

**In the name of Allah, most Gracious, Most Merciful**



**Al-Quds Open University  
Jericho Educational Region**

**"Teaching Aids And Their Use In The Schools Of Jericho"**

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# Dedication

With love and affection to:

*My beloved and faithful wife,*

*My mother and the soul of my father,*

*The martyrs' soul.*

## **Acknowledgement**

By finishing this study, I would like to thank, with my deep appreciation, my supervisor Dr. Ahmad Al Shaieb for his priceless guidance and encouragement during all the stages of this study.

I would like also to thank all the staff of Al-Quds Open University/Jericho Educational Region for their great help they offered me. I am also thanking for Ministry of High Education/Jericho Directorate for the precious information they gave me.

This study wouldn't have been accomplished without the continuous support of my wife to whom I gave my special love and gratitude.

## **Abstract**

This study aims to provide the reader with information about the use of teaching aids in Jericho schools. The study is especially designed to measure the teachers' general understanding of teaching aids and their benefits in the process of learning and teaching, it also measures the teachers use of different types of these aids. In addition, it shows the contribution of schools and their administrations in encouraging the use of teaching aids by teachers.

To achieve these goals, the researcher had designed a questionnaire and asked some teachers to answer it. The teachers were selected randomly from Jericho directorate schools. The questionnaire was made of two sections; the first section is for personal information, the second contained 20 items (statements) divided into four dimensions; the benefits of using teaching aids, the teachers' background about teaching aids, the effects of teaching aids on the students and the contribution of schools in encouraging the use of teaching aids.

After the answered questionnaire was collected, the researcher applied the analytical statistical techniques and methods to get the results. It was found that teaching aids have their great impact on the educational process. At the end, the researcher drew some conclusions and stated some useful recommendations.

# Table of Contents

|   |     |
|---|-----|
| Dedication.....   | i   |
| Acknowledgment .....  | ii  |
| Abstract .....  | iii |
| Table of Contents .....                                     | iv  |
| 1. CHAPTER ONE: problem and purpose of the study.....       | 1   |
| 1.1. Introduction.....                                      | 2   |
| 1.2. Problem of the study.....                              | 3   |
| 1.3. Purposes of the study.....                             | 3   |
| 1.4. Importance of the study .....                          | 4   |
| 1.5. Hypothesis of the study .....                          | 4   |
| 1.6. Questions of the study .....                           | 4   |
| 1.7. Assumptions of the study.....                          | 4   |
| 1.8. Limitations of the study .....                         | 4   |
| 1.9. Terminology .....                                      | 5   |
| 2. CHAPTER TWO: Literature and Theoretical Frame Work ..... | 6   |
| 3. CHAPTER THREE: Procedures of the study.....              | 10  |
| 3.1. Population of the Study.. .....                        | 11  |
| 3.2. Sample of the Study.....                               | 11  |
| 3.3. Variables of the Study.....                            | 11  |
| 3.4. Developing the Instrument.....                         | 11  |
| 3.5. Validity of the Instrument.....                        | 12  |
| 3.6. Reliability of the Instrument.....                     | 12  |
| 3.7. Procedure of the Study.....                            | 12  |
| 3.8. Statically Procedure.....                              | 12  |

|      |  |    |
|------|--|----|
| 3.9. | Distribution of the Instrument.....                        | 13 |
| 4.   | CHAPTER FOUR: The Results of the Study.....                | 14 |
| 4.1. | Descriptive Spastics of Part One of the Questionnaire..... | 15 |
| 4.2. | Descriptive Spastics of Part Two of the Questionnaire..... | 17 |
| 4.3. | Investigation of the Four Variables in the Study.....      | 19 |
| 4.4. | Hypotheses.....  | 21 |
| 5.   | CHAPTER FIVE: Discussion of the Results.....               | 22 |
| 5.1. | Discussion of the Results in First Dimension.....          | 23 |
| 5.2. | Discussion of the Results in Second Dimension .....        | 24 |
| 5.3. | Discussion of the Results in Third Dimension.....          | 26 |
| 5.4. | Discussion of the Hypotheses.....                          | 28 |
| 6.   | CHAPTER SIX: Conclusions.....                              | 30 |
| 7.   | CHAPTER SEVEN: Recommendations .....                       | 32 |
|      | Appendix A .....   | 34 |
|      | Abstract in Arabic.....                                    | 40 |
|      | References.....  | 41 |

# **1. CHAPTER ONE:**

## **Problem and Purpose of the Study**

## **1.1. Introduction**

Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in disposition; a relatively permanent change in behavior overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. Adeyanju, (1997).

Learning can be reinforced with teaching aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

Teaching aids are instructional materials and devices through which teaching and learning are done in schools. Examples of teaching aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids, these are teaching machines like radio, television, and all sorts of projectors with sound attributes.

