Faculty of art university of sabha

Subject:-
Teaching reading by why visual aids

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<table>
<thead>
<tr>
<th>Key point</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPTHER ONE</td>
<td>4</td>
</tr>
<tr>
<td>1.1 Introduction</td>
<td>4</td>
</tr>
<tr>
<td>1.2 Objectives of study</td>
<td>5</td>
</tr>
<tr>
<td>1. Research problem</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Hypothesis / assumption</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Scope of the research</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER TWO : LITERATURE REVIEW</td>
<td>7</td>
</tr>
<tr>
<td>2.1- overview</td>
<td>7</td>
</tr>
<tr>
<td>2.2. What is a visual aid?</td>
<td>7</td>
</tr>
<tr>
<td>2.3 Learning to read in second language</td>
<td>7</td>
</tr>
<tr>
<td>2.4 The use of visual aids in teaching literary texts</td>
<td>8</td>
</tr>
<tr>
<td>2.5 Visual aids as motivational tools in reading literary texts</td>
<td>11</td>
</tr>
<tr>
<td>CHAPTER THREE : METHODOLOGY</td>
<td>13</td>
</tr>
<tr>
<td>3.1 Methodology</td>
<td>13</td>
</tr>
<tr>
<td>3.2 Participants of the study</td>
<td>14</td>
</tr>
<tr>
<td>3.3 Data collection methods</td>
<td>14</td>
</tr>
<tr>
<td>3.4 Data analysis</td>
<td>14</td>
</tr>
<tr>
<td>CHAPTER FOUR : RESULTS</td>
<td>15</td>
</tr>
<tr>
<td>4.1 Data analysis</td>
<td>15</td>
</tr>
<tr>
<td>CHAPTER FIVE : CONCLUSION</td>
<td>18</td>
</tr>
<tr>
<td>References</td>
<td>19</td>
</tr>
<tr>
<td>Appendix</td>
<td>20</td>
</tr>
<tr>
<td>Class observation checklist</td>
<td>20</td>
</tr>
</tbody>
</table>
CAPTHER ONE

1.1 Introduction

In Libya context, the use of visual aids (like videos, pictures, films and projectors) as a motivational tool in enhancing students’ interest in reading literary texts.

Teaching aids are important because they create a visual and interactive experience for the students. As the students become more engaged, they are more likely to understand the topic being taught.

Teaching aids assist students in learning. These aids consist of video, audio and hands-on tools to help involve the students and enhance the learning experience.

Students tend to get more involved when learning if teaching aids are implemented into the curriculum. Hands-on aids, such as computers, maps and other tools that require some sort of interaction from the students, have the highest levels of effectiveness.

The information and communication technology has made it possible for teachers and students to collaborate with each other in diverse ways.

In classroom, students often encounter problems in reading and understanding the assigned literary texts. Thus, there is a need to insert the use of visual aids in teaching literature in order to trigger students’ motivation in reading texts.
1.2 Objectives of study
This study aims to achieve the following objectives:

• Teacher's perceptions towards the use of visual aids teaching literary texts.
• The integration of visual aids in teaching literary.

1. Research problem
Students in secondary Jeel Al Jadeed school do not feel they are motivated to read literary texts.

1.4 Research questions
1. What are teachers’ perceptions towards the use of visual aids in teaching literary texts?
2. How can the visual aids be integrated in teaching literary texts?
3. How do visual aids help students improve reading literature texts?

1.5 Hypothesis / assumption:
While working on this study, I hypothesise that most of the students in Jeel Aljadeed secondary school in Sebha, do not feel they are motivated to read literary texts.

1.6 Scope of the research
Teacher can chooses to use learning aids in a classroom can vary dramatically. The main factor in the effective use of teaching aids is that a skilled teacher is behind the tools being used.

The use of visual aids assists both the teacher and the learners in teaching and learning language skills.
This study falls into five chapters. In chapter one a general introduction is given about the study. Chapter two contain the literature review of the researches. The discusses the methodology of this research in chapter three. Chapter four shows the analysis the data of the research. The last chapter contains conclusion of this research.
CHAPTER TWO : LITERATURE REVIEW

2.1- overview
In this chapter, I would first up all define these terms the view of different scholars about this topic.

