3%	6	20%	10	33%	1	3%
	Male	70	21	30%	8	11%	13	19%	24	34%	4	6%
Experience	Experienced	32	14	44%	3	9%	5	16%	9	28%	1	3%
	Less Exper.	68	19	28%	6	9%	14	21%	25	37%	4	6%

This table shows that visual aids obtaining from different sources. The teachers who said or responded that we obtain most of the visual aids form environment were experienced teachers and 44 percent of them defined so, it is in contrast considerably to the less experienced teachers response in this regard and they marked only 28 percent of this option. It means that less experienced teachers use less from environmental visual aids. Regarding preparing visual aids by teachers 24 percent of Kabul teachers responded. But with a considerable variation only 14 percent of Wardak teachers prepare it by themselves. In addition to that the visual aids which were prepared already by other teachers and if other teachers would use it. 24 percent of Kabul teachers agreed with it, while 44 percent of Wardak teachers said that they use visual aids which were already prepared by other teachers. It means that they do not try or could not prepare it by themselves.

Table 11: Most suitable visual aids

Teachers Background	Respondents and their total number		13. What are the most suitable visual aids for teaching?											
			Easy to find		Long lasting		Easy/long lasting		Related/easy to find		Modern/electronic		Other	
Location	Kabul	50	16	32%	9	18%	20	40%	5	10%	0	0%	0	0%
	Wardak	50	12	24%	6	12%	13	26%	19	38%	0	0%	0	0%
Sex	Female	30	9	30%	4	13%	12	40%	5	17%	0	0%	0	0%
	Male	70	19	27%	11	16%	21	30%	19	27%	0	0%	0	0%
Experiences	Experienced	32	7	22%	6	19%	8	25%	8	25%	3	9%	0	0%
	Less Experienced	68	16	24%	13	19%	18	26%	21	31%	0	0%	0	0%

This table shows the figures and percentages of suitable visual aids for teaching. There are different ideas as, 22 percent of experienced teachers said that suitable visual aids are those which can easily finding. But less experienced teachers marked this idea 24 percent. Regarding long lasting visual aids 19 percent of both teacher's senior and juniors agreed, and they have the same idea in this regard. They said that easy to find visual aids are more suitable.

DISCUSSION

The important points of the findings of this study are concentrated in three specific areas, which consist of two different locations (Kabul & Wardak provinces). The second variable is the gender consideration, in which I compared the male and female views regarding using visual aids. The third variable is the experience of the teachers. Here I compared the views of teachers who have 5 years' or less than that experience with the teachers who have more than five years' experience.

According to the aim of this thesis which is about exploring of views of teachers about use of visual aids in TTC classes, I found that 100 percent of teachers, female, male, experienced, less experienced, Kabul and Wardak TTC answered that they use visual aids. They all use it, but some of the teachers use more, some use it less. Some teachers use one type of visual aid and others use other types.

Teachers views about visual aids

As use of visual aids is common among teachers in different TTCs, but different factors are involved and put its effect on use of visual aids so, the using of it can differ among teachers. Some teachers know several kinds of it but due to not paying attention and because of its preparation is time consuming some of them do not use it much. There are other factors, which can cause not using of visual aids as, they are not available in all markets, and it need money and has a cost and so on. The finding indicates that more female teachers think and approved that varied visual aids use is better than limited visual aids, according to the figures and percentage 60 percent of females have this idea. But the male respondents are 56 percent. When female respondents face the question of importance of visual aids, once again they show higher percentage and they accept more that visual aids are important and should be used during teaching and learning. Because it facilitates and make clear the concepts. In addition to that keeps the students active. Here in this stage up to 37 percent of females strongly agree, while the male's responses are 34 percent. The same higher percentage of female teachers (57 percent) indicated their agreement that visual aids are important during teaching and learning, while the male teacher's responses are 49 percent.

In addition to that in table-4 the importance of drawing and pictures is indicated by female teachers 33 percent. But male teacher's responses are 21 percent. This data also show females use more pictures and drawings during teaching and learning. Which shows eagerness of female teachers to the teaching; they also have more preparation for their daily tasks.

According to figures of table-1 which explain teachers' views about variety of visual aids during teaching in the classroom. The percentages show a considerable contradiction between Wardak TTC teachers and Kabul teachers. 6 percent more Wardak teachers stated their support compared to Kabul teachers. More Wardak teachers said that they do not know the goodness of variety of visual aids that is not clear for them and they were neutral about this statement. It shows that Kabul teachers who are related to Kabul TTC got more training and have access to more visual aids.

But when it comes to the option of agree or disagree that varied visual aids is better than less, 40 percent Kabul teachers are strongly agree to this claim, while only 30 percent of Wardak teachers are with this view. And they differ 10 percent with each other. Kabul teachers are more trained, the trainings also gives them dare to teach with varied visual aids. Also they are more confident than young Wardak teachers. In addition to that in comparison of experienced and less experienced teachers 10 percent variation is observable. It means that teachers with less experience or junior teachers are more agree that varied visual aids use is better for teaching.