It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the teaching aids. They do so consciously



because they know that the use have positive effect on learning outcomes as their cognate experiences during teaching practice supervision reveals. In an on-going action research by investigators in England, a survey sample of teachers with several years of teaching experience of between (3) and twenty-five (25) years, claim that learning aids improve methodology. They also claim that learning aids reduce their talk and chalk method.

## **1.2. Problem of the study**

This study is an attempt to describe the present case in Jericho schools relating to the use of teaching aids. It tries to answer the question; do teaching aids have their significant presence in Jericho schools?

## **1.3. Purposes of the study**

This study is meant to investigate about teaching aids, their use and benefits. It focuses in an integrated approach on:

1. The teachers' understanding of the influence of teaching aids on the learning process.
2. The teachers' knowledge about teaching aids and their help in teaching process.
3. The teachers' awareness of the positive impact of teaching aids on students.
4. The teachers' opinion about the contribution of their schools in

encouraging the use of teaching aids.

## **1.4. Importance of the Study**

This study takes its importance as:

1. teachers may look at it as an additional assertion on what they already know about the significant advantages of using teaching aids.
2. Trainees in the teaching trade (university students) may look at it as a reliable information about the importance of teaching aids.
3. Administrative educational departments may look at it as a descriptive survey about the present case in Jericho schools relating to teaching aids.
4. The common reader and the students' families may look at it as the title says.

## **1.5. Hypothesis of the study**

1. The teachers know the influence of teaching aids on the learning process.
2. The teachers know what is meant by teaching aids and their help in teaching process.
3. The teachers know the positive impact of teaching aids on students academic progress.
4. schools contribute in encouraging the use of teaching aids.

## **1.6. Questions of the study**

1. Do teachers know the influence of teaching aids on the learning process?.
2. Do teachers know what is meant by teaching aids and their help in teaching process?.
3. Do teachers know the positive impact of teaching aids on students?.
4. How far do schools contribute in encouraging the use of teaching aids?.

## **1.7. Assumptions of the Study**

By describing the present case of the use of teaching aids in Jericho schools, this study will make the teachers cherish the importance of teaching aids, and make it possible to modify the present case by means of improving.

## **1.8. Limitations of the Study**

1. This study has been limited on twenty teachers in Jericho.
2. This study has been carried out in the second semester of the academic year 2010/2011.
3. This study has examined "Teaching Aids And Their Use In The Schools Of Jericho" only.

## **1.9. Terminology**

There will be no abbreviations, acronyms or special terms within this study.

# **2. CHAPTER TWO**

## **Literature and Theoretical Frame Work**

In what follows we will come over some of the studies that dealt with teaching aids and their importance, and to see in brief how these studies are relevant to our study:

**Kaufman, C.: Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students.**

Students with strong executive function skills hold the keys to school and social success from attention and impulse control to time management and organization.. Through the author's memorable metaphors, classroom examples, and crystal-clear explanations of brain functioning, teachers will immediately grasp what executive function is and how it affects their students' learning and behavior. An unparalleled practical resource on one of today's most critical education topics, this sourcebook equips teachers with everything they need to detect and solve their students' executive function challenges. They'll get a wide range of ready-to-use strategies based on best practices, and visual aids that make new concepts instantly understandable.

**Ivers, S., Barron, E.: Multimedia Projects in Education: Designing, Producing, and Assessing.**

A practical step-by-step approach to teaching multimedia skills is offered in this book. A model called "Decide, Design, Develop, and Evaluate" (DDDE) is presented which can be used

as a template for designing, producing, and assessing multimedia projects in the classroom. The books covers all issues an educator is likely to face with multimedia projects. Describing each phase of the DDDE model from planning, classroom management, and computer scheduling options to assessment strategies and techniques, to the review of flowcharts, storyboards, and design issues. They also define the various media components that are available for multimedia projects and detail the basics of three development tools; HyperStudio, HTML, and PowerPoint. Activity chapters contain project ideas for authoring tools, Web pages, and presentation tools.

**Petty, Walter T.: Experiences in Language: Tools and Techniques for Language Arts Methods.**

Continuing an emphasis from earlier editions on such areas as early education and the use of electronic teaching aids as an integral aspect of the classroom program, this book views language arts instruction as based on a comprehensive instruction plan composed of many different teaching strategies and types of materials. This edition of the book recognizes promising developments in elementary education, including writing as a way of learning in all curriculum areas; the increased use of nonfiction trade books in science and social studies; the integration of skill learning in unit and thematic teaching of topics; and the inclusion of special-needs

students in the regular classroom.

**Pitler, H.: Using Technology with Classroom Instruction that Works.**

One of the most effective ways to implement the research-based instructional strategies from classroom instruction that works is to use them with educational technologies, such as word processing and spreadsheet applications, multimedia, data collection tools, communication software, and the Internet. This book shows you how and gives you hundreds of lesson-planning ideas and strategies for every grade level and subject. Discover new educational tools that support research-based instruction, and learn ways to use technologies you already know.