2.2. What is a visual aid?
Visual aids are devices or objects or pictures used to explain a concept visually, it helps learner to educate and understand the lesson. Visuals are the materials those can be seen like pictures, poster, graphics, videos, charts, flash cards etc. (Asokhia, 2009, p. 81). Visual aids are often used to help audiences of informative and persuasive speeches understand the topic being presented.

2.3 Learning to read in second language
Most Arabic speaking countries have usually strong tradition of oral language (Collier & Thomas 1997). This tells us that they are people who
make memorization of poems a great part of their culture. Arab learners are used to read and recite loud in a phonetically regular language, and the teaching of initial literacy and the Quran to use on phonics is noticeable. Students are introduced to the relationships between sounds and letters and, once they have learned the relationship between sounds and letters, students are capable to read whole words through a process of serial decoding as Emery (2005) pointed out, this process allow them to correctly read loud previously unseen words, something not always possible in English. As a logical result, Arab students learning English do depend on strategies already employed in learning Arabic, and this makes learners to struggle with the unpredictable phoneme-Grapheme patterns found in English. They therefore also need to be introduced to whole-word reading, and the skill of learning to recognize words as symbols. Indeed research conducted by Fenden (2003) who contrasted the word-level reading difficulties of Arab students to be similar to the language level found in word recognition.

2.4 The use of visual aids in teaching literary texts

Visual aids (like map, PowerPoint, pictures, poster, graphics, videos, charts, flash cards) that can be used to improve and motivate students to read. It was found out that the use of films help students to visualize
clearly the literary theory and cultural aspects found in the texts. Cunning (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language.

Corbeil (2007) in his study found that students like PowerPoint for their brightness, liveliness, clarity and interactivity. It helps the learners to understand better as they can see the visual with examples (p. 645) As stated by Coppen (1969: 88) pictures are parts of visual aids. “The purpose of picture is to provide a stimulus which will elicit a particular response from the learner. The picture represents some action and in order to learn the appropriate words to describe the action itself must not be in question”. The learners are shown different visual aids like map for giving direction, picture for describing any place or person and so on (Freeman, 2000, p. 121).

Ozaslan & Maden (2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that PowerPoint makes the content more appealing which draw the attention of the students easily. (p.42)
Motivation is a fundamental concern among teachers (Linnenbrink and Pintrich, 2003).

Motivating students is a continual problem throughout education and although there are no clear cut solutions, there are several strategies to help teachers with the dilemma (Linnenbrink and Pintrich). Motivation is generally defined as an internal condition that initiates behavior (“Motivation,” 2009). Motivation gets humans going. Motivation arouses interests. Motivation creates the want to achieve a goal. Teachers are always looking to see what motivates their students. Motivation is the key to academic success as well as promoting lifelong learning (Sanacore, 2008). The reluctance to learn must be turned into the want to learn.

There are reluctant learners in every classroom. Reluctant learners are the individuals that do not finish their assignments and, sometimes, avoid tasks. Reluctant learners are content with just getting by. One common thread among reluctant learners is their perception of themselves, known as self-efficacy (Sanacore, 2008). If their self-efficacy is low, then their motivation to perform will be low.

When students are constantly berated with negative comments, their self-esteem and self-efficacy become diminished. Student's reluctance to learn
is also affected by the assignments teachers create. If an assignment is too easy or too difficult, reluctant learners are unmotivated to succeed.

2.5 Visual aids as motivational tools in reading literary texts
Visual aids encouraged students to read texts, and can be exciting, it creates a communication between the learner and the text, and It makes the reading process fastest and easier and makes the learner active.

According to Yunus, Salehi & John (2013), use of visual aids creates interest among the learners in reading. Different visual aids like pictures, videos and projectors helps the learners to understand the abstract ideas of the text. Moreover, visual aids create an authentic communication between the readers and the text. It makes the reading process faster and active. Readers feel more engaged with the text through visual aids (pp. 114-15). According to Allen, Kate & Marquez (2011), "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words” (p.5).