Importance of visual aids to the teachers is also an important factor which has affects during usage of visual aids. For instance, if a teacher do not think that pictures are important visual aids, then she/he may not use that more or with interest. So, the finding indicates that 25 percent of experienced teachers are strongly agreed that visual aids are important during teaching and learning process. While 28 percent of less experienced teachers approved the visual aids importance. There is a contrast of 3 percent between these

two. Hence, once again it shows that junior or less experienced teachers pay more attention to the visual aids. As we know that Afghanistan education system got more support since 2002. It got trainings support, administrative support and so on. So, the young teachers also trained and graduated in this period, they know the importance of visual aids better than others.

Regarding possibility of teaching without aids Wardak marked 4 percent but Kabul TTC teachers said 8 percent.

When we come to experienced and less experienced teachers, regarding the option of agreement to some extent 66 percent of experienced teachers stated that teaching without visual aids is possible. While only 40 percent of less experienced teachers are with the same view. Here we can see that experienced teachers in away underrate the visual aids, but junior teachers give more value to it.

In addition to that 48 percent of Wardak teachers partly disagree to the statement of (teaching without visual aids is possible). While 24 percent of Kabul teachers are partly disagree with the mentioned statement. Here we observe that Wardak TTC teachers also pay more attention to the importance of visual aids than Kabul teachers.

Regarding ranking importance of visual aids different teachers marked different visual aids. As 16 percent of experienced teachers show that descriptions as writing are important for them. While only 6 percent of less experienced teachers thought that descriptions as writing is important not more. Also 33 percent female teachers said that pictures and drawing is important during teaching and learning, it can easily transfer the knowledge and students learn better through usage of it. But when it comes to the male teachers only 21 percent of them marked it. It means they think that pictures or drawing is important. There is 12 percent different. So, it shows that more pictures and drawings are used by female teachers during teaching and learning process.

But if we look to the finding which is analyzed based on experience of teachers, it shows differences of 10 percent. In this part 53 percent of experienced teachers stated that models are important. While 63 percent of less experienced teachers said that models are important for teaching and learning. So, young teachers approve the importance of models as visual aids during teaching and learning process. According to Holme & Holmes (2012) in literature review that models are in fourth phase or stage in their hierarchy. The models are defined here with very wide span or area, from real-world materials to artificial and even self-modeling like imitation of anger, laughing, cry and so on. Also Cartier et.al (2012) considered models as maps, diagrams, formulae and he insists that models are physical replicas of objects which need to present to the learners. So, using visual aids play an important role in teaching and learning process.

Usage of visual aids by teachers

As use of visual aids is investigated in this study, so here finding indicates use of visual aids by different teachers. The teachers with more experience responded about 13 percent that they use visual aids in order to facilitate teaching through it. While only 6 percent of less experienced teachers use it for the mentioned purpose. Regarding explaining concepts through visual aids 10 percent of female teachers responded that they use it for clarity of concepts. But when it comes to male teachers only 6 percent said that they use visual aids in order to explain the concepts to the students in the class. Other high difference is shown by teachers with different experiences, with the option of visual aids for making lessons interesting. Here 13 percent more experienced teachers responded that they use visual aids in order to make lessons interesting to the students. While 26 percent of less experienced teachers stated that they use visual aids for this purpose. This is a high variation between senior and junior teachers, and it means that junior use visual aids more for making lesson interesting to the students, and it is important because, when lessons get interesting it will create motivation among students and they will learn more and easy. The same category of teachers showing contrast about responses to the next option, which says that visual aids makes lesson easy and understandable. So, 9 percent of experienced teachers responded to this option and 15 percent of less experienced teachers marked the same option. It means that less experienced teachers use more than others. It shows overlap in use for junior teachers.

Here finding of the study reflect information about the kinds of visual aids which are used by teachers in TTCs. Regarding this we have that Kabul teachers 26 percent use long lasting visual aids. But Wardak province 12 percent teachers use this kind of visual aids. It means that Kabul teachers use 14 percent more of this type. And it is better to use long lasting aids because teachers are not spending money or time on providing it. They can use it for long time and keeps them in stores for next years as well. Also, the visual aids which are small and easy to carry are used by 32 percent of Wardak teachers, while only 20 percent of Kabul teachers use small and easy to carry visual aids. In Wardak province teachers are coming from far away because the people live in scattered villages not closely in the city. Therefore, the transport and carrying big materials is difficult to them, so they use more of this type.