# **3. CHAPTER THREE:**

## **Procedures of the Study**

### **3.1. Population of the Study**

All teachers who work in Jericho directorate schools.

### **3.2. Sample of the Study**

Twenty teachers were chosen randomly from Jericho schools.

### **3.3. Variables of the Study**

There are four variables in the study:

1. Gender of the teacher (Male, Female).
2. Level of education (Diploma, B.A., M.A.).
3. Year\`s of experience (Less or equal 1 year, 2-5 years, More than 5 years).
4. Place of graduation (Local, Abroad).

### **3.4. Developing the Instrument**

To come out with this study, the researcher prepared a questionnaire and asked twenty teacher to answer it. The questionnaire is divided into two parts: part one for personal information, and part two which contains 20 statements that taking in consideration:

1. The teachers' understanding of the influence of teaching aids on the learning process.
2. The teachers' knowledge about teaching aids and their

help in teaching process.

3. The teachers' awareness of the positive impact of teaching aids on students.
4. The teachers' opinions about the contribution of their schools in encouraging the use of teaching aids.

### **3.5. Validity of the Instrument**

The researcher asked for advice from many specialists in the field of education specially the university academic supervisor, who gave him the most valuable instructions to conduct this study.

### **3.6. Reliability of the Instrument**

Reliability comes to the forefront when variables developed from summated scales are used as predictor components in objective models. Since summated scales are an assembly of interrelated items designed to measure underlying constructs, it is very important to know whether the same set of items would elicit the same responses if the same questions are recast and re-administered to the same respondents.

The reliability statistics of Cronbach's Alpha shows ranges from 0.7 for a 20 participant and 20 items model. The values of Cronbach's Alpha ranges from 0 to 1, with 0.7 considered an acceptable value.

### **3.7. Procedure of the Study**

The researcher asked twenty chosen teachers to participate and fill in the questionnaire. After that the researcher collected the data and applied statistical methods on them to obtain the result and discuss them.

### **3.8. Statically Procedure**

The researcher used statistical methods to investigate differences in group averages (variables) and between profiles of responses across different categories. The methods used analysis of variance statistical test (p values?) because the response variables are normally distributed and the paragraphs have been categorical.

In addition, the statistical methods used contingency tables to record and analyze the relation between two or more categorical variables. Then they applied analysis of variance statistical test on the contingency table for testing a null hypothesis on independence of rows and columns and the statistical significance of the difference between them can be tested with an analysis of variance. SPSS statistical package was used to analyze the data at hand and test our hypothesis.

### 3.9. Distribution of the Instrument

The researcher went to several schools in Jericho, and asked teachers to fill in the questionnaire. The researcher collected 20 filled questionnaires by 20 teachers whom were divided according to the year of experience as shown in **Table 1**.

**Table 1** : Year/s of experience of the participants

| Experience           | Number of Teachers |
|----------------------|--------------------|
| Less or equal 1 year | 3                  |
| 2-5 years            | 9                  |
| More than 5 years    | 8                  |