In a study conducted by Sivapalan, Wan Fatimah Ahmad & Nur Khairun Ishak (2009), the importance of audio visual and other visual aids in enhancing students’ interest in learning literature was shown. Finocchiaro
(1974:63) states that the students will understand and retain better when they have been shown or taught some objects that associate with it. Teaching reading skills by incorporating visual component will be helpful for students because visual components might be used as tools for students to learn to understand ideas and to learn in new ways (Zoss, 2009) teachers use different visual aids like picture and posters in the classroom. For example, if teachers want to teach how to give direction to the students, they can use a map to make their work easier. As they cannot use the L1 to explain something, using visual aids is the best option for them. Also, Visual aids helps the learners to have clear idea about the subject matter through those visual materials (Freeman, 2000, pp-23-28).

Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster. In order to cope with this learning problem, visual aids such as graphics, illustrations, pictures, audio, and video can be used to serve as a helpful tool in facilitating students’ understanding of the literary concepts occurred in the texts.
CHAPTER THREE : METHODOLOGY

In this chapter we will discuss the methods and procedures used for collection of data of my research.

3.1 Methodology
The aim of this research is to investigate the use of Visual Aids as a motivational tool in Enhancing Students’ Interest in Reading Literary Texts
3.2 Participants of the study.
This research study took place in Jeel Al Jadead secondary school in city of Sebha. The subject of this study consists of 40 students; they were in two classes (aged 15-17). The first class a video was used to assess the students and at the second class audio-visual aid was used to assess. Students have English lessons twice a week, each class lasts 45 minutes.

Many visual aids were used when conducting this research; this was done by using pictures, real things and illustrated things.

3.3 Data collection methods.
This research used observation method. See (appendix). The study used a qualitative approach. The data was collected through class observation.

3.4 Data analysis
As the research followed only qualitative method for data collection, the data was analyzed based on the discourse and coding. Checklist and questions helped to organize the information in order. The study was conducted within less than a month.
CHAPTER FOUR : RESULTS

In this chapter we would analyze and discuss the data that were collected to understand the nature of the problem. The detailed analysis would be offered in the following section to draw the conclusion of this study.

4.1 Data analysis

The two English language classes that were observed to have ideas of the usage of visual materials were facilitated with different visual aids. The
most common visual materials used in those classes were pictures, video, movie clips, documentary etc.

These visual aids were mostly used at the beginning of any task. Also, the video were used to provide the learners with the correct pronunciation and to check the understanding of the learners. Besides, video was used to test the listening skills of the students with follow up activities.

It was a Business English class for the secondary students. The visual aids that were used in the class were related to the objectives of the lessons. For example, in one class, the topic of the lesson was text to Haved Ibrahim and the objectives were that learners would be able to read the text. In that class, the teacher used a motivational video that presented the pictures and speech in the text. After showing the video, the teacher asked the students to read text.

One by one the students shared their readings to the class. Thus the class was full of discussions based on the video which provided the learners with the opportunity to be active to read a text. In the second class, the teacher used a motivational audio-visual aid in a reading class. The audio-visual aid was about text to Haved Ibrahim. After listening the audio-visual aid, the teacher asked students to explain what they understand from the audio-visual aid one by one. Thus they practiced reading and
listening with the help of the audio-visual aid. It made the task of the students easy as they had visualization in front them. The use of visual aids makes it easier for the students to understand the abstract ideas in the texts.
CHAPTER FIVE : CONCLUSION

This research indicates that students may learn in many different ways and teachers should do many things possible to support and to meet the needs of all students.

Visual aids can break the language barrier that separates students from teachers. Pictures, real things or illustrated things always helped to explain both special and common reading texts fully.

The findings of this study are not only useful for teachers teaching in the schools, but also to the lecturers with related field, especially those who are training teachers and students of English in colleges, universities and other educational institutes.
References


Appendix

Class observation checklist

• Name of the institution: Jeel Al Jadeed
• Proficiency Level: good
• Topic of the Lesson: Text about Hafed Ibrahim
• Total of Students: 40 students

5. How do visual aids help them improve their English vocabulary retention?
6. Do you enjoy learning with visual aids?
7. Did the student respond differently to the various visual aids?