In addition to that there are considerable differences between experienced and less experienced teachers. Less experienced teachers use more concept related visual aids than experienced teachers and they try to show every concept visually or with models practically, which cause quick learning. According to Silvert (2001) that student or child can easily learn something when he/she see and practice that and this learning can be used in their future. So, the above paragraph shows the same result. More teachers using visual aids and prefer to teach with more visual aids because they know that students learn visually more.

One of the questions is about the use of visual aids but when the teachers use it specifically. So, Kabul teachers who responded that when concepts are not clear then they use visual aids are 22 percent. In contrast to that Wardak teachers use only 16 percent to this purpose. It shows that Wardak teachers use less than others in this regard. There are other points which worth to mention as 13 percent experienced and 26 percent less experienced teachers use visual aids when topics and subject matters are difficult to explain. So, there is a variation of 13 percent, and it shows that experienced teachers use less visual aid for such purposes than junior teachers.

Here we explored in finding that responses of teachers to types or kind of visual aids that they use more is how much and how much it differs to each other. Kabul TTC teachers stated 26 percent usage of drawing and pictures in their classes during teaching and learning. Other category teachers have responded about the same 23, 24 and 25 percents. Hence, it shows that drawing and pictures use is something common among male, female, rural, urban, senior and junior teachers of TTCs. But regarding graphs and charts usage a considerable difference is displayed here. It shows that experienced teachers of TTCs use less graphs and charts as visual aids. While junior teachers use more even 37 percent. When making charts and graphs it need time teachers spend energy to prepare it for their tomorrow's lessons. Hence, junior teachers can do it better than seniors. In addition to that young generation is more oriented with new technologies, like computers, scan, print and software programs, so they make charts and graphs with the help of them and it makes their work easy. Also, senior teachers more experience cause more confident and they may think that they can teach without visual aids.

The same explanation is done by Li (2003), the technology which is using as teaching aids are classroom tools. They are aids and assist teachers and make teachers work easy. Its role is important during teaching and learning in the classroom. Teacher's views are that instructional technology or other teaching helping technologies can be effective learning and teaching tools and they are very important for schools. On the other hand, it realized that technology use should be properly and only as a tool which may cause easiness and better clarifies the concepts or lessons.

As we see in this study that some teachers use some types or kinds of visual aids and not other types, so it is also explored to find the reasons why teacher avoid some of them. As we see that unavailability of visual aids is marked about 50 percent by majority of respondents. It is a general problem here in this country that ready-made material or teaching visual aids are very rare in markets. Regarding budget we have the same responses and about 40 percent is marked. Most of respondents said that there are not enough budgets. But teachers with different experiences who responded that the items they do not use are not effective is zero percent for experienced teachers and 12 percent for juniors.

Visual aids obtaining

This study considers different aspects of visual aids which are used during teaching and learning. So, finding of the study indicates that teachers obtain visual aids from different sources. The teachers who said or responded that we obtain most of the visual aids from environment are experienced teachers and 44 percent of them responded so. This shows their ability that they are able to gain aids from environment which is cheap and easy. These teachers are able to adapt with the situation and mostly obtain their needs from environment. It is considerably in contrast to less experienced teachers response in this regard. They marked only 28 percent of this option. It means that less experienced teachers use less from environmental visual aids. Regarding preparing visual aids by teachers 24 percent of Kabul teachers responded that they prepare visual aids by themselves. But with a considerable variation only 14 percent of Wardak teachers prepare it by themselves. In addition to that the visual aids which are prepared already by other teachers and teachers use it, 24 percent of Kabul teachers claimed it, while 44 percent of Wardak teachers said that they use visual aids which is already prepared. It means that they do not try or could not prepare it by themselves.

Or important than that, the materials are not available in market or teachers have no access to bazaar for purchasing items. Because, most of them living in remote villages of the province.

In addition to the obtaining sources of visual aids this study explores suitability of visual aids for teaching. There are different ideas as, 22 percent of experienced teachers said that suitable visual aids are those which can easily found. But less experienced teachers marked this idea up to 24 percent. Regarding long lasting visual aids 19 percent of both teachers agreed, and they have the same idea in this regard. But junior teachers are agreed a little more. They said that easy to find visual aids are more suitable than experienced teachers of TTCs.

CONCLUSION

This study attempted to explore various aspects of the use of visual aids by TTC teachers in two provinces of Afghanistan. The research focus was to find out if the teachers use visual aids, to what extent do they use visual aids in teaching and finally what are the teachers' perception of the visual aids use.

The findings of the study reveal that all teachers use and know the importance of visual aids in teaching. They regard the visual aids as means to promote students learning. The findings also show that more teachers lean towards the use of locally available visual aids which anecdotally indicates teachers' creativity in efficiently utilizing the available resources. This also implies that the TTCs do not have sufficient financial resources to purchase more advanced and commercially prepared visual aids. Shortage of materials and less facility is the main barrier to the use of visual aids in TTC classrooms. Because the intention of 100 percent of teachers stated in questionnaires that visual aids are good and helpful for teaching and learning process. But when it comes to the use of visual aids it decreases and it shows that the TTCs cannot afford to provide them. Therefore, it can be concluded that other factors which are mentioned above cause less use of this type of materials.