# **4. CHAPTER FOUR:**

## **The Results of the Study**

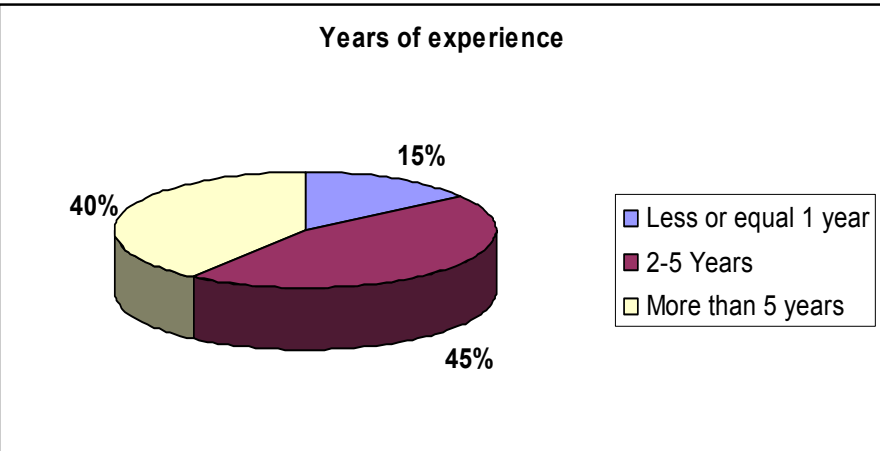
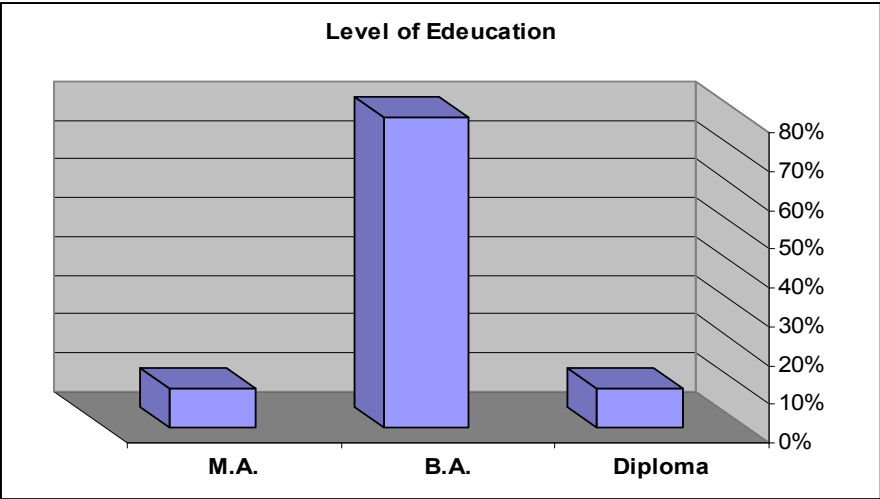
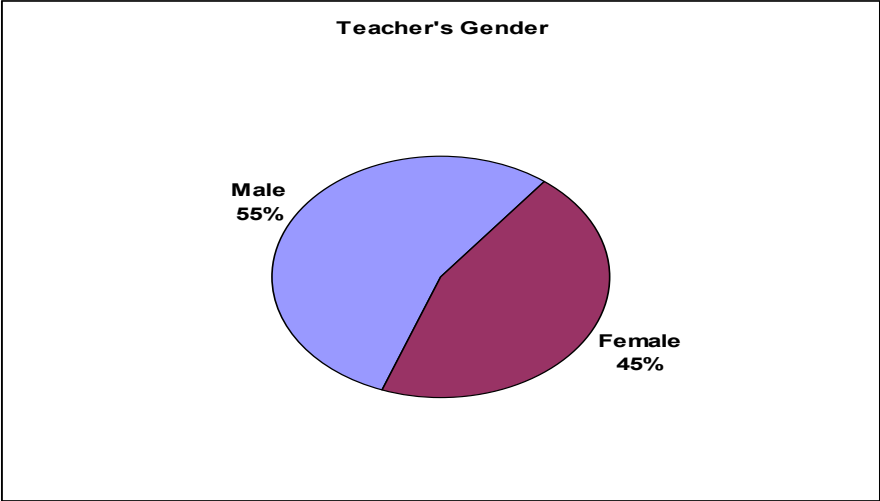
In what follows, the information collected throughout the questionnaire will be shown by means of clarification as results, and will be followed by the hypotheses.

#### 4.1. Descriptive Statistics of Part One of the Questionnaire

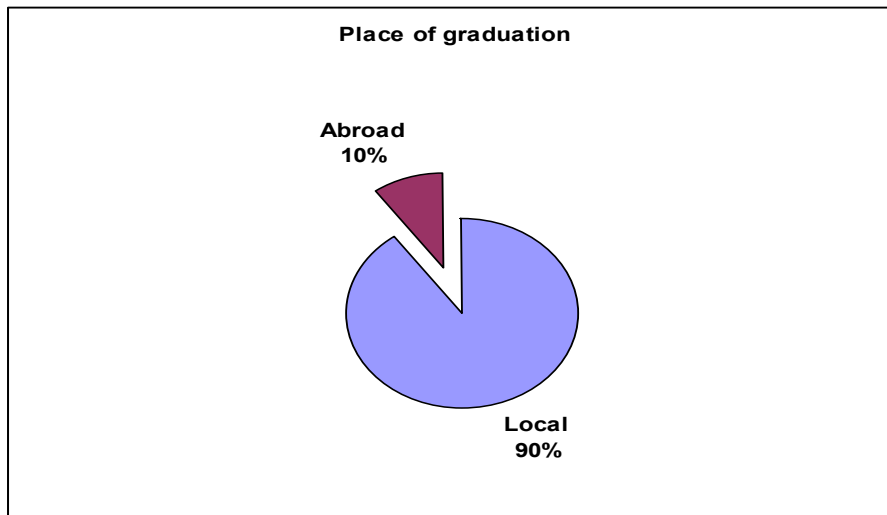
This section presents the distribution of participants for each variable. The results are shown in **Table 2** and **Figure 1**.

**Table 2:** Demographic characteristics

| Variable            | Characteristics      | Answers | Percentage |
|---------------------|----------------------|---------|------------|
| Gender of teacher   | Male                 | 11      | 55%        |
|                     | Female               | 9       | 45%        |
| Level of education  | Diploma              | 2       | 10%        |
|                     | B.A.                 | 16      | 80%        |
|                     | M.A                  | 2       | 10%        |
| Years of experience | Less or equal 1 year | 3       | 15%        |
|                     | 2-5 years            | 9       | 45%        |
|                     | More than 5 years    | 8       | 40%        |
| Place of graduation | Local                | 18      | 90%        |
|                     | abroad               | 2       | 10%        |







**Figure 1:** Demographic Characteristics

#### 4.2. Descriptive Statistics of Part Two of the Questionnaire

In **Table 3** below, statistical results of part two of the questionnaire are presented.

**Table 3:** Descriptive statistics and agreement scale

| No.  | Statement   | Mean | Agreement scale (%) |
|--|---|------|---------------------|
| <b><i>Influence of teaching aids on the learning process</i></b> |   |      |                     |
| 1.   | Using teaching aids makes it easy to acquire and recall the given information by the student. | 1.1  | 100%                |
| 2.   | Using teaching aids adds a sense of fun and amusement to the class.                           | 1.55 | 95%                 |

|  |  |      |     |
|--|--|------|-----|
| 3.   | Using teaching aids helps to highlight the individual differences between students.        | 1.7  | 90% |
| 4.   | Using teaching aids makes the students more willing to learn.                              | 1.5  | 95% |
| 5.   | Using teaching aids helps positively in controlling the class, and the students' behavior. | 2.2  | 70% |
| <b><i>Teaching aids and their help in teaching process</i></b> |  |      |     |
| 6.   | You know exactly what is meant by the term "teaching aids".                                | 1.65 | 95% |
| 7.   | You use teaching aids more than blackboard during your classes.                            | 2.45 | 55% |
| 8.   | You use some of teaching aids that you made yourself.                                      | 1.9  | 75% |
| 9.   | You have the experience that enables you to make use of all kinds of teaching aids.        | 2.45 | 65% |
| 10.  | You took courses or materials about teaching aids during your university study.            | 2.4  | 65% |
| <b><i>Teaching aids Impact on students</i></b>                 |  |      |     |
| 11.  | Students show more enthusiasm in classes where teaching aids are applied.                  | 1.6  | 85% |
| 12.  | Students who learn by using teaching aids make better results in evaluation tests.         | 1.65 | 95% |
| 13.  | Students show more participation when using teaching aids.                                 | 1.45 | 95% |
| 14.  | Students who are weak participants tend to change their behavior positively.               | 2    | 80% |

|  |   |       |     |
|--|---|-------|-----|
| 15.  | Students know that the teaching aid in use is a mean of learning and not a playing tool.                              | 2.05  | 70% |
| <b><i>Do schools encourage the use of teaching aids?</i></b> |   |       |     |
| 16.  | Your school has all the facilities that you can use as teaching aids (labs, library ... etc.).                        | 3.25  | 35% |
| 17.  | Your school has all the audio-visual aids that you can use as teaching aids (tape recorder, head projector ... etc.). | 3.05  | 35% |
| 18.  | Your school encourages you to use teaching aids.  | 2.25  | 65% |
| 19.  | Your school facilities are always available when you need them.   | 3.05  | 30% |
| 20.  | Your school has a good storage place for the teaching aids.   | 3.25  | 25% |
| Total  |   | 2.125 | 71% |

The table above answer the questions of the study as follows:

1. *Do teachers know the influence of teaching aids on the learning process?*

The teachers' answers all over the five statements and specially on the first one (with 100% agreement) show that teachers know the great influence of teaching aids and their deep belief of this notion.

*2. Do teachers know what is meant by teaching aids and their help in teaching process?.*

Teachers also claim that they know what is exactly meant by teaching aids, and they also believe that teaching aids give them an assistant hand while teaching. This is specially noticed by the teachers' answers on statement 6.

*3. Do teachers know the positive impact of teaching aids on students?.*

Teachers say that teaching aids have their positive impact on students behavior and academic progress. This is clear by the teachers' answers on statements 12 and 13.

*4. How far do schools contribute in encouraging the use of teaching aids?.*

Teachers try to be reasonable by saying (65%) that their schools encourage them to use teaching aids (statement 18). But they, on the other hand, criticize the bad outfit of these schools regarding teaching aids.

### **4.3. Investigation of the Four Variables in the Study**

The variables that present the sig. 2-tailed values (significance levels) for each ratio indicate the probability of significant difference in the probability measures of the two groups. As ANOVA test uses the confidence level of 95%, any value that is less than 0.05 indicates

a significant difference.

ANOVA analysis has been used to calculate (p-values) to explore each variable in the data set, separately. It looks at the range of values as well as the central tendency of the values. It describes the pattern of response to the variable. Therefore four analyses were conducted for all of the paragraphs in relation to respondent group four demographic variables. The results are shown in **Table 4**.