When it comes to male and female teachers views about the use of visual aids, both acknowledge the importance and use the visual aids about the same level. The difference in opinions is not to a considerable extent. Furthermore, both male and female teachers use the visual aids to the same extent.

An interesting finding has been that teachers' experience does not contribute to the use of visual aids. The study reveals that teachers with many years of experience use visual aids less than the ones with few years of experience. It can be an anecdotal evidence of the impact of teacher training on newly recruited teachers. The teacher training packages target newly recruited teachers more compared to experienced teachers and mainly promotes the modern teaching methods. The same is the case for Kabul TTC teachers compared to Wardak TTC teachers i.e. Kabul TTC teachers use visual aids to a greater extent than Wardak TTC teachers. This could also imply that Kabul teachers compared to Wardak teachers have undergone more training and have access to materials.

The findings of the study corresponds to the literature review except the fact that less experienced teachers use visual aids to a greater extent compared to more experienced teachers.

The structure of this research is designed specific; there are just two areas or provinces which involved, or two provinces TTCs teachers views about visual aids. Hence it is hard to say that this study could be generalized and findings are for the whole country. But it may be generalized for the two provinces (Kabul & Wardak) or central region. The situation is changing from day to day some basic facilities are provided for provincial TTCs. Teachers and students are suffering from lack of teaching visual aids and other facilities.

This research indicates and verifies that proper use of visual aids in the teaching and learning process is vital and important. It helps and makes easy teaching and facilitates learning. Female and male, experienced and less experienced also central TTC and provincial TTC teachers agree and approve that it helps and improve teaching outcomes. But other external factors like less facility, no access to more visual aids, no printer and copiers in TTC, confidence and less confidence directly affect it and causes variations in provincial teacher's use of visual aids, also between more experienced teachers and less experienced teachers. In the future if someone else wants to have more research then she/he may find more specific points about use, effects, and importance of specific visual aids.

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Annex: 1

Questionnaires

Teacher No : _____

Level of Education : _____

Sex : _____

Teaching Experience : _____

TTC : _____

Subject taught : _____

1. Do you use visual aids? Yes No

2. If your answer is yes for the first question, why do you mainly use visual aids? Select the most important option from the list below.
 - a) To facilitate teaching
 - b) To explain concepts
 - c) To make the lesson interesting
 - d) To make the lesson easy and understandable
 - e) All of the above
 - f) Other-----

3. What kind of visual aids do you use? Select the one most important option.
 - a) Long lasting
 - b) Small and easy to carry
 - c) Related to the concept
 - d) Modern and electronic
 - e) Other _____

4. When do you use visual aids in the class? Select the most important one.
 - a) When concepts are not clear
 - b) When time is less
 - c) When explanation is difficult
 - d) When students cannot learn
 - e) All of the above

f) Other _____

5. Why do you not use the other types of visual aids which are listed under question number 6?

- a) Not available in market
- b) No budget
- c) Not effective for teaching
- d) No time to use
- e) Difficult to bring and use
- f) Other (specify please).....

6. Which one or set of the following visual aids do you mostly use?

- a) Drawings/Pictures
- b) Graphs/charts
- c) Models
- d) Films/videos
- e) Real objects
- f) Living & nonliving materials
- g) Other (specify please).....

7. Varied visual aids use is better than limited types.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

8. To which degree do you agree or disagree with the following statement?

1 is fully agreed and 5 is totally disagree.

Use of visual aids is important during teaching and learning process?

Strongly disagree	Disagree partly	I do not know	Agree	Strongly Agree

9. It is possible to teach without using visual aids.

Fully agree	Agree to some extent	I do not know	Disagree partly	Disagree fully

10. Rank the visual aids below in their order of importance.

1 is the most important and 6 is the least.

Oral descriptions	Descriptions as writing	Pictures or drawing	Models of real-world materials	Living and nonliving materials	Real-world materials, living and nonliving materials in their native territory

11. From where do you obtain visual aids? Select the one most common source.

- a. From the natural environment
- b. From the school administration
- c. Prepared by myself
- d. Prepared by other teachers
- e. Prepared by students
- f. Other-----

12. Who is mainly responsible for providing the visual aids? Please choose one.

- a) Teachers
- b) Students
- c) Student & teacher
- d) School administration & teacher
- e) School administration
- f) Ministry of Education (MoE)
- g) Parents
- h) Others-----

13. What are the most suitable visual aids for teaching?

- a. Easy to find
- b. long lasting
- c. Easy to find & long lasting
- d. Related to concept & easy to find
- e. Modern and electric
- f. Other_____