**Table 4:** Analysis of variance statistical test (p-values?);  
All paragraphs versus each individual variable

| Variables           | p-values |
|---------------------|----------|
| Gender of teacher   | 0.502    |
| Level of education  | 0.459    |
| Years of experience | 0.716    |
| Place of graduation | 0.308    |

**Note:** sig. 2-tailed values less than 0.05 indicate significant difference

According to the previous paragraphs, and as shown in **Table 4**, the variable Gender of teacher has two-tailed probability of 0.502; this indicates that the difference in respondent group teacher's gender "Male" and "Female" is not statistically significant at the 5% level. Which means that Male and Female

participants agree on the majority of the questionnaire paragraphs and they don't have statistical difference at the 5% level. This is accepted.

The p-values 0.459 ( $>0.05$ ) based on level of education for the three levels "Diploma", "B.A." and "M.A." is not statistically significant at the 5% level. This shows that the participants haven't statistical difference between the three educational levels to the paragraph. This is accepted.

The p-values 0.716 ( $>0.05$ ) based on years of experience "less or equal one year", "2-5 years" and "more than 5 years" is not statistically significant at the 5% level. This shows that the participants haven't statistical difference between their years of experience. This is accepted.

Correspondingly, the p-values 0.308 based on place of graduation is not statistically significant at the 5% level. This means that the teachers don't have statistical difference according to their place of graduation. This is accepted.

#### **4.4. Hypotheses**

**Hypothesis One:** There is no difference ( $H_0$ : Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's gender. This hypothesis is accepted.

**Hypothesis Two:** There is no difference ( $H_0$ : Null Hypothesis) at the 5% statistical significant level of teachers'

awareness of teaching aids according to teacher's level of education. This hypothesis is also accepted.

**Hypothesis Tree:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's years of experience. This hypothesis is also accepted.

**Hypothesis Four:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's place of graduation. This hypothesis is also accepted.

# **5. CHAPTER FIVE:**

## **Discussion of the Results**



In this chapter the researcher discusses the statistical results of the study, in order to reach the basic conclusions and recommendations.

## **5.1. Discussion of the Results of First Question**

*"Do teachers know the influence of teaching aids on the learning process?"*.

### **Discussion of the results of statement 1:**

**Using teaching aids makes it easy to acquire and recall the given information by the student.**

Teachers showed an absolute agreement on this statement (100%), in fact all of them were strongly agreeing on it. How it could not be like that!, teaching aids if used in the right way would certainly increase the ability of grasping and absorbing the information, and then recalling this information will be easy .

### **Discussion of the results of statement 2:**

**Using teaching aids adds a sense of fun and amusement to the class**

This statement also took an excellent percentage of teachers' answers by 95%. The sense of fun and amusement we are talking about is the good kind which contributes positively in the learning process, and that kind which leaves the teacher with no control on the class.

### **Discussion of the results of statement 3:**

**Using teaching aids helps to highlight the individual differences between students.**

Teachers answered this statement with 90% of agreement. This point is of crucial importance since many educational and sociological theories attempted to investigate the problem of individual differences between students and to put a suitable methods and techniques to come over this obstacle that faces teachers. This statement shows with no chance to doubt that teaching aids help greatly in highlighting the individual differences between students, and to give the teacher the opportunity to achieve the individualized learning.

### **Discussion of the results of statement 4:**

**Using teaching aids makes the students more willing to learn.**

95% of teachers agree on this statement. Teaching aids fulfill the integration of senses when applied, so students will be willing to learn for sure when their sense are motivated and simulated.

### **Discussion of the results of statement 5:**

**Using teaching aids helps positively in controlling the class, and the students' behavior.**

Teachers gave reasonable value for this statement with 70% of agreement. This statement is connected with one aspect of techniques teachers use to manage their classes and to keep these classes away from misbehavior caused by distraction when using teaching aid as means of drawing attraction.

## **5.2. Discussion of the Results of Second Question**

*"Do teachers know what is meant by teaching aids and their help in teaching process?"*

### **Discussion of the results of statement 6:**

**You know exactly what is meant by the term "teaching aids".**

With teacher's agreement of 95%, this statement measures the teachers background about teaching aids as a concept.

### **Discussion of the results of statement 7:**

**You use teaching aids more than blackboard during your classes.**

About 55% of teachers said that they use aids more than blackboard. One can see that is some how a truthful answers by teachers on this statement since it's the lowest percentage in this section, and one can claim that the teachers didn't flatter them self by lying regardless to the truth. Teaching aids are more than blackboard in order to obtain the desired benefits.

### **Discussion of the results of statement 8:**

**You use some of teaching aids that you made yourself.**

Teachers agree on this (75%). Designing teaching aids is a very useful skill that teachers may use to belt their own aids which serving their goals and the curriculum goals.

### **Discussion of the results of statement 9:**

**You have the experience that enables you to make use of all kinds of teaching aids.**

Teachers, with 65%, say that they have the ability to handle teaching aids. Not knowing how to deal with teaching aids, will keep the teacher away behind of the recent development in this field (teaching aids) and will forbid him from teaching aids benefits and great advantages when applicable.

### **Discussion of the results of statement 10:**

**You took courses or materials about teaching aids during your university study.**

No more than 65% of teachers true. The main source of teachers' information about teaching aids is the universities from where they graduated. Universities which has educational program will present the teaching aid subjects, others will not. As a matter of fact and relating to my humble information, no university other than Al-Quds Open University give many materials regarding teaching aids (may be found all over methodology courses).

### **5.3. Discussion of the Results of Third Question**

*"Do teachers know the positive impact of teaching aids on students?"*

#### **Discussion of the results of statement 11:**

**Students show more enthusiasm in classes where teaching aids are applied.**

Here, 85% of teachers said that they believe in this. Students need to be addressed by more than one mean or sense, the traditional approach of speaking and listening was found not be useful any more.

#### **Discussion of the results of statement 12:**

**Students who learn by using teaching aids make better results in evaluation tests.**

95% of teachers said that is true. Student's motivation must be raised by all positive means, and teaching aids appear to be vital in this area.

#### **Discussion of the results of statement 13:**

**Students show more participation when using teaching aids.**

The same as statement 12.

#### **Discussion of the results of statement 14:**

**Students who are weak participants tend to change their behavior positively.**

Another 95% of agreement here. This growing useful participation of students is generated when teaching aids are applied.

### **Discussion of the results of statement 15:**

Students know that the teaching aid in use is a mean of learning and not a playing tool.

Almost 70% of teachers agree on this. Teaching aids may add the sense of fun and amusement to the class as mentioned before, but this does not mean that students recognize it as a playing tool and teachers must be aware of this and make sure that will not happen.

## **5.4. Discussion of the Results of Fourth Question**

*"How far do schools contribute in encouraging the use of teaching aids?"*.

### **Discussion of the results of statement 16:**

Your school has all the facilities that you can use as teaching aids (labs, library ... etc.).

Just thirty five percent of the teachers agree on this statement. That means that schools of Jericho have a logistic problem/s, and this affects teaching aids within many aspects of teaching.

### **Discussion of the results of statement 17:**

Your school has all the audio-visual aids that you can use as teaching aids (tape recorder, head projector ... etc.).

The same as 16 above.

### **Discussion of the results of statement 18:**

**Your school encourages you to use teaching aids.**

Teachers here tried to be fair. By 65% of agreement they are saying that their schools' administration encourage them to use teaching aids, even if they do not have all the necessary equipments and facilities.

### **Discussion of the results of statement 19:**

**Your school facilities are always available when you need them.**

This statement has the total of agreement no more than 30%. This percent is a continuation of what is mentioned in statement 16,17 and 18 respectively.

### **Discussion of the results of statement 20:**

**Your school has a good storage place for the teaching aids.**

This statement has he lowest agreement of 20%. This is also an indicator that our schools in Jericho have a logistic problem.

## **5.5. Discussion of the Hypotheses**

**Hypothesis One:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's gender. This hypothesis is accepted and comes n the third place of acceptance with p-value of 0.502 as shown in **Table 4**. This is accepted since teachers awareness is objective rather than subjective.

**Hypothesis Two:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's level of education. This hypothesis is also accepted and comes in the second place of acceptances with p-value of 0.459 as shown in **Table 4**. This is because most of the teachers (80%) who answered the questionnaire have B.A. degree as shown in **Table 2**.

**Hypothesis Tree:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's years of experience. This hypothesis is also accepted and comes in the third place of acceptance with the p-value of 0.716 as shown in **Table 4**.

**Hypothesis Four:** There is no difference (H0: Null Hypothesis) at the 5% statistical significant level of teachers' awareness of teaching aids according to teacher's place of graduation. This hypothesis is also accepted and comes in the fourth place of acceptance with the p-value of 0.308 as shown in **Table 4**.



# **6. CHAPTER SIX:**

## **Conclusions**

Based on the discussion of the results in the previous chapter, the researcher concludes the following:

1. Teachers showed a deep understanding to the great and significant role that teaching aids play in the process of teaching and learning.
2. Teachers have good wealth of knowledge about teaching aids and their use.
3. Teachers are aware of the positive impact of teaching aids on student and their academic progress.
4. Schools encourage teachers to use teaching aids, on the other hand, schools suffer a huge lack of facilities and supplies.

# **7. CHAPTER SEVEN:**

## **Recommendations**

1. Teachers must keep up with the latest developments on the field of teaching aids, and for this sake, educational administrations shall organize regular courses dealing with this aspect.
2. Teaching aids must be looked at more seriously, and ensure making them as a solid consistent of resent and future plans in the educational agenda.
3. For the significant importance of teaching aids we noticed throughout this study, our schools must be equipped with more facilities (scientific labs, libraries, language labs, computer room ... etc.) and supplied with more tools and instruments (teaching aids).
4. Schools had shown that they encourage using aids, and we look forward to keep like that or even more.

# **Appendix A**

## **QUESTIONNAIRE**

### **Questionnaire**

**Dear Teacher,**

I am a senior student at Al-Quds Open University/Jericho Educational Region. In this semester I am doing my graduation project as a requirement for the B.A degree in English Language/Education Program. For this purpose, I designed a questionnaire about "Teaching Aids And Their Use In The Schools Of Jericho".

Please read the following statements carefully and then give your opinion as honestly as possible by ticking in the suitable place. There is no true or false questions. Data obtained from your answers will be used for statistical and scientific purpose only. Your answers will be treated confidentially.

**Your participation is highly appreciated**

**The Researcher  
Mohammed Wahdan**

➔Put a tick in the answer that most suites you:

- **Gender :**

Male ( )      Female ( )

- **Level of education:**

Diploma ( )      B.A. ( )      M.A. ( )

- **Years of experience:**

Less or equal 1 year ( )      2-5 Years ( )      More than 5 Years ( )

- **Place of graduation:**

Local ( )      Abroad ( )

| No. | Statement   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 1.  | Using teaching aids makes it easy to acquire and recall the given information by the student. |                |       |         |          |                   |
| 2.  | Using teaching aids adds a sense of fun and amusement to the class.                           |                |       |         |          |                   |
| 3.  | Using teaching aids helps to highlight the individual differences between students.           |                |       |         |          |                   |
| 4.  | Using teaching aids makes the students more welling to learn.                                 |                |       |         |          |                   |
| 5.  | Using teaching aids helps positively in controlling the class, and the students' behavior.    |                |       |         |          |                   |
| 6.  | You know exactly what is meant by the term "teaching aids".                                   |                |       |         |          |                   |
| 7.  | You use teaching aids more than blackboard during your classes.                               |                |       |         |          |                   |
| 8.  | You use some of teaching aids that you made yourself.   |                |       |         |          |                   |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 9.  | <b>You have the experience that enables you to make use of all kinds of teaching aids.</b>                                   |  |  |  |  |  |
| 10. | <b>You took courses or materials about teaching aids during your university study.</b>                                       |  |  |  |  |  |
| 11. | <b>Students show more enthusiasm in classes where teaching aids are applied.</b>   |  |  |  |  |  |
| 12. | <b>Students who learn by using teaching aids make better results in evaluation tests.</b>                                    |  |  |  |  |  |
| 13. | <b>Students show more participation when using teaching aids.</b>  |  |  |  |  |  |
| 14. | <b>Students who are weak participants tend to change their behavior positively.</b>  |  |  |  |  |  |
| 15. | <b>Students know that the teaching aid in use is a mean of learning and not a playing tool.</b>                              |  |  |  |  |  |
| 16. | <b>Your school has all the facilities that you can use as teaching aids (labs, library ... etc.).</b>                        |  |  |  |  |  |
| 17. | <b>Your school has all the audio-visual aids that you can use as teaching aids (tape recorder, head projector ... etc.).</b> |  |  |  |  |  |
| 18. | <b>Your school encourages you to use teaching aids.</b>  |  |  |  |  |  |
| 19. | <b>Your school facilities are always available when you need them.</b>   |  |  |  |  |  |
| 20. | <b>Your school has a good storage place for the teaching aids.</b>   |  |  |  |  |  |



# Abstract in Arabic

## ملخص الدراسة باللغة العربية

إن هذه الدراسة تهدف إلى تزويد القارئ بمعلومات عن استخدام الوسائل التعليمية في مدارس أريحا. وهي بالأخص تهدف إلى قياس الفهم العام من قبل المدرسين للوسائل التعليمية وفوائدها في عملية التعلم والتعليم، وهي تقيس أيضا مدى استخدام المدرسين لأنواع مختلفة من هذه الوسائل، وبالإضافة إلى ذلك فهي تبين مدى مساهمة المدارس وإداراتها في تشجيع استخدام الوسائل التعليمية أثناء عملية التدريس.

لتحقيق هذه الأهداف قام الباحث بعمل استبيان وطلب من بعض المدرسين الإجابة عنه. وقد تم اختيار المدرسين بشكل عشوائي من مدارس محافظة أريحا. انقسم الاستبيان إلى قسمين، قسم معلومات شخصية وقسم يحتوي على 20 جملة مقسمة إلى أربعة أبعاد: فوائد استخدام الوسائل التعليمية، ومدى معرفة المعلمين لماهية الوسائل التعليمية، وتأثير الوسائل التعليمية على الطالب، ومدى مساهمة المدارس في تشجيع استخدام الوسائل التعليمية. وبعد توزيع الاستبيان جمع الباحث المعلومات وطبق عليها أساليب الإحصاء التحليلي للحصول على النتائج. وقد وجد أن للوسائل التعليمية بالغ الأثر على العملية التعليمية. وفي النهاية وضع الباحث بعض الاستنتاجات ووضع لها توصيات مناسبة.



